

Summer Reading Packet for Students Starting English 6 2018-2019

This packet includes the book lists for English summer reading and the related assignments. All Sixth grade students will read *No More Dead Dogs* by Gordon Korman as our Sixth Grade English Community Read. In addition to this, they will read another book on The Choice List. This second book should be a book that is new to you. Each student should have access to paper copies of both books so that they can refer to them in English class. Happy reading!

Summer Reading Checklist to Complete for the First Day of School

Read <i>No More Dead Dogs</i> by Gordon Korman (available for purchase and at all local libraries)	
Complete Assignment #1: Prepare for Book Club Meeting	
Read a Book from The Choice List	
Complete Assignment #2: Create a Book Review	
Bring Paper Copies of BOTH Books to English Class	

*"Reading brings us unknown friends."
--Honore de Balzac*

English 6 Summer Reading Community Read

Read *No More Dead Dogs* by Gordon Korman and complete Assignment #1 (Prepare for a Book Club Meeting) before the first day of school. Bring your paper copy of the book with you to English Class!

Spoiler-Free Summary of *No More Dead Dogs* by Gordon Korman

For expressing his true views of his English teacher's favorite book *Old Shep, My Pal*, eighth-grade football hero Wallace Wallace earns a detention that takes him off the team and plunks him down in the auditorium. This is also where his almost equally stubborn English teacher is directing a theatrical version of--you guessed it, *Old Shep, My Pal*. To the delight of some cast members, but the loud outrage of Drama Club President, Rachel Turner, Wallace Wallace makes a few suggestions to punch up the production; by the end, it's a rock musical and the (stuffed) pooch actually pulls through. At least, that's the plan.

Name _____

Grade 6 Summer Reading Assignment #1

Prepare for a Book Club Meeting based on *No More Dead Dogs* by Gordon Korman

1. What **connections** were you able to make to this book? Did you relate to any **characters**? Was the **conflict** something that you connected with? Perhaps the **setting** was relatable for you? Explain **any connections** here:

2. What is **a part of the book** that you would like to share with your group? (Please note the page number.)

Explain here why you picked this part to share:

3. Choose **three words** that are new to you and write what you think they might mean. When you've finished the book, look up their meaning and write in in the table below.

Word	My Guess	Actual Definition

4. Write **three questions** about the book to ask your group members.

5. Did you like this book? Why or why not? Be specific!

English 6 Summer Reading: The Choice List

Read ONE of these books and complete Assignment #2 (Create a Book Review). Bring your **paper** copy of the book with you to English Class!

Adventure

***Bound by Ice: A True North Pole Survival Story* by Sandra Wallace (Guided Reading Level X)**

Lead by Commander George Washington De Long, thirty-three men set out on the USS Jeannette on July 8th, 1879. As well-prepared as they were in terms of supplies and crew, there was one thing in which they were utterly unprepared: the maps they based their plans on were incomplete at best, completely wrong at worst.

***Hatchet* by Gary Paulsen (Guided Reading Level W)**

After a plane crash, thirteen-year-old Brian spends fifty-four days in the wilderness, learning to survive initially with only the aid of a hatchet given him by his mother, and learning also to survive his parents' divorce.

***Beyond the Bright Sea* by Lauren Wolk (Guided Reading Level P)**

Twelve-year-old Crow has no memory of her mother. Her life with Osh, the man who found Crow as an infant washed ashore in a small boat near his island home, is all she's ever known. But when Crow spots a fire across the sea on the nearby Penikese Island, it ignites a flame inside of her that propels Crow on a journey to discover her roots

Dystopian Fiction

***Dream Bender* by Ronald Kitt (Guided Reading Level J)**

Jeremy Finn is a dreambender. His job is to adjust people's dreams. He and others like him quietly remove thoughts of music and art to keep people in the City from becoming too focused on themselves and their own feelings rather than on the world. They need to keep the world safe from another Warming.

***The Last Wild* by Piers Torday (Guided Reading Level R)**

Twelve-year-old Kester Jaynes, who has been locked away at a school for troubled children, is called upon to save the last animals living in a post-apocalyptic world where disease has killed most living things.

***Uglies* by Scott Westerfield (Guided Reading Level P)**

Just before their sixteenth birthdays, when they will be transformed into beauties whose only job is to have a great time, Tally's best friend runs away and Tally must find her and turn her in, or never become pretty at all.

Fantasy

***The Adventurer's Guild* by Zack Clark (Guided Reading Level R)**

Conscripted into the dangerous Adventurers Guild, best friends Zed and Brock must defend what is left of humanity against terrible monsters in this epic fantasy.

***The Last Dragonslayer* by Jasper Fforde (Guided Reading Level S)**

Fifteen-year-old Jennifer Strange runs Kazam, an employment agency for soothsayers and sorcerers. Trouble starts when Jennifer has a vision that predicts the death of the last dragon at the hands of a dragonslayer.

***The Hobbit* by J.R.R. Tolkien (Guided Reading Level Z)**

Bilbo Baggins, a respectable, well-to-do hobbit, lives comfortably in his hobbit-hole until the day the wandering wizard Gandalf chooses him to take part in an adventure from which he may never return.

***The Glass Town Game* by Catherynne Valente (Guided Reading Level R)**

Whisked away to a magical historical land of their own invention as they are about to depart for boarding school, sisters Charlotte and Emily Bronte find themselves fighting Napoleon to obtain a potion that raises the dead, a situation that is complicated by the abduction of their siblings.

Historical Fiction

***Castle in the Stars: The Space Race of 1869* by Alex Alice (Graphic Novel)**

A year after his mother disappeared in her hot air balloon, Seaphin and his father receive a clue that sends them to a Bavarian castle where a force that would stop at nothing to conquer the stars lurks.

***The War that Saved My Life* by Kimberly Bradley (Guided Reading Level M)**

A young disabled girl and her brother are evacuated from London to the English countryside during World War II, where they find life to be much sweeter away from their abusive mother.

***Bud, Not Buddy* by Christopher Paul Curtis (Guided Reading Level U)**

Ten-year-old Bud, a motherless boy living in Flint, Michigan, during the Great Depression, escapes a bad foster home and sets out in search of the man he believes to be his father--the renowned bandleader, H.E. Calloway of Grand Rapids.

***The Wednesday Wars* by Gary Schmidt (Guided Reading Level Y)**

During the 1967 school year, on Wednesday afternoons when all his classmates go to either Catechism or Hebrew school, seventh-grader Holling Hoodhood stays in Mrs. Baker's classroom where they read the plays of William Shakespeare and Holling learns much of value about the world he lives in.

***Moon Over Manifest* by Clare Vanderpool (Guided Reading Level R)**

Twelve-year-old Abilene Tucker is the daughter of a drifter who, in the summer of 1936, sends her to stay with an old friend in Manifest, Kansas, where he grew up, and where she hopes to find out some things about his past.

Realistic Fiction

***Epic Fail of Arturo Zamora* by Pablo Cartaya (Guided Reading Level P)**

Arturo's Miami summer is marked by the arrival of poetry enthusiast Carmen, who helps him use the power of protest to fight the plans of a land developer who wants to demolish his Abuela's restaurant.

***Walk Two Moons* by Sharon Creech (Guided Reading Level Q)**

After her mother leaves home suddenly, thirteen-year-old Sal and her grandparents take a car trip retracing her mother's route. Along the way, Sal recounts the story of her friend Phoebe, whose mother also left.

***Garvey's Choice* by Nikki Grimes (Guided Reading Level M)**

Preferring science and reading to the sports his father wants him to play, Garvey comforts himself with food and endures bullying before joining the school chorus, where he learns how to accept himself and bond with his father.

***The Stars Beneath our Feet* by David Barclay Moore (Guided Reading Level N)**

Unable to celebrate the holidays in the wake of his older brother's death in a gang-related shooting, 12-year-old Lolly Rachpaul struggles to avoid being forced into a gang himself while constructing a fantastically creative LEGO city at the Harlem community center.

***The Bridge to Terabithia* by Katherine Paterson (Guided Reading Level S)**

Ten-year-old Jesse Aarons, who has lived all his life on a farm in Virginia, becomes friends with Leslie Burke, a "city girl" who has moved into a farmhouse down the road and opens doors to culture and imaginative play. But then tragedy strikes.

***As Brave as You* by Jason Reynolds (Guided Reading Level P)**

When 11-year-old Genie and his older brother Ernie are sent away from their home in Brooklyn to spend a month with their estranged grandfather in rural Virginia, Genie finds himself facing the perplexity of what it means to become a man. Surprised by his grandfather's ability to function so well despite his blindness, Genie thinks his grandfather might be the bravest man he's ever met. But when he realizes his grandfather never leaves his home, he wonders what bravery truly is.

***Boys Without Names* by Keshmira Sheth (Guided Reading Level N)**

Eleven-year-old Gopal and his family leave their rural Indian village for life with his uncle in Mumbai, but when they arrive his father goes missing and Gopal ends up locked in a sweatshop from which there is no escape.

Memoirs (Nonfiction)

***Fred Korematsu Speaks Up* by Laura Atkins (Graphic Novel)**

Highlights the life and accomplishments of the man who challenged the legality of imprisoning Japanese Americans during World War II, describing the prejudice he and other Japanese Americans experienced and his long struggle for justice.

***The Night Diary* by Veera Hiranandani (Guided Reading Level O)**

Shy twelve-year-old Nisha, forced to flee her home with her Hindu family during the 1947 partition of India, tries to find her voice and make sense of the world falling apart around her by writing to her deceased Muslim mother in the pages of her diary.

***Brown Girl Dreaming* by Jacqueline Woodson (Guided Reading Level U)**

Raised in South Carolina and New York, Jacqueline Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement.

Science Fiction

***Felix YZ* by Lisa Bunker (Guided Reading Level W)**

Thirteen-year-old Felix Yz chronicles the final month before an experimental procedure meant to separate him from the fourth-dimensional creature, Zyx, with whom he was accidentally fused as a young child.

***The Shadow Cipher* by Laura Ruby (Guided Reading Level R)**

Twins Tess and Theo Biedermann and their friend Jaime Cruz live in an apartment designed by the Morningstars (the architects from 1800 who created a fantastical city in the 1800's with technology no one had seen before). The Morningstars also left behind "The Old York Cipher," a puzzle laid into the city that promised the solver treasure beyond imagining. When Tess, Theo, and Jaime's family/neighbors are evicted from their apartment by a nefarious developer, the kids know their only hope at saving their home is solving the cipher. What they find is nothing they could have ever imagined.

Name _____

Grade 6 Summer Reading Assignment #2 - Create a Book Review

Which book did you read?

Reading Notes

Characters:
Setting(s):
Conflict(s):
Questions:
Topics/Big Ideas:

Choose from the tasks below to show your understanding of the book you chose to read. You should have this finished by day one of school. On that day, your English teacher will share with you how to submit your work.

<p style="text-align: center;">Advertisement</p> <p>Create an engaging and persuasive advertisement for your book.</p> <p>Your advertisement should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Original</u> image(s) of some kind (drawing, photograph, etc.) <input type="checkbox"/> An image of the book's cover (can be found on the internet) <input type="checkbox"/> Persuasive techniques to try and sell the book to readers <input type="checkbox"/> Comments on what was interesting, engaging, or exciting about the story, characters, etc. <input type="checkbox"/> Color and creativity <input type="checkbox"/> NO SPOILERS! <p>Use real advertisements from magazines or billboards as inspiration!</p>	<p style="text-align: center;">BookTube</p> <p>Create a "BookTube" video that tells a bit about your book.</p> <p>The goal of a BookTube video is to review a book by talking about its basic plot, target audience, and strengths and weaknesses.</p> <p>An effective "BookTube" video:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a confident, engaging presenter <input type="checkbox"/> Has good lighting and an interesting background <input type="checkbox"/> Has clear and focused discussion of the book <input type="checkbox"/> Gives a review of the book, but it does not spoil the book <p>Look at some BookTube videos online to get ideas and inspiration!</p>
<p>Written Book Review</p> <p>Paragraph 1: BRIEFLY introduce and summarize your book</p> <ul style="list-style-type: none"> ● Hook your readers with an engaging and attention-getting first sentence. ● Include specific details about characters, setting, major conflicts/challenges and moral of the story. ● Include the name of the text and the author in the first paragraph! ● Avoid spoilers! <p>Paragraph 2: Your opinion and recommendation</p> <p>Explain how you viewed the book and whether you liked it. Include specific details. Here are some questions that can guide you, but you don't have to answer them all:</p> <ul style="list-style-type: none"> ○ What did you like? ○ What did you think worked well? ○ What didn't you like? ○ What might you have changed, or what do you wish had been written differently? ○ What were the most interesting parts of this book for you? ○ What was it in the story that made you feel this way? ● Recommendation <ul style="list-style-type: none"> ● Would you recommend this book to others? Why or why not? <p style="text-align: center;">Your book review should be typed.</p> <p style="text-align: center;">Proofread it for correct spelling, punctuation, and capitalization.</p>	

RUBRIC

	Does Not Meet	Meets	Exceeds
Introduction and Summary	<ul style="list-style-type: none"> <input type="checkbox"/> Not engaging or attention-grabbing <input type="checkbox"/> Missing information about ideas, characters, settings, and conflicts from the book <input type="checkbox"/> Lacks information about the plot <input type="checkbox"/> May contain spoilers 	<ul style="list-style-type: none"> <input type="checkbox"/> Engaging and attention-grabbing <input type="checkbox"/> Highlights major ideas, characters, setting, and conflicts from the book <input type="checkbox"/> Gives some information about the plot without spoiling the book 	<ul style="list-style-type: none"> <input type="checkbox"/> Engaging and attention-grabbing <input type="checkbox"/> Highlights major ideas, characters, settings, and conflicts from the book using specific examples <input type="checkbox"/> Gives just enough information about the plot without spoiling the book
Opinion and Recommendation	<ul style="list-style-type: none"> <input type="checkbox"/> Basic opinion with few specific details <input type="checkbox"/> Little analysis <input type="checkbox"/> May not have a recommendation 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoughts, responses, and reactions to the book <input type="checkbox"/> Analysis of how well the book is written <input type="checkbox"/> Recommendation to read/not to read and why 	<ul style="list-style-type: none"> <input type="checkbox"/> Perceptive thoughts, responses, and reactions to the book <input type="checkbox"/> Thoughtful analysis of how well the book is written <input type="checkbox"/> Clear recommendation to read/not to read and why
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Does not flow logically <input type="checkbox"/> Little evidence of planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Logical flow <input type="checkbox"/> Evidence of planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear, logical flow <input type="checkbox"/> Evidence of planning
Style and Language	<ul style="list-style-type: none"> <input type="checkbox"/> Many errors in sentence structure, grammar, and spelling <input type="checkbox"/> Lacking in voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses mostly complete, accurate sentences <input type="checkbox"/> Mostly free from grammatical and spelling errors <input type="checkbox"/> Creative voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses complete, accurate sentences <input type="checkbox"/> Free from grammatical and spelling errors <input type="checkbox"/> Strong, creative voice