Overview of Grade 6 Summer Assignments
<u>Required</u>

Language Arts
Reading
- ❏ Choose one of the following titles to read. Where possible, choose a title you have not already read:
    - ❏ *The Odyssey*, Sutcliff, Rosemary
    - ❏ *The Odyssey,* Hinds, Gareth
    - ❏ *Tales from the Odyssey (full series)*, Osbourne, Mary Pope
- ❏ Read two books from St. Patrick's Summer Reading List
- ❏ Read two free choice books
- ❏ Complete attached summer reading log (one neat entry for each book read)
- ❏ Complete Odyssey Map Assignment (see attached letter)

Math
Exercises in IXL
- ❏ Complete recommended exercises in IXL (20 minute sessions)

<u>Optional Enrichment</u>
- ❏ Complete sessions of *Typing Pal* (20 minutes per session)
- ❏ Complete optional coding activities

Dear Rising Grade 6 Student,

Welcome to your summer reading! As a rising Grade 6 student it is your job to keep your mind fresh and in tip-top shape over the summer so that, when you return, you'll be ready to dive into the exciting and challenging work we have to do together. As you know, you are required to read one book (or set of books) that will help prime you for our first unit on folktales, legends, and mythology: one version of the *Odyssey* included on the reading list. In addition to the required title, you are to read **four other books**, **two of which must come from the recommended reading list**.

I strongly recommend that you **READ EACH AND EVERY DAY this summer**, even if only for 15 or 20 minutes. As you finish your books, **please complete the attached form in Google Docs**. In addition, you will need to **create a map of a setting from *The Odyssey***. Please follow the instructions below.

- Your map should be made on a "legal-sized" piece of paper (8 ½" by 14").
- Your map should represent the setting in detail visually in some way--collage, colored pencil drawing, watercolor paints--your choice. (Please do not use printouts or computer-created art.) Make it visually appealing!
- You must label at least four features of the setting that are mentioned in *The Odyssey*. The features may be island inhabitants, landforms, or structures such as ships and homes.
- Your map needs to have one typed paragraph on the back of six to eight strong sentences. This paragraph should tell about your map, which features you included from the story, and why they are important to *The Odyssey*.

You will be assigned to a setting according to last name so that we have a wide representation of the important settings in *The Odyssey*:

Last Names A-B Island of the Cyclops	Last Names C-D Circe's Island	Last Names E-G Aeolus's Island	Last Names H-I Calypso's Island
Last Names J-M Ithaca	**Last Names N-R** The Lotus Eaters' Isle	**Last Names S-T** Island of the Cannibals	**Last Names U-Z** Scylla/Charybdis

To summarize:
1. READ EVERY DAY! Aside from your required book, you must read four other books, two from the list.
2. Fill out the attached form whenever you finish a book. Please type directly on the form and add rows if needed.
3. Make a detailed map of a setting from *The Odyssey*, following the above instructions.

Happy reading!

Ms. Smith and Mr. Gibson

Date	Title and Author	Your thoughts in four to five complete sentences
6/17/2020	*The Great Trouble* by **Deborah Hopkinson**	This book had a bit of everything--history, suspense, good characters, and action. I thought it was cool how a cholera outbreak was a medical mystery to be solved and that the main character, Eel, helped out with it. This book gave me some text-to-world connections because it is about an outbreak of disease like we are going through right now, and it was kind of comforting to know that people have come through this type of thing before. I like science and history and independent characters like Eel, so this was a perfect book for me!

Grade 6 IXL Math: Use Grade 5

Directions: Complete each of the following assignments to 80% mastery. (If your smartscore is already over 80 from work during the year, complete 15 problems correctly and then move on.) Use a composition book to record your work, including all scratch work, and document each assignment in the way modeled below. Bring your composition book to school when we return in September. **Last, be sure to find the subjects by the topic name (eg. Estimate Products) as IXL occasionally renumbers the assignments over the summer.**

Assignment Number and Name	Date	Time Spent
Ex. **A.1 Write numbers in words**	6/16/2020	21 minutes

Mastery Level Expected (Reach 80%)

Grade 5 Level IXL

Multiplication
> C.7 Choose numbers with a particular product (YLP)
> C.8 Estimate products (TKD)
> C.14 Multiply two-digit numbers by three-digit numbers (JHB)

Division
> D.5 Divide by one-digit numbers: interpret remainders (72W)
> D.11 Divide two-digit and three-digit numbers by two-digit numbers (HMA)

Decimals
> G.1 What decimal number is illustrated? (CTP)
> G. 22 Put assorted decimals, fractions, and mixed numbers in order (SR7)

Add and Subtract Decimals
> H.4 Add and subtract decimals: word problems (35U)
> H.5 Choose decimals with a particular sum or difference (ARW)

Add and Subtract Fractions
> L.5 Add and subtract mixed numbers with like denominators (XHJ)
> L.8 Add fractions with unlike denominators (D9N)
> L.10 Subtract fractions with unlike denominators (VSP)

Multiply Fractions
> M.12 Multiply fractions by whole numbers II (69L)
> M.17 Multiply two unit fractions using models (DHJ)
> M.32 Multiply a mixed number by a whole number (6Q4)

Divide Fractions
> N.2 Divide unit fractions by whole numbers (GXY)
> N.3 Divide whole numbers by unit fractions using model (VDU)

Optional Technology Summer 2020

Typing Pal Work For Middle School Students

Each week, spend 20 minutes working through the *Typing Pal* curriculum.
- Aim for speed between 10 and 25 words per minute with accuracy above 90%.
- Begin by clicking the door. Then, simply click on the next available apple. (*Typing Pal* will mark activities you have completed with an icon of an apple core that has been eaten.)
- Access *Typing Pal* with the Google Chrome web browser, which you can install on any computer.
- Use this custom link to sign in. ***Do not type your email address or password. Instead, click the "G" to sign in with your St. Patrick's Google account.*** Please note that if you are using a shared computer at home, you may need to sign out of other Google accounts first.
- We encourage parents to watch you type to be sure that you use the correct fingers on the keys (as *Typing Pal* demonstrates at the start of each lesson).
- ***To ensure that signing into Typing Pal works properly on a computer at home, you are required to sign into Typing Pal at home at least once before June 5.*** If, after following the instructions above, you still experience difficulty, please take a screenshot (or take a picture of the screen with a parent's phone) and email it to help@stpatsdc.org.

Optional coding activities
- There will be a pizza lunch in the fall for those who complete a project and would like to share.
- To qualify, work on one of the project options below. ***While you are working, take screenshots of interesting moments in your work.*** When you have finished, pick one screenshot, write a few sentences about it, and submit both using this form.
- Project Options:
  - Grade-Appropriate Hour of Code Activities. As shown below, make sure to select an activity appropriate for your grade level.

  - Khan Academy Intro to Javascript: Drawing & Animation.
- ***Please note that these challenges are designed to encourage resourcefulness and self-sufficiency.*** If you encounter technical difficulties or run into a challenge with your coding, good ways to solve the problem may include asking a friend for help, getting an adult to help you search for online resources (including YouTube videos), or switching to another coding challenge.