

**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

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.



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..

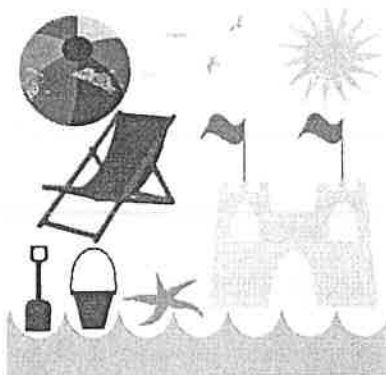
**Option 5.** Create a picture book from the story. Tell the story in simple language and illustrate with 10-12 pictures.

\*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!



**IMPORTANT IDEA #1:**

Reasons and Evidence:

Reasons and Evidence:

Reasons and Evidence:

**IMPORTANT IDEA #2:**

Reasons and Evidence:

Reasons and Evidence:

Reasons and Evidence:

**IMPORTANT IDEA #3:**

**Reasons and Evidence:**

**Reasons and Evidence:**

**Reasons and Evidence:**

**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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### **IMPORTANT IDEA #1: John Wilkes Booth was a famous actor**

**Reasons and Evidence:** John Wilkes Booth came from an extremely talented family as both his father, Junius Brutus Booth, and his brother, Edwin Booth, were legendary. The Wilkes men were instantaneously recognizable.

**Reasons and Evidence:** John Wilkes Booth was reported to be impossibly handsome actor and therefore recognizable to fans in both the North and the South

**Reasons and Evidence:** John Wilkes Booth was an extremely talented and much celebrated actor in Washington D.C. so this fame allowed him passage into theaters and stages without questions.

### **IMPORTANT IDEA #2: John Wilkes Booth shot President Lincoln at Ford's Theatre on April 14, 1865**

**Reasons and Evidence:** John Wilkes Booth was a Confederate at heart who wanted to kill the president because the North had won the Civil War.

**Reasons and Evidence:** John Wilkes Booth knew Ford's Theater and that night's play, *Our American Cousin*, very well. This knowledge helped him get into the president's balcony, plot the murder right down to the moment when he shot the president during a comedic moment, and escape.

**Reasons and Evidence:** John Wilkes Booth shot President Lincoln with a .44 caliber single-shot muzzle loading handgun designed for concealment, not combat.

### **IMPORTANT IDEA #3: Booth did not carry out the plot to kill the president alone.**

**Reasons and Evidence:** His conspirators in crime consisted of Lewis Powell, Davide Herold, John Harrison Surratt, George Atzerodt, Samuel Arnold, and Michal O'Laughlen. Each man played a part in attempting to kill the Union's top leaders, including the president, vice-president, and the secretary of state.

**Reasons and Evidence:** Booth and his henchmen had previously planned and failed to kidnap President Lincoln on March 17, 1865. They failed due to inaccurate information about the president's whereabouts.

**Reasons and Evidence:** Booth implicated all of his fellow henchmen in a letter that would be delivered to the newspaper the morning after Lincoln's assassination. This boastful act positively identified all of the men involved in the conspiracy.

**Something else I would like to know about this topic?** Why did Dr. Leale allow Laura Keene, an actress, to cradle President Lincoln's head as he lay dying?

**Something else I would like to know about this topic?** Where can I go to see Civil War memorabilia and items associated with Lincoln's death?

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

**Summer Reading**

**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.

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

### Summer Reading

### 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...?)  
 \_\_\_\_\_  
 \_\_\_\_\_  
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Student name: \_\_\_\_\_ LA-Grade \_\_\_\_\_ Date: \_\_\_\_\_

## Summer Reading ~~2~~: Nonfiction Assignment (Model)

Author: James L. Swanson

Title: Chasing Lincoln's Killer

Place of Publication (City): New York

Publishing Company: Scholastic Press

Copyright date: 2009

# of Pages: 194 pages

Date you started book: July 1, 2015 - Date you completed book: July 21, 2016

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

I would recommend this book to anyone who loves to read about American history or conspiracy. Tracking President Lincoln's last hours along with the vengeful plot against his life was very captivating. I couldn't stop turning the pages.

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 the book is mostly about? Is it historical, autobiographical, informational...?) As mentioned above, this book is both historical and biographical as it describes climactic moments in Abraham Lincoln's life as well as the manhunt for John Wilkes Booth.

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.