

Summer Reading: Back to School Activities 4th, 5th and 6th Grade



Reading is an exciting personal adventure!

It can take us to unknown worlds. A book can tug at our emotions, making us cry, laugh, scream or even shout. When we choose our own books and follow our interests, reading becomes a lifelong passion.

Each person is touched by a book in a unique way. The experiences you've had in your life, your feelings about different things and what you know about the world influence how you respond to the book you are reading. You can become a character; you can experience the book as if you were there.

Reading a good book can be very energizing. It's fun to use that energy to create something that symbolizes what we've read.

GRAPHIC ORGANIZER- CHAPTER NOTEBOOKS:

They provide younger readers with a framework to discuss how they made meaning of the story.

- Make them write a variety of information related to the characters, setting, important events in the story and about their feelings while reading the book.

BACKGROUND INVESTIGATION:

Meet the author and illustrator profile sheet or poster.

- Make the students find biographical information about the author and the illustrator of the book they are reading and gather it in a graphic organizer or poster.
- It may include: Name, web page, important events, major books, writing style, hobbies, interests and awards.

CHARACTER REPORT CARD:

To write a report card for a character in the book you are reading.

- Choose a character.
- Grade the character on his/her behavior in the story
- Write in comments to describe why the character earned this grade.
- Grades: outstanding, very good, satisfactory, needs improving, needs to try again.
- Behavior: positive attitude, follow directions, helpful, pays attention, values. His/her choices and the consequences of those choices.
- Fantasy versus reality: would the character behave this way in real life? Why or why not? Ask the students to point out the situations in the story that could not happen in real life.

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CHARACTER DIARY:

They should write a diary from the main character's point of view talking about his/her feelings in the story. They should include ways in which the character changes throughout the story and the main problems he/ she has to face.

WRITE A LETTER TO A FRIEND RETELLING THE STORY READ:

Retelling through writing combines many literacy skills: reading, comprehension, thinking, remembering organizing information and communicating.

It should include:

- Student Name
- Title
- Author
- Introduction, development and ending (characters, main problem to be solved)
- Student book opinion (my favorite part of the book was...)

WRITE A LETTER TO THE MAIN CHARACTER GIVING HIM/HER A PIECE OF ADVICE ABOUT HIS/HER MAJOR PROBLEM IN THE BOOK:

- Student Name
- Character Name
- Student introduction to the main character
- Student advice to the main character

WRITE AN INTERVIEW TO THE MAIN CHARACTER:

Choose 4 questions you would like to ask him/her; include his/her answers to your questions.

A BOOK ADVERTISEMENT THROUGH A BOOK POSTER:

- Student Name
- Book Title, Author, Illustrator
- Genre (type of book)
- Setting
- Characters
- Problem
- How you feel about the book
- Something interesting about the story (but don't give the ending away)
- Invite the audience to READ THIS BOOK! Example: Find out how..., to see how... You've got to read this book.



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COMPARISON/CONTRAST SHEET/VENN DIAGRAM:

Provides the opportunity to compare and contrast various elements in the story

- How are they alike? How are they different?
- In the middle shape of the Venn Diagram, write the things the two elements have in common.
- In each outside shape, write the differences between the two elements

Example:

- Characters Comparisons -main character and the antagonist character
- Setting Comparisons -the book setting and the setting in which the student lives.
- Main character's feelings and actions at the beginning of the story and at the end.

NEW VOCABULARY CARDS:

Students will learn the meanings of new vocabulary words and use them in a context.

- Divide the new vocabulary words into sets of four or five and write them in cards.
- Instruct the students to look up the definitions for the words, synonyms, antonyms and write them on the cards.
- Ask them to create a scene that uses the words in such a way that the meanings are clear.
- As they come across each word while reading the book, they should discuss the way it was used in the text.

