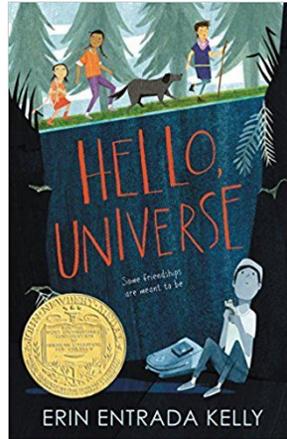


## 6th Grade Summer Reading and Writing

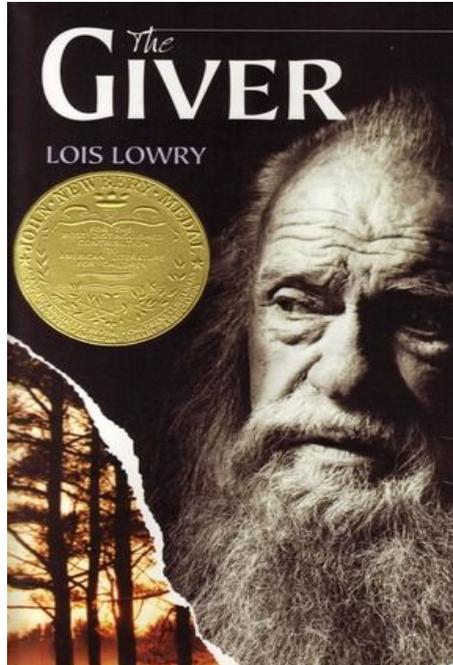


### **Hello, Universe** by Erin Entrada Kelly (2018 Newbery Winner)

As you read both *Hello, Universe*, identify **Signposts!** Try to get one to two Signposts per chapter. Remember to answer the anchor questions associated with each Signpost. You will upload your notes on the first day of school, so type up your responses on a PAGES or GOOGLE document. (100 quiz points)

#### **SIGNPOSTS:**

- Type the abbreviation of the **Signpost** name
- Write a *brief* summary (one or two sentences) of what happened or what is said that alerted you to the Signpost.
- Answer the question for that Signpost.
- **Contrasts and Contradictions (C/C)**- When a character does something that contrasts with what you would expect or contradicts his earlier acts or statements, **STOP** and answer, "*Why is this character doing this?*"
- **AHA Moment (AHA)**- When a character realizes, understands, or finally figures out something, **STOP** and answer, "*How might this change things?*"
- **Tough Question (TQ)** When a character ask herself a very difficult question, **STOP** and answer "*What does this make me wonder?*"
- **Words of the Wiser (W/W)**- When a character (probably older and wiser) offers serious advice, **STOP** and answer, "*What's the life lesson and how might it affect the character?*"
- **Again and Again (A/A)**- When you notice a word, phrase, or situation mentioned over and over, **STOP** and answer, "*Why does this keep happening again and again?*"
- **Memory Moment (M/M)** - When the author interrupts the action to tell you a about a memory, **STOP** and answer, "*Why might this memory be important?*"



## **The Giver** by Lois Lowry

*The Giver* assignments:

**I. TRANSMITTING MEMORY assignment:** Look at the examples provided on the next page, then write a two memories you wish to ‘transmit’ to Jonas. It can be from your personal experience, an event or moment in history that you feel is significant, or any aspect of being ‘human’ that you feel should not be lost or forgotten. Each memory must be two to four paragraphs and filled with sensory language. You will upload your responses on the first day of school, so type them on a PAGES or GOOGLE document. (100 daily points).

### **III. RITUALS notes:**

The books is full of rituals in which the community partakes. Keep track of each on a separate sheet of paper. What is each called? What happens? How does this reinforce *Sameness*? You may use these RITUALS notes for the essay novel test given on the second day of school. The entire test is worth 130 test points.

## Example #1

### THE GIVER TRANSMITS: CONCENTRATION CAMPS

*The Giver's hand, pressed firmly against Jonas' back and began to transmit a painful memory. People were assembled in long rows near signs that read 'Extreme Danger: High Voltage Wires'. Men with guns watched those in line with disgust waiting to enter the camp. Finally, the guards laid out large boxes.*

*Everyone in line had to put in their valuables. Women and men were forced to drop in their wedding rings, and valued possessions. Those who did not give up their valuables were brutally beaten. Everyone was separated by gender and walked into what they called the B Camp of Auschwitz. Jonas can see that there was desperate for food as many of the prisoners were wasting away from starvation, skin and bones.*

*People who had died were not buried, but were cruelly disposed of at the end of the barracks row underneath the watchtower. It was a nightmare. Every twenty four hours a cart came. Bodies or those too weak to struggle were simply grabbed by the hand or foot and tossed on it. Jonas saw the grey smoke rising from a nearby building and somehow knew where they were being taken.*

*Jonas' eyes were filled with tears as he woke up writhing in pain in the Giver's room.*

## Example #2

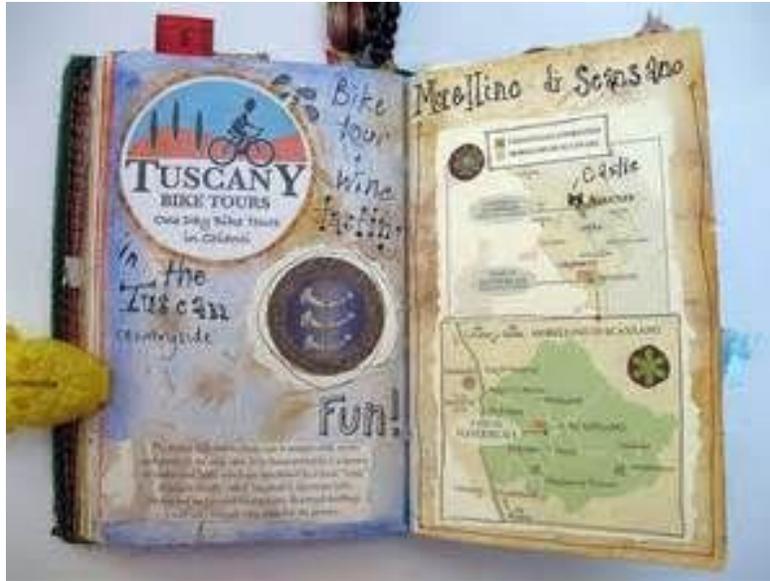
### THE GIVER TRANSMITS: SPACE EXPLORATION

*The Giver placed his hands on Jonas' back. Jonas now found himself aboard a ship far outside of the earth's atmosphere. Jonas watched as the astronaut settled the ship down on the unknown surface.*

*The astronaut allowed himself the luxury of a long, deep breath as he stared through his helmet visor at the alien world before him. He was surprised at how quickly the dust, hurled away by the final thrust of the engine, had settled back on the surface. Within seconds the moon looked as if it had never been disturbed by the strange machine now resting on the firm lunar soil.*

*Jonas stared at the rocks and shadows of the moon, marvelled at the horizon that curved into the velvety blackness just a mile away. The astronaut's voice was calm, confident, clear. "Houston, Tranquility Base here. The Eagle has landed safely.*

*Jonas awoke in the Giver's room, grinning in amazement.*



## “MY SUMMER EXPERIENCES” LOG (50 quiz points)

### Goal:

- Document five of your summer experiences via pictures, photos, stamps, postcards, etc..., accompanied by writing piece for each one.

### Guidelines:

- **Five pages.** A “page” consists of a photo, picture, postcard, stamp, or any other kind of visual representation along with a written entry in the form of a poem, diary entry, short narrative; or “interesting” informational piece about a place, an event, or anything unusual that you see or do. Include at least one of each kind of writing. Try to mix it up!

### Suggestions for framing your work:

- Pick a **theme** for your entry like “Things Unseen”, “People, Places, and Pigeons”, “Up Close and Afar”, “All Things Blue” (or red or green or any color), “Creature Feature”, “The Story Behind the Picture”, “Postcards”, etc...

The “My Summer Experiences” log should be completed on *Google Slides* - **only** - by the first day of school, at which time it will be uploaded to Canvas. This is graded for the quality of the visual component as well as the quality of the writing. *Everyone’s* log will be shared in class. Make yourself proud!