



# SPRINGER

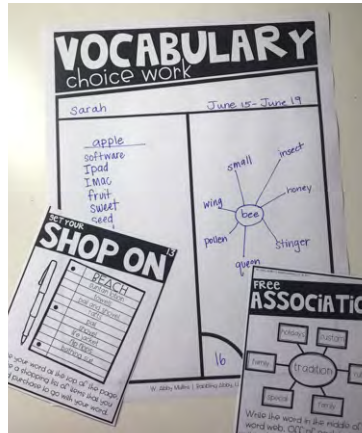
Lower School & Middle School

## Literature and Wilson Summer Packet

This packet is intended for students  
entering 4<sup>th</sup> & 5<sup>th</sup> 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
- One work mat a week (two words)

### How:

- Vocabulary Choice Work Mat (attached)
- 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 for each word on the work mat. (Example to the left)

## #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 High Frequency words during this school year- or they can make new ones on index cards)
- Oral reading using stories, word lists and phrases (attached)
- Word lists included in the fluency section (attached)

### How:

1. Practice reading your High Frequency Words and phrases
  - Use pre-scooped Wilson passages to practice oral reading for the summer (attached).
2. Once you've finished practicing, try one of the following activities:
  - a. "Once Again" – Using a passage you've read in a previous practice session, 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 in a previous practice session, 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, read 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?

a	the	to	what	both
push	put	son	won	has
his	is	of	this	us
was	pull	shall	a	the



3. Practice reading and spelling your High-Frequency Words.

Make a card for all your words up to the Sub step your student finished in May. 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 don't form a complete sentence, such as "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 strategies included in this packet to further your thinking while you read)
    - i. Use the reading comprehension process skills of summarizing, predicting, visualizing, and questioning through think-aloud prompt.
  - b. Read & Respond
    - i. Build and develop a working knowledge of language arts skills through a project (attached)

#### **How:**

1. Complete a Summer Reading Scavenger Hunt (attached)
2. Read books of interest from your assigned reading levels and keep a Reading Log (attached)
3. Complete a Project Based response to a book you read this summer:
  - a. Choose one of the three projects to complete

**#1. Independent Learning Activities**  
**FOR VOCABULARY**

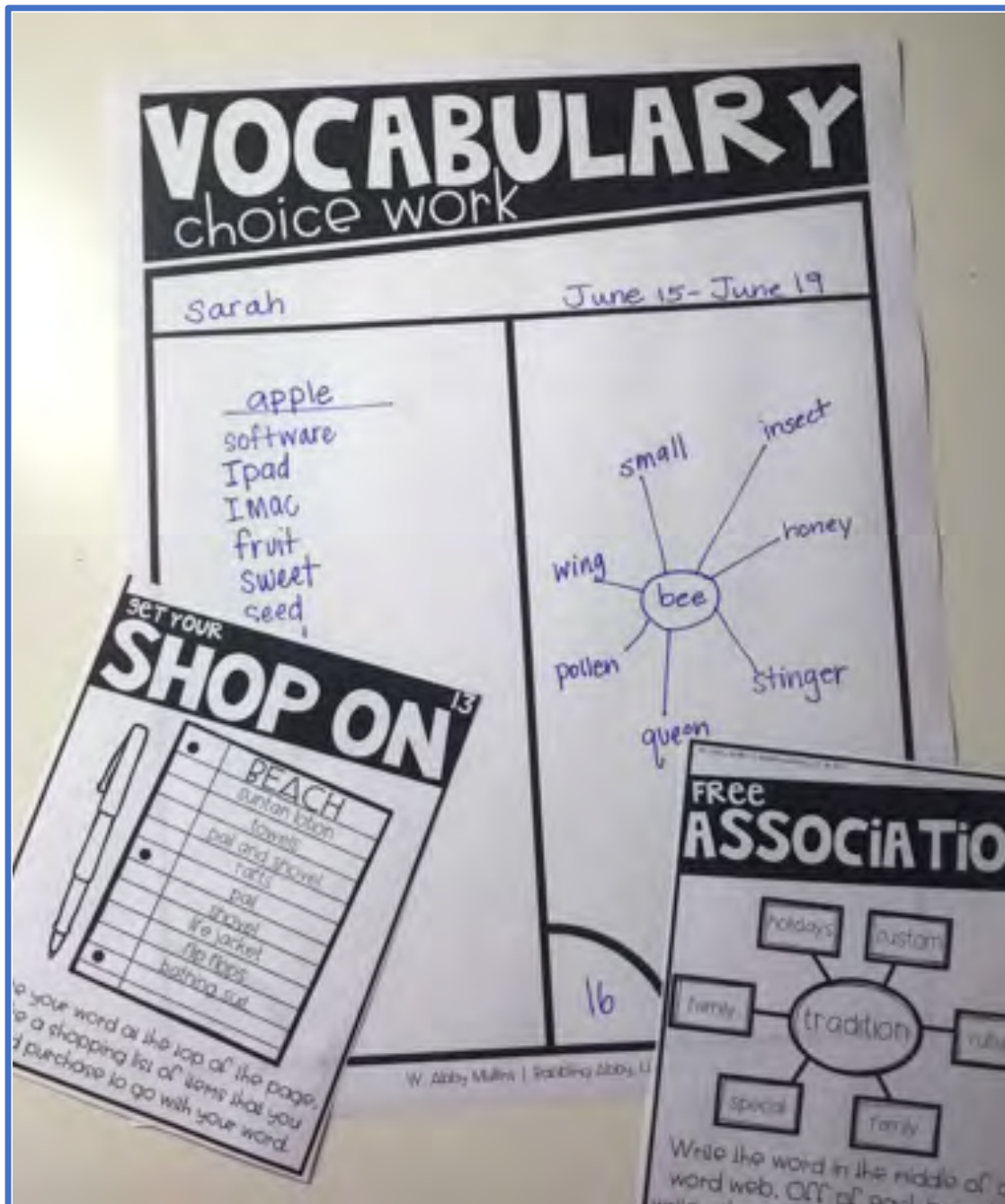
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- One work mat a week (two words)

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- Vocabulary Choice Work Mat (attached)
- 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 for each word on the work mat (see the Example below).



## A POP OF POETRY<sup>9</sup>



The sun is bright.  
It shines sunny light.  
Down to the beach I walk.  
Before day turns to night.

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

## MAKE A SIMILE<sup>10</sup>



fluffy  
The cotton  
candy was  
as fluffy as  
puffy clouds.

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

## MAKE A METAPHOR<sup>11</sup>



bricks  
Michael shot  
bricks on the  
court all day.

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

## WHAT DO YOU SENSE?<sup>12</sup>


The word bubbles would be clear and shiny. It would taste bitter and soapy. Yuck! It would be sticky and slick. If you could listen to the word bubbles it would sound like a bunch of tiny pops. It would smell refreshing, like bath time.



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

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# DEFINE<sup>1</sup>




blaze  
↓  
noun  
↓  
a very large or  
fiercely  
burning fire

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

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# DRAW<sup>2</sup>




blaze

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

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# FIND AN EXAMPLE<sup>3</sup>



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

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# WRITE SYNONYMS<sup>4</sup>



happy  
cheerful  
chipper  
glad

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

WRITE  
**ANTONYMS**

5



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

EXPRESS  
**YOURSELF!**

6



danger

The word danger makes me feel scared. It reminds me of the time when I was little and got lost in a store. I thought I was in danger when I couldn't find my mom!

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

OVERHEARD

7

Hey, are you busy? we're going to the movies. Do you want to go with us?

Sorry, I can't. I'm busy. I have ball practice and chores to do.



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**

8

country



Catelynn kept a cute and comfortable cottage in the country.

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

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# 13 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.

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# 14 HASHTAG


school



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

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# 15 CURATE A COLLECTION



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

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# 16 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.

# guess<sup>17</sup> THE WORD



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

# MAKE A TEXT-TO-SELF<sup>18</sup> CONNECTION



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

# MAKE A TEXT-TO-TEXT<sup>19</sup> CONNECTION



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

# MAKE A TEXT-TO-WORLD<sup>20</sup> CONNECTION



Write the word. How do you connect with this word to a real world occurrence? Write about it.

[Duplicate this page](#)

# VOCABULARY

choice work

**#2. Independent Learning Activities**  
**FOR FLUENCY**

Phrases

End of Step 2

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

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

from want chalk comb half

salt talk walk wolf cost

lost wind friend front want

from want chalk comb half

a the to what both

push put son won has

his is of this us

was pull shall a the

## 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.

## 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!

## 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."

listen almost from want chalk

comb island salt talk was

often almost wind friend front

listen a cost to island

often listen almost island a

the to what both often

push put son won has

his is of this us

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

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

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

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

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## 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.

## **High Frequency Words**

## 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

**#3. Independent Learning Project Based Activities**  
**FOR COMPREHENSION**

## What is a think-aloud?

**Think**-alouds have been described as "eavesdropping on someone's **thinking**." With this strategy, parents and children can verbalize **thinking** while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension.

## Ways to start a think aloud:

### To stretch your thinking say:

1. I'm thinking...
2. I'm noticing...
3. I'm wondering...
4. I'm seeing...
5. I'm feeling...

### To build background and connections say:

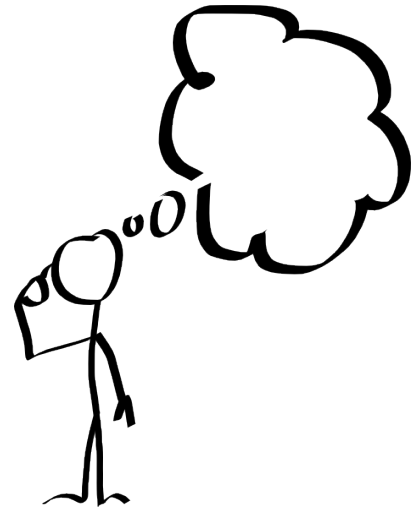
1. This reminds me of ...
2. I'm remembering....
3. I have a connection to...
4. I can relate to...

### To develop inferring skills say:

1. My guess is...
2. Maybe...
3. Perhaps....
4. It could mean...
5. I predict...
6. I infer...

### Question the story by thinking and saying :

1. I wonder...
2. What if...
3. Why...
4. I don't understand...
5. It confused me when...
6. How could...



### When deciding what's important you might say:

1. What's important here ...
2. What matters to me...
3. One thing I should notice is...
4. I want to remember...
5. It's interesting that...

### To help make mental pictures you might say:

1. I'm picturing...
2. I can imagine...
3. My mental images include...
4. I can hear/see/smell/ taste....

### To draw conclusions you might say:

1. Now I understand why...
2. I'm changing my mind about...
3. I used to think \_\_\_, but now I think \_\_\_
4. My new thinking is....
5. I'm beginning to think...

Complete a summer reading scavenger hunt.



Student Name: \_\_\_\_\_ Homeroom: \_\_\_\_\_

# Amazing 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 in the fall.

***So... keep on reading!***

[illegible]

Choose **one** project from the four attached

## Project Choice #1 Alphabet Book



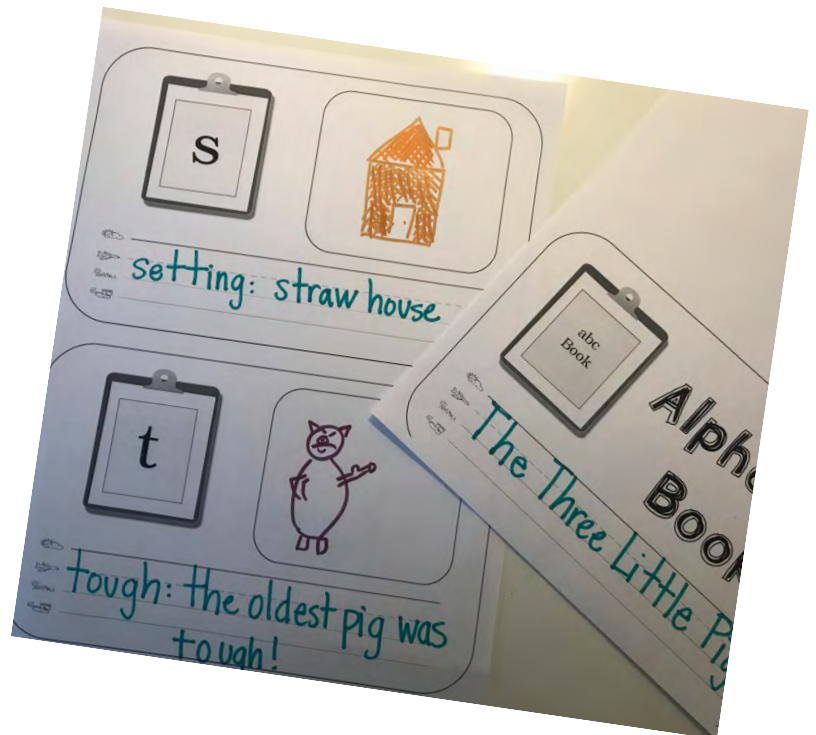
Have you ever seen an alphabet book about the zoo? Every page in the alphabet book starts with a letter of the alphabet and is a zoo-related word!

Create your own Alphabet Book based on the book you have read. What artifacts, vocabulary words, parts of the story, and names reflect the important parts of the book? After you find a word or picture to represent each letter, create your book! If you don't have a photo, write a sentence to explain your letter idea.



See the example below:

If you were reading *The Three Little Pigs*, your "S" page in your alphabet book might be a "straw house" to represent the setting- house of straw.



## Project Choice #2 Cereal Box Report

Create a cereal box book report to share your book with the class. Please follow the directions listed below as you create your project. Use the templates to talk about the important parts of your book. After writing your information, cut the templates and attach them to your cereal boxes. Here are the required parts for your box:

1. book information -  
title, author, genre (include in the design of the front of your box)
2. setting description (attached to the side of the box)
3. main characters (attached to the side of the box)
4. summary or summary and favorite part (attached to the back of the box)
5. book rating (attached to the top of the box)
6. puzzle or game (attached to the back of the box)

Design the front of your cereal box around the ideas from your book. Be creative with your title. For example, if you read a Magic Tree House book, you could call your cereal Tree Puffs. Be sure to add your name somewhere on the front of the cereal box. Make sure your work is legible. Have fun!



<b>Book Summary</b>	
<b>My Favorite Part:</b>	

Back of the box

## Back of the box

**Book Summary**

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---

---

---

---

---

---

---

---

---

Side of the box

[illegible]

## Top and Back of the Box

## My Rating



# Why?

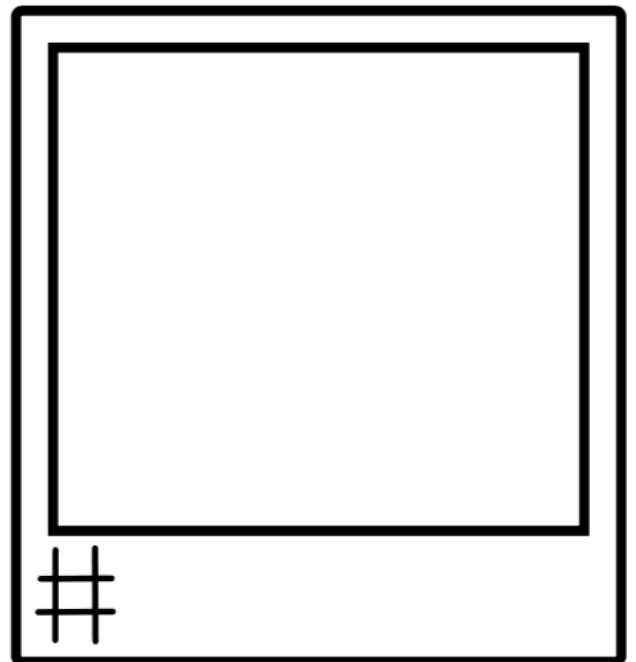
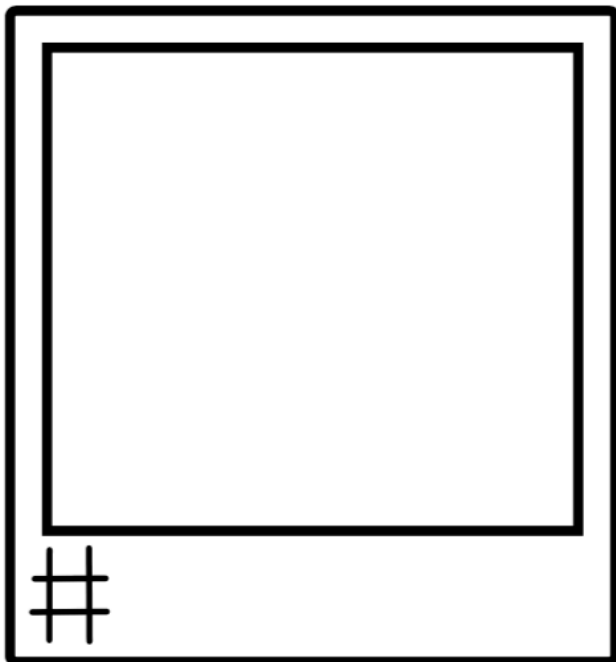
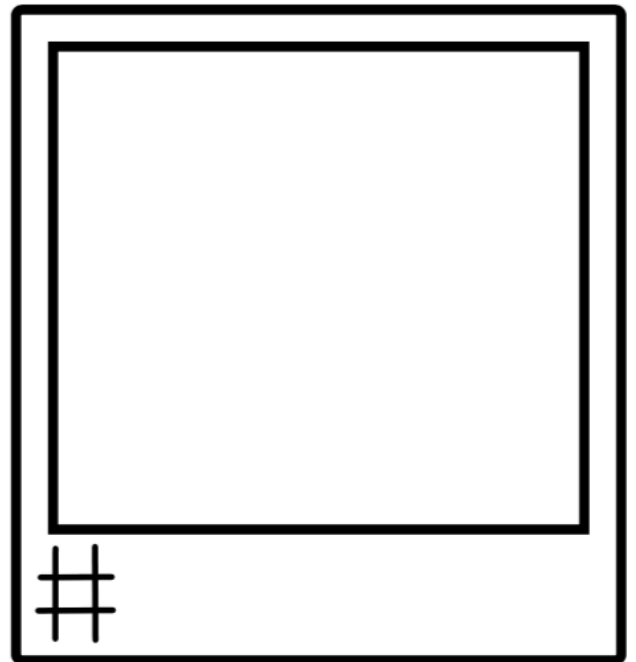
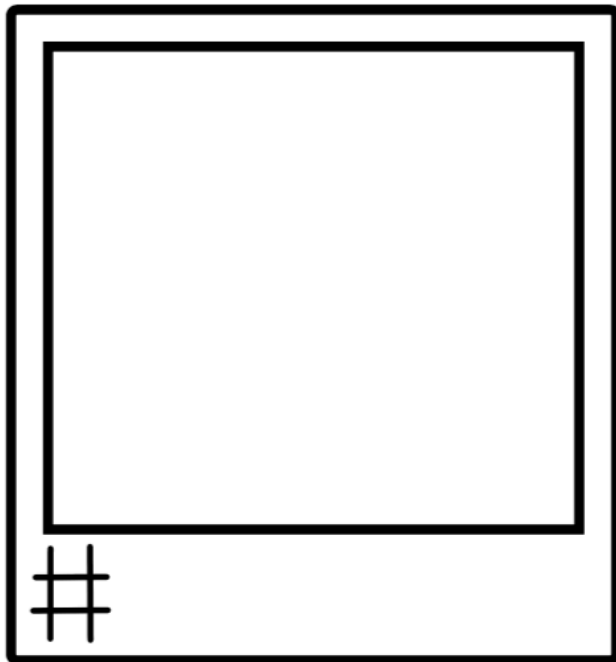
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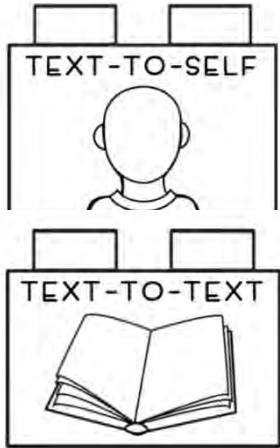
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## Project Choice #3 Snapshot Summary

Directions: Make a poster to summarize the main points of the text/story using detailed illustrations. At the top of your poster, include the title of the book. Write your name in the bottom right-hand corner of the poster. Use hashtags as the captions to explain each part of the story. Use the template below to create your snapshots. Be sure to include at least six snapshots. (duplicate photo boxes as needed) Snapshots may consist of a beginning, middle, end, problem, solution, character, and setting. **(Duplicate snapshots as needed).**



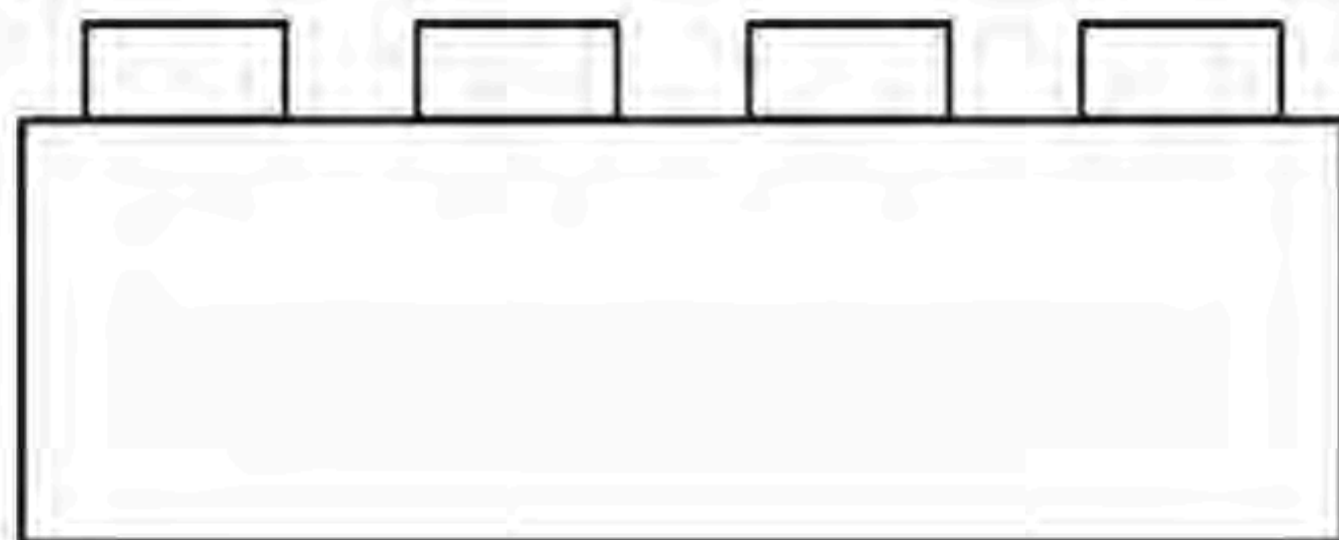
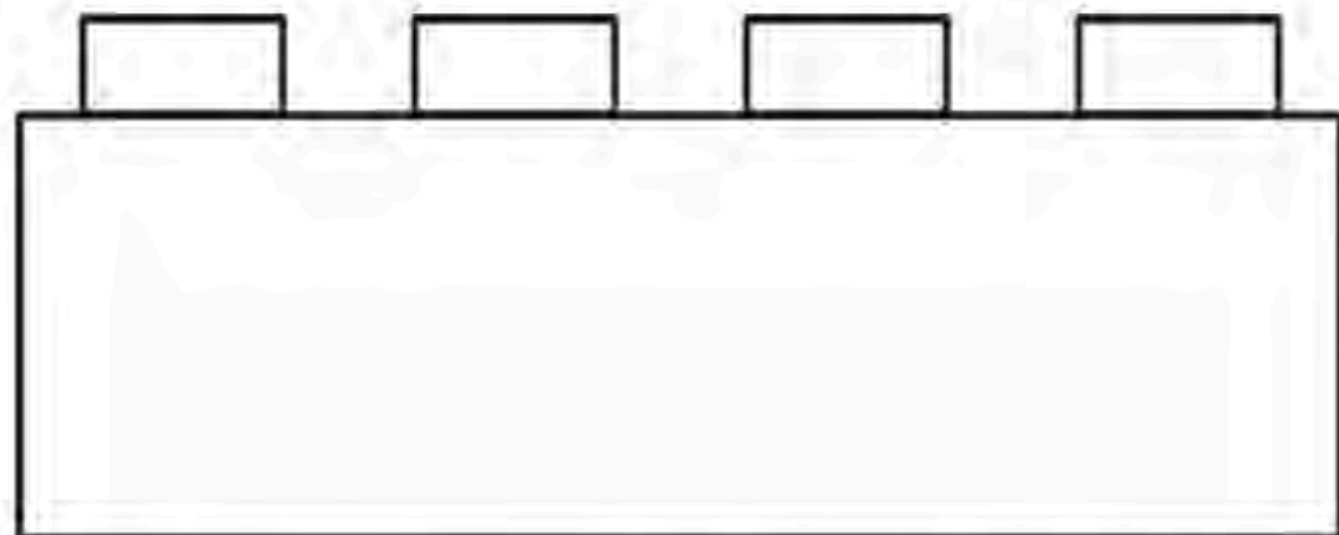
# Project Choice #4 Making Connections



**Text-to-self** connections compare ideas learned in a text with your own experiences or ideas. **Text-to-text** connections are recurring words or ideas within a book. They can also be common themes or events in the book you are currently reading with books you have already read. Finally, **text-to-world** connections are links between ideas in a text and other knowledge domains.

Directions: Record any connections you made while reading the text/story. Create a Lego brick for each connection you make while reading and place your Legos on a poster when finished. Be sure to put the title of your book on top of your poster. Place your name on the bottom right-hand side. (Use at least six bricks- duplicate as needed)

This section contains a large, empty rectangular box for recording connections. Above the box, there are four small, empty rectangular boxes, each intended for a title. The entire section is designed to look like a row of Lego bricks.This section is identical to the one above, featuring a large empty rectangular box for notes and four small boxes at the top for titles, all designed to resemble Lego bricks.



## **#4 Writing Activities**

## **#1 Writing Activity- Personal Narrative**

- Use the prompts (on the page 60) to write a personal narrative
- Use the Personal Narrative Guide (on page 61 and 62) to set up your writing
- Use the Color Coding Sheet (page 63) to help with the introduction, beginning, middle, end and conclusion
- Use the Quick Revision Checklist (page 64) to review your writing

## **#2: Free Write**

- Use the format (on page 65) to free write about events in your life

## **#3: Keep a Journal**

- Use the journal format (on page 66) to keep a journal of your summer activities.

## Prompts for Personal Narratives

1. Write a personal narrative about a time that you helped a friend at school. Include details about the setting, characters, and events. State the message of your narrative in the conclusion.
2. Write about an experience you will never forget. Who was there, where were you, and what happened? What did you learn from your experience? Include details and description.
3. Tell a true story about a time that you tried something new. Use details to help your reader picture the characters, setting, and events. Tell your readers what you learned.
4. Think about a time when you made someone proud. Write a story that includes details about people, places, and events. In your conclusion, share what your experience taught you.
5. Write a story about a time you met someone important to you. Did you know right when you met them that they would be important to you? Or did you learn later of their importance in your life? Include interesting details so that the reader can picture the person and what happened. What would you tell others about what you learned?
6. Write a personal narrative about a time when someone lied to you. Be detailed about how you felt, and the events and people involved. What is the moral of your story, or the message you want to share with others?

# Personal Narrative Practice Guide

<p><b>Write a title.</b></p> <p>Let readers know what you will tell about and why—hint at the message.</p>	<p><b>Title =</b> _____</p> <p><b>Introduction =</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>						
<p><b>Tell the story.</b></p> <p>Develop the characters and setting.</p> <p>Share the problem in the story.</p>	<table border="1"> <thead> <tr> <th data-bbox="406 945 502 1417" rowspan="2">Beginning</th> <th data-bbox="502 945 877 1417">Quick Sketch</th> <th data-bbox="877 945 1495 1417">Quick Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 1417 877 1976" rowspan="2">Middle</td> <td data-bbox="877 1417 1495 1976" rowspan="2"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </td> </tr> <tr> <td data-bbox="406 1417 502 1976"></td> </tr> </tbody> </table>	Beginning	Quick Sketch	Quick Notes	Middle	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
Beginning	Quick Sketch		Quick Notes				
	Middle	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>					

# Personal Narrative Practice Guide (continued)

**Continue telling the story.**

Middle

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**Wrap up the story and share the solution.**

End

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**Tell readers your message or what you learned.**

**Conclusion =**

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# Color-Coding Personal Narratives

**Directions:** Use the colors lilac and purple to help you remember how the personal narrative develops as it moves from the beginning through the middle and end. Use the color green to help you remember that a personal narrative has an introduction and a conclusion that explains the message, or why you are telling this story.

<b>Introduction</b>	<b>green</b>	Tells what will be told and why, or gives a hint about the message
<b>Beginning</b>	<b>lilac</b>	Grabs attention; introduces setting and characters
<b>Middle</b>	<b>purple</b>	Develops the problem and moves the story toward a solution
<b>End</b>	<b>purple</b>	Brings the story to a close and provides a solution to the problem
<b>Conclusion</b>	<b>green</b>	States the message

## Bee Brave

When I was a little kid I was scared of insects. Bees especially sent me into a panic. I was afraid they would sting me. I wanted to get over my awful fear of bugs, but I didn't know how.

One day, my dad bought a beehive and put it on top of our apartment building. It was built of three wooden boxes. He also bought beekeeping outfits for us. He told me it would be fun to work together to take care of it. I broke out in a sweat thinking about it but agreed to help.

At first I would stand as far away as possible, but each time I moved a little closer. One morning, Dad asked me to help harvest the honey. I used the smoker to blow a puff of smoke on the bees, calming them down. All of a sudden, I felt a jab on my ankle. I yelled—a bee had stung me! But I kept working. Afterward, we sat on the roof and drank iced tea. I picked the stinger out of my ankle and put the cold glass against it. It didn't hurt as much as I thought it would. "I'm proud of you," Dad said. I shrugged and nodded.

After that day, bugs didn't seem like such a big deal. I had overcome my fear. And now I think that someday I might even be a beekeeper.

## Quick Revision Checklist for Narratives

### Organization

- ☐ Has a clear beginning, middle, and end
- ☐ A personal narrative should also have an introduction and conclusion
- ☐ Has events in an order that makes sense
- ☐ Has events connected with transition words

### Ideas/Content

- ☐ Fits the assignment or prompt
- ☐ Describes setting and characters clearly
- ☐ Has a problem the characters try to solve
- ☐ Has descriptions, actions, and dialogue that show how characters change during the story

### Language/Style

- ☐ Has sentences that are different lengths
- ☐ Has sentences that start with different kinds of words
- ☐ Uses strong verbs, precise words, and sensory language (sights, sounds, smells, tastes, and feelings)

# 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.