

June 14, 2017

Dear Parents/Students,

Our summer reading program for students in grades 4 and 5 continues to be a tradition and a benefit to our Spotswood students. Summer is a perfect time for students to reap the many rewards of independent reading. As educators, we realize the importance of reading throughout the school year and would like to encourage reading during the summer as a way for students to maintain the reading levels and skills they have acquired during the school year. More importantly, we hope that by encouraging independent reading, students will experience the many joys of reading and become life-long readers and learners.

Your child has chosen a summer reading book based on interest and at a reading level which will set him/her up for success. Students selected their book from several titles (*please see below*), many of which are classics and have won numerous awards. Students entering 5th and 6th grades are required to read their chosen book and complete **ONE** book project from the attached list. Upon returning to school, student projects will be assessed using the attached rubric.

Please note, the summer reading book chosen by your child must be returned on the first day of class in September, in the condition in which it was received, along with their completed project and rubric. We encourage students to read additional books over the summer--remember, the Spotswood Public Library is a great resource.

We would like to extend our appreciation to the Spotswood PTA for their continued financial support of our summer reading program. We would also like to extend our appreciation to you for your anticipated cooperation in encouraging your child to read. Fostering a life-long love of reading invites children to wonder, imagine and explore life's endless possibilities. Happy reading!

Educationally yours,



Selina Pewitt  
Director of Curriculum and Instruction

### Book Selections:

4 <sup>th</sup> →5 <sup>th</sup> Grade	5 <sup>th</sup> →6 <sup>th</sup> Grade
<i>Dear Mr. Henshaw</i> by Beverly Cleary	<i>Bridge to Terabithia</i> by Katherine Paterson
<i>Encyclopedia Brown, Boy Detective</i> by Donald J. Sobol	<i>Maniac Magee</i> by Jerry Spinelli
<i>Frindle</i> by Andrew Clements	<i>On My Honor</i> by Marion Dane Bauer
<i>Little House in the Big Woods</i> by Laura Ingalls Wilder	<i>Souder</i> by William H. Armstrong
<i>The Tarantula in My Purse</i> by Jean Craighead George	<i>The Disappearing Bike Shop</i> by Elvira Woodruff
<i>The View From Saturday</i> by E.L. Konigsburg	<i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis
	<i>The Trumpet of the Swan</i> by E.B. White

5<sup>th</sup>→6<sup>th</sup> grade Honors students are also required to read *Chew on This* and answer assigned questions.



# Summer Reading Final Project

Choose **ONE** of the following:

## 1. Epilogue

Write an epilogue explaining what the characters are doing in either ten, fifteen, or twenty years from the ending of your story. Write the epilogue in the same point-of-view as your story. Your epilogue must be at least two pages (typed using a 12 point font and double spaced), or four neatly handwritten pages.

## 2. Photo Album

Fold a few pieces of 8x10 (or larger) paper in half. Staple through all pages on the fold. Make a photo album for one of the book's characters. Make a title for your album. Draw, find on the internet, or use actual photos that would be found in the character's album. Write a description of each picture from this character's point of view (5-6 sentences). **Minimum of 12 entries**

## 3. ABC Book

Create an alphabet book that focuses on key events, characters, ideas, and information from your book. Include an illustration on each page as well as one to two sentences explaining each of the 26 letters of the alphabet.

## 4. Collage





Cut out magazine pictures that represent different scenes from the story. Glue the pictures to a piece of poster board. Write the title of the book at the top of your collage and label each picture. On the back of the poster, provide a brief explanation (2-3 sentences) for each picture. **Minimum of 15 pictures**

## 5. Board Game

Create a board game that follows the plot of the story or explores a theme in the story. The board game must include a set of directions and rules (typed or neatly handwritten). The game must be illustrated on poster board or large construction paper.



## *Summer Reading Final Project Rubric*

<b>Category</b>	4 	3 	2 	1 
<b>Effort/Creativity</b>	Project is colorful, detailed, and thoughtful. The project is neat, organized, and professional.	Project is colorful, neat, and organized. Effort is clear.	Project is somewhat colorful. It may be disorganized and/or plain.	Minimal effort. Project is completed, but may be plain, messy, or disorganized.
<b>Required Elements</b>	The project includes all required elements as well as additional information.	All required elements are included.	All but one of the required elements is included.	Several required elements are missing.
<b>Mechanics</b>	Capitalization and punctuation are correct.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
<b>Presentation</b>	Student can accurately answer <i>all</i> questions related to the information in his/her project.	Student can accurately answer <i>most</i> questions related to the information in his/her project.	Student can accurately answer about 75% of questions related to the information in his/her project.	Student appears to have insufficient knowledge about the information in his/her project.

**Total:                    /16**

## **Spotswood Public Schools**

### **Grade 6 Honors Summer Reading**

#### **Journal Questions for *Chew on This* by Eric Schlosser and Charles Wilson**

When reading this novel, stop, reflect, and write notes in a journal after each chapter.

Be sure to focus on the following chapters:

- “The Pioneers” – Write notes about the fast food inventors discussed.
- “The Youngster Business” – How is fast food made to appeal to children in the US and all over the world?
- “McJobs” – What does it mean to have a ‘McJob’?
- “The Secret of the Fries” - List all the ingredients in the French fries, and the different controversies revolving around the sales of the fries.
- “Stop the Pop” – List the health problems children in Alaska have from drinking too much soda.
- “Meat” – Discuss what is in the meat and the treatment of the animals used for meat.
- “Big” – Tell about the adventures of Sam and Charlie.
- “Your Way” – Discuss how people have defied eating fast food, and have made healthier choices.

Keep in mind that the purpose of this journal is to have a sufficient collection of notes about the novel to study from for the test. The test is comprised of essay questions. Remember to bring your journal and book on the first day of school. Happy Reading!!!