

Summer Reading Packet

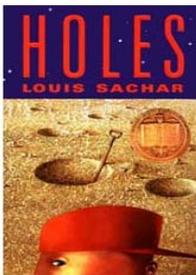
Grade 6

Throughout your summer vacation, you will need to read one of the following books and complete the attached assignments. This summer work will be due in your Language Arts class on the first day of class.

Select one of the following for your summer reading assignment:

Holes

By Louis Sachar

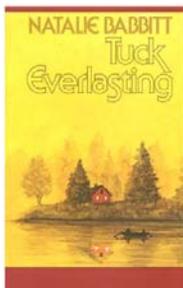


Stanley Yelnats, a boy who has bad luck due to a curse placed on his great- great-grandfather, is sent to Camp Green Lake, a juvenile detention camp, for a crime he did not commit. Stanley and the other boys at the camp are forced to dig large holes in the dirt every day. Stanley eventually realizes that they are digging these holes because the Warden is searching for something. As Stanley continues to dig holes and meet the other boys at the camp, the narrator intertwines three separate stories to reveal why Stanley's family has a curse and what the Warden is looking for.

Summary from www.sparknotes.com

Tuck Everlasting

By Natalie Babbitt



Doomed to - or blessed with - eternal life after drinking from a magic spring, the Tuck family wanders about trying to live as inconspicuously and comfortably as they can. When ten-year-old Winnie Foster stumbles on their secret, the Tucks take her home and explain why living forever at one age is less a blessing that it might seem. Complications arise when Winnie is followed by a stranger who wants to market the spring water for a fortune

Summary from www.goodreads.com

Summer Reading Activities:

- Activity 1 : Prediction Things to Come** *Using Text Clues to Predict – Chapter 1*
 - Activity 2 : Double Entry Journal** *Analyzing the Choices Made by the Character*
 - Activity 3 : Character Analysis Essay** *Compose an Essay*
- Grade 6 Summer Assignment**

Activity 1 Predicting Things to Come

Using Text Clues to Predict

Student Target: To use textual evidence to support a prediction based upon the first chapter of the book and the cover art.

After reading the first chapter:

Based on what you have read so far, which character do you think will experience the greatest change by the end of the book? Think about changes in physical circumstances, lifestyle, relationships, or thinking/values. Describe your predictions using textual evidence from the first chapter.

Grade 6 Summer Assignment

Activity 2 Character Chart

Exploring the Author's Craft of Creating a Character

Student Target: To critically read a text for the specific purpose of exploring how an author creates and develops a character.

Instructions: Review the following examples of characterization. Use the Double Journal Entry form provided to log how the author crafts the creation of the protagonist, the leading character, of your chosen text. Have a minimum of two entries for each chapter.

Characterization

Authors create characters in three basic ways: through author's narration, through comments and thoughts of other characters, and through what a character says or does.

Read the following three examples of characterization and note how the author creates the character.

The first excerpt illustrates **what the author can create through narration**.

Here the main character describes a boy who catches his eye in *Hoot*, by Carl Hiaasen:

The boy was straw-blond and wiry, and his skin was nut-brown from the sun. The expression on his face was intent and serious. He wore a faded Miami Heat basketball jersey and dirty khaki shorts, and here was the odd part: no shoes. The soles of his bare feet looked as black as barbecue coals.

The Second excerpt shows **how a character is developed by what one character says about another**.

Here the main character, Martyn, describes his aunt in *Martyn Pig*, by Kevin Brooks:

Think of the worst person you know, then double it, and you'll be halfway to Auntie Jean. I can hardly bear to describe her, to tell you the truth. Furious is the first word that comes to mind. Mad, ugly, and furious. An angular woman, cold and hard with wiry blue hair and a face that makes you shudder. I don't know what color her eyes are, but they look as if they never close. They have about as much warmth as two depthless pools. Her mouth is thin and fire engine red, like something drawn by a disturbed child. And she walks faster than most people run. She moves like a huntress, quick and quiet, honing in on her prey. When I was younger I had nightmares about her. I still do.

The third excerpt shows **how a character's own words and actions tell the reader about them**.

Here the narrator describes a day at school in *Eleven*, by Sandra Cisneros:

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth. "Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coat room for a month." "Not mine," says everybody. "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Maybe because I'm skinny, maybe because she doesn't like me, that student Sylvia says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

"That's not, I don't, you're not . . . Not mine," I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs. Price says, "I remember you wearing it once." Because she's older and she's the teacher, she's right and I'm not.

Grade 6 Summer Assignment

Activity 3 Character Analysis Essay

Compose an Essay

Student Target: To compose an essay that analyzes the protagonist, the main character, of the summer reading assignment.

Step-by Step: Read the content guide, the organizational guide, the writing directions and the rubric carefully before you begin reading the novel! After completing the novel, follow the guides and steps to write a multi-paragraph essay that analyzes the protagonist of the novel.

1. Prewriting/Planning

Begin by examining the ways in which the protagonist has changed. You have already considered some of the changes in the main character of your book as you logged in your Double Journal Entry. Review your work. Complete the graphic organizer below to help you pinpoint how the protagonist has changed.

2. Planning

Use the following outline to guide you as you plan the organization and the evidence to include in your essay. More specific directions follow the outline. Keep your purpose in mind as you write this first draft.

- A. The *introduction* includes a thesis statement.
- B. Each *body paragraph* includes a topic sentence and sentences with supporting details and commentary. Since commentary is your analysis, you may include more commentary than details or examples in your character-analysis essay.

Topic Sentence: an idea supporting the thesis.

Example/Detail 1 from the text
Commentary about Example/Detail 1 – analysis of the example

Example/Detail 2 from the text
Commentary about Example/Detail 2 – analysis of the example

Example/Detail 3 from the text
Commentary about Example/Detail 3 – analysis of the example

C. *Concluding Sentence*: a look back at the thesis, a look forward to the future, and/or a reflection on the significance of the thesis idea.

3. Consider language as you begin. Literary analysis essays are most often written in third-person point of view. That is, you do not use “I” statements in your commentary. For example, if you want to say “I think Stanley changed significantly,” you simply write your sentence as “Stanley changed significantly.”

4. Drafting

- Begin your essay with an introduction that includes a thesis statement. Your thesis statement should clearly state that your protagonist has experienced some significant changes throughout the course of the novel and indicate what may have contributed to those changes.
- Begin the first body paragraph with a topic sentence describing your main character at the beginning of the novel. Use at least three details or examples from the beginning of the novel. Then provide commentary on how the details support your topic sentence. Use transitions to show when or why things happened.
- Begin your next paragraph with a topic sentence stating how another character affect the protagonist’s change. Ask yourself, “How does the relationship between the two characters make the protagonist a better person?” in the rest of this paragraph, provide textual support for your opinion. Use at least three details you have noted in your graphic organizer about the relationship between the characters. Explain the importance of the details with commentary. Include transitions that show cause and effect.
- Next, start your last body paragraph with a topic sentence stating how the protagonist has changed by the end of the novel. Then, complete the paragraph using at least three details and examples from the novel, and include commentary on how these details support your topic sentence.