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Encouraging Summer Reading

Literacy is the single most important skill that your child needs to be successful in school. The following list includes ideas for ways that you can help your child discover the great adventures of reading!

- Establish a time for reading each day. Ask your child about what he or she is reading. Try to relate the material to a summer event or to another book.
- Let your child see you reading for enjoyment. Talk about the great things that you discover when you read.
- Create a summer reading list. Choose books from the reading list (pages ix–x) or head to the library and explore. Ask your child to read a page from a book aloud. If he or she does not know more than five words on the page, the book may be too difficult.
- Read newspaper and magazine articles, recipes, menus, and maps on a daily basis to show your child the importance of reading for information.
- Choose a nonfiction book from the reading list that is an account of an event or of a person’s life, such as *Wild Boy: The Real Life of the Savage of Aveyron*. Look at the library or online to see if you can find another account of the same event or person’s life. What point of view is used in each account? How are the two accounts similar? How are they different?
- Choose a nonfiction book to read or reread with your child. Then, have him or her pretend to be a TV reporter, sharing the “news” of the book you read. Encourage your child to relate details and events from the story in the report.
- Make up stories. This is especially fun to do in the car, on camping trips, or while waiting at the airport. Encourage your child to tell a story with a beginning, a middle, and an end. Or, have your child start a story and let other family members build on it.
- Encourage your child to join a summer reading club at the library or a local bookstore. Your child may enjoy talking to others about the books that he or she has read.
- After your child reads a novel, play, or poem, encourage him or her to watch a film based on the novel, see the play performed on stage, or listen to an audio recording of the poem. How are the versions similar and different? Which versions does your child like best? Why?



Summer Reading List

The summer reading list includes fiction and nonfiction titles. Experts recommend that students entering seventh grade read for at least 30 minutes each day. Then, you should ask your child questions about the story to reinforce comprehension.

Decide on an amount of daily reading time for each month. You may want to have your child write the time on the Monthly Goals page at the beginning of each section in this book.

Fiction

- | | |
|--|--|
| Anderson, Laurie Halse
<i>Fever 1793</i> | Fast, Howard
<i>April Morning</i> |
| Armstrong, William H.
<i>Souder</i> | Fleischman, Sid
<i>The Whipping Boy</i> |
| Balliett, Blue
<i>Chasing Vermeer</i> | Fleming, David
<i>The Saturday Boy</i> |
| Bloor, Edward
<i>Tangerine</i> | Fritz, Jean
<i>Homesick: My Own Story</i> |
| Blumberg, Rhoda
<i>Commodore Perry in the Land of
the Shogun</i> | Grimes, Nikki
<i>Words with Wings</i> |
| Blume, Judy
<i>Starring Sally J. Freedman as Herself</i> | Grove, S.E.
<i>The Glass Sentence</i> |
| Clement-Davies, David
<i>Fire Bringer</i> | Gutman, Dan
<i>Jackie & Me</i> |
| Creech, Sharon
<i>Chasing Redbird</i> | Hansen, Joyce
<i>Dear America: I Thought My Soul Would
Rise and Fly: The Diary of Patsy, a Freed
Girl, Mars Bluff, South Carolina, 1865</i> |
| Curtis, Christopher Paul
<i>Bud, Not Buddy</i> | Hesse, Karen
<i>Out of the Dust</i> |
| Eckert, Allan W.
<i>Incident at Hawk's Hill</i> | Hiaasen, Carl
<i>Flush</i>
<i>Hoot</i> |
| Edwards, Julie Andrews
<i>The Last of the Really Great
Whangdoodles</i> | Hobbs, Will
<i>Go Big or Go Home</i> |
| | Holm, Jennifer L.
<i>Our Only May Amelia</i> |

Summer Reading List (continued)

Fiction (continued)

Koller, Jackie French
Nothing to Fear

Konigsburg, E. L.
*From the Mixed-Up Files of
Mrs. Basil E. Frankweiler*

McKinley, Robin
The Blue Sword

Montgomery, Lucy Maud
Anne of Green Gables

Myers, Walter Dean
The Outside Shot

Nye, Naomi Shihab
Habibi

O'Dell, Scott
The Black Pearl

Paulsen, Gary
The River

Rankin, Louise
Daughter of the Mountains

Rawls, Wilson
Where the Red Fern Grows

Rowling, J. K.
Harry Potter and the Sorcerer's Stone

Snicket, Lemony
The Bad Beginning or, Orphans!

Speare, Elizabeth George
The Sign of the Beaver

Stewart, Trenton Lee
The Mysterious Benedict Society

Tolkien, J. R. R.
The Hobbit

Van Draanen, Wendelin
The Gecko and Sticky: Villain's Lair

Van Leeuwen, Jean
Bound for Oregon

Vawter, Vince
Paperboy

Walsh, Jill Paton
The Green Book

Woods, Brenda
Saint Louis Armstrong Beach

Nonfiction

Curlee, Lynn
Skyscraper

Knisley, Lucy
Relish: My Life in the Kitchen

Ko, Alex
*From Iowa to Broadway, My Billy Elliot
Story*

Losure, Mary
*Wild Boy: The Real Life of the Savage of
Aveyron*

Nelson, Kadir
*We Are the Ship: The Story of Negro
League Baseball*

Thimmesh, Catherine
*Scaly Spotted Feathered Filled: How Do
We Know What Dinosaurs Really
Looked Like?*

Walker, Niki
Generating Wind Power



Monthly Goals

A goal is something that you want to accomplish and must work toward. Sometimes, reaching a goal can be difficult.

Think of three goals to set for yourself this month. For example, you may want to exercise for 30 minutes each day. Write your goals on the lines. Post them someplace visible, where you will see them every day.

Place a check mark next to each goal that you complete. Feel proud that you have met your goals and set new ones to continue to challenge yourself.

1. _____
2. _____
3. _____

Word List

The following words are used in this section. Use a dictionary to look up each word that you do not know. Then, write three sentences. Use at least one word from the word list in each sentence.

conservation

polyps

cuneiform

radiocarbon dating

erosion

schedule

gridiron

sediment

organisms

tempo

1. _____

2. _____

3. _____

SECTION I

Introduction to Flexibility

This section includes fitness and character development activities that focus on flexibility. These activities are designed to get you moving and thinking about building your physical fitness and your character.

Physical Flexibility

To the average person, *flexibility* means being able to accomplish everyday physical tasks easily, like bending to tie a shoe. These everyday tasks can be difficult for people whose muscles and joints have not been used and stretched regularly.

Proper stretching allows muscles and joints to move through their full range of motion, which is important for good flexibility. There are many ways that you stretch every day without realizing it. When you reach for a dropped pencil or a box of cereal on the top shelf, you are stretching your muscles. Flexibility is important to your health and growth, so challenge yourself to improve your flexibility consciously. Simple stretches and activities, such as yoga and tai chi, can improve your flexibility. Set a stretching goal for the summer, such as practicing daily until you can touch your toes.

Flexibility of Character

While it is important to have a flexible body, it is also important to be mentally flexible. Being mentally flexible means being open-minded to change. It can be disappointing when things do not go your way, but this is a normal reaction. Think of a time recently when unexpected circumstances ruined your plans. Maybe your mother had to work one weekend, and you could not go to a baseball game with friends because you needed to babysit a younger sibling. How did you deal with this situation?

A large part of being mentally flexible is realizing that there will be situations in life where unforeseen things happen. Often, it is how you react to the circumstances that affects the outcome. Arm yourself with tools to be flexible, such as having realistic expectations, brainstorming solutions to make a disappointing situation better, and looking for good things that may result from the initial disappointment.

Mental flexibility can take many forms. For example, being fair, respecting the differences of other people, and being compassionate are ways that you can practice mental flexibility. In difficult situations, remind yourself to be flexible, and you will reap the benefits of this important character trait.

Solve each problem.

1.
$$\begin{array}{r} 3,281 \\ + 1,952 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 23.25 \\ + 9.75 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 62,523 \\ - 13,145 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 66.7 \\ - 1.954 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 483 \\ \times 367 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 3,135 \\ \times 789 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 0.92 \\ \times 1.5 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 4.18 \\ \times 37 \\ \hline \end{array}$$

9.
$$6 \overline{)9,468}$$

10.
$$7 \overline{)2,307}$$

11.
$$8 \overline{)10.4}$$

12.
$$4 \overline{)2.6}$$

Look up each word in an online or print dictionary. Circle the syllable that is stressed. Then, write the word's definition on the line.

13. ignoble _____

14. specious _____

15. ersatz _____

16. debacle _____

17. collateral _____

18. demean _____

DAY 1

Use the prefixes and suffixes and their meanings to write a definition for each word below.

Prefixes

re—back or again
 dis—away, apart, or the opposite of
 un—opposite, not, or lack of
 pre—before

Suffixes

ment—the act, result, or product of
 less—without or not

19. punishment _____
20. disappear _____
21. presoak _____
22. rewind _____
23. colorless _____
24. unsure _____

The scientific method is the process that scientists use when conducting experiments. Write the number of each step in the scientific method next to its description.

Step 1: Ask a Question

Step 2: Research the Topic

Step 3: Construct a Hypothesis

Step 4: Test and Observe

Step 5: Analyze and Draw Conclusions

Step 6: Report the Results

_____ A scientist studies the results and compares them to the original hypothesis.

_____ A scientist conducts the experiment, observes the results, and takes careful notes.

_____ A scientist asks *who, what, when, where, and why* about the topic.

_____ A scientist makes an informed prediction about the experiment's results.

_____ A scientist learns as much as possible about the topic.

_____ A scientist shares her hypothesis, method, and results with other scientists.

FACTOID: Antarctic ice is more than 2.6 miles (4.2 km) thick in some places.

Use exponents to rewrite each expression. Then, evaluate each expression.

EXAMPLE: $4 \times 4 \times 4 = 4^3 = 64$

1. $3 \times 3 \times 3 \times 3 \times 3 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
2. $7 \times 7 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
3. $4 \times 4 \times 4 \times 4 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
4. $2 \times 2 \times 2 \times 2 \times 2 \times 2 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
5. $9 \times 9 \times 9 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
6. $10 \times 10 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
7. $5 \times 5 \times 5 \times 5 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
8. $8 \times 8 \times 8 \times 8 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
9. $6 \times 6 \times 6 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

10^5

2^6

8^3

Write **C** on the line if the group of words is a complete sentence. Write **F** if the group of words is a sentence fragment. Write **R** if the group of words is a run-on sentence.

10. _____ The jockey mounted his horse.
11. _____ Whether there is enough food or not.
12. _____ We go swimming in the lake every summer it is always a lot of fun.
13. _____ We enjoyed the music.
14. _____ Loaned her favorite shirt to Alice.

Rewrite each sentence fragment as a complete sentence.

15. From high atop the stadium.

16. Hidden under the basket.

DAY 2

Circle the letter in front of the correct meaning for each root word. Then, write two words that contain the root word.

17. **bio** A. sea B. far C. life

18. **pend** A. one B. before C. hang

19. **path** A. feeling B. fear C. all

20. **chron** A. time B. fear C. study of

21. **port** A. carry B. out C. in

On the left is a list of things that people in a society need. On the right is a list of services that a government may provide to meet those needs. Match each government service with a need by writing the letter on the line.

- | | |
|------------------------------------|--|
| 22. _____ education | A. printing money |
| 23. _____ communication | B. building roads |
| 24. _____ safety | C. funding and staffing public schools |
| 25. _____ protection | D. providing a military |
| 26. _____ transportation | E. setting and enforcing speed limits |
| 27. _____ health | F. delivering mail |
| 28. _____ help for the needy | G. making laws to restrict pollution |
| 29. _____ clean air and water | H. building low-income housing |
| 30. _____ money to trade for goods | I. inspecting food and drugs |



FITNESS FLASH: Touch your toes 10 times.

* See page ii.