



The processes for Inquiry Thinking mirrors:

- The writing process
- The artistic process
- The scientific method

"It all must start with an inspired, spontaneous idea."

Raymond Loewy, Father of Industrial Design



## STEM MIDDLE @BALDWIN ROAD

### Summer Reading

We are so excited to have you start your summer reading learning journey! This summer you will be exploring one of many heroes in history that were instrumental in one of the following, **s**cience, **t**echnology, **e**ngineering or **m**ath, (STEM).



You will share your project to your class and ultimately with the school upon returning from summer break. The due date for the project will be August 22<sup>nd</sup>, 2014.

Please feel free to contact us with any questions you may have.

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## Book Project Guidelines

Here are the steps you will need to take to complete your project:

### 1. Choose a STEM hero from the list below:

- Marie Curie
- Steve Jobs
- Marco Polo
- Walt Disney
- Leonardo Da Vinci
- Wolfgang Amadeus Mozart
- Isaac Newton
- Harry Houdini
- Cleopatra
- Louie Pasteur
- King Tut
- Albert Einstein
- Jane Goodall
- Grace Hopper

### 2. Find a biography, **books only**, on the person you chose.

(There is a great series that has a biography of each person, “*Who was,*” published by Grosset and Dunlap. You can borrow one from the library, based on availability, buy an eBook, or purchase from any book vendor. You do not have to use this series. This is only a suggestion.)

### 3. You will create a project based on your book using the design process. Imagine-plan-design-improve-share

#### **Book project choices**

**\*This will be used as an assessment to show us what you know about your book. Please see the project rubric to make sure you meet all the requirements.**

1. Design a flipbook that includes, title, author, biography summary, important people, location, and a brief, but detailed book review, and any other important information about the book.
2. Make a timeline including all the key events from the book. The timeline should have pictures/photos that represent these key events.
3. Design a mini newspaper about the book. It should include sections like: breaking news, weather, comics, letters to the editor. . .
4. Make a “Book Bag.” Make or find 8 to 10 “artifacts” that best illustrate the people, places, events and overall meaning of the book. Tell why you choose each one.
5. Rewrite the book as an A, B, C picture book for younger children. Remember to use words that begin with each letter of the alphabet to describe the hero, personality traits, and events that occur in the book

<b>Plan</b>	<i>Explain in a paragraph or list the steps</i>	<i>Make a quick schematic (views, scale, notations)</i>

<b>Design</b>	<i>Document the process of the build</i>

<b>Improve</b>	<i>Now that you have seen other projects, how would you improve yours?</i>			
	<p><i>List the improvements you made:</i></p> <table border="1"> <thead> <tr> <th><i>What was the Improvement?</i></th> <th><i>Why did you make it?(What needed improvement?)</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;"><i>To be completed first weeks of school.</i></td> </tr> </tbody> </table>	<i>What was the Improvement?</i>	<i>Why did you make it?(What needed improvement?)</i>	<i>To be completed first weeks of school.</i>
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<i>To be completed first weeks of school.</i>				
<b>Share</b>	<i>What were the results/conclusions</i>			

## Summer Reading Book Project Rubric

### A = 23-25 Points

- An "A Project" is neat, (preferably) typed, and has a professional quality.
- Any written part of the project clearly and skillfully summarizes/analyzes the most significant portions of the text in the student's own words.
- The project reflects skillful and effective organization of ideas.
- Word choice is skillful, precise, and sophisticated, while reflecting the individual student's writer's voice.
- Contains few (if any) errors in English grammar, usage, and mechanics.

### B = 20-22 Points

- A "B Project" is neat, may or may not be typed, and has a finished quality.
- Any written part of the project adequately summarizes/analyzes the most significant portions of the text in the student's own words.
- The project reflects an adequate organization of ideas.
- Adequately addresses all or most parts of the writing project description.
- Word choice is thoughtful, effective, and reflects the individual student's writer's voice.
- May contain some errors in English grammar, usage, and mechanics.

### C = 18-19 Points

- A "C Project" is neat, may or may not be typed, and has a semi-finished quality.
- Any written part of the project summarizes/analyzes some portions of the text in the student's own words, but might also have some copying of main ideas from other sources.
- The project reflects an effort to organize ideas, but may be somewhat confusing.
- Project may be missing key elements.
- Word choice is general and basic, but still reflects the individual student's writer's voice.
- May contain some to many errors in English grammar, usage, and mechanics.

### I = 15-17 Points (Incomplete)

- A "D Project" is messy, may be illegible, and has an unfinished first draft quality.
- Any written part of the project summarizes/analyzes few portions of the text and has some or substantial copying of main ideas from other sources.
- The project reflects little organization of ideas and may be somewhat confusing.
- Does not appear to address the project in a meaningful way.
- Word choice is general and basic, but still reflects the individual student's writer's voice.
- Contains numerous errors in English grammar, usage, and mechanics.

### I = 0-14 Points (Incomplete)

- Project is illegible.
- Project does not follow any description or show meaningful work.
- Project contains too many English grammar, usage, and mechanics errors to understand.
- Project is not turned in = 0.