

Holy Family-Holy Name School

91 Summer Street

New Bedford, MA 02740

# 6<sup>th</sup> Grade Summer Reading Packet

## 2019



Mrs. Hutchison

Ms. Moujabber

Mrs. Ashman

Mr. Petruski



**School Mission:**

“Holy Family-Holy Name School is a Christ centered academic community instilling Catholic beliefs and gospel values; nurturing students’ gifts of faith and intellect by surrounding them with a family of faculty, staff, and volunteers whose vocation it is to serve.”

Dear Upcoming 6th Graders and Families,

We are looking forward to our summer as a time to relax, connect with friends and family, and enjoy the beautiful world God has given us. And while we are doing all of this, we will also be preparing for the upcoming school year!

This summer, the incoming 6<sup>th</sup> graders will be asked to read *The Lightning Thief* by Rick Riordan and *Lost in Outer Space* by Tod Olson. Each book will require you to complete a project which **will be due the first Friday of the school year; if you will not be here on that first Friday, your project either needs to be mailed to the school or dropped off.**

In addition to reading, you will also be asked to work in IXL this summer to review Math skills. We ask that each student work on IXL at the appropriate grade level for between 2 and 4 hours over the course of the summer-about a half hour a week. Doing so will earn students 5 extra points on a lowest quiz score for two hours, and 10 extra points on a lowest quiz score for four hours.

You will also be learning new prayers in 6<sup>th</sup> grade. Please see the attached list from the Diocese. I am including the *Magnificat* in the packet for you to begin to learn this summer.

Don't forget to review basic math facts such as multiplication tables, read as much as you can, and write for fun! Also, spend time with God this summer by going to church and always being thankful for our many blessings.

Have a wonderful fun-filled summer!

God Bless,

Mrs. Hutchison

## Diocese of Fall River Prayer List

*This list is designed to note the grade level at which these prayers are to be **known by heart**.*

*What is essential is that the texts that are memorized must at the same time be taken in and gradually understood in depth...It should be introduced through a process that, begun early, continues gradually, flexibly, and never slavishly. In this way certain elements of Catholic faith, tradition and practice are learned for a lifetime, form a basis for communication, allow people to pray together in a common language, and contribute to the individual's continued growth in understanding and living the faith. (National Directory for Catechesis, pp102-103)*

*These basic Catholic prayers may be introduced to the students in the years prior to required memorization. It is expected that these prayers will be used regularly in the prayer life of the school in all grades. Additionally, all students should be exposed to the prayers and devotions found on the supplemental list at a number of points during their elementary/middle school experience.*

- By the end of Preschool:
  - Sign of the Cross
  - Our Father
  - Hail Mary
  - Grace before meals
- By the end of Kindergarten:
  - Same as above
  - Glory Be to the Father
  - Guardian Angel Prayer
- By the end of grade 1:
  - Same as above
  - Grace after meals
  - Morning Offering
- By the end of grade 2:
  - Same as above
  - Act of Contrition
  - A Decade of the Rosary
  - Mass Responses/Acclamations
- By the end of grade 3:
  - Same as above
  - Rosary (basic)
  - Apostle's Creed
  - Prayer of St. Francis
- By the end of grade 4:
  - Same as above
  - Angelus
  - Hail Holy Queen
- By the end of grade 5:
  - Same as above
  - Rosary (all mysteries)
  - Prayer for the Dead (Eternal Rest...)
  - Divine Praises
- By the end of grade 6:
  - Same as above
  - Parish Devotional Prayer
  - Magnificat
- By the end of grade 7:
  - Same as above
  - Prayer to the Holy Spirit
  - Memorare
- By the end of grade 8:
  - Same as above
  - Nicene Creed (able to pray communal)

The Magnificat

**My soul magnifies the Lord  
And my spirit rejoices in God my Savior;  
Because He has regarded the lowliness of His handmaid;  
For behold, henceforth all generations shall call me blessed;  
Because He who is mighty has done great things for me,  
and holy is His name;  
And His mercy is from generation to generation  
on those who fear Him.  
He has shown might with His arm,  
He has scattered the proud in the conceit of their heart.  
He has put down the mighty from their thrones,  
and has exalted the lowly.  
He has filled the hungry with good things,  
and the rich He has sent away empty.  
He has given help to Israel, his servant, mindful of His mercy  
Even as he spoke to our fathers, to Abraham and to his posterity forever.**

## Grade 6 Summer Reading

The sixth graders this summer will be reading **The Lightning Thief**: by Rick Riordan. As students are reading pay attention to the deities of the ancient Greeks, especially abilities, personalities, and any rituals.

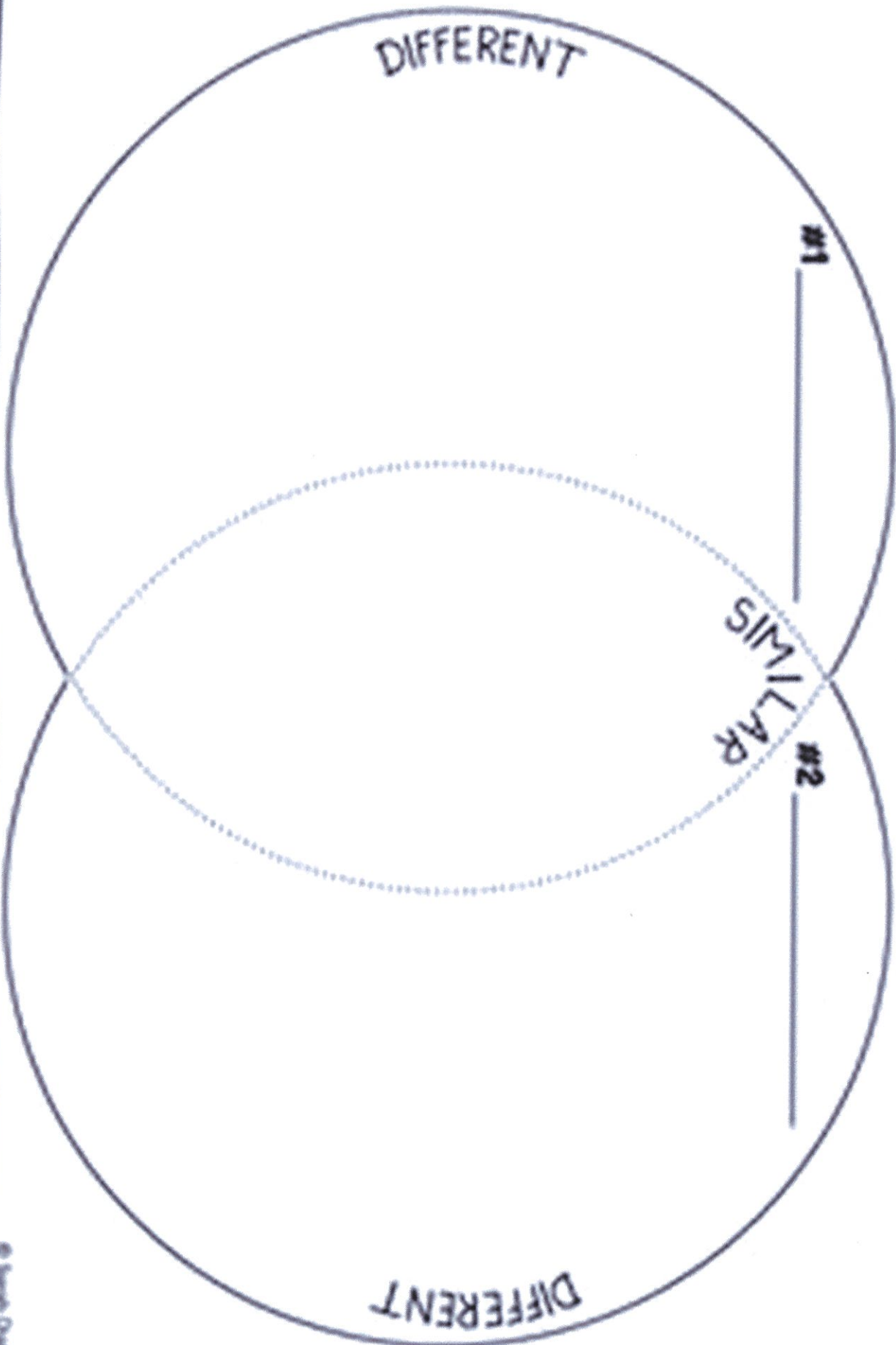
Using your knowledge of Christianity from 5<sup>th</sup> grade and your readings of the Lightning Thief compare and Contrast Our Christian God and the Greek Gods and Goddesses that you read about. Are there any similarities? What are some differences? List as many details as possible in the compare and contrast worksheet provided.

Then on lined paper write a detailed paragraph at least 5 sentences long about a character that you believe has some of the qualities of Jesus Christ. Be sure to use text from your reading as evidence to back up your reasoning.

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

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

# COMPARE AND CONTRAST



## Lost in Space Summer reading:

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1) Critical thinking can be defined as "The objective analysis and evaluation of an issue in order to form a judgment."

A) Why do scientists need to be critical thinkers?

B) How did the astronauts on Apollo 13 demonstrate critical thinking?

C) In what situations do you use critical thinking?

- 2) The three men aboard Apollo 13 were a mix of seasoned and rookie astronauts. How did the author describe difference in attitude between the new and veteran astronauts?

- 3) Describe what happened to the crew of Grissom, Chaffee, and White on the test run of liftoff procedures in the first Apollo mission. How did the Apollo 13 astronauts cope with the very dangerous nature of their jobs?

4) Early navigators used to rely on the stars to guide their way. Modern navigation is often automated. How did the crew's strategy resemble early navigation?

5) What science skills were utilized by the astronauts in this book? List 6 examples of moments in the book where a character used a science skill. Examples: critical thinking, observing (environment or patterns), communicating, measuring, calculating, problem solving, calibrating equipment, predicting, following a procedure and testing.

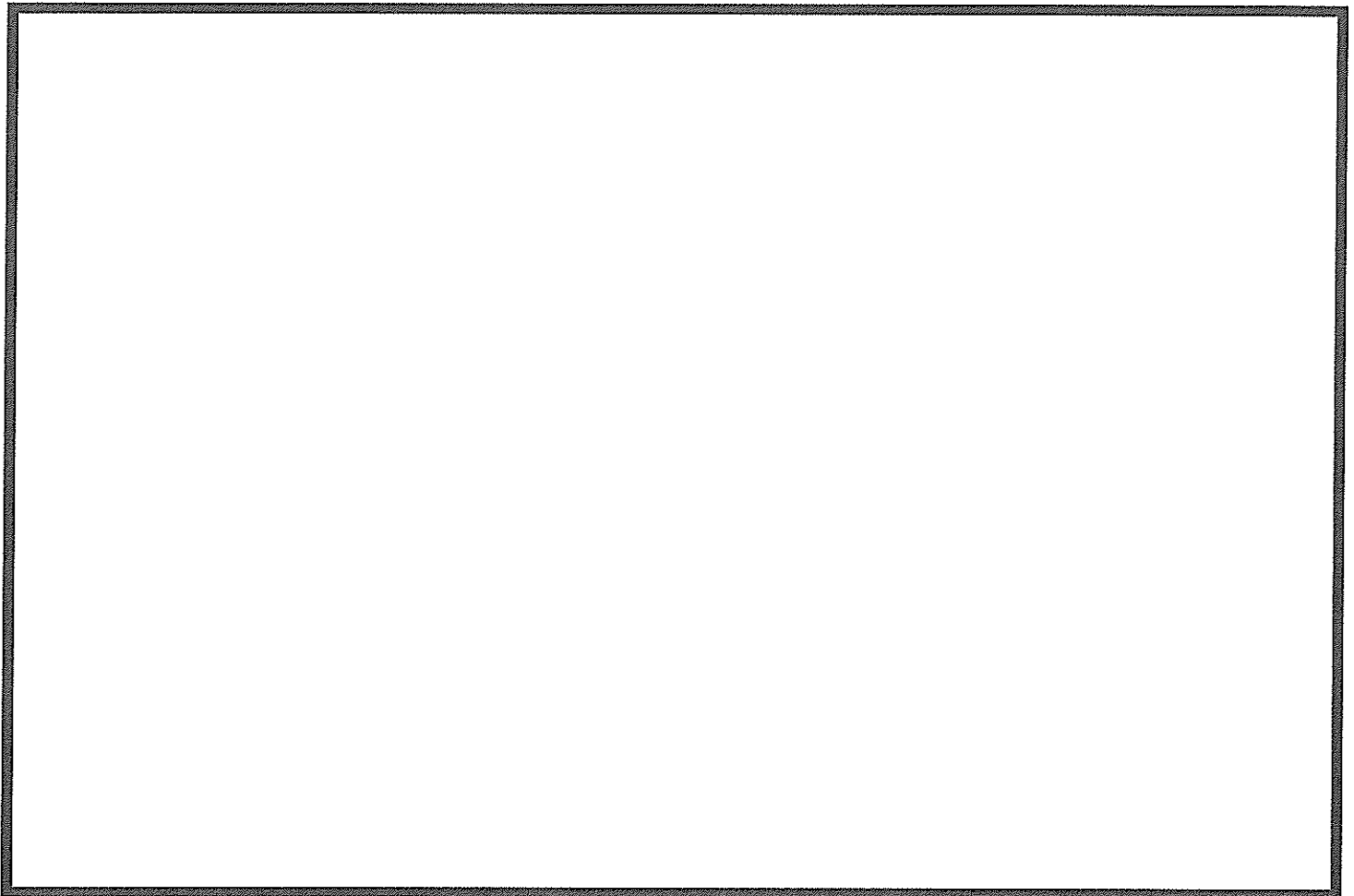
Science skill(you can use the same one multiple times)	Situation that required the science skill
1	
2	
3	
4	
5	
6	



6) Describe some of the many challenges in the cramped LEM. Which problem was the most urgent issue? Why?

7) Create a drawing of a memorable scene from 'Lost in space'.

Sketch:



Describe what is happening in this scene.

Description:

What are the characters' thoughts in this scene that you have drawn?



**Supply List for Grades 5 & 6**

**~~~~~ Supplies for personal use: ~~~~~**

- \_\_\_\_\_ 1 ~ 2" Binder
- \_\_\_\_\_ 1 set of 6 dividers
- \_\_\_\_\_ 4 Jumbo book socks
- \_\_\_\_\_ 1 ~ 2 pocket folder
- \_\_\_\_\_ 24 pencils
- \_\_\_\_\_ 6 black pens
- \_\_\_\_\_ 6 blue pens
- \_\_\_\_\_ 3 red pens
- \_\_\_\_\_ 3 highlighters (multiple colors)
- \_\_\_\_\_ 1 self-contained pencil sharpener
- \_\_\_\_\_ 2 large pink erasers
- \_\_\_\_\_ 1 box of colored pencils (12)
- \_\_\_\_\_ 1 box of crayons (24)
- \_\_\_\_\_ 1 box of wide markers (10)
- \_\_\_\_\_ 1 box of thin markers (10)

- \_\_\_\_\_ 1 basic set of water colors
- \_\_\_\_\_ 1 pencil pouch *\*no boxes they will be sent back home\**
- \_\_\_\_\_ 1 bottle of glue
- \_\_\_\_\_ 12 glue sticks
- \_\_\_\_\_ 1 pair of scissors
- \_\_\_\_\_ 2 correction tape
- \_\_\_\_\_ Spanish Dictionary
- \_\_\_\_\_ 1 dry erase marker
- \_\_\_\_\_ 1 Pkg. Ear Buds

**\*\*new students only\*\***

- \_\_\_\_\_ 1 ~ **composition notebook**
- \_\_\_\_\_ 1~ **25 pack of sheet protectors**
- \_\_\_\_\_ 1 ~ **1" binder for Spanish**

**~~~~~ Supplies for classroom community use: ~~~~~**

- \_\_\_\_\_ 3 packs of loose leaf paper (please keep one pack at home to be used for homework)
- \_\_\_\_\_ 3 packs of 3x5 ruled index cards

**~~~ Supplies for math community use: (To fill interactive notebook caddies) ~~~**

**Grade 5**

- \_\_\_\_\_ 1 extra pack of 3 glue sticks

**Grade 6**

- \_\_\_\_\_ 1 extra pack of thin markers

**~~~~~ School Community Supplies: ~~~~~**

- \_\_\_\_\_ 3 boxes of tissues
- \_\_\_\_\_ 3 baby wipes
- \_\_\_\_\_ 3 paper towel
- \_\_\_\_\_ 3 disinfecting wipes

**~~~~~ Suggested Supplies for Home: ~~~~~**

- Pencils
- pens
- white lined paper
- access to a dictionary
- access to a thesaurus