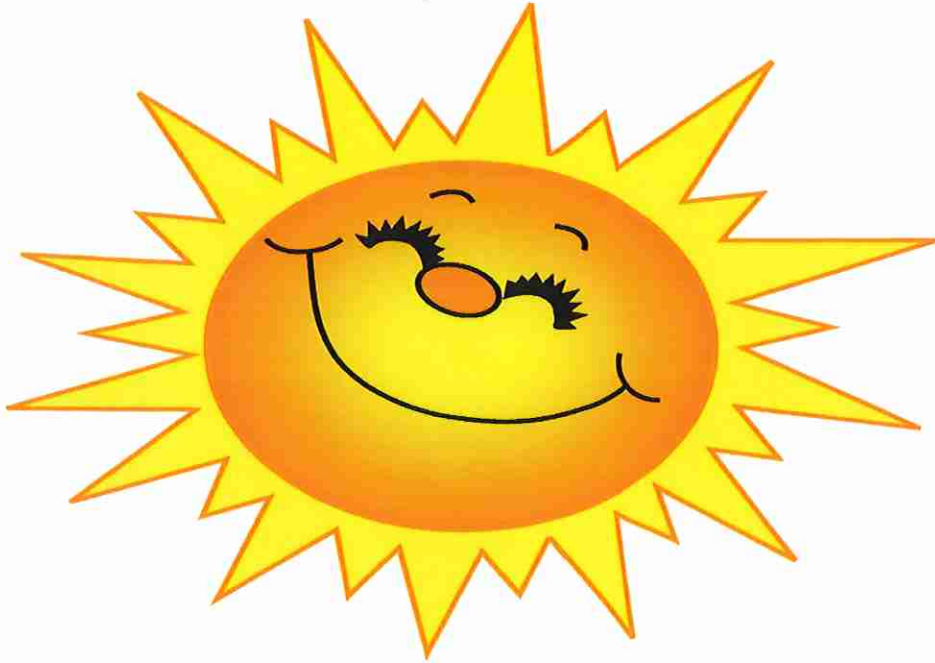


Summer Review Packet

for St. Paul's Episcopal School

In Preparation for 6th Grade



The following packet is created to serve as a review of your fifth grade year. It contains grammar practice and punctuation practice as well as information about summer reading requirements. All of these assignments: 1.) completed reading of two book- the required book, *Holes*, and a book of choice. 2.) 1 completed book review-for your chosen book. 3.) A completed summer skills packet will be submitted to Mrs. Olivier on the first day of school, which is _____. You will take a reading check test on *Holes* when you return to school, so make sure that you have read it. This information, along with a recommended reading list, can also be found on the St. Paul's website.



COMMON PREPOSITIONS

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| <ul style="list-style-type: none">• About• Above• Abroad• According to• Across• After• Against• Ago• Ahead of• Along• Amidst• Among• Amongst• Apart• Around• As• As far as• As well as• Aside• At• Away• Because of• Before• Behind• Below | <ul style="list-style-type: none">• Beneath• Beside• Besides• Between• Beyond• By• By means of• By way of• Close to• Despite• Down• Due to• During• Except• For• From• Hence• In• In accordance with• In addition to• In case of• In front of• In lieu of• In place of• In regard to | <ul style="list-style-type: none">• In spite of• In to• Inside• Instead of• Into• Like• Near• Next• Next to• Notwithstanding• Of• Off• On• On account of• On behalf of• On to• On top of• Onto• Opposite• Out• Out from• Out of• Outside• Over• Owing to | <ul style="list-style-type: none">• Till• To• Past• Per• Up• Upon• Via• Prior to• Round• Since• Than• Through• Throughout• Toward• Towards• Under• Underneath• Unlike• Until• Unto• With• With a view to• Within• Without• Worth |
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for CHAPTER 2: PARTS OF SPEECH OVERVIEW

ABC 21

Nouns

2a. A *noun* is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS Maya Angelou, Mr. Johnson, firefighters, audience

PLACES hospital, library, classroom, New Zealand

THINGS dolphin, burritos, 1776, Big Dipper

IDEAS joy, faith, freedom, destiny

EXERCISE A Underline the nouns in each of the following sentences. Hint: The number in parentheses indicates the number of nouns in each sentence.

Example 1. (3) Thomas Hooker has been called the father of American democracy.

1. (4) Thomas Hooker immigrated to the Massachusetts Bay Colony in 1633 to find religious freedom.
2. (3) Disagreements with the religious leaders of the colony soon developed.
3. (5) Hooker and several followers carved out a new, independent settlement nearby, which eventually became Hartford, Connecticut.
4. (5) He supported the right of the people—not just the members of the church—to vote for their judges.
5. (3) He explained his beliefs in a book published in 1648.

EXERCISE B Underline the nouns in the following sentences.

Example 1. This past summer, Joey and his sister Dawn took a photography class.

6. On the first day, Mr. Armstrong went around and demonstrated how to use the various cameras.
7. Each camera had at least one mysterious button that had to be explained.
8. After this first lesson, the class learned about composition.
9. Mr. Armstrong displayed his best photos, and Dawn was impressed and inspired.
10. The next class was a field trip to the San Diego Zoo.
11. Joey got a great shot of a howler monkey showing its teeth.
12. Dawn, who adores koala bears, was determined to get a picture to put on her wall.
13. Waiting patiently, Dawn finally caught a koala bear that was looking in her direction.
14. Joey wanted to see the photos right away, so his dad dropped off the film at the drugstore.
15. Dawn bought a shiny silver frame for the koala picture that now hangs over her desk.

for CHAPTER 2: PARTS OF SPEECH OVERVIEW

Pronouns and Antecedents

2h. A *pronoun* is a word used in place of one or more nouns or pronouns.

The word that a pronoun stands for is called its *antecedent*.

EXAMPLE Arlon wanted snapshots, but **he** did not have **his** camera handy. [The pronouns *he* and *his* refer to the antecedent *Arlon*.]

Sometimes a pronoun's antecedent is not stated.

EXAMPLE. The teacher asked **everyone** to bring in art supplies for the project. [The pronoun *everyone* has no stated antecedent.]

EXERCISE For each of the following sentences, identify each pronoun and its antecedent. Underline every pronoun once and its antecedent twice. Some of the pronouns do not have stated antecedents. If a pronoun has no stated antecedent, write *NSA* above the pronoun.

Example 1. Parker brought her tap shoes to the party, but she did not dance.

1. The gazelles came down to the stream, but they did not drink.
2. Dean and Jim decided to pool their resources and buy a video camera.
3. Debra set up an easel and a palette, and then she began to paint.
4. Don't play the piano; it needs tuning.
5. Are you going to the library?
6. After seeing three more movies, Paula decided that she liked Harrison Ford after all.
7. The crowd lifted their voices in song as the team took the field.
8. Somebody answer the phone, please.
9. Mariella posted a Stephen Crane poem on her Web site.
10. George told Mary that he would love to see the film.
11. On his trip to India, Steve Decker was attacked by a cow.
12. Sandrine signed her name inside the book's front cover.
13. No one knew who brought the banana bread to the potluck dinner.
14. Carla called out, "The red bass guitar is mine!"
15. The day Dave didn't use his sunblock, he got badly sunburned.
16. "See that painting on the far wall? Jane knows the woman who painted it."
17. As the cattle came through the gate, some headed for the barn, but most stayed in the yard.
18. If that is the pen Randy wants, why doesn't Brad buy it?
19. Steve invited us to his house to watch his favorite show on television.
20. These are the flowers I was talking about; aren't they beautiful?

The Verb

3a. A *verb* is a word that expresses action or a state of being.

EXAMPLES We **looked** through the telescope and **observed** the comet.

The night sky **was** cloudy, so we **were** unable to see the comet clearly.

EXERCISE A. Underline the verb in each of the following sentences.

Example 1. The ducks swam in the lake.

1. A lady threw bread to the ducks.
2. Several birds flew by.
3. The sky was bright blue.
4. We saw a beautiful sea gull.
5. One of the ducks made a strange noise.
6. She called her ducklings to her.
7. We took a photograph of the ducks and birds.
8. My sister identified the duck.
9. This one is a Muscovy.
10. We learned the names of all the ducks.

EXERCISE B. Underline the verb in each of the following sentences.

Example 1. Mary Ellen has three cats.

11. My father traveled to Easter Island last year.
12. She sliced an onion for the stew.
13. Bring your beach towel with you on the picnic.
14. Is that a sandhill crane?
15. Lyle and Tector walked across the village.
16. Michele is a very good singer.
17. The fox watched the chickens from the other side of the fence.
18. Michael spread the blanket over the bed.
19. These horses are the prettiest in the herd.
20. Orange juice dripped all over the floor.

Adjectives and Articles

2p. An *adjective* is a word used to modify a noun or a pronoun.

An adjective modifies a word by telling *what kind, which one, how much, or how many*.

EXAMPLES Mr. Cruz collects **Egyptian** art. [What kind of art?]

Sara won **first** prize. [Which prize?]

Do you have **enough** money for the tickets? [How much money?]

Our computer club has **fifty-seven** members. [How many members?]

An adjective may come before or after the word it modifies.

EXAMPLES The **soccer** players, **confident** and **enthusiastic**, were **ready** to begin the game.

The most frequently used adjectives are the *articles* *a, an, and the*.

EXERCISE A In each sentence below, underline all of the adjectives, including the articles *a, an, and the*.

Example 1. Jenny Lind was a popular Swedish singer with a beautiful voice.

1. Jenny Lind starred in several operas and gained great renown in European cities.
2. At the absolute height of a brilliant career, she stopped performing in operas.
3. In 1849, the talented diva gave up an operatic career and began planning a concert tour.
4. From 1850 to 1851, Lind gave ninety-three concerts for the American public.
5. This extraordinary performer delighted audiences for fifty-three years.

EXERCISE B In each of the following sentences, underline all the adjectives except the articles *a, an, and the*. Then, draw an arrow from each adjective to the word it modifies.

Example 1. President Thomas Jefferson gave two American explorers a difficult assignment.

6. These bold explorers were Meriwether Lewis and William Clark.
7. They were to explore the uncharted lands to the west of the Mississippi River.
8. The long and arduous expedition began in St. Louis, Missouri, in 1804.
9. They made their winter camp in what is now North Dakota.
10. During that winter a Shoshone woman, Sacagawea, joined the expedition.
11. Her name translates into the English language as "Bird Woman."
12. Sacagawea and her husband, a French-Canadian trader, accompanied the explorers through a large portion of the West.
13. As an interpreter of native languages, Sacagawea was helpful to the expedition.
14. The group, daring and resourceful, surmounted many obstacles.
15. The two-year journey was successful.

for CHAPTER 3: PARTS OF SPEECH OVERVIEW

The Adverb

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

An adverb tells *where, when, how, or to what extent (how much or how long)*.

EXAMPLES The popularity of television grew **slowly**. [*Slowly modifies the verb grew, telling how.*]
Some people were **rather** pessimistic about the future of television. [*Rather modifies the adjective pessimistic, telling to what extent.*]
Others had believed **quite strongly** in its potential. [*Quite modifies the adverb strongly, telling to what extent. Strongly modifies the verb had believed, telling how.*]

EXERCISE For each of the following sentences, underline the adverb(s).

Example 1. The contestants arrived surprisingly early.

1. Each skater practiced nearby.
2. The fans waited impatiently.
3. The skaters moved quite gracefully.
4. One skater seemed very nervous.
5. She stopped practicing rather early.
6. She sat silently and waited.
7. Her coach came quickly to see her.
8. He calmly encouraged her.
9. She began to skate quite skillfully.
10. Another skater moved somewhat reluctantly.
11. He timidly approached his coach.
12. His coach whispered softly to him.
13. The skater nodded enthusiastically.
14. He began to feel surprisingly confident.
15. He performed exceedingly well.
16. Then several other skaters danced.
17. Other skaters spun extremely well.
18. The fans applauded approvingly.
19. The judges decided the scores quickly.
20. The competition was unusually successful.

The Interjection

3e. An *interjection* is a word used to express emotion.

An interjection has no grammatical relation to other words in the sentence. Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or commas.

EXAMPLES **Hey!** Did you see those deer?
Well, we played hard and did our best.
We could, **oh,** have a picnic.

EXERCISE A Underline the interjection in each of the following sentences.

Example 1. Wow! That movie was outstanding!

1. Ah, now I understand what to do.
2. Ouch! Another mosquito bit me.
3. Oh! What beautiful flowers those are!
4. Hey, we need to get ready, or we will be late.
5. Excellent! Let's go right away.
6. I like playing this computer game, but, gee, it is complicated.
7. Ugh! I should have caught that ball.
8. The team finally won a game. Hooray!
9. Well, Guido, what did you learn from the field trip to the aquarium?
10. What a spectacular fireworks display that was! Wow!

EXERCISE B In the blank provided in each of the following sentences, write an appropriate interjection and mark(s) of punctuation.

Example 1. Whew! I am tired.

11. _____ Let's go to the new water park.
12. _____ That is an excellent idea!
13. I should practice _____ for at least another hour.
14. _____ I forgot to return those library books.
15. What a cold day it is! _____

The Conjunction A

3d. A *conjunction* is a word used to join words or groups of words.

Coordinating conjunctions—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

EXAMPLE Would you rather have shrimp **or** salmon for dinner?

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also, and whether . . . or*.

EXAMPLE **Both** Zina **and** Jada can play the mandolin.

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. The river flows through several states and empties into the Gulf of Mexico.

1. She didn't stay up too late, nor did she watch too much television.
2. The sun had risen, yet it was still too foggy to drive.
3. Arguments soon broke out, for the players had not agreed upon the rules beforehand.
4. The baby cried, so her mother comforted her.
5. Will you be taking the bus or riding your bike?
6. Terri picked the basketball, and Nikki picked the football.
7. I wanted to see the previews, but the movie had already started.
8. Rocco didn't think the joke was funny, yet he pretended to laugh.
9. He lifted the vase carefully, for he didn't want to break it.
10. Karin ordered a salad and a baked potato.

EXERCISE B For each of the following sentences, underline the correlative conjunctions.

Example 1. The child wanted neither food nor water.

11. They took vacations not only in July, but also in December.
12. She will neither take a cab nor ride the bus.
13. The team couldn't decide whether to practice more or take a break.
14. Both the team captain and the coach thought that the competition went well.
15. We will see either the new French film or the popular German film.

for CHAPTER 3: PARTS OF SPEECH OVERVIEW **Pages 112-113**

The Preposition

- 3c.** A *preposition* is a word that shows the relationship of a noun or pronoun, called the *object of the preposition*, to another word.

A preposition that consists of more than one word is called a *compound preposition*.

EXAMPLES The leader **of** the scout troop led the scouts **out of** the woods. [*Troop* is the object of the preposition *of*, and *woods* is the object of the compound preposition *out of*.]

EXERCISE A Underline the prepositions in the following sentences.

Example 1. Before the hike, the scouts checked the supplies in their backpacks.

1. The scout troop went on a hike.
2. They climbed to the top of Mount Milligan.
3. The climb up the mountain was long and difficult.
4. They crossed over a stream and under fallen trees.
5. During the hike a few scouts went off the trail.
6. Boulders had fallen on the trail from a cliff.
7. They went either around the fallen rocks or between them.
8. There is a great deal of wildlife on the ground and under the brush.
9. On account of snakes, hikers should stay on the trail at all times.
10. The climb down the mountain took them in front of the lodge.

EXERCISE B Underline the compound preposition in each of the following sentences. Then, circle the object of the preposition.

Example 1. Lars and I decided to go to the library instead of the bookstore.

11. We found the biographies next to the mysteries.
12. The seasonal books were in front of them.
13. According to Mr. Wu, some books were not seasonal.
14. They were there because of a space problem.
15. I borrowed the Sue Grafton mystery in spite of its torn cover.
16. A bird book was the only book I liked aside from that.
17. I did not check out the World Series history on account of Lars.
18. Lars checked out that sports book along with a poetry collection.
19. As of last Friday, I had read ten books this month alone.
20. I read Richard Peck's latest novel in addition to Barbara Kingsolver's first book.

Review C: Parts of Speech

EXERCISE In each of the following sentences, identify the part of speech of each underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. She left early, ^{CONJ}but didn't tell anyone.

1. Whew! We finally finished this chess game!
2. After lunch, we walked around.
3. I can't decide whether to write about the short story or the poem.
4. The injured patient made rapid progress in learning to walk again.
5. We thought that they would have arrived by now.
6. Whoops! I dropped the cup of juice.
7. The workers were tired, for they had worked hard all day.
8. I can hardly see the top of that building.
9. The team scored a safety toward the end of the game.
10. I enjoyed the movie, but I was disappointed with the ending.
11. I forgot to bring the book you wanted to borrow.
12. You will find the tools behind the lawn mower.
13. We looked above and saw the constellations.
14. Wow! I can't believe we're finally here!
15. The children were hungry, so they ate lunch.
16. The roses smell lovely.
17. The roses have a lovely smell.
18. I couldn't see beyond the trees.
19. We asked to see both the new painting and the sculptures.
20. The girl's mother sewed her a blue blouse.

Determining Parts of Speech

1i. The way a word is used in a sentence determines what part of speech it is.

NOUN Are these soft pillows filled with **down**?

ADVERB If you write things **down**, you may recall them more easily.

PREPOSITION The two squirrels scurried up and **down** the tree.

EXERCISE In the following sentences, identify the part of speech of each underlined word by writing above it one of these abbreviations:

N for noun

PRO for pronoun

ADJ for adjective (**articles*)

V for verb

ADV for adverb

PREP for preposition

CONJ for conjunction

INTER for interjection

Examples 1. Would you like to have another enchilada?

ADJ

2. Is that enchilada sauce hot or mild?

1. Marianne exhibited her model spacecraft at the science fair.
2. How long did it take Marianne to build the model?
3. We stopped by your house, but you weren't home.
4. At what time did you stop by?
5. These are extremely tasty pears.
6. Substitute these new art supplies for your old ones.
7. Doesn't Ms. Napoli coach the girls' basketball team?
8. She is also the coach of the school's swim team.
9. Everyone but Bethany was at the meeting.
10. Actually, Bethany came to the meeting but left early.
11. Are you a member of the student council?
12. The council members meet twice a month.
13. All of the volunteers at the fund-raiser were a big help.
14. Selena always volunteers to help.
15. I left my books inside on the table.
16. I left my books inside my locker.
17. That painting must be extremely valuable.
18. That must be an extremely valuable painting.
19. Well, that seems like a good idea.
20. Don't you think that everyone on the team played well?

Apostrophes C

15n. To form the possessive case of a singular noun, add an apostrophe and an s.

15o. To form the possessive case of a plural noun that does not end in s, add an apostrophe and an s.

15p. To form the possessive case of a plural noun ending in s, add only the apostrophe.

EXAMPLES dog's bark

the oxen's food

four brothers' band

EXERCISE In each of the following sentences, underline the noun that needs an apostrophe or an apostrophe and an s. Then, above the underlined word, write the correct possessive form.

Grimm's
Example 1. Which of Grimm fairy tales should I read tonight?

1. Jacob Grimm was Wilhelm older brother.
2. Only thirteen months time separated their births in 1785 and 1786.
3. The brothers enjoyed storytellers tales.
4. At that time, storytellers held audiences attention by telling stories aloud.
5. The brothers goal was to write down these stories.
6. They carefully recorded the folk tales content.
7. The Grimms notes for their work have been studied by other storytellers.
8. Each written story words were very close to the original, spoken version.
9. Have you read the story of Rapunzel long hair?
10. Do you know about Snow White friends, the seven dwarfs?
11. One of my sister favorites is the story of Hansel and Gretel.
12. She particularly enjoys hearing about the old woman cottage.
13. The cottages walls were made of gingerbread.
14. Many people favorite story is the tale of Cinderella.
15. Other stories appeal lies in their funny and fantastic scenes.
16. For example, consider Rumpelstiltskin promise to turn straw into gold.
17. Tom Thumb tiny size makes him another interesting character.
18. Some readers favorite stories are those that resemble their own lives.
19. A reader favorite story may present life as he or she wishes it were.
20. These fairy tales are certainly a beloved part of children literature.

Review A: Using Capital Letters

EXERCISE A In the following sentences, cross out each word that contains an error in capitalization. Above the error, write the word correctly.

Example 1. We spent the day swimming and picnicking at the ^{lake} Lake.

1. Sophomores at lincoln high school take world history II.
2. Mount whitney is one of the highest mountains in north america.
3. the author of the book *A tale of Two cities* is charles dickens.
4. I saw an exhibit of paintings by the mexican artist josé orozco.
5. Then, aunt clara began to sing the song "silver threads among the gold."
6. The Cineplex Theater is two blocks North of our high school.
7. My Grandmother lives on the banks of The Ohio river.
8. there will be a full Moon on my birthday, september 14.
9. Harrison Ford stars in the Movie *Raiders Of The Lost Ark*.
10. Your aunt modene will take you to your appointment with dr. Block.

EXERCISE B Rewrite each of these word groups, using capital letters as needed. If the word group is capitalized correctly, write C.

Example 1. Declaration Of Independence Declaration Of Independence

11. the united states senate _____
12. a puerto rican engineer for design, inc. _____
13. 145 spring avenue, munster, indiana _____
14. tuesday, the fourteenth of november _____
15. the book *a day no pigs would die* _____
16. a beautiful river in north dakota _____
17. a south american jungle _____
18. a pizza from the restaurant known as mama leone's _____
19. a summer trip to the beach _____
20. my cousin hannah _____

Review C: Using Capital Letters

EXERCISE Circle each letter that is incorrectly capitalized.

Example 1. Many barges and ships pass through the Panama Canal.

1. Juniors at elkton high school must take world history.
2. The larkspur hotel is just north of an exit on the turnpike.
3. The poet t. s. Eliot wrote the poem "The love Song of j. Alfred Prufrock."
4. The planets Saturn and jupiter are much larger than Earth.
5. My uncle Patrick works as a dentist in missouri.
6. On tuesday, brazilians will vote for a new president.
7. Drive west on Third avenue until you come to the Burger Barn.
8. We saw a program about the planet mercury last Sunday night.
9. Celine Dion sang "o Canada."
10. Robin Williams played a modern peter pan in the movie *hook*.
11. The birthday of queen Elizabeth II is celebrated with a Parade in the united kingdom.
12. The window of blum's bakery was full of italian bread and french pastries.
13. Tennessee williams, a playwright from the south, wrote *The Night Of the Iguana*.
14. I read an article about the persian gulf war in *The Philadelphia Inquirer*.
15. Babe ruth was a great baseball Player for the new york Yankees.
16. Native American indians joined the Pilgrims at the first thanksgiving feast.
17. At certain points in its orbit, Pluto is the farthest planet from the Sun.
18. The british composer Andrew lloyd-Webber wrote the musical play *The Phantom Of the Opera*.
19. Did you read Ellen Goodman's column in the sunday *boston globe*?
20. The butler insurance company has its Headquarters in akron.

Titles B

13g(1). Capitalize the title of a person when the title comes before a name.

13g(2). Capitalize a word showing a family relationship when the word is used before or in place of a person's name.

13g(3). Capitalize the first and last words and all-important words in titles and subtitles.

EXAMPLES The chaperones for the dance are **Mom**, **Aunt Trina**, and **Mrs. Warshawski**.

Pete read aloud Adrienne Rich's poem "**Aunt Jennifer's Tigers**."

EXERCISE Circle words that are incorrectly capitalized or lowercased.

Example 1. My Mom called grandmother from the supermarket.

1. My brother has read Jack London's *white fang* several times.
2. "Tell general Foster that his plane is ready," said the major.
3. Alfred spent his weekend reading *the Horse and his Boy*, which is a book by C. S. Lewis.
4. Becky said, "When are you taking your lunch break, doctor?"
5. Since I want to design rides for amusement parks, I was pleased to find *Roller coaster Tycoon* at the software store.
6. Does anybody know the words to our school song, "oh, westwood"?
7. My Cousin is working on mayor O'Shey's reelection campaign.
8. Many famous actors provided voices for the animated movie *a bug's life*.
9. I always read the comics page to follow the adventures of the Gumbo family in *rose is rose*.
10. When Janet entered the store, a clerk asked, "May I help you, ms. Monsanto?"
11. Are we eating Easter dinner at grandpa Olson's house or at grandpa Hulen's house?
12. The next chapter in the book is titled "the track of a storm."
13. Lying in the sun, Lisa read the latest issue of *vogue*.
14. Uncle Enrique gave me a CD by Branford Marsalis, *renaissance*.
15. Does ERA stand for *equal rights amendment*?
16. *The Fellowship Of The Ring* is the first book in Tolkien's trilogy.
17. Looking through his collection of video games, Raul selected *chess master*.
18. The author of this book, professor Simkins, is a friend of my Stepfather.
19. The church that Rosa attends is named after saint Mark.
20. The most exciting chapter of the book is "trouble at sea."

Commas G

- 14f.** Use commas to separate items in a series.
- 14g.** Use a comma to separate two or more adjectives that come before a noun.
- 14h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 14i.** Use commas to set off an expression that interrupts a sentence.
- 14j.** Use a comma after certain introductory elements.

EXAMPLES We hiked, we rafted, and we swam at the state park.
The soggy, overcooked vegetables didn't appeal to me, nor did the meatloaf.
After she got the camera, Katy, who is twelve, developed her own film.

EXERCISE A Insert commas in the following sentences as needed.

Example 1. Taught golf as a toddler, Tiger Woods was destined for greatness.

1. Tiger Woods's parents Earl and Kultida had Tiger playing golf at age two.
2. When Tiger was fifteen he won the U.S. Junior Amateur championship.
3. The dedicated gifted Tiger went on to win the 1992 and 1993 championships as well.
4. In each of the following three years he won the U.S. Amateur championship.
5. Tiger enrolled in Stanford University in 1994 but he did not give up golf.
6. Turning pro in August of 1996 Tiger left college.
7. He golfed in numerous events that year if I'm not mistaken.
8. He won two titles earned almost \$800,000 in prize money and was named outstanding rookie.
9. Tiger is well known for his golf swing which is graceful and accurate.
10. Tiger, in 1997, won the Masters Tournament a highly prestigious event.

EXERCISE B Insert commas as needed in the following paragraph.

Example Haunted houses, in Leon's opinion, really do not exist.

The grand old mansion fascinated neighborhood teenagers. Situated at the top of a hill it looked very stately. An iron fence which was covered with vines encircled the property. The teenagers discovered that they could part the vines peek through the fence and see a garden maze in the yard. One of the children Leon wanted to climb the fence. When he put his foot on the fence the other children shook their heads. Looking disappointed Leon said that he guessed the maze should remain a mystery.

Commas I

Review the rules on pages 336-349 of your textbook for information on using commas with items in a series, independent clauses, introductory elements, nonessential clauses and phrases, words used in direct address, parenthetical expressions, dates, addresses, and letters.

EXERCISE Insert commas as needed in the following sentences. If a sentence needs no commas, write C after it.

Example 1. VCR, CD, and DVD are abbreviations we hear often.

1. I often rent a movie pop some popcorn and invite a friend over.
2. When I rent a movie I rent a copy on videotape.
3. If I had a DVD player I could rent the movie on DVD.
4. The abbreviation *DVD* stands for either "digital video disc" or "digital versatile disc."
5. The DVD which is a newer technology than the videotape was introduced in 1996.
6. Consumers were curious about DVDs but they did not have access to them until 1997.
7. DVD players were widely available by December 1 1999.
8. You may remember Anthony how many holiday season advertisements featured DVD players that year.
9. I wonder how many kids wrote letters saying, "Dear Grandma Please give me a DVD player."
10. The DVD a flat shiny disc looks much like a music CD or a computer CD-ROM.
11. A CD-ROM stores 650 million bytes of data but the DVD can store over 4 billion bytes.
12. Well imagine the difference in quality between a movie on videotape and one on DVD.
13. The DVD as you know has a much higher capacity for data storage.
14. It has higher quality video it has better sound and it can contain multiple movies.
15. Yes that's right.
16. With the technology of the DVD a filmmaker can provide several versions of a movie on one DVD.
17. Different endings different languages and other variations can be offered.
18. The DVD player which is still rather costly for my budget is now a familiar sight in stores.
19. For now on movie night I will continue using my trusty VCR.
20. Maybe I'll ask Grandma for a DVD player next year and sign the letter, "Your DVD-deficient grandson Chad."

Name : _____

St. Paul's Episcopal School 6th and 7th Grade Required Summer Reading Assignments

This summer, you are required to read two books. One title has been selected for you and you will be given a short reading check test at the beginning of the school year; additionally, you will select a second title that is an age appropriate novel. You will write a book review for your self-selected novel, which is due the first day of school with your packet. Your review must be in MLA format: one page, typed, 12-point font, Times New Roman, double-spaced, and 1" margins (see example). The review **should be no longer** than one page.

Your review is to give a brief summary of the book and your opinion of the book. Use the following guidelines to help you write your essay.

Summary (worth 2 pts each component)

The summary is a very brief outline of what happened in the story. Follow these steps when writing a summary for a book review:

- ❖ Your first sentence should include the name of the book, the genre of the book, and the author of the book.
- ❖ Introduce the main character(s) and the setting in one sentence.
- ❖ In four to six sentences, write a plot summary. What is the story about? When you write the summary, remember you are just trying to hit the highlights of the story.
- ❖ Your last sentence should include the theme of the story. What did the author want you to realize once you were finished reading?

Critique(worth 2 pts each component)

Once the summary of the book is written, explain what you thought about the book. You are allowed to express any opinion you have, but you need to offer support for your opinion by providing an example from the book. Below are some questions that may help you get started with your critique.

- ❖ Did you enjoy the story? Why or why not?
- ❖ Were the characters interesting and believable? Did you have a favorite character?
- ❖ How did the story make you feel?
- ❖ What was your favorite part or least favorite part of the story?
- ❖ Was the book easy to read or difficult to understand?

The conclusion (**worth 2 pts**) should have one or two sentences that express your overall opinion of the book and what you want others to know about the book. Your final sentence should discuss whether or not you would recommend this book to a friend.

Correct Capitalization, Punctuation, Spelling, and Grammar= 10 pts.

A sample book review is included.

Your Name

Teacher

Language Arts

Due Date

Title of Book

My Sister's Keeper is a work of fiction written by Jodi Picoult. This story is a present day flashback that takes place in Rhode Island and tells the story of Kate and Anna Fitzgerald who are both fighting for their lives. Kate has leukemia, and in order to survive she needs her sister Anna to be a donor. Anna did not mind donating blood, bone marrow, or other bodily substances, but when her parents told her she had to donate a kidney to Kate, Anna decided to sue for medical emancipation. Throughout the entire novel, Anna's mom tries to convince Anna to drop the lawsuit, but Anna refuses. During the trial, Anna reveals the only reason she decided to sue for medical emancipation was because she was asked to by Kate. *My Sister's Keeper* tries to answer what it means to be a good person.

This book captured my attention from the first page to the last with my favorite part of the book being when Anna and Kate were able to just be sisters. When they were able to fight over personal space or when they shared a laugh while on a blanket under the sun, it reminded me of my own sister. Although the premise of the book is not a topic everyone can associate with, there is still something in this book that most people can relate to. Maybe you have an unbreakable bond with someone and you would do anything for that person. Perhaps you know what it is like to struggle between being an individual while trying to be part of the family. This book is a passionate, emotional, powerful story of love. I loved reading this book, and I would recommend this book to anyone who is looking for a heart wrenching story about trying to make the right choice when it seems like every choice is the wrong one.

Recommended Summer Reading List 6-7

You are not required to choose from this list, but here are some suggestions:

Adventure/Mystery

My Side of the Mountain by Jean Craighead George
Hatchet by Gary Paulsen
The Evolution of Calpurnia Tate by Jacqueline Kelly
The Parker Inheritance by Varian Johnson
The Westing Game by Ellen Raskin

Animal Stories

Dogsong by Gary Paulsen
Where the Red Fern Grows by Wilson Rawls
Warrior Cats by Erin Hunter
Beastly Brains: Exploring How Animals Think, Talk, and Feel by Nancy Castaldo (nonfiction)

Sci-fi

Wings of Fire Series (any book) by Tui T. Sutherland
A Wrinkle in Time by Madeleine L'Engle
The Lost Tribes by C. Taylor Butler
Gathering Blue, Messenger, and Son by Lois Lowry

Fantasy

Fablehaven by Brandon Mull
The Girl Who Drank the Moon by Kelly Barnhill
The Goblin's Puzzle by Andrew Chilton

Facing Difficult Circumstances

Goodbye Stranger by Rebecca Stead
The Outsiders by S.E. Hinton
Wonder by R.J. Palacio
Walk Two Moons by Sharon Creech
Ghost Boys by Jewell Parker Rhodes

Sports

Out of Left Field by Ellan Klages
Rebound by Kwame Alexander
Undefeated: Jim Thorpe and the Carlisle Indian Football Team by Steve Sheinkin
The Hero Two Doors Down by Sharon Robinson

Historical Fiction- correspond to grade level social studies curriculum, but any titles are options for 6th-7th

The Spartan's March by Benjamin Hulme-Cross-6
The Eagle of the Ninth by Rosemary Sutcliff-6
Percy Jackson and the Lightning Thief by Rick Riordan -6
Sugar by Jewell Parker Rhodes- 6
Ruined by Paula Morris-6
The Storyteller's Daughter by Jean Thesman-7
An Ocean Apart A World Away by Lensey Namioka-7
Bud, Not Buddy by Christopher Paul-Curtis-7
Roll of Thunder, Hear my Cry by Mildred Taylor-7
The Book Thief by Markus Zusak-7