



# South Shore Charter Public School

*Inspiring every student to excel in academics, service, and life*

June 25, 2010

Dear Level III Parents and Students,

ATTENTION!!! This is the summer reading packet for Level III. All students were given a copy of this packet, however, if necessary, it is also available online at [www.sscps.org](http://www.sscps.org).

Each summer, students at the South Shore Charter Public School are required to complete a summer reading assignment. This summer students are to read three books, and complete a project on one of them. Two titles are common for all students within your grade, "Books A and B." The other assignment is a project as outlined on the following pages for "Book C." Students are to choose one book from the Newbery Medal Winners List and complete a project as described. A list of these books is enclosed. These books should not be books that you have previously read. The assignments are a sampling of the kind of assignments you might be asked to complete during the year. Your summer reading grade will be counted as a part of your first trimester Literature grade.

It is highly recommended that each student read for at least 15 minutes per day over the summer. This daily reading includes all forms of literature, and will help to strengthen fluency, vocabulary, and hopefully increase enjoyment of independent reading!

I look forward to seeing you in August. If you have any questions before then, please contact me at 781-982-4202, ext. 321.

Sincerely,

Claire Overlee  
Level III Coordinator

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## **Summer Reading** **Grade Five**

### **Book A**

The required book which all fifth graders will read is My Side of the Mountain, by Jean Craighead George. You will not need to write a report or do a project about My Side of the Mountain, however, you will need to bring the book to class everyday for the first week of school. We will be using it for class and homework assignments. Come well prepared to discuss this book. After an appropriate amount of reviewing and in-depth discussion, there will be a test on My Side of the Mountain.

### **Book B**

This required book for all fifth graders is curriculum based for Social Studies classes. You are to read The Secret Soldier, by Ann McGovern. This book will enrich your understanding of the Revolutionary War, and will be discussed during Social Studies classes. You will be given an assessment of your understanding of the book during the first weeks of classes. A reading guide is attached for this book. This guide is not to be completed, but rather to be used as a tool for gaining thoughtful ideas about the book, and to generate deeper comprehension.

### **Book C**

Choose one book from the Newbery Medal Winner list.

### **Project for Book C:**

This project should briefly summarize the story of the book you read. This project is due the first day of school, and will be collected by your literature teacher. Don't forget that the project you choose needs to have the title of the book, the author, and your name. You can choose from any one of the following ways to present this to the class. An example of the rubric for assessment of this project is attached. Remember, you are to choose ONE type of presentation: either an oral report, a visual report, or a written report – NOT all three!

1. An oral presentation — This 3-4 minute report needs to be a creative presentation. Use props, costumes, music, or whatever makes your book “come alive” for us.
2. A visual presentation — This may be a poster, diorama, banner, time line, or any other creative way you can think of to show what happened in this book.
3. A written report — Remember that quality reports do not have to be lengthy. Summarize the events that took place in your book: include the beginning, the middle and conclusion of the story. One paragraph for each parties adequate.

## Summer Reading Grade Six

### Book A

As a member of next year's sixth grade class, you are required to read Where the Red Fern Grows, by Wilson Rawls. You will need to bring the book to class everyday for the first two weeks of school and be prepared to discuss it. We will be using it for class and homework assignments. Come well prepared to discuss this book. While you are reading, it will be helpful to underline words in your book which are new to you, or ones you do not know the meaning of. We will be using these words for vocabulary activities in class. After an appropriate amount of reviewing and in-depth discussion, there will be a test on Where the Red Fern Grows.

### Book B

This required book for all sixth graders is curriculum based for Social Studies classes. You are to read Lyddie, by Katherine Paterson. This book will enrich your understanding of the Industrial Revolution in America, and will be discussed during Social Studies classes. You will be given an assessment of your understanding of the book during the first weeks of classes. A reading guide is attached for this book. This guide is not to be completed, but rather to be used as a tool for gaining thoughtful ideas about the book, and to generate comprehension.

### Book C

Choose one book from the Newbery Medal Winner list.

### Project for Book C:

This project should tell us about the main character in the book you have chosen. Give the character's name and tell us where he or she lives. Tell us what the character is like: what does your character do, and how does he or she feel. You might describe some problem or change that the character experiences. You may choose one of the following ways to present this to the class. Don't forget that the project you choose needs to have the title of the book, the author, and your name. This project is due the first day of school, and will be collected by your literature teacher. An example of the rubric for assessment of this project is attached. Remember, you are to choose ONE type of presentation: an oral report, a visual report, *or* a written report – NOT all three!

1. An oral presentation — This 4-5 minute report needs to be a creative presentation. Use props, costumes, music, or whatever makes your book "come alive" for us. If you would like, you could videotape or make a Power point presentation about the main character.
2. A visual presentation — This may be a poster, a doll, a banner, a time line, or any other creative way you can think of to show what the main character is like in your book.
3. A written report — This book report needs to give a complete description of the main character. It does not need to tell a summary of the story. It should include your opinion of the main character. Explain if you would like to have him/her as a friend.

### Newbery Medal Winners, 1923-2006

- 1923: *The Voyages of Dr. Dolittle* by Hugh Lofting
- 1924: *The Dark Frigate* by Charles Hawes
- 1925: *Tales from Silver Lands* by Charles Finger
- 1926: *Shen of the Sea* by Arthur Bowie Chrisman
- 1927: *Smokey, the Cowhorse* by Will James
- 1929: *The Trumpeter of Krakow* by Eric P. Kelly
- 1930: *Hitty, Her First Hundred Years* by Rachel Field
- 1931: *The Cat Who Went to Heaven* by Elizabeth Coatsworth
- 1932: *Waterless Mountain* by Laura Adams Armer
- 1934: *Invincible Louisa: The Story of the Author of Little Women* by Cornelia Meigs
- 1935: *Dobry* by Monica Shannon
- 1936: *Caddie Woodlawn* by Carol Ryrie Brink
- 1937: *Roller Skates* by Ruth Sawyer
- 1938: *The White Stag* by Kate Seredy
- 1939: *Thimble Summer* by Elizabeth Enright
- 1940: *Daniel Boone* by James Daugherty
- 1941: *Call It Courage* by Armstrong Sperry
- 1942: *The Matchlock Gun* by Walter Edmonds
- 1943: *Adam of the Road* by Elizabeth Janet Gray
- 1944: *Johnny Tremain* by Esther Forbes
- 1945: *Rabbit Hill* by Robert Lawson
- 1946: *Strawberry Girl* by Lois Lensky
- 1947: *Miss Hickory* by Carolyn Sherwin Bailey
- 1948: *The Twenty-One Balloons* by William Pene du Bois
- 1949: *King of the Wind* by Marguerite Henry
- 1950: *The Door in the Wall* by Marguerite de Angeli
- 1951: *Amos Fortune, Free Man* by Elizabeth Yates
- 1952: *Ginger Pye* by Eleanor Estes
- 1953: *Secret of the Andes* by Ann Nolan Clark
- 1954: *...And Now Miguel* by Joseph Krumgold
- 1955: *The Wheel on the School* by Meindert DeJong
- 1956: *Carry On, Mr. Bowditch* by Jean Lee Latham
- 1957: *Miracles on Maple Hill* by Virginia Sorenson
- 1958: *Rifles for Watie* by Harold Keith
- 1959: *The Witch of Blackbird Pond* by Elizabeth George Speare
- 1960: *Onion John* by Joseph Krumgold
- 1961: *Island of the Blue Dolphins* by Scott O'Dell
- 1962: *The Bronze Bow* by Elizabeth George Speare
- 1963: *A Wrinkle in Time* by Madeleine L'Engle
- 1964: *It's Like This, Cat* by Emily Neville

- 1965: *Shadow of a Bull* by Maia Wojciechowskay
- 1966: *I, Juan de Pareja* by Elizabeth Borton de Trevino
- 1967: *Up a Road Slowly* by Irene Hunt
- 1968: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L.Konigsburg
- 1969: *The High King* by Lloyd Alexander
- 1970: *Souder* by William H. Armstrong
- 1971: *Summer of the Swans* by Betsy Byars
- 1972: *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien
- 1973: *Julie of the Wolves* by Jean Craighead George
- 1974: *The Slave Dancer* by Paula Fox
- 1975: *M.C.Higgins, the Great* by Virginia Hamilton
- 1976: *The Grey King* by Susan Cooper
- 1977: *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- 1978: *Bridge to Terabithia* by Katherine Paterson
- 1979: *The Westing Game* by Ellen Raskin
- 1980: *A Gathering of Days: A New England Girl's Journal, 1830-1832* by Joan W. Blos
- 1981: *Jacob Have I Loved* by Katherine Paterson
- 1982: *A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers* by Nancy Willard
- 1983: *Dacey's Song* by Cynthia Voigt
- 1984: *Dear Mr. Henshaw* by Beverly Cleary
- 1985: *The Hero and the Crown* by Robin McKinley
- 1986: *Sarah, Plain and Tall* by Patricia MacLachlan
- 1987: *The Whipping Boy* by Sid Fleischman
- 1988: *Lincoln: A Photobiography* by Russel Freedman
- 1989: *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- 1990: *Number of the Stars* by Lois Lowry
- 1991: *Maniac Magee* by Jerry Spinelli
- 1992: *Shiloh* by Phyllis Reynolds Naylor
- 1993: *Missing May* by Cynthia Rylant
- 1994: *The Giver* by Lois Lowry
- 1996: *The Midwife's Apprentice* by Karen Cushman
- 1997: *The View from Saturday* by E. L. Konigsburg
- 1998: *Out of the Dust* by Karen Hesse
- 2000: *Bud, Not Buddy* by Christopher Paul Curtis
- 2001: *A Year Down Under* by Richard Peck
- 2002: *A Single Shard* by Linda Sue Park
- 2003: *Crispin: The Cross of the Lead* by Avi
- 2004: *The Tale of Despereaux: Being a Story of a Mouse, a Princess, Some Soup, and a Spool of Thread* by Kate DiCamillo
- 2005: *Kira-Kira* by Cynthia Kadohata
- 2006: *Criss Cross* by Lynne Rae Perkins

**Reading Guide**  
**6<sup>th</sup> Grade**  
***Lyddie*, by Katerine Peterson**

**It will be beneficial for you to become familiar with the following vocabulary in order increase your comprehension of the book:**

<b>abolitionists</b>	<b>doffer</b>	<b>humiliate</b>	<b>servitude</b>
<b>adversary</b>	<b>flax</b>	<b>petition</b>	<b>summoned</b>
<b>aristocratic</b>	<b>fortnight</b>	<b>princely</b>	<b>trousseau</b>
<b>boardinghouse</b>	<b>gingerly</b>	<b>radicals</b>	<b>turpitude</b>
<b>calico</b>	<b>heifer</b>	<b>scrivener</b>	<b>underbrush</b>

**As you are reading the book, it would also be beneficial for you to keep the following questions in mind. Think about how you would answer each, and what they prompt you to think about as you read.**

- 1. What quest does Lyddie have?**
- 2. Does Lyddie achieve her quest?**
- 3. Who are the people who aid or hinder her quest?**
- 4. What other characters in the book are on quests, and how close do they get to their goals during the story?**
- 5. What were the slave laws at the time this book takes place?**
- 6. How does Lyddie rethink her position in society?**
- 7. Is Lyddie a slave?**
- 8. Was Lyddie's mother a slave?**
- 9. What are conditions in factories, then and now?**
- 10. What events help Lyddie to mature and become more "worldly"?**

**Reading Guide**  
**5<sup>th</sup> Grade**  
*The Secret Soldier*, by Ann McGovern

**It will be beneficial for you to become familiar with the following vocabulary in order increase your comprehension of the book:**

Revolutionary	flickered	Philadelphia	rage
minister	colonies	weaver	butchered
feeble	government	Tories	audience
Deacon	expenses	Continental	
errand	seize	knapsack	
wrestle	daring	throbbed	
spared	decisions	orderly	

**As you are reading the book, it would also be beneficial for you to keep the following questions in mind. Think about how you would answer each, and what they prompt you to think about as you read.**

1. What are the differences between everyday life in a small town in the 1760's and the present?
2. How did people get the news of what was happening in other parts of the nation in the 1760's? Was there a feeling of mistrust for the English within the 13 colonies?
3. What experiences did Deborah have in the first 18 years of her life? Why did she have to keeping moving from "home" to "home"?
4. What was Deborah's strongest characteristic? How were women expected to behave in the 1700's? Did Deborah follow these social expectations?
5. Why did Deacon Thomas take in Deborah?
6. How was school different in Deborah's time than today?
7. Did children in the 1770's have similar kinds of relationships with their friends as kids have today? Did most kids go to school?
8. How did Deborah learn to red and write?
9. Do you think Deborah was brave? How? Why or why not?
10. What were Deborah Sampson's thoughts about war?
11. How did Deborah show her determination throughout the story?
12. Did Deborah confront her deepest feelings about the war and independence?
13. What factors made it so hard for Deborah to "follow her dreams"?
14. What would you have done in Deborah's situation?
15. Why did Deborah leave her family and travel? Was this an effective way to spread her thoughts? Was it important for her to tell her story?

Name \_\_\_\_\_

**5<sup>th</sup> Grade  
Summer Reading Assessment Rubric**

(ONE assignment is required)

**WRITTEN REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	10	
Report gives clear summary of the story	30	
Main character is related	10	
Setting is described	10	
Report contains correct spelling, grammar and mechanics	30	
Report is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	

**ORAL REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	10	
Speech gives clear summary of the story	30	
Main character and setting are related	10	
Good presentation skills are evident	10	
Presentation shows creativity and effort	30	
Oral report is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	

**VISUAL REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	20	
Main character and setting are included	20	
Artwork shows creativity and effort	50	
Project is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	

Name \_\_\_\_\_

**6<sup>th</sup> Grade  
Summer Reading Assessment Rubric**

(ONE assignment is required)

**WRITTEN REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	10	
Main character is clearly described	20	
Main character's feelings are related	30	
Your opinion of the main character is stated	10	
Report contains correct spelling, grammar and mechanics	20	
Report is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	

**ORAL REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	10	
Speech gives clear description of the main character and his/her feelings	30	
Your opinion of the main character is related	20	
Good presentation skills are evident	10	
Presentation shows creativity and effort	20	
Oral report is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	

**VISUAL REPORT**

Area of Assessment	Points Possible	Points Given
Title of the book is evident	20	
Main character is clearly presented	20	
Artwork shows creativity and effort	50	
Project is on time	10	
<b>TOTAL POINTS</b>	<b>100</b>	