



Literature and Wilson Summer Packet 2023

This packet is intended for students
entering 6th, 7th, and 8th grade

This packet includes summer Literature work covering vocabulary skills, fluency, and comprehension. Our goal is to promote a love for reading and maintain the learned skills from the 2022-2023 school year.

#1. Independent Learning Activities
FOR VOCABULARY

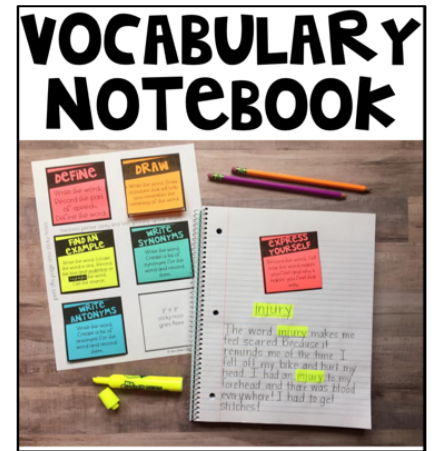
1. Independent Learning Activities FOR VOCABULARY (attached)

What to work on:

- Understanding everyday vocabulary.

How:

- Create a word of the day flip book:
 - Words are everywhere and we interact with them daily! For this activity, search for 2 new and exciting vocabulary words to focus on for the week. Next, choose one activity to do ---- with each word in a composition notebook.
 - *Remember that vocabulary words you choose should be relevant to your life and to your learning.



#2 Independent Learning Activities FOR FLUENCY (attached)

What to work on:

- High frequency words: reading and spelling
 - Students will need their own set of Word Cards or index cards (Some students may have made high frequency word decks during the school year or they will need to make their own)
- Oral reading using stories, word lists and phrases (attached)



How:

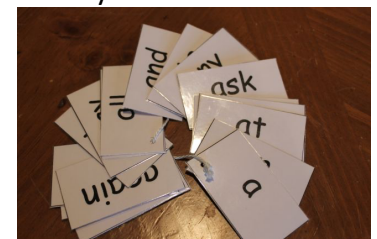
1. Practice reading your high frequency words and phrases.
2. Use pre-scooped Wilson passages to practice oral reading for the summer. After you read the story try one of the following activities:
 - a. "Once Again" – Using a passage you've read, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
 - b. "Act it Out!" – Using a passage you've read, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Then, practice acting out the story – either alone or with a friend or family member. Perform it in front of an audience once it's stage ready!



- c. "Record It!" – Using a passage you've already practiced, practice reading it out loud three times. Record each reading, then listen to the recordings. Did you improve each time it was read? Could you improve even more if you read it out loud a few more times?

3. Practice reading and spelling your High Frequency Word Cards then do an activity below:

- a. "Beat the Clock" – Set a timer for one minute. Then, take a stack of 30 high frequency word cards. Start the timer and read your words quickly and accurately. Can you read all 30 words before the timer goes off? If not, practice until you can. Then, do the same thing with 45 words.
- b. "Trace, Flip, and Spell" – Select a high frequency word card. Read the word, then, using your finger, trace each letter while naming it. Say the word again. Next, flip the card over. Once again, form each letter with your finger, this time from memory, while you orally spell the word. Last, turn the card over and check your spelling. Repeat this same procedure with several words.



- c. “Put it in a Phrase” – Select a high frequency word card. A phrase is a small group of words that work together in a sentence, but they don’t form a complete sentence. For example, “both of us” or “from the child”. It’s not as easy as it looks! Select several high frequency words to try this with, one at a time. Write your phrases down.

#3 Independent Learning Activities FOR COMPREHENSION (attached)

What to work on:

1. Comprehension – comprehension strategies
 - a. Think-alouds - (use reading stems included in this packet to further your thinking)
 - i. Use the reading comprehension process skills of summarizing, predicting, visualizing, and questioning, through think aloud prompts.
 - b. Read & Respond
 - i. Build and develop working knowledge of language arts skills through a project (attached)

How:

1. Reading: Read books of interest from your assigned reading levels and keep a reading log. (attached)
2. Complete a Project Based response to 1 book you read this summer:
 - a. Project based learning engages you in projects and allows you to construct your own knowledge while making authentic projects that answer questions about what you’re learning about. Choose one project from the three listed in the comprehension section.

Middle School Vocabulary Notebook

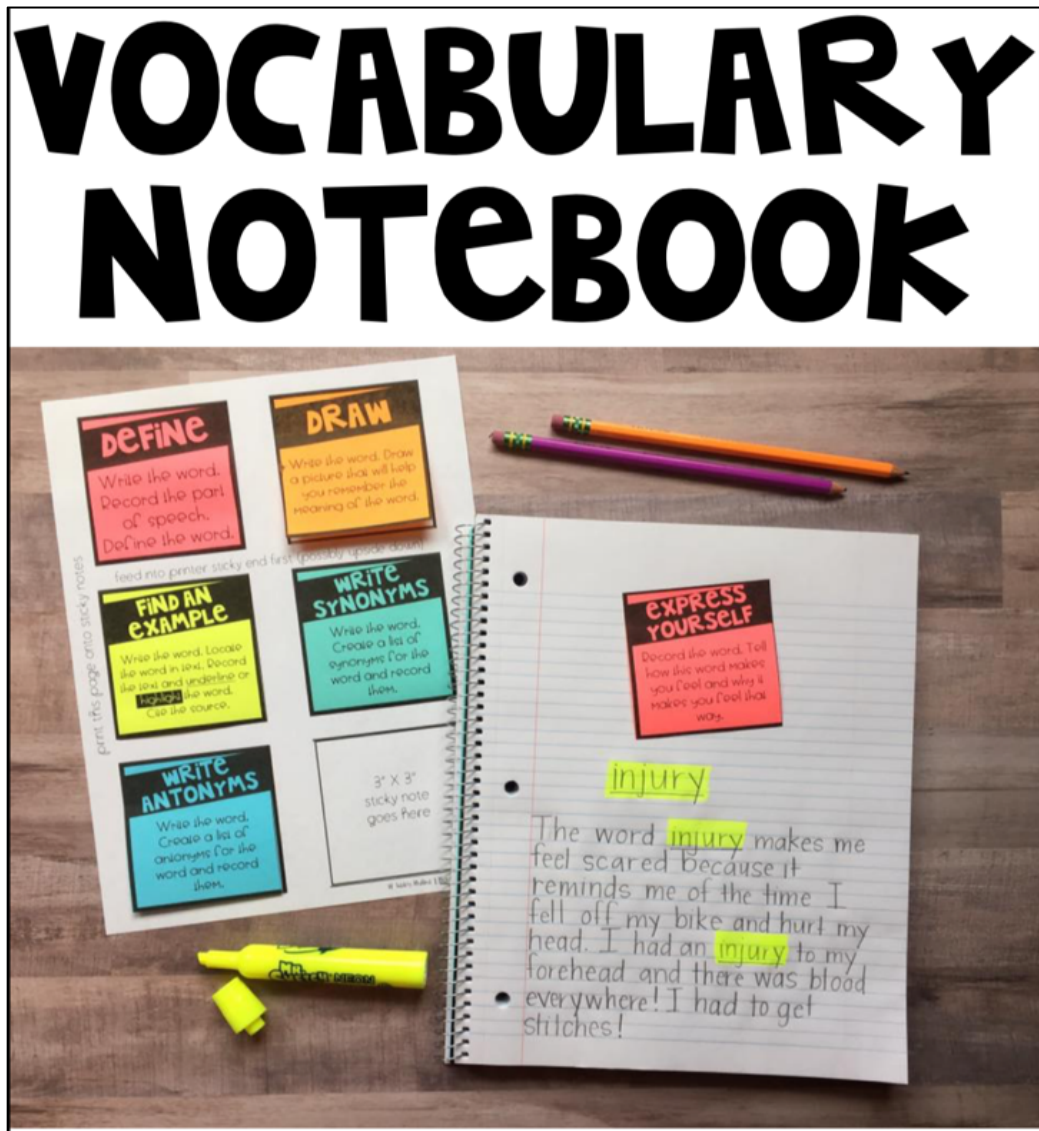
Independent Learning Activities FOR VOCABULARY

What to work on:

- Understanding everyday vocabulary.

How:

- Create a word of the day flip book:
 - Words are everywhere and we interact with them daily! For this activity, search for 2 new and exciting vocabulary words to focus on for the week. Next, choose one activity to do ----with each word in a composition notebook.
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GET YOUR SHOP ON!

Write your word at the top of the page. Make a shopping list of items that you would purchase to go with your word.

#HASHTAG

Write your word. Draw 1-3 pictures that would use your word as a hashtag on social media.

CURATE A COLLECTION

Write the word. Create a collection of words and/or pictures that you associate with the word.

FREE ASSOCIATION

Write the word in the middle of a word web. Off of each branch, write other words that come to mind when you think of the word.

TEXT-TO-SELF CONNECTION

Write the word. How do you connect with this word on a personal level? Write about it.

TEXT-TO-TEXT CONNECTION

Write the word. How do you connect this word with text or words that you've read? Write about it.

DEFINE

Write the word.
Record the part
of speech.
Define the word.

DRAW

Write the word. Draw
a picture that will help
you remember the
meaning of the word.

FIND AN EXAMPLE

Write the word. Locate
the word in text. Record
the text and underline or
highlight the word.
Cite the source.

WRITE SYNONYMS

Write the word.
Create a list of
synonyms for the
word and record
them.

WRITE ANTONYMS

Write the word.
Create a list of
antonyms for the
word and record
them.

EXPRESS YOURSELF

Record the word. Tell
how this word makes
you feel and why it
makes you feel that
way.

OVERHEARD

Write the word. Imagine a conversation between two or more people that would involve the word. Record the conversation and underline the word in the dialogue.

WRITE AN ALLITERATION

Write the word.
Use your word in an alliteration.
Underline it.

A POP OF POETRY

Write the word. Create a poem that uses the word.
Underline the word. (It doesn't have to rhyme!)

MAKE A SIMILE

Write the word.
Write a simile that uses your word.
Underline the word.

MAKE A METAPHOR

Write the word.
Write a metaphor that uses your word.
Underline the word.

WHAT DO YOU SENSE?

If you could experience the word with your 5 senses, how would it look, smell, taste, feel, and sound? Explain.

guess THE WORD

Write the word and cover it up with a sticky note. Write and/or draw clues that could help someone guess what your word is. Have a friend guess the word!

TEXT-TO-WORLD CONNECTION

Write the word. How do you connect this word to a real work occurrence?

#2. Independent Learning Activities

FOR FLUENCY

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 1

Substep 1.3	the a	and	was	is his	I
Substep 1.4	to into	do does	of	you your	shall
Substep 1.5	me he she we be	are	as has	or for	want
Substep 1.6	they	have	one	from	both

STEP 2

Substep 2.1	her	were	how now	could would should	asked
Substep 2.2	who	what	where here there	when which	why by my try
Substep 2.3	some	come comes coming become becomes becoming	any anywhere anyone anything many	been	put putting
Substep 2.4	out about	their	front	said	only
Substep 2.5	too two	no go so also	very every everywhere everyone everything	each	work word world

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 3

Substep 3.1	full pull pulled	push pushed	month	first	number
Substep 3.2	new	other another	after	over under	down
Substep 3.3	Mr. Mrs.	know knew	walk talk	water	right write
Substep 3.4	day today may way away	say says	always	people	our hour
Substep 3.5	through throughout	friend	often	called	great

STEP 4

Substep 4.1	use uses using used	move moved remove removed	taste waste paste	none done	sure
Substep 4.2	never ever however whenever wherever	cause because	goes going	took look good book	food
Substep 4.3	nothing	please pleases pleased	together altogether	year	once
Substep 4.4	important	again against	place	part	found sound around

Wilson Reading System® High Frequency Words Sequence Steps 1-6

STEP 5

Substep 5.1	several	thought bought brought ought	three four fourth	before below between	different
Substep 5.2	own owner owned	house houses	toward	heart	learn learned
Substep 5.3	woman women	beautiful	pretty	don't	person
Substep 5.4	father	mother brother	sister	daughter	son won ton
Substep 5.5	family families	soon	almost	early	since

STEP 6

Substep 6.1	minute minutes	answer	few	school	love above
Substep 6.2	earth Earth	America American	island	ocean	mountain
Substep 6.3	eight eighth	lose loses losing	large	follow	laugh laughter
Substep 6.4	double trouble	triple	though although	during	ready already

Fluency Practice for students
who have completed
Step 1

Pam

pans

shops

lips

pills

jogs

rats

cubs

wigs

wish

sheds

wax

shut

fox

nuts

decks

Jack

pals

toss

chins

STUDENT NAME				
DATE				
TIME • 20 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

zups wegs baps mips cheds

tods duts sans lems rills

jops kigs gans vams shids

thons wubs pugs hets foms

STUDENT NAME				
DATE				
TIME • 20 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

dolls packs Bess call Dan

mugs pans quits zaps beds

rich whip hills kits ships

walls fell off puffs than

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

whibs chots biffs daths zums

shens mabs thubs suts vids

wegs zats deps pobs dems

vibs sots libs quibs yuts

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

on the mat on his neck had a rash in the sun in the well
 get the subs on the ship to the mall with the pups on the path
 in the den for a bath in the hip to the mop on that quiz
 in the mud in the ribs at the docks in the fog for a fig

STUDENT NAME						
DATE						
TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors	Errors	Errors
	Total	Total	Total	Total	Total	Total

on his lips had a bath on the path on the cots for a bath
 on the rugs had a shot got the hens get the fish in the shed
 with his nets at the shop fill the tub in the web up the hill
 for his dad is a mess in the hall on the beds at the mill

STUDENT NAME			
DATE			
TIME - 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

a the to what both

push put son won has

his is of this us

was pull shall a the

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

to what both push put

son won has his is

of this us was pull

shall a the to what

STUDENT NAME				
DATE				
TIME • 20 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Fluency Practice for students
who have completed
Step 2

stung skunk crept branch stumps

grunts crafts drift crisp blimps

straps scrap strong scrubs spring

bang skimps bunk lungs honks

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

kings sunk splash chest gust

flop vest brush tests camps

next chunks pinch shelf swim

drags pranks blends print plants

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

stust glont thrasp frist twend

brinch flong bresk plomp quink

scrill blempt strag strunt plimpt

shomp grall fliss smold thild

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

shrent thrasp squomp flamp brent

frist plong twost glank slamp

drinch bresk frast stemp grimp

grempp strang stropt sploss scrund

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total

with the string sink the ship was so kind in the cold off the shelf

in the crib of the junk on the bench at the rink bring the ball

on that frog for the band on the ship clinch the win from the trap

sing a song to the dump with the brush on that stump in the tent

STUDENT NAME						
DATE						
TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors	Errors	Errors
	Total	Total	Total	Total	Total	Total

in the draft on the sand on the post with the strap in a clump

at the dump to the child on the bench did not scold on the crab

in the band for the class on the colt on that trip in the spring

on the stump on this dress up the steps in a flash in the tents

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DATE						
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	Errors	Errors	Errors	Errors	Errors	Errors
	Total	Total	Total	Total	Total	Total
	-	-	-	-	-	-

from want chalk comb half

salt talk walk wolf cost

lost wind friend front want

from want chalk comb half

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a the to what both

push put son won has

his is of this us

was pull shall a the

STUDENT NAME				
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	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Fluency Practice for students
who have completed
Step 3

conduct subject crickets objected distracting

expect insect athletic Thanksgiving establish

penmanship fantastic inhabit Wisconsin rented

drilling grunted shrinking twisted punishing

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

insisting expected singing unlisted splashing

topic rockets insist pollen tickets

album exit locket relish spandex

tonic solid velvet lemons tonsil

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

comvig queblet exvim shupnest shiblent

chinfrob frentlap thibsel trendid enflonted

clupnet thipnested instom timplet contimp

stromplim extrib vambithing admest gospen

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

vamtish fetneg exvim queblet gushim

dothbet famjan nixib comvig quislet

axbiming tuplet shotlet taltic musfit

galnic optil pinmus napfin hobnum

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

in the basket upset with Jill publish the script hotdog with relish lots of talent

with the basketball scolded the kids submit the plans in the pigpen to contact Glen

at the Atlantic twisted his leg had the catnip at the wedding extend the wall

in the contest got the suspect on the summit with Justin to the dentist

STUDENT NAME			
DATE			
TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total
-	-	-	-

disrupt the class on Thanksgiving with the basketball rented the truck brushing the dog
 in his pockets inspect the desks dumping the trash in the sandbox clinching the win
 is from Wisconsin for the check-up in the handbag singing the song for the tomcat
 on a picnic in a nutshell at sunset in the bathtub finish the job

STUDENT NAME			
DATE			
TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total
	-	-	-

often listen almost island a

the to what both often

push put son won has

his is of this us

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

listen almost from want chalk

comb island salt talk was

often almost wind friend front

listen a cost to island

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Fluency Practice for students
who have completed
Step 4

admire

dives

trombone

inside

clambakes

give

impressive

prunes

dislike

compare

effective

stampede

grapes

landslide

complete

postpone

complete

bagpipes

explode

slopes

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	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

ape

cube

vase

jokes

rakes

haze

stole

sane

daze

throne

flagpole

invite

sunstroke

fishline

hemline

olive

extreme

captive

distribute

entire

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

fline

blate

trenzime

glibe

vime

enslive

dreve

exbale

oppreve

quipe

exjope

scole

filkipe

colgrone

jire

prane

spive

disfume

rettume

imbode

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

draze fline capsate transdope disfume

frope constive vilmite dispote plebmat

gake wose trenzime explobe laxtile

nole grude exbale drenzime pulvene

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

dislike that joke compose the song lots of rules time for lunch to the game

with James for his classmates on the plane in that state in his store

postpone the job on the scale to his name on the pavement is quite disruptive

at the drive-in in the basement with a handshake inflate the raft on the stove

STUDENT NAME				
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TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total
	-	-	-	-

on my plate on his throne in that hole is quite active recognize the man

to the lake illustrate this tale in the maze get a prize in the bonfire

invade the tribe dislike this mess in a daze compose the song to his name

on the date rent the costume in that state on the scale invade the tribe

STUDENT NAME			
DATE			
TIME - 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total
-	-	-	-

are come done gone none

one clothes dove eye glove

a to friend half sure

prove often machine love lose

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

shove taste waste promise island

wind front glove minute police

walk lost shall put son

are a shove whole promise

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Fluency Practice for students
who have completed
Step 5

arise

abandon

awaken

alive

Alaska

substitute

apricot

continent

cavity

investigate

pantry

pretending

zero

protest

behave

skyline

prevented

banjo

frozen

robot

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

demand handy zany granny melody

duty absolute beside holly puny

lazy locate basin bunny educate

comprehend microscope impolite tuxedo protect

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

stry ploshent plo streblent blizza

spru frolipe cle ploshent plo

fru brytome brenty trumepe scra

plu rebelt moty ploton spro

STUDENT NAME				
DATE				
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	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

clo tridem za frolope mo

blocha delum thabty glosop spo

stebby trymest cre crozump bu

twy strebent fru brytome clo

STUDENT NAME				
DATE				
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at the hotel awoke the baby pretend to cry did not relax protect the pup

polite in class in the lobby amaze the class must not hesitate get a refund

substitute in class drill my cavity with candy state of Alaska plant the tulips

did not behave for a pony ride did not respond is extra polite donate this cash

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	-	-	-

protect his skin develop a skit Jason and David at the motel on the rodents

that fragrant smell deflate the raft in a moment this lumpy gravy an Irish jig

for a pony ride is so jolly cry at bedtime with the candy in the pantry

like this program with the microscope the big event had a flu shot with the students

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	Errors	Errors	Errors
	Total	Total	Total
	-	-	-

who

buy

lie

chocolate

animal

become

almost

nothing

woman

buy

pretty

only

also

the

pie

many

two

listen

busy

beauty

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

want

walk

listen

become

honest

do

the

buy

oh

honest

are

love

pretty

mosquito

above

remove

who

into

nothing

women

STUDENT NAME				
DATE				
TIME • 20 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Fluency stories for
steps 1-6

Hot Dogs and Pops

Sam sells a lot of hot dogs and pops on hot days.
 When it is hot, kids get lots. Then Sam gets lots of
 cash. When it is not hot Sam has a bad day. So, Sam
 will wish for the sun.

STUDENT NAME				
DATE				
TIME • 25 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 42 Items	/ 42 Items	/ 42 Items	/ 42 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Tim and Ed

Tim and Ed had a ball and a net, Ed got the net up on the shed, Tim sunk the ball in the net, Then Ed got the ball and he did a dunk shot.

When Tim got the ball, Ed did yank it from him, Ed then hit a long shot to win!

STUDENT NAME				
DATE				
TIME • 25 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 54 Items	/ 54 Items	/ 54 Items	/ 54 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Alfred and the Dentist

Alfred had to go to the dentist at the clinic. He told his dad that he did not wish to go.

“Do not be upset and panic, Alfred,” said Dad.

“You will be fine.”

“I still wish I did not have to go. I tell you, it is not much fun.” “The dentist will just check and floss your teeth. I insist that you go. You will see that it is not a big problem. Trust me.”

STUDENT NAME				
DATE				
TIME • 35 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 77 Items	/ 77 Items	/ 77 Items	/ 77 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

The Cactus Plant

Mom had lots of plants in her home. Most of them did thrive. Then Jim hid the cactus plant in the drapes for a prank. Mom did not miss it. Jim did not think of the plant and it was still hidden in the drapes. It felt neglect. The sun did not shine in that spot. It was in the shade and there was a cold draft.

At last Mom saw the cactus plant. There was not much life left to it and she was quite upset! It was just a prank. The neglect had been unintended, but still, Mom was mad. Was there hope for the plant? Mom gave it a sunbath and it came back to life. The cactus was uplifted and Mom was glad at last.

STUDENT NAME				
DATE				
TIME • 60 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 129 Items	/ 129 Items	/ 129 Items	/ 129 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

The Pony Ride

Betsy was five years old. She had a life-long wish to go on a pony ride. She had made this request many times. At last, her daddy came home and said, "Betsy, let's go on that pony ride."

Dad, Mom, and Betsy went for a long drive to a big ranch. Then they went to see the pony. Betsy did not run up to it. She hid behind her dad and acted shyly. It took her some time to behave bravely. At last, Betsy got on the pony. A puppy ran with the pony, and Betsy had fun. On the way home, Mom said, "Let's stop to get a milkshake!" Betsy felt it was the all-time best day of her life!

STUDENT NAME				
DATE				
TIME • 55 SECONDS	/ 122 Items	/ 122 Items	/ 122 Items	/ 122 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

Todd's Best Moment

Todd was the best football player in the state. He could truly dazzle the fans. He could handle a rifle pass and run it in to score. The last game was a big one. Todd's team could get the title with a win. It began to drizzle, but that did not stop the team.

They met in the huddle. This was the last play. They had to score. Todd would get the pass. The pass went to Todd, and the fans yelled as he began to juggle the ball. He did not fumble! It would be a gamble to run up the middle, but Todd did it. An opponent jumped him but missed. Todd ran with incredible speed. At last he crossed the line! It was a score. Todd's team got the state title! They had to struggle to win, but they did it. The fans went wild, and it was the best moment in Todd's life.

STUDENT NAME				
DATE				
TIME • 75 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 158 Items	/ 158 Items	/ 158 Items	/ 158 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

#3. Independent Learning Project Based Activities

FOR COMPREHENSION

#3 Middle school Independent Project based Learning Activities

FOR COMPREHENSION

Thinking aloud prompts : Questions you can ask yourself while you are reading:

- I'm thinking...
- I'm noticing...
- I'm wondering...
- I'm seeing...
- I'm feeling...
- That reminded me of...
- I'm remembering...
- I have a connection to...
- I have schema for...
- I can relate to...
- My guess is...
- Maybe...
- Perhaps...
- It could be that...
- This could mean...
- I predict...
- I infer...
- I wonder...
- Why...
- I don't understand...
- It confused me...
- How could...
- What if...
- What's important here...
- What matters to me...
- One thing that we should notice...
- I want to remember...
- It's interesting that...
- I'm picturing...
- I can feel...
 - smell...
 - taste...
 - touch...
 - hear....
- My mental images include...
- My most vivid mental image is...
Now I understand why...
- I'm changing my mind about...
- I used to think _____ but now I think...
- My new thinking is...
- I'm beginning to think...

Project Choice #1 Character Artwork

Your task is to create a puppet, sculpture, digital graphic, or a painting of one of the main characters in the story. Complete a character trait graphic organizer about the character and write a paragraph about what you believe the character might do at the turning point in the book.

1. Identify the book you read for the project.
2. Complete the character graphic organizer attached.
3. Decide if you want to create a puppet, a sculpture or a painting about the character of your choice. Your artwork should be homemade and created by you. Do not use store bought toys/puppets, and do not copy your character's likeness from the book cover or from another artist's rendition of the character.
4. Create your artwork about the main character in your story, or, for informational text, for the main person discussed in the text. Have your character/person hold something in their hand that represents them. Make sure that the artwork helps the viewer learn something about the characteristics of the character or person you are depicting.
5. Write a paragraph about an important scene in the book which should explain what you think your character/person might say if given a chance at the turning point in the story. Make sure that the speech is written in first person (as if you were the character or person talking).
6. Bring your final project by the first day of school.

Name: _____

Character Trait Graphic Organizer

What character traits do you notice about the character or person you depict in your project? Does the character/person display grit? Optimism? Curiosity? Zest? Self Control? Empathy? Or does this person/character display negative traits?

Character Trait	Explanation
Trait: Quote: Page #:	
Trait: Quote: Page #:	
Trait: Quote: Page #:	

Trait:

Quote:

Page #:

POSITIVE Character Traits

A character trait is a way to describe someone. It is their personality. These change slowly or may stay the same throughout a story.

Active	Fair	Patient
Admirable	Faithful	Peaceful
Adventurous	Fearless	Perseverant
Affectionate	Flexible	Persistent
Agreeable	Focused	Pleasant
Ambitious	Forgiving	Polite
Appreciative	Friendly	Popular
Athletic	Fun-loving	Relaxed
Attentive	Funny	Reliable
Brave	Generous	Respectful
Brilliant	Gentle	Responsible
Calm	Glamorous	Self-reliant
Capable	Gracious	Sensitive
Careful	Hardworking	Sincere
Charismatic	Helpful	Skillful
Charming	Honest	Smart
Cheerful	Honorable	Sociable
Clever	Hopeful	Strong
Compassionate	Humble	Studious
Confident	Humorous	Sweet
Conscientious	Imaginative	Tactful
Considerate	Independent	Talented
Cooperative	Intelligent	Tasteful
Courageous	Kind	Tenacious
Courteous	Knowledgable	Thoughtful
Creative	Logical	Tolerant
Curious	Loving	Trusting
Daring	Loyal	Trustworthy
Dedicated	Lucky	Understanding
Dependable	Mannered	Useful
Disciplined	Mature	Valiant
Easygoing	Modest	Versatile
Educated	Observant	Warm-hearted
Efficient	Optimistic	Wise
Energetic	Organized	Witty
Enthusiastic	Passionate	

NEUTRAL Character Traits

These traits are not necessarily positive or negative. Often they may depend on the context.

Bold	Mysterious	Sarcastic	Strange
Clumsy	Obedient	Sassy	Talkative
Competitive	Precise	Secretive	Thrifty
Determined	Protective	Serious	Timid
Fidgety	Proud	Shy	Tough
Fierce	Quick	Silly	Unpredictable
Inactive	Quiet	Sly	
Insistent	Rambunctious	Spontaneous	
Meticulous	Restless	Stingy	



NEGATIVE Character Traits

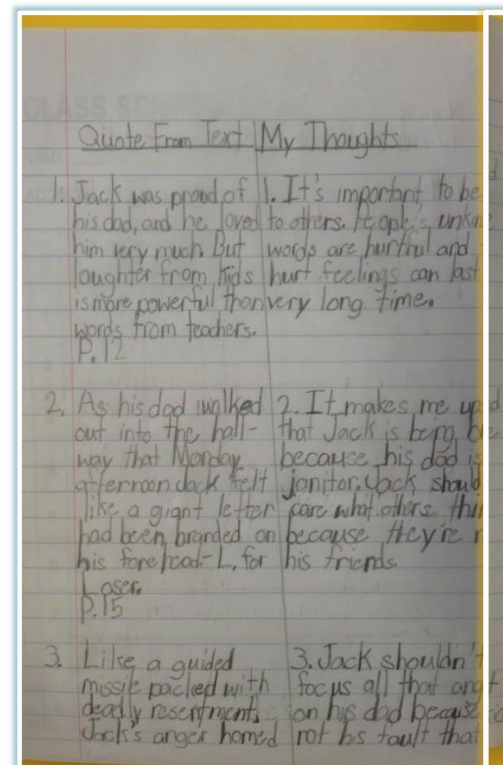
Aggressive	Distractible	Intolerant	Superficial
Argumentative	Evil	Irrational	Thoughtless
Arrogant	Foolish	Irresponsible	Touchy
Babyish	Forgetful	Lazy	Uncaring
Bossy	Greedy	Mean	Uncontrolled
Bratty	Grouchy	Moody	Uncooperative
Careless	Guilty	Noisy	Unfriendly
Childish	Gullible	Nosy	Unreliable
Cold-hearted	Hateful	Obnoxious	Unselfish
Conceited	Hopeless	Paranoid	Violent
Cowardly	Ignorant	Pessimistic	Vulgar
Critical	Immature	Picky	Weak
Cross	Impatient	Rowdy	Weird
Cruel	Impolite	Rude	
Dangerous	Impulsive	Selfish	
Deceitful	Inconsiderate	Sneaky	
Dishonest	Insensitive	Snobbish	
Disloyal	Insincere	Strict	
Disrespectful	Insulting	Stubborn	

Project Choice #2: Double-Entry Journal

Your task is to use a notebook, composition book, folder, or Microsoft Word to record your thoughts about and understanding of your summer reading book.



1. Put your full name and Title of the book on your Project.
2. Divide several pages of your notes book by drawing vertical lines down the center of your notebook.
3. Count the number of chapters in your chapter book and decide how many entries you will make in your journal. (Challenge yourself to do complete at least 5-8 entries. If there are more than 8 chapters— think about how would you chunk your chapters into 5- 8 entries).
4. Always show the page number on your entry.
5. On the left side of the entry, copy down a short quote from the text you are reading.
6. On the right side of the entry, Write a personal response about why you found the quote interesting or confusing. Explain your thinking.
7. Each personal response should be at least 3 sentences to make sure you have thoroughly explained your thinking.



Project Choice #3 Photo Collage

Your task is to create a small collage to represent the novel that you chose to read over the summer. This project can be completed as a collage poster OR some type of online photo collage maker.

1. Put your full name In the bottom left-hand corner.
2. Put the book title in the center of your project
3. Compile a selection of at least 15 images that show key elements from your story. You can include pictures that you cut from magazines, print from the Internet, or that you draw yourself.
4. Try to include very little whitespace on your poster. Use larger images if you can.



Some ideas for identifying key elements of the story:

- Words from the book that you didn't know or found interesting complete with definition and a page number where you found the word.
- Pictures of what you envision the characters to look like.
- A visual representation of the lesson the author is trying to teach you. What lesson does the author want you to take away from reading his/her book?
- Images that you visualized the setting to look like.

