



**St. Louis Catholic School**  
**“Read Something Amazing”**  
**Summer Reading**

**For students going into 5th and 6th grade**

**ATTENTION: COMPLETE YOUR SUMMER READING BOOKS AND PROJECT TO EARN PRIZES!**

# St. Louis Catholic School Summer Reading List

<b>Students Going Into Grade 5</b>	<b>Students Going Into Grade 6</b>
<ul style="list-style-type: none"><li>● <a href="#">Serafina and the Black Cloak</a> by Robert Beatty</li><li>● <a href="#">Unusual Chickens for the Exceptional Poultry Farmer</a> by Kelly Jones</li><li>● <a href="#">Because of Mr. Terupt</a> by Rob Buyea (Book 1 in the series)</li><li>● <a href="#">Mr. Terupt Falls Again</a> by Rob Buyea (Book 2 in the series)</li><li>● <a href="#">Circus Mirandus</a> by Cassie Beasley</li><li>● <a href="#">Restart</a> by Gordon Korman</li><li>● <a href="#">A Handful of Stars</a> by Cynthia Lord</li><li>● <a href="#">Crenshaw</a> by Katherine Applegate</li><li>● <a href="#">The Cricket in Times Square</a> by George Selden and Garth Williams</li><li>● <a href="#">Book Scavenger</a> by Chambliss Bertman, Jennifer</li><li>● <a href="#">The Name of this Book Is Secret (The Secret Series, Book 1)</a> by Pseudonymous Bosch</li><li>● <a href="#">Rain Reign</a> by Ann M. Martin</li><li>● <a href="#">The Night Gardener</a> by Jonathan Auxier</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">The War That Saved My Life</a> by Kimberly Brubaker Bradley</li><li>● <a href="#">The War I Finally Won</a> by Kimberly Brubaker Bradley</li><li>● <a href="#">Lost in the Sun</a> by Lisa Graff</li><li>● <a href="#">Soar</a> by Joan Bauer</li><li>● <a href="#">Fish in a Tree</a> by Mullaly Hunt, Lynda</li><li>● <a href="#">Greenglass House</a> by Kate Milford and Jaime Zollars</li><li>● <a href="#">The Seventh Most Important Thing</a> by Shelley Pearsall</li><li>● <a href="#">Making Bombs for Hitler</a> by Marsha Forchuk Skrypuch</li><li>● <a href="#">The Wild Robot</a> by Peter Brown</li><li>● <a href="#">The Wild Robot Escapes</a> by Peter Brown</li><li>● <a href="#">Every Soul A Star</a> by Wendy Mass</li><li>● <a href="#">When You Reach Me</a> by Rebecca Stead</li><li>● <a href="#">The Key to Extraordinary</a> by Natalie Lloyd</li><li>● <a href="#">The Lost Property Office (Section 13)</a> by James R. Hannibal</li></ul>

\* If viewing online you should be able to click on a title and be taken to a page where you will find a brief description of the novel. Please note a few options are sequels and the first book should be read before.

\*\*You need to read 2 books but complete only ONE project (You must complete the summary form for the other book you choose). You do NOT need to do projects for the additional books you read. With extra reading comes the chance for added entries into the drawing for extra prizes!

**Prizes! Prizes! Prizes! In order to be eligible to earn a prize, your project **MUST** be turned in no later than **MONDAY, August 19th!****

**EVERY STUDENT WHO TURNS IN A PROJECT ON TIME WILL EARN TWO ENTRIES INTO THE PRIZE RAFFLE!!**



**STUDENTS WHO READ MORE THAN THE REQUIRED 2 BOOKS WILL RECEIVE ONE ADDITIONAL ENTRY FOR EACH AND EVERY ADDED BOOK!!**

# Project Choice #1

## Break it Down

Your task is to construct a six-panel brochure OR an 8-page digital presentation (PowerPoint, Animoto, Prezi, etc.) that breaks down the major ideas and elements of the book you read.



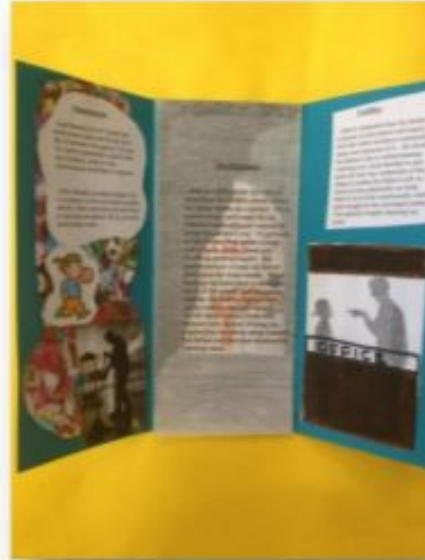
1. Put your full name and grade on your project. Identify the book you read for your summer project.
2. Fold a piece of 8 ½" X 11" (or larger) paper into three equal sections.
3. Create specific sections of the brochure to describe the book elements listed below. You may split them up as you wish, but make sure you have included the following:
  - o **Main Character** -Who is he/she? What is he/she like?
  - o **2 Secondary Characters**- Who are they? What are they like? What do they want?
    - *Include a drawing/illustration/picture of the characters.*
  - o **Setting**- Where and when does the story take place AND how do these elements affect the characters, their problems, or their decisions?
    - *Include a drawing/illustration/picture of the setting.*
  - o **Conflict** - What is the main character's problem(s)?
    - *Include a drawing/illustration/picture that represents the conflict of the story.*
  - o **Climax**- What was the most exciting moment or the turning point in the story?
    - *Include a drawing/illustration/picture that represents the climax of the story.*
  - o **Resolution**- How did the main character solve his or her problem?
    - *Include a drawing/illustration/picture that represents the resolution of the story.*
  - o **Theme**- What did the author want to teach you about life through the struggles of the main character? Which TWO events most helped you to learn this lesson?
    - *Include a drawing/illustration/picture that represents the theme of the story.*
  - o **Review**- Did you like the book? What was your favorite part? Who would you recommend this book to?
4. If you choose to display your knowledge using Google Slides/PowerPoint (or another presentation tool such as Animoto, Prezi, etc.), include a title slide (the book title and your name) and the six bullets above on individual slides.

5. Remember to save and print of copy of your presentation/chart. You can email it to your teacher on the first day of school!

## Break it Down Example



**Cover of Brochure**



**Inside of Brochure**

**Note: If using PowerPoint, turn each section of the brochure into a different slide.**



**Outside of Brochure**



# Project Choice #2

## Character Artwork

**Your task is to create a puppet, a sculpture, a digital graphic, or a painting of one of the main characters in the story, complete a character trait**

**graphic organizer about the character, and write a speech you believe the character might give at a particular point in the book.**

1. Put your full name and grade on your project. Identify the book you read for the summer project.
2. Complete the character trait graphic organizer for the character of your choice.
3. Decide if you want to create a puppet, a sculpture, or a painting about the character of your choice. Your artwork should be homemade and created by you. Do not use store bought toys/puppets, and do not copy your character's likeness from the book cover or from another artist's rendition of the character.
4. Create a puppet, sculpture, digital graphic (computer generated), or painting of either the protagonist or antagonist in the story or, for informational text, for the main person discussed in the text. You may not purchase a puppet, sculpture, or doll of your character (the art product must be made by you). Have your character/person hold something in their hand that represents them. **Make sure that the artwork helps the viewer learn something about the characteristics of the character or person you are depicting.**
5. Write a speech on hard copy or in Google Docs. The speech should be based on an important scene in the book and should depict what you think your character/person might say if given the chance at that time. Make sure that the speech is written in first person (as if you were the character or person talking).
6. Make sure to bring in your artwork and speech to school or be ready to share the link to the computer artwork and/or speech with your teacher.

Save and print a copy of your presentation/chart. You can also email it to your teacher on the first day of school.

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

### Character Trait Graphic Organizer

What character traits do you notice about the character or person you depict in your project? Does the character/person display grit? Optimism? Curiosity? Zest? Self Control? Empathy? Or does this person/character display negative traits?

Character Trait	Explanation
Trait: Quote: Page #:	
Trait: Quote: Page #:	
Trait: Quote: Page #:	
Trait: Quote: Page #:	

## Project Choice #3: Double-Entry Journal

I noticed the author...

I predict...

This is mostly about...

I wonder...

I made a connection when...

Your task is to use a notebook, composition book, folder, or Microsoft Word to record your thoughts about and understanding of your summer reading book.

1. Put your full name and grade on your project. Identify the book you read.
2. Divide several pages of your notebook into two sections by drawing a vertical line down the center.
3. Label the double-entry journal page as shown in the example included in this packet.
4. You must have at least 10 entries in your double-entry journal.
5. Count the number of chapters in your book. Decide how many entries you will need to write for each chapter or group of chapters.
6. Make sure your 10 journal entries are evenly spaced throughout the book. Your teacher will be looking to see whether you finished the book and reflected on the end.
7. Always show the page number on the left side of the page for each entry.
8. On the left side, copy down a short quote from the text that you find interesting in some way.
9. On the right side, write your personal responses... Why you found that sentence(s) or quote(s) interesting or confusing. Each personal response should be at least 3 sentences to make sure you have thoroughly explained your thinking.



# Double-Entry Journal Example

Quote From Text	My Thoughts
1. Jack was proud of his dad, and he loved him very much. But his laughter from his words from teachers. <p>P. 12</p>	1. It's important to be to others. People - unless words are hurtful and hurt feelings can last very long time.
2. As his dad walked out into the hall - way that Monday afternoon Jack felt like a giant letter had been branded on his forehead - L, for loser. <p>P. 15</p>	2. It makes me upset that Jack is being bullied because his dad is a janitor. Jack should care what others think because they're his friends.
3. Like a guided missile packed with deadly resentments, Jack's anger homed in on the ultimate target: his people - his father. <p>P. 20</p>	3. Jack shouldn't focus all that anger on his dad because it's not his fault that
4. ... there was only one person to blame for the whole mess... And he thought, / thanks again, Dad. <p>P. 30</p>	4. Jack really hadn't earned his lesson and stop blaming his father for his mistakes. Jack's clearly missing the point. 😊
5. People said Jack looked like his dad, and he hated it. <p>P. 31</p>	5. People say I look like my dad but I take that as a compliment. Me too! + look just like my father!

# Project Choice #4

## Photo Montage/Collage

Your task is to create a small collage to represent the novel that you chose to read over the summer. Project can be submitted as a collage poster OR some type of online photo collage maker.

1. Put your full name and grade on your project.
2. Compile a selection of at least 15 images depicting key elements of the story. You can include pictures that you cut from magazines, find on the internet, or draw yourself.
  - Some ideas for depicting key elements of the story include (but are not limited to) the following:
    - Words from the book that you didn't know or found interesting complete with definition and a page number where you found the word.
    - Pictures of what you envision the characters to look like complete with a description of that character and a quote from the book that demonstrates their personality.
    - A visual representation of the lesson the author is trying to teach you. What lesson does the author want you to take away from reading his/her book?
3. Make sure the title **AND** author of your book are prominently displayed on your collage.
4. A title and a caption must accompany each picture and provide a clear explanation as to how that picture relates to the book itself.
5. There should be very little (if any) white space.



# Project Choice #5 Book in a Bag

A “Book in a Bag” is a book report contained in a brown paper bag (large grocery bag). The purpose of the outside of the bag is to interest a classmate to want to read your book. The inside of your bag should include items that you will be able to use to explain important parts of your book.

1. Put your full name and grade on your project. Please write the title and your name **on the front** and draw/color an illustration to go along with your book. This may be done on a separate sheet of paper (not lined) and pasted to the front of the bag.
2. **On the back** of the bag explain the Plot of the story (a short summary of the book at least 5 sentences). The paragraph can be written on lined paper or typed, then cut out and glued or scotch-taped to the bag.
3. **On one side** of the bag neatly write a paragraph about your favorite part of the story. The paragraph can be written on lined paper or typed, then cut out and glued or scotch-taped to the bag. (A paragraph should be at least 5 sentences long). Also, write your opinion about the book. Did you like it? If you did like it, tell why. If you did not like it, tell why you didn't.
4. **On the opposite side of the bag** list the main characters and a brief description of their role in the story. Also on the same side include the Setting (describe where the story takes place).
5. **Collect at least 3 things (that will fit into your bag)** to help you tell the class about your book when you present your report in class.

During the oral presentation, you will:

- Give a short summary of the story
- Explain why you selected the objects in the bag and how they connect to the book.
- To whom would you recommend the book.



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## Amazing Reading Log

St.Louis students are encouraged to read this summer. Once you have finished the selection you choose for your project, work on your project for that book and then keep going! Keep track of the books you read, get a parent or guardian signature to show you have read the books, and return this log to your language arts teacher.

You'll receive an added entry for the drawing to win prizes!  
Sooo... keep on reading!

Date	Book Title	Book Length (# of pages)	Parent Signature

**Things to Remember: Choosing to be honest to the members of your school community is a characteristic we expect and admire in St.Louis students. Please record only books you have read from May 27, 2019 - August 8, 2019.**

**\*If you read more books than the lines provided, simply keep track of your books on a lined sheet of paper.**



