

All rising 5th and 6th grade students are required to read two books.

Due Date: First Day of School

BOOK 1: Historical Fiction

Number the Stars by Lois Lowry

BOOK 2: Mystery

From the Mixed-Up Files of Mrs. Basil E. Frankweiler
by E. L. Konigsburg

Assignments Due the First Day of School:

Book 1: Complete the Star of David Story Web

Book 2: Complete the graphic organizers and literary questions.

Summer Reading for Fifth and Sixth Grade

Number the Stars by Lois Lowry

Essential Question: How can courage be recognized in times of war?
Do we have a duty to risk our own safety in order to protect the powerless?
How are we transformed by our experiences?

Objective: Students will look at how courage, resourcefulness, and discrimination play a role in times of war by reading *Number the Stars* by Lois Lowry

Procedure over the summer:

1. Read the novel *Number the Stars* by Lois Lowry
2. Complete the attached book report- Star of David Story Web.

Classroom Activities

During the first couple of weeks of school, students will complete several activities examining how moral responsibility may require risking one's personal safety. All students will take a written comprehension test for *Number the Stars* by Lois Lowry

Name _____

Number The Stars Project

Star of David Story Web

The Star of David has six points and is composed of two intersecting triangles. It is a symbol that has been used throughout the centuries to represent the Jews. For this activity, you will use the Star of David as the center of a story web to represent an overview of *Number the Stars*. Use the following information to make the star and to complete the web.

Choose the appropriate material to construct a pair of identical equilateral triangles. You may cover them with foil or paint them gold. Overlap them to form a Star of David. Glue the triangles together. Mount the star on a piece of tag board or poster board and place it in the center of your story web.

In the center of the star, write the title of the story. At each of the six points, write one of the five W's and How of a good reporting. Write *at least* one paragraph detailing each of the six points.

Who? (Are the main characters)

What? (Did they do)

When? (Did this happen)



Where? (Did this happen)

Why? (Was the story written)

How? (Did the story develop and conclude)

Once this information is recorded, be creative and draw some characters, symbols, or scenes from the book. You will be graded on creativity, spelling, grammar, content, and sentence structure.

Summer Reading for Fifth and Sixth Grade

From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg

Essential Question: How are artists and authors similar?

Objective: Students will examine the similarities and differences between literary authors and artists.

Procedure over the summer:

3. Read the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg.
4. Complete the attached graphic organizers:
 - ◆ Character Analysis Chart
 - ◆ Note-Taking and Summarizing Chart
 - ◆ Object Description Chart
5. Complete the literary response questions that explore the novel's point-of view, plot development, foreshadowing, and critical thinking skills.

Classroom Activities

During the first couple of weeks of school, students will complete several activities examining the similarities and differences between literary authors and artists. All students will take a written comprehension test for *From the Mixed-Up Files of Mrs. E. Frankweiler* by E. L. Konigsburg.

NAME _____ DATE _____

Character Analysis- **Due the first day of school.**

Directions: To help you remember each of the characters, fill in the following chart describing the main characters of the book.

| Character | Brief description of physical and personality traits |
|------------------------------|--|
| Claudia Kincaid | |
| Jamie Kincaid | |
| Mrs. Basil E. Frankweiler | |
| Saxonberg | |

NAME _____ DATE _____

Note Taking and Summarizing- **Due the first day of school.**

Directions: For Chapters 1-10, use the chart below to help you keep track of your reading. Summarize the setting and then summarize each major event in the chapter. Try to keep your summaries short- a few words or phrases. You do not need to write complete sentences.

| | Connect In this space, write down anything that you find familiar: either a situation you have experienced, a character that reminds you of someone, or an event from the story that is similar to something you have already read. | Summarize Retell, in your own words, the action and important details of your reading. |
|----------------------|---|--|
| Chapters 1 -2 | | |
| Chapters 3 -4 | | |

| | Connect | Summarize |
|---------------|---------|-----------|
| Chapters 5-6 | | |
| Chapters 7-8 | | |
| Chapters 9-10 | | |

NAME _____

DATE _____

Object Descriptions- Due the first day of school

Directions: Provide a brief description for the following objects in the book.

| Object | Provide a brief description of the object. |
|--|---|
| Museum of Modern Art | |
| Sarcophagus | |
| Angel Statue | |
| Italian Renaissance Room | |
| Egyptian Room | |
| Library on 42nd Street | |
| Donnell Branch Library on 53rd St. | |
| Grand Central Station | |
| Fountain | |

NAME _____ DATE _____

Literary Response Questions- **Due the first day of school**

Directions: On a separate sheet of paper, answer the following literary response questions in complete sentences. Edit your responses for proper grammar conventions. *You may type your literary responses using Times New Roman 12-pt.

1. **Point-of view:** Who is telling the story?
2. **Plot:** How does the New York Times article connect Claudia and Jamie to Mrs. Frankweiler?
3. **Foreshadowing:** How does the author foreshadow the file that holds Mrs. Frankweiler's secret?
4. What does Mrs. Basil E. Frankweiler mean when she says some people learn all too well how to be near but never part of a group?
5. What do Claudia and Jamie feel they can give Mrs. Basil E. Frankweiler in return for her generosity to them?
6. **Cite at least one example** as evidence that Claudia and Jamie changed during the course of the story.
7. Although the story ends shortly after the children meet Mrs. Frankweiler, do you think they will keep their end of the bargain, or tell the secret?