

Summer Academic Requirements 2024

For Students entering 6th Grade

Required Summer Reading:

- Required novel: *The Phantom Toll Booth* by Norton Juster. Students must read the required book selection and complete the guided reading questions. Students should be prepared to discuss and complete further activities at the start of the school year. The guided reading questions will be turned in on the first day of school for a grade.
- Required 2nd novel: *The Adventures of Sherlock Holmes* by Arthur Conan Doyle. Students must complete the Book Report Form for this book.
- Students are encouraged to read a total of **3** chapter books (including the ones above) throughout the summer.

Enclosures:

- Required Math Summer Worksheets
- Guided Reading Questions for *The Phantom Toll Booth*
- Book Report Form for *The Adventures of Sherlock Holmes*

Suggested On-line Exercises:

- www.khanacademy.org – Create a parent account. This is free of charge. You can choose your child's grade level and select appropriate skills in both Math and Language Arts. (also available as an app)
- www.duolingo.com – Good for practicing Spanish, especially if parent creates an account. (also available as an app)
- **App:** Reading Comprehension Prep by Peekaboo Studios LLC

READING GUIDE*The Phantom Tollbooth*

novel by Norton Juster

FAST FACTS

- *The Phantom Tollbooth* has been adapted into a play, a film, and even an opera. It has attracted audiences not only in theaters but also in schools.
- The author, Norton Juster, wrote *The Phantom Tollbooth* while he was supposed to be writing a book about cities and urban living.

Before You Read

Who wrote this book? Norton Juster was born in 1929 in New York. As a child, he was intrigued by the thick novels that lined his parents' bookshelves. Even before he could read the words, the books left a lasting impression on him. Professionally, Juster was an architect and a professor of architecture. He didn't begin writing until the 1950s while serving in the U.S. Navy. Juster's first book, *The Phantom Tollbooth*, was published in 1961. He was not expecting it to be a success, but the title has since become a bestseller and has sold millions of copies. Juster went on to write other books, including *The Dot and the Line* and *Otter Nonsense*. In 2021, he died at the age of 91.

Who illustrated this book? Jules Feiffer was born in 1929 in New York. At the age of 3, he began drawing with encouragement from his mother, a fashion designer. Feiffer loved cartoons and comics from a very young age and began working in the business in the 1940s. Since then, Feiffer has become famous for his satirical writing and has also written graphic novels, plays, and an autobiography. He has won a Pulitzer Prize and an Academy Award and has been inducted into the Comic Book Hall of Fame. Feiffer is 92 years old.

Fantasy

The genre of fantasy can be found in short stories, poems, dramas, and in the case of *The Phantom Tollbooth*, novels. Fantasy writing is highly imaginative and presents elements not found in reality. Some examples include fairy tales as well as stories that contain magical events or supernatural forces. Some well-known works of fantasy include *Alice's Adventures in Wonderland* by Lewis Carroll and *The Wonderful Wizard of Oz* by L. Frank Baum. These stories include fanciful creatures who accomplish impressive feats in otherworldly places—all classic traits of the fantasy genre.

Name: _____ Date: _____

AS YOU READ CHAPTERS 1–5

Page Range: _____

ENGAGE WITH THE TEXT

DIRECTIONS Choose from among the following strategies to help you engage with the text as you read.

- Ask questions before, during, and after you read.
- Make and then confirm predictions.
- Create mental images of the characters, setting, and action.
- Make connections to personal experiences.

DISCUSS AND SHARE

DIRECTIONS Read the questions and jot down your ideas. Add any questions of your own. Then, discuss with your group.

1. Describe Milo’s personality at the beginning of the novel. What can you tell about him from his thoughts and actions?
2. If you received a surprise package like Milo did, would you open it? Why or why not? What does Milo have to gain or lose by opening the package?
3. Who is Tock and why is he important to the story?
4. On the way to Dictionopolis, Tock says that time is “our most valuable possession.” Do you agree with this statement? Explain your thinking.
5. What is the Word Market? Why do you think the author makes Milo and Tock go there?
6. **My question:**
7. **My question:**

Name: _____ Date: _____

AS YOU READ CHAPTERS 6–10

Page Range: _____

ENGAGE WITH THE TEXT

DIRECTIONS Choose from among the following strategies to help you engage with the text as you read.

- Summarize portions of the text as you read.
- Evaluate details to determine key ideas.
- Synthesize, or combine, ideas to form new ideas.
- Visualize vividly described settings or characters.

DISCUSS AND SHARE

DIRECTIONS Read the questions and jot down your ideas. Add any questions of your own. Then, discuss with your group.

1. How was the kingdom of Wisdom founded? Briefly summarize its history based on Faintly Macabre’s story.
8. What are Dictionopolis and Digitopolis? Describe them and tell how they are related.
9. Describe the princesses Rhyme and Reason. Who are they, where are they, why are they there, and what do they represent?
10. King Azaz orders the Humbug to accompany Milo and Tock on the journey to rescue Rhyme and Reason. Consider what you know about the Humbug from the story so far. Do you think Milo and Tock can trust him? Why or why not?
11. Why does Alec Bings float above the ground? How does this affect the way he views things? How does this differ from the way Milo views things?
12. My question:
13. My question:

Name: _____ Date: _____

AS YOU READ CHAPTERS 11–15

Page Range: _____

ENGAGE WITH THE TEXT

DIRECTIONS Choose from among the following strategies to help you engage with the text as you read.

- Trace development of characters as they experience conflicts.
- Re-read to clarify understanding.
- Make inferences based on text evidence.
- Find the meanings of unfamiliar expressions.

DISCUSS AND SHARE

DIRECTIONS Read the questions and jot down your ideas. Add any questions of your own. Then, discuss with your group.

1. At the beginning of Chapter 11, what happens between 5:22 and 5:27? At the end of this episode, what does Milo keep secret? Why do you think he chooses not to tell Chroma?
14. What is the connection between the Soundkeeper and Dr. Dischord? How does this relationship affect the action of the story?
15. At the end of Chapter 13, what message do you think the author is trying to convey when Milo says, “But from now on I’m going to have a very good reason before I make up my mind about anything. You can lose much time jumping to Conclusions”?
16. Who is the Dodecahedron? What role does he play in the plot?
17. How is the lunch with the Mathemagician similar to and different from the banquet with King Azaz?
18. My question:
19. My question:

ENGAGE WITH THE TEXT

DIRECTIONS Take turns summarizing the novel aloud with your group. Then, choose the details and story events that might go on the back cover of the book, and describe an illustration for its front cover.

DISCUSS AND SHARE

DIRECTIONS Read the questions and jot down your ideas. Add any questions of your own. Then, discuss with your group.

1. In Chapter 16, while the Mathemagician rages on about King Azaz, Milo thinks to himself, “My goodness, everybody is so terribly sensitive about the things they know best.” What does this mean in the context of the story? What do you think this means in real life?
2. As Milo, Tock, and the Humbug head into the Mountains of Ignorance, the author describes the setting as “a mixture of lurking shadows and evil intentions which oozed from the slimy moss-covered cliffs,” “a cruel wind shrieked through the rock,” and “a sticky mist engulfed the moon.” What mood, or overall feeling, does this description create and how does it affect the characters?
3. Terrible Trivium encourages Milo to do only unimportant things: “If you only do the easy and useless jobs, you’ll never have to worry about the important ones which are so difficult.” Restate this in your own words. What is Trivium saying?
4. Just as the demons are about to catch up to Milo, Tock, the Humbug, and the princesses, King Azaz and the Mathemagician appear with their armies and force the demons back. Why is it important that King Azaz and the Mathemagician are united in this scene?
5. Compare and contrast Milo’s personality at the beginning of the story and at the end. How does he change over the course of the novel?
6. **My question:**
7. **My question:**

Wrapping Up

DISCUSSION: EXPLORING IDEAS

DIRECTIONS Discuss these questions with your group.

1. When Milo returns to his room, he feels like he’s been gone for weeks. In reality, he’s been gone for only an hour. What is the author trying to express here?

2. The author uses puns, or plays on words, throughout the novel. What effect does this humorous writing have on the story and on the reader?

3. A *theme* is a sentence that expresses the main message an author conveys through writing. There are many themes in *The Phantom Tollbooth*. State a theme and give an example of how the author conveys it in the novel.

PROJECT: SHARING IDEAS

DIRECTIONS As a group, complete one of these projects. Use the project organizer to identify each group member’s role and responsibilities.

- MAP** Inside the covers of the book is a map of Wisdom and the Lands Beyond. Identify a place that is missing from the map and add it using story details and your imagination. Then, share your image with your class.

- SOUND LIST** The Valley of Sound was silent because the Soundkeeper had abolished all sounds. Sit silently for five minutes and listen carefully to the world around you. Jot down every sound you hear. When time is up, compare your list with your group and share the sounds that surprised you the most.

- SONG, POEM, OR SPEECH** At the great carnival, people sing songs, recite poems, and give speeches about the trio who rescued the princesses. Imagine you are at the carnival. Write a short song, poem, or speech to praise Milo, Tock, or the Humbug. Then, read or perform it aloud to another group.

PROJECT ORGANIZER		
STUDENT	ROLE	DETAILS

Rising Sixth Grade Summer Homework (Completed 5th Grade) Name _____

This is a review of some of the concepts that we have learned this year.

All work must be completed on NOTEBOOK PAPER in PENCIL. Staple your work neatly in order. All problems must be numbered, as on the review. All problems must be worked neatly, and all work must be shown.

You must show all your work. No just answers. Recalling the process is what is important

Staple your work neatly in order and turn it on the first day of school.

Long Division

You may want to look at the following link as a reminder of the work that you need to show.

https://www.mathsisfun.com/long_division2.html

Long Division Without Remainders	Long Division With Remainders
1. $880 \div 4$	8. $512 \div 3$
2. $180 \div 5$	9. $456 \div 9$
3. $648 \div 6$	10. $893 \div 7$
4. $432 \div 12$	11. $547 \div 30$
5. $728 \div 52$	12. $792 \div 28$
6. $8712 \div 24$	13. $4321 \div 21$
7. $10794 \div 257$	14. $23,465 \div 215$

Adding and Subtracting Decimals

REMINDER: WHEN ADDING AND SUBTRACTING DECIMALS, DO NOT FORGET TO LINE UP THE DECIMALS.

You may want to look at the following link as a reminder of the work that you need to show.

<https://www.mathsisfun.com/adding-decimals.html>

Adding Decimals	Subtracting Decimals
15. $1.03 + 0.36$	21. $8.76 - 3.56$
16. $6.9 + 2.8$	22. $9.21 - 1.72$
17. $45.09 + 2.005$	23. $15.51 - 11.302$
18. $13.094 + 4.903$	24. $5.7 - 0.623$
19. $123.65 + 67.335$	25. $16.209 - 14.5$
20. $3.736 + 0.81$	26. $17.099 - 9.7$

Now combine the two operations with decimals.

Remember to do what is in parenthesis first.

- | |
|-----------------------------|
| 27. $12 - (4.15 + 3.68)$ |
| 28. $(5.25 + 12.32) - 6.75$ |
| 29. $(3.15 - 1.87) + 5.63$ |
| 30. $(5.45 - 3.98) + 8$ |

Multiplying Decimals

REMINDER: TO FIND THE PRODUCT, LINE UP LAST DIGITS. DO NOT FORGET TO MOVE THE DECIMAL THE TOTAL NUMBER OF PLACES NEEDED.

You may want to look at the following link as a reminder of the work that need for decimal by a whole number and a decimal by a decimal.

<https://www.mathsisfun.com/multiplying-decimals.html>

Multiply Decimals by Whole Numbers	Multiplying Decimals by Decimals
30. 1.2×3	35. 6.5×3.4
31. 2.43×5	36. 1.23×0.5
32. 3.45×12	37. 12.89×11.1
33. 23.78×24	38. 23.73×2.453
34. 354.23×123	39. 3.345×0.2345

Long Division with Decimals as the Dividend

You may want to look at the following link as a reminder of the work that you need to show.

<https://www.mathsisfun.com/dividing-decimals.html>

40. $12.3 \div 3$
41. $1.24 \div 4$
43. $172.2 \div 14$
44. $868.8 \div 24$
45. $28.14 \div 12$

Now let's make fractions our friends.

Simplify Fractions (Reducing Fractions to Lowest Terms)

You may want to watch this short video if you need a reminder of how to simplify fractions

<https://www.mathsisfun.com/definitions/simplest-form-fractions-.html>

Write each fraction in simplest form.

46. $\frac{55}{60}$	49. $\frac{32}{80}$
47. $\frac{6}{42}$	50. $\frac{800}{1,000}$
48. $\frac{28}{42}$	51. $\frac{248}{620}$

Adding Fractions

Reminder: You must find the common denominator and fix the numerators, when adding and subtracting fractions. Your final answer must be in simplest form.

You may want to look at the following link as a reminder of how to add fractions with like and unlike denominators. Do not forget to simplify your final answer.

http://www.mathsisfun.com/fractions_addition.html

Adding Fractions with Like Denominators	Adding Fractions with Unlike Denominators	Adding Fractions with Unlike Denominators
52. $\frac{5}{10} + \frac{3}{10}$	55. $\frac{2}{5} + \frac{3}{10}$	58. $\frac{1}{4} + \frac{3}{8}$
53. $\frac{5}{12} + \frac{4}{12}$	56. $\frac{1}{9} + \frac{5}{6}$	59. $\frac{1}{6} + \frac{1}{2} + \frac{1}{3}$
54. $\frac{4}{7} + \frac{3}{7}$	57. $\frac{9}{25} + \frac{1}{3}$	60. $\frac{7}{100} + \frac{4}{50} + \frac{3}{25}$

Subtracting Fractions

Reminder: You must find the common denominator and fix the numerators, when adding and subtracting fractions. Your final answer must be in simplest form.

You may want to look at the following link as a reminder of how to subtract fractions with like and unlike denominators. Do not forget to simplify your final answer.

http://www.mathsisfun.com/fractions_subtraction.html

Subtracting Fractions with Like Denominators	Subtracting Fractions with Unlike Denominators	Subtracting Fractions with Unlike Denominators
61. $\frac{3}{4} - \frac{1}{4}$	64. $\frac{7}{8} - \frac{2}{3}$	67. $\frac{5}{8} - \frac{1}{2}$
62. $\frac{5}{6} - \frac{3}{6}$	65. $\frac{7}{10} - \frac{1}{6}$	68. $\frac{11}{12} - \frac{5}{6}$
63. $\frac{7}{9} - \frac{2}{9}$	66. $\frac{4}{5} - \frac{1}{3}$	69. $\frac{2}{3} - \frac{1}{8}$

Now combine the two operations with fractions. Remember to simplify what is in parenthesis first. Do not forget to simplify your final answer.

$$70. \left(\frac{3}{5} + \frac{1}{10} \right) - \frac{3}{8}$$

$$71. \left(\frac{5}{6} - \frac{7}{18} \right) + \frac{1}{3}$$

$$72. \left(\frac{3}{4} + \frac{1}{12} \right) - \frac{2}{3}$$

Mixed Numbers and Improper Fractions

You may want to look at the following link as a reminder of how to change improper fractions to mixed numbers and mixed numbers to improper fractions.

<http://www.mathsisfun.com/improper-fractions.html>

Write each improper fraction as a mixed number. Simplify if possible	Write each mixed number as an improper fraction as a mixed number.
73. $\frac{3}{2}$	76. $3\frac{1}{4}$
74. $\frac{15}{6}$	77. $9\frac{1}{10}$
75. $\frac{14}{3}$	78. $5\frac{3}{4}$

Adding and Subtracting Mixed Numbers

Reminder: You may make the fractions improper. By making the fractions improper, you do not have to worry about borrowing. Every whole number has an invisible denominator of 1.

You may want to look at the following link as a reminder of how to add and subtract mixed numbers.

<https://www.mathsisfun.com/numbers/fractions-mixed-addition.html>

Adding Mixed Numbers. Simplify if possible.	Subtracting Mixed Numbers. Simplify if possible.
79. $3\frac{1}{5} + 2\frac{2}{5}$	84. $3\frac{4}{5} - 2\frac{2}{5}$
80. $2\frac{3}{5} + 1\frac{3}{5}$	85. $12\frac{1}{6} - 4\frac{5}{6}$
81. $5 + 1\frac{3}{5}$	86. $9 - 3\frac{2}{5}$
82. $3\frac{8}{9} + 8\frac{1}{2}$	87. $8\frac{3}{16} - 3\frac{5}{8}$
83. $2\frac{3}{4} + 7\frac{3}{5}$	88. $13\frac{1}{12} - 8\frac{1}{4}$