

6<sup>th</sup> Grade ELA Summer Assignments  
IXL

Each student should spend 15-20 minutes\* reviewing 5th Grade Grammar and Mechanics (Sections X - LL) and recommended skills from your diagnostic each week, with a grand total of **3 hours over 10 weeks**. (new students exempt)

\*This is an average amount of time to encourage you to spread out the required number of hours over the summer. This will not only help you keep your skills fresh, but it will also help you avoid procrastinating until August! **Please work on the IXL between June 1st and August 13th.** (IXL will not be available to new students until mid-July)

Peter and the Starcatchers

You have three assignments for the novel Peter and the Starcatchers. All assignments need to be completed neatly and timely. **Assignments are due on August 19<sup>th</sup>.**

1. From the start of the novel the trunk goes through a journey since it highly desired by many characters. Create a timeline or comic strip of the location of the trunk and the starstuff for the whole book. Your graphics should make clear not only the location of the trunk, but also who controls it.

Rubric

6 or more locations that the trunk has been (5 points)  
Minimum of a five sentence description of the trunk in its current setting including who is in possession of the trunk at that time (60 points)  
Accuracy of information (content) (10 minutes)  
At least 6 pictures depicting the trunk in each setting (10 points)  
Neatness and creativity (5 points)  
Correct sequence of trunk's timeline (10 points)

# Author's Craft



2. Dave Barry and Ridley Pearson choose their words very carefully, making use of several interesting literary devices. They appeal to the reader's senses and sense of humor by using figurative language. Find **two** examples of each listed below. Then explain how each passage adds meaning to the story.

EXAMPLES	Page Number/ Example/ What does this passage add to the story?	Page Number/ Example/ What does this passage add to the story?
<p><b>Metaphor—a direct comparison between two or more unlike objects.</b></p> <p><b>“No, Smee, she’s a witch of a storm, and this here”—he waved at the wind—“is her broom.”</b></p> <p><b>p. 146 last paragraph</b></p> <p><b>The Witch’s Broom is the wind. This is a perfect comparison because the wind is so wicked! This storm is wreaking havoc on the ship. This passage is important because the storm—the witch—could prevent Black Stache and his crew from reaching <i>The Neverland</i>.</b></p>		

	<b>Page Number/ Example/ What does this passage add to the story?</b>	<b>Page Number/ Example/ What does this passage add to the story?</b>
--	---	---

**Personification- giving human or “person” characteristics to non-human objects.**

**“No, Smee, she’s a witch of a storm, and this here” – he waved at the wind— “is her broom.” (Metaphor)**

**‘She flies too fast for us, Smee. She’ll be on us in a few hours.’**

**(Personification)**

**This passage demonstrates how the wind is personified and thought of as witch’s broom. The wind is *she*.**

**p. 146 last paragraph**

**“The masts bowed and looked as if they might snap.” (Personification)**

**p. 147 par. 1.**

**The masts are personified, acting like humans as they bow or bend over; the wind or the witch’s broom is very strong. It is causing the masts to bend over really low because the passage says they might snap. Again, this could cause Black Stache to be delayed in his pursuit of *The Neverland* and the treasure aboard the ship.**

## Onomatopoeia and Simile

	<b>Page Number/ Example/ What does this passage add to the story?</b>	<b>Page Number/ Example/ What does this passage add to the story?</b>
<p><b>Onomatopoeia: a word(s) that imitates the sound it represents.</b></p> <p><b>p. 141: A final heave and ...CLUNK CLUNKETY-CLUNK ...the hasp and padlock, suddenly yanked free, bounced across the floor.</b></p>		
<p><b>Simile: a comparison that includes the words <i>like</i> or <i>as</i>.</b></p> <p><b>p. 193: From the corner of his mouth, Smeed said, "They's tied up to us now, Cap'n." <i>Like a fly in a spiderweb.</i></b></p>		



- 3. Write an *I Poem* from the point of view of a main character in *Peter and the Starcatchers*. Try to get inside your character; help the reader identify with the character's thoughts, actions, emotions, and personality. If possible, include figurative language in your poem. Please use the format presented below.**

**FIRST STANZA**

I am (two special characteristics you have)  
I wonder (something you are actually curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

**SECOND STANZA**

I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that really bothers you)  
I cry (something that makes you very sad)  
I am (the first line of the poem repeated)

**THIRD STANZA**

I understand (something you know is true)  
I say (something you believe in)  
I dream (something you actually dream about)  
I try (something you really make an effort to do)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)