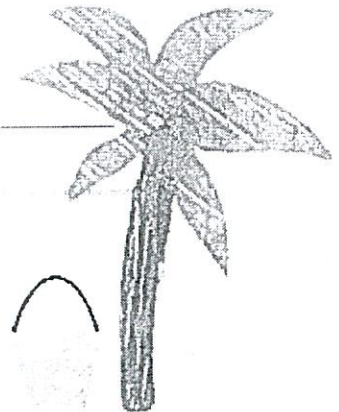# SUMMER

# READING

# PACKET

This packet belongs to: _____

## Sixth-Grade Summer Reading List

*Towers Falling* by Jewell Parker Rhodes – link to purchase: https://www.amazon.com/Towers-Falling-Jewell-Parker-Rhodes/dp/0316262218/ref=sr_1_1?crid=1CPX5FM37GE8H&keywords=towers+falling+by+jewell+parker+rhodes&qid=1655347273&sprefix=towers+falling%2Caps%2C69&sr=8-1

*"Eleven"* by Sandra Cisneros (provided within packet)


## Language Arts/Writing Component

After reading *Towers Falling,* students are expected to complete the following provided worksheets:

**"Finding Timeless Text"**

**"Timeless Text Artwork"**

**"Finding Evidence & Setting"**


Following their reading of "Eleven," students are expected to complete the following worksheets:

**"Cupcakes and Evidence"** (complete this activity *first*)

**"2-Premise Paragraph Outline"**


Rubrics are provided for the "Finding Timeless Text," "Timeless Text Artwork," and "Finding Evidence & Setting" activities, so they have a clear idea of their work expectations. A rubric is not provided for the "Cupcakes and Evidence" and "2-Premise Paragraph Outline" activities, as they are for assessment purposes.

Name: _____   Date: _____

# Finding Timeless Text

**Directions:** Find an example of a timeless text from your summer reading book. It can be something a character says, beautiful language the author uses, or something the narrator says that gives information about the theme, characters, or plot of the story. The text you choose should be because you are drawn to the language used or because you have a strong reaction to what is being said. Timeless means that the text goes beyond what's just in the story, that it can be applied to life or maybe even teach us a lesson.

**Title of Literary Work:** _____

**Timeless Text:** "_____

_____

_____

_____"

**Page #:** _____

**Pause and reflect on the timeless text. What makes it timeless? In other words, why did this particular quote stick with you after reading it? Maybe it holds deeper meaning, and once you write about it, it will help you better understand the text and life! Then, explain why this quote is important to you. Write your thoughts below. You should write at least five sentences.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____     Date: _____

# Timeless Text Artwork

**Directions:** Now that you've chosen your timeless text and responded to it, draw a picture that depicts that piece of text in action. **Make sure to include the actual quote and title of your book somewhere in your drawing as well.** You can be as creative as you'd like to be with this activity!

# TIMELESS TEXT RUBRIC

STUDENT NAME: _____

| Timeless Text | Reflection | Academic Vocabulary | Professional Appearance | Visual Depiction |
|---|---|---|---|---|
| Quote chosen is an example of a timeless piece of text. Includes quotation marks and the page number where the quote can be found. | Reflection is at least 5 total sentences explaining WHY the quote is timeless and WHY the quote is important to you. | Response must include at least three academic vocabulary words AND one of the phrases below to help you write even more. (Highlight or underline them.) | Response must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar. | Drawing encompasses the main theme, idea, or message of the timeless text. Also includes the quote and title of literary work. |
| Point Value: | Point Value: | Point Value: | Point Value: | Point Value: |

## TEACHER COMMENTS / FEEDBACK:

**Total Score:**

## TRASITION WORDS / PHRASES TO HELP YOU WRITE MORE:

- In addition,
- On the other hand,
- For example,
- Similarly,

- Even though,
- Furthermore,
- Most important,
- Above all,

Name: _____ Date: _____

# Finding Evidence & Setting

**Directions:** Comb through a section of your summer reading book and highlight specific words, phrases, or sentences that give you a detailed picture of the setting. Once you've completed this step, you will then draw the setting on this page (using the pieces of evidence from the text that you highlighted to guide you). Finally, you will write the actual quotes from the text next to every part of the setting that you have included. Please make sure to include *at least* three different pieces of evidence from the text!

# FINDING EVIDENCE & SETTING RUBRIC     STUDENT NAME: _____

| Visual Depiction | Evidence | Accuracy |
|---|---|---|
| Drawing of the setting was done thoughtfully and with effort. | Three or more different pieces of evidence from the text have been included in the drawing. | Based on the evidence student chose, the drawing is an accurate depiction of the setting. |
| Point Value: | Point Value: | Point Value: |

## TEACHER COMMENTS / FEEDBACK:

**Total Score:**
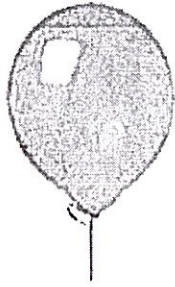
# Eleven

## By Sandra Cisneros

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are --underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't min instead of just sitting there with that look on my face and nothing coming out of my mouth.

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

"Not mine," says everybody. "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

"That's not, I don't , you're not...Not mine," I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's older and the teacher, she's right and I'm not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the school yard fence, or even leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody , "Now Rachel, that's enough," because she sees I've shoved the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't' care.

"Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."

2

"But it's not--"

"Now!" Mrs. Price says.

This is when I wish I wasn't eleven, because all the years inside of me-- ten, nine, eight, seven, six, five, four, three, two and one-- are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine.

That's when everything I've been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything's okay.

Today I'm eleven. There's cake Mama's making for tonight, and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.

I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it.
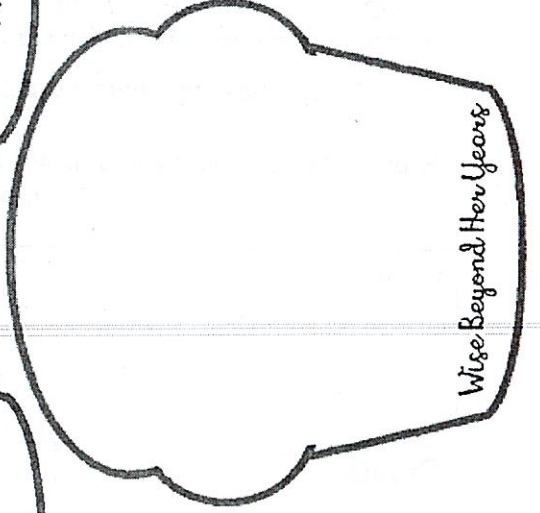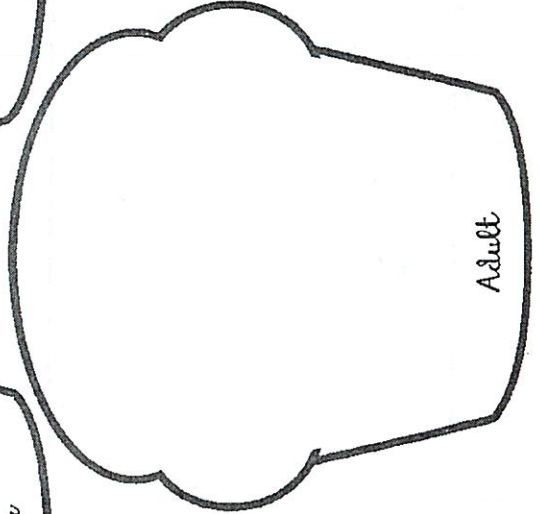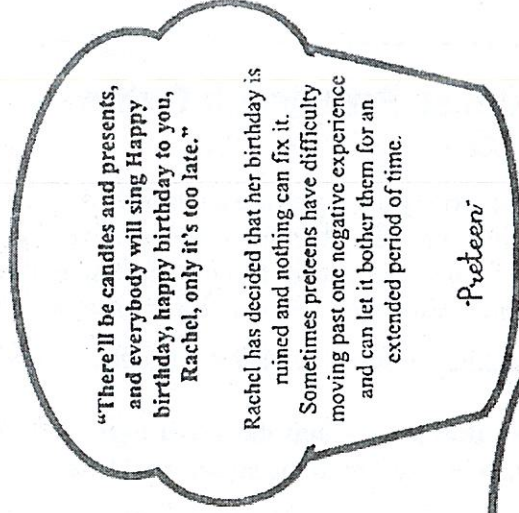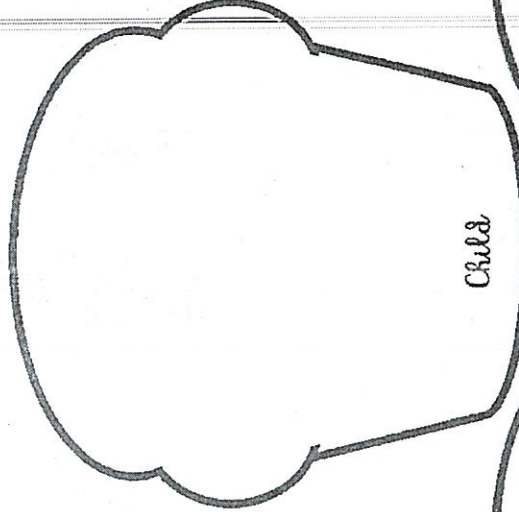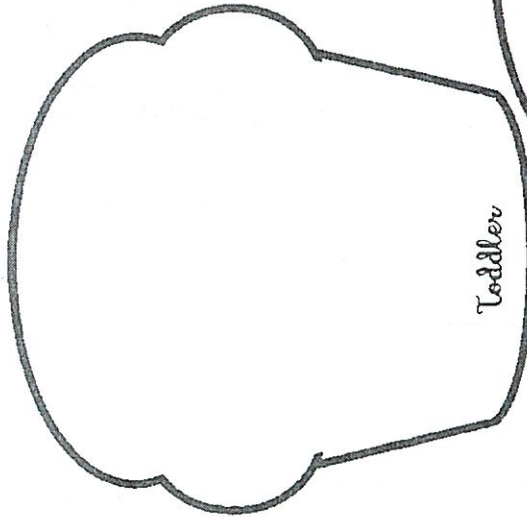
Name: _____

Date _____

# Cupcakes and Evidence

## "Eleven" By Sandra Cisneros

**Directions:** Rachel says, "What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one" (1). Find evidence from the story that shows Rachel is acting multiple "years" of her eleven year old self. Write each quote in the frosting and provide thorough justification on each bottom part of the cupcake. The first one has been done for you.

**Preteen**

"There'll be candles and presents, and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late."

Rachel has decided that her birthday is ruined and nothing can fix it. Sometimes preteens have difficulty moving past one negative experience and can let it bother them for an extended period of time.

**Child**

**Toddler**

**Wise Beyond Her Years**

**Adult**

Name. _____     Date _____

# 2-Premise Paragraph Outline
## 'Eleven' by Sandra Cisneros

**Directions:** Use this outline to help you write your 2-premise paragraph. A 2-premise paragraph is essentially a condensed essay, with your claim being the first sentence of your paragraph, and then having two premises (or sub-claims) follow – each with evidence and justification of that evidence. ~~After completing this outline, type up your final response in a separate document as one, complete paragraph.~~

Respond to the following prompt regarding "Eleven" by Sandra Cisneros.

**Using evidence from the text, prove that Rachel acts like other ages, in addition to an eleven-year old, when she reacts to the sweater mix-up.**

| Claim | |
|---|---|
| **Premise 1** | **Evidence** |
| | **Justification** |
| **Premise 2** | **Evidence** |
| | **Justification** |
| **Concluding Sentence** | |

June 2025

Dear Rising 6th Grader,

This year's Summer Math Packet includes several worksheets reviewing topics taught in your 5th grade class at Assumption this past year. For each topic, I have included an outline of how to complete the different skills with completed examples on the front of the worksheet. You should show your work for every problem, but if the space on the worksheet is not sufficient, please attach any additional sheets that you use. I ask that you number the problems if you do need to use additional pages to answer the problems. This packet should be completed over the summer, and returned to me on the first day of school in the fall.

I am also including one problem on a separate sheet at the end of the packet that I have labeled "Challenge." I plan to implement a problem of the week next year, and this "Challenge" problem is to give you an opportunity to see the type of question that could be presented to your class next year. Each problem of the week will directly correspond to a lesson that I am teaching, or may circle back to previously taught skills.

My advice would be to complete 2-4 problems from each included worksheet every week until we return to school so that these skills remain fresh throughout the summer.

I will do my best to check my school email a couple times each week throughout the summer, so if you have any questions or concerns, please feel free to contact me. I look forward to being your teacher next year!

Mrs. Alicia S. Favela
Middle School Math & Science Teacher
Assumption School

alicia.favela@assumption-cs.org

# Summer Math
## Entering Gr. 6

**ASSUMPTION SCHOOL**

Name: _____

---

Answer the following questions <u>after</u> you have completed this packet.

1. **When did you work on the Summer Math packet?** (select the best answer)
   - ☐  I started right after school let out in June!
   - ☐  I worked on it a little each week.
   - ☐  I forgot all about it, and had to do it last night.

2. **Were there any topics that you struggled with?** (check all that apply)
   - ☐  Multiplying Whole Numbers
   - ☐  Dividing Whole Numbers
   - ☐  Rounding with Whole Numbers and Decimals
   - ☐  Word Form & Expanded Form
   - ☐  Adding & Subtracting Fractions
   - ☐  Multiplying Fractions
   - ☐  Word Problems
   - ☐  The Challenge Problem
   - ☐  No. I remembered how to do all of these.

# Multiplying Whole Numbers

1. Write the problem vertically

2. Multiply the ones digit of the bottom number by each of the digits in the top number, right to left

3. Bring down a zero and then multiply the tens digit of the bottom number by each digit in the top number, right to left

4. Bring down two zeros and repeat with the hundreds digit of the bottom number

5. Add up all of the products

ex:  $3,481 \times 142$

$$
\begin{array}{r}
3,481 \\
\times \quad 142 \\
\hline
6962 \\
+ \ 139240 \\
348100 \\
\hline
494,302
\end{array}
$$

# Dividing Whole Numbers

1. Write out the long division problem with the first number (dividend) underneath the division symbol and the second number (divisor) to the left of the division symbol

2. Divide the divisor into the smallest part of the dividend it can go into and write the number of times it can go in on top of the division symbol

3. Multiply the number on top by the divisor and write the product under the number you divided into in step 2

4. Subtract your product from the number above it

5. Bring down the next digit of the dividend

6. Repeat steps 2-5 until there is nothing left to bring down.

7. If your last subtraction answer is not zero, write the remainder on top

ex:  $6,425 \div 21$

$$
\begin{array}{r}
305 \ R\,20 \\
21 \overline{)6425} \\
-63 \ \ \ \\
\hline
12 \ \\
-0 \ \\
\hline
125 \\
-105 \\
\hline
20
\end{array}
$$

Find each product. Show your work.

| | | | |
|---|---|---|---|
| 1. 238 × 5 | 2. 832 × 156 | 3. 4,899 × 67 | 4. 756 × 300 |
| 5. 19 × 863 | 6. 188 × 732 | 7. 3,249 × 173 | 8. 609 × 840 |

Find each quotient.

| | | | |
|---|---|---|---|
| 9. 876 ÷ 2 | 10. 9,473 ÷ 5 | 11. 396 ÷ 24 | 12. 8,911 ÷ 45 |
| 13. 700 ÷ 12 | 14. 1,065 ÷ 15 | 15. 2,737 ÷ 305 | 16. 4,516 ÷ 22 |

Solve each problem, showing all work.

| | |
|---|---|
| 17. Mrs. Favela bought 5 boxes of 15 pencils to give to her students. If she has 26 students in her class, how many pencils can she give each student? How many pencils will she have left over? | 18. Alicia and her 3 friends split a bag of candy evenly. They each ate 13 pieces of candy and there were 2 pieces left over. How many pieces of candy were originally in the bag? |

# Rounding with Whole Numbers & Decimals

| ten-thousands | thousands | hundreds | tens | ones | tenths | hundredths | thousandths |
|---|---|---|---|---|---|---|---|
| — | — | — | — | — | — | — | — |

1. Keep all digits to the left of the place you are rounding the same

2. If the digit to the right of the rounding digit is less than 5, keep the rounding digit the same. If it's 5 or greater, increase the rounding digit by 1.

3. Change all places to the right of the digit you are rounding to 0. (Trailing zeros after the decimal are unnecessary)

ex: round 52.943 to the nearest tenth

52.9④3

less than 5, so the 9 stays the same

52.900

don't need trailing zeros after the decimal

52.9

# Word Form & Expanded Form

1. Word Form: write the whole number in word form, translate the decimal to "and", & write the decimal as if it were a whole number, followed by the name of the place of the last digit

2. Expanded Form: write the value of each non-zero digit separately, with addition signs between them

ex: 209.315

two hundred nine and three hundred fifteen thousandths

200 + 9 + 0.3 + 0.01 + 0.005

Round the number 21,498.2536 to the nearest indicated place.

| 19. tenth | 20. hundred | 21. thousandth | 22. one |
|---|---|---|---|
| 23. thousand | 24. hundredth | 25. ten | 26. ten-thousand |

Complete the chart below.

| Standard Form | Expanded Form | Word Form |
|---|---|---|
| 3,962 | 27. | 28. |
| 29. | 100 + 2 + 0.09 | 30. |
| 31. | 32. | Five thousand six hundred eighty-five and twelve hundredths |
| 8,770.006 | 33. | 34. |
| 35. | 900 + 10 + 4 + 0.3 + 0.02 + 0.008 | 36. |
| 37. | 38. | Two thousand nine and thirty-five thousandths |

# Adding & Subtracting Fractions

1. Rename the fractions to equivalent fractions with common denominators

2. Add or subtract the numerators and keep the denominator the same

3. If mixed numbers, add or subtract the whole numbers

4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $4\frac{4}{9} + \frac{2}{3}$

$4\frac{4}{9} \:\:\overset{\times 1}{\underset{\times 1}{=}}\:\: \frac{4}{9}$

$+$

$\frac{2}{3} \:\:\overset{\times 3}{\underset{\times 3}{=}}\:\: \frac{6}{9}$

$4 \qquad \frac{10}{9} = \boxed{5\frac{1}{9}}$

# Multiplying Fractions

1. Turn a whole number into a fraction by giving it a denominator of 1

2. Cross-simplify the fractions if possible

3. Multiply the 2 numerators and the 2 denominators

4. If possible, simplify the answer & change improper fractions to mixed numbers

ex: $6 \times \frac{2}{3}$

$\frac{\overset{2}{6}}{1} \times \frac{2}{\underset{1}{3}} = \frac{4}{1}$

$= \boxed{4}$

Find each sum or difference. Show your work.

| | | | |
|---|---|---|---|
| 39. $\frac{7}{8} + \frac{5}{6}$ | 40. $\frac{9}{10} - \frac{1}{2}$ | 41. $\frac{3}{11} + \frac{2}{3}$ | 42. $\frac{11}{12} - \frac{13}{18}$ |
| 43. $4\frac{5}{9} + 7\frac{1}{3}$ | 44. $12\frac{9}{14} - 9\frac{3}{7}$ | 45. $3\frac{3}{5} + 2\frac{3}{4}$ | 46. $2\frac{2}{15} - 1\frac{2}{3}$ |

Find each product. Show your work.

| | | | |
|---|---|---|---|
| 47. $\frac{1}{6} \times \frac{3}{4}$ | 48. $15 \times \frac{2}{3}$ | 49. $\frac{1}{6} \times 10$ | 50. $\frac{5}{9} \times \frac{3}{20}$ |

Solve each problem, showing all work.

| | |
|---|---|
| 51. Brian ran 1 ½ miles on Monday, Wednesday, and Friday, and ¾ mile on Tuesday and Thursday. How far did he run in all? | 52. You can ride your bike ⅕ of a mile per minute. If it takes 3 ⅓ minutes to get to your friend's house, how many miles away do they live? |

**Challenge:** Back-to-School Savings

You buy 6 notebooks, 10 folders, 1 pack of pencils, and 1 lunch box for school. After using a $10 gift card, how much do you owe?

**Back-to-School Savings**

6 pk. Pencils $3

Folder $1

Spiral Notebook $2

Lunch Box $8

In addition to showing your work, explain how you solved the problem using words.

# Middle School (6ᵗʰ-8ᵗʰ grade) Supply List

Religion:

- Notebook/journal
- Rosary beads

Math/Science:

- One 1" three-ring binder to be shared between the two classes
- Loose leaf three-hole paper

English Literature/Language Arts:

- Two 1" three-ring binders
- Loose leaf three-hole paper
- Colored Pencils (12 Crayola colored pencils are sufficient
- Scotch Tape (or similar brand)
- Glue sticks (2)
- Highlighters, three different colors (3) for annotating

Social Studies:

- One 1" three-ring binder
- Loose leaf three-hole paper

General Purpose:

- Dry Erase/Expo Markers (Package of at least two markers)
- Dry Erasers
- Flash drive
- Pencils and erasers*
- Letter-sized Milk crate for extra storage
- Avery plastic dividers
- Large tissue box for classroom donation (3 boxes per student)
- Paper towels for classroom donation (1 per student)
- Clorox or Lysol wipes or paper towels and spray cleaner for classroom donation (1 per student)
- A positive attitude and the willpower to work hard!

*Pens are not needed and will not be allowed for use on homework or quizzes in the sixth- and seventh-grade classroom*

Students will need to supply their own art materials in a labeled Ziploc bag. All bags will remain in the art room for their use only.

· 2 glue sticks
· 3 pencils, #2
· 1 hand pencil sharpener
· 1 pink pearl eraser
· 2 fine point black Sharpie marker
· 1 ultra-fine point back Sharpie marker
· 1 box of 24 color crayons
· 1 set of 36 color pencils
· 1 set of markers any kind (3rd-8th)
· 1 gallon size Ziploc bag

Please put all art items in the Ziploc bag. Label it with your child's name and grade and bring it to school on the first day.

Thank you, Mrs. Tutela