

## **Mrs. Hunt's Sixth Grade Summer Reading List 2025**

### **You will read three books this summer for my class:**

- **1st Required Read:** Hatchet by Gary Paulsen
- **2nd Required Read:** My Side of the Mountain by Jean Craighead George
- **3rd Required Read:** A free read selection of your choice that is an AR approved book within your ZPD range. (AR approved books: <http://www.arbookfind.com/> Use this link to verify if a book is AR approved. Type in the Author or book title, the book and its information will be on the screen with a quiz number and Book Level (BL), and ZPD Score if it is an AR book.)

### **Assignments:**

- Book one and two: Complete the "Survival Guide - Hatchet & My Side of the Mountain" project (see attached information).
- Grammar Packet: Complete the attached 10-activity grammar packet over the summer, aiming to finish at least one activity per week. Be prepared for a grammar assessment at the start of the school year based on this material.

### **A note to students and parents:**

Many current studies show that when young people are not engaged in educational activities during the summer, they experience learning loss. These studies also suggest that reading just two- five books over the summer can help prevent this summer learning loss.

Students, I have only assigned three books for you to read over the course of the summer; it is my hope that you will challenge yourself to read five books this summer.

Parents, studies also show that students read more when they can choose materials based on their own interests. Self-selection, access to books, and sharing books are essential factors in reading motivation. I have provided your children with the opportunity to choose a book that they must read over the summer. Please guide your children and help them choose an appropriate book that meets the AR book requirements. The summer is a great time to introduce your children to the books you loved as a child!

## Survival Guide - Hatchet & My Side of the Mountain

### Concept:

Create a survival guide inspired by the lessons and experiences of Brian from Hatchet and Sam from My Side of the Mountain. Your guide will help future wilderness adventurers learn key survival skills while also demonstrating your understanding of both novels.

### Your Task:

Design a physical survival guide book that includes information, instructions, and comparisons based on both characters' experiences in the wild.

### Required Sections:

Your guide should be divided into at least five sections:

1. Shelter
2. Food
3. Water
4. First Aid
5. Mental Fortitude (Emotional Resilience)

You may include additional sections if you wish (such as Tool Making, Animal Encounters, etc.).

### For Each Section, You Must:

- ✓ Describe the skill as it was used in Hatchet and in My Side of the Mountain.
  - Use textual evidence (quotes or detailed summaries).
  - Explain how each character learned or used the skill.
- ✓ Write step-by-step instructions as if teaching someone how to do it in the wilderness.
- ✓ Include an illustration or labeled diagram for each survival skill.
- ✓ Compare and contrast Brian and Sam's approaches.
  - What did they do similarly?
  - What was different?
  - Who was more successful, and why?

### Presentation Requirements:

- Your guide should look like a real book or manual (can be made with folded paper, a small binder, or a handmade cover).
- Be neat, creative, and visually appealing.
- Include a title page with your name, project title, and artwork or a creative cover.

## MODULE 1: THE SENTENCE

### ***SENTENCE OR SENTENCE FRAGMENT?***

**1a** A *sentence* is a group of words that expresses a complete thought.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES     The parrot bit the back of the chair.  
                   Wait by the hickory tree.  
                   Did you buy the milk?  
                   That play was perfect!

When a group of words looks like a sentence but does not express a complete thought, it is a *sentence fragment*.

FRAGMENT     The pebbles in Mystery Cove. [This is not a complete thought. What about the pebbles?]

SENTENCE     The pebbles in Mystery Cove are round and multicolored.

FRAGMENT     Relaxes by taking a walk by the ocean. [This is not a complete thought. Who relaxes?]

SENTENCE     Saki relaxes by taking a walk by the ocean.

FRAGMENT     When a sea star loses an arm. [This thought is not complete. What happens when a sea star loses an arm?]

SENTENCE     When a sea star loses an arm, it can grow a new one.

NOTE     In speech, people frequently use sentence fragments. Such fragments usually aren't confusing, because the speaker's tone of voice and facial expressions help to complete the meaning. Professional writers may also use sentence fragments to create specific effects in their writing. However, in your writing at school, you will find it best to use complete sentences.

### **EXERCISE 1 Identifying Sentences**

On the line before each of the following word groups, write *sent.* if the group is a sentence or *frag.* if the group is a sentence fragment. Add correct punctuation if the group of words is a sentence.

EX. sent. 1. The lava from the volcano was a boiling red river

\_\_\_\_\_ 1. The tropical fish were green and blue

\_\_\_\_\_ 2. Did Frank call you


- \_\_\_\_\_ 3. Spending a night in the woods
- \_\_\_\_\_ 4. Watch out for the wet paint
- \_\_\_\_\_ 5. When the lake is calm
- \_\_\_\_\_ 6. Mushrooms grow in the woods
- \_\_\_\_\_ 7. Look at all the snow
- \_\_\_\_\_ 8. The swimming pool was crowded
- \_\_\_\_\_ 9. Pea pods sizzled in the wok
- \_\_\_\_\_ 10. The hollyhocks by the house

## **EXERCISE 2 Revising Fragments**

On your own paper, revise the fragment below to make complete sentences. Add any words you might need.

EX. 1. The glowing moon

1. The glowing moon looked like a pearl.

- 1. dangling from the ceiling
  - 2. the blue sweater
  - 3. after seeing the falling star
  - 4. at the student art show
  - 5. cooking with vegetables and pasta
  - 6. visit with my grandfather
  - 7. a bowl of oranges
  - 8. on his trip to China
  - 9. singing on stage
  - 10. before breakfast
  - 11. in the lake
  - 12. knitting sweaters
  - 13. the small pond
  - 14. on his desk
  - 15. some yellow flowers
- 

## MODULE 1: THE SENTENCE

### ***RUN-ON SENTENCES***

**A *run-on sentence* is actually two or more sentences run together into one sentence.**

EXAMPLES     The play begins at 2:00 we had better hurry.  
                  I'm looking for the basketball court I thought it was behind the gym.  
                  Ice is water in its solid form, water vapor is water in its gaseous form.

There are two good ways to revise run-on sentences.

1. Make two sentences.

RUN-ON        Anatole, turn the oven on we will make raisin bread.  
CORRECT      Anatole, turn the oven on. **We** will make raisin bread.

2. Link the two ideas with a comma and a coordinating conjunction (*and, but, or*).

RUN-ON        Separate the red pants from the white T-shirts before you wash them you will  
                  have pink shirts.  
CORRECT      Separate the red pants from the white T-shirts before you wash them, or you will  
                  have pink shirts.

A comma alone is not enough to link two complete ideas in a sentence. If you use just a comma between two complete ideas, you create a **comma splice**.

RUN-ON        The electric ray is a fish, it stuns its prey with electricity.  
CORRECT      The electric ray is a fish. It stuns its prey with electricity.

### **EXERCISE 3 Identifying Run-on Sentences**

Decide which of the following groups of words are complete sentences, and which are run-on sentences. Write *run-on* or *sent.* on the line before each item.


EX. 1. RUN-ON     Anton won four athletic trophies last year, Darryl won two.

- \_\_\_\_\_ 1. I like Rosie's new cat, but I prefer big dogs.
- \_\_\_\_\_ 2. Stella went to Chile she met some of her relatives there.
- \_\_\_\_\_ 3. Smoke rose from the campfire, it circled above our heads.
- \_\_\_\_\_ 4. Big dogs can be frightening, or they can be as gentle as small ones.
- \_\_\_\_\_ 5. Lions roared in the distance the tour group ran back to the bus.
- \_\_\_\_\_ 6. Jogging is good for you, but you must wear proper running shoes.
- \_\_\_\_\_ 7. The Braille alphabet uses raised dots that stand for letters and spell out words.

- \_\_\_\_\_ 8. Should we go to Houston by airplane should we take a bus?
- \_\_\_\_\_ 9. Bill, you can work as an usher, you can stand in the lobby and collect people's tickets.
- \_\_\_\_\_ 10. Robots are often used in factories today, for they can do some jobs well.

## **EXERCISE 4 Revising Run-on Sentences**

On your own paper, revise the run-on sentences below to form one or more complete sentences.

- EX. 1. The vase in the basement is Aunt Lydia's she got it on her trip to Greece.  
1. The vase in the basement is Aunt Lydia's. She got it on her trip to Greece.
1. A mighty wind was blowing, the roof of the house was shaking.  
2. I love tongue twisters, I always mess up "Peter Piper."  
3. My story is about someone as small as an ant, he lives in an acorn under a big oak tree.  
4. I love making up rap lyrics I don't like performing.  
5. I may become a firefighter one day, perhaps I'll work for the police.  
6. The brick wall at the edge of the playground fell down no one was hurt.  
7. The sun is many times bigger than the earth, the sun is only a medium-sized star.  
8. My older sister is an actor she is an expert on makeup.  
9. Is that a riddle is it simply a nonsense verse?  
10. The story was written long ago in Persia, it is about a flying carpet.
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## MODULE 1: THE SENTENCE

### *THE SUBJECT*

Every sentence has two main parts: a *subject* and a *predicate*.

**1b** The *subject* tells whom or what the sentence is about.

EXAMPLE      **The smell of a wood fire** makes me think of camping.

**1c** To find the subject, ask yourself *who* or *what* is doing something or *about whom* or *what* something is being said.

EXAMPLE      **My first dog** loved eating turnips. [*What* loved eating turnips? My first dog did.]

**1d** The subject does not always come at the beginning of a sentence. It may be in the middle or even at the end.

Sometimes you may have trouble finding the subject of a sentence. In such cases, find the verb first. Then ask yourself *to whom* or *to what* the verb is referring.

EXAMPLES      During the summer, **your brother** could cut grass to earn money. [The verb is *could cut*. *Who* could cut? The answer is *your brother*, the subject of the sentence.]

Across the busy highway raced **a deer**. [The verb is *raced*. *What* raced? A deer raced. *A deer* is the subject of the sentence.]

NOTE            The subject is never found in a prepositional phrase.

EXAMPLE      In the drawer was **a pair** of scissors. [*Pair* is the subject of the sentence, not *drawer*.]

### EXERCISE 5 Identifying Subjects

Underline the subject in each of the following sentences.

EX. 1. Behind the tree lurked a tiger.

1. During the winter, our father enjoys making thick, steaming pots of vegetable stew.
2. The bulletin board above Alisha's desk is full of photos, banners, and ribbons.
3. Bobbing in the water was a small sailboat.
4. In a quiet corner of the library, Sam read a book.

5. On the back porch railing perched a sparrow.
6. The main character wore a tuxedo and slippers.
7. Did Virginia Hamilton write *M.C. Higgins the Great*?
8. As a child, my grandfather sold newspapers.
9. Up the tree ran a squirrel.
10. Harry's cat will jump for a carrot.
11. The zipper on my new winter jacket is stuck.
12. Before winter, we should cover all of the old windows with plastic.
13. When is Jarvis going to visit us?
14. Rena's boots were under the chicken wire in the shed.
15. Across the busy street bounced a football.

## EXERCISE 6 Writing Complete Sentences

Add a subject to each of the word groups below. On your own paper, write your sentence with the correct punctuation and capitalization.

EX. 1. danced to the music

1. Luis danced to the music.

1. worked after school at Brown's Grocery
2. offered us tickets to the game
3. wanted its independence
4. wrote this letter
5. barked at the blowing leaves
6. is the home of the state champions
7. brought dozens of photographs to school
8. hiding behind the curtain was
9. is a snake
10. volunteer their time and skills
11. was helpful
12. gave me a ride
13. opened a bakery
14. stared at the stars
15. climbing the tree was

## MODULE 1: THE SENTENCE

### COMPLETE SUBJECTS AND SIMPLE SUBJECTS

**1e** The *complete subject* consists of all the words needed to tell *whom* or *what* the sentence is about.

EXAMPLE     **The large fender of the bike next to mine** is bent.

**1f** The *simple subject* is the main word in the complete subject. It does not include descriptive words.

COMPLETE SUBJECT    The large fender of the bike next to mine

SIMPLE SUBJECT     fender

If you leave out the simple subject, a sentence does not make sense.

EXAMPLE     The large ... of the bike next to mine is bent.

Sometimes the same word or words make up both the simple subject and the complete subject.

EXAMPLE     **Honeybees** gather nectar in the flowers.

NOTE     In this module, the term *subject* refers to the simple subject unless otherwise indicated.

### EXERCISE 7 Identifying Complete Subjects and Simple Subjects

In each of the following sentences, underline the complete subject once. Underline the simple subject twice.

EX. 1.   The black umbrella by the front door is mine.

1. His white-and-blue cotton sweater shrank two sizes.
2. The screens on the front porch windows are torn.
3. Did the green parrot on your shoulder say something?
4. Across the beach darted long-legged sandpipers.
5. The reporter's long coat looked wrinkled and wet.
6. The thick shells of black walnuts are hard to crack.
7. Do heavy wool mittens keep your hands warm and dry?
8. The Maricopa people of Arizona make unusual pottery.
9. Behind the door purred the happy cat.
10. A tall, thin man with a hat walked down the lane.
11. The conga drum developed from ancient Africa.


12. The best quarterback on the team has a knee injury.
13. The tall bearded man reminded her of Abraham Lincoln.
14. Is this package on the counter for you?
15. The front tire of our new car is flat.

## EXERCISE 8 Writing Complete Sentences

Add a complete subject to each of the word groups below. On your own paper, write each of your sentence with the correct punctuation and capitalization. Then underline the simple subject in each of your sentences.

EX. 1. sat on the edge of the roof

1. A dozen pigeons sat on the edge of the roof.

1. watched the team win
  2. are running in our yard
  3. tastes good on a hot day
  4. is a healthful breakfast
  5. belongs to Greta
  6. sang at the retirement community
  7. were laced too tight
  8. had been wonderful
  9. wished us good night
  10. lit the campfire
  11. waved to the ship
  12. is sliding into third base
  13. enjoyed the music
  14. wandered through the museum
  15. played with her doll house
  16. know the Mitchells
  17. bought reflectors for my bike
  18. is the new librarian
  19. forgot his sleeping bag
  20. called a cab
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## MODULE 1: THE SENTENCE

### ***THE PREDICATE***

**1g** The *predicate* of a sentence is the part that says something about the subject.

EXAMPLES     The jellyfish **was trapped on the hot sand.**  
                    Our neighbors **asked us to help with the block party.**

**1h** The predicate usually comes after the subject. Sometimes, however, part or all of the predicate comes before the subject.

EXAMPLES     **Silently**, the beetle **struggled to climb out of the sink.**  
                    **Sitting on the oily dock** were a dozen gulls.  
                    **On Saturday night** will you stay at your friend's house?

### **EXERCISE 9    Identifying Predicates**

Underline the predicate in each of the following sentences.

- EX. 1. The dogs' leashes were tangled around my ankles.
1. Quietly, we climbed the back stairs.
  2. Our foreign exchange student arrived from France.
  3. The printer was jammed with legal-size paper.
  4. Waiting for the bus was a group of children.
  5. Happily, the campers hiked in the woods.
  6. My best friend called me on the phone last night.
  7. Swiftly, the runners crossed the finish line.
  8. Last night, the computer screen flashed on and off.
  9. Visiting the Vietnam Veterans Memorial were thousands of tourists.
  10. Wearily, the tired shop clerk waited on the last customer.
  11. Singing in the shower was my brother Patrick.
  12. This winter, Angela is taking a course in t'ai chi ch'uan.
  13. Strutting in the muddy garden bed were a dozen large crows.
  14. Loudly, the delivery person pounded on our front door.
  15. The red shirt looks too big on you.
  16. Slowly, the Latin dancers began their warm-up.
  17. The three-year-olds seemed too small to reach the piñata.
  18. Surprised, the baby stared at herself in the mirror.
  19. The boat over there with the sails is a restaurant.
  20. Does anyone you know think our team can lose?

## EXERCISE 10 Writing Predicates

Add a predicate to each of the word groups below. On your own paper, write each of your sentences with the correct punctuation and capitalization. Then underline the predicate in each of your sentences.

EX. 1. The mongoose

1. Playfully, the mongoose rolled over on its back.

1. the dark clouds
2. our neighbors across the hall
3. the oak tree
4. a flock of sparrows
5. my younger sister
6. the cold and tired traveler
7. yesterday's snowfall
8. the bold guest
9. a huge whale
10. a group of fans
11. a broken helmet
12. an ancient arrowhead
13. dozens of snowballs
14. my father
15. a good pair of binoculars
16. stir-fried vegetables
17. slush
18. a new song
19. at least twenty police officers
20. everyone