

Terence C. Reilly Summer Reading Assignment-Grade 6



Please read one of the approved FICTION books from the list attached. Complete the **five (5)** Notice & Note Reading Signposts and answer the anchor question for each signpost on the log provided.

IN ADDITION please answer all parts of the short-constructed response questions at the bottom of the page and the Notice & Note log using **RASE/RASC**. It will be graded according to the Rubric included in this packet. This will count towards a project grade during Marking Period 1.

Please complete both parts of the assignment and hand in to your Language Arts Teacher on Thursday, September 10, 2026.

SHORT CONSTRUCTED RESPONSE

How did the main character in your novel change from the beginning of the novel until the end? If you feel they didn't change, how could they have changed throughout the novel? Be specific with the details. Answer using RASE/RASC. Use directly cited evidence from the novel to prove your position and support your answer.

6th Grade

As Brave As You by Jason Reynolds
Coraline by Neil Gaiman
The First Rule of Punk by Celia C. Perez
The Girl Who Drank the Moon by Kelly Regan Barnhill
The Crossover by Kwame Alexander
All's Faire in Middle School by Victoria Jamieson
Moon Girl & Devil Dinosaur (series) by Amy Reeder & Brandon Montclare
The Baby-Sitters Club Graphix (series) by Raina Telgemeier
Smile by Raina Telgemeier
Sisters by Raina Telgemeier
Ghosts by Raina Telgemeier
Blackbird Fly by Erin Entrada Kelly
Because of Mr. Terupt by Rob Buyea
A Week in the Woods by Andrew Clements
Wild Pitch, Hot Head, Super Slugger, Squeeze Play by Cal Ripken
Fish in a Tree by Lynda Mullaly Hunt
Short by Holly Goldberg Sloan
A Long Walk to Water by Linda Sue Park
When You Reach Me by Rebecca Stead
Twerp by Mark Goldblatt
Stella by Starlight by Sharon Draper
The Fourteenth Goldfish by Jennifer Holm
Mr. Lemoncello's Library Olympics by Chris Grabenstein
The Sisters Grimm (series) by Michael Buckley
The Land of Stories (series) by Chris Colfer
A Tale Dark and Grimm (series) by Adam Gidwitz
The False Prince by Jennifer A. Nielson
The Mysterious Benedict Society by Trenton Lee Stewart
Click Here to Start by Denis Markel
Chasing Vermeer by Blue Balliett
The Egypt Game by Zilpha Keatley Snyder
The Westing Game by Ellen Raskin
Hoot by Carl Hiaasen
Scat by Carl Hiaasen
The Kane Chronicles (series) by Rick Riordan
The Heroes of Olympus (series) by Rick Riordan
Magnus Chase and the Gods of Asgard (series) by Rick Riordan
Trials of Apollo (series) by Rick Riordan
An American Plague by Jim Murphy
Sunny Side Up by Jennifer Holm
Mighty Jack by Ben Hatke
The Secret Garden by Frances Hodgson Burnett
The Incredible Journey by Sheila Burnford
Anne of Green Gables by L. M. Montgomery
Black Beauty by Anna Sewell
Heidi by Johanna Spyri
The Book of Three by Lloyd Alexander

Harry Potter (series) by J. K. Rowling
The Nest by Kenneth Oppel
Glory Be by Augusta Scattergood
Nightmares by Jason Segel
Hello Universe by Kelly Estrada
The Wild Robot (series) by Peter Brown
Number the Stars by Lois Lowry
The Skirt by Gary Soto
Bigger by Patricia Calvert
Drums, Girls, and Dangerous Pie by Jordan Sonnenblick
On the Wings of Heroes by Richard Peck
Eldest by Christopher Paolini
Eleven by Patricia Reilly Giff
Roller Girl by Victoria Jamieson
The Unwanteds by Lisa McMann

Name _____ Homeroom _____ Text Title _____

Identify 5 Notice & Note Signposts from your novel. Give directly cited evidence from the novel, identify the signpost & the anchor question. Then answer the anchor question.

Page # and directly cited passage from the text		
Signpost I Noticed (Circle One)	Contrast/ Contradictions	Aha Moment
	Tough Questions	Memory Moment
	Words of the Wiser	Again & Again
Write the Anchor Question		

Answer the anchor question in *at least 3-5 sentences*:

Page # and directly cited passage from the text		
Signpost I Noticed (Circle One)	Contrast/ Contradictions	Aha Moment
	Tough Questions	Memory Moment
	Words of the Wiser	Again & Again
Write the Anchor Question		

Answer the anchor question in *at least 3-5 sentences*:

Name _____ Homeroom _____ Text Title _____

Page # and directly cited passage from the text		
Signpost I Noticed (Circle One)	Contrast/ Contradictions	Aha Moment
	Tough Questions	Memory Moment
	Words of the Wiser	Again & Again
Write the Anchor Question		

Answer the anchor question in *at least 3-5 sentences*:

Page # and directly cited passage from the text		
Signpost I Noticed (Circle One)	Contrast/ Contradictions	Aha Moment
	Tough Questions	Memory Moment
	Words of the Wiser	Again & Again
Write the Anchor Question		

Answer the anchor question in *at least 3-5 sentences*:

Name _____ Homeroom _____ Text Title _____

Page # and directly cited passage from the text		
Signpost I Noticed (Circle One)	Contrast/ Contradictions	Aha Moment
	Tough Questions	Memory Moment
	Words of the Wiser	Again & Again
Write the Anchor Question		

Answer the anchor question in *at least 3-5 sentences*:

SHORT CONSTRUCTED RESPONSE

How did the main character in your novel change? If you feel they didn't change, how could they have changed throughout the story? Be specific. Answer using RASE/RACE. Use evidence from the novel to prove your position.

5 Notice and Note Signpost Bookmarks

Notice & Note	
Name _____	Book _____
SIGNPOSTS YOU MIGHT NOTICE	
Contrasts & Contradictions	
When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, STOP and ask, "Why is the character doing that?"	
Aha Moment	
When a character realizes, understands, or finally figures out something, STOP and ask yourself, "How might this change things?"	
Tough Questions	
When a character asks herself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?"	
Words of the Wiser	
When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the life lesson and how might it affect the character?"	
Again & Again	
When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening again and again?"	
Memory Moment	
When the author interrupts the action to tell you about a memory, STOP and ask yourself, "Why might this memory be important?"	
Use the back to jot down page numbers of the signposts you spot.	

Notice & Note	
Name _____	Book _____
SIGNPOSTS YOU MIGHT NOTICE	
Contrasts & Contradictions	
When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, STOP and ask, "Why is the character doing that?"	
Aha Moment	
When a character realizes, understands, or finally figures out something, STOP and ask yourself, "How might this change things?"	
Tough Questions	
When a character asks herself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?"	
Words of the Wiser	
When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the life lesson and how might it affect the character?"	
Again & Again	
When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening again and again?"	
Memory Moment	
When the author interrupts the action to tell you about a memory, STOP and ask yourself, "Why might this memory be important?"	
Use the back to jot down page numbers of the signposts you spot.	

Notice & Note	
Name _____	Book _____
SIGNPOSTS YOU MIGHT NOTICE	
Contrasts & Contradictions	
When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, STOP and ask, "Why is the character doing that?"	
Aha Moment	
When a character realizes, understands, or finally figures out something, STOP and ask yourself, "How might this change things?"	
Tough Questions	
When a character asks herself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?"	
Words of the Wiser	
When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the life lesson and how might it affect the character?"	
Again & Again	
When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening again and again?"	
Memory Moment	
When the author interrupts the action to tell you about a memory, STOP and ask yourself, "Why might this memory be important?"	
Use the back to jot down page numbers of the signposts you spot.	

Student Name: _____

Score: _____

R.A.C.E Rubric

Criteria	Meeting Expectations	Developing Expectations	Beginning Expectations	No Attempt or Little Effort
Restate the question in a topic sentence.	The question is clearly restated in a topic sentence. The reader is not guessing what you're talking about. 1	The question is partially restated. You may or may not have a topic sentence. 0.5	There is an attempt to restate the question but it's not clear. You do not have a topic sentence. 0	The question is not restated. You do not have a topic sentence. 0
Answer all parts of the question.	The question is answered fully and correctly including all necessary information. 3	The answer is correct but incomplete. You may or may not have included information not relevant to the question. 2.5	The answer is incorrect, incomplete or do not show a clear understanding of the question or the text. 2	The answer has nothing to do with the question. 0
Cite evidence from the text to support your answer.	Two or more ideal pieces of evidence are provided, it is relevant to the question and fully support the answer. 3	One piece of evidence is provided that fully supports the answer. 2.5	Evidence is present, but; does not support the answer <u>and/or</u> it is not cited from the text. 2	There is no evidence from the text. 0
Explain how the evidence supports your answer.	There is a clear and complete explanation connecting the evidence to the answer. 3	There is a basic explanation connecting the evidence to the answer. 2.5	There is an unsuccessful or unclear explanation connecting the evidence to the answer. 2	There is no explanation connecting the evidence to the answer. 0

Here are some tips:

R – If you start your paragraph with the word “because,” you left off the beginning. As the writer, you know what you are writing about. Always imagine that your audience does not! Be sure to always introduce your topic so that your reader knows what you are writing about.

A – Be sure that your response answers the question. Just as important, focus on your answer. Do not include information that does not relate to your answer. Be bold and use the specialized vocabulary that you have learned in class.

C– Try to use phrases like “On page __ it says...” or “The author stated...” or “According to the text...”
Be sure to follow the conventions of English. You should always capitalize and punctuate correctly. You should use grammar and be sure to spell everything correctly.

E – Explain how the evidence supports your answer. Expand or elaborate on the evidence you have given. You can do this by connecting your evidence to texts that you have read, your own background knowledge or personal experiences. Try to use phrases like “This proves...” or “This explains...”



Olga Hugelmeyer
Superintendent of Schools

Jenny Costa Reguinho
Principal

June 25, 2026

Dear Students and Parents/Guardians,

This packet contains activities designed to deepen our students' understanding in mathematics and prepare them for the 6th grade Pre-Algebra curriculum. It will help keep our most important muscle (our brain) strong over the long, hot summer. For students to gain an advantage and be better prepared for the coming school year, it is important that they work to refine their skills. This packet is not designed to overwhelm our students but rather intended to allow them extra practice and the opportunity to work at their own pace. Modules should be completed from July to August, and have been presented through a variety of activities throughout each week:

- [Monday] Video/Strategy: Each week, you will watch a video that relates to the math concepts covered for the week. Take necessary notes and then use the strategies to help you successfully complete each day's activities.
- [Tuesday] Practice Problems: By completing the practice problems in the packet, you will have the opportunity to practice your skills.
- [Wednesday] Writing Prompt: LAL/Math connection. Work on writing skills while also demonstrating your math knowledge.
- [Thursday] Open-Ended Problem: Problems that require some critical thinking and showing your work, explaining and/or justifying your answer mathematically.
- [Friday] Khan Academy: Go to www.khanacademy.org. Sign-in with Google (create an account if you don't already have one). Allow the program to access your Google account.

This packet will be collected by your math teacher on the ***first day of school***. Let's make sure to celebrate all that we have accomplished during our 5th grade year but also be sure that we prepare ourselves for a successful 6th grade year. Have a wonderful and restful summer. We look forward to meeting you all in September!

Sincerely,
Mr. Pantano & Ms. Correia
6th Grade Math Team

Terence C. Reilly School No. 7

Math Work - July 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>June 28th-July 4th...Enjoy a few days off because you've worked hard this school year!</i>						
5	6	7	8	9	10	11
<u>Week 1</u> <u>Math Module:</u> Arithmetic Operations	<u>Video/Strategy:</u> Multiplying and Dividing Mixed Numbers: youtu.be/e0_TbQa6tRM and Multiplying and Dividing Decimals: youtu.be/wRIP45Z0MPc	<u>Practice Problem:</u> Week 1	<u>Writing Prompt:</u> Imagine you are writing a secret code using exponents. Explain what (3 ⁴) means. Does it equal (12)? Why or why not?	Open-Ended Problem – Week 1	<u>Khan Academy:</u> Math – 6 th – Arithmetic Operations	Catch-up
12	13	14	15	16	17	18
<u>Week 2</u> <u>Math Module:</u> Negative Numbers	<u>Video/Strategy:</u> Multiplying and Dividing Positive and Negative Numbers: youtu.be/sEU5uaf-Tu4	<u>Practice Problem:</u> Week 2	<u>Writing Prompt:</u> You are an operations detective. A student solved the problem $8 \times (2 + 4) \div 3$ and got (12). Did they make a mistake? Explain how to solve it step-by-step.	Open-Ended Problem – Week 2	<u>Khan Academy:</u> Math – 6 th – Negative Numbers	Catch-up
19	20	21	22	23	24	25
<u>Week 3</u> <u>Math Module:</u> Variables & Expressions	<u>Video/Strategy:</u> Evaluating Algebraic Expressions: https://youtu.be/k-KiWkV81fQ?si=xcQxytR55i3kGMYD	<u>Practice Problem:</u> Week 3	<u>Writing Prompt:</u> You have a box of 24 chocolates. You want to give $\frac{3}{8}$ of them to a friend. Write out the steps to figure out how many chocolates your friend gets.	Open-Ended Problem – Week 3	<u>Khan Academy:</u> Math – 6 th Variables & Expressions	Catch-up
26	27	28	29	30	31	1
<u>Week 4</u> <u>Math Module:</u> Equations & Inequalities	<u>Video/Strategy:</u> Solving Equations with Variables on Both Sides of the Equation: youtu.be/fDMxOIS5g7k and Graphing Inequalities: youtu.be/nif2PKA9bXA	<u>Practice Problem:</u> Week 4	<u>Writing Prompt:</u> You buy a new gaming headset for \$29.99 and three packs of trading cards for \$4.25 each. You hand the cashier a \$50 bill. Explain how you calculate your change.	Open-Ended Problem – Week 4	<u>Khan Academy:</u> Math – 6 th – Equations & Inequalities	Catch-up

*If game link do not open, you should work on practice problem from yesterday or get a head start for tomorrow's open ended problem.

Math Work – August 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

July 28th – August 24th: Take off the last week, you did a great job!

*If game link do not open, you should work on practice problem from yesterday or get a head start for tomorrow's open ended problem.

2	Week 5 Math Module: Ratios, Rates & Percentages	3	<u>Video/Strategy:</u> Ratios, Rates & Proportions: youtu.be/DQ1z19cmBpI	4	<u>Practice Problem:</u> Week 5	5	<u>Writing Prompt:</u> The ratio of lemon juice to water for lemonade is 2:5. If you want to make a giant batch and use 10 cups of lemon juice, how many cups of water do you need? Explain.	6	<u>Open-Ended Problem:</u> Week 5	7	<u>Khan Academy:</u> Math – 6 th – Ratios, Rates & Percentages	8	Catch-up
9	Week 6 Math Module: Area of Figures	10	<u>Video/Strategy:</u> Area of Polygons: youtu.be/DqG1bL0uhew	11	<u>Practice Problem:</u> Week 6	12	<u>Writing Prompt:</u> You see two boxes of cereal. Box A is 16 oz for \$3.84. Box B is 20 text oz. for \$4.80. Which box is the better deal? Why?	13	<u>Open-Ended Problem:</u> Week 6	14	<u>Khan Academy:</u> Math – 6 th – Geometry – Area (all area topics)	15	Catch-up
16	Week 7 Math Module: Surface Area & Volume	17	<u>Video/Strategy:</u> Surface Area and Volume of Rectangular Prisms: youtu.be/vzTQDwz4thQ	18	<u>Practice Problem:</u> Week 7	19	<u>Writing Prompt:</u> You build a sandbox. Explain how you would figure out how much wood you need to buy for the border vs how much sand you need to fill it.	20	<u>Open-Ended Problem:</u> Week 7	21	<u>Khan Academy:</u> Math – 6 th – Geometry – Surface Area & Volume	22	Catch-up
23	Week 8 Math Module: Data & Statistics	24	<u>Video/Strategy:</u> Box-and-Whisker Plots: youtu.be/lve6_u1-b8Q	25	<u>Practice Problem:</u> Week 8	26	<u>Writing Prompt:</u> Your bedroom is a rectangular prism. Explain the steps and formula you would use to find the total volume of air in your room.	27	<u>Open-Ended Problem:</u> Week 8	28	<u>Khan Academy:</u> Math – 6 th – Data & Statistics	29	Catch-up

Week 1: Arithmetic Operations

Practice Problems

1. The Robinsons family drove for 4000 miles. This was $\frac{1}{5}$ the distance the Jones family drove. How many miles did the Jones family drive?

2. There were 108 flowers. $\frac{1}{3}$ of the flowers bloomed. How many did not bloom? How many did bloom?

3. You have $\frac{3}{4}$ cup of jelly worms and a recipe that calls for $\frac{1}{2}$ cup of jelly worms. How many batches of your recipe can you make?

4. Find the quotient of $28.5 \div 7$ to the nearest hundredth without a calculator. Show your work.

Open-Ended Problem

Amanda is making flower arrangements. She has 20 daisies, 16 roses, and 36 tulips. Each arrangement must have the same number of daisies, the same number of roses, and the same number of tulips. She wants to use all the flowers. What is the greatest number of arrangements she can make? How many flower of each kind would be in each arrangement? Show all work.

Week 2: Negative Numbers

Practice Problems

1. The absolute value of a number is its distance from 0 on the number line (no sign, just value). Compare the absolute value of 7 and -7.
2. Order the integers from least to greatest:
-10, -12, 13, -5, 7, 1, -2, 4
3. Find the sums and differences:
 - a. $-17 + -23 = \underline{\hspace{2cm}}$
 - b. $-9 + 2 = \underline{\hspace{2cm}}$
 - c. $-14 - 10 = \underline{\hspace{2cm}}$
 - d. $6 - -3 = \underline{\hspace{2cm}}$
 - e. $-8 * -7 = \underline{\hspace{2cm}}$
 - f. $45 \div -15 = \underline{\hspace{2cm}}$
4. From sea level, a helicopter rises to an elevation of 125.8 meters. Then it descends 125.8 meters. What is the elevation of the helicopter after it descends? Explain.

Open-Ended Problem

Each unit on a coordinate plane represents one mile. One end of a road starts at $(-12, -3)$. The road ends at $(6, -3)$. How long is the road. Show all work or explain.

Week 3: Variables & Expressions

Practice Problems

1. Write the following as an expression: Subtract y from 5.

2. How many coefficients are in the expression $5x^3 - 2x^3 + 6x - 4$?

3. Mila's dog weighs 4 pounds more than 8 times the weight of Keiko's dog. Which expression could be used to find the weight of Mila's dog?

- a. $8k + 4$ b. $4k + 8$ c. $4(8k)$ d. $4 + 8 + k$

4. Evaluate the expression $2ab + 3c$ when $a = 2$, $b = -5$, and $c = -1$.

5. Which of these expressions equal 15 when $x = \frac{1}{2}$ and $y = 3$? Circle all that apply.

$$4(2y - 4x) - 1$$

$$4x^2 + 2y^3 - 10$$

$$(x^2 + 1) + 2x + 3y$$

$$xy + 3\frac{1}{2} + 20x$$

Open-Ended Problem

Mandy has \$25 and she plans to save \$2 each week. Her brother Thomas has no money now, but he plans to save \$3 each week.

- Make a table that shows the amount of money Mandy and Thomas have every week for 10 weeks. Let m be the amount of money Mandy has and let y be the amount of money Thomas has.
- Write two different algebraic expressions to describe each person's savings.

Week 4: Equations & Inequalities

Practice Problems

1. Solve for n in the equation: $2n - 7 = -31$. Prove that your solution is correct.

2. Caroline charges \$15 per hour babysitting. Let h represent the number of hours she babysits and E represent how much she earns. Circle the statements that are TRUE.

- a. $h + 15 = E$ is the equation that represents how much Caroline earns after h hours.
- b. If Caroline babysits for 5 hours, she earns \$20.
- c. $15h = E$ is the equation that represents how much Caroline earns after h hours.
- d. If Caroline earns \$52.50, then she babysat for 3.5 hours.

3. Give 3 possible solutions of the inequality $x \geq -7$ and graph it on a number line.

Open-Ended Problem

Every time Luke puts a dime into the parking meter, he gets 10 minutes of parking time.

- Write an equation using p to represent parking time and d to represent the number of dimes.
- Make a table of values from 0 to 10 dimes.
- Graph the values where the x-axis shows the number of dimes and the y-axis shows the parking time.

Practice Problems

1. Luisa has 12 playing cards. She places 2 out of every 3 cards face-up on the table.



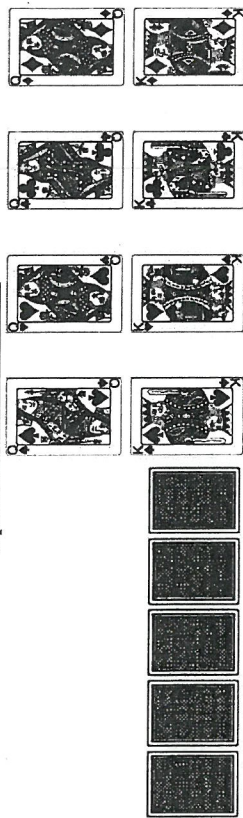
- A. Draw Luisa's cards, showing how many cards are face-up & how many are face-down.

- Luisa wants to change the ratio to 2 face-up cards to 3 face-down cards. How many cards does she need to add to the original 12 cards? Draw the solution.

2. Sylvester measured his pulse and found that his heart beat at a rate of 80 beats a minute at rest. At this rate how many days will it take his heart to beat 1,000,000 times? Show your work.

3. Sean goes to a restaurant with 3 friends and their food costs \$27.00. They have to pay 7% tax. What is their total bill?

Open-Ended Problem



1. Write each ratio as a fraction:

- A. The ratio of face-up cards to the whole set.
- B. The ratio of face-down cards to the whole set.
- C. The ratio of face-down cards to face-up cards.
- D. Add a drawing of some face-down cards so that the ratio of face-down to face-up cards is 3:4. Justify your answer.

2. Samantha drew a 1:4 ratio. Stephan drew a ratio picture that had more than nine objects, but it was still a 1:4 ratio. Draw a picture to show what Stephan could have drawn.

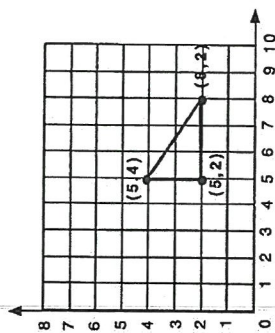
3. What percent of the cards are face-up? Round to the nearest hundredth.

Week 6: Area of Figures

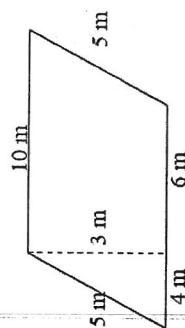
Practice Problems

1. Tate is planning to put a square garden with an area of 289 square feet in his back yard. What will be the length of each side of the garden? Show your work or explain.

2. What is the area of this triangle? Show your work or explain

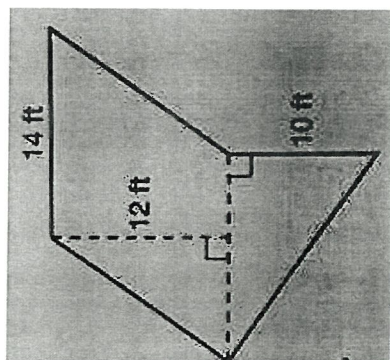


3. Find the area of the parallelogram. Show all your work.



Open-Ended Problem

Erik drew the diagram below of his irregularly shaped garden. What is the area of Erik's garden? Show all work.



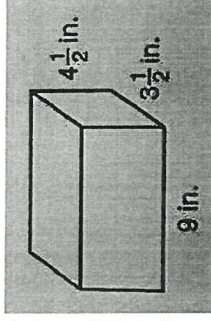
Week 7: Surface Area & Volume

Practice Problems

1. Find the surface area of a rectangular box with length 3.5 feet, width 3 feet and height 2.5 feet. Show all of your work
2. The floor of a rectangular storage bin has an area of 72 square feet. The volume of the bin is 720 cubic feet. How tall is the storage bin? Show your work or explain.
3. Use the formulas $V = s^3$ and $SA = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$ inch.
4. Explain why area is measured in square units, surface area is measured in square units, and volume is measured in cubic units.

Open-Ended Problem

A gift box shown below is packed with small cubic $\frac{1}{2}$ inch blocks. The blocks are packed tightly with no spaces between them.



- A. How many blocks are in the gift box?
- B. What is the volume of the gift box?
- C. Find how much wrapping paper will be needed to wrap the gift box (hint: find surface area).

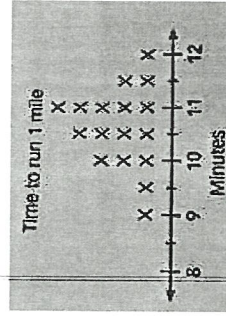
Week 8: Data & Statistics

Practice Problems

1. Jamie's most recent 5 bowling scores are 85, 78, 65, 90, 65. Which measure has the greatest value? What is the Range, mean, median, and mode?

2. Sandra has 4 math tests this marking period. She received 90%, 87%, and 92% on the first three. What is the minimum score she needs on her last test in order to average at least a 90% in math class?

3. The line plot shows how long it took students in P.E. class to run 1 mile. Which of the statements below are TRUE? Circle all that apply.



- A. The median is 10.5
- B. The mean is 10.5
- C. The mode is 11
- D. The range is 3
- E. The line plot shows the time for 12 students

Open-Ended Problem

Richard asked several classmates how many songs they had on their MP3 players. The results are shown below.

A. Give the five-number summary and identify the interquartile range of his data.

B. Draw a box plot to show Richard's data.

97, 100, 105, 93, 95, 100, 100, 100, 105, 91, 92, 115, 107, 199, 95, 100, 104, 97, 118, 92, 99



Every Child, Achieving Excellence

Olga Hugelmeyer
Superintendent of Schools

Jenny Reguinho
Principal

Andreia Milano
Vice Principal

Maria Torres
Vice Principal

Dear Reilly Families,

To be proactive in planning and preparing for the 2026-2027 school year, we are sending our school's uniform policy in advance so that you have it readily available when you go shopping for uniforms over the summer. Please note that Reilly's uniform policy differs from other schools. It is also important to note that simply because a clothing item is available at the uniform store, it does not mean that is an approved uniform item. The goal of the uniform store is to make a profit, and we have noticed that they are selling items with the gifted and talented logo which are not part of the school uniform. For example, they offer a fleece zip-up jacket with the G&T logo on it that is not an approved uniform item. Please refer to the uniform policy on the back of this letter to ensure that you are not spending money unnecessarily on items that are not approved. We thank you for your continued support!

Sincerely,

Jenny Reguinho
Principal

Terence C. Reilly School No. 7

436 First Avenue, Elizabeth, New Jersey 07206 • Ph: 908.436.6030 • Fax: 908.436.6012

Email: reguinhoje@epsnj.org • Website: www.epsnj.org/reilly

The Gifted and Talented Program requires all students to wear an appropriate uniform. Please note that six instances of student failure to wear the full school uniform may result in removal from the Gifted and Talented Program. Parents/guardians are responsible for replacement or additional uniform items. Students are encouraged to mark their names on the tags of polos, cardigans, and physical education uniforms (t-shirts, sweatshirts, sweatpants, and mesh shorts).

Boys	Girls
Grades Prek-2-3 - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	Grades PreK-2-3 - Blue polo (with G/T emblem) - Khaki Jumper or Khaki Skort (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)
Grades 4-8 - Blue polo (with G/T emblem) - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)	Grades 4-8 - Blue polo (with G/T emblem) - Khaki Skort - Khaki Pants (regular/slim fit) – <i>form-fitting, skinny, cargo, relaxed, jogger, jegging or jean type khakis are prohibited and should not be purchased</i> - Black Belt - Navy Blue Tights or Navy Blue Socks - All Black Flat School Dress Shoes (<i>not sneakers</i>) - Navy Cardigan with G/T emblem (optional in warm weather)

Physical Education Uniforms

- Blue Tee Shirt or Blue Sweatshirt with Gifted and Talented Program Emblem
 - Navy Mesh Shorts or Navy-Blue Sweatpants with Gifted and Talented Program Emblem
 - Sneakers (any color) can be worn on GYM DAYS ONLY.
 - Students in **Grades 2-8** may wear their gym uniforms to school on physical education days only.
- Students must be in full uniforms on the days they do not have gym.

Dress Code for Terence C. Reilly School #7

The purpose of a dress code is to establish limits on any extremes in students' appearance, promote a positive image, and to sustain a safe and friendly school environment that accepts all students.

- Clothing that is cut off, tattered, torn or has holes must be repaired before it is worn to school.
- Pants and skorts should be worn around the waist and not lowered, rolled down or under the waistline.
- Only school approved cardigans with the G/T logo should be worn during school hours and for other announced occasions. **No Fleece are required-those can be worn outdoors only.**
- Shoes must be black leather, or man-made leather dress shoes that can be tied, buckled, velcroed or slipped-on. Shoes **CAN NOT** resemble sneakers. If medically required for another foot apparel, a signed note from the student's doctor **MUST** state the time period with an ending date.
- For special Celebratory Events or Recognition Days, students are **ONLY** allowed to wear accessories or special clothing pertaining to that day **OVER** their TCR uniform, and it is not to be substituted for the TCR uniform.
- NO** tight-fitting clothing. **NO** gap between top and pants, skort or skirts. Even an incidental gap from bending, stretching or sitting is unacceptable.
- NO** Boots, TOMS®, Vans®, corduroys, cargo pants, or Jeggings which are not part of the school uniform.
- NO** hats or outerwear such as winter coats or heavy jackets may be worn or carried during the school day except for entering and leaving the school.
- NO** bandanas, sweatbands, or inappropriate head attire.
- NO** sunglasses, unless medically approved by a physician.

Student Rights