

Summer Assignments Cluster II Language Arts 2017

Incoming Grade 4 (2017-2018 School Year)

Part 1: Setup your “Fresh Grade” Account for the 2017-2018 School year using the information flyer and code provided. If you are new to the school, this information will be provided to you via email or upon the start of school.

Part 2: Choose **at least one** of the following Sunshine State books to read over the summer:

- Night of the Living Worms by David Coverly
- The Vanishing Coin by Kate Egan & Mike Lane
- Willy Maykit in Space by Greg Trine

Part 3: **Feel Me Out!**

a. For this activity, please consider the following:

- a. *Making connections* with characters is an important reading strategy that helps keep a reader focused on the text. When connections are made, a reader identifies similarities between themselves and characters in the books. This could include physical traits, thoughts, beliefs, feelings, ideas, or even experiences. The reader can also identify similarities between characters in the book and other people.
- b. Attempt to make three connections (between your life, who you are, or your experiences, thoughts, or feelings) with characters in the text. Write a paragraph for each connection made, to explain the connection itself and provide details to support what you found.
- c. For EP/Gifted Students 4th Grade students: Design a collage of words and/or images that reflect the connections you were able to make in the text. OR Think about the big ideas or lessons learned from the text and make a video clip to communicate what you learned.

Incoming Grade 5 (2017-2018 School Year)

Part 1: Setup your “Fresh Grade” Account for the 2017-2018 School year using the information flyer and code provided. If you are new to the school, this information will be provided to you via email or upon the start of school.

Part 2: Choose **at least one** of the following Sunshine State books to read over the summer:

- Castle Hangnail by Ursula Vernon
- A Whole New Ballgame by Phil Bildner
- The Hero Two Doors Down by Daryle Connors

Part 3: **Imagine That!**

a. For this activity, please consider the following:

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- a. Authors often do a great job providing descriptive details to help the reader to visualize what is happening in the text. There are several ways that authors do this, through the use of literary devices and figurative language.
- b. Based on your reading, find at least **5** examples of description in the text that helped you to visualize it, or see it in your mind. Use these ideas to write an expository essay to explain how these examples helped you to better understand what you read. Identify these in your writing and also explain why you selected them. (Some examples include: similes, metaphors, imagery, hyperbole, alliteration, personification, etc.).
- c. For EP/Gifted 5th Grade students: Create a 3-d model of a visual element that you learned in the text. For example, you might use toothpicks or Popsicle sticks to form a house that is as red as a tomato. This is a simile and also gives you a visual that you can create a model of. Be creative and use any visual element.

Cluster 2 Social Studies
Summer Project - 2017

For your summer Social Studies Project you will be choosing a person *from American history that you find intriguing*. By intriguing, I mean that this person interests you and you'd like to learn more about them. It might be because they had similar interests to yours, or were interested in things that you've never thought about before. It might be because they made a difference in history that is meaningful to you. There are many reasons why and how you could make this decision.

Over the summer you will read a biography or autobiography of the person you selected that is at least 100 pages in length. You may also need to do additional research. When you return to school in August you will be a part of our American History Wax Museum. You will dress like the person you have read about and in true wax museum fashion you will tell your story to visitors who come by. Since you will be a wax figure you may only speak and may not move.

You will need to tell visitors the following:

- Who you are
- When you lived
- Your contribution(s) to American History (in detail)
- Your monolog must be at least 2 minutes in length

When it comes to costuming - please do NOT spend money renting or buying an expensive outfit, and unless you LOVE sewing, please do not design and sew a costume. I would prefer that students and parents brainstorm and use garments/props that they have at home already. Any props that could be considered controversial or unsafe (representation of a rifle for Annie Oakley, etc.) need to be checked and approved by Mrs. Roxbury before sending them to school. You will also need to be very careful to represent other cultures with respect & accuracy.

We will discuss the details of the actual performance once you return to school in August. This is a summer assignment, so please expect the performance to take place during the first few weeks of school. The only item you will need to bring on the first day of school is the attached from.

Happy Reading!

Wax Museum Data Sheet

List a few historic figures in whom you are interested?

1.

2.

3.

What about them interests you?

Who have you selected a read about?

What do you already know about this person?

What book have you decided to read?

On a separate sheet of paper, please summarize what you learned about this person.