

Julia Landon College Preparatory & Leadership Development School 6th Grade Summer Reading Assignment Packet

In the following pages you will find a discussion guide and graphic organizers to be used with both books you will read for the summer. You will read *Tangerine* by Edward Bloor and *The Missing Manatee* by Cynthia DeFelice.

The discussion guide contains questions about the books and requires you to answer the questions using 5-7 sentences each. The discussion guide also provides 2 short response questions (rubric attached). Remember to use F.R.I.E.S.S.(attached) when answering your questions.

Graphic Organizer directions:

Character Trait Chart: This organizer is designed to help you learn about and to help you understand the characters in the book more intimately. In the left-hand column, write the character traits of one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Story Board: This organizer is designed to help you fully comprehend the story using a visual aid. Illustrate the major events in the story using the boxes provided. Get creative, be colorful, and have fun!

Short Response Rubric

2 points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

Final Task: Think of one character that demonstrated leadership abilities and leadership characteristics. In 3-5 paragraphs, explain how this character showed these abilities and characteristics and whether or not this lead to a positive or negative outcome.

F.R.I.E.S.S.

Fact: A statement that can be proven.

Example: Soldiers in the Civil War played baseball

Reason: A statement offered as an explanation or justification of an act.

Example: I didn't do my homework *because I had to go visit my grandmother.*

Incident: Describes an event, a happening, or occurrence. It is an anecdote or brief story.

Example: When you tell about the time you missed the bus or a time you got lost at the fair.

Example: An instance of something.

Example: Britney Spears, Beyonce and Madonna are all examples of singers.

Statistic: A fact that involves numbers to make a point.

Example: Ninety percent of the students support the new lunchroom menu; the ten percent who don't, plan to bring their lunch.

Sensory Details: Details that describe events using the five senses: sight, touch, smell, hearing and taste.

Example: Thoreau never felt lonely when he was at Walden. All around him he *heard* the rustling and bustling of nature. Squirrels *chattered*; blue jays *scolded*. How could he feel lonely when he had for company the friendly stars which *spangle* the midnight sky, the *warm* moon *rising* through the Walden pines to pave a path across the pond?

The Missing Manatee Discussion Guide

Author Information

Cynthia DeFelice was born in 1951 and grew up in Philadelphia, Pennsylvania, with three siblings. DeFelice's mother was a former English teacher who read to her children every night, and to this DeFelice attributes her lifelong love of books and stories. DeFelice began writing at the age of 36, after a career as a professional storyteller and children's librarian. Twenty-three books later, she lives in Geneva, New York, with her dentist husband. She has two grown children.

Rising 6th Graders

Students, these questions have been designed to help you fully comprehend this book. You should respond in complete sentences, incorporating the question in your answer. Your answer should be approximately 5-7 sentences long.

Guided Questions:

1. In the first chapter, what do we learn about the consequences of harming a manatee?
2. Why doesn't Skeet's mom want her son to grow up to be a fisherman?
3. What happens when Skeet brings Deputy Sheriff Earl Wells back to the place where he first found the dead manatee?
4. What is unusual about the behavior of Blink, Dirty Dan's son?
5. Skeet says that he will never forget a single thing about the day he caught his first tarpon with Dirty Dan. Explain what happened to make that day so frustrating, shocking, and thrilling for him.
6. When Skeet discovers the dead manatee for the second time in chapter 12, what does he find that implicates Dirty Dan as the killer?
7. Skeet is fascinated by the large scar on Dirty Dan's face, and near the end of the book, he finally learns how Dirty Dan got his scar. Why is this story so surprising to Skeet?
8. Skeet recalls the story of the time Dirty Dan fought a hammerhead shark for a tarpon. What does this episode show about Dirty Dan's personality?
9. When we first meet Memaw, Skeet's grandmother, she is getting ready to sing in a karaoke contest. What is Memaw like, and what role does she play in Skeet's life?
10. Skeet reflects: "I was always making everybody into heroes or bad guys, but most people-even parents-were muddling around somewhere in the middle." Explain Skeet's thoughts in your own words.

Storyboard

Directions: Illustrate the major events in the story

Character Trait Chart

Directions: In the left-hand column, write the character traits of the one of the characters in the story.
In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: _____

Trait	Revealed by...

Character Traits Word Bank

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany

Tangerine Discussion Guide

Author Information

A former high school English teacher, Edward Bloor has managed to find time while working as a book editor at a major publishing house and helping to raise his two children to pen four well-received novels for teen readers: *Crusader*, *Story Time*, *London Calling*, and the award-winning debut novel *Tangerine*. As Bloor once commented: "My teaching job led to a job in educational publishing, where I was actually required to sit and read young adult novels all day long. So I decided to try it myself."

Rising 6th Graders

Students, these questions have been designed to help you fully comprehend this book. You should respond in complete sentences, incorporating the question in your answer. Your answer should be approximately 5-7 sentences long.

Guided Questions

1. Some might say that *Tangerine* is about appearances - that if things look good from the outside, then everything will be okay. What do you think about that idea? Where do you see it in the book?
2. Why does Erik behave as he does?
3. Would you like to live in Paul's community? Why or why not? What is strange about it?
4. Who would you rather have for a brother: Erik? Mike? Luis? Why?
5. What are your impressions of Paul's mother? How did she change by the end of the book?
6. Were you surprised when Luis died?
7. Would you have kept the paint incident from Paul if you were his parents? How do you think he felt?
8. Did Erik get the punishment he deserved? Why or why not?
9. Do you feel hopeful for Paul at the end of the book?

10. Is Paul a hero? Why or why not?

11. Tangerine is Edward Bloor's first novel. Would you read another by him? Why or why not?

Students, for questions 12 and 13 write a short interpretive response. In your response, please explain how specific text evidence and/or clues support your thinking.

Question #12

Paul's mother calls Paul legally blind. Think about the idea of seeing things -- seeing past stereotypes and into people's hearts.

How was Paul able to do this? What did he see?

Question #13

How is Joey's experience at Tangerine Middle School different from Paul's? Why do you think that is?

Storyboard

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