

## St. Luke's School

### Summer Required Reading Assignments for students entering Grade 6

Due Date: the first day of school

Students entering Grade 6 will be required to read and report on **TWO** books during the summer, **one fiction selection and one nonfiction selection.**

All students will read the following nonfiction selection: *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion* by Loree Griffin Burns



A copy of this book will be given to you on the last day of school. You are responsible for maintaining it in its current condition and returning it to school in August or replacing it with a new copy.

You will fill out the **NON FICTION FORM** you will receive from your teacher.

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All students will read *Hatchet* by Gary Paulsen

To report on the book you choose, pick **one** of the following options:

Option 1. **Keep a literature log.** For each chapter or for every 20 pages write:

- a response - What is going on in the story? What does it mean? What thoughts and feelings did you have as you read it?
- a question about what you have read
- a connection to something that happened to you or something you read or saw
- a prediction about what will happen next

Label each log entry according to chapters or page numbers.

**Do not write a summary of the book.**

Option 2. Imagine that you are the main character. **Write 3 journal entries**, one for the beginning of the book, one for the middle, and one for the end. Include what you imagine would be the character's thoughts, feelings, and reactions. Length: 1 or 2 pages total, typed, double spaced, size 12.

Option 3. **Write a poem** about the book which includes elements of the setting, characters, plot, and theme. Length: at least one page typed, double spaced, size 12.



**Option 4. Write a script for a dramatization of one of the chapters or events in the book, and either perform it as reader's theater for the class or video it to show to the class. You will also pass in the script. Length: a least 2 pages typed, double-spaced, size 12..**

**Option 5. Create a picture book from the story. Tell the story in simple language and illustrate with 10-12 pictures.**

**\*Your finished products should represent time and effort and a careful and thoughtful reading of the books. All work should be neatly done, and should not include spelling or grammatical errors. Points will be subtracted for work that is late.**

**Please note!**

**As your Language Art teachers we expect and hope that you will read as much as you can this summer beyond these two required selections!**

**Reading is truly the key to success in school. We hope you like these selections and wish you a safe and happy summer!**

**See you next year!**



All Grades

Student name: \_\_\_\_\_ LA-Grade \_\_\_\_ Date: \_\_\_\_\_

Summer Reading <sup>2020</sup>~~2019~~: Nonfiction Assignment

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Place of Publication (City): \_\_\_\_\_

Publishing Company: \_\_\_\_\_

Copyright date: \_\_\_\_\_ # of Pages: \_\_\_\_\_

Date you started book: \_\_\_\_\_ Date you completed book: \_\_\_\_\_

Recommendation & Rating (Explain why you would or would not recommend this book to a friend.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rate the book on a scale of 1-10 (10 = Best recommendation)

Circle one: 1 2 3 4 5 6 7 8 9 10

Topic/ Genre of book: (What is the book mostly about? Is it historical, autobiographical, informational...?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note-taking** is an important part of gathering and organizing information. It helps identify main ideas and important details. As you read your nonfiction choice, using a separate piece of paper, you should write down what you think the most important ideas are that the author wants the reader to know. When you finish reading the book, using the form below, select the three most important points (main ideas) that you think the author is making. Include text based evidence to support your choices for all three main ideas.

All Grades

<b>Important Idea #1:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

<b>Important Idea #2:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

All Grades



<b>Important Idea #3:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

**Lingering question(s):** What questions did the text leave unanswered? What curiosities were you left with?) Use the sentence starters below to record your lingering questions.

*Something else I'd like to know about the topic is...*

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*Something else I'd like to know about the topic is...*

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**St. Luke's School**

**Summer Required Reading Assignments for students entering Grade 7**

**Due Date: the first day of school**

Students entering Grade 7 are required to read and report on **TWO** books during the summer, **one fiction selection and one nonfiction selection.**

**All students will read the following nonfiction selection: *The Hive Detectives: Chronicle of a Honey Bee Disaster* by Loree Griffin Burns**



A copy of this book will be given to you on the last day of school. You are responsible for maintaining it in its current condition and returning it to school in August or replacing it with a new copy.

**You will fill out the NON-FICTION FORM you will receive from your teacher.**

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**All students will choose one book from the following list of fiction choices below.**

- 1 • *Fever 1793* by Mary Halse Anderson
- 2 • *The Year of the Hangman* by Gary Blackwood
- 1 • *My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier
- 1 • *The Journal of William Thomas Emerson - A Revolutionary War Patriot* by Barry Denenberg
  - *A Young Patriot - The American Revolution as Experienced by One Boy* by Jim Murphy
  - *The Fifth of March - A Story of the Boston Massacre* by Ann Rinaldi
  - *The Notorious Benedict Arnold - A True Story of Adventure, Heroism, and Treachery* by Steve Sheinkin
  - *The Journal of Jasper Jonathan Pierce* by Ann Rinaldi
  - *Johnny Tremain* by Esther Forbes
- 1 • *A Journey To the New World - The Diary of Remember Patience Whipple* by Kathryn Lasky
- 1 • *Woods Runner* by Gary Paulsen

To report on the book you choose, choose **one** of the following options:

- Option 1. Keep a literature log.** For each chapter or for every 20 pages write:
- a response - What is going on in the story? What does it mean? What thoughts and feelings did you have as you read it?

- a question about what you have read
- a connection to something that happened to you or something you read or saw
- a prediction about what will happen next

Label each log entry according to chapters or page numbers.

Do not write a summary of the book.

**Option 2.** Imagine that you are the main character. Write 3 journal entries, one for the beginning of the book, one for the middle, and one for the end. Include what you imagine would be the character's thoughts, feelings, and reactions. Length: 1 or 2 pages total, typed, double spaced, size 12.

**Option 3.** Write a poem about the book which includes elements of the setting, characters, plot, and theme. Length: at least one page typed, double spaced, size 12.

**Option 4.** Write a script for a dramatization of one of the chapters or events in the book, and either perform it as reader's theater for the class or video it to show to the class. You will also pass in the script. Length: at least 2 pages typed, double-spaced, size 12/

**Option 5.** Create a picture book from the story. Tell the story in simple language and illustrate with 10-12 pictures.

This year we are offering students the opportunity to challenge themselves and read a second nonfiction book! This is a great way to jumpstart your 25 book requirement and earn an independent work grade.

You may choose from either of the following books:

*An American Plague - The True and Terrifying Story of the Yellow Fever Epidemic of 1793* by Jim Murphy



OR

*Written In Bone - Buried Lives of Jamestown and Colonial Maryland* by Sally M. Walker



To earn credit for this 3rd summer reading optional assignment you must submit a completed non-fiction report.



**\*Your finished products should represent time and effort and a careful and thoughtful reading of the books. All work should be neatly done, and should not include spelling or grammatical errors. Points will be subtracted for work that is late.**

**Please note!**

**As your Language Art teachers we expect and hope that you will read as much as you can this summer beyond these two required selections!!**

**Reading is truly the key to success in school. We hope you like these selections and wish you a safe and happy summer!**

**See you next year!**



All Grades

Student name: \_\_\_\_\_ LA-Grade \_\_\_\_\_ Date: \_\_\_\_\_

Summer Reading <sup>2020</sup>~~2019~~: Nonfiction Assignment

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Place of Publication (City): \_\_\_\_\_

Publishing Company: \_\_\_\_\_

Copyright date: \_\_\_\_\_ # of Pages: \_\_\_\_\_

Date you started book: \_\_\_\_\_ Date you completed book: \_\_\_\_\_

Recommendation & Rating (Explain why you would or would not recommend this book to a friend.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rate the book on a scale of 1-10 (10 = Best recommendation)

Circle one: 1 2 3 4 5 6 7 8 9 10

Topic/ Genre of book: (What is the book mostly about? Is it historical, autobiographical, informational...?)

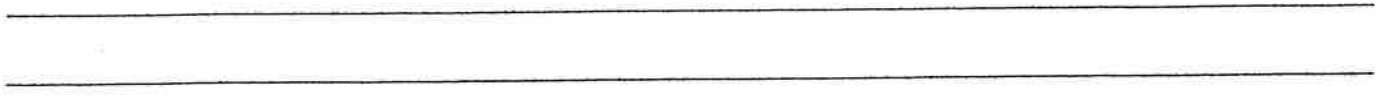
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note-taking** is an important part of gathering and organizing information. It helps identify main ideas and important details. As you read your nonfiction choice, using a separate piece of paper, you should write down what you think the most important ideas are that the author wants the reader to know. When you finish reading the book, using the form below, select the three most important points (main ideas) that you think the author is making. Include text based evidence to support your choices for all three main ideas.

<b>Important Idea #1:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

<b>Important Idea #2:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

All Grades



<b>Important Idea #3:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

**Lingering question(s):** What questions did the text leave unanswered? What curiosities were you left with?) Use the sentence starters below to record your lingering questions.

*Something else I'd like to know about the topic is...*

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*Something else I'd like to know about the topic is...*

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St. Luke's School

Summer Required Reading Assignments for students entering Grade 8

Due Date: the first day of school

Students entering Grade 8 will be required to read and report on **TWO** books during the summer, one fiction selection and one nonfiction selection.

All students will read the following nonfiction selection:

*Extreme Scientists: Exploring Nature's Mysteries From Perilous Places (Scientists in the Field)* by Donna M. Jackson



You will fill out the **NON FICTION FORM** you will receive from your teacher.

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All students will read *The Giver* by Lois Lowry

To report on *The Giver*, choose and complete one of the following options:

Option 1. **Keep a literature log.** For each chapter or for every 20 pages write:

- a response – What is going on in the story? What does it mean? What thoughts and feelings did you have as you read it?
- a question about what you have read
- a connection to something that happened to you or something you read or saw
- a prediction about what will happen next

Label each log entry according to chapters or page numbers.

**Do not write a summary of the book.**

Option 2. Imagine that you are the main character. **Write 3 journal entries**, one for the beginning of the book, one for the middle, and one for the end. Include what you imagine would be the character's thoughts, feelings, and reactions. Length: 1 or 2 pages total, typed, double spaced, size 12.

Option 3. **Write a poem** about the book which includes elements of the setting, characters, plot, and theme. Length: at least one page typed, double spaced, size 12.



(over)

Option 4. Write a script for a dramatization of one of the chapters or events in the book, and either perform it as reader's theater for the class or video it to show to the class. You will also pass in the script. Length: a least 2 pages typed, double-spaced, size 12/

Option 5. Create a picture book from the story. Tell the story in simple language and illustrate with 10-12 pictures.

\*Your finished products should represent time and effort and a careful and thoughtful reading of the books. All work should be neatly done, and should not include spelling or grammatical errors. Points will be subtracted for work that is late.

Please note!

As your Language Art teachers we expect and hope that you will read as much as you can this summer beyond these two required selections!!

Reading is truly the key to success in school. We hope you like these selections and wish you a safe and happy summer!

See you next year!



All Grades

Student name: \_\_\_\_\_ LA-Grade \_\_\_\_ Date: \_\_\_\_\_

Summer Reading ~~2019~~<sup>2020</sup>: Nonfiction Assignment

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Place of Publication (City): \_\_\_\_\_

Publishing Company: \_\_\_\_\_

Copyright date: \_\_\_\_\_ # of Pages: \_\_\_\_\_

Date you started book: \_\_\_\_\_ Date you completed book: \_\_\_\_\_

Recommendation & Rating (Explain why you would or would not recommend this book to a friend.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rate the book on a scale of 1-10 (10 = Best recommendation)

Circle one: 1    2    3    4    5    6    7    8    9    10

Topic/ Genre of book: (What is the book mostly about? Is it historical, autobiographical, informational...?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note-taking** is an important part of gathering and organizing information. It helps identify main ideas and important details. As you read your nonfiction choice, using a separate piece of paper, you should write down what you think the most important ideas are that the author wants the reader to know. When you finish reading the book, using the form below, select the three most important points (main ideas) that you think the author is making. Include text based evidence to support your choices for all three main ideas.

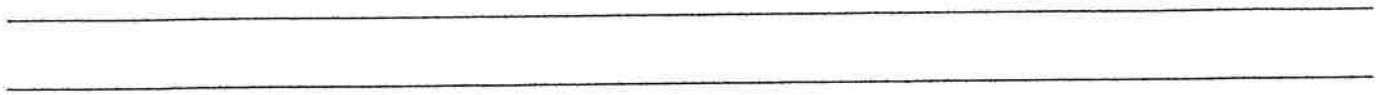


All Grades

<b>Important Idea #1:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

<b>Important Idea #2:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

All Grades



<b>Important Idea #3:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>
<b>Reasons and evidence:</b>

**Lingering question(s):** What questions did the text leave unanswered? What curiosities were you left with?) Use the sentence starters below to record your lingering questions.

*Something else I'd like to know about the topic is...*

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*Something else I'd like to know about the topic is...*

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