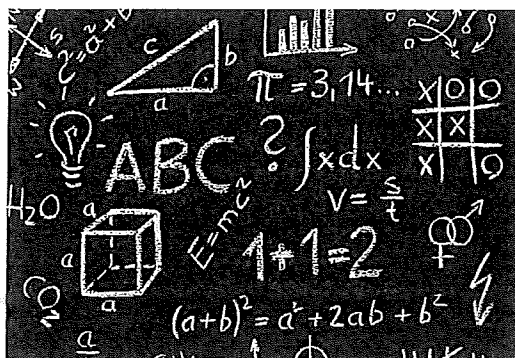


Mathematics



Hello, Welcome to Carver!

We are excited that you have chosen to be a Wildcat and we look forward to learning a lot about math, how it is used in the real world, and how it makes you feel. In order to get started, this summer you will keep a math journal. In this Math Journal, you will focus on your feelings/fears/successes about math. You will also focus on the places you found math that surprised you. Then, you will focus on how you solve math problems and how would the math skill be applied in day-to-day tasks. It is very important that you include detailed and full sentences when adding your journal entries.

**6th Grade Summer Enrichment for
Language Arts
Carver Middle School**

Reading is an integral part of the academics at Carver Middle School. Over the summer, it is important for a student to continue to read independently. Numerous studies indicate a direct correlation between a student's success at school and the amount of time they spend reading independently.

Carver Middle School Language Arts 6th grade students are **required to read a minimum of three** books over the summer. Students will be tested over their reading selections during the first two weeks of the school year. You can go to Book Wizard Online to check if a book has a Scholastic Reading Counts test for it. The link is below.

Integrity is a character trait that means you are honest and can be relied upon to do the right thing. The right thing is usually not the easy thing to do, but then, Carver students don't normally take the easy way out. Carver students are accustomed to challenging themselves. Your challenge this summer is to read *a minimum of 3* books from the list that you have **NEVER** read before. This is a challenge to your **integrity** because you cannot claim to have read books over the summer that you previously read before May 7, 2018. **Each book is worth 100 points each, which is a total of 300 points towards your grade.** You will be tested over the books the first few weeks of school. Thank you for making the decision to develop this important character trait as you begin your journey of success here at Carver Middle School.

Novels:

- 12 Brown Boys by Omar Tyree
- Abduction by Peg Kehret @
- *Among the Hidden by Margaret Peterson Haddix @
- Airball: My Life in Briefs by Lisa Harkrader
- *Amigas: Fifteen Candles by Veronica Chambers @
- Bat 6 by Virginia Wolf
- Beating Bully O'Brien by Karen Mueller Coombs
- *Bone, Vol. 1: Out from Boneville by Jeff Smith@
- *Book of Three by Lloyd Alexander
- Bud Not Buddy by Christopher Paul Curtis@
- Color Me Dark by Patricia C. McKissack
- Compound by S.A. Bodeen@
- The Crossover by Kwame Alexander*
- The Cruisers by Walter Dean Myers
- Curse of the Blue Figurine by John Bellairs
- *Eragon by Christopher Paolini
- El Deafo by Cece Bell
- *The Face on the Milk Carton by Caroline B. Cooney@
- Fallout by Todd Strasser@
- Games: A Tale of Two Bullies by Carol Gorman@
- *Gregor the Overlander by Collins, Suzanne
- Heat by Mike Lupica@
- Hoops by Walter Dean Myers@
- Honest Truth by Dan Gemeinhart@

- Memory Boy by Will Weaver@
- Middle School Worst Years of My Life by James Patterson @
- Million Dollar Shot by Don Gutman@
- Miracle's Boys by Jacqueline Woodson
- *Maximum Ride: The Angel Experiment by James Patterson@
- *The Mistmantle Chronicles Urchin of the Riding Stars by M.I. McAllister
- The Mysterious Benedict Society by Trenton Lee Stewart
- The Mysterious Matter of I.M. Fine by Diane Stanley
- Naked Mole-Rat Letters by Mary Amato
- Night of the Twisters by Ivy Ruckman
- Ninth Ward by Jewell Parker Rhodes
- One Crazy Summer by Rita Williams-Garcia@
- The Only Thing to Fear by Caroline Tung Richmond
- Or Give Me Death by Ann Rinaldi
- *The Princess Diaries by Cabot, Meg@
- Positively by Courtney Sheinmel@
- Roller Girl by Victoria Jamieson
- *Sammy Keys and the Hotel Thief by Wendelin VanDraanen
- Saving Lucas Biggs by Marisa de los Santos and David Teague
- The Secret Hum of a Daisy by Tracy Holczer
- Shockpoint by April Henry @
- *Son of the Mob by Gordon Korman

- Hostage by Willo Davis Roberts
- How to Survive Middle School by Donna Clephart@
- I Am Princess X by Cherie Priest
- *Into the Wild by Erin Hunter @
- Island of the Blue Dolphins by Scott O'Dell
- The Journal of CJ Jackson by William Durbin
- Last Shot: A Final Four Mystery by John Feinstein@
- The Lions of Little Rock by Kristin Levine @
- The Life As We Knew It by Susan Pfeffer*@
- Locomotion by Nikki Grimes
- *The Lost Years of Merlin by T. A. Barron

* First book in a series OR book has a sequel.

@ Look at this book, because 6th grade teacher really recommends it!

- *Stormbreaker by Anthony Horowitz@
- The Revealers by Doug Wilhelm@
- The Sacred Lies of Minnow Bly by Stephanie Oakes
- The School Story by Andrew Clements
- The Skin I'm In by Sharon G. Flake @
- Smile by Raina Telgemeier
- Sleeper Code by Tom Sniegowski @
- Wonder by R.J. Palacio @
- Words by Heart by Ouida Sebestyen
- Yell Out/ Do You by Stephanie Perry Moore @

Non-Fiction:

- Zlata's Diary by Zlata Filipovic
- Woodsong by Gary Paulsen
- The Red Scarf Girl by Ji-li Jiang

Language Arts 6th Grade Supply List

Materials needed to be given to the Language Arts Teacher:

- ❖ Package of colored copy paper
- ❖ 2 bottles of any color glitter glue**
- ❖ Index Cards with lines
- ❖ 1 bottle of glue or glue stick

Materials Needed for Personal Use:

- Headphones or Earbuds
- Pens (blue or black only)
- Pencils
- Highlighters
- Red pen or pencils for grading
- Notebook Paper (Wide rule loose leaf paper only)
- Colored markers or pencils
- Novel (Students are required to bring a novel every day to class.)

**Items with double asterisk are for Laymon's class only

Teacher Wish List:

- ❖ Paper Towels
- ❖ Kleenex
- ❖ Bottle of Glitter
- ❖ Pencils or Pens
- ❖ Gift cards to Target or Walmart
- ❖ Books turned into movie DVDs
- ❖ Cleaning Supplies (Clorox Wipes, Sanitizers, Air Freshener, White Board Cleaner, Fabuloso or 409)
- ❖ Headphones
- ❖ Papermate Flair Pens
- ❖ Sharpies
- ❖ Bottle of Glue
- ❖ Index cards (any size)
- ❖ Markers or Colored Pencils
- ❖ Notebook, scrapbook and/or cardstock paper
- ❖ Zip Lock bags (any size)
- ❖ Double sided tape

We greatly appreciate your acts of kindness.
Thank you!

Summer Homework Grading Procedure: Students will take Reading Counts tests over each book when school begins. We suggest writing chapter summaries over the book, therefore student may review before reading counts test date. The test dates are typically within the first two to three weeks of school. Here are a few suggestions:

Take notes while you read. It will be much easier to pass your Reading Counts Test if you've taken notes as you go along, rather than trying to remember everything at the end. As you read, jot down a few notes on the following:

- **Characters.** If your book is fiction (or a biography or memoir), keep track of who the major characters are. What are they like? What do they do? Are they different at the end of the book than the beginning? Did you like them?
- **Setting.** This category mainly applies to fiction. The *setting* of a book is where and when the story takes place (for example, the *Harry Potter* novels' main setting is the school of Hogwarts). The setting may have significant influence on the characters and the story.
- **Story.** What happens in the book? Who did what? Where in the book (beginning, middle, end) do important things seem to happen? Were there any clear "turning points" in the story, where things seem to change from what came before? How did the story resolve? What parts are your favorite parts of the story?
- **Main ideas/themes.** This category will be slightly different for nonfiction or fiction. Nonfiction may have a very clear main idea, such as presenting a biography of a famous historical figure. For fiction, there will probably be a key theme that runs throughout the book. Think about this in terms of what you learned from the book that you didn't know before reading it. You may find it easier if you take a few notes on each chapter.
- **Quotations.** Good chapter summaries not only tell, but show what is great about the book. For example, if you really enjoyed the author's writing style, you could use a quotation in your notes that shows why you liked it. A juicy quote that sums up the main idea of the book could also be a good idea. You don't have to use every quotation that you write down in your report, but jot down any quotations that catch your attention.

Don't wait until the last minute! Start early and read and summarize one chapter a day. This will give you less work to do all at once. Also, it helps to write your summary right away, while it's fresh in your mind.

For parents: Quickly read each chapter summary. If you can't understand or read it, tell your child what information you feel like is missing, so that they know what they need to add when they revise. Great penmanship is a noteworthy trait.

Join the Google Classroom! Inside the summer packet is an information sheet about Google Classroom. Join the incoming 6th graders page, which is CMS Class of 2021 page. We will send updates about reading events throughout the summer. The code to join is 2eu5rt. See the paper on Google Classroom for login and password information.

Enter in the Tulsa County Library Summer Reading Program today! The contest is great, because this summer you will already read 3 out of 6 books required getting awesome prizes, such as Amazon gift cards, tablet, laptop and more. Go to the 2018 Tulsa Teens Summer Reading page for more information and sign up now. Good luck!

6th Grade Science Summer Homework for Carver Middle School.



Complete all 3 of the following assignments.

1) **Experience a field trip with your family** Visit a museum, planetarium, zoo, special event, or local park for a science experience. Talk with your family and make plans for this field trip that can be locally or during a trip out of town. Include the following on PowerPoint slides or a google slide presentation. Presentation should have the following:

- Information about the destination: name, location, etc.
- Take 3-7 up close pictures to share.
- Write a paragraph or include notes on each picture slide explaining what you learned with the experiences.

2) **Observations of Birds**. Pay attention to the birds in your neighborhood. Take the time to listen to the sounds and watch the behavior of birds that live near your home. Choose one of the bird species from your neighborhood to complete a small information card measuring 21.5cm x 14cm (8.5 X 5.5 or half a sheet of letter size paper.) This is small so that each one of the students' entries can be posted on a bulletin board. Include the following on this card or paper:

- Take a picture of the bird.
- Look up the bird on line by using a search engine like google.com with a short description of the size, color and the word bird. Include both the common name and the scientific name of the species on the card.
- Record your hand written observations of the bird describing what the bird was doing, where you observed the bird, and something interesting that you noticed about the bird.

3) **Read Science Articles**. You can find science articles online, in magazines, or at the library. Choose an article that is the most interesting to you and write about it. Include the following to share your article:

- Article title, Author, publisher, date.
- One-half to one page summary telling the main idea and details that wowed you.
- You may neatly hand write or type your summary.

Bring your completed assignments to science class the first week of school. You may have your hands full of supplies the first day or two, so the third day back will be just fine. If you used a computer for all 3 of these, I will give you the information on how to turn that in on the first day of school.

Enjoy your summer experiences. Know that Science is in everything you do!
For questions you may email: Mr. Tedder: teddero@tulsaschools.org

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Welcome to Carver! The Social Studies/Individuals & Societies Team is confident you will become extraordinary citizens of your school, city, country, and world. Your summer homework for social studies is designed to help spark the process of becoming a lifelong learner in a way that is joyful, personalized, rigorous and reflective.

As an MYP/IB school, students will focus on several key concepts for their Individuals & Societies learning. Here are the key concepts:

- Change
- Global interactions
- Systems
- Time, place, and space

Whenever we study a particular key concept, we learn about the key concept while discussing and researching related concepts such as growth, power, conflict, leadership, globalization, liberty, mental health, and culture -- among many.

A description of **time, place, and space** is on the next page.

Time, place and space

The intrinsically linked concept of **time, place and space** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").

For individuals and societies, *time* is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. *Place* is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. *Space* relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to "place and space" can be understood on multiple scales (including local, regional, national and global).

For summer homework, we will take a closer look at the **key concept of time, place, and space** through two writing prompts.

1. Tell us more about Tulsa. When was it founded? What are some of the most significant events in Tulsa's history? What can we learn from these events? What different cultures are represented in Tulsa? What are the most prominent businesses and organizations? Be sure you write about important cultures, people, events, and ideas from a broad time period (late 1800s to present day), and describe how they've changed over time. **You're more than welcome to extend this time period however you believe best, as important events certainly occurred before Tulsa became Tulsa, and in ways made Tulsa what it is today.*
2. What is growth? What is sustainability? What is equity? What do you believe are the most pressing challenges Tulsa will face in the next 50 years, especially related to growth, sustainability, and equity? Please include examples and your personal opinion backed up with why you have your opinion. This is a great opportunity to reflect upon your personal experiences and beliefs. In what ways are Tulsa's challenges both similar and different from other similarly sized cities across the United States and world? Why?

CARVER MIDDLE SCHOOL

WORLD LANGUAGES DEPARTMENT SUMMER ENRICHMENT ACTIVITY

Overview: The study of World Languages at Carver Middle School is dynamic and vibrant! We believe all languages are alive and engage in daily activities in the classroom. As you prepare for the summer break, you will be **required** to continue engaging in the language(s) you are currently pursuing at school during this time. Please refer to this sheet as you get ready to complete your summer exposure activities.

Academic Honesty: The completion of summer language exposure activities is a requirement for all students of World Languages at Carver Middle School. We adhere to our Academic Honesty guidelines and trust students' good will and sincerity to complete this requirement.

Assignment:

Entering Level 1	Entering Level 2	Entering Level 3
1 activity *Response not expected to be in the target language.	2 activities	2 activities

Pick from the options listed below and be ready to talk (an oral presentation in class) and/or write (journal entry/composition) about your chosen activities during the opening weeks of school.

Options

Watch	Read	Listen	Speak	Write	Do
An original feature film in your language and present a response. You may talk about the major themes, storyline, language, cultural insights you may have gained, or your general impressions	Magazine or newspaper articles in your target language. Be ready to summarize the articles and present your own thoughts about both of them. (include the names of the publications, the	To music and/or newspaper articles in your target language. Be ready to summarize the articles and present your own thoughts about both of them. (include the names	Call a friend who speaks the language you're studying. Talk to a person in your community or around you who is a native speaker of that language. Snap a picture! Be ready to show and tell.	If you travel to a country where your language of study is spoken keep a journal of your trip. What are some of your early impressions of the culture? Did you attempt to immerse	Play a game representative of the cultures linked to your language of study. Come ready to share what you learned, instructions on how to play and explain what you

of the movie. (Include the title of the movie and the year.)	titles of the articles and the dates of the publications.)	of the publications and the titles of the articles and the dates of the publications.)		yourself in the language? How so? What did you learn from that total immersion experience?	liked/disliked about the game.
A one-hour TV program in the target language! Comment on the story, themes, acting, how much you could understand, any cultural insights, how it compares with American TV, etc. (Include the name of the program and the date)	A short story in the target language! Respond to the themes, plot, characters, etc. (If you think you'd like this option, you can ask your teacher for some stories before the end of school.)	To one week's worth of radio news (one hour total). Comment on the content, how much you could understand, any cultural insights	Go to an authentic market and make a purchase in the target language	Make a photo album of your favorite summer adventure! Write captions to the pictures in the target language!	Switch the language on the ATM Machine! Switch to your language of study when using the ATM machine! Come ready to report to class on how it went.
Visit an art exhibit! Comment on themes, styles, and your impressions of the works. (Include where you saw the works and some of the titles of the pieces.)	Read the instructions on how to use or operate a product in the target language. Share with your class how you were able or not to follow the directions.	Listen to a podcast in the target language. (Include the name of the program and the date)	Make an oral diary entry of your favorite summer activity. (Include the name of the program and the date)	Do a crossword puzzle in the target language or create your own online!	Use the self-checkout aisle at the supermarket and switch the language!