



May 2022

Dear Incoming 6th Grade Students,

Summer break is an excellent opportunity to read for fun. Reading is also a wonderful workout for your brain and a great way to prepare for 6th grade. Therefore, over the summer, please read a minimum of **two chapter books of your choice**. Ideally, select books within a Lexile range of 950-1100. Lexile levels can be found with a quick Google search of the title or by using the site www.lexile.com. Most importantly, select books *that appeal to you!* Talk with family and friends or use websites like BarnesandNoble.com (consider their list of Newbery Medal Winners) and GoodReads.com to browse titles and book reviews. Seek input from the Kirtland Library, as well. A list of student recommendations is also attached.

As you read, complete a total of **four reading activities** from the **Activity Menu**. To ensure you finish four activities, strive to complete two per book. Select your favorite activities, but please **do not repeat an activity**. Each activity is designed to encourage *original* thought and *individual* connections, so take your time and show your best work. The four reading activities can be **typed** or **handwritten**.

In addition to the four reading activities, please complete the **vocabulary tracker** using **two unfamiliar words** you encounter while reading. This tracker will help you understand the new vocabulary. Use the tracker provided, or create your own on a separate sheet of paper. An example is included.

During the first week of school, the teacher will collect your four reading activities and vocabulary tracker. You may be asked to share some of your responses and vocabulary in class. Have fun, and use summer reading as an opportunity to explore a new series, author, or genre. We look forward to seeing you soon and hope you have a wonderful summer!

Sincerely,

Ms. O'Donnell and Mrs. Reilly

6th Grade ELA Teachers

6th ELA: Student Summer Reading Suggestions

Below are titles recommended by former 6th grade students. Enjoy!

- Touch Blue by Cynthia Lord
- Spy School or Spy Camp by Stuart Gibbs
- Out of the Dust, The Music of Dolphins, A Light in the Storm, Letters From Rifka by Karen Hesse
- Little House on the Prairie by Laura Ingalls Wilder
- Warrior Cats Series by Erin Hunter
- The BFG, Matilda or Charlie and the Chocolate Factory by Roald Dahl
- Fantasy League or One Million Dollar Arm by Mike Lupica
- Harry Potter Series by J.K. Rowling
- The Chronicles of Narnia by C.S. Lewis
- Switched at Birthday: A Wish Novel by Natalie Standiford
- Breakaway: Beyond the Goal by Alex Morgan
- Call It Courage by Armstrong Sperry
- Wonder by R.J. Palacio
- The One and Only Ivan by Katherine Applegate
- Percy Jackson & the Olympians or The Sword of Summer by Rick Riordan
- Old Yeller by Fred Gibson
- A Clatter of Jars by Lisa Graff
- The Magisterium Series by Holly Black and Cassandra Clare
- Hatchet, The River, Woods Runner, Dogsong or The Island by Gary Paulsen
- The Last Apprentice Series by Joseph Delaney
- The Beyonders or Fablehaven series by Brandon Mull
- Threatened, Endangered by Eliot Schrefer
- Losers Take All by David Klass
- A Dog's Purpose by W. Bruce Cameron
- Holes by Louis Sachar
- Scat by Carl Hiaasen
- Peak by Roland Smith
- Absolutely Normal Chaos by Sharon Creech
- Maniac Magee by Jerry Spinelli
- Roller Girl by Victoria Jamieson
- The Strange Case of Origami Yoda by Tom Angelberger
- The Season of Styx Malone by Kekla Magoon


Activity Menu

- ❖ Please read at least **two** grade level texts **over the course of the summer**. Try to read each day.
- ❖ Complete a total of **four activities** from the menu below. **Please do not repeat an activity.**
- ❖ Use a separate sheet of paper for each activity which can be typed or handwritten. 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 each drawing or symbol relates to the text. |
| Line Lighter | Select a striking, thought-provoking or important line(s) from the text. Write the line. Then, in one well-written paragraph (5 sentence minimum) , explain how this line relates to the book (who said it, when, why...) and why you feel the line is important. *The quote/line from the book does not count toward the minimum 5 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. During or after reading, describe 3 connections you have in one 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 interview. Be sure to introduce the character and ask questions that reveal the character's beliefs, motivations (reasons for doing certain actions), conflicts/struggles, future goals, etc. Write the character's response to each of your questions. (12 sentences minimum written in a script format) |
| 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 some of the questions below. (total of 10 sentence response minimum) <ul style="list-style-type: none"> ● At the end of the novel, what has the main character learned based on his/her experiences? ● How has the main character changed from the beginning of the novel to the end? ● What are you learning about YOURSELF from the reading? (values, attitudes, beliefs, etc.) ● Do you think the story has a theme or message? Explain. |

Vocabulary Tracker

Example

| | | | | |
|--|---|-------------------|-------------------|--|
| Unknown Vocabulary Word | <i>forlorn</i> | Book Title | <i>Weedflower</i> | My Image, Sketch or Association of the word:  |
| Write the page # and the sentence from the book that uses the word. | <i>Page 4: He looked a little forlorn over the thought that she might have forgotten what she promised him.</i> | | | |
| Predict: What do you think this word means? | <i>I think forlorn means mad.</i> | | | |
| Part of Speech & Definition: | <i>adjective: pitifully sad, abandoned, or lonely</i> | | | |
| My own sentence using the word: | <i>The <u>forlorn</u> look on the boy's face proved he was sad about losing the game.</i> | | | |

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|--|--|-------------------|--|---|
| Unknown Vocabulary Word | | Book Title | | My Image, Sketch or Association of the word: |
| Write the page # and the sentence from the book that uses the word. | | | | |
| Predict: What do you think this word means? | | | | |
| Part of Speech & Definition: | | | | |
| My own sentence using the word: | | | | |

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|--|--|-------------------|--|---|
| Unknown Vocabulary Word | | Book Title | | My Image, Sketch or Association of the word: |
| Write the page # and the sentence from the book that uses the word. | | | | |
| Predict: What do you think this word means? | | | | |
| Part of Speech & Definition: | | | | |
| My own sentence using the word: | | | | |