

## Summer 2022: Work for Rising Sixth Graders

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Dear Parents,

We made it through 5th Grade! Thank you for all of your support; your children have accomplished so much this year! To prevent any “summer loss” of knowledge and skills acquired, your child will complete assignments in Reading and Math over the summer. Students will read the *The Boy Who Harnessed the Wind (Young Readers Edition)* by William Kamkwamba and Bryan Mealer. Your children will complete the Summer in a Can project for English, and complete the Math Contract assignment. In addition, please engage your child in daily learning experiences to help them become lifelong learners. I hope you enjoy your summer!

In Christ,

Miss Harper

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Dear Students,

Congratulations! You made it through 5th Grade and are headed to Middle School! In this packet are some assignments to help you continue learning during the summer. Try your best on these assignments as you prepare for 6th Grade! You all have worked so hard this year and are prepared to do wonderful things. I am so happy to have been your teacher and look forward to seeing you again soon. Have a great summer!

Love,

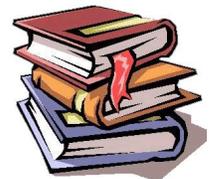
Miss Harper

**Reading Assignment – *The Boy Who Harnessed the Wind* (Young Readers Edition)**  
by William Kamkwamba and Bryan Mealer

- Read the book closely and carefully. You may want to underline or highlight important information as you read. Underline words that you do not know and look up a definition for the word. Be sure that you include the part of speech. You will use the words you underline and define for the Word Study assignment (Google Classroom). Write your ideas and definitions in the margin of the book. Practice annotating as much as possible throughout the summer.
- When you are finished reading *The Boy Who Harnessed the Wind* (**Young Readers Edition**) by William Kamkwamba, complete the Work Study activity posted in the Reading Google Classroom. Answer each question thoroughly and thoughtfully.
- Please be prepared to discuss *The Boy Who Harnessed the Wind* (**Young Readers Edition**) during the first few weeks of school.
- You will need to bring your book with you to school the first few weeks, and you will need to be prepared to discuss the book in class.
- The Word Study is worth **15 points total** (homework). Rubric for the Word Study is in the Reading Google classroom.

**Reading for Pleasure**

- Along with your required reading, you are **strongly encouraged to read over the summer.**
- Consider setting a goal of the number of books or pages to read over the summer.
- Reading can be a silent activity, but be sure to vary your reading experiences. Read aloud to someone at home. Listen to an audio book. Have an adult or older sibling read to you.
- Find something you want to read and read it!
- Try reading a wide variety of genres and mediums.



**English Assignment: Summer in a Can**

During the first week of summer, grab an empty can or other container to stash little mementos of your summer days away. These can include sea shells, empty sun tan lotion bottles, flowers, cool rocks, tennis balls, postcards of places visited, ticket stubs, etc. Include items that bring vivid images back to mind, **but please do not bring anything valuable or breakable.** You will present your Summer in a Can during the first few weeks of school. You will be graded on your oral presentation; be prepared to include plenty of *sensory language* in your presentation. You should gather 5-8 objects to share. You should be prepared to rehearse your presentation at home. Your presentation should be about 3-6 minutes in length. Refer to the attached rubric for more details about this English assignment. The rubric is also in the English Google classroom.

**Scoring Rubric – Summer in a Can Oral Presentation (English)**  
**Due: First Day of School 2022**

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Fair 3 points</b>	<b>Needs Improvement 2 point</b>
<b>Objects Chosen</b>	All objects chosen represent your summer accurately. You have 5-8 objects in your presentation.	Most objects chosen represent your summer accurately. You have slightly too many or few objects in your presentation.	Some objects chosen represent your summer accurately. You have somewhat too many or few objects in your presentation.	Few objects chosen represent your summer accurately. You have too many or too few objects in your presentation.
<b>Delivery</b>	Holds attention of entire audience with use of direct eye contact. Speaks with fluctuation in volume and inflection. Presentation is well rehearsed.	Consistent use of eye contact with audience most of the time. Speaks with satisfactory variation of volume and inflection. Presentation is mostly well rehearsed.	Displays minimal eye contact with audience. Speaks in uneven volume or with little to no inflection. Presentation is somewhat rehearsed.	Holds no eye contact with audience. Speaks in low volume and/or monotonous tone. Presentation needs more rehearsal.
<b>Content and Organization</b>	Content is organized chronologically. Strong explanations and reasons given for each object. It's apparent that students thought about what they would say before the presentation.	Content is organized somewhat chronologically. Mostly strong explanations and reasons given for each object. It's somewhat apparent that students thought about what they would say before the presentation.	Content is organized somewhat chronologically. Mostly strong explanations and reasons given for each object. It's somewhat apparent that students thought about what they would say before the presentation.	Content is not organized chronologically. Weak or no explanations and reasons given for each object. It's not apparent that students thought about what they would say before the presentation.
<b>Enthusiasm</b>	Demonstrates strong enthusiasm about the project during the entire presentation. Student projects and engages with audience.	Shows some enthusiastic feelings about the project during the presentation. Student somewhat projects and may engage with audience.	Shows little or mixed feelings about the project during the presentation. Student projects little and needs to engage more with audience. .	Shows little or mixed feelings about the project during the presentation. Student projects little and needs to engage more with audience.