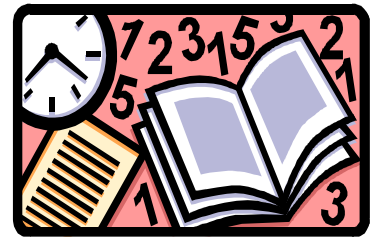


IACS  
LINN MURDOCH MIDDLE SCHOOL



SUMMER PACKET MATERIALS  
5<sup>th</sup> and 6<sup>th</sup> Grade

Summer, 2008

Dear New and Returning Students and Parents/Guardians:

We hope this summer will be a pleasant one for you. While you are enjoying your summer break, we would like you to continue using your mind muscles. To help you do this, we have enclosed the following material for you to work on during this time. These projects include:

□ **Summer Reading List and Book Log**

Every student needs to read at least four books this summer and complete a portion of the book log that reflects those readings.

SUGGESTED TIMELINE for reading completion:

Book One - suggested completion date: July 7<sup>th</sup>

Book Two - suggested completion date: July 21<sup>st</sup>

Book Three - suggested completion date: August 4<sup>th</sup>

Book Four - suggested completion date: August 18<sup>th</sup>

Complete each Book Log write-up immediately after the book has been completed.

□ **Friendly Letter**

Every student needs to write a letter to his/her teachers. These letters should be written using the friendly letter format. Students should include answers to the questions in the organizer in their final letters.



SUGGESTED TIMELINE for writing completion:

□ Friendly letter organizer/draft - suggested completion date: July 24<sup>th</sup>

□ Friendly letter mailed to IACS by AUGUST 14<sup>th</sup>

□ **Novel Project (All Students)**

5<sup>th</sup> graders: 1) Read 4 total books. One of these books must come from the list of books in your packet. 2) Read "Why the Possum's Tail is Bare" and do one of the activities described in the packet.

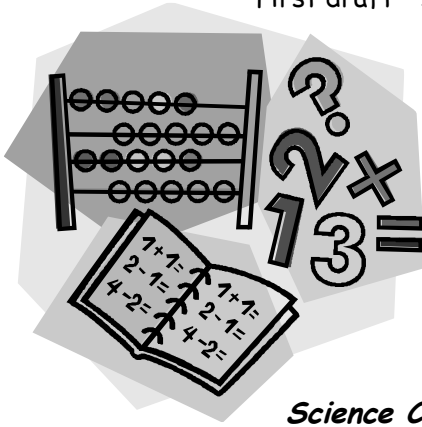
6<sup>th</sup> graders: 1) Read 4 total books. One of these books must come from the list of books in your packet. 2) Then complete one of the projects described in your packet based on the book you read from this list.

SUGGESTED TIMELINE for writing completion:

Locate and read novel - suggested completion date: July 19<sup>th</sup>

First draft - suggested completion date: August 9<sup>th</sup>

Final draft - COMPLETED BY AUGUST 16<sup>th</sup>



□ **Math Skill Practice and Problem Solving (All Students)**

Your task this summer is to look back on this year and review the important skills you will need to move ahead in the fall. More detailed information about this assignment is included in this packet.

□ **Science Current Events Project (All students)**

Your task is to find a current event related to our upcoming science projects. Get excited about what is to come! More detailed information about this assignment is included in this packet.

□ **Humanities In the News Project (All students)**

Your task is to find a current event related to the upcoming election. We'll be studying American history and government! More detailed information about this assignment is included in this packet.



○ **Spanish Exploration and Practice (Returning students and students who have never studied Spanish)**

Due to last summer's success, your Spanish exploration kit awaits you! Please complete four activities from the provided worksheet. (Students new to Spanish should try to complete two). Some activities are new, and some popular activities have been repeated from last year. Have fun and remember to practice your Spanish!

- Finally, please see the **supply list** for next year. Make sure you have these supplies on the first day of school, September 3<sup>rd</sup>!

We all look forward to seeing you back at IACS Linn Murdoch Middle School for a productive year. Enjoy your break - READ & PROBLEM SOLVE! If you have questions about this summer packet, please call Kathleen Seward, Middle School Principal (x333).

We wish you a safe and happy summer break!

Sincerely,

5/6 Team, IACS Linn Murdoch Middle School



## MURDOCH MIDDLE SCHOOL

### 5/6 STUDENT SUPPLY LIST 2008- 2009

\*Please do not purchase scented or permanent markers, liquid white out, or other scented supplies. Thank you.

*Students need the following materials:*

- One 2 ½ inch OR four 1 ½ inch, 3-ring binders. Students may choose what is most comfortable .
- One 1 ½ inch 3-ring binder for Spanish
- Oxford Beginner's Spanish-English Dictionary ISBN: 978- 0199298563 (labeled with student's name)
- 8-10 Tab Dividers
- 1 one-subject notebook for writing journal
- 1 folder to store handed back practice MCAS essays, old grammar packets, etc.
- Colored highlighters (3 or 4) for active reading
- Pencils (sufficient supply for year)
- Pens (**Blue** and **Black** for all assigned work. NO GEL OR ERASABLE PENS!)
- Loose Leaf paper
- Erasers
- A protractor
- Scissors
- 3 subject** spiral notebook for math class
- 1 composition notebook for a science journal
- Colored pencils or markers
- Hand-held pencil sharpener
- 1 USB flash drive

Suggested: 3-hole punch that clips into 3 ring binder



**DO NOT PURCHASE A HOMEWORK PLANNER. STUDENTS WILL NEED TO PURCHASE ONE AT THE BEGINNING OF THE SCHOOL YEAR AT A COST OF \$5.00. IF YOU'D LIKE TO PAY IN ADVANCE, YOU MAY MAIL IN A CHECK PAYABLE TO IACS. PLEASE MAKE SURE YOUR STUDENT'S NAME IS WRITTEN ON THE CHECK. THIS STUDENT PLANNER WILL BE USED AS A STUDENT HALLWAY PASS.**



# FRIENDLY LETTER ORGANIZER



PLEASE SEND YOUR 5/6 TEACHERS A LETTER TELLING THEM ABOUT YOURSELF. THIS LETTER SHOULD INCLUDE ALL THE ELEMENTS OF A FRIENDLY LETTER THAT ARE LISTED BELOW. USE THIS ORGANIZER AS A TOOL IN PREPARING TO WRITE THE FINAL DRAFT OF YOUR LETTER. PLEASE SEND IN A HANDWRITTEN ROUGH DRAFT AND A TYPED FINAL DRAFT.

## PARTS OF A FRIENDLY LETTER

**HEADING** THE HEADING INCLUDES YOUR ADDRESS AND THE DATE. WRITE IT IN THE UPPER RIGHT HAND CORNER.

**SALUTATION** THE SALUTATION (GREETING) SHOULD BE: *DEAR TEACHERS,*

**BODY** THE BODY OF THE LETTER CONTAINS YOUR THOUGHTS. INDENT EACH PARAGRAPH AND BEGIN WRITING ON THE SECOND LINE AFTER THE SALUTATION.

**CLOSING** WRITE THE CLOSING (*SINCERELY, YOURS TRULY, ETC.*) TWO LINES BELOW THE BODY OF YOUR LETTER. CAPITALIZE ONLY THE FIRST WORD AND FOLLOW THE CLOSING WITH A COMMA.

**SIGNATURE** PUT YOUR SIGNATURE UNDER THE CLOSING.

FROM: KEMPER, D. ET AL. (2000). WRITERS EXPRESS: A HANDBOOK FOR YOUNG WRITERS, THINKERS, AND LEARNERS. GREAT SOURCE EDUCATION GROUP, INC.: WILMINGTON, MA.

\_\_\_\_\_  
*(street address)*

\_\_\_\_\_  
*(city, state ZIP code)*

\_\_\_\_\_  
*(date written out)*

Dear Teachers,

*Paragraph 1: Introduce yourself. You can tell the readers about various topics: your age, your town, your family, your pets, your hobbies, and others.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Paragraph 2: Write about your summer and what you have been doing.*

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*Paragraph 3: Write about school. Are you looking forward to September? What are your favorite subjects? What are your goals for next year?*

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Sincerely,

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*(your signature)*



Student Name: \_\_\_\_\_ Homebase: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

**IACS Linn Murdoch Middle School**

**5<sup>th</sup> Grade Reading Log**

**SUMMER**

Book No.	Date	Title	Author
1			
Which character in this story most inspires you and why?			

Book No.	Date	Title	Author
2			
If you could describe each character in 1 word, what would it be and why?			

Book No.	Date	Title	Author
3			
Which character would you like to be, and why?			

Book No.	Date	Title	Author
4			
What was an obstacle that one of the characters had to overcome?			


If you fill out your entire reading log, please continue listing additional books below.

**Title**

**Author**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

# Why the Possum's Tail is Bare

retold by Barbara Shining Woman Warren

Possum once had a very long busy tail. He was so proud of it that he combed it out every morning and he always sang about it at the dances. Rabbit used to have a long busy tail too, but he lost his in the frozen lake. Rabbit was jealous of Possum's tail, so he decided to play a trick on Possum.

A great council meeting and dance was to be held; all the animals were invited to attend. It was Rabbit's job to spread the news. Passing Possum's place, he stopped to ask Possum if he intended to come to the dance. Possum said, "Oh, I'll go if I have a special seat. Because I have such a handsome tail I ought to sit where everybody can see me."

Rabbit said he would definitely see to it and he would also send someone to comb and dress Possum's tail for the dance. This pleased Possum very much and he said he would be there.

Rabbit went straight way to the Cricket who was an expert hair-cutter; he is known by the Cherokee as the "barber". Rabbit told Cricket to go the very next morning and attend to Possum's tail for the dance. Rabbit told Cricket exactly how he wanted Possum's tail fixed, and then Rabbit went on about his mischief.

Bright and early the next morning, Cricket went to the Possum's place. He said he had come to get Possum ready for the dance. So Possum stretched himself out on the floor and shut his eyes while Cricket dressed his tail. Cricket combed out the tail and began to wrap a red string all around it to keep the fur smooth until that night. But as he wound the string around Possum's tail, Cricket was clipping off the hair close to the roots and Possum never knew it.

When it was time for the dance that night, Possum went to the townhouse where the dance was to be held. Just as Rabbit had promised, the very best seat was saved for Possum. Then Possum sat down and waited for his turn to dance. When his turn came, he loosened the red string from his tail and stepped into the middle of the dance circle.

The drummers began to drum and Possum began to sing. As he danced around the Circle, he sang, "See my beautiful tail." Everybody shouted and he danced around the Circle again and sang, "See what a fine color it has." The animals shouted again and he danced around another time, singing, "See how it sweeps the ground." The animals shouted louder than ever, and Possum was delighted. He danced around again and sang, "See how fine the fur is." Everybody was laughing so long and so loud that Possum stopped to see what was the matter. He looked around at the circle of animals and they were all laughing at him. Then he looked down at his beautiful tail. There wasn't a hair left on it; it was completely bare! Possum was so upset and embarrassed that he fell over on the ground in a dead faint...with a slight grin upon his face, as possums do to this very day when taken by surprise.

## SUMMER PACKET -5<sup>th</sup> Grade

Find books, authors, subjects, and themes that matter to you, to your life, to who you are, and who you want to become. Live other lives and learn about your own, see how other writers have written, acquire their knowledge, escape, imagine, think, connect, contrast, travel, ponder, laugh, cry, love, and grow.

This summer, your task is to read **four** books and record information about these books in your book log. One of the books you read needs to come from the grade level list.

### SUMMER BOOK LIST

#### Grade 5

##### Tales of a Fourth Grade Nothing Judy Blume

Two is a crowd when Peter and his four-year-old brother, Fudge, are in the same room. Grown-ups think Fudge is absolutely adorable, but Peter and his pet turtle, Dribble, know the truth. Fudge is actually a tiny terror in disguise, causing mischief everywhere he goes. *Students who enjoy this book may want to continue reading the series about Fudge and his family.*

##### Frindle by Andrew Clements

When he decides to turn his fifth grade teacher's love of the dictionary around on her, clever Nick Allen invents a new word and begins a chain of events that quickly moves beyond his control.

##### Voyage of the Frog by Gary Paulsen

When David goes out on his sailboat to scatter his recently deceased uncle's ashes to the wind, he is caught in a fierce storm and must survive many days on his own as he works out his feelings about life and his uncle.

##### James and the Giant Peach by Roald Dahl

James has lived with his two beastly aunts ever since the day his parents were eaten by an angry escaped rhinoceros. Aunt Sponge and Aunt Spiker are really horrible people who make poor James's life a misery. Then something magical happens to change James's miserable existence.

##### Harry Potter by J. K. Rowling (\*\*)

Rescued from the outrageous neglect of his aunt and uncle, a young boy with a great destiny proves his worth while attending Hogwarts School for Witchcraft and Wizardry. *Students who enjoy this book may want to continue reading the Harry Potter series.*

\*\* = a challenging read

Finally, you should read the **Native American Legend or Myth** included in your packet. You will then complete a project of your choice selected from below.

- Write the diary a main character might have written. Imagine you are the character from the myth or legends, using vivid details write a diary for five days, as the character would have done.
- Create a marionette puppet for one of the characters from the legend/myth. Write a  $\frac{1}{2}$  page description of this character in paragraph form.
- Make a poster which illustrates a scene from the myth. Include the title of the myth and show at least one character from the myth on your poster.
- Write lyrics about one of the main characters that can be sung into a simple song - Twinkle, Twinkle or Row, Row, Row, Your Boat, for example. Make sure the lyrics include important information about the character and the events of the myth or legend. Feel free to write multiple verses.

# IACS Linn Murdoch Middle School Summer Reading Suggestions

## **Newbury Award Winners 2008:**

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberymedal.htm>

## **Middle School Recommendations:**

[http://www.education-world.com/summer\\_reading/](http://www.education-world.com/summer_reading/)

<http://www.udel.edu/ETL/RWN/ReadingLists.html>

<http://www.teachersfirst.com/readlist.html>

## **Classified by Genre**

<http://falcon.jmu.edu/~ramseyil/yalit.htm>

<http://www.nancykeane.com/rl/>

## **Non-Fiction recommendations:**

[http://pbskids.org/itsmylife/school/middleschool/print\\_books.html](http://pbskids.org/itsmylife/school/middleschool/print_books.html)

# “A NEW PRESIDENT? REALLY?”

## HUMANITIES IN THE NEWS



*In the fall, we will be studying American history and government. Right now, our country is preparing to elect a new President, and we want to learn about that process. Please find a news article about politics or the upcoming election, and bring it in to school. Write a brief journal response about your article.*

### **Steps to Success**

1. *Find a news article about politics or the upcoming election. It must be from a reputable source—a major newspaper (The Boston Globe, the New York Times, etc.), a news magazine (Time, Newsweek, Popular Science, National Geographic Kids), or a news websites. Some suggestions are listed below.*

\* Time for Kids <http://www.timeforkids.com>

\* NY Times Learning Network

<http://www.nytimes.com/learning/students/pop/index.html>

\* CNN Student News

<http://www.cnn.studentnews.com/fyi/index.html>

2. *Read the article and make sure you can understand it. Use a dictionary to look up any words you don't know and discuss the article with an adult family member.*
3. *Cut it out neatly with scissors and mount it on a piece of paper. It should have 3 holes to fit in a binder.*
4. *Write a one paragraph response to the article. Write neatly on lined paper or type, and then attach this to the same page with the article (underneath, or on the back). The response should include one of three options:*
- A summary of the article IN YOUR OWN WORDS. Focus on the main point of the article and write as if you were explaining it to someone else that hadn't read the article.*
  - Your opinion about what is happening.*
  - Both a summary and an opinion.*

5. *Proofread it to make sure there are no spelling or grammar mistakes.*



# Summer Packet 2008

## Grade 5 Math Skills

The expectation is that you attempt to complete all of these problems; however, we are aware that some of the concepts may be new to you and as a result you may not be able to get answers for all of the problems. If you feel you need more space to complete any of the problems feel free to complete them on loose leaf paper and attach to the packet. Be sure to organize and number your work for each problem.

### Section I: Factors

Directions: For each of the numbers below, list all of their factors. Remember, factors are a pair of numbers that can be multiplied together to equal a larger number.

Example: 50 = 1 and 50 2 and 25 5 and 10
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1. 10

2. 25

3. 30

4. 45

5. 63

6. 72

7. 100

8. 125

9. 81

10. 150

11. 110

12. 240

Section II: Multiplication. Please make sure you show ALL of your work. Do not use calculators for this section.

13. $\begin{array}{r} 34 \\ \times 7 \\ \hline \end{array}$	14. $\begin{array}{r} 58 \\ \times 10 \\ \hline \end{array}$	15. $\begin{array}{r} 80 \\ \times 15 \\ \hline \end{array}$	16. $\begin{array}{r} 54 \\ \times 49 \\ \hline \end{array}$
17. $\begin{array}{r} 215 \\ \times 7 \\ \hline \end{array}$	18. $\begin{array}{r} 110 \\ \times 11 \\ \hline \end{array}$	19. $\begin{array}{r} 180 \\ \times 18 \\ \hline \end{array}$	20. $\begin{array}{r} 155 \\ \times 79 \\ \hline \end{array}$
21. $\begin{array}{r} 205 \\ \times 17 \\ \hline \end{array}$	22. $\begin{array}{r} 310 \\ \times 13 \\ \hline \end{array}$	23. $\begin{array}{r} 181 \\ \times 11 \\ \hline \end{array}$	24. $\begin{array}{r} 167 \\ \times 28 \\ \hline \end{array}$
25. $\begin{array}{r} 625 \\ \times 212 \\ \hline \end{array}$	26. $\begin{array}{r} 555 \\ \times 222 \\ \hline \end{array}$	27. $\begin{array}{r} 718 \\ \times 27 \\ \hline \end{array}$	28. $\begin{array}{r} 432 \\ \times 391 \\ \hline \end{array}$

Section III: Long Division. Please make sure you show ALL of your work. Do not use calculators for this section. If you have a remainder, you may list it. (You do not need to convert the remainder to a decimal.)

29.

$$5 \overline{) 490}$$

30.

$$9 \overline{) 459}$$

31.

$$10 \overline{) 1080}$$

32.

$$3 \overline{) 669}$$

33.

$$12 \overline{) 396}$$

34.

$$18 \overline{) 720}$$

35.

$$11 \overline{) 1000}$$

36.

$$14 \overline{) 740}$$

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Section IV: Word Problems. For all of these problems, make sure you show *how* you arrived at your answer. There are *multiple* ways to solve these problems (charts and/or diagrams can sometimes help), so do everything you can to explain *your* way.



37. James has to be at the bus stop at 7:45 am every morning. The battery in his trusty watch is wearing down, and is now running 38 minutes slow. If James only relies on his watch, what is the real time he will show up at the bus stop?



38. Rachel is being very helpful by mowing the lawn. (It's fun to drive the rider mowers!) Her yard has 5 sections to it, and each one takes 18 minutes to mow. If she starts mowing at 10:45 am, what time will she finish?



39. Ben woke up and looked at the thermometer on the back deck. It read  $48^{\circ}\text{F}$ . If the temperature increases at  $6^{\circ}\text{F}$  an hour, what would the final temperature be after five hours?

40. A quart of motor oil sells for  $\$1.49$  at a service station. It costs  $\$0.99$  at a discount store. If you bought six quarts of oil at the service station, and eight quarts at the discount store, at which store would you spend more money?

41. At a factory, 968 widgets were manufactured during an 8- hour shift. The same number was manufactured each hour. How many items were manufactured each hour?

42. There are 125 paper clips in a box. Mr. Froberg has 15 boxes of paper clips and 25 students in his class. If he wants to give each students the same number of paper clips, how many can he give each one?

# SCIENCE IN THE NEWS



*Science is happening all the time as scientists make new discoveries or understand the way something works more clearly. That's what makes it so exciting! In this assignment, you will research a current event related to one of the topics we will be studying this year- environmental science or engineering.*

*Environmental science is the study of the world around you- how living things interact with each other and their environment. Many issues affect our local environment and the living things in it. Some topics you might wish to explore are: water or air pollution, global climate change, deforestation, biodiversity, endangered species, or any other factor that affects our environment or relates to interactions of living things. You may want to look for factors affecting the environment in your own backyard!*

*Engineering is using technology and scientific knowledge to solve problems. "Everyone knows things like cars, computers, airplanes, and bridges are all products of imaginative engineering. But so are bubble gum, baseball bats, movie special effects, roller coasters, and synthetic human tissue replacements. Engineers have a hand in designing, creating, or modifying nearly everything we touch, wear, eat, see, and hear in our daily lives." (from <http://www.engineeringk12.org/>)*

## **Steps to Success**

- 6. Find a news article about either environmental science or engineering. It can be about anything related to science that interests you. It must be from a reputable source—a major newspaper (The Boston Globe, the New York Times, etc.), a news magazine (Time, Newsweek, Popular Science, National Geographic Kids), or a news websites. Some suggestions are listed below. You could also use a profile of a particular type of engineer and discuss what their career is like in your summary.*

*Time for Kids <http://www.timeforkids.com>*

*Science News for Kids  
<http://www.sciencenewsforkids.org/pages/archive.asp>*

*NY Times Learning Network*

<http://www.nytimes.com/learning/students/pop/index.html>

*CNN Student News*

<http://www.cnn.studentnews.com/fyi/index.html>

*National Geographic Kids* <http://www.nationalgeographic.com/kids>

*Cool profiles of different types of engineers*

<http://www.engineeringk12.org/students/default.php>

<http://www.discoverengineering.org/>

7. *Read the article and make sure you can understand it. Use a dictionary to look up any words you don't know and discuss the article with an adult family member.*
8. *Cut it out neatly with scissors and mount it on a piece of construction paper.*
9. *Write a 1-2 paragraph summary of the article IN YOUR OWN WORDS. Focus on the main point of the article and write as if you were explaining it to someone else that hadn't read the article.*
10. *Find at least 2 science-related vocabulary words in the article to define using a dictionary or science book. Record the word and its meaning.*

*Write neatly on lined paper or type. Proofread it to make sure there are no spelling or grammar mistakes.*

## ¡Español en el Verano! 5<sup>th</sup> and 6<sup>th</sup> Grade

*Below is a description of six activities to work on during the summer months. **Select 4 activities and complete them during the summer.** Pace yourself so that you are practicing and exploring Spanish throughout the summer. Make sure you save all the items that you collect throughout your exploration. Place all your items in your summer packet folder and bring it with you on the first day of school. ¡ Buena suerte y diviértate!*

<p style="text-align: center;"><input type="checkbox"/> <b><u>Palabras en español</u></b></p> <p>Take a piece of paper or a memo pad and carry it with you on your travels. Whether you stay local or travel somewhere, there will be words in Spanish that you will see and may recognize. <u>Make a list of the words that you recognize and a list of new words that you learned. Place the list in your summer packet folder. You may need the help of a dictionary.</u></p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Restaurante</u></b></p> <p>Go to a restaurant that serves food from a Spanish speaking country. <u>Try to order your food in Spanish. If you don't know some of the words, ask your server if he/she speaks Spanish and can help with the pronunciation. Thank your server in Spanish. Before you leave, make sure your server signs your sheet proving that you ate at their restaurant.</u></p> <p>Restaurant's name: _____</p> <p>Signature of server: _____</p>	<p style="text-align: center;"><b><u>¿Qué quieres aprender?</u></b></p> <p>Write your teacher a short letter telling her what you would like to learn in Spanish next year. You may may make a list of cultural ideas and places that you want to learn about, and or grammar points that you'd like to understand better. Also include some details about what you feel you learned in Spanish during last school year.</p>
<p style="text-align: center;"><input type="checkbox"/> <b><u>Una foto</u></b></p> <p>Take a snapshot of an event or place you visit during this summer. <u>Label 10 different things in the photo in English with the Spanish translation. You may need the help of a dictionary. Place the labeled photo in your summer packet folder.</u></p> <p><b>** Challenging:</b> Returning students, may want to try to put together a simple sentence describing the picture on a piece of paper.</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Una receta</u></b></p> <p>Find a recipe for food from a Spanish speaking country in a cookbook, on the internet, or in a magazine. Make the food with someone in your family. While you are cooking see how many ingredients you recognize in Spanish. <u>Make a list telling us what you made, the ingredients and if you liked or did not like the food and why.</u></p> <p>¡Buen Provecho!</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>Mi casa</u></b></p> <p>Pick a room in your house and label at least 10 items in the room. You may find that sticky notes work best for labeling. <u>When you are done, take a picture and place it in your summer packet folder. You may need the help of a dictionary.</u></p>

