



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.

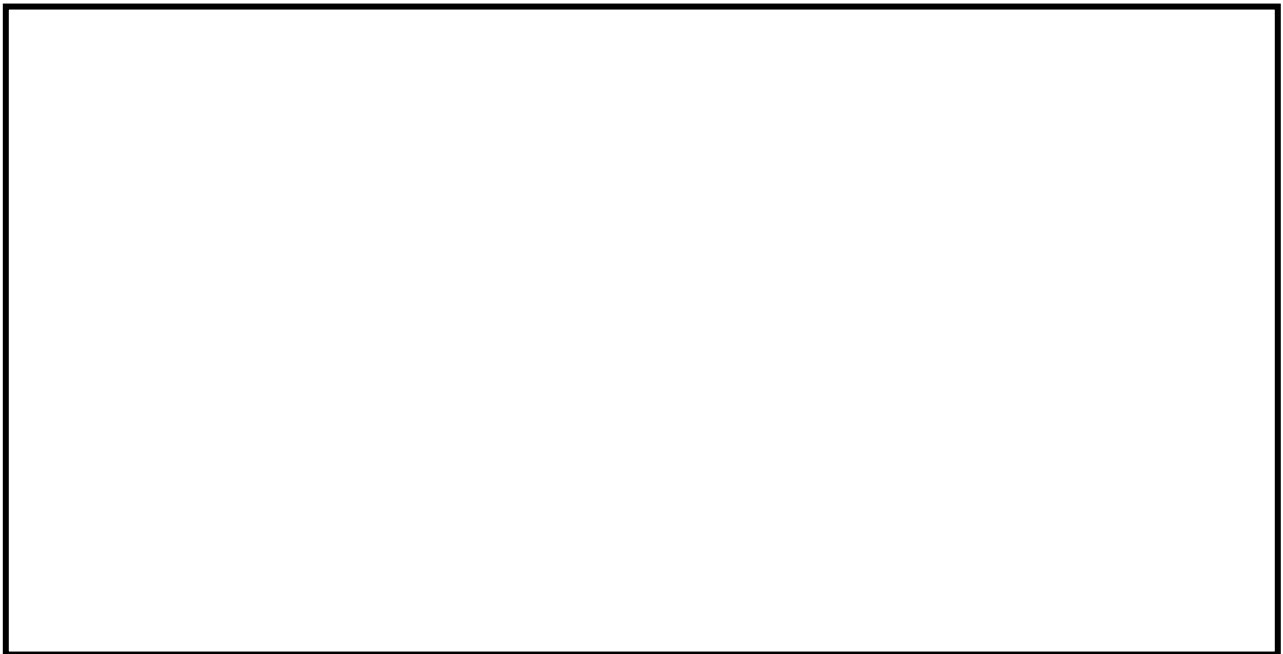
1. **At the end of the first chapter**, stop and make a prediction. What do you think will happen next? Use details from the story to explain your prediction. Use additional paper if needed.

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 25 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 5th Grade Summer Reading List

Listed in Alphabetical Order by Author

Must choose one of the following:

Title	Author	Synopsis	Genre	Recommended For:
The Lost of Years of Merlin	Barron, T.A.	Spat out by the sea, the boy lay on the rocks, as still as death. Even if he survived the day, he had no home. No memory. And no name. This is the boy who will become the greatest wizard of all time.	Fantasy	***
Fudge-a-Mania	Blume, Judy	Peter Hatcher can't get a break. First, his little brother, Fudge, has big plans to marry Peter's sworn enemy, Sheila Tubman. Second, Peter's parents have decided to rent a summer home next door to Sheila the Cootie Queen's house for three whole weeks!	Realistic Fiction	*
A Boy Called Slow	Bruchac, Joseph	A dramatic story in which we learn how a young Sioux brave named Slow earned his name-Sitting Bull. Leading his tribe against the attack of the enemy Crow, Slow proves himself to be brave. <i>ALA Notable Book</i>	Biography Multicultural	** Picture book
Chocolate Touch	Carling, Patrick Kene	Everything that touches John's lips turns to chocolate! Is this a dream come true or a curse?	Fantasy	*
Dirt Bike Racer	Christopher, Matt	12-year-old Ron Baker finds a mini-bike and, with the help of a former motorcycle rider and racer, restores the bike and enters a competition.	Realistic Fiction Sports	**
Sadako	Coerr, Eleanor Ill. By Ed Young	Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes. This picture book is based on a classic Japanese legend.	Biography <i>IRA Teacher's Choice Book</i>	** Picture book
The 13 th Floor: A Ghost Story	Fleischman, Sid	Buddy is transported 300 years back in time to a pirate ship captained by a distant relative. He is now set on an adventure that involves ghosts, witchcraft, razzle dazzle treasure, pirates, and more!	Fantasy	*
Joey Pigza Swallowed the Key	Gantos, Jack	Joey has big problems. He has trouble paying attention or controlling his mood swings when his prescription medications wear off and he starts getting worked up and acting wired.	Realistic Fiction	**
Jack on the Tracks: Four Seasons of Fifth Grade	Gantos, Jack	The incredible Jack Henry stories continue in 5 th grade as Jack deals with a teacher who loves all things French, his know-it-all sister, the railroad tracks in his backyard, a series of crazed cats, tapeworm and so much more!	Realistic Fiction Humor	**
Jackie and Me	Gutman, Dan	Joe Stoscack has to do a report on an African-American who has made a contribution to society, so he travels back in time to when Jackie Robinson became the first black baseball player. When Joe arrives in the time period as a young black boy himself, he learns much more than he ever expected.	Historical Fiction Multicultural	**

*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

Olive's Ocean	Henkes, Kevin	As Martha is about to leave for vacation on the coast when the mother of a classmate who just passed away comes to visit. She gives Martha an entry from her daughter, Olive's, journal in which she expresses the hope that she and Martha will become friends. Martha never paid much attention to the girl when she was alive, but now is touched by the commonalities they share. Her vacation turns out to be a much different kind of journey than she expected.	Realistic Fiction <i>Newbery Honor Winner</i>	**
Misty of Chincoteague	Henry, Marguerite	Phantom, a mysterious, wild pony comes into the lives of a young boy and girl in a way they never would have suspected. <i>Newbery Honor</i>	Animal Realistic Fiction	***
Hoot	Hiaasen, Carl	Roy, who is new to his small Florida community, becomes involved in another boy's attempt to save a colony of burrowing owls from a proposed construction site.	Realistic Fiction Animal	***
Ella Enchanted	Levine, Gail Carson	In this richly entertaining novel based on the story of Cinderella, Ella struggles against the childhood curse that forces her to obey any order given to her. <i>Newbery Honor</i>	Fantasy/Folktale	***
My Life As A Fifth Grade Comedian	Levy, Elizabeth	Bobby is the class clown. He can be counted on to crack up his friends and sometimes the teachers. But he can't always be counted on to stay out of trouble even when in danger of being expelled.	Realistic Fiction Humor	*
Judy Moody	McDonald, Megan	Judy Moody is definitely not looking forward to the new school year and all the changes that come with it. When her teacher assigns a "Me" collage, Judy has several weeks to explore who she really is.	Realistic Fiction	*
Basher Five-Two	O'Grady, Scott	U.S. Air Force Captain Scott O'Grady was shot down in his F-16 over Bosnia while helping to keep the peace. The plane exploded, and Captain O'Grady fell 5 miles to the ground below. In exciting detail, Captain O'Grady tells how he evaded capture and how, with little water and no food, he was able to survive on his own in enemy territory.	Nonfiction	***
Esperanza Rising	Ryan, Pam Munoz	Esperanza and her mother are forced to leave their life of wealth and privilege in Mexico to go work in the labor camps of Southern California. They must adapt to the harsh circumstances facing Mexican farm workers on the eve of the Great Depression.	Realistic Fiction Multicultural	***
War With Grandpa	Smith, Robert	Peter is thrilled that Grandpa is coming to live with his family until Grandpa moves right into Peter's room, forcing him upstairs! Peter loves Grandpa, but wants his room back so he declares war!	Realistic Fiction	**
Crash	Spinelli, Jerry	Seventh-grader John "Crash" Coogan has always been comfortable with his tough, aggressive behavior, until his relationship with an unusual Quaker boy and his grandfather's stroke make him consider the meaning of friendship and the importance of family.	Realistic fiction	**

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