

6TH GRADE SUMMER PROJECT





Student Name: _____

Project Due Date: September 8th, 2026 (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.

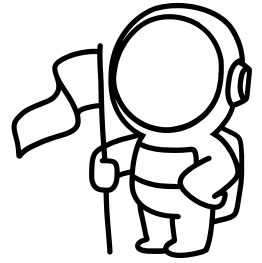
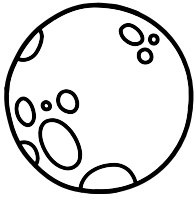
Reading List

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:




- "Little Women" by Louisa May Alcott
- "A Long Walk to Water" by Linda Sue Park
- "The Devil's Arithmetic" by Jane Yolen
- "The Hiding Place" by Carrie ten Boom

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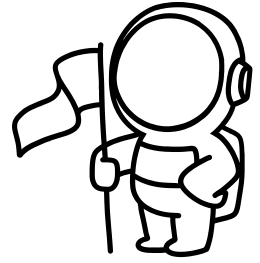
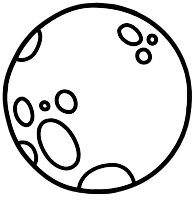


Choose 1 activity from each column. Each task should be completed on a separate sheet of paper with the subject and number as the header.

(ie: Math Task #2)

Math 	Science 	History 
<p>Task 1 Design a bookmark that helps others remember the steps to divide a fraction.</p>	<p>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.</p>	<p>Task 1 Mosaic/Collage: Create a mosaic/collage that includes pictures, symbols, etc. that represents one of the original 13 colonies.</p>
<p>Task 2 Write a rap or song that can help someone remember how to multiply using standard algorithm.</p>	<p>Task 2 Create a Venn Diagram comparing constructive and destructive forces.</p>	<p>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.</p>
<p>Task 3 Create a flow chart that shows the steps to evaluate numerical expressions.</p>	<p>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.</p>	<p>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.</p>
<p>Task 4 Jump and measure the distance you traveled ten times. Record the data and plot the data on a line plot.</p>	<p>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.</p>	<p>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.</p>

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ELA

Task 1

After reading "Mr. Meant-To" by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest, choose one poem to answer the following question: How does the speaker's attitude toward hard work or perseverance help develop the theme of the poem? Use at least two details from the poem to support your response.

Your response should be at least six sentences long. Use the guide below to help you. You do not need to use the same language, but all of the content should be included.

- 1st sentence - Write your claim: (In the poem _____ by _____ the speaker's attitude toward perseverance helps develop the theme _____.)

- 2nd sentence - Identify the first strong evidence/technique author uses: (The author uses words like/the phrase "_____".)

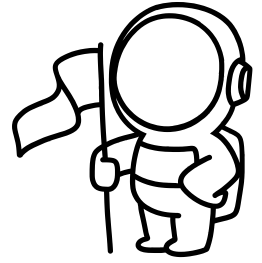
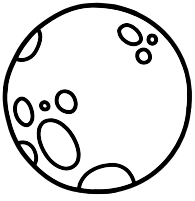
- 3rd sentence - Explain how this is a strong evidence/technique in your own words and develops the theme (This shows _____.)

- 4th sentence - Identify the second strong evidence/technique author uses: (The author also states/uses/writes, "_____".)

- 5th sentence - Explain how this is a strong evidence/technique in your own words and develops the theme (This demonstrates the theme of _____ because _____.)

- 6th sentence - Concluding sentence to wrap up your ideas: (Overall, the author's attitude of _____ develops the theme that _____.)

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ELA

Task 2

After reading "Mr. Meant-To" by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest, choose two of the poems to create a Venn Diagram comparing and contrasting the following:

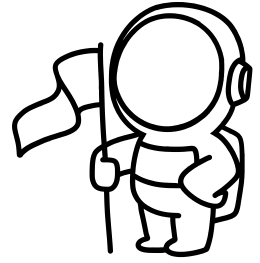
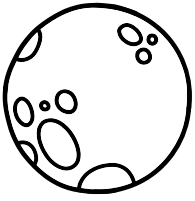
- Identify the audience (hint: who are they speaking to?)
- The purpose for writing the poem (hint: what do they want the audience to know?)
- The theme/message of the poem
- Identify any figurative language being used (use at least two per poem - identifying the exact lines and labeling the type)
- Identify their tone using an example from each author

Task 3

"After reading 'Mr. Meant-To' by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest, choose one poem to use as a model for your own version. Your poem must:

- Include an original title
- Be at least 10 lines long
- Include at least two different examples of figurative language (simile, metaphor, personification, etc.)
- Include a theme directly related to one of the original poems
- Follow a consistent rhyme scheme

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ELA 

Task 4

"After reading "Mr. Meant-To" by Susie Montgomery Best, "Can't" by Edgar Guest, and "Results and Roses" by Edgar Guest, choose one poem to answer the following question: How do you think the message of the poem can help you during your first year as a middle school student? Use at least two details from the poem to support your response.

Your response should be at least six sentences long. Use the guide below to help you. You do not need to use the same language, but all of the content should be included.

- 1st sentence - Write your claim: (In the poem _____ by _____ the speaker's message can help a first year middle school student because _____.)
- 2nd sentence - Identify the first strong evidence/technique author uses: (The author uses words like/the phrase "_____".)
- 3rd sentence - Explain how this is a strong evidence/technique in your own words and develops the message for a student (This shows _____.)
- 4th sentence - Identify the second strong evidence/technique author uses: (The author also states/uses/writes, "_____.")
- 5th sentence - Explain how this is a strong evidence/technique in your own words and develops the message for a student (This demonstrates the message of _____ because _____.)
- 6th sentence - Concluding sentence to wrap up your ideas: (Overall, the author's helps a middle school student during their first year because _____.)