Dear Quest to Learn Families,

Welcome to Quest to Learn! We are so excited to have you join our community!

Sixth grade is a big year, and we will be here to help support you in your transition to middle school. At Quest, students work on creative, exciting projects. The work in your summer packet provides teachers a first glimpse into your learning style and creativity. In this packet, you will find:

- Supply List
- Home Base – survey questions
- Sports for the Mind – movie poster project
- Independent Reading – “shelfie” assignment
- Point of View – creative writing assignment
- Being, Space, and Place – geography assignment
- The Way Things Work – flashcard assignment
- Codeworlds – “Which one is different?” assignment.

If you have questions about the supply lists or the assignments, the best way to get in touch is by emailing mainoffice@q2l.org or Kathy Ringrose at kringrose@Q2L.ORG.

We are so excited for the 2022-23 school year, and we hope you are too. See you in September!

Sincerely,

The 6th Grade Team
School Supply List

This is a list of suggested supplies for the first week of school. If you need support in purchasing please reach out to our parent coordinator Kathy Ringrose at kringrose@Q2L.ORG.

- 6 folders
- A 5 subject notebook
- Pencil case
- Blue/black pens
- Pencils
- Colored pencils, markers
- Handheld sharpener
- Highlighters
- Post its
- Index cards
- Scissors
- Glue sticks
- 1 USB flash drive (8 GB)
- Combination lock.

Additionally, at the start of a new school year, the 6th grade teachers would greatly appreciate donations for the class of the following items:

- Tissues & Paper towels
- Markers (Sharpies, Crayola, Dry Erase)
- Index Cards
- Post It notes
- Paper: Loose Leaf, Construction, & Graph.

Lastly, if you are able to do so, we always appreciate gifts to the PTA. You can access the PTA’s [general page at this link](#). Our link to purchase Quest merchandize such as t-shirts, sweatshirts and water bottles can also be found on this page.
Home Base is a small advisory class that helps students develop strategies for solving and coping with complex social and academic problems. The class allows students to share their voice, providing students with a space to share ideas, thoughts, and feelings. Every student has one teacher who is their Home Base advisor who is responsible for advocating for their advisees, building a relationship with advisees, communicating with teachers about academic progress, and being a constant and primary point of communication with families.

Complete all questions on this survey as best as you can. This will help us get a better understanding of how you learn and how you work with others.

1. Think about your best day you have had at school. What made it your best day?
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__________________________________________________________________
__________________________________________________________________

2. If you wanted adults to know one thing about you as a student, what would you tell them?
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3. What are some hopes and goals you have for sixth grade?
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4. What are some concerns or worries you have for sixth grade?
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5. What questions would you like to ask your teachers?
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__________________________________________________________________
__________________________________________________________________
Greetings incoming Q-dent! This year you will be taking one of the best classes ever - Sports For The Mind! What is Sports For The Mind or SFTM? It is a class about EVERYTHING! The class combines art, technology, science, design thinking, and prototype building. SFTM is a class where you are asked to think creatively and to design solutions to complex problems and challenges.

This summer you will undertake your first design challenge. Summer Design Challenge. Select a book that you have read THAT HAS NOT BEEN MADE INTO A MOVIE.

> Design a movie poster for a live action version of your book.

- Design Specifics: Poster must be 8 ½” X 11”. This is the same size as this page.
- Your poster may be drawn, created digitally or collaged - you may also combine different styles.
- Please complete in full color.
- You must represent the main characters using current actors.
- It has to include the title, name of actors and a one sentence summary of why someone should see the movie.
- Please write your FIRST and LAST name on the BACK.
- Please use these links to look at examples of movie posters:
SHELFIE: Get it? Shelf and Selfie!
Create a visual of at least five of your favorite books you have read or books on your to-read-booklist. Add a caption below the visual explaining your choices.

You can do this by drawing a picture or taking a photo. If you take a picture, you may choose to be in the photo or out of the photo, whatever you are comfortable with. Be creative!

Examples of Shelfies:

Your Shelfie:

Your Caption
This summer, 6th grade students enrolled in English Language Arts have the opportunity of reading a three-page excerpt from the text Coraline, a text we will read and analyze further in class. Upon reading the excerpt, students will complete the corresponding written assignments.

### Task 1: Read the excerpt from *Coraline* (Attached below)
- Read the excerpt twice in order to get a full understanding of the text.
- Read the text aloud on either reads to hear and feel the words.

### Task 2: Annotate the text
- **Highlight** lines that stick out to you and interest you. Instead of highlighting, you may also put an asterisk (*) or star next to the line(s).
- Put a **question mark** (?) next to moments/lines that confuse you.
- As you read, be sure to **take notes** on the **imagery and descriptions** presented of both the setting and characters: How do the characters look, dress, speak, and present themselves. How does the setting(s) look, smell, and feel?
- Also take notes on **internal character traits** that you notice about each character such as braveness, fearfulness, kindness, wickedness etc.
- Aside from taking notes on imagery/descriptions and internal character traits, you may also take notes on anything you wish to.

### Task 3: Written Assignment
**Choose and complete one of these assignments for the written component**

1. **Option 1:** Write a one-page creative fictional story in response to the prompt: If you were able to create another alternate universe, like the one in *Coraline*, what would your world look like? What would you want and desire? What would you change from the world you live in now? The main character can be yourself or anyone you choose.
2. **Option 2:** Create a drawing of what the world, or part of your invented world, looks like. Then write two-three paragraphs explaining your choices. Why did you create this world the way you did? Why is it important? What was your inspiration behind it?
3. **Option 3:** Write a one-page review of the excerpt from *Coraline*. For the review, you will write about two of your **favorite** moments/lines/characters in the excerpt. You will also write about two of your **least** favorite moments/lines/characters in the excerpt. In writing about these moments/lines/characters, you will provide explanations as to why you feel the way you do. This should be a **maximum** of 4-5 paragraphs.

**Requirements:**
- If written assignment is typed, be sure to print it out and hand it in on the first day of classes.
- Typed written assignments should be one-paged, double-spaced, 12-font, and times new roman.
- For drawing assignments: 8x10 in size is ideal and be sure to add color.
- For all assignments: Be creative and have fun!
Coraline got a chair and pushed it over to the kitchen door. She climbed on to the chair and reached up. She clambered down and got a broom from the broom cupboard. She climbed back on the chair again and reached up with the broom. Chink. She climbed down from the chair and picked up the keys. She smiled triumphantly. Then she leaned the broom against the wall and went into the drawing room. The family did not use the drawing room. They had inherited the furniture from Coraline's grandmother, along with a wooden coffee table, a side table, a heavy glass ashtray and the oil painting of a bowl of fruit. Coraline could never work out why anyone would want to paint a bowl of fruit. Other than that, the room was empty: there were no knick-knacks on the mantelpiece, no statues or clocks; nothing that made it feel comfortable or lived-in. The old black key felt colder than any of the others. She pushed it into the keyhole. It turned smoothly, with a satisfying clunk.

Coraline stopped and listened. She knew she was doing something wrong, and she was trying to listen for her mother coming back, but she heard nothing. Then Coraline put her hand on the doorknob and turned it; and, finally, she opened the door. It opened on to a dark hallway. The bricks had gone, as if they'd never been there. There was a cold, musty smell coming through the open doorway: it smelled like something very old and very slow. Coraline went through the door. She wondered what the empty flat would be like—if that was where the corridor led. Coraline walked down the corridor uneasily. There was something very familiar about it. The carpet beneath her feet was the same carpet they had in their flat. The wallpaper was the same wallpaper they had. The picture hanging in the hall was the same that they had hanging in their hallway at home. She knew where she was: she was in her own home. She hadn't left.

She shook her head, confused. She stared at the picture hanging on the wall: no, it wasn't exactly the same. The picture they had in their own hallway showed a boy in old fashioned clothes staring at some bubbles. But now the expression on his face was different—he was looking at the bubbles as if he was planning to do something very nasty indeed to them. And there was something peculiar about his eyes. Coraline stared at his eyes, trying to work out what exactly was different. She almost had it when somebody said, "Coraline?" It sounded like her mother. Coraline went into the kitchen, where the voice had come from. A woman stood in the kitchen with her back to Coraline. She looked a little like Coraline's mother. Only … Only her skin was white as paper. Only she was taller and thinner. Only her fingers were too long, and they never stopped moving, and her dark-red fingernails were curved and sharp.

"Coraline?" the woman said. "Is that you?" And then she turned round. Her eyes were big black buttons. "Lunchtime, Coraline," said the woman.

"Who are you?" asked Coraline.

"I'm your other mother," said the woman. "Go and tell your other father that lunch is ready." She opened the door of the oven. Suddenly Coraline realised how hungry she was. It smelled wonderful.
"Well, go on." Coraline went down the hall, to where her father's study was. She opened the door. There was a man in there, sitting at the keyboard, with his back to her.

"Hello," said Coraline. "I- I mean, she said to say that lunch is ready." The man turned round. His eyes were buttons—big and black and shiny. "Hello, Coraline," he said. "I'm starving."

He got up and went with her into the kitchen. They sat at the kitchen table and Coraline's other mother brought them lunch. A huge, golden-brown roasted chicken, fried potatoes, tiny green peas. Coraline shovelled the food into her mouth. It tasted wonderful. "We've been waiting for you for a long time," said Coraline's other father.

"For me?"

"Yes," said the other mother. "It wasn't the same here without you. But we knew you'd arrive one day, and then we could be a proper family. Would you like some more chicken?" It was the best chicken that Coraline had ever eaten. Her mother sometimes made chicken, but it was always out of packets, or frozen, and was very dry, and it never tasted of anything. When Coraline's father cooked chicken he bought real chicken, but he did strange things to it, like stewing it in wine, or stuffing it with prunes, or baking it in pastry, and Coraline would always refuse to touch it on principle. She took some more chicken.

"I didn't know I had another mother," said Coraline cautiously.

"Of course you do. Everyone does," said the other mother, her black-button eyes gleaming. "After lunch I thought you might like to play in your room with the rats."
"The rats?"

"From upstairs." Coraline had never seen a rat, except on television. She was quite looking forward to it. This was turning out to be a very interesting day after all. After lunch her other parents did the washing-up, and Coraline went down the hall to her other bedroom. It was different from her bedroom at home. For a start, it was painted in an off-putting shade of green and a peculiar shade of pink. Coraline decided that she wouldn't want to have to sleep in there; but that the colour scheme was an awful lot more interesting than the one in her own bedroom. There were all sorts of remarkable things in there she'd never seen before: wind-up angels that fluttered around the bedroom like startled sparrows; books with pictures that writhed and crawled and shimmered; little dinosaur skulls that shattered their teeth as she passed. A whole toy box filled with wonderful toys. This is more like it, thought Coraline. She looked out of the window. Outside, the view was the same one she saw from her own bedroom: trees, fields and, beyond them, on the horizon, distant purple hills. Something black scurried across the floor and vanished under the bed. Coraline got down on her knees and looked under the bed. Fifty little red eyes stared back at her.

"Hello," said Coraline. "Are you the rats?" They came out from under the bed, blinking their eyes in the light. They had short, soot-black fur, little red eyes, pink paws like tiny hands, and pink, hairless tails like long, smooth worms. "Can you talk?" she asked. The largest, blackest of the rats shook its head. It had an unpleasant sort of smile, Coraline thought.

"Well," asked Coraline, "what do you do?" The rats formed a circle. Then they began to climb on top of each other, carefully but swiftly, until they had formed a pyramid with the largest rat at the top. The rats began to sing, in high, whispery voices,

\[
\begin{align*}
&\text{We have teeth and we have tails.} \\
&\text{We have tails, we have eyes.} \\
&\text{We were here before you fell.} \\
&\text{You will be here when we rise.}
\end{align*}
\]

It wasn't a pretty song. Coraline was sure she'd heard it before, or something like it, although she was unable to remember exactly where. Then the pyramid fell apart, and the rats scampered, fast and black, towards the door. The other crazy old man upstairs was standing in the doorway, holding a tall black hat in his hands. The rats scampered up him, burrowing into his pockets, into his shirt, up his trouser-legs, down his neck. The largest rat climbed on to the old man's shoulders, swung up on the long grey moustache, past the big black-button eyes, and on to the top of the man's head. In seconds the only evidence that the rats were there at all were the restless lumps under the man's clothes, forever sliding from place to place across him; and there was still the largest rat, who stared down, with glittering red eyes, at Coraline from the man's head. The old man put his hat on, and the last rat was gone.

"Hello, Coraline," said the other old man upstairs. "I heard you were here. It is time for the rats to have their dinner. But you can come up with me, if you like, and watch them feed." There was something hungry in the old man's button eyes that made Coraline feel uncomfortable.
"No, thank you," she said. "I'm going outside to explore." The old man nodded, very slowly. Coraline could hear the rats whispering to each other, although she couldn't tell what they were saying. She was not certain that she wanted to know what they were saying.

Her other parents stood in the kitchen doorway as she walked down the corridor, smiling identical smiles, and waving slowly. "Have a nice time outside," said her other mother.

"We'll just wait here for you to come back," said her other father. When Coraline got to the front door, she turned back and looked at them. They were still watching her, and waving, and smiling. Coraline walked outside, and down the steps.
Being, Space, and Place
Geography Challenge

Read this National Geographic article about the continents of the world (the article is below the images).

Then answer questions below.


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2. What was one interesting fact you learned about the seven continents from the text?

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3. What was one interesting fact you learned about the seven continents from the images?

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4. What are some questions you have about the continents?

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Geography Game

Click on this link to review the seven continents and oceans:


Practice identifying the continents and oceans with these three links:

https://www.sheppardsoftware.com/geography/world/continent-oceans-game-1/  best accuracy score_______


The Way Things Work
Flashcard Summer Assignment

The Way Things Work (TWTW) is a class focuses on science and math. In sixth grade, TWTW focuses on life science and physics. For your summer assignment, you should create 24 flashcards.

The front should have the vocabulary term and your name. The back should have a definition and a picture. These flashcards will be used to create games.

Vocabulary Terms
1. Digestive System
2. Respiratory System
3. Nervous System
4. Circulatory System
5. Homeostasis
6. Animal Cell
7. Plant Cell
8. Cellular Respiration
9. Photosynthesis
10. Increase
11. Decrease
12. Rate
13. Kinetic Energy
14. Potential Energy
15. Inclined Plane
16. Lever
17. Force
18. Velocity
19. Acceleration
20. Gravity
21. Inertia
22. Friction
23. Mass
24. Volume
Codeworlds
summer assignment

Codeworlds is a mathematics course with a strong emphasis on literacy skill and interdisciplinary skills. Here at Quest we like to think that math is its own language and the Codeworlds team hopes to evoke a love of math in all of our students. We’re looking forward to a fun and educational year.

In Codeworlds, we often investigate patterns. Write a reason that one shape does not belong.

The pentagon does not belong because it has 5 sides. All the others have 4.

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In Codeworlds, we often investigate patterns. Write a reason that one shape does not belong.

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Create your own examples. You can use shapes or numbers.

Write one way that the numbers or shapes are different from one another. You can get as complicated or creative as you’d like.

If you would like more ways to practice your math skills, you can use the sites below.


BBC Bitesize KS3 Activities: http://www.bbc.co.uk/education/subjects/zqhs34j

Mr. Nussbaum Games: http://mrnussbaum.com/sixth-grade-learning-games/

Math Playground: www.mathplayground.com

NCTM Illuminations: illuminations.nctm.org/allgames.aspx