



May 2019

Dear 5th Grade Students,

Summer break is an excellent opportunity to read for fun. ***Reading is also a wonderful workout for your brain, and the best way to prepare for 6th grade!*** Therefore, over the summer, please read a minimum of ***two books of your choice***. Ideally, select books that are within a Lexile range of 800-1000. Lexile levels can be found using the site www.lexile.com. Most importantly, please select books that appeal to you! Talk with family and friends, browse the Kirtland Library, or visit a local bookstore for suggestions.

As you read, complete a *total* of ***eight reading activities from the Activity Menu***. The reading activity menu is on the back of this sheet. To ensure you've completed a total of eight activities, strive to complete four activities per book. Select your favorite activities, but do not ***complete the same activity more than twice***. Each reading activity is designed to encourage *original* thought and *individual* connections, so please take your time and show your best work! These eight reading activities can be ***typed*** or ***handwritten***.

In addition to the eight reading activities, please complete ***five WordMaps***. The WordMaps are attached, and they should be used to help you understand unfamiliar vocabulary. Please see the attached example for help completing your own WordMaps.

During the first week of school, teachers will collect your eight reading activities and five WordMaps. We will also use the activities and WordMaps in class. Have fun, and use this assignment as an opportunity to explore a new series, author, or genre. We look forward to seeing you in class, and we hope you have a wonderful summer!

Sincerely,

6th Grade ELA Teachers

Activity Menu

- ❖ Please read your independent book for **approximately 20 minutes each day**.
- ❖ Read at least **two** grade level appropriate texts **over the course of the summer**.
- ❖ Complete a total of **eight activities** from the menu below
 - **Please do not complete the same activity more than two times.**
- ❖ Use a separate sheet of paper for each activity. Include: **your name, the book's title, date** and the **activity name** in the upper left corner of each activity.

Activity	Description & Requirements
Symbols	Draw/sketch 3 pictures or symbols that represent the book in some way. Strive to use symbols that represent ideas or themes. Then, in one well-written paragraph (6 sentence minimum) , describe how your drawings or symbols relate to the text.
Line Lighter	Select a striking, thought-provoking or significant line(s) from the text. Then, in one well-written paragraph (5 sentence minimum) , explain why you feel the words are important. Please be sure to include the line and page number. *The quote/line from the book does not count toward the minimum 6 sentence requirement.
Character Journal	Choose a character from the book and write a diary entry from the perspective of that character. The diary entry should reveal the major event(s) in the character's life, as well as some of the character's inner thoughts, feelings, hopes, predictions, concerns and/or frustrations. (8 sentence minimum)
Advice Column	Imagine a character from your book is seeking your advice. Write the character's question. Please be sure to include important background information and details from the book to help me understand your question. Then, provide the character with detailed advice. (total of 8 sentences, minimum)
Connections	Close readers make connections with books as they read. During or after reading, describe 3 connections you have in a well written paragraph (8 sentences minimum) . Types of connections are: Text-to-Text: Your book reminds you of another book/article. Text-to-World: Your book reminds you of a world/local event. Text-to-Self: Your book reminds you of an aspect of your life.
Talk Show	Suppose a major character from your book is a guest on a TV or radio show, and YOU are the host. Write a script of the show. Your script should introduce the character, and ask questions that reveal the character's beliefs, motivations (reasons for doing certain actions), conflicts, future goals, etc. (12 sentences minimum written as a script)
Alternative	Rewrite a specific event, or the ending of your book, to reflect a different outcome. Your alternative event or ending should be thorough and include details. (12 sentence minimum)
Reflection	During or after reading, please take a moment to reflect on the questions below. Answer at least 3 of the 4 questions in a well written paragraph. (10 sentence minimum) <ol style="list-style-type: none"> 1) At the end of the novel, what has the main character learned based on his/her experiences? How has he/she changed from the beginning of the novel to the end? 2) You may have learned something really interesting that you never knew before; explain this. 3) What are you learning about YOURSELF from the reading? (Your own values, attitudes, and beliefs) 4) Do you think the story has a theme, or something the author wants you to know? Explain.

MODEL

Name _____ Date _____

Word Map

1

forlorn

unknown vocabulary word from your book

Source (book title)

Weedflower

2

3 page # and sentence from book that uses the word

pg. 4 He looked a little forlorn over the thought that she might have forgotten what she promised him.

4 What do you think this word means? (Predict)

I think forlorn means mad.

6

adjective

part of speech

5 dictionary definition of the word.

pitifully sad, abandoned or lonely

9

my association, example or sketch of the word



7

synonym

unhappy

8

antonym/non-example

happy

10

My own sentence using the new word:

The forlorn look on his face proved he was sad about losing the game.

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