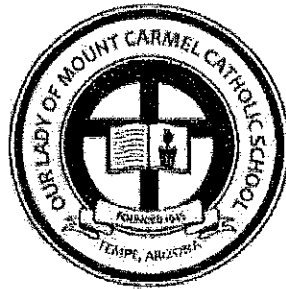


HAVE AN AMAZINGLY, BLESSED SUMMER!

SAY HELLO...



TO ANOTHER SUMMER!



INCOMING 6TH GRADE SUMMER PACKET 2024-2025

NAME: \_\_\_\_\_

6th Grade Novel Study List for the 2024-2025 School Year

*A Long Walk to Water- Linda Sue Park*

*Number the Stars- Lois Lowry*

*Red Scarf Girl- Ji-li Jiang*

*A Wrinkle in Time- Madeleine L'Engle*

# Grade 6 English Language Arts

## DIRECTIONS

This session contains two reading selections with fifteen multiple-choice questions and one open-response question.

*For 40,000 years, she remained frozen on the Arctic tundra of Siberia—until two brothers walked by and soon discovered they had found something truly special. Read the passage and answer the questions that follow.*

## from **MAMMOTHS AND MASTODONS**

*by Cheryl Bardoe*

### **Surprise in the Snow**

1 Ten-year-old Kostia squinted through the snow that blows across northern Siberia even in May. He and his brother Edik had just loaded their reindeer sledge with firewood when they noticed an odd lump by the river. Kostia guessed it was an injured reindeer. But when the brothers drew closer, Kostia could hardly believe his eyes. The strange dead animal had no antlers—but it had a trunk like an elephant. Kostia and Edik poked at the animal and then hurried home.

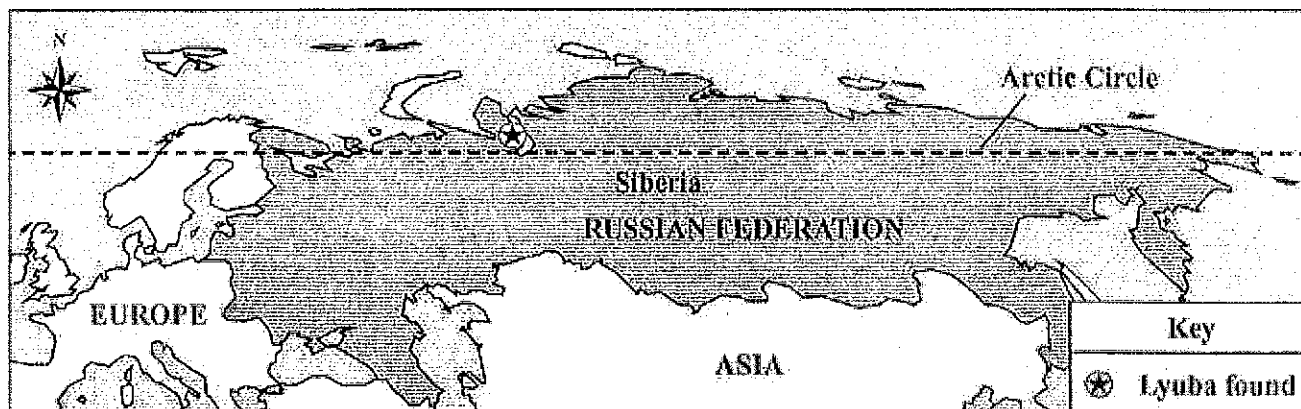
2 Their father, Yuri, was troubled when he heard about the mysterious creature. Kostia's

family is of the Nenets people, who live a nomadic life herding reindeer across the arctic tundra. Yuri believed the animal his sons saw came from the underworld below the Earth's surface—anything from underground could bring terrible luck. Yuri hiked to a sacred place on the tundra, marked by a pile of reindeer antlers. There he made an offering to the spirits and pondered what to do.

3 Sometimes a Nenets person would come across a mammoth tusk jutting from the ground and could transform a bad omen into good fortune by sharing the valuable ivory with others. Yuri decided to do the same with his sons' discovery. He had heard how others had found tusks, bones, and such, which attracted scientists from all over the world to the icy arctic. Yuri hiked 73 miles over four days to the nearest village to report the sighting of the creature.



Kostia Khudt and his father, Yuri. Kostia follows reindeer herds across the tundra with his family during spring and summer and attends a town boarding school during fall and winter.

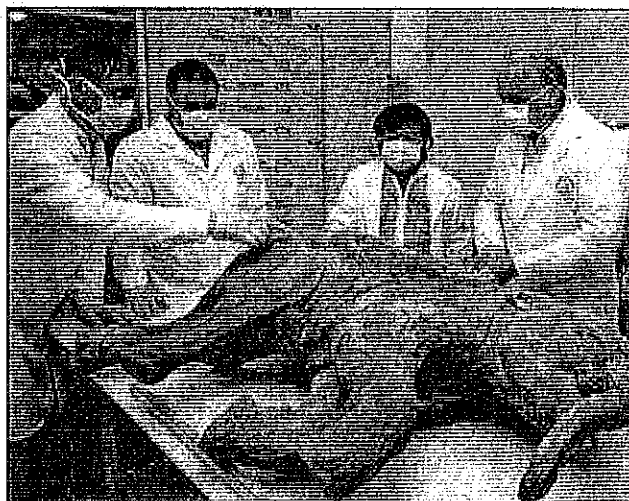


Lyuba was found north of the Arctic Circle. Winter in this part of Russia can last up to eight months, and temperatures can dip as low as  $-59^{\circ}\text{F}$ , or  $-50^{\circ}\text{C}$ .

- 4 Kostia and Edik's find was big. More than once-in-a-lifetime big. More than once-in-a-millennium big. They had discovered a frozen baby woolly mammoth! People had discovered the bones of mammoths before. They had even found large parts of frozen mammoth bodies. Never had anyone found a mammoth—or any other extinct, prehistoric animal—that was completely whole and so well preserved. This baby mammoth died about 40,000 years before she was found in 2007. Yet wrinkles still creased her skin and taste buds dotted her tongue. Her eyeballs rested in their sockets, and her internal organs had retained nearly all their original shapes. Scientists call the baby mammoth Lyuba and study her in hopes of learning secrets from the past.

### Mammoths Are Extinct, but Their Story Isn't Over

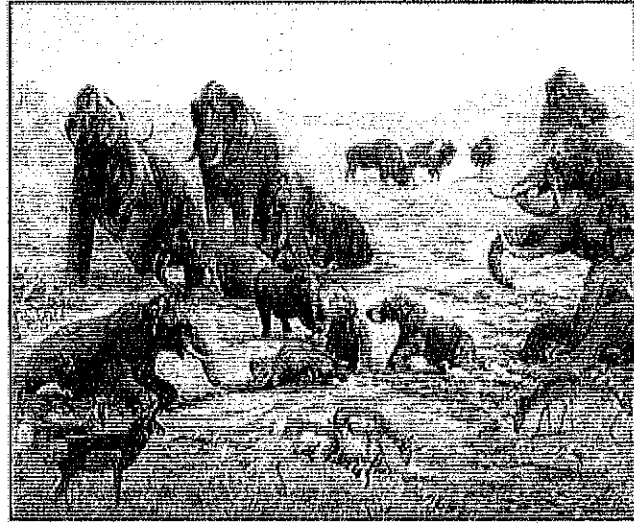
- 5 Scientists have long figured that if a mammoth's skeleton looked like an elephant's, then it probably walked like an elephant. And if a mammoth's teeth looked like an elephant's, then it probably ate like an elephant. And if a mammoth walked and ate like an elephant, then it probably did other things like an elephant, too. Without physical, hold-in-your-hands evidence, however, these theories are just guesses about how mammoths may or may not have acted.



Scientists examine the baby woolly mammoth named Lyuba. If she had not been found, the spring thaw and a flooding river might have washed Lyuba out to sea.

6 "As a paleontologist, my job is to search the fossil record for clues to what mammoths did," says Dr. Daniel Fisher, a world-renowned mammoth expert and professor at the University of Michigan. For instance, scientists found dung in Lyuba's intestine. They know baby elephants nibble on poop to get bacteria into their stomachs to help digest leaves. Now they have proof mammoths did, too.

7 Enough clues have piled up to convince scientists that mammoths and their lesser-known cousins the mastodons did act a lot like elephants. Scientists' guesses were correct—they can study the living creatures to learn about the extinct ones. This is truly amazing because scientists know most long-lost animals only from their bones. Compare mammoths to amphicyonids, mammals that lived about 15 million years ago. Dr. Fisher helped unearth a set of five amphicyonid footprints, which had hardened into siltstone, on a school field trip when he was 14 years old. "This animal was as big as a bear," Dr. Fisher explains. "But no animal alive today is anything like it."



More than 10,000 years ago, Columbian mammoths enjoyed water holes in North America. Scientists believe mammoths acted like elephants, in addition to looking like them.

## TREASURES FROM PERMAFROST

Near the Arctic Circle, the summer sun's rays often thaw only the top few inches of soil. A deeper layer of soil, called permafrost, may stay frozen for thousands of years. Massive woolly mammoths were more likely than smaller animals to induce a mudslide or crash through ice into rivers. There they could be blanketed by mud and frozen quickly after death.

As a result, scientists know little about how this animal ate, slept, and reared its young.

8 Having only bones to examine also means that scientists must guess at what most prehistoric creatures looked like alive, in the flesh. Discoveries like Lyuba show us the hulking muscles and shaggy fur that covered mammoth skeletons. They reveal that mammoth trunks worked like elephant trunks and that mammoths (like elephants) had thick, spongy tissue on the soles of their feet to help support their massive weight. Usually the soft parts of an animal's body rot after death, but a deep freeze puts the brakes on decay.

Because woolly mammoths were enormous and lived in an arctic climate, they were the most likely animals to be preserved as prehistoric popsicles.

9 Scientists also learn about mammoths through clues left by humans. Our ancestors speared mammoths for supper and stacked their bones to build shelters from the wind. They painted mammoth pictures on caves and carved mammoth figurines from ivory (similar to art inspired by elephants).

10 With data from so many sources, scientists know more about mammoths and mastodons than about most other prehistoric creatures. Yet we don't know why these animals died out. Solving this mystery becomes even more urgent as elephants struggle to survive today.

11 Dr. Fisher hopes his research can help save elephants. "This is part of why I do this work," he says. "Part of me looks backward and tries to understand the past. And part of me looks around and tries to understand the animals of the present."

### **DID DINOSAURS AND MAMMOTHS LIVE AT THE SAME TIME?**

**Answer:** No! Dinosaurs were a group of reptiles that included the largest animals ever to live on land, and they died out 65 million years ago. At that time, mammals—animals covered with fur that give birth to live young—were not much bigger than cats. Mammoths and mastodons were among the largest *mammals* ever to have lived on land. The first mastodons appeared around 25 million years ago, and the first mammoths appeared around 5 million years ago. Elephants appeared at the same time as mammoths. They were all still tromping around when modern humans appeared about 100,000 years ago.

## English Language Arts

- 1 In paragraph 1, why could Kostia “hardly believe his eyes”?
- A. He realized that reindeer can find animal remains.
  - B. He observed a significant amount of snow in May.
  - C. He saw that firewood was now abundant in Siberia.
  - D. He saw the odd characteristics of the animal remains.
- 2 According to the passage, why did Yuri report what his sons had found?
- A. to bring the family fame
  - B. to follow the local law
  - C. to help other villagers
  - D. to bring good luck
- 3 How does the picture of Lyuba best support the information in the passage?
- A. by showing Lyuba’s excellent condition
  - B. by showing the steps for studying Lyuba
  - C. by showing the incredible strength of Lyuba
  - D. by showing Lyuba’s similarity to other discoveries
- 4 Based on the passage, what does the heading “Mammoths Are Extinct, but Their Story Isn’t Over” **most likely** mean?
- A. People have found cave paintings of mammoths.
  - B. Scientists can still learn more about mammoths.
  - C. People want to read books about mammoths.
  - D. Mammoths may still exist in remote places.

- 5 Based on paragraph 7, what is the main reason that little is known about the behavior of amphiionids?
- A. Only a few of them have been uncovered on land.
  - B. Only some of them have been found in groups.
  - C. There are no similar animals that exist today.
  - D. There are no scientists who study them now.
- 6 Based on the passage and the text box titled "Treasures from Permafrost," how was the climate most important to the discovery of Lyuba?
- A. The slippery ice caused her to fall.
  - B. The white snow made her easy to see.
  - C. The extreme cold preserved her soft tissue.
  - D. The harsh winds kept other animals away from her.
- 7 Based on the passage, the discovery of Lyuba best supports the work of paleontologists by showing that
- A. many animal species do not survive.
  - B. some animal species live in frigid climates.
  - C. modern animals can give clues about the past.
  - D. preserved bones of extinct animals are not useful.
- 8 What is the main purpose of the passage?
- A. to describe the challenges of one paleontologist
  - B. to show the steps for becoming a paleontologist
  - C. to explain why scientists must follow certain procedures
  - D. to show how scientists use discoveries to draw conclusions



## English Language Arts

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- 9 In paragraph 5, what does the phrase "hold-in-your-hands evidence" refer to?
- A. data that can be read easily
  - B. actual proof of the ideas presented
  - C. details that have been recorded on paper
  - D. new information from articles on the topic
- 10 Based on the meaning of the prefix *pre-*, what does the word *prehistoric* refer to throughout the passage?
- A. periods of time when history was ignored
  - B. a period of history that has repeated itself
  - C. periods of history that have been forgotten
  - D. the period of time that was before recorded history

# English Language Arts

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Question 11 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.



Based on the passage, explain why it has been helpful for scientists to study the frozen body of a woolly mammoth. Support your answer with important details from the passage.

# English Language Arts

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*Emily Geiger was a young woman during the time of the American Revolution. Read the scenes from the play based on the true story of Emily Geiger and answer the questions that follow.*

*from* **Emily Geiger: Teenage Patriot**  
*by Tara Wise Montgomery*

**Characters:**

NARRATOR	GENERAL NATHANAEL GREENE
SOLDIER	AIDE
EMILY GEIGER, 18	GENERAL THOMAS SUMTER

**SCENE I**

**TIME:** *June 1781.*

**SETTING:** *General Greene's headquarters in the fortified village of Ninety-Six, South Carolina. Table and chair are center. Table has papers on it, a metal cup, and any other items that would be appropriate. A stool, rifle leaning against wall, kettle, etc. round out the set. . . .*

5 **AT RISE:** *GENERAL GREENE is seated at table, working on papers. NARRATOR enters, crosses center.*

**NARRATOR:** The setting is June of 1781 during the American Revolutionary War. Patriot General Nathanael Greene has retreated from Redcoat Lord Rawdon. Greene is anxious to send an order to General Thomas Sumter to join him in attacking Lord Rawdon. However, no man is willing  
10 to make the treacherous journey through a South Carolina countryside filled with vengeful Tories. Suddenly, an unlikely candidate approaches. (*NARRATOR exits. SOLDIER enters right, approaches GENERAL GREENE, salutes.*)

**SOLDIER:** General Greene, there is a young lady named Miss Geiger here to see you.

15 **GENERAL GREENE** (*Crossly looking up from his work*): I'm very busy right now. I've no time for visitors! I've got to figure out a strategy to defeat those villainous Redcoats!

**SOLDIER** (*Apologetically*): I realize that, sir, but she's been waiting to see you for some time and refuses to leave until she speaks with you. She's quite persistent.

**GREENE:** Refuses, you say? (*Sighing heavily*) Very well, then. Send her in, send her in.

**SOLDIER** (*Saluting*): As you wish, sir. (*Exits right*)

20 **GREENE** (*Shaking his head to himself*): Whatever would a woman have to say to me in the middle of a desperate war? (*SOLDIER reenters right, followed by EMILY, who wears a determined expression on her face, her head held high. GREENE stands to greet her.*)

**SOLDIER:** General Greene, Miss Emily Geiger.

**EMILY** (*Shaking his hand*): General Greene, I am so pleased to meet you.

## English Language Arts

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25 **GREENE:** The pleasure is mine, Miss Geiger. (*Firmly*) However, I would appreciate it if you would state your business quickly, I have much work to do and have very little time to spare you.

**EMILY:** I realize that, General Greene. As a matter of fact, I have come to offer you my services.

**GREENE:** Your services? I don't understand.

30 **EMILY:** Well, sir, it is my wish to help in the war effort. Since I am not permitted to fight as a soldier, I had thought I might persuade you to allow me to serve as a messenger.

**GREENE (*Laughing*):** A messenger? You can't be serious!

**EMILY:** I can assure you I am quite serious, General. The fact is I am the best rider in Newberry County. I understand that you have an important dispatch to deliver to General  
35 Thomas Sumter. I believe that I am the person for the job.

**GREENE (*Angrily*):** How did you get that information?

**EMILY:** That's not important, sir. The fact remains that I know this area very well, and I can deliver the message in no time.

**GREENE:** Miss Geiger, I can't even find a man bold enough to tackle that! The woods are  
40 crawling with Redcoats.

**EMILY:** I am not a man!

**GREENE:** What you propose is impossible. How old are you?

**EMILY:** I'm eighteen, sir.

**GREENE (*Shaking head*):** Do you realize what a dangerous mission you are talking about? What  
45 if you were captured and taken prisoner? Have you considered that?

**EMILY:** I'm not afraid, sir. I know I can do it. I'm tired of sitting around at our farmhouse while brave men die. My father is unable to fight because of an infirmity, so it's up to me to do something to help the war effort. Please allow me to do this. I want to serve my country.

**SOLDIER:** We have not considered sending a woman messenger, General. Especially one  
50 so young. Rawdon would be looking for a man.

**GREENE (*Sighing*):** Well . . . you seem determined, Miss Geiger. Still, I don't know. What would your family think of me, allowing you to take on such a dangerous mission?

**EMILY:** My family understands my desire to help the cause, sir. They also know how stubborn I can be.

55 **GREENE (*Smiling*):** You are that. The fact is, Miss Geiger, you're our only hope at this point. My soldier is right—perhaps the Redcoats might not be suspicious of a young lady rider.

**EMILY (*Happily*):** Thank you, General Greene! I won't let you down. If I encounter anyone on my journey, I will tell them I am visiting my Uncle Jacob. He lives several miles away.

**SOLDIER:** Uncle Jacob—clever!

60 **GREENE (*Writing a letter and handing it to EMILY*):** Now, it is important that you know the contents of this letter so that you'll remember it if you fall into the wrong hands and must destroy it. . . . (*Curtain*)

# English Language Arts

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[Some time later . . .]

## SCENE 3

**SETTING:** *Thomas Sumter's Camp by Wateree River in South Carolina.*

65 **AT RISE:** *GENERAL SUMTER is sitting at table, reading through papers. AIDE enters left.*

**AIDE:** General Sumter, there is a woman here to see you.

**GENERAL SUMTER** (*Looking up from his papers*): A woman? Here!

70 **AIDE:** Yes, sir. Her name is Emily Geiger. She insists that she see you. She says she has a message for you.

**SUMTER** (*Confused*): A message for me? What sort of message?

**AIDE:** From General Greene, sir.

**SUMTER:** Great Scott! Has Greene lost his mind sending a woman with a dispatch? Send her in, Thompson.

75 **AIDE:** Yes, sir. (*Exits left. SUMTER shakes his head in disbelief. After a moment, EMILY enters left.*)

**EMILY:** General Sumter, at last I have reached you!

**SUMTER:** What is the meaning of this?

80 **EMILY:** Emily Geiger at your service, sir! (*Curtseys*) General Greene sent me to deliver a very important message. You can't imagine what I have been through to get here.

**SUMTER** (*In disbelief*): You mean you have traveled through enemy lines from General Greene's camp?

**EMILY:** Yes, sir. I was captured by Lord Rawdon's men and held prisoner.

**SUMTER:** What? Incredible! How did you escape?

85 **EMILY:** He let me go.

**SUMTER** (*Amazed*): Rawdon let you go? I can't believe this!

**EMILY:** He couldn't find General Greene's message. They weren't able to find any evidence.

**SUMTER:** What happened to it?

90 **EMILY** (*In matter-of-fact tone*): I ate it.

**SUMTER:** You did WHAT?

**EMILY:** I know it sounds ridiculous, but I had no choice. I couldn't let them find it.

**SUMTER:** Well, of course that was better than allowing them to get the information. But how am I to know what General Greene had to say?

95 **EMILY:** That's why I'm here.

# English Language Arts

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**SUMTER:** I still don't understand how you can deliver the message if you no longer have it on your person.

**EMILY:** Ah, but you see—I memorized it before I ate it! (*Reciting from memory*) General Greene has just passed Broad River and would like you to join him in attacking Lord Rawdon by sending reinforcements to Orangeburgh.

**SUMTER** (*Impressed*): This is incredible, Miss Geiger! You have served your country well today! Who would have thought such a young woman would make such an excellent messenger?

**EMILY:** I consider it my patriotic duty, sir. (*Curtain, NARRATOR enters, before curtain, to address audience.*)

**NARRATOR:** Thanks to Emily Geiger, General Sumter proceeded to join Greene and together they forced the Redcoats to retreat.

## THE END

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- 12 Based on lines 14–26, which of the following **best** describes General Greene's mood?
- A. tense
  - B. lonely
  - C. confused
  - D. disappointed

- 13 In line 37, which of the following stage directions could **best** be added?
- A. (*Frowning with concern*)
  - B. (*Standing with confidence*)
  - C. (*Breathing fast, rubbing her hands*)
  - D. (*Smiling gently, smoothing her hair*)

## English Language Arts

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- 14 Read the sentence from lines 39 and 40 in the box below.

The woods are crawling with Redcoats.

Based on the play, what does the sentence mainly show about the danger of Emily's journey?

- A. Resources are in low supply.
- B. Enemy troops are numerous.
- C. Traps are located along the ground.
- D. Battles are continuing without a pause.

- 15 What is the most likely reason the author chose to write the play?

- A. to describe what caused the Revolutionary War
- B. to describe two important generals of the Revolutionary War
- C. to show the unique role of a young woman during the Revolutionary War
- D. to explain why young women were first allowed to serve in the Revolutionary War

- 16 Based on lines 27 and 28, what does the word *services* mean?

- A. assistance
- B. obedience
- C. skills in making repairs
- D. ideas for important events

Name: \_\_\_\_\_

When a pronoun is an indirect object, it should be in the objective case.

Example: Correct: I bought her an apple.

Incorrect: I bought she an apple.

In the example the direct object is *apple*. The correct indirect object is *her*, which is the objective case. Using she as the indirect object is incorrect.

Fill in the blank with the correct pronoun.

1. Edward threw (he, him) \_\_\_\_\_ the ball.

---

2. The clerk gave my sister and (me, I) \_\_\_\_\_ the bags.

---

3. Travis painted (she, her) \_\_\_\_\_ a picture.

---

4. For the second time, Felicia told (them, they) \_\_\_\_\_ a joke.

---

5. Violet's father bought (her, she) \_\_\_\_\_ the bike that (she, her) \_\_\_\_\_ wanted.

---

6. Alice and Vance's mother made (they, them) \_\_\_\_\_ breakfast before school.

---

7. The teacher showed (us, we) \_\_\_\_\_ the map of the Netherlands.

---

8. (Them, They) \_\_\_\_\_ built (we, us) \_\_\_\_\_ new swimming pool.



Name \_\_\_\_\_

**DIRECTIONS:** The paragraph below is taken from *The Adventures of Lightfoot the Deer* by Thornton W. Burgess. Find the inappropriate pronoun shifts and cross them out. Then write what the pronoun should be above what you crossed out.

"If I were sure that they would return next spring, it wouldn't be so bad," he muttered. "It's those terrible guns. I know what it is to have to watch out for it. Farmer Brown's boy used to hunt me with one of them, but he doesn't anymore. But even when he did hunt us it wasn't anything like what the Ducks have to go through. If I kept my eyes and ears open, I could tell when a hunter was coming and could hide in a hole if I wanted to. I never had to worry about your meals. But with the Ducks it is a thousand times worse. They've got to eat while making that long journey, and you can eat only where there is the right kind of food. Hunters with terrible guns know where those places are and hide there until the Ducks come, and the Ducks have no way of knowing whether the hunters are waiting for us or not. That isn't hunting. It's...it's..."

Name: \_\_\_\_\_

Below are sentences with common idioms and adages that relate to Christmas.  
Rewrite each sentence in your own words without using the idiom or adage.

1. They are planning to trim their tree tonight.

\_\_\_\_\_

2. He's such a Scrooge about money.

\_\_\_\_\_

3. I hope we have a white Christmas.

\_\_\_\_\_

4. Christmas came early for the Nelson family.

\_\_\_\_\_

5. Good things come in small packages.

\_\_\_\_\_

6. We bought some stocking stuffers at the store today.

\_\_\_\_\_

7. Don't look a gift horse in the mouth.

\_\_\_\_\_

8. The proof is in the pudding.

\_\_\_\_\_

Name: \_\_\_\_\_

Below are sentences with common idioms and adages that relate to Christmas.  
Rewrite each sentence in your own words without using the idiom or adage.

1. They are planning to trim their tree tonight.

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\_\_\_\_\_

6. We bought some stocking stuffers at the store today.

\_\_\_\_\_

7. Don't look a gift horse in the mouth.

\_\_\_\_\_

8. The proof is in the pudding.

\_\_\_\_\_

Name \_\_\_\_\_

**DIRECTIONS:** Read each of the sentences. Decide from the connotation of the words used whether the speaker is showing approval (A) or disapproval (D). Write A or D on the line.

- \_\_\_\_\_ 1. I hope Elaine won't be my roommate at camp. She's so nosy.
- \_\_\_\_\_ 2. "I can't wait until we move out of this home," Kim said. "I'll miss it, but our next one will be so much better."
- \_\_\_\_\_ 3. Look, there's Miss Miller and her minions.
- \_\_\_\_\_ 4. The stench of blossoms filled the air.
- \_\_\_\_\_ 5. Rachel would be a good class president. She has a lot of experience meddling in everyone's business.
- \_\_\_\_\_ 6. Sarah is full of original ideas.
- \_\_\_\_\_ 7. Jerry has a real knack for lying.
- \_\_\_\_\_ 8. I would keep your eye on your new neighbor. He's crafty.
- \_\_\_\_\_ 9. Aaron is quite quiet and almost antisocial.
- \_\_\_\_\_ 10. Though my parents have plenty of money, they like to be thrifty.

Name \_\_\_\_\_

**DIRECTIONS:** Write the analogy type being used on the line below.

1. Umbrella is to rain as sled is to snow. \_\_\_\_\_
2. Victory is to success as defeat is to failure. \_\_\_\_\_
3. Newspaper is to inform as game is to entertain. \_\_\_\_\_
4. Lawyer is to the law as the policemen is to safety. \_\_\_\_\_
5. Button is to blouse as zipper is to pants. \_\_\_\_\_
6. Mustard is to condiment as apple is to fruit. \_\_\_\_\_
7. A plane travels through the air as a boat travels on the water. \_\_\_\_\_
8. Clean is to dirty as bright is to dim. \_\_\_\_\_
9. A loser is to victory as a winner is to defeat. \_\_\_\_\_
10. A doctor is to healing as a fireman is to putting out fires. \_\_\_\_\_
11. A tablecloth is to a table as a curtain is to a window. \_\_\_\_\_
12. A telephone is to talking as a television is to watching. \_\_\_\_\_

**T**oo many sentences begin with *it, the* or *there*. A good writer will open a sentence with other words to make sentences more interesting.

**Example 1:**

There was no one home.

Change to: No one was home.

**Example 2:**

The game was important to Molly.

Change to: To Molly the game was important.

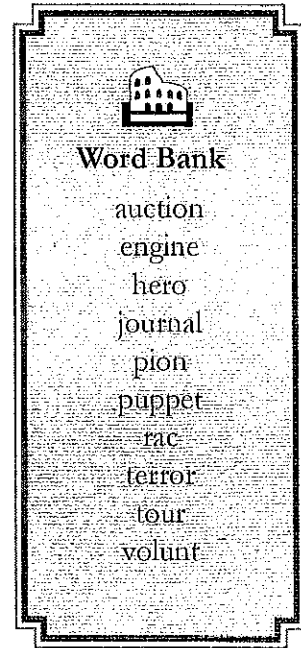
Rewrite the sentences below using different words to start the sentence. You may add or remove words as needed. Be careful to keep the meaning of the new sentence the same as the original.

1. There is a storm coming.
2. The cat climbed the tree as Amy watched.
3. It was sunny in her garden.
4. There is more bread in the cupboard.
5. There is a full moon now.
6. The people of France elected a new president.
7. It was her mother's birthday yesterday.
8. The captain called for help when his boat hit the rocks.

Name: \_\_\_\_\_

**M**any suffixes we use in English originally come from Greek or Latin word endings. The suffix *-ism* is from Greek meaning "characteristic," "condition" or "process." The suffix *-eer* is from Latin meaning "one engaged in or with." Suffixes often change the meaning of the root word. For example, the word *mountain* means "a tall steep hill." Combine *mountain* with *-eer*, and it becomes the word *mountaineer*. Based on its original meaning, *mountaineer* means "one who engaged with a mountain" or a person who climbs mountains.

Use the list in the bank to make five different English words out of *-ism* and *-eer*. You may add a prefix or change the spelling a little if needed. Write a sentence for each word you make and circle the word you made with the suffix. Be sure to use words for both *-ism* and *-eer*.



### Sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

A direct object is a noun or pronoun that receives the action of a verb. Put another way, the verb acts upon the direct object. It is important to remember that a direct object only appears when there is an action verb in the sentence. If the verb is not an action verb, then there is no direct object.

**Example 1: Jack was a star in the game.**

**Question: Jack was a what? Answer: star**

This example shows how the what question must be asked only for active verbs. In the sentence the subject is *Jack*, the verb is *was*. *Was* is not an action verb; it is a verb of being, or a linking verb, so there is no action for a direct object to receive. There is no direct object in Example 1. The noun *star* is called an subject complement, which renames or give information about the subject.

**Example 2: The team named the star of the game.**

In Example 2 the verb *named* is an action verb, so let's ask the question:

**Question: The team named the what? Answer: star**

In Example 2 *star* is a direct object.

Read each of the sentences below. Write the verb in the blank. If there is a direct object in the sentence, circle it. Remember to look for action verbs to determine a direct object.

1. Jack became captain of the team. \_\_\_\_\_
2. The coach dismissed practice early. \_\_\_\_\_
3. This game is the final game of the season. \_\_\_\_\_
4. As captain, Jack led the team onto the ice. \_\_\_\_\_
5. She felt proud of her team. \_\_\_\_\_
6. Ian hit the puck with his stick. \_\_\_\_\_
7. We are the best fans in the world! \_\_\_\_\_
8. The team won the game in the last 10 seconds. \_\_\_\_\_



Name: \_\_\_\_\_

Some of the words below have been misspelled; some are correct. Write the correct spelling of each word in the blank.

1. probably \_\_\_\_\_

11. science \_\_\_\_\_

2. equipment \_\_\_\_\_

12. strenth \_\_\_\_\_

3. foreign \_\_\_\_\_

13. immeditately \_\_\_\_\_

4. busness \_\_\_\_\_

14. muscle \_\_\_\_\_

5. embarass \_\_\_\_\_

15. occaisionally \_\_\_\_\_

6. ninety \_\_\_\_\_

16. guarante \_\_\_\_\_

7. discription \_\_\_\_\_

17. commitment \_\_\_\_\_

8. accept \_\_\_\_\_

18. truely \_\_\_\_\_

9. generaly \_\_\_\_\_

19. excellant \_\_\_\_\_

10. Wenesday \_\_\_\_\_

20. seperate \_\_\_\_\_

Name: \_\_\_\_\_

Commas are used in a variety of ways. They are used with a coordinating conjunction to join independent clauses in compound sentences. They are used after introductory clauses, after some introductory phrases, and after some introductory words. Commas also are used to separate items in a series. There are other ways writers use commas, such as with quotations and dates.

Write a sentence as instructed below. Use commas correctly.

1. Write a sentence with a series of three items.
2. Write a compound sentence using the conjunction *but*.
3. Write a sentence with an introductory adverbial clause that starts with *although*.
4. Write your birthday, including the month, day, and year. Write the month as a word.
5. Write a sentence that starts with a direct quotation.
6. Write a sentence that starts with an introductory prepositional phrase.

Name: \_\_\_\_\_

Each of the sentences below have mistakes in them. There may be spelling, punctuation, capitalization, or grammar errors. Rewrite each sentence so that it is correct.

1. If Janie calls tonite, tell them I'm not home.
2. Not for the world woud I go to the top of the Brooklyn bridge.
3. He run quick to secon base.
4. Noone wanted too be with he at luch.
5. The horse had jump over the streem when the wolve caught it.
6. Chilren should listen to her parents like his sister done.
7. Its not importent what people looks like, its how he acts.
8. Lance's parents decided that he could go but he could only stay an hour.

Name: \_\_\_\_\_

An interjection is a word or phrase that expresses emotion or feeling, gives a command or fills a silence. It usually begins a sentence, but sometimes it may interrupt a sentence or be at the end of a sentence.

Example:

Whee! This is a fun roller coaster!

In the example, *whee* is an interjection.

To the right is a word bank of interjections. Use the interjections to write original sentences in the space below. Use each interjection only once.

**Word Bank**

well yuck congratulations  
hello brr whew shh uh  
oh hurrah no yahoo oh

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Name: \_\_\_\_\_

Each pair of sentences below demonstrate both direct and indirect characterization. Circle the letter of the sentence that is an example of indirect characterization.

**1.**

A. Joe walked up to the new boy in the class and said, "Welcome; I hope you like it here."

B. Kind and friendly, Joe was determined to welcome the new boy in the class.

**2.**

A. Sonya's shyness often prevented her from going to parties.

B. Sonya stood at the front door a long time, gathering the courage to join the party.

**3.**

A. David was always polite to his friends' parents.

B. "Thank you for the ride, Mrs. Garcia," said David.

**4.**

A. Although it was late, Molly knew that if she continued working a little longer her project would be perfect.

B. Molly's good grades were a result of dedication to hard work.

Name: \_\_\_\_\_

Below are some metaphors and similes written by William Shakespeare. Write a paragraph explaining what each metaphor or simile means. What is being compared? How are the two things alike? What is Shakespeare trying to tell the reader?

- ① All the world's a stage,  
And all the men and women, merely Players;  
They have their Exits and their Entrances,  
And one man in his time plays many parts,  
His Acts being seven ages.

*("As You Like It" Act II Scene 7)*

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---

- ② Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate...

*("Sonnet 18")*

---

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---

- ③ Beauty too rich for use, for earth too dear!  
So shows a snowy dove trooping with crows  
As yonder lady o'er her fellows shows.

*("Romeo and Juliet" Act I Scene 5)*

---

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---

Name: \_\_\_\_\_

The rhyme scheme of a poem is determined by giving the last word or words a letter. The word in the first line is marked A. All ending words that are the same or rhyme with that one get an A. If the next ending word does not rhyme with A, it is marked with a B. All ending words or sounds that rhyme with that get a B, and so on.

Example: "Trees" by Joyce Kilmer	Rhyme Scheme
I think that I shall never see	A
A poem lovely as a tree.	A
A tree whose hungry mouth is prest	B
Against the earth's sweet flowing breast;	B
A tree that looks at God all day,	C
And lifts her leafy arms to pray;	C
<b>The rhyme scheme is AABBC.</b>	

**Write the rhyme scheme for each poem below.**

**"A Time To Talk" by Robert Frost**

When a friend calls to me from the road \_\_\_\_\_  
And slows his horse to a meaning walk, \_\_\_\_\_  
I don't stand still and look around \_\_\_\_\_  
On all the hills I haven't hoed, \_\_\_\_\_  
And shout from where I am, What is it? \_\_\_\_\_  
No, not as there is a time to talk. \_\_\_\_\_  
I thrust my hoe in the mellow ground, \_\_\_\_\_  
Blade-end up and five feet tall, \_\_\_\_\_  
And plod: I go up to the stone wall \_\_\_\_\_  
For a friendly visit. \_\_\_\_\_

**"Ashes of Life" by Edna St. Vincent Millay**

Love has gone and left me and the days are all alike; \_\_\_\_\_  
Eat I must, and sleep I will,—and would that night were here! \_\_\_\_\_  
But ah!—to lie awake and hear the slow hours strike! \_\_\_\_\_  
Would that it were day again!—with twilight near! \_\_\_\_\_  
Love has gone and left me and I don't know what to do; \_\_\_\_\_  
This or that or what you will is all the same to me; \_\_\_\_\_  
But all the things that I begin I leave before I'm through,— \_\_\_\_\_  
There's little use in anything as far as I can see. \_\_\_\_\_  
Love has gone and left me,—and the neighbors knock and borrow, \_\_\_\_\_  
And life goes on forever like the gnawing of a mouse,— \_\_\_\_\_  
And to-morrow and to-morrow and to-morrow and to-morrow \_\_\_\_\_  
There's this little street and this little house. \_\_\_\_\_

Name \_\_\_\_\_

## My Shadow

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see,  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow--  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an errant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

From *A Child's Garden of Verses* by Robert Louis Stevenson

1. How many stanzas are in the poem? \_\_\_\_\_
2. Use letters to show the rhyme scheme of the poem. \_\_\_\_\_
3. What kind of figurative language is used in this poem? \_\_\_\_\_
4. Explain the literal meaning of the last stanza. Why is the speaker's shadow still "Fast asleep in bed"?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Week One

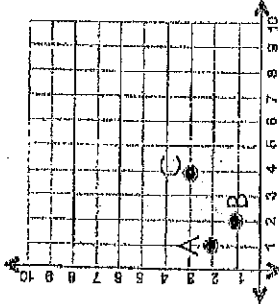


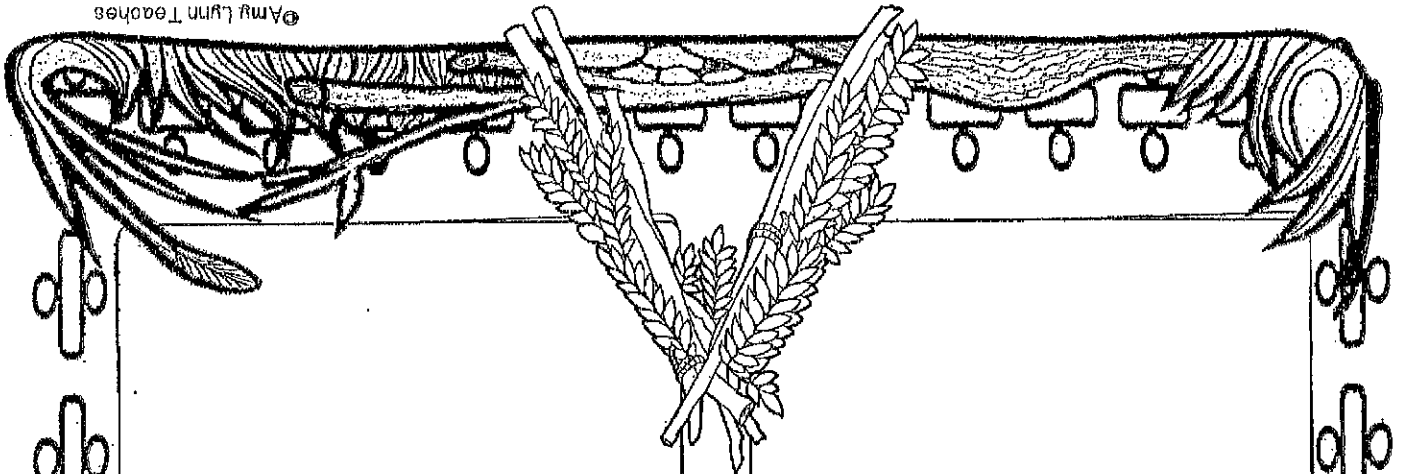
Problem	Work & Answer
<p>List the factors of each number.</p> <p>a.) 24</p> <p>b.) 64</p>	
<p>Fill in the missing number.</p> <p>a.) <math>0.24 - .128 = ?</math></p> <p>b.) <math>94.19 + 2.6 + ? = 161.29</math></p>	
<p>Compare using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></p> <p>a.) <math>0.245</math> <input type="radio"/> <math>0.0245</math></p> <p>b.) <math>24.500</math> <input type="radio"/> <math>24.5</math></p> <p>c.) <math>20.405</math> <input type="radio"/> <math>20.45</math></p>	
<p>Write the following in expanded form:</p> <p>a.) 0.234</p> <p>b.) 14.78</p>	
<p>Divide:</p> <p>a.) <math>2,936 \div 4</math></p> <p>b.) <math>14,783 \div 12</math></p>	



# Week Two



Problem	Work & Answer
<p>List the next <b>four</b> terms in the sequences with the given rule:</p> <p>a.) Start at 0, add three</p> <p>b.) Start at 0, add six</p> <p>c.) What is the relationship between the two sequences?</p> <p>Multiply:</p> <p>a.) <math>23.5 \times 6</math></p> <p>b.) <math>2.35 \times 0.6</math></p> <p>c.) <math>235.0 \times 0.06</math></p>	
<p>Name each ordered pair.</p> 	
<p>Find each sum: a.) <math>\frac{1}{2} + \frac{1}{4}</math>    b.) <math>\frac{1}{4} + \frac{1}{3} + 3\frac{7}{12}</math></p>	
<p>Round each number to the nearest tenth:</p> <p>a.) 985.76    b.) 43.52    c.) 0.859</p>	



\_\_\_\_\_ = 648 ÷ 72 =

\_\_\_\_\_ = 338 ÷ 26 =

\_\_\_\_\_ = 882 ÷ 49 =

\_\_\_\_\_ = 585 ÷ 65 =

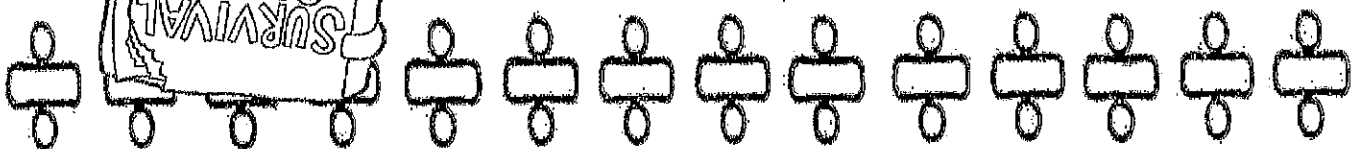
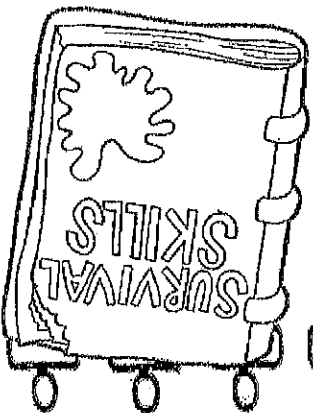
\_\_\_\_\_ = 405 ÷ 15 =

\_\_\_\_\_ = 972 ÷ 81 =

Solve each division equation below.

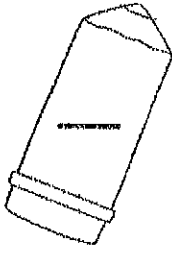
# Division Practice

Name: \_\_\_\_\_



Name: \_\_\_\_\_

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



1 Find the sum:

$$\begin{array}{r} 2, 1, 9, 3 \\ + 3, 6, 2, 2 \\ \hline \end{array}$$

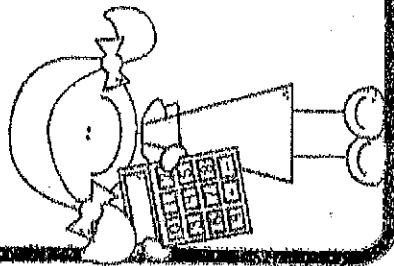
2 Find the difference:

$$\begin{array}{r} 4, 7, 2, 8 \\ - 6, 9, 1 \\ \hline \end{array}$$

3 Find the product:

$$\begin{array}{r} 7, 5, 2, 6 \\ \times \quad \quad 5 \\ \hline \end{array}$$

4 Find the quotient:

$$370 \div 5 =$$


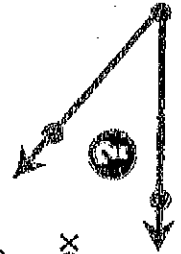
5 6 groups of  $\square$  is the same as 48.

6 Round to the nearest hundred.

**59,450**

7 What is the space between two intersecting lines called?

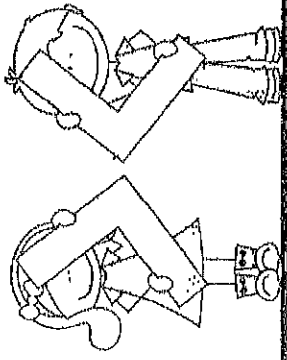
(A) vertex  
(B) angle  
(C) ray



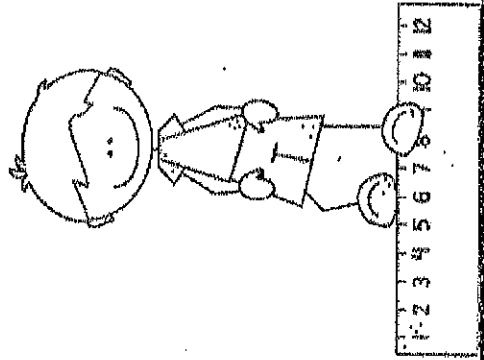
8 The students were asked to read during the summer. The total number of books read was 2434. If 1822 were fiction and the rest were nonfiction, how many nonfiction books were read?

9 Put the fractions in order from least to greatest.

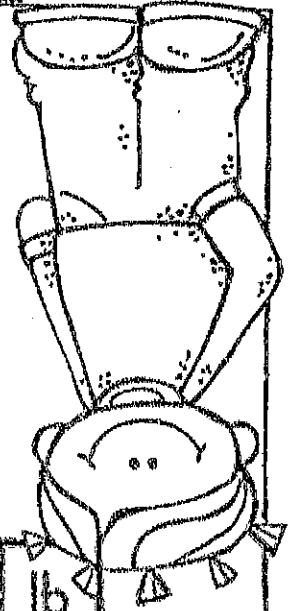
$\frac{2}{3}$        $\frac{1}{2}$        $\frac{1}{4}$



10 The classroom door is 7 and a half feet tall. How many inches tall is it?



#	answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



# Hundred Puzzle #19

Directions: Use the clues to find the one correct mystery number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Clues:

- The mystery number is less than the number of years in  $\frac{1}{4}$  of a century.
  - The number is not between the value of 3 nickels and 2 quarters.
  - It is not a multiple of two.
  - The product of the digits is greater than 30.
  - The digit in the tens place is one less than the digit in the ones place.
  - The sum of the digits = 13.
- The mystery number is \_\_\_\_\_