



SPRINGER

Lower School & Middle School

Wilson and Literature Summer Packet

This packet is intended for students
entering 6th to 8th grade

This packet includes summer Literature work covering vocabulary skills, fluency, and comprehension. We aim to promote a love for reading and maintain the skills learned during the school year. *The idea behind the summer work is to partner **with** your child and model key elements already taught to your child this past school year. Modeling the strategies and oral discussions about their reading will help retain concepts for your students when they return in the fall.*

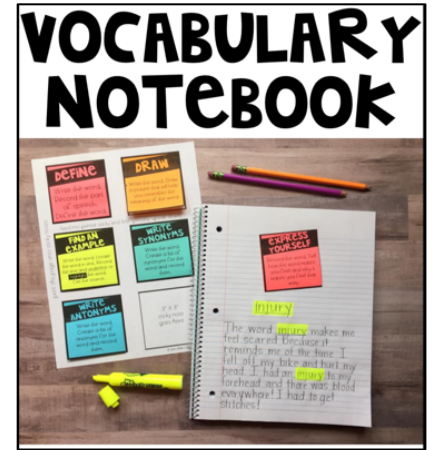
1. Independent Learning Activities FOR VOCABULARY (attached)

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 two 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 the vocabulary words you choose should be relevant to your life and 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 on the attached sheets.
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.

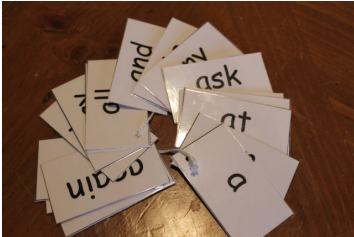


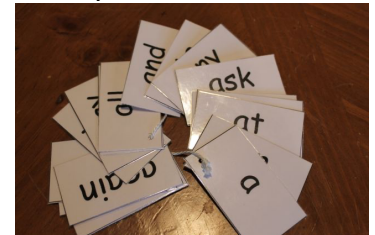
“Act it Out!” Using a passage you’ve read, read the story again—first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Then, practice acting out the story—either alone or with a friend or family member. Once it’s stage-ready, perform it in front of an audience!



- b. “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.
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- A photograph showing a pile of small, rectangular white cards scattered on a dark wooden surface. The cards have handwritten words in black ink. Some visible words include "ask", "nt", "p", "and", "un", and "is". The cards are slightly overlapping and fanned out.



- 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-aloud - (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 a 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.

#1. Independent Learning Activities
FOR VOCABULARY

Middle School Vocabulary Notebook

Independent Learning Activities FOR VOCABULARY

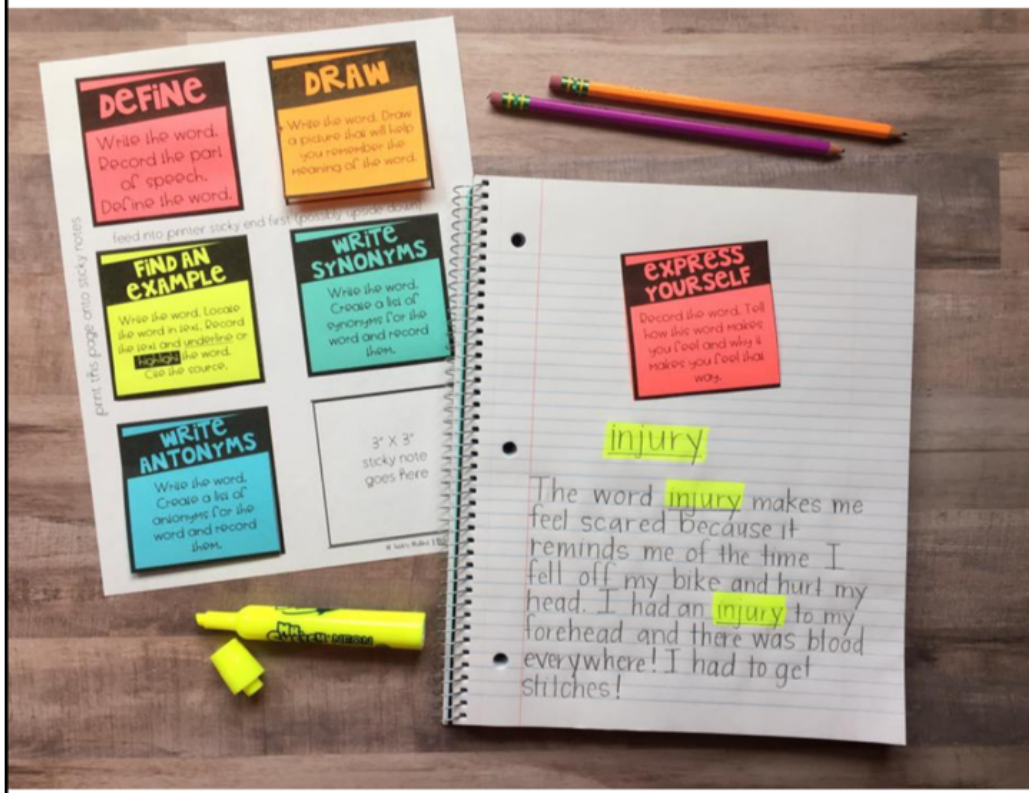
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 - *Remember that vocabulary words you choose should be relevant to your life and to your learning.

VOCABULARY NOTEBOOK



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

STEP 6

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

Wilson Reading System® High Frequency Words Steps 7-12

STEP 7

Substep 7.1	necessary	excellent	police	special especially	false
Substep 7.2	guess guest	length strength	change range arrange strange	stranger danger	orange
Substep 7.3	knowledge	watch	physical	science scientist scientific	college
Substep 7.4	national	themselves ourselves	half whole	whom whose	question suggestion
Substep 7.5	body anybody everybody nobody somebody	won't	usual usually	probably	either neither

STEP 8

Substep 8.1	cover discover recover	door floor poor	pour tour	mirror	hear heard
Substep 8.2	superior	vary varies variety	vocabulary	area	garage
Substep 8.3	environment government	experience	material	serious	period
Substep 8.4	iron	library	purpose	course source resource resources	court
Substep 8.5	color	search research	theory theories	guarantee	figure

Wilson Reading System® High Frequency Words Steps 7-12

STEP 9

Substep 9.1	roll poll toll	control	straight	certain curtain captain	chamber
Substep 9.2	money honey	company accompany	eye	beyond	hey grey obey prey survey
Substep 9.3	truth truly	issue tissue	shoe	tongue	broad abroad
Substep 9.4	actual actually	region	fashion	caught taught	fought sought
Substep 9.5	enough rough tough	young	touch	country couple cousin	thorough
Substep 9.6	prove improve approve approval	tomorrow	breathe	measure pleasure treasure	earn pearl
Substep 9.7	buy guy	Europe European	build built	guide	guilty

STEP 10

Substep 10.1	promise promised	average	courage encourage	language	machine machinery
Substep 10.2	purchase	magazine	shoulder	disease	muscle
Substep 10.3	salt	parent	guard guardian	calm palm	yeah
Substep 10.4	listen	fasten fastened	dozen dozens	wonder wondering	spirit
Substep 10.5	expertise	hypotheses	analyses	experiment experimental	alter alternative
Substep 10.6	among amongst	automobile	graduate	route routine	gasoline

Fluency Practice for Middle School

High-Frequency Word List practice

High-Frequency Word List practice

List 1

done

both

because

said

shall

pretty

down

goes

done

both

talk

walk

called

talk

before

friend

goes

pretty

full

walk

High-Frequency Word List practice

List 2

some

house

only

move

come

right

both

place

together

please

write

were

been

house

together

move

only

right

none

place

High-Frequency Word List practice

List 2

family

large

eight

change

could

carry

eight

every

city

night

something

where

night

large

something

change

carry

city

family

every

High-Frequency Word List practice

List 3

also	world	something	answer	often
------	-------	-----------	--------	-------

eight	one	carry	different	does
-------	-----	-------	-----------	------

work	answer	word	world	right
------	--------	------	-------	-------

water	place	different	family	night
-------	-------	-----------	--------	-------

High-Frequency Word List practice

List 4

city

answer

every

picture

mother

learn

brother

earth

move

none

write

different

father

brother

another

picture

mother

learn

father

earth

High-Frequency Word List practice

List 5

thought

great

school

country

says

city

many

America

any

away

school

very

thought

great

learn

country

other

family

away

America

Phrases 1

on his post

with the host

talk with him

the pretty trim

when she sold

for a scrap

for which child

find the shop

on the colt

all goes cold

on the branch

walk the hall

on the post

on my mind

with the class

both of us

with a shrug

bolt the lock

in that mold

was all done

Phrases 2

use the camper

ringing it again

to the cliff

in their lunches

checked the test

is the longest

with a golfer

bumped his leg

on his glasses

sure was smaller

the softest animal

chilled the glass

stand up please

not much thicker

tallest in class

is the fastest

used her dresses

leg swelled up

stuffed the bag

boxes of dishes

Phrases 3

know his kindness	against the wall	once a mascot	handful of nutmeg	in the cabins
know his dentist	for this slingshot	knew the limit	with a blindfold	fold the napkin
finish and polish	often will disrupt	always is upset	at the clinic	miss the exit
from the goblins	on the hopscotch	in that index	mimic the men	finish the test

Phrases 4

on his program	carry the gravy	had a banjo	change the baby	when she began
reminded the family	to the motel	relax at night	safety at home	the large pantry
rewind every tape	up the ivy	something is silly	a rose and tulip	protect his family
trolly through city	bravely did try	by the hotel	a cozy lobby	a funny gift

Phrases 5

the lake house	win the game	had a cane	on that pole	place the globe
only one kite	at my home	on this napkin	is quite lost	move the file
miss the sale	at the blaze	will pose together	for a smile	sun will rise
is a reptile	right on time	doze in class	from the plane	with that cube

Phrases 6

had a robin	contest against them	the British man	not until then	by her kindness
got the catfish	will often panic	insisted he knew	always at sunset	become a habit
punish for disrupting	missed the call	know was frantic	become a pumpkin	handful of snacks
relish and ketchup	once was splashed	finish the drink	with that shipment	mimic a chipmunk

Story 1

Skip is Sick

Skip sat up in bed. He had to get up. He had a big quiz in math, and he did not want to miss the bus. He had not slept well. He felt sick, and his skin was hot. He left his quilt on the bed and went to get his mom. Mom had a shock when Skip came in. He had a red rash on his neck. "Back to bed, Skip," said Mom. Skip went back and got in bed. Mom came in to check his temp. He was hot!

"I did pack your lunch, but I can not let you get on that bus," said Mom. "You will just have to miss the quiz." Skip slept the rest of the day. Skip had to rest all day. He slept a long time. Mom kept him in bed. She had him drink lots of water. He did not get up to play. The next day, Skip felt the best he had felt in a long time. It was a day off, too! He was glad that there was no class. He had a plan to fill his day with fun.

He went out to get on the swing. When he sat on the swing he felt a sting on his leg. He let out a yell! He swung at the bug and fell off the swing. Now, there was a bump on his chin and his leg began to swell. He did not get up fast. He swept the dust off his legs. The bump on his chin felt big and his leg stung. He had to limp back in. "Mom, I think I need help," he said. "That is a bad cut, Skip. I will get the stuff to put on it. Did you fall?" asked Mom.

"Yes, I fell," said Skip, "but I also got stung by a bug! I think I should get back in bed. I am not having much luck!"

Story 2 The Lost Colt

Beth had wanted a pet for a long time. When her mom and dad asked her what she wanted for a gift, she said, "A pet! The kind I want most is a small colt, but if I cannot have a colt, I want a dog or cat."

Mom and Dad wanted to get a colt for their child, but they did not know where to find one. They also did not have a stall. A colt could not be kept in the den! Then, a man at Dad's job told them he had one to sell. It could stay in his stall if Beth fed it each day. It was not at all wild and would be a fun pet for a child.

The man sold Mom and Dad the colt. The plan was to put it in the backyard and then bring it to the stall at the end of the day. Mom had a thick string on the colt so that it would not bolt off and get lost. When Beth got up, Mom and Dad put a blindfold on her and led her to the yard. When they got to the back, they took the blindfold off and said, "Here is your gift, Beth!" But, there was no colt - just a string! "Where is the colt? We must find it!" said Mom and Dad. The colt was lost.

Story 3

Wish Come True

Mom and Dad were shocked that the colt was not where they had left him. They checked the yard and the shed. They even called the man who had sold them the colt to see if it had gone there. The man went out and checked the stalls, but the colt was not in there.

Beth called the cops to tell them that the colt was missing. The cops felt that it was one of the oddest calls they got. They told Beth that no one had seen a small colt. Beth begged them to find the colt. The cops said they would do their best.

Beth felt sad. She had wished for a colt. Most wishes do not come true, but this one had. It is sad to have a wish come true and then bolt!

She had a pet colt but had not even met it yet. Beth hung her chin and began to sob. Then she felt something cold and wet on her neck. She sat up and there was her colt! She hugged him and he licked her hands. "Mom and Dad," she yelled, "My colt has come back!"

Story 4 Hopscotch

Hopscotch is lots of fun. It was invented a long, long time ago. It was not a fun game at that time. It was used to make the men in the British army stronger. There were lots of boxes in the old hopscotches. The hopscotch could be hundreds of feet long. The men had to hop in all the boxes with their splendid armor on. The strongest and fastest men finished first. The men who did not finish got upset. They knew they would be punished.

The British children wanted to mimic the men in the army. They made their own hopscotches.

Theirs were not as long as the ones the men used. They tossed small rocks onto the boxes and hopped to the end. When the children played, it was all for fun. Even now, there are children who think hopscotch is a blast!

Story 5

Babe Ruth

On a hot day in June it is fun to go to a baseball game. Many kids in Boston like the Red Sox. Lots of people go to the games. They yell when someone on the home team smacks a home run or strikes out the side. They eat hot dogs and popcorn and drink lots of tonic. The fans like it best when the home team wins the game, but sometimes that does not happen.

When the Red Sox are not winning many games, some people like to tell an old tale about Babe Ruth. Babe Ruth used to play baseball for the Red Sox from 1914-1919. He was one of the greatest hitters of all time. He once hit the ball more than six-hundred feet. He hit 714 homeruns in his lifetime. He was also a great pitcher. He could strike out lots of batters. All the fans loved the Babe, but the children loved him most of all. He would visit children who were not well. Babe knew how to make kids smile.

Babe went to play for the Yankees in 1920. The Red Sox did not trade him. They sold him for lots of cash. The fans were quite mad and many kids were very sad. Some fans said that selling Babe would bring the Red Sox bad luck. When the Red Sox do not win, some people think the tale is true even today.

#3. Independent Learning Project Based Activities

FOR COMPREHENSION

#3 Middle school Independent Project-based Learning Activities

FOR COMPREHENSION

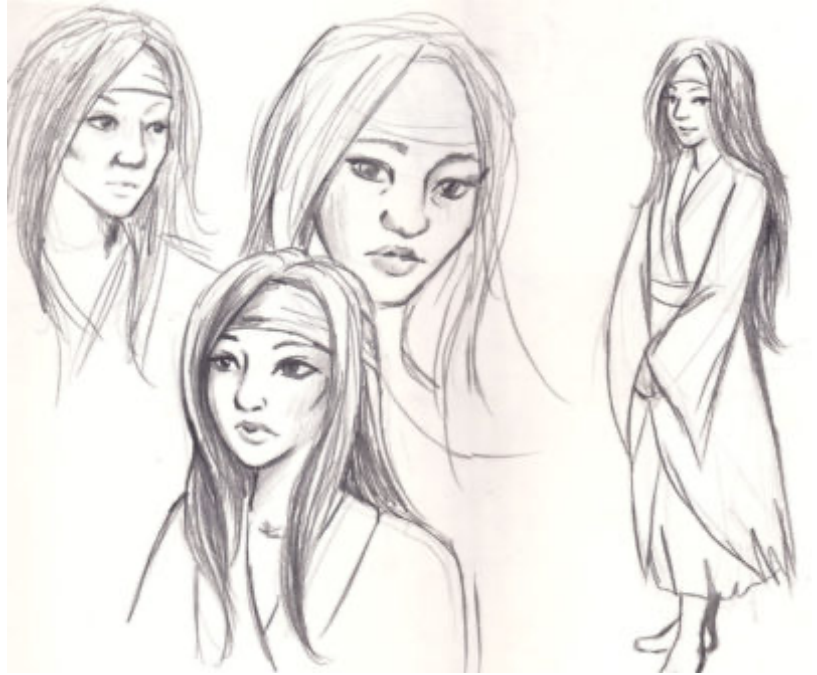
Thinking aloud prompts: Questions you can ask yourself while you are reading:

- 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 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.

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 #:	
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

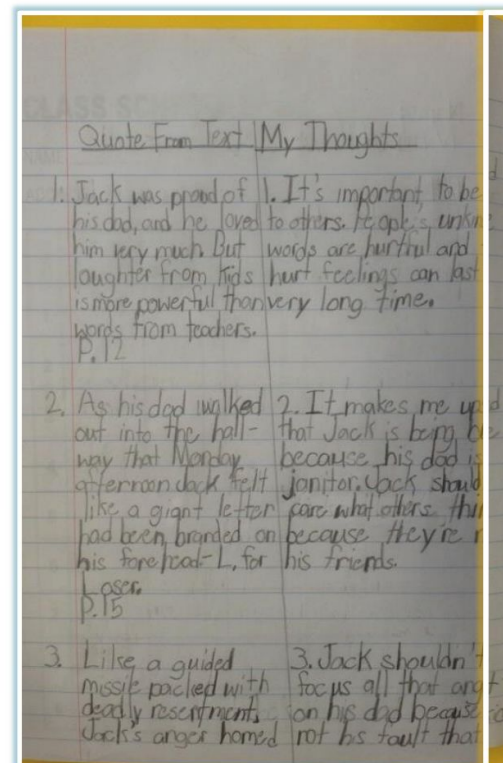
Aggressive	Distractible	Intolerant	Superficial
Argumentative	Evil	Irrational	Thoughtless
Arrogant	Foolish	Irresponsible	Touchy
Babyish	Forgetful	Lazy	Uncaring
Bossy	Greedy	Mean	Uncontrolled
Bratty	Grouchy	Moody	Uncooperative
Careless	Guilty	Noisy	Unfriendly
Childish	Gullible	Nosy	Unreliable
Cold-hearted	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 notebook 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 complete at least 5-8 entries. If there are more than eight chapters— think about how you would 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 three sentences to ensure 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 at least 15 images that show key elements from your story. You can include pictures you cut from magazines, print from the Internet, or 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:

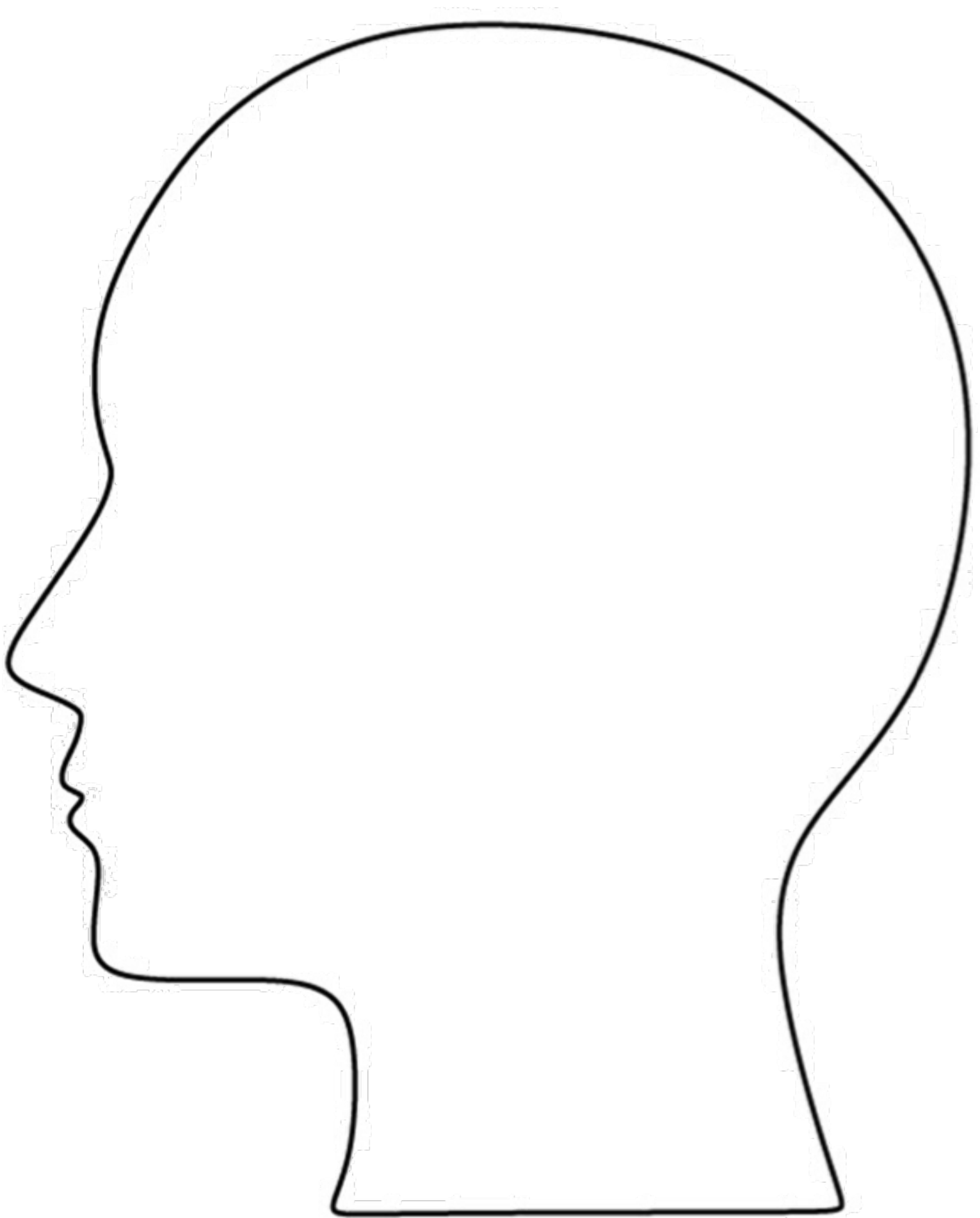
- Words from the book that you didn't know or found interesting complete with definition and a page number where you found the word.
- Pictures of what you envision the characters to look like.
- A visual representation of the lesson the author is trying to teach you. What lesson does the author want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

Project Choice #4 Character Head Characterization

When reading through your novel, it's helpful to use reflective thinking. Choose a character to focus on throughout the story and think about quotes and adjectives that describe them. Reflect on the turning point in the story and how it involved the character. Once you've completed the novel, you can create a character head that describes various elements of the character you've gathered throughout the story. Use the checklist below to create your character head:



- ☐ Include one character quote from the story.
 - ☐ Include two images relevant to the character.
 - ☐ Include three adjectives to describe the character.
 - ☐ Include the character's nickname in the story or one you create.
 - ☐ Briefly describe a turn point event involving the character.
 - ☐ Include the title of the novel or story, author, and genre.
-
- ☐ The head is securely glued to a reinforced backing (construction paper or cardstock).
 - ☐ I used an attractive color scheme with little white and no white space.
 - ☐ All text is legible, dark, and attractive.
 - ☐ The head and backing are cut and trimmed neatly.
 - ☐ My work is Error-free in grammar, mechanics, and spelling.
 - ☐ My name is on the back of the final product.
 - ☐ I paid attention to detail, high-quality work, and unfolded without creases and crumples.



Student Name: _____ Homeroom: _____

Middle School Reading Log

Springer students are encouraged to read more than one book this summer. Once you have finished your first selection, work on your project for that book and then keep going! Keep track of the books you read, get a parent or guardian signature to show you have read the books, and return this log to your literature teacher on the first day of school.

So... keep on reading!

[illegible]

Part 4: Written Expression

#1 Writing Activity- Narrative

- Use the prompts (on the page 50) for narrative writing
- Use the Planning a narrative (on page 51,52 and 53) to set up your writing
- Use the Color Coding Sheet (page 54) to help with the introduction, beginning, middle, end and conclusion
- Use the Quick Revision Checklist (page 55) to review your writing

#2: Free Write

- Use the format (on page 56) to free write about events in your life

#3: Keep a Journal

- Use the journal format (on page 57) to keep a journal of your summer activities.

#4 Write an informational essay

- Use the traffic light (page 58) to structure on a topic of your choice that you enjoy
- Use the Twelve Steps to an essay or report to guide your thinking (page 59)
- Use the CUPS revision (page 55) to review your work

Prompts for Narrative Writing

Nonfiction Narratives

1. Write a nonfiction narrative about a natural disaster: for example, an earthquake, a tornado, or a hurricane. Tell a story with a specific focus, such as how the disaster began and how it affected a community or a particular family.
2. Write a nonfiction narrative about an invention that changed how we live: for example, the automobile or a specific innovation in computer technology. Include facts and dates, but make sure your narrative tells a story.
3. Using the sources provided, write about how the Emancipation Proclamation changed the focus of the Civil War. In your narrative, tell how President Lincoln pushed to get this “fit and necessary war measure” passed, and describe the effect it had on the South’s use of enslaved persons in war efforts. Use fact and details in your narrative, but make sure the narrative tells a story.

Imaginative Narratives

1. Write a story about people who find something unexpected in the woods. Does it have magical powers? Is it a rare treasure or an archaeological wonder? Describe in detail your characters and what they do with the object.
2. Write a story that involves a mythical or fantasy creature, such as a leprechaun, a unicorn, or a person with superhuman powers. Tell how the creature or person faces a problem and solves it. Use details and dialogue to move the plot forward.
3. Write about the following three characters: a fourteen-year-old girl, an FBI agent, and the President of the United States (real or imagined). Give them a problem and then tell how they solve it, step by step. Use dialogue and descriptive details to make the characters come alive.

Personal Narratives

1. Write a personal narrative about a conversation you overheard, such as while on a bus or as you waited in line at a store. Describe when, where, and how the events leading up to this experience took place and what happened afterward. Use sensory language to describe the setting, and use details to help the reader picture how you felt as you listened and how the conversation affected you.
2. Write a personal narrative about an exciting end to a sports event that you watched or participated in, such as a soccer game, a swim meet, or a football game. Make sure that the action is told in a sequence that makes sense and that you use strong action verbs and effective transitions to convey the excitement of what took place.
3. Write a true story about a memorable trip you took with family or friends. Tell why the trip was special to you. Use dialogue, descriptive details, and humor or suspense to make the story interesting. Remember to use the conclusion to tie up the narrative and relate back to the story’s beginning.

Planning a Narrative

Title = _____

Quick Sketch		Quick Notes
Plan your narrative.		Jot down ideas, descriptions, and feelings for your narrative.
Beginning:		<ul style="list-style-type: none"> • • •
Middle:		<ul style="list-style-type: none"> • • • •
Middle:		<ul style="list-style-type: none"> • • • • •
Middle:		<ul style="list-style-type: none"> • • •
Middle:		<ul style="list-style-type: none"> • • • •
End:		<ul style="list-style-type: none"> • • • • •

Narrative Reading Guide

Title — Author	As the story started . . . (Beginning)	Later on . . . (Middle)	The story ended after . . . (Ending)																

Narrative Reading Guide

Title — Author	As the story started . . . (Beginning)	Later on . . . (Middle)	The story ended after . . . (Ending)

Color Coding for Narratives

Use the colors lilac and purple to help you remember how the narrative plot gets deeper and more intense as it moves from its beginning through the middle and end.

Beginning

lilac

Attention grabber:
introduce setting or
characters

Middle

purple

Move narrative forward,
deepening or taking to a
climax

End

purple

Finish the narrative in a
purposeful way

Narrative Example for Color Coding

The TV blared. Jack and his mom were visiting a very old lady living in a narrow brick house somewhere in Pittsburgh. Jack had never met her before, but his mom explained that she was a great aunt who had taken care of her when she was little.

Luckily, no one expected Jack to talk much, and the lady was mostly deaf anyway. He glanced up from his smartphone as Mom showed Aunt Mary some photos on her camera, talking loudly and animatedly. He heard snatches about him playing bassoon and about other family members. He zoned out.

Suddenly, Aunt Mary was half-rising and gesturing to him. She pulled a worn, folded up ten-dollar bill from her sweater pocket. “Is this enough to buy one of those game things you like to play?” she asked.

His brain was just about to spit out a remark about video games costing more than fifty dollars when he caught the old woman’s hopeful expression. He broke into a smile, gave her a gentle hug, and said, “Thank you very much, Aunt Mary. That’s plenty.”

Freewriting

Example 1



clouds turning gray look like big gray puffs of cotton hey I like that! maybe I'll write a poem call it "gray puffs" or something. It's starting to rain. Whoa! loud! poems and clouds and rain makes me want to be in grandpa's cabin in the woods. Everything's green and wet when it rains smells like nature

Example 2



Prompt: Write about how the picture of the family at the beach makes you feel.

When I look at this picture I feel like I'd rather be at the beach! It's no fun being stuck in a classroom when its 85 degrees outside It's like some kinda joke – here kids, look how much fun other people are having at the beach but not you. Can't wait for summer – then someone can take a picture of me at the beach!

Example 3



Prompt: Think about your favorite type of music. Write about why you like it so much.

My favorite music is salsa. My mom plays it all the time and dances to it in the living room and the neighbors knock on the door and ask if they can join the party! it's got so much rhythm and beat it gets into your brain and works down to your legs and makes you want to dance. Best music ever!

Keeping a Journal

Journals are a way to write down important thoughts and ideas without trying to make your writing perfect.

School Journals

Reading Journal

Tuesday, March 3rd

Today we read the poem "Fog" in class. It's by Carl Sandburg. Ms. Wang says that he wrote a lot of poems and won a writing award called the Pulitzer three times. Sandburg describes the fog as if it was a cat moving on "little cat feet." It makes the fog come alive. I want to read more of his poems.

Science Journal

5/5/2015

Today we did an experiment to learn how a compass works. I have a compass, but I never knew why the compass always points toward the North Pole. Now I know that the Earth acts like a giant magnet!

5/6/2015

Today I made my own compass! A man from the science museum showed us how to make one with just a needle, a magnet, and a piece of cork in a bowl of water.

Personal Journal

6/3



I felt really sad today after I didn't make the soccer team. I thought my brother was going to laugh at me when he found out but he was really cool about it. He even said he'll help me practice in the park on Saturdays.

Twelve Steps to Writing an Essay or Report

Step 1	Write a draft <u>title</u> .
Step 2	Refine the topic and write a draft of your <u>topic sentence</u> or <u>thesis statement</u> .
Step 3	Write a <u>plan</u> sentence using or referring to your key/star ideas in the draft introductory paragraph.
Step 4	<u>Block out</u> what you want to cover in each paragraph.
Step 5	Create an <u>informal outline</u> based on your plan and how you have blocked out the paper.
Step 6	Choose <u>transitions</u> to introduce your key/star ideas. Add these to the informal outline.
Step 7	Jot down ideas for your <u>conclusion</u> .
Step 8	Write the <u>first draft</u> .
Step 9	<u>Revise</u> your first draft to improve content, sentence structure, vocabulary, and organization.
Step 10	<u>Edit</u> your paper. Repeat steps 8, 9, and 10 as needed.
Step 11	Create a <u>final copy</u> of your essay or report.
Step 12	<u>Proofread</u> and <u>prepare to share</u> !



Traffic Light Colors for Accordion Paragraphs

Use the colors of a traffic light to help you write a paragraph.



green

Go!

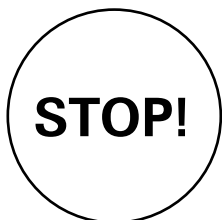
Write a topic sentence.



yellow

Slow down!

Introduce a key/star (big idea) by using a transition word or phrase.



red

Stop!

Elaborate by providing an example, evidence, or explanation. This is also called supporting your key/star ideas.



green

Go back!

Remind readers of your topic.

Dolphin: Fish or Mammal

The dolphin may look like a fish, but this fascinating sea creature is really a mammal. First of all, dolphins have lungs just like humans do. They must come to the surface of the water to breathe and get oxygen from the air. Fish can take oxygen from the water. Like other mammals, dolphins are also warm-blooded. Dolphins stay warm because they have a thick layer of blubber under their skin. Finally, dolphin females nurse their young on milk. That is just like how a cow might nurse a calf. The dolphin's streamlined body and its big, strong tail resemble a fish, but don't be fooled: dolphins are definitely mammals.

CUPS: Capitalization Usage Punctuation Spelling

Singular Verbs (Subject–Verb Agreement)	1. Use singular verbs with singular subjects. <i>The wheel turns on an axle.</i> <i>A ramp is an example of an inclined plane.</i>
Plural Verbs (Subject–Verb Agreement)	2. Use plural verbs with plural subjects. <i>Wheels turn on axles.</i> <i>Ramps are examples of inclined planes.</i>
Collective Nouns (Subject–Verb Agreement)	3. Use singular verbs with collective nouns. <i>The group measures the length of each ramp.</i> <i>Each team hopes its simple machine will perform well.</i>
Verb Tense	4. Keep the tense (present, past, or future) of the verb the same. <i>We constructed our ramp, then propped it at a 30-degree angle.</i> <i>We set the car at the top of the ramp, then released it and started the stopwatch at the same time.</i>
Pronoun Case	5. Make sure a pronoun is in the proper case (subject or object). <i>Megan and I were on the first team. The fastest car belonged to her and me.</i>
Plural Indefinite Pronouns	6. Use plural verbs with plural indefinite pronouns. <i>Many of our machines are quite ingenious.</i> <i>Several of us are going to build another simple machine.</i>
Singular Indefinite Pronouns	7. Use singular verbs with singular indefinite pronouns. <i>Each of the machines has a special feature.</i> <i>Everyone who built a machine is now eager to build more.</i> <i>Every machine passes inspection by the teacher.</i>
Participles	8. Make sure participial phrases modify, or describe, the subject of the sentence. <i>Incorrect: After rolling down the ramp, the carpet stopped the car.</i> <i>[The subject is carpet, but it did not roll down the ramp.]</i> <i>Correct: After rolling down the ramp, the car stopped on the carpet.</i>