



# **AcadeMir Charter Schools**

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**2024 SUMMER  
6<sup>th</sup> GRADE PACKET**

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## AcadeMir Charter School West 2024 Summer Learning Requirements

Dear Parent(s)/Guardian(s),

In preparation for the 2024 – 2025 school year and to ensure that our students maintain growth-oriented academia during the summer, the school curriculum team has created the following Summer Learning assignment for each student to complete by the first day of school. Each student must complete the Summer Learning Packet over the summer and turn it in to your classroom teacher by August 23, 2024.

### Summer Reading

ACSW students will be expected to read the novel from the reading list for their incoming grade level. For example, if your child is entering 1<sup>st</sup> grade in the fall, he/she would read the 1<sup>st</sup> grade novel and complete the activity. Please note that this assignment will be worth one grade for Reading and one grade for Language Arts.

### Mathematics Activities

ACSW students are required to complete the mathematics packet that pertains to their incoming grade level and/or assignment. For example, if your child is in the Accelerated Mathematics course in the elementary level, he/she needs to complete the Accelerated packet. For middle school, Algebra, Geometry, etc. is separated from the ELA, Science, and Social Studies packet. Please ensure that you do all the components.

Thank you for your partnership in ensuring your child continues to strive for excellence over the summer!  
We look forward to an outstanding 2024 – 2025 school year!

Sincerely,

Susie Bello, Principal  
AcadeMir Charter School West  
bello@academircharterschoolwest.com

# ACADEMIR CHARTER SCHOOLS



## ACADEMIR SUMMER READING 2023-2024

Summer provides a plethora of opportunities for students and their families to enjoy unforgettable books and create lifetime memories.

AcadeMir students entering K-8<sup>th</sup> grade are required to read from the summer reading lists developed by our Academic Team for the upcoming grade.

Creating lifelong readers is one of the greatest gifts that we can give our children. We want our students to have a fun summer break while also pursuing reading for enjoyment at the same time.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when they are young. All of our students are to read the selected book for their grade.

These assignments are for a grade and should be completed and turned in to your student's new ELA teacher by Friday, August 23<sup>rd</sup>.

Happy Reading and enjoy your summer break!!!

# ACADEMIR CHARTER SCHOOLS



## 2024 Summer Reading List

| Grade        | Summer Reading                       | Author                   | Book Synopsis   | Front Cover |
|--------------|--------------------------------------|--------------------------|---|-------------|
| Kindergarten | Swimmy                               | Leo Lionni               | Deep in the sea there lives a happy school of little fish. Their watery world is full of wonders, but there is also danger, and the little fish are afraid to come out of hiding . . . until Swimmy comes along. Swimmy shows his friends how—with ingenuity and teamwork—they can overcome any danger.   |             |
| First Grade  | From Seed to Pumpkin                 | Wendy Pfeffer            | Pumpkins can be baked in a pie, carved into jack-o'-lanterns, and roasted for a healthy snack. But how does a tiny seed turn into a big pumpkin? With clear text and detailed, colorful illustrations, this book explains what a pumpkin seed needs to help it grow!  |             |
| Second Grade | Mango, Abuela, and Me                | Meg Medina               | Mia's abuela has left her sunny house with parrots and palm trees to live with Mia and her parents in the city. The night she arrives, Mia tries to share her favorite book with Abuela before they go to sleep and discovers that Abuela can't read the words inside. Then Mia sees a parrot in the pet-shop window and has the perfect idea for how to help them all communicate a little better. |             |
| Third Grade  | The Boxcar Children                  | Gertrude Chandler Warner | The Aldens begin their adventure by making a home in a boxcar. Their goal is to stay together, and in the process, they find a grandfather.   |             |
| Fourth Grade | The Lion, the Witch and the Wardrobe | C.S. Lewis               | Narnia... the land beyond the wardrobe door, a secret place frozen in eternal winter, a magical country waiting to be set free. Lucy is the first to find the secret of the wardrobe in the professor's mysterious old house. At first her brothers and sister don't believe her when she tells of her visit to the land of Narnia. wardrobe themselves.  |             |

# ACADEMIR CHARTER SCHOOLS



## 2024 Summer Reading List

| Grade         | Summer Reading            | Author          | Book Synopsis  | Front Cover   |
|---------------|---------------------------|-----------------|--|---|
| Fifth Grade   | The City of Ember         | Jeanne DuPrau   | Many hundreds of years ago, the city of Ember was created by the Builders to contain everything needed for human survival. It worked...but now the storerooms are almost out of food, crops are blighted, corruption is spreading through the city and worst of all— the lights are failing. Soon Ember could be engulfed by darkness...   |    |
| Sixth Grade   | Hatchet                   | Gary Paulsen    | Brian is on his way to Canada to visit his estranged father when the pilot of his small prop plane suffers a heart attack. Brian is forced to crash-land the plane in a lake--and finds himself stranded in the remote Canadian wilderness with only his clothing and the hatchet his mother gave him as a present before his departure.   |   |
| Seventh Grade | Old Yeller                | Fred Gipson     | At first, Travis couldn't stand the sight of Old Yeller. The stray dog was ugly, and a thieving rascal, too. But he sure was clever, and a smart dog could be a big help on the wild Texas frontier, especially with Papa away on long cattle drive up to Abilene.   |  |
| Eighth Grade  | The Swiss Family Robinson | John David Wyss | The Robinsons leave their home in Switzerland planning to settle half a world away. But things do not turn out as they had expected. The sole survivors of a terrible shipwreck, they wash ashore to learn that the danger has only begun. Their new world will test their courage, cleverness, endurance, and faith as they struggle to survive and create a civilization of their own in the wilderness. |  |
| Ninth Grade   | 1984                      | George Orwell   | The scene is London, where there has been no new housing since 1950 and where the city-wide slums are called Victory Mansions. Science has abandoned Man for the State. As every citizen knows only too well, war is peace. To Winston Smith, a young man who works in the Ministry of Truth (Minitru for short), come two people who transform this life completely.                                      |  |



# AcadeMir Charter Schools

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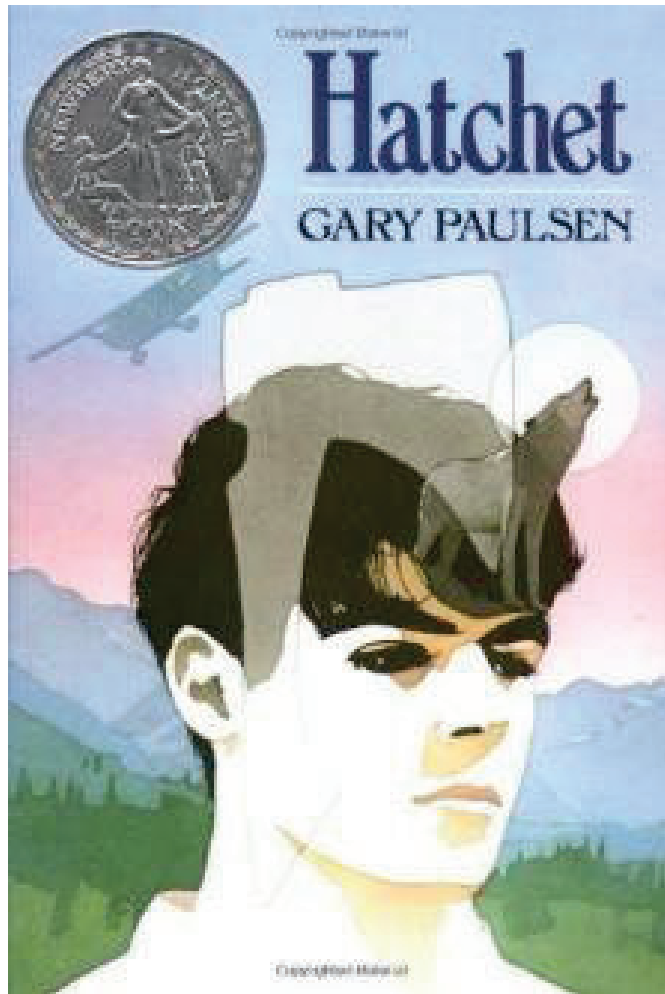
# ELA

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# ACADEMIR CHARTER SCHOOLS



## Sixth Grade



Brian is on his way to Canada to visit his estranged father when the pilot of his small prop plane suffers a heart attack. Brian is forced to crash-land the plane in a lake--and finds himself stranded in the remote Canadian wilderness with only his clothing and the hatchet his mother gave him as a present before his departure.

# ACADEMIR CHARTER SCHOOLS



**WRITE A COMPLETE RESPONSE FOR THE FOLLOWING QUESTIONS**

**Students Name:** \_\_\_\_\_

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

**Title of book and authors name:**

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**Describe the setting of the book:**

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**State the main character's name and describe the character:**

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**What does that character value?**

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**What is that character's personality like?**

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# ACADEMIR CHARTER SCHOOLS



**On a scale from 1-10 (10 being the best book you've ever read), how would you rate this book? Explain your reasoning.**

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**List the sequence of events in the story. Circle the conflict, highlight in yellow the main idea, underline the resolution, and highlight in orange the main characters.**

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**Summarize the story on a separate sheet of paper.**



# AcadeMir Charter Schools

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# SOCIAL STUDIES

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# Identifying State Capitols

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

Solve each problem.

## Answers

|                   |                   |                   |                   |           |           |
|-------------------|-------------------|-------------------|-------------------|-----------|-----------|
| 1) North Carolina | a. Pierre         | 26) New Hampshire | a. Concord        | 1. _____  | 26. _____ |
| 2) New Jersey     | b. Raleigh        | 27) Pennsylvania  | b. Dover          | 2. _____  | 27. _____ |
| 3) Utah           | c. Trenton        | 28) Massachusetts | c. Harrisburg     | 3. _____  | 28. _____ |
| 4) Georgia        | d. Salt Lake City | 29) Delaware      | d. Boston         | 4. _____  | 29. _____ |
| 5) South Dakota   | e. Atlanta        | 30) Montana       | e. Helena         | 5. _____  | 30. _____ |
| 6) South Carolina | a. Richmond       | 31) Rhode Island  | a. Jefferson City | 6. _____  | 31. _____ |
| 7) Virginia       | b. Columbia       | 32) Vermont       | b. Providence     | 7. _____  | 32. _____ |
| 8) Illinois       | c. Baton Rouge    | 33) Mississippi   | c. Montpelier     | 8. _____  | 33. _____ |
| 9) Louisiana      | d. Des Moines     | 34) Maryland      | d. Jackson        | 9. _____  | 34. _____ |
| 10) Iowa          | e. Springfield    | 35) Missouri      | e. Annapolis      | 10. _____ | 35. _____ |
| 11) Texas         | a. Boise          | 36) Connecticut   | a. Hartford       | 11. _____ | 36. _____ |
| 12) New Mexico    | b. Santa Fe       | 37) Tennessee     | b. Nashville      | 12. _____ | 37. _____ |
| 13) Florida       | c. Tallahassee    | 38) Oregon        | c. Juneau         | 13. _____ | 38. _____ |
| 14) Idaho         | d. Madison        | 39) Wyoming       | d. Salem          | 14. _____ | 39. _____ |
| 15) Wisconsin     | e. Austin         | 40) Alaska        | e. Cheyenne       | 15. _____ | 40. _____ |
| 16) Nevada        | a. Carson City    | 41) Nebraska      | a. Lincoln        | 16. _____ | 41. _____ |
| 17) West Virginia | b. Charleston     | 42) Colorado      | b. Lansing        | 17. _____ | 42. _____ |
| 18) Alabama       | c. St. Paul       | 43) Washington    | c. Olympia        | 18. _____ | 43. _____ |
| 19) California    | d. Montgomery     | 44) Michigan      | d. Phoenix        | 19. _____ | 44. _____ |
| 20) Minnesota     | e. Sacramento     | 45) Arizona       | e. Denver         | 20. _____ | 45. _____ |
| 21) Arkansas      | a. Little Rock    | 46) North Dakota  | a. Oklahoma City  | 21. _____ | 46. _____ |
| 22) Indiana       | b. Indianapolis   | 47) Oklahoma      | b. Columbus       | 22. _____ | 47. _____ |
| 23) Maine         | c. Augusta        | 48) New York      | c. Bismarck       | 23. _____ | 48. _____ |
| 24) Kentucky      | d. Topeka         | 49) Ohio          | d. Albany         | 24. _____ | 49. _____ |
| 25) Kansas        | e. Frankfort      | 50) Hawaii        | e. Honolulu       | 25. _____ | 50. _____ |



# AcadeMir Charter Schools

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# SCIENCE

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# Earth's Energy Resources

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1

Which of the following is a **natural resource**?

- A crude oil
- B native copper
- C cod fish
- D all of the above



2

Plastic is a **natural resource**.

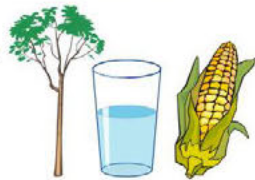
Is this a **true** or **false** statement and **why**?

- A true; because plastic is made from a natural substance, oil
- B false; because plastic is made into a natural substance, oil
- C true; because plastic is useful to humans
- D false; because plastic is the product of a natural resource, oil

3

Trees, water, and corn are examples of \_\_\_\_\_.

- A nonrenewable resources
- B renewable resources
- C fossil fuels
- D recycling



4

**Native copper** deposits in Michigan and **crude oil** deposits in Texas are two examples of \_\_\_\_\_.

- A nonrenewable resources
- B renewable resources
- C fossil fuels
- D recycling



5

The system of **treating, processing,** and **reusing** materials is called \_\_\_\_\_.

- A resourcing
- B consumption
- C conversion
- D recycling



6

**Fossil fuels** are sources of energy that form \_\_\_\_\_.

- A from the remains of ancient organisms
- B from the breakdown of mineral deposits
- C very quickly at shallow depths
- D during igneous activity deep in the crust

7

Which of the following is **not** a fossil fuel produced by the refinement of **crude oil**?

- A jet fuel
- B kerosene
- C ethanol
- D diesel fuel



8

**Natural gas** is a gaseous type of fossil fuel. It contains many gaseous elements, some that are flammable and some that are not.

What is the main, flammable component of natural gas?

- A kerosene
- B gasoline
- C methane
- D ethanol



9

A major solid fossil fuel is **coal**. Coal is the carbonized remains of ancient swamp plant material. There are different varieties of coal which are categorized according to how hard each is. **From softest to hardest, the varieties of coal are \_\_\_\_\_.**

- A lignite, anthracite, bituminous
- B bituminous, anthracite, lignite
- C lignite, bituminous, anthracite
- D anthracite, bituminous, lignite



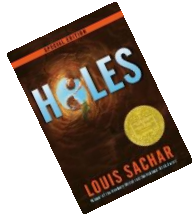
10

The chart below gives an example of the different amounts of energy (in BTU's) released by coal when it is burned. **Why does anthracite provide more energy than lignite and bituminous coal?**

| Coal Type  | BTU's/ton  | % Carbon Content |
|------------|------------|------------------|
| Lignite    | 12 million | 70               |
| Bituminous | 21 million | 80               |
| Anthracite | 25 million | 90               |

- A Anthracite contains fossils.
- B Anthracite has more compacted energy material.
- C Bituminous coal is found deeper in the crust so it is colder.
- D Lignite has lost some energy potential due to age.

# ACADEMIR CHARTER SCHOOLS



## 6<sup>th</sup> Grade Summer Science Activity

### “Stranded on Green Lake”

*Inspired by the novel “Holes” by Louis Sachar*

#### Introduction

You have been stranded on Green Lake with Stanley Yelnats and his friends from the camp. It’s getting dark and you and your friends don’t know what you are going to do for shelter throughout the night. You tell the group that you have an idea of what you are going to do for shelter. Let’s see what you can come up with.

#### Suggested Materials

- Popsicle sticks
- Tape
- Paper
- Yarn
- Cardboard
- Playdough
- Glue
- Scissors
- Straws
- Cardboard
- Blow dryer (wind)
- Flashlight (sun)

#### Procedures (“Your Challenge”)

1. Create a shelter only using the materials you have been provided.
2. You must design a shelter that must include a door that can open and close, a base that is 4 square inches, and a maximum height of 12 inches.
3. The shelter must stay in place for 15 seconds during a wind storm (created by blow dryer set at lowest setting)
4. The shelter must also keep all sunlight out of it (use the flashlight and holed it over your shelter to make sure no light comes inside).

### Additional information

1. Remember to ensure your designed shelter stays in place for the wind storm (blow dryer). Your design should have a strong base to withstand the wind.
2. Stick to the specific measurements

### Your task

Once you have completed the shelter:

1. Take a picture of your shelter with a ruler next to it showing the length of sides the base
2. Identify the dimensions of your shelter (in inches) and calculate the volume. Show your work on how you calculated the volume.
3. If possible, create a video showing the wind and sunlight test on your shelter.

