

6TH GRADE SUMMER PROJECT





Student Name:

Project Due Date: September 2nd (for a grade)

Free Dress Down Day Pass will be awarded if turned in the 1st week of school!

Projects should be submitted to your homeroom teacher.

Grade Level Expectations

<p>English Language Arts </p> <ul style="list-style-type: none"> • Cite evidence to explain and justify reasoning. • Read and comprehend grade-level complex texts proficiently. • Make inferences to support comprehension. • Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. • Use accepted rules governing a specific format to create quality work. • Use appropriate voice and tone when speaking or writing. 	<p>Math </p> <ul style="list-style-type: none"> • Students should be fluent in all multiplication fast facts (0-12). • Students should know how to round numbers up to two digits after the decimal point. • Students should know how to add and subtract fractions with unlike and like denominators • Students should know be able to translate words into numerical expressions • Students have seen multiplying and dividing fractions • Students should be able to classify 2D and 3D figures based on attributes • Students should be able to find the perimeter and area of rectangles • Students should be able to find the volume of rectangular prisms • Students should be able to plot points on a coordinate plane • Students should be able to find the mean, median, mode and range
<p>Science & Social Studies </p> <ul style="list-style-type: none"> • Construct maps to display geographical information. • Use primary and secondary sources to understand history. • Understand how to utilize timelines to identify and discuss American History time periods. 	<p>Readiness & Study Skills </p> <ul style="list-style-type: none"> • Utilize Connect to stay up to date on weekly assignments and contact teachers for questions or completed late assignments. • Incorporate regular study habits into a routine • Utilize materials for reference: reference sheets, notes, textbooks, and novels. • Write neatly and legibly. • Memorize a lock combination and open the lock within a minute. • Be prepared for class with a minimum of a pencil and paper each day.

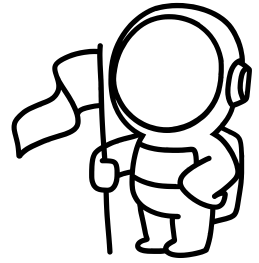
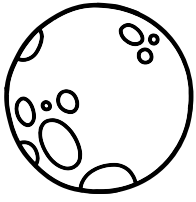
Reading List

6th graders are asked to read the following selections from The Book of Virtues for Young People: A Treasury of Great Moral Stories by William Bennett before completing one of the reading/writing tasks: Mr. Meant-To by Susie Montgomery Best, Can't by Edgar Guest, and Results and Roses by Edgar Guest

If you would like your 6th grader to read an **additional** novel over the summer, please consider one of the following texts from Florida's 6th grade B.E.S.T. list:




- "The Phantom Tollbooth" by Norton Juster
- "Little Women" by Louisa May Alcott
- "The Black Ships Before Troy" by Rosemary Sutcliff
- "A Long Walk to Water" by Linda Sue Park
- "The Devil's Arithmetic" by Jane Yolen
- "The Hiding Place" by Carrie ten Boom

RCSA INTRACOASTAL 6TH GRADE SUMMER PROJECT CHOICE BOARD



Choose 1 activity from each column. Each task should be completed on a separate sheet of paper with the subject and number as the header.

(ie: Math Task #2)

Math —+	Science 	History 	Reading & Writing 
Task 1 Design a bookmark that helps others remember the steps to divide a fraction.	Task 1 Create a brochure on a scientific method. Include each step and a description of the step. Include pictures and reasons why the scientific method is important.	Task 1 Mosaic/Collage: Create a mosaic/collage that includes pictures, symbols, etc. that represents one of the original 13 colonies.	Task 1 After reading "Mr. Meant-To" by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest answer the following questions using the RACE format: - Identify the theme of each poem. Compare the themes and use evidence from the text to support your answer. - The purpose for writing their poems (hint: what do they want you to know?) - The tone of each poem and the mood. (hint: how is the author writing about the poem, and how does it make you feel) - Pick one of the poems that stands out to you the most. Explain why it stands out and how you can relate to it.
Task 2 Write a rap or song that can help someone remember how to multiply using standard algorithm.	Task 2 Create a Venn Diagram comparing constructive and destructive forces.	Task 2 Create a map of North America depicting the journey of Lewis and Clark, labeling their route, important discoveries, and the length of their journey.	Task 2 Write down and label 5 pieces of figurative language from the poems. - Identify what type of figurative language it is. - Explain the figurative language's meaning in the poem's context. - Write a similar figurative language sentence in your own words.
Task 3 Create a flow chart that shows the steps to evaluate numerical expressions.	Task 3 Create a commercial script or detailed brochure that will entice people to sign up for a space cruise to multiple destinations in our solar system.	Task 3 Create a fake social media post from someone during the Industrial Revolution, discussing or commenting on an exciting discovery and how it has changed their life.	Task 3 Pick one of the three poems and rewrite your own version of it. In it you must use at least two metaphors or similes, and one hyperbole.
Task 4 Jump and measure the distance you traveled ten times. Record the data and plot the data on a line plot.	Task 4 Children's Book - Write and design a book for a second grader that explains Energy or The Ecosystem, from Life System. Include: 5 pages, 5 images, Table of Contents, Glossary for 5 vocabulary words.	Task 4 Campaign poster: Pick from the following presidential candidates: John Adams, Thomas Jefferson, Andrew Jackson, or George Washington. Create a campaign poster for them that has a catchy slogan, pictures and explains their beliefs and philosophies.	Task 4 Read "Mr. Meant-To" by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest. Pick one of the poems that stands out to you the most. Using specific examples from the poem, explain why it stands out and how you can relate to it. How do you think the message of the poem can help you during your first year as a middle school student?