



Appoquinimink School District
THE WORLD IS OUR CAMPUS

My Summer Reading Journal Incoming 4th & 5th Graders

Name _____

Welcome to the **summer reading experience!** Here are a few things that you will need to know before completing this project. You may:

- Use pen or pencil
- Use print or cursive writing
- Print from the computer and attach your responses

Research states that, during the summer, students may lose as much as six weeks of growth from the school year. Please help your child retain all the progress that they have made by reading with them!

The goal of the Summer Reading Program is to support children as they continue their journey to become life-long readers. The *Before Reading – During Reading – After Reading* activities reflect the strategies and skills which are taught in the Appoquinimink School District. We hope children and their families will enjoy this experience and will come to school in the fall ready to celebrate reading.

We suggest that you **read through the entire packet** including the rubrics before you read your book in order to become familiar with the questions.

Remember, this project will be part of the first marking period grade.

During Reading

While you are reading your book, take time to answer the following questions on the next three pages. You may use additional paper if needed.

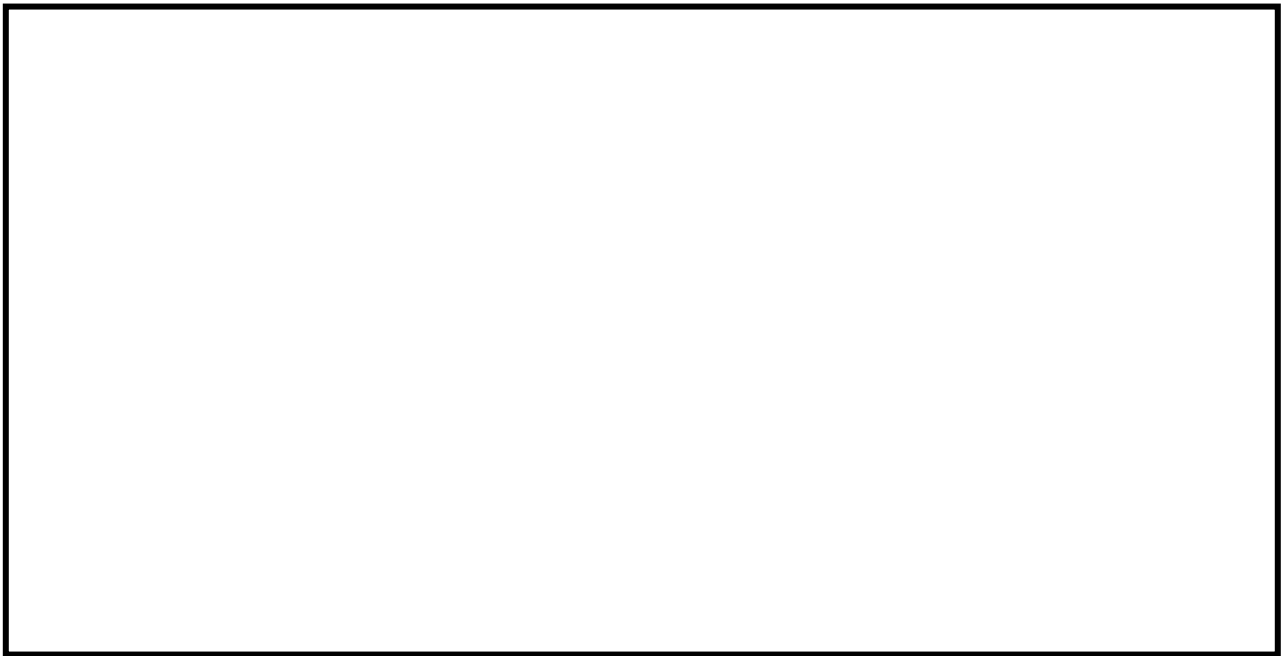
1. **At the end of the first chapter**, stop and make a prediction. What do you think will happen next? Use details from the story to explain your prediction. Use additional paper if needed.

2. List three words that are important to the book you are reading. Explain why the words are important to your book. **You may either use words in the book to help with your explanation or you can use your own thoughts.**

Word	Why Is it Important to the Book

3. Describe the setting of the book. Make sure you include information about when (time period) and where (location) the book took place.

Choose a scene from the book that shows the main setting. (If there is more than one, choose your favorite.) Make a labeled illustration of the setting below. Identify all the characters and landmarks that are important in the book. You may use the back of this page if needed.



After Reading

After you have finished reading the book, complete **one** of the following essays:

- 1. Write a journal entry from the point of view of one of the main characters describing an important event in the story. Use details from the story to support your response.**
- 2. Write a letter to a friend. Persuade him or her to read your book. Make sure you include the title, the author and several good reasons to read the book.**
- 3. People often like books because they connect to them. Write a personal response addressing how you connected with the character(s) and/or events in the novel. Remember the various forms of connection:**
 - **Text to Self** (you compared the main character to yourself)
 - **Text to Text** (this book reminded you of another book you read)
 - **Text to World** (this book made you think of something that you learned/heard about)
- 4. Write another chapter or a continuation of the book.**

Pre-writing

Use the space below to organize your ideas for writing. You might want to use a web, an outline, or another graphic organizer to help you get started.

A large rectangular box with a thin black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

Congratulations! You Did It!

It's Time to Celebrate Summer Reading!

In the fall when you come to school, we will be celebrating the reading you have done over the summer. In addition to some special events, posters/projects created by EVERYONE will be shared.

Here's what you need to do:

- **Create a poster or media presentation (Power Point, Video Presentation-VHS, or Web Page) that tells about your book. Follow the guidelines below.**
- **Come to school ready to celebrate reading!**

Instructions for Completing the Poster/ Media Presentation

1. If making a poster, use a standard piece of poster board.
2. Poster board, white paper, or construction paper may be used as the backdrop for your poster display.
3. The poster/media presentation should represent the work you have done over the summer.
4. All poster responses should be typed or neatly written in blue or black ink.
5. The poster/media presentation should include the following:
 - ❖ Information about the book: Title, author, and main characters
 - ❖ A brief summary of the book
 - ❖ A response to the book – include reasons why you liked or disliked the book
 - ❖ A visual display: a drawing (pencil, colored pencil, or marker), a collage of pictures from magazines, or a creative display chosen by you
6. Students choosing the media presentation should copy their project onto a floppy disk using PowerPoint or Microsoft Word.
7. All projects are due the first day of school.

Please make sure your full name is clearly identified on your project.

SCORING RUBRICS

BEFORE READING RESPONSES

Tell why you chose this book.

Score Point	Description
2	The response is a thorough explanation of why the student chose the book using details from the front or back cover and/or the student's prior knowledge and interest.
1	The response is an adequate explanation using either details from the book or the student's background.
0	The response is irrelevant.

DURING READING RESPONSES

At the end of the first chapter, stop and make a prediction. What do you think will happen next? Use details from the story to explain your prediction.

Score Point	Description
4	The response is an appropriate and logical prediction supported by sufficient and relevant details from the text.
3	The response is an adequate prediction supported by some details from the text.
2	The response is a limited prediction supported by few, if any, relevant details from the text.
1	The response is an attempted prediction.
0	The response is totally irrelevant.

List three words that are important to the book you are reading. Explain why the words important to your book.

Score Point	Description
4	The response is a complete list and accurate explanation of words or phrases supported by sufficient and relevant details from the text.
3	The response is an incomplete list but accurate explanation of words supported by details from the text. OR The response is a complete list with adequate explanation of words.
2	The response is a limited list with incomplete explanations. OR The response is a complete list with no explanations.
1	The response is an attempted list and explanation.
0	The response is totally irrelevant.

Describe the setting of the book. Make sure you include information about when (time period) and where (place).

Score Point	Description
2	The response is a complete and thorough description of the book's main setting.
1	The response is an adequate description of the book's main setting.

0	The response is totally irrelevant or irrelevant.
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AFTER READING RESPONSES

Write a journal entry from the point of view of one of the main characters describing an important event in the story. Use details from the story to support your response.

OR

Write a letter to a friend. Persuade him or her to read your book. Make sure you include the title, the author and several good reasons to read the book.

OR

People often like books because they connect to them. Write a personal response addressing how you connected with the character(s) and/or events in the novel.

Score Point	Description
4	The response shows a thorough understanding of the text and the question. Specific and relevant details support the answer.
3	The response shows an adequate understanding of the text and the question. Some specific details are provided to support the answer.
2	The response shows some understanding of the text or question. Details are either sparse or irrelevant.
1	Very little understanding of the text is revealed OR the question was answered incorrectly. The answer is sketchy. Key details are missing.
0	There is no connection between the question and the response.

Write another chapter or a continuation of the book.

Score Point	Description
4	The response shows that you understood the text and the author's tone. The chapter contains all of the story elements and is a logical, believable continuation of the text.
3	The response shows that you understood the text. The new chapter contains some of the story elements and is almost believable as a continuation of the text.
2	The response shows that you understood some of the text. The new chapter is missing elements that would make it believable as a continuation of the text.
1	The response shows very little understanding of the text. The new chapter is hard to follow and is not cohesive with the rest of the book.
0	The response is totally irrelevant or incorrect.

POSTER/ AV PROJECT

The poster includes information about the book: Title, author, and main characters

Score Point	Description
2	The information is complete and accurate.
1	The information is incomplete.
0	The response is totally incorrect or irrelevant.

The poster includes a summary of the book.

Score Point	Description
4	The response is a thorough and complete summary of the book.
3	The summary is an adequate retelling of the book.
2	The response is a limited or sketchy summary of the book.
1	The response is an attempted summary.
0	The response is totally irrelevant or incorrect.

The poster includes a visual display.

Score Point	Description
2	The visual display is thorough and appropriate.
1	The visual display is adequate.
0	The visual display is totally incorrect or irrelevant or missing.

Student's Name: _____

Score Page

Your summer project is worth 10% of your reading grade in the first marking period. Hopefully, you worked hard on it and enjoyed the book you read.

Here is what you earned:

Pre Reading (Total Possible = 2) _____

During Reading (Total Possible = 10) _____

After Reading (Rubric Score) _____

Poster/AV Project (Total Possible = 8) _____

TOTAL _____

Teacher's Comments:

Incoming 4th Grade Summer Reading List

Listed Alphabetically by Author

Must choose one of the following:

Title	Author	Synopsis	Genre	Recommended For:
Mr. Popper's Penguins	Atwater, Richard	An absurd tale of an unexpected delivery of a large crate containing an Antarctic penguin that changes the life and fortunes of Mr. Popper, a house painter obsessed by dreams of the Polar regions. <i>Newbery Honor</i>	Humor	***
Finding the Titanic	Ballard, Robert	Describes the voyage of the Titanic, the accident that caused it to sink, and the rescue of those who survived.	Nonfiction	**
Indian in the Cupboard	Banks, Lynn Reid	What could be better than a small cupboard that makes toys come alive? A simple birthday present turns Omri's life into a magical adventure.	Fantasy Adventure	***
The Field Guide (Spiderwick Chronicles #1)	Black, Holly and Tony DiTerlizzi	When the Grace children go to stay at their Great Aunt Lucinda's worn Victorian house, they discover a field guide to fairies and other creatures and begin to have some unusual experiences.	Fantasy	***
Tales of a Fourth Grade Nothing	Blume, Judy	Peter Hatcher, fourth grader, is sick and tired of his two-year-old, terror of a brother, Fudge. How can Peter get his parents to pay attention to <i>him</i> for a change?	Realistic Fiction Family	**
Skateboard Tough	Christopher, Matt	When Brett finds a mysterious skateboard buried in his front yard, his skateboarding abilities suddenly improve. His friends wonder- is the skateboard haunted?	Fiction Sports	**
James and the Giant Peach	Dahl, Roald	James is miserable. After his parents are killed, he is forced to live with his wicked aunts. Until a stranger gives him some magic crystals that change his life forever.	Fantasy Adventure	***
I, Amber Brown	Danzinger, Paula	Amber's parents are divorced and when her dad moves back to town, life becomes harder for Amber as she must share everything between mom and dad. Amber just wants something of her own and takes matters into her own hands to get it.	Realistic Fiction	***
Because of Winn-Dixie	DiCamillo, Kate	Ten-year-old India Opal Buloni describes her first summer in the town of Naomi, Florida, and all the good things that happen to her because of her big ugly dog Winn-Dixie. <i>Newbery Honor</i>	Realistic Fiction	**
Jack Adrift: Fourth Grade Without a Clue	Gantos, Jack	Fourth-grader Jack learns there are no easy answers when his family moves to Cape Hatteras and he is faced with a crazy school year and a bizarre neighbor.	Realistic Fiction Humor	**
Stone Fox	Gardiner, John Reynolds	Ten-year-old Willie needs to win the big dog sled race in order to pay the back taxes on his grandfather's farm, but that means beating the huge Indian mountain man, Stone Fox.	Adventure <i>Notable Book of Fiction Award</i>	**

*the student who struggles or who does not like to read

**the student who likes to read and can read on his/her own without help

***the student who would like a challenge

Just Juice	Hesse, Karen	Times are bad for Juice and her family- Pa is unemployed, food is short, Ma is having another baby and Pa is about to lose the house because he can't read. Juice often stays home from school to work with Pa and helps to take care of Ma. This is a story about a strong loving family who pulls together.	Realistic Fiction	**
A Light in the Storm: The Civil War Diary of Amelia Martin	Hesse, Karen	In the 1860's, while working in her father's lighthouse on an island off the coast of Delaware, 15-year-old Amelia records in her diary how the Civil War is beginning to devastate her divided state.	Historical Fiction	***
Dinosaurs of Waterhouse Hawkins	Kerley, Barbara	Against incredible odds, artist Benjamin Waterhouse Hawkins built the first life-sized models of dinosaurs in the hope of educating the world about what these awe-inspiring ancient animals and what they were like.	Nonfiction	*** Picture book
Balto and the Great Race	Kimmel, Elizabeth Cody	An epidemic strikes the children of Nome, Alaska in 1925. There are no roads through the icy wilderness. The only way to get the cure is by sled- Balto, a sled dog, leads the race for life!	Nonfiction	*
Shiloh	Naylor, Phyllis Reynolds	When he finds a lost beagle in the hills behind his West Virginia home, Marty tries to hide it from his family and the dog's real owner, a mean-spirited man known to shoot deer out of season and to mistreat his dogs. <i>Newbery Winner</i>	Realistic Fiction	**
Stage Fright on a Summer Night	Osborne, Mary Pope	#25 in the Magic Tree House series has Jack and Annie traveling back in time to Elizabethan London, where they become actors in a production of A Midsummer Night's Dream and try to rescue a tame bear.	Fantasy	*
Fourth Grade Rats	Spinelli, Jerry	"First grade babies!/Second grade cats!/Third grade angels!/Fourth grade rats!" This school-yard rhyme is carried too far when Joey instructs his best friend Suds in the ways of rebellion and acting tough. This fast-paced, hilarious story is about the transition between third and fourth grade.	Realistic Fiction Humor	**
So You Want to be President?	St. George, Judith	Presents an assortment of facts about the qualifications and characteristics of U.S. presidents, from George Washington to Bill Clinton in a fun and friendly way. <i>Caldecott Winner</i>	Non Fiction	** Picture book
Mufaro's Beautiful Daughters	Step toe, John	Mufaro's two beautiful daughters, one bad-tempered, one kind and sweet, go before the king, who is choosing a wife. An African folktale in the tradition of the "Cinderella" story.	Non Fiction Multicultural	** Picture book

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Some annotations taken from the Barnes and Noble website: www.bn.com.