

June 2021

Dear Parents, Guardians, and Students,

Summer is a great time to keep reading! First, summer reading helps to keep the developmental skill of reading sharp and limit the loss of academic ground gained throughout the school year. Research shows that students who do not read over the summer fall behind a full grade level in their reading skills and must work harder in September to catch up to their peers who do read. Finally, summer reading can instill a love of reading that will last a lifetime. Having the time to read what you like can be a wonderful opportunity to explore interests and try new authors.

This year, students currently in grade 5 will be asked to:

- read the assigned Grade 6 book, *Bridge to Terabithia* by Katherine Paterson
- complete 1 activity on the Choice Board for *Bridge to Terabithia* (first Reading grade Term 1)
- read one book of choice over the summer
- complete the Book Summary Organizer and a written summary for the book of choice (first Writing Grade Term 1)

**NOTE:** use the attached rubrics to evaluate your work before turning in for a grade. Return the completed packet and your work on the first day of school.

This year's 6<sup>th</sup> grade summer reading theme is bullying and friendship. *Bridge to Terabithia* contains characters and plot events that show how people are affected by bullying and friendship. The Berkley Public Library has some copies of *Bridge to Terabithia* available for lending. Also, families may purchase the book at local book sellers or online.

Upon return to school, students will present their chosen activities from the choice board for *Bridge to Terabithia* and take part in book talks for his/her book of choice. **Forms included in this packet and are available on the school website at [www.berkleypublicschools.org](http://www.berkleypublicschools.org)**

Each class will take part in the following group discussions and activities: understanding BMS school policies and procedures concerning bullying, helping students learn how to prevent bullying through making responsible choices with words and actions both in person and online, and learning how to help others who may be bullied.

Have a wonderful summer. Happy Reading!

Sincerely,

Mrs. Graca  
Grade 6 ELA teacher

## Choice Board: Bridge to Terabithia

**Instructions:** choose 1 of the following activities to complete from the choice board below. Choose an activity to highlight your talents! You may hand-write or type your final product.

<p style="text-align: center;"><b>Create a story quilt</b></p> <p>Create a quilt by thinking of specific scenes or images from the story. Choose 4 of these scenes and draw them on a "quilt square" (a blank sheet of white paper). When you have all 4 scenes, mount them on colored construction paper.</p>	<p style="text-align: center;"><b>Connect to Your Life</b></p> <p>Choose a specific event or theme from the book and write a paragraph on how you can personally relate to it. Be specific. Example:</p> <ul style="list-style-type: none"> <li>• What I just read reminds me of the time when I...</li> </ul>	<p style="text-align: center;"><b>Write a Letter</b></p> <p>Write a letter addressed to Leslie from Jess that he might have written to her after she died. What would he have wanted to say to her? What did he learn from her? Is there anything he wishes he would have done differently?</p>
<p style="text-align: center;"><b>Favorite Passages</b></p> <p>Look through the book to find your favorite passages. Choose 3 of your favorites and write them out. Then write an explanation as to why they were your favorite. Did they have special meaning for you? Did they use descriptive language that made the words come alive?</p>	<p style="text-align: center;"><b>Venn Diagram</b></p> <p>Complete the Jess and Leslie Venn diagram by thinking of ways Jess and Leslie are alike or different. When you have completed the Venn diagram, write a paragraph explaining why you think that Jess and Leslie became such good friends.</p>	<p style="text-align: center;"><b>My Terabithia</b></p> <p>The kingdom of Terabithia was a special place that only Jess and Leslie could visit. What would your imaginary kingdom be like? Draw a picture of your place. Write a caption describing what it would be like. Who could go there?</p>
<p style="text-align: center;"><b>Build a Bridge</b></p> <p>Jess and Leslie don't use an actual bridge to get to Terabithia, but the characters build bridges from one to another. For example, Leslie builds a bridge to Janice Avery when she talks to her about her problems at home. Choose at least 3 examples from the story that show a character building a bridge to another.</p>	<p style="text-align: center;"><b>Create a Diorama</b></p> <p>Create a diorama of a particularly important scene from the book. For example, Jess and Leslie's first trip to Terabithia.</p>	<p style="text-align: center;"><b>Bring it to Life</b></p> <p>Along with a partner, act out one of the scenes from the book. Explain to the class the importance of the scene and why you chose to act it out.</p>

## **Bridge to Terabithia Response to Reading Activities Rubric \*Reading Grade**

**4** — The chosen reading response activity is complete. Product indicates a very good understanding of the story, and provides accurate and relevant details, information, and supportive reasoning. Product is eye-catching and shows effort and attention to detail.

**3** — The chosen reading response activity is complete and indicates a fairly good understanding of the story and the information selected includes mostly accurate details and ideas. Product shows effort and attention to detail. May have a small number of writing errors (1-3 errors).

**2** — The chosen response activity is partially completed. Product indicates only minimal understanding of the story or may include some inaccurate information. Product shows some effort. Several writing errors are present (3-5 errors).

**1** — The chosen response activity is partially completed. Inaccurate and irrelevant details and ideas indicate a serious misunderstanding of the story. More than 5 writing errors are present.

**0** – Did not turn in summer response to reading product.

### **Score Conversion**

**4 = A   3 = B   2 = C   1 = D   0 = F**

## Grade 6 Book of Choice: Graphic Organizer

**DIRECTIONS:** Collect your ideas using this form before writing a summary paragraph.

<b>Book Title:</b>	<b>Author:</b> <b>Type of Book</b> (fiction, nonfiction, mystery, adventure, fantasy, etc.): <b>Setting:</b>
<b>Name of Main Character #1:</b>	Describe the character (what they look like and act like):
<b>Name of Main Character #2:</b>	Describe the character (what they look like and act like):
<b>Problem (Conflict)</b>	Describe the problem the main character has in the story:
<b>Plot</b> (steps the character takes the problem)	Describe the steps the main character takes to try to solve the problem: 1. 2. 3.
<b>Solution</b> (Resolution-how the problem gets solved)	Describe how the problem gets solved:
<b>Theme</b> (life lesson learned by the main character)	Describe what the main character learned in the story:
<b>Best &amp; Worst Parts of the Story</b>  <b>Chapter:</b> <b>Page#:</b> *You will read this to the class when you present	Describe what you feel was the best/worst parts of the story and tell why:  <i>*Write summary on the next page or attach typed summary to this page.</i>
<b>Recommendation</b> <b>Scale:</b> 1 2 3 4 5 (5 is the highest)	Tell who would like this book and why

**Grade 6 Book of Choice SUMMARY PARAGRAPH**

**Use all the information from your organizer to write a paragraph describing your book of choice. You may type or handwrite. Attach typed summary to this page.**

**Informal Book Talk \*Writing Grade**

Present an informal book talk on your book of choice to the class. Use your book summary organizer to prepare. You may read from your written summary or use note cards.

Element	Distinguished 4	Proficient 3	Apprentice 2	Novice 1
Basic Information	Provides <b>title, author, and type of book</b> (fiction, mystery, science fiction, nonfiction, etc.)	One piece of information is missing.	More than one piece of information is missing.	Provides none of the information.
Summary	<b>Briefly summarizes</b> what the book is about; identifies setting (time and place) and the main characters. Tells how the main character struggles with the conflict. Uses correct spelling, grammar, & punctuation.	Some information is provided, but other important information is missing. 1-3 errors in spelling, grammar, punctuation.	Little important information is provided; summary focuses primarily on a review of the plot. 4-6 errors in spelling, grammar, & punctuation.	Summary discusses only the plot. More than 6 errors in spelling, grammar, & punctuation.
Oral Reading	Introduces and <b>reads an excerpt from the book</b> ; reader is fluent and animated.	Introduces and reads an excerpt from the book; reader stumbles over some words.	Introduces and reads an excerpt from the book; reader stumbles over and mispronounces some words.	The oral reading is not done or requires considerable improvement to be effective.
Personal Reaction	Explains likes and dislikes of the book; <b>shares specific examples</b> ; provides a recommendation for age and interest group; recommendation is <b>supported by specific reasons</b> .	Explains likes and dislikes of the book; share mostly general examples; a general recommendation is made.	Explains likes and dislikes in very general terms.	Does not explain the likes and dislikes of the book.
Voice	Adjusts volume and speaks clearly; speaks with expression at a comfortable rate; <b>audience can easily hear and understand</b> .	Adjusts volume and speaks clearly; speaks with expression at a comfortable rate; audience finds it somewhat difficult to understand.	May or may not adjust volume or speak clearly; the audience finds it very difficult to hear and understand message.	Does not adjust volume or speak clearly; the audience finds it extremely difficult to understand.
Closing	<b>Ends by answering audience questions</b> ; accurately answers all questions.	Ends by answering audience questions; is not able to accurately answer all questions.	Ends by answering audience questions; is not able to answer many questions.	Does not end by answering audience questions.

**TOTAL POINTS:** \_\_\_\_\_ **A = 24-21 B = 20-17 C = 16-13 D = 12-9 F = below 9 points**