



## RCSA Elementary Summer Project – 5<sup>th</sup> Grade

**Student Name:** \_\_\_\_\_

**PROJECT DUE DATE: Monday, August 15th**

*\*Projects should be submitted to student's homeroom teachers.*

*\*Your student is required to complete the tasks indicated on the Choice Board pages.*

### **Grade Level Expectations (Upcoming 5th Graders should be able to...)**

| ELA/SS  | Math  |
|---|---|
| <ul style="list-style-type: none"><li>● Fluently read 184 words per minute with expression</li><li>● Use phonics skills to decode unfamiliar words</li><li>● Correctly identify the setting, main events, conflict, and character traits in fiction texts</li><li>● Correctly identify the text structure and 5 Ws (who, what, where, when, and why) of an informational text</li><li>● Write a short summary of a text that identifies the main idea and supporting details</li><li>● Identify the theme of a fiction text and central message of an informational text</li><li>● Write a 5-paragraph narrative, opinion, or informational piece.</li><li>● Include dialogue, transitional words, and descriptive words and phrases in their writing</li></ul> | <ul style="list-style-type: none"><li>● Memorize 0-12 multiplication facts</li><li>● Identify place value up to the millions place. Students know place value up to millions</li><li>● Round numbers to any given place value up to a million</li><li>● Fluently multiply 3-4-digit whole numbers by 2-digit whole numbers</li><li>● Perform long division by up to 4-digit dividend with a single digit divisor.</li><li>● Basic understanding of fractions including:<ul style="list-style-type: none"><li>○ Represent fractions with a model, and on a number line</li><li>○ Understand equivalent fractions</li><li>○ Convert between mixed numbers and improper fractions</li><li>○ Compare fractions with different denominators</li><li>○ Finding fraction of a number. (Ex: <math>\frac{1}{2}</math> of 12 or <math>\frac{1}{4}</math> of 20)</li></ul></li></ul> |



### STEM

- Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.
- Identify the common physical properties of earth-forming minerals including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.
- Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
- Describe the basic differences between physical weathering and erosion.
- Compare and contrast the major stages in the life cycle of Florida plants and animals (complete and incomplete metamorphosis, flowering and nonflowering plants).
- Describe the structures in plants and explain their role in food production, support, water and nutrient transport, and repro

### Social Emotional Skills

- Take responsibility for one's mistakes
- Respond positively to constructive criticism
- Demonstrate an ability to prevent, manage, and resolve personal conflicts in constructive ways
- Recognize the perspective and feelings of others
- Practice with handling pressure situations (ex: taking a test)
- Practice with dealing with upsetting situations (ex: being left out, losing a game)
- Decision making skills to deal with academic and social situations

### Required Summer Reading

Fiction: *Esperanza Rising* by Pam Muñoz Ryan

Esperanza thought she'd always live with her family on their ranch in Mexico--she'd always have fancy dresses, a beautiful home, and servants. But a sudden tragedy forces Esperanza and Mama to flee to California during the Great Depression, and to settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles, or lack of acceptance she now faces. When their new life is threatened, Esperanza must find a way to rise above her difficult circumstances--Mama's life, and her own, depend on it.



### Recommended Reading List

| Title  | Author                   |
|--|--------------------------|
| "Fish Cheeks"  | Tan, Amy                 |
| "Mother Doesn't Want a Dog"  | Viorst, Judith           |
| <i>Aaron and Alexander: The Most Famous Duel in American History</i>                                     | Brown, Don               |
| <i>Carry on, Mr. Bowditch</i>  | Latham, Jean Lee         |
| <i>Casey at the Bat</i>  | Thayer, Ernest Lawrence  |
| <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i>                                | Bruchac, Joseph          |
| <i>Esperanza Rising</i>  | Ryan, Pam Muñoz          |
| <i>Florida</i>   | Orr, Tamra               |
| <i>Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America</i> | Turner, Glennette Tilley |
| <i>Halfway Down</i>  | Milne, A.A.              |
| <i>Homer Price</i>   | McCloskey, Robert        |
| <i>Johnny Tremain</i>  | Forbes, Esther           |
| <i>Little House on the Prairie</i>   | Wilder, Laura Ingalls    |
| <i>On the Wings of Heroes</i>  | Peck, Richard            |
| <i>Promises to Keep: How Jackie Robinson Changed America</i>   | Robinson, Sharon         |
| <i>Reaching for the Moon</i>   | Aldrin, Buzz             |
| <i>Tales of the Odyssey (series)</i>   | Osborne, Mary Pope       |
| <i>The Castle in the Attic</i>   | Winthrop, Elizabeth      |
| <i>The Declaration of Independence</i>   | Landau, Elaine           |
| <i>The Lion, the Witch, and the Wardrobe</i>   | Lewis, C.S.              |
| <i>The Story of Science: Aristotle Leads The Way</i>   | Hakim, Joy               |
| <i>The Wolf's Story</i>  | Forward, Toby            |
| <i>To Catch a Fish</i>   | Greenfield, Eloise       |
| <i>Toliver's Secret</i>  | Brady, Esther Wood       |
| <i>Where the Red Fern Grows</i>  | Rawls, Wilson            |
| <i>Where Was Patrick Henry on the 29th of May?</i>   | Fritz, Jean              |
| <i>Who Would Win? (series)</i>   | Pallotta, Jerry          |
| <i>William Shakespeare and the Globe</i>   | Aliki                    |



### ***Recommended Reading Resources***

- Readworks.org
- Brainpop.com
- Scholastic.com
- Epic.com
- Readwritethink.com

### **Esperanza Rising Vocabulary**

| Vocabulary Word | Part of Speech | Definition                                      |
|-----------------|----------------|---|
| arbor           | noun           | A shelter of vines or branches                  |
| cluster         | noun           | A number of similar things that occur together  |
| vicious         | adjective      | Characterized by evil, corrupt or depraved      |
| premonition     | noun           | A warning in advance                            |
| sprawl          | verb           | To spread the limbs in a relaxed fashion        |
| scold           | verb           | To find fault angrily                           |
| capricious      | adjective      | Tending to change abruptly and without reason   |
| condolence      | noun           | An expression of sympathy with another in grief |
| indignation     | noun           | Anger or scorn resulting from injustice         |
| deliberate      | adjective      | Carefully thought out or planned                |
| smoldering      | adjective      | Burning or smoking without flame                |
| reek            | verb           | To have a strong, unpleasant smell              |
| monotonous      | adjective      | Going on in the same tone without variation     |
| stagnant        | adjective      | Without motion or current, not moving           |
| barren          | adjective      | Unable to produce offspring                     |
| wrung           | verb           | To squeeze or twist (past tense of wring)       |
| accost          | verb           | To approach and speak to in an aggressive way   |
| twinge          | verb           | To feel a sharp, sudden pain                    |
| menace          | noun           | A threat or danger                              |
| asylum          | noun           | A place of refuge or protection                 |



## ELA CHOICE BOARD

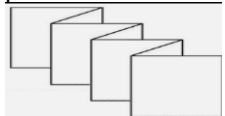
Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. ELA: Reading Task #2)

| Foundations  | Reading  | Communication<br>(Writing)  | Vocabulary   |
|--|--|---|--|
| <p>1. Read the assigned fluency passage 5 consecutive times and log the word count. Then, create a dictionary entry for at least 3 unfamiliar words including; the word, pronunciation, part of speech, definition and use the word in a sentence.</p> | <p>1. Compare and Contrast two characters in the story using a Venn Diagram.</p>                       | <p>1. Write a book review for <i>Esperanza Rising</i>. Who would you recommend the books to? Why?</p>   | <p>1. Choose one word from the list and create a word collage. The collage must include the word, 5 images that represent the word and the definition. Be as creative as you want!</p> |
| <p>2. Read the assigned fluency passage 5 consecutive times and log the word count. Then, create a dictionary entry for at least 3 unfamiliar words including; the word, pronunciation, part of speech, definition and use the word in a sentence.</p> | <p>2. Create a comic strip of a chapter of your choosing with at least 5 frames.</p>                   | <p>2. Choose one character from the book and write a letter to them. Ask the character questions about their experiences and share your opinions on how they handled situations and what you might have done differently.</p> | <p>2. Choose 8 words from the vocabulary list. Then write a short story including all 8 words.</p>   |
| <p>3. Read the assigned fluency passage 5 consecutive times and log the word count. Then, create a dictionary entry for at least 3 unfamiliar words including; the word, pronunciation, part of speech, definition and use the word in a sentence.</p> | <p>3. Choose one story and imagine an alternate ending or a sequel. Summarize it into a paragraph.</p> | <p>3. After reading, what important lesson(s) did you learn from the book? How could that lesson be applied to life today? Respond in a paragraph with at least 8-10 sentences.</p>   | <p>3. Choose 10 words from the list to create a vocabulary review game.</p>  |



### MATH CHOICE BOARD

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. MATH: Measurement Task #2)

| Number Sense & Operations   | Algebraic Reasoning   | Measurement   | Geometric Reasoning  | Data Analysis & Probability   | Fractions   |
|---|---|---|--|---|---|
| <p>1. Use place value to help you put the following numbers in order of greatest to least.<br/>7,234<br/>77,177<br/>3,144,502<br/>71,23592,984<br/>90,123</p> | <p>1. Draw a window that is divided into fourths and label each panel with one of the following words, addition, subtraction, multiplication, and division. For each operation, write a minimum of five words and phrases that are synonymous or clue words for that operation.</p> | <p>1. Jump and measure the distance you traveled 10 times. Record the data in a line plot and write/solve two different word problems.</p>                              | <p>1. Write a how-to paragraph describing the steps to drawing and plotting a point on a coordinate graph, use the terms: origin, x- axis, y- axis, perpendicular, quadrant, order pair, point and coordinate plane in your paragraph.</p> | <p>1. Survey 20 people to find out what their favorite movie or TV show is. Make a bar graph. Then answer the following questions: A) What is the most liked movie/show? B). What is the least favorite movie/show? C) List the movies/shows from most liked to least favorite.</p> | <p>1. Create a cube and label each side with a different fraction (all unlike denominators) Roll the die twice and add the two fractions together. Do this 10 times. Don't forget to simplify!</p>  |
| <p>2. Create an 8-digit number with the digit 6 in four different places. Use words to explain the difference in the value of the 6.</p>                      | <p>2. Create a ten-panel accordion foldable where you write and solve ten multiplication problems as a comparison word problem.</p>    | <p>2. Survey 10 people to see what fraction of a birthday cake they would eat. Create a line plot based on the data then write and solve 3 different word problems.</p> | <p>2. Locate a constellation map. Choose ten different constellations and map them on a coordinate plane. Create a legend which includes the name and ordered pairs that make up each constellation.</p>                                   | <p>2. Survey 20 people to find out each person's shoe size. Create a dot plot and a frequency table that appropriately displays the data. Find the mean.</p>  | <p>2. Create your own fraction bingo game. Your game must include 25 adding and subtracting fractions with like and unlike denominators problems and two different bingo boards. Don't forget the bingo calling cards with the answers!</p> |
| <p>3. Solve the riddle: My digits are 1,3,5,7 and 9,</p>  | <p>3. Create your own scoot game. Divide your paper</p>   | <p>3. Look through a cookbook and write down the</p>  | <p>3. You have been asked to organize your town's next</p>   | <p>3. Survey 20 people to find out how many cups of</p>   | <p>3. Using a piece of graph paper, design a quilt</p>  |





**ELEMENTARY**  
Grades K-5



|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <p>but not in that order<br/>I have a 3 in the tens place.<br/>The number in my one's place is two more than the number in my tens place.<br/>My hundreds place is greater than 8, I am worth less than 20,000. What number am I?<br/><b>Write three more 6-digit number riddles.</b></p> | <p>into twenty different sections and write one multiplicative comparison word problem in each box. In this game, players must move around from one desk to the next and write an equation with a symbol to represent the unknown number in one of the boxes available. Do not forget the key!</p> | <p>amount of flour needed in 10 recipes. Create a line plot using the data you collected and write/solve four different word problems</p> | <p>carnival. The carnival will need to have 10 game booths, a stage with a seating area, 8 food stands, 10 picnic tables, 3 ticket booths, and 10 large areas for rides using the first quadrant of a coordinate graph, create a detailed map of the carnival that includes the name and ordered pairs for each location.</p> | <p>water drink each day. Create a dot plot and a frequency table that appropriately displays the data. Find the mean, median, mode and range.</p> | <p>using 5-7 colors. Once your quilt is finished, determine the fraction of each color and calculate the difference between each color.</p> |
|---|--|---|---|---|---|



## **SCIENCE CHOICE BOARD**

Complete the tasks indicated in each column. Each task should be put on a separate sheet of paper with the subject and number as the header. (i.e. Science: Nature of Science Task #1)

| <b>Life Science</b>  | <b>Physical Science</b>   | <b>Earth &amp; Space Science</b>   |
|--|---|--|
| <p><b>1. Lifecycle Diagram</b><br/>           Research and create a diagram on an incomplete and complete metamorphosis. Be sure to draw out and label each part of the lifecycle. What conclusion can you draw about the similarities and differences between the two lifecycles.</p>   | <p><b>1. Forms of Energy Foldable</b><br/>           Create a foldable on the different types of energy. What is important to know about each type of energy? You must have at least 6 parts to your foldable. Include real world examples, key vocabulary words, pictures and graphics, and real-world connections.</p>  | <p><b>1. Moon Data Collection</b><br/>           Observe the moon each day for one month. For each observation, record the date and time and illustrate how the moon looks each day in a table format. Your table should be organized and easy to read.</p>  |
| <p><b>2. Food Chain Diorama</b><br/>           Create a diorama on food chains. Include different organisms in the food chain and label them. Show and explain how they relate and depend on each other. What conclusion can you draw about the similarities and differences between producers and consumers.</p>  | <p><b>2. Gravity Experiment</b><br/>           Gather 2 objects of similar mass. Come up with a testable question (How does...affect...) about what will happen when they are dropped from the same height at the same time. Create a hypothesis to match your testable question. The hypothesis must match an "If...then.... because" statement. Complete the experiment.</p>  | <p><b>2. Weather Graph</b><br/>           Record the weather in Jacksonville, FL for 1 week. Then compare our weather to a city on a different continent. Make a line graph to display your data comparing the cities. Do not forget to have a title, label your axes, and have equal intervals on your scale.</p>                             |
| <p><b>3. Adaptations Computer Project</b><br/>           Design a computer project on adaptations. What are some of the adaptations that plants and animals need to help them survive? Include examples and show real world connections. Include pictures, graphics and key vocabulary words. What conclusions can you draw about the similarities and differences between plant and animal adaptations.</p> | <p><b>3. States of Matter Experiment</b><br/>           Part 1 - Get a cup of water and cover it with plastic wrap. Create a testable question (How does....affect...) about what will happen to the water when it is placed on a windowsill for 5 days. Part 2 – Freeze a cup of water. After a day place the cup from the freezer in the refrigerator with a coin on top of the frozen water. Create a hypothesis about what will happen after 2 days. It must be an "If...then...because" statement.</p> | <p><b>3. Rock Cycle Scavenger Hunt</b><br/>           Collect 10 different rocks from around your neighborhood. Classify the rocks based on one of the following properties: texture, color, size, or luster. Create a bar graph to display your results. Do not forget to label your axes, title, and have equal intervals on your scale.</p> |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Esperanza Rising Passage #1

Esperanza went up to her room, thinking that **8**  
nothing seemed right. She walked slowly around **15**  
her bed, running her hand over the finely carved **24**  
posts. She counted the dolls lined up on her **33**  
dresser: thirteen, one for each birthday. When **40**  
Papa was alive, everything was in order, like the **49**  
dolls lined up in a row. **55**

She put on a long cotton nightgown with **63**  
hand-sewn lace, picked up the new doll and **71**  
walked to the open window. Looking out over **79**  
the valley, she wondered where they would go if **88**  
they had to live somewhere else. They had no **97**  
other family except Abuelita's sisters and they **104**  
were nuns in a convent. "I won't ever leave **113**  
here," she whispered. **116**

|                 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
| Words Correct   |        |         |           |          |        |
| Words Incorrect |        |         |           |          |        |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Esperanza Rising Passage #2

The night before the dressmaker was scheduled to **8**  
come, Mama woke Esperanza in the middle of the **17**  
night, and they left with only what they could carry. **27**  
Esperanza held a valise filled with clothes, a small **36**  
package of tamales, and her doll from Papa. She **45**  
and Mama and Hortensia were wrapped in dark **53**  
shawls to blend in with the night. **60**

They could not take a chance of walking on the **70**  
roads, so Miguel and Alfonso led them through the **79**  
grape rows, weaving across Papa's land toward **86**  
the Rodríguez ranch. There was enough moonlight **94**  
so that they could see the out- lines of the twisted **105**  
and charred trunks, the burnt- out vines rolling in **113**  
parallel lines toward the mountains. It looked as if **122**  
someone had taken a giant comb, dipped it in **131**  
black paint, and gently swirled it across a huge **140**  
canvas. **141**

|                 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
| Words Correct   |        |         |           |          |        |
| Words Incorrect |        |         |           |          |        |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Esperanza Rising Passage #3

In front of the station, a crippled Indian woman crawled **10**  
on her knees, her hand outstretched toward a group of **20**  
ladies and gentlemen who were finely dressed in **28**  
clothes like the ones that used to hang in Esperanza's **38**  
and Mama's closets. The people turned their backs on **47**  
the begging woman but Carmen walked over and gave **56**  
her a coin and some tortillas from her bag. The woman **67**  
blessed her, making the sign of the cross. Then **76**  
Carmen took her children's hands and walked away. **84**  
"She has eight children and sells eggs to survive. Yet **94**  
when she can barely afford it she gave your mother **104**  
two hens and helped the crippled woman," said **112**  
Miguel. "The rich take care of the rich and the poor **123**  
take care of those who have less than they have." **133**  
"But why does Carmen need to take care of the **143**  
beggar at all?" said Esperanza. "Look. Only a few **152**  
yards away is the farmer's market with carts of fresh **162**  
food." Miguel looked at Esperanza, wrinkled his fore- **170**  
head, and shook his head. **175**

|                 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--------|---------|-----------|----------|--------|
| Words Correct   |        |         |           |          |        |
| Words Incorrect |        |         |           |          |        |