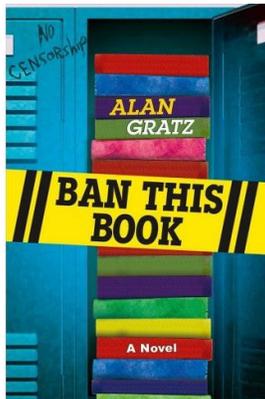


6th Grade Summer Reading and Writing

Summer is the perfect time to relax with a book. I like to put aside twenty to thirty minutes in the evening as a healthy life habit. I would prefer that you 'sip' your way through these books rather than 'gulping'. You will find your comprehension as well as your pleasure is deeper. Also, I recommend reading them and completing the activity for each book in this order.



- I. **Read *Ban the Book* by Gratz.** It is **IMPORTANT** that you read this book before you make your final selection from the list below. As you read, 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 document and print it out by the *second day of school*. (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 Ghost in the Tokaido Inn by Hoobler

Chapter 1

Abbreviation	Book Example	Response to question
W/W	"All religions may have some truth to them We must be sure not to offend any of the gods"	Seikei's father tells him this to remind Seikei to stay on good terms with everyone, especially the gods.
AHA	"Still," said Seikei," it would be better to be a samurai. To have everyone make way for for you."	Seikei realizes that his and his father's outlooks on the Samurai code are very different.
A/A	Samurai	I think this word occurs again and again to show the reader how much Seikei envies the samurai. The samurai way occupies his thoughts and conversations.

Chapter 2

Abbrev.	Book Example	Response to Question
C/C	Seikie's father says that he will not meet with the daimyo, yet he changes his robes and does so anyway.	I think Seikei's father likes to act like he is not interested in politics, but his visit to the daimyo speaks otherwise.

Chapter 3

No signposts.

Chapter 4

Abbrev.	Book Example	Response to Question
M/M	Seikei recalls the story of the <i>jininki</i> that he told to the girl in the garden.	This memory moment helps the reader recall the story so that Seikei's sudden nervousness about the night and the events that follow seem foreshadowed by the story.

II. Then, choose **one of the following** for your second summer novel. Each of these celebrated novels, at one time or another, appeared on an a banned book list:

The Call of the Wild by London

Julie of the Wolves by Craighead George

A Wrinkle in Time by L'Engle

Hoot by Hiaasen

Read this book for test comprehension and bring it to class the first day. You **don't need** to do Signposts unless you think it will deepen your comprehension. It will be an important part of our first two weeks of school.

“MY SUMMER EXPERIENCES” LOG - 15 formal assessment points
optional assignment



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 shared with me on **GOOGLE DRIVE**. 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! **Remember that this is OPTIONAL !**