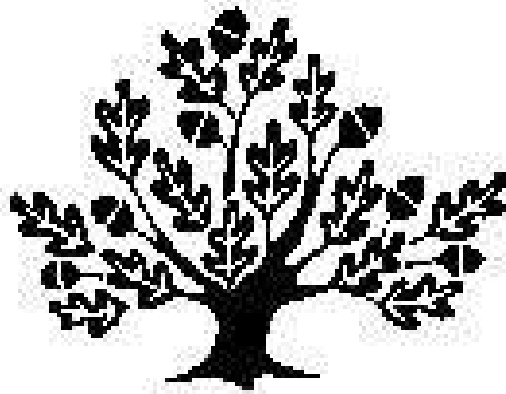


Somers Public Schools

Somers, CT 06071



2020

Summer Reading List

Grades PreK–12

www.somers.k12.ct.us

Links on each of the school's web pages

The updated list will be published on the web site.

The Somers Public Schools is committed to equal opportunity for all students, applicants and employees. The District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. In addition, it provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's nondiscrimination policies should be directed to Dr. Irene Zytka, Title IX Coordinator, 1 Vision Boulevard, Somers, CT 06071, (860) 749-2270 x2039

Should an accommodation for a disability be required, please contact Dr. Denise Messina, Director of Pupil Services and Section 504 Coordinator, 1 Vision Boulevard, Somers, CT 06071, (860) 749-2270 x2052. (Revised April 13, 2016)



Published June 11, 2020

Summer Reading



“Who I am, what I am, is the culmination of a lifetime of reading, a lifetime of stories. And there are so many more books to read. I’m a work in progress.” Sarah Addison Allen, NY Times Best selling Author

Dear Parents/Guardians,

Attached please find the Somers Summer Reading List put together by the teachers of Somers. Much time and effort was put into the selection of books that will not only challenge student’s thinking but also stimulate their creativity.

Much research has been done over the years which substantiate the fact that summer reading has a direct impact on the achievement gap. Students can lose over 3 months of learning over the summer. This effect becomes more pronounced as students get older and advance through the grades. Children who don’t read over the summer tend to lose literacy skills while children who do read during the summer actually improve their reading ability. Summer learning losses accumulate over several years and are an important contributor to the achievement gap.

But...those students who continue to read over the summer also scored higher on reading achievement tests at the beginning of the next school year.

The best ways to keep your child from becoming a “rusty reader” over the summer are:

1. Encourage your children to read books they enjoy for at least 20-30 minutes per day. The schools have provided a list of both required and optional books.
2. Provide incentives for reluctant readers. For example, if your child enjoys basketball, agree to take them to the local court if they do their “daily reading.”
3. Make reading a social act. Establish a time during the day when all members of the family gather and read on their own, or take turns reading the same book aloud.
4. Connect your reading to family outings. If you take your kids to an aquarium, consider reading a book about fish or the ocean with them later that day. The outing can help place the reading into a broader context.
5. Read before going to bed. This is something we have been doing in my household since my daughter was little. Studies have shown that it relaxes the brain and allows for a deeper sleep. It’s always good to take a break from electronics as well.

So, I encourage you to read with your children, to your children and for your children.

Sincerely,
Dr. Irene H. Zytka

Director of Curriculum

“You can find magic wherever you look. Sit back and relax. All you need is a book.” Dr. Seuss

Somers Elementary School

Dear Parents:

This summer invite your child into a world of adventure, journeys and discovery through the enjoyment of reading books. We encourage your support of literacy and hope that you will engage your child's interest in any of the following books or the thousands of others at your library or bookstores. These are some suggestions and guidelines that you may find helpful.

Reading aloud to your young children is very beneficial. As Joseph Addison said: "Reading is to the mind what exercise is to the body."

Guidelines for Choosing Books for Children

Preschool and Kindergarten

Children at this age:

- Are delighted by Mother Goose and rhyming stories and love to hear them over and over. They will begin to recite verses by themselves.
- Enjoy pop-up books and books with flaps to flip which provide opportunities for active participation and storytelling.
- Are stimulated by wordless books which allows them to creativity tell stories and provides them with opportunities for expression and conversation.

Grade 1

Children at this age:

- Read aloud picture books with good storylines.
- Enjoy alphabet and counting books, fairy tales, and easy informational books.
- Are attracted to books with vibrant pictures that support the storyline and have repetitive patterns.

Grade 2

Children at this age:

- Enjoy listening to chapter books of some complexity.
- Start to read easy chapter books.
- Continue to enjoy having parents share picture books with them.
- Begin to enjoy particular authors or series books.

Grade 3

Children at this age:

- Read chapter books independently.
- Begin to explore books from various genres such as mysteries, historical fiction and science fiction.
- Continue to enjoy being read aloud to several times per week.
- Like to select their own reading material at school and public libraries.
- Take pride in showing off their reading skills.
- Understand more complex stories and chapter books than they can read themselves.
- Continue to enjoy having chapter books read to them.

Grade 4

Children at this age:

- Are fascinated with unusual facts, record books, and biographies.
- Prefer tall tales over fairy tales.
- Enjoy realistic fiction with happy endings.
- Select sports stories and stories about heroes.
- Enjoy animal stories and nonfiction animal fact books.
- Find science fiction interesting.

Grade 5

Children at this age:

- Enjoy biographies.
- Appreciate funny books and have a well-developed sense of humor.
- Like adventure, spine-tingling and fantasy stories.
- Like historical fiction stories.
- Like statistical collections (sports).
- Enjoy how-to books for parent-child projects.

Summer Reading List Entering Preschool - 2020

Arnold, Marsha. **Quick, Quack, Quick!**
Aylesworth, Jim. **Country Crossing**
Barrett, Judi. **Animals Should Definitely Not Wear Clothing**
Berenstain, Stan & Jan. **The Berenstains' B Book**
Berenstain, Stan & Jan. **Inside Outside Upside Down**
Berenstain, Stan & Jan. **Old Hat New Hat**
Bianco, Margery Williams. **The Velveteen Rabbit**
Brett, Jan. **Gingerbread Baby**
Brett, Jan. **The Mitten**
Brown, Marc. **Wings on Things**
Brown, Margaret Wise. **Goodnight Moon**
Bunting, Eve. **The Mother's Day Mice**
Carle, Eric. **Does a Kangaroo Have a Mother, Too?**
Carle, Eric. **The Grouchy Ladybug**
Carle, Eric. **The Very Hungry Caterpillar**
Degen, Bruce. **Jamberry**
Demi. **The Empty Pot**
Ets, Marie Hall. **Play With Me**
Ezra, Mark. **The Prickly Hedgehog**
Flora. **Feathers Like a Rainbow**
Hoban, Russell. **Bread and Jam for Frances**
Hutchins, Pat. **The Wind Blew**
Jackson, Kathryn. **Tawny Scrawny Lion**
Kent, Jack. **Round Robin**
LeSieg, Theo. **Ten Apples Up On Top!**
Lionni, Leo. **Inch by Inch**
Lionni, Leo. **Little Blue and Little Yellow**
London, Jonathan. **Wiggle Waggle**
Lopshire, Robert. **Put Me in the Zoo**
Lowrey, Janette Sebring. **The Poky Little Puppy**
Maccarone, Grace. **Cars! Cars! Cars!**
Martin, Bill, Jr. **Brown Bear, Brown Bear, What Do You See?**
Martin, Bill, Jr. and Michael Sampson. **Rock it, Sock it, Number Line**
McFarlane, Sheryl. **A Pod of Orcas: A Seaside Counting Book**
Minarik, Else Holmelund. **A Kiss For Little Bear**
Palmer, Helen. **A Fish Out of Water**
Piper, Watty. **The Little Engine That Could**
Rey, H.A. **Curious George**
Rosenberry, Vera. **Who Is in the Garden?**
Seuling, Barbara. **Spring Song**
Seuss, Dr. **Dr. Seuss's ABC**
Seuss, Dr. **The Foot Book**
Seuss, Dr. **Great Day for Up**
Seuss, Dr. **Hop on Pop**
Smith, William Jay. **Ho for a Hat!**
Spence, Rob & Amy. **Clickety Clack**
Spicer, Maggee and Richard Thompson. **Fishes in the Ocean**
Steig, William. **Dominic**
Williams, Sue. **I Went Walking**
Wood, Don & Audrey. **The Napping House**
Wood, Audrey. **Quick as a Cricket**

Summer Reading List Entering Kindergarten - 2020

Action Alphabet by Marty Neumeler and Byron Glazer
Alphabatics by Suse MacDonald
Annabelle Swift, Kindergartner by Amy Schwartz
Anno's Alphabet by Mitsumasa Anno
Carl books by Alexandra Day
Corduroy by Dan Freeman
Curious George by H.A. Rey and Margret Rey
Dinotrux Books by Chris Gall
Fairy Tales
First Discovery books by Scholastic
Goodnight, Goodnight Construction Site by Sherri Duskey Rinker
Good Night Gorilla by Peggy Rathmann
Goodnight Moon by Margaret Wise Brown
Harold and the Purple Crayon by Crockett Johnson
Hungry Thing (The) by Jon Slepian and Ann Seidler
If You Give A Mouse A Cookie (series) by Laura Numeroff
Little Bear by Elsa Manklin
M&M Counting Book by Barbara Barbieri McGrath
Make Way for Ducklings by Robert McCloskey
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
Mother Goose by Tomie dePaola
Olivia by Ian Falconer
Pete the Cat Books by James Dean
Read Aloud Rhymes for the Very Young edited by Jack Prefutsky
Ten Black Dots by Donald Crews
Ten, Nine, Eight by Molly Brown
We're Going On A Bear Hunt by Michael Rosen
Where The Wild Things Are by Maurice Sendak
Whistle for Willie by Ezra Jack Keats

Suggested Authors

Jan Brett	Bill Martin
Eric Carle	Mercer Mayer
Jaime Lee Curtis	Bernard Most
Anna Dewdney	Robert Munsch
Lois Ehlert	Dr. Seuss
Mem Fox	David Shannon
Gail Gibbons	Nancy Elizabeth Wallace
Kevin Henkes	Mo Willems
Tana Hoban	Audrey and Dawn Wood
Pat Hutchins	

Summer Reading List Entering Grade 1 - 2020

**Note: Raz-Kids accounts will remain active over the summer.
Please visit this website for additional titles: www.raz-kids.com**

Here are some titles to get your summer reading off to a great start! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if the book is a good fit. If they struggle with more than a few words on the page, the book is probably too difficult for independent reading, but would make a great read-aloud! The librarian in the children's section of the public library is another wonderful resource to help with your child's summer reading journey!

Read Aloud & Read Together

A Bad Case of Stripes by David Shannon
A Pizza the Size of the Sun by Jack Prelutsky
Click, Clack, Moo: Cows that Type by Doreen Cronin
How I Became a Pirate by Melinda Long
Leo the Late Bloomer by Robert Kraus
Make Way for Ducklings by Robert McCloskey
My Tooth is About to Fall Out by Grace Maccarone
Officer Buckle and Gloria by Peggy Rathmann
Skippyjon Jones by Judy Schachner
The Big Orange Splot by Daniel Pinkwater
The Giving Tree by Shel Silverstein
The Three Little Pigs by David Wiesner
The True Story of the Three Little Pigs by Jon Scieszka
We're Going on a Bear Hunt by Michael Rosen
Where the Sidewalk Ends by Shel Silverstein

Book Series to Read with Your Child

Amelia Bedelia by Peggy Parish
Biscuit series by Alyssa Satin Capucilli
Clifford books by Norman Bridwell
Fancy Nancy series by Jane O'Connor
Froggy books by Jonathan London
Hello Reader series
Henry and Mudge series by Cynthia Rylant
I Can Read books
Little Bear books by Elsie Minarik
Little Critter books by Mercer Mayer
Pigeon series by Mo Willems
Pinkalicious series by Victoria and Elizabeth Kann
Pinky and Rex by James Howe
Step into Reading books
The Bunny series by Kathryn Lasky
Elephant and Piggy series by Mo Willems
Pigeon series by Mo Willems
Pete the Cat books by James Dean

Non-Fiction

Books by Gail Gibbons

Books by Jerry Pallotta

Books by Tana Hoban

Books by Martin Jenkins

I Spy books by Walter Wick and Jean Marzollo

Other Favorite Authors

Jan Brett	Bruce Lansky
Eric Carle	Helen Lester
Nancy Carlson	Leo Lionni
Donald Crews	Robert Munsch
Tomie dePaola	Laura Numeroff
Lois Ehlert	Dr. Seuss
Keven Henkes	Audrey Wood
Ezra Jack Keats	

Summer Reading List Entering Grade 2 - 2020

**Note: Raz-Kids accounts will remain active over the summer.
Please visit this website for additional titles: www.raz-kids.com**

EASY

Bears on Wheels by Jan and Stan Berenstain
Chick and the Duckling (The) by Mirra Ginsbury
Feathers for Lunch by Lois Ehlert
All By Myself by Mercer Mayer
Morris the Moose by Bernard Wiseman
Here Are My Hands by Bill Martin
Just Like Daddy by Frank Asch
Octopus Under the Sea by Connie Roop
Rosie's Walk by Pat Hutchins
Biscuit Goes To School by Allyssa Satin Capucilli
Biscuit's New Trick by Allyssa Satin Capucilli
Biscuit Wins a Prize by Allyssa Satin Capucilli
Each Peach Pear Plum by Alan Ahlberg
Ten Red Apples by Pat Hutchins
Titch by Pat Hutchins
Big Red Barn by Margaret Wise Brown
Circus Shapes by Stuart J. Murphy
Danny and the Dinosaur Go to Camp by Syd Hoff
Flying Bats by Faye Robinson
From Caterpillar to Moth by Jan Kottke
Happy Birthday, Danny & the Dinosaur by Syd Hoff
Just Me and My Babysitter by Mercer Mayer
Just Shopping by Mercer Mayer
Living Near a River by Joanne Winne
Which Witch is Which? By Pat Hutchins
Are You My Mother? By Philip D. Eastman
Froggy Goes to School by Jonathon London
Happy Birthday Sam by Pat Hutchins
Leo the Late Bloomer by Robert Kraus

AVERAGE

Clifford's Christmas by Norman Bridwell
Clifford's Puppy Days by Norman Bridwell
Clifford's Thanksgiving Visit by Norman Bridwell
Curious George and the Pizza by Margaret Rey
Froggy's Day with Dad by Jonathon London
Froggy Gets Dressed by Jonathon London
Froggy Goes to the Doctor by Jonathon London
Henry and Mudge Series by Cynthia Ryland
Click, Clack, Moo by Doreen Cronin
Clifford, the Big Red Dog by Gene Zion
Duck for President by Doreen Cronin

Franklin and the Tooth Fairy by Bourgeois & Clark/Scholastic
Franklin Goes to School by Bourgeois & Clark/Scholastic
Franklin Rides a Bike by Bourgeois & Clark/Scholastic
Frog and Toad by Arnold Lobel
Giggle, Giggle, Quack by Doreen Cronin
Golly Sisters Go West by Betsy Byars
Golly Sisters Ride Again (The) by Betsy Byars
Manatee Winter by Kathleen Zoefeld
Molly the Brave and Me by Jane O'Connor
Noisy Nora by Rosemary Wells
Orca Song by Michael C. Armour
Pied Piper of Hamelin (The) by Deborah Hautzig
Veteran's Day by J.Cotton

CHALLENGING

Berenstain Bears by Jan and Stan Bereinstain
Going Home by Eve Bunting
A-Z Mysteries by Ron Roy
Jane Martin Dog Detective by Eve Bunting
Magic Tree House by Mary Pope Osborne
Chalk Box Kid (The) by Clyde Robert Bulla
Dive: A Book of Deep Sea Creatures by Melvin Berger
Mr. Maxwell's Mouse by Frank Asch

BOOK SERIES

Title

Henry and Mudge Series by Cynthia Rylant
Frog and Toad by Arnold Lobel
Nate the Great by Marjorie Weinman Sharmat
Berenstain Bears by Jan and Stan Berenstain

Arthur and D.W. by Marc Brown
Curious George by H.A. Rey

Magic Tree House by Mary Pope Osborne
N/Double Orange Dots

A-Z Mysteries by Ron Roy

Who Was Series Illustrated by Nancy Harrison
Different Levels for Different Books
Different Authors for Different Books.

READ ALOUD and READ TOGETHER

Title

Amazing Grace by Mary Hoffman

Charlotte's Web by E. B. White

Great Kapok Tree (The) by Lynne Cherry

Ira Sleeps Over by Bernard Waber

Lon Po Po by Ed Young

Mary Marony and the Snake by Blanche Sims

Miss Nelson Is Missing by Harry Allard

Monarch Butterfly by Gail Gibbons

Owl Moon by Jane Yolen

Polar Express (The) by Chris Van Allsburg

Popcorn Book (The) by Tomie dePaola

Random House Book of Poetry For Children (The) edited by Jack Prelutsky

Where the Sidewalk Ends by Shel Silverstein

Suggested Authors

Harry Allard	Sid Hoff
Frank Asch	Pat Hutchins
Marc Brown	Steven Kellog
Eve Bunting	Arnold Lobel
Norman Bridwell	Bernard Most
Eric Code	Mercer Mayer
Donald Crews	Cynthia Rylant
Doreen Cronin	Maurice Sendak
Tomie DePaolo	Dr. Seuss
Mem Fox	
Keven Henkes	

Summer Reading List Entering Grade 3 - 2020

**Note: Raz-Kids accounts will remain active over the summer.
Please visit this website for additional titles: www.raz-kids.com**

EASY

Dragon series by Dav Pilkey

DK Readers (Level 2): Beginning to Read Alone (nonfiction titles) by various authors

Henry and Mudge series by Cynthia Rylant

Commander Toad series by Jane Yolen

Frog and Toad series by Arnold Lobel

Joe and Sparky Series by JamÛie Michalak

All Aboard Reading (Level 2) various nonfiction titles by various authors

Bunnicula: Ready to Read series by James Howe

Cam Jansen Mystery series by David Adler

Herbie Jones series by Megan McDonald

Horrible Harry series by Suzy Kline

Judy Moody series by Megan McDonald

Magic Tree House series by Mary Pope Osborne

Marvin Redpost series by Louis Sachar

See More Readers (Level 1) various nonfiction titles by Seymour Simon

Rainbow Fairies by Daisy Meadows

AVERAGE

Flat Stanley by Jeff Brown

Bailey School Kids series by Debbie Dadey and Marcia Thornton Jones

Jake Drake series by Andrew Clements

Junie B. Jones series by Barbara Park

Katie Kazoo series by Nancy Krulik

Magic Tree House series by Mary Pope Osborne

Matt Christopher series (sport themes) by Matt Christopher

Rescue Princesses (The) by Paula Harrison

Pete the Cat Series by James Dean

A to Z Mysteries series by Rob Roy

Magic Finger, The Enormous Crocodile (The) by Roald Dahl

Notebook of Doom by Troy Cummings

Secrets of Droon series by Tony Abbott

CHALLENGING

The Littles series by John Peterson

Nonfiction: **Eyewitness Books, Ranger Rick, Sports Illustrated for Kids and National Geographic for Kids** magazines

Any nonfiction book by Gail Gibbons

Big Nate Series by Nick Bruel

Clementine series by Sara Pennypacker

Gooney Bird Greene series by Lois Lowry

Socks; Mouse and the Motorcycle by Beverly Cleary &

Who Would Win? series by Jerry Pallotta

Fantastic Mr. Fox by Roald Dahl

Nancy Drew and Hardy Boys Series

Puppy Patrol Series- Jenny Dale

Bunnicula Series- James Howe

Fudge; Double Fudge by Judy Blume

Tales of a Fourth Grade Nothing by Judy Blume

Big Nate Series by Lincoln Peirce

Matilda by Roald Dahl

Summer Reading List Entering Grade 4 - 2020

**Note: Raz-Kids accounts will remain active over the summer.
Please visit this website for additional titles: www.raz-kids.com**

Suggested Series

Suggested Series

Approaching grade-level:

Animal Ark by Ben Baglio
Horrible Harry by Suzy Klein
Bailey School Kids by Marcia T. Jones and Debbie Dadey
Owl Diaries by Rebecca Elliott
Katie Kazoo by Nancy Krulik
A to Z Mysteries by Rob Roy
Bad Kitty by Nick Bruel
Lunch Lady by Jarrett J. Krosoczka
Ivy and Bean by Annie Barrows
Diary of a Minecraft Zombie by Herobrine Books

Grade-level:

Geronimo Stilton by Elisabetta Dami
American Girls by Valerie Tripp
Magic School Bus by Joanna Cole
Puppy Place by Ellen Miles
Who was...? by various authors
Who Would Win... by Jerry Pallotta
Any nonfiction book by Gail Gibbons
Big Nate by Lincoln Peirce

Above grade-level:

Fablehaven by Brandon Mull
Lightning Thief by Rick Riordan
The Missing by Margaret Peterson Haddix
I Survived by Laura Tarshis
The Land of Stories by Chris Colfer
The Thrifty Guides by Jonathan W. Stokes

Suggested Authors

Judy Blume Matt Christopher Beverly Cleary Andrew Clements Roald Dahl Kate DiCamillo	Jean Fritz James Howe Suzy Kline Lois Lowry Gary Paulsen Patricia Polacco	Jack Prelutsky Louis Sachar Shel Silverstein Jerry Spinelli
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Summer Reading List Entering Grade 5 - 2019

Required Summer Reading For All Incoming 5th Graders!

Each student entering 5th grade in the fall of 2020 is required to select and read one of the 2021 Intermediate Nutmeg Award Nominees.

2021 Nutmeg Book Award Intermediate Nominees Grades 4-6



Framed! by James Ponti
Florian Bates has a Theory of All Small Things (T.O.A.S.T.) which helps him navigate through a new school and life. When he explains his theory to Margaret and then shows her how it works in an art museum, they uncover a BIG mystery. Things get really exciting!



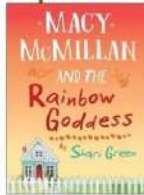
Front Desk by Kelly Yang
Mia Tang's family has moved from China to California in hopes of a better life. When they start to manage the Calivista Motel, Mia gets to run the front desk but soon gets into trouble with the cruel owner. It will take Mia's plucky perseverance to help the hotel guests and her family while trying to reach her dreams.



The Great Treehouse War by Lisa Graff
After Winnie's life falls apart due to her parents' divorce, she decides the only solution is to move into a treehouse between her parents' houses and stay there until they will listen to her. When her friends move in, there are demands from ten different children and ten sets parents all determined to bring this arrangement to an end!



I Love You, Michael Collins by Lauren Baratz-Logsted
It's 1969 and the world is awaiting the launch of Apollo 11. Mamie's class is writing letters to the three astronauts aboard Apollo 11. She alone chooses to write to Michael Collins who will orbit the moon while Neil Armstrong and Buzz Aldrin walk on it. What should she say? What should she do?



Macy McMillan and the Rainbow Goddess by Shari Green
Macy's life is turning upside-down! Her mother is getting married and her home is up for sale. Macy is sent next door to help an elderly neighbor who is also moving. Despite Macy's deafness, she and the "Rainbow Goddess" learn to communicate and even discover a shared love of stories and cookies.

The Nameless City by Faith Erin Hicks
Kaidu and Rat both live in the Nameless City, but they come from different cultures. Kaidu is the privileged son of the current conquerors and Rat is a street-wise native of the city. Their unlikely friendship might be just what the fragile peace of the Nameless City needs to survive.



New Kid by Jerry Craft
Jordan Banks' parents send him to an elite school far from his neighborhood in the city. Now he feels like he is living two lives and not fitting in with either. What will it take for Jordan to feel welcome with old friends and new classmates?



The Peculiar Incident on Shady Street by Lindsay Currie
It is bad enough Tessa Woodward had to say goodbye to the beach and her best friend and move to cold, chilly Chicago with her family, but then unexplained things start happening in her new house. Lights flicker on and off, doors slam and her little brother's creepy ventriloquist doll starts crying real tears. With the help of her new friends, Tessa soon starts to unravel the mystery of what happened in the house on Shady Street.



Restart by Gordon Korman
Chase can't remember anything! ANYTHING! Not his name, not his mother, not his friends. When he goes back to school, some people treat him like a king and some run the other way. Who was Chase before the accident? Is this a chance to restart his life and be a better person?



We're Not From Here by Geoff Rodkey
Earth is destroyed, Mars is running out of food and Planet Choom has invited humans to live on their planet. After travelling for 20 years to reach Choom, humans are no longer welcome. One family is chosen to represent the human race. Can they convince the species of Choom that humans are peaceful so they can stay?



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Task: Each student must come to school the first day having read the book AND completed the following items:

Story Map, Response Question & Student Created Bookmark

These handouts (see attached) can also be downloaded from the fifth-grade teachers' websites or picked up at the SES school office. This project will be counted as a grade for Term 1 of 5th grade.

Have a great summer!

The Grade Five Teachers

Name _____

Date Completed _____

Fifth Grade Summer Reading Tasks (3)

These 3 tasks should be completed based on the Nutmeg Book Award Nominee book you selected. Please return this packet along with your bookmark on the 1st day of school.

The list of book choices can also be found on
<https://www.nutmegaward.org/intermediate-4-6>.

Task 1- Story Map (The map may be in list format.)

Title	
Author	
Setting (time/ place)	
Main Characters	
Problem	
Solution	

Please continue to the next page.

Task 3- Bookmark

Create a bookmark for the book you read. Creatively illustrate your bookmark to represent the book. Below are the required parts of the bookmark. Make sure you include them all ON the bookmark.

Front

- Name (Do not forget to put your name ON the bookmark!)
- Title
- Author of the Book
- Creative Illustration
- Rating in Stars (1 to 5 stars, 5 being an excellent book)

Back

- Reason for the Rating (Explain why you rated the book the way you did. Give 1-2 specific examples from the story to support your reason.)

Summer Reading Grading Rubric



5th Grade Summer Reading - Nutmeg Book Award Nominee

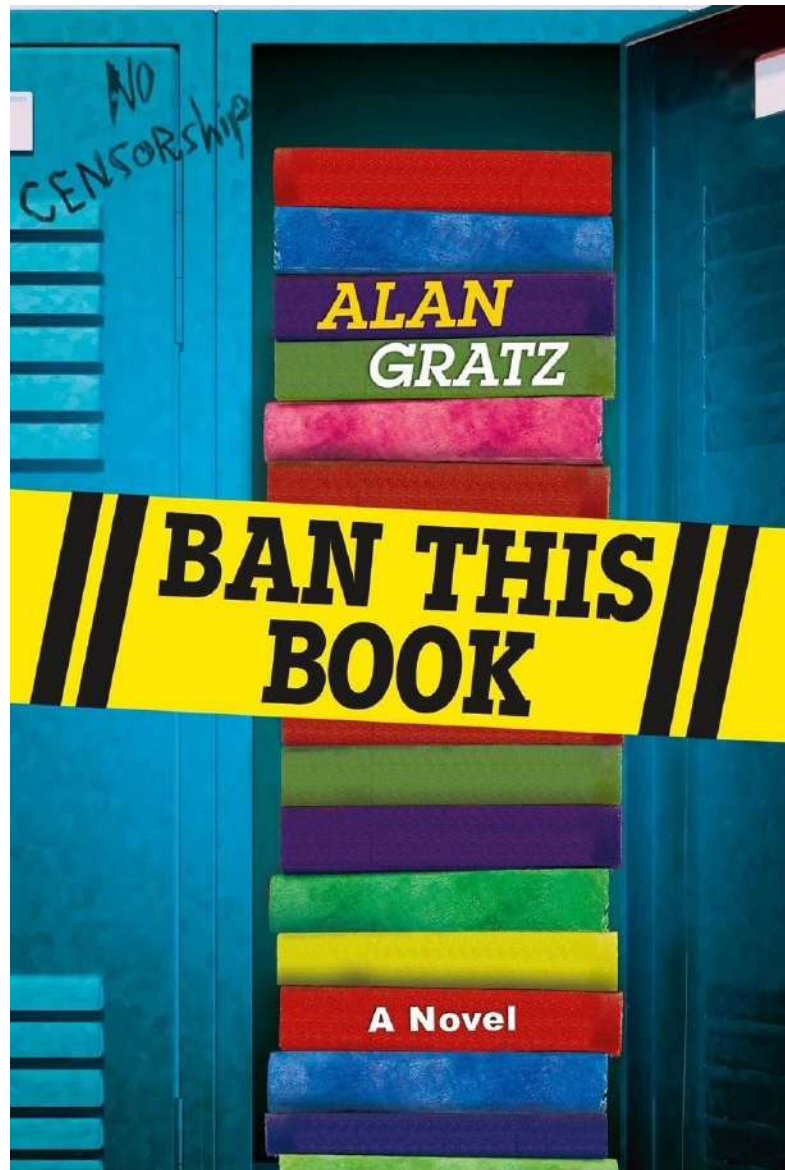
Student Name: _____ Date: _____

Items	Beginning (10 Points)	Developing (20 Points)	Accomplished (30 Points)	Exemplary (35 Points)
Story Map	Story map is missing significant parts or includes misinformation.	All parts of the story map are filled out but important details may be missing.	All parts of the story map are complete and include all relevant information.	The story map is complete and accurate. The student has demonstrated excellent understanding and effort (ex: may have included the attempts to solve the problem that led up to the climax).
Response Question	Response lacked development or did not address the question. Response only partially answered the question. Parts were missing. Response was written in incomplete sentences or difficult to read because of spelling, punctuation, and/ or capitalization errors.	Response directly addressed the question but lacked development and may have show misunderstanding. Some incomplete sentences or spelling, punctuation, and/ or capitalization errors.	Response was thorough, using complete sentences, grade level appropriate spelling, and correct punctuation/ capitalization. Response was developed and comprised of multiple sentences to fully express thinking. Response had at least 1+ transitions and/ or question stems.	Response was written in paragraph format (i.e. topic sentence, supporting details, concluding sentences) Response explored the prompt thoroughly and thoughtfully, making meaningful text to self/ text/ world connection(s). Response used transitions and question stems well to organize their thinking in a clear way.
Bookmark	Is missing significant required parts: Title Author Creative Illustration Rating Reason for Rating Including 1-2 Specific Examples from the Story Name	Includes most required parts but is missing: Title Author Creative Illustration Rating Reason for Rating Including 1-2 Specific Examples from the Story Name	Includes all required parts: Title Author Creative Illustration Rating Reason for Rating Including 1-2 Specific Examples from the Story Name	Includes all required parts. Demonstrates exceptional effort in design and creativity by student including illustrations and text.

from <https://www.nutmegaward.org/intermediate-4-6>

Intermediate Grades 4-6

2020 Intermediate Winner



from <https://www.nutmegaward.org/intermediate-4-6>

NEWBERY MEDAL AWARD BOOKS
For students entering grades 4 and 5

**If you are looking for additional titles for your child to read in addition
to the summer reading book.**

YEAR	TITLE	AUTHOR
1936	<i>Caddie Woodlaw</i>	Carol Ryrie Brink
1941	<i>Call It Courage</i>	Armstrong Sperry
1946	<i>Strawberry Girl</i>	Lois Lenski
1951	<i>Amos Fortune, Free Man</i>	Elizabeth Yates
1954	<i>...And Now Miguel</i>	Joseph Krumgold
1959	<i>The Witch Of Blackbird Pond</i>	Elizabeth George Speare
1960	<i>Onion John</i>	Joseph Krumgold
1961	<i>Island Of The Blue Dolphins</i>	Scott O'Dell
1963	<i>A Wrinkle In Time</i>	Madeleine L'Engle
1968	<i>From The Mixed-Up Files Of Mrs. Basil E. Frankweiler</i>	E.L. Konigsburg
1970	<i>Souder</i>	William Armstrong
1971	<i>Summer Of The Swans</i>	Betsy Byars
1972	<i>Mrs. Frisby And The Rats Of Nimh</i>	Robert C. O'Brien
1973	<i>Julie Of The Wolves</i>	Jean Craighead George
1975	<i>M.C. Higgins The Great</i>	Virginia Hamilton
1977	<i>Roll Of Thunder, Hear My Cry</i>	Mildred D. Taylor
1978	<i>Bridge To Terabithia</i>	Katherine Paterson
1980	<i>A Gathering Of Days</i>	Joan W. Blos
1981	<i>Jacob Have I Loved</i>	Katherine Paterson
1984	<i>Dear Mr. Henshaw</i>	Beverly Cleary
1986	<i>Sarah, Plain And Tall</i>	Patricia MacLachlan
1987	<i>The Whipping Boy</i>	Sid Fleischman
1988	<i>Lincoln</i>	Russell Freedman
1989	<i>Joyful Noise: Poems For Two Voices</i>	Paul Fleischman
1990	<i>Number The Stars</i>	Lois Lowry
1991	<i>Maniac Magee</i>	Jerry Spinelli
1992	<i>Shiloh</i>	Phyllis Reynolds Naylor
1993	<i>Missing May</i>	Cynthia Rylant
1994	<i>The Giver</i>	Lois Lowry
1995	<i>Walk Two Moons</i>	Sharon Creech
1996	<i>The Midwife's Apprentice</i>	Karen Cushman
1997	<i>The View From Saturday</i>	E.L. Konigsburg
1998	<i>Out Of The Dust</i>	Karen Hesse
1999	<i>Holes</i>	Louis Sachar
2000	<i>Bud, Not Buddy</i>	Christopher Paul Curtis
2001	<i>A Year Down Yonder</i>	Richard Peck
2002	<i>A Single Shard</i>	Linda Sue Park
2003	<i>Crispin: The Cross of Lead</i>	Avi
2004	<i>The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread</i>	Kate DiCamillo

NEWBERY MEDAL AWARD BOOKS Cont'd
For students entering grades 4 and 5

YEAR	TITLE	AUTHOR
2005	<i>Kira-Kira</i>	Cynthia Kadohata
2006	<i>Criss Cross</i>	Lynne Rae Perkins
2007	<i>The Higher Power of Lucky</i>	Susan Patron
2008	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz
2009	<i>The Graveyard Book</i>	Neil Gaiman
2010	<i>When You Reach Me</i>	Rebecca Stead
2011	<i>Moon Over Manifest</i>	Clare Vanderpool
2012	<i>Dead End in Norvelt</i>	Jack Gantos
2013	<i>The One and Only Ivan</i>	Katherine Applegate
2014	<i>Flora & Ulysses: The Illuminated Adventures</i>	Kate DiCamillo
2015	<i>The Crossover</i>	Kwame Alexander
2016	<i>Last Stop on Market Street</i>	Matt de la Peña
2017	<i>The Girl Who Drank the Moon</i>	Kelly Barnhill
2018	<i>Hello, Universe</i>	Erin Entrada Kelly
2019	<i>Merci Suarez Changes Gears</i>	Meg Medoma
2020	<i>New Kid</i>	Jerry Craft

Summer Reading List
Entering Grade 6 - 2020
(Ms. Bittner/Mr. Nevins)

What Makes You Unique?

Stargirl by Jerry Spinelli

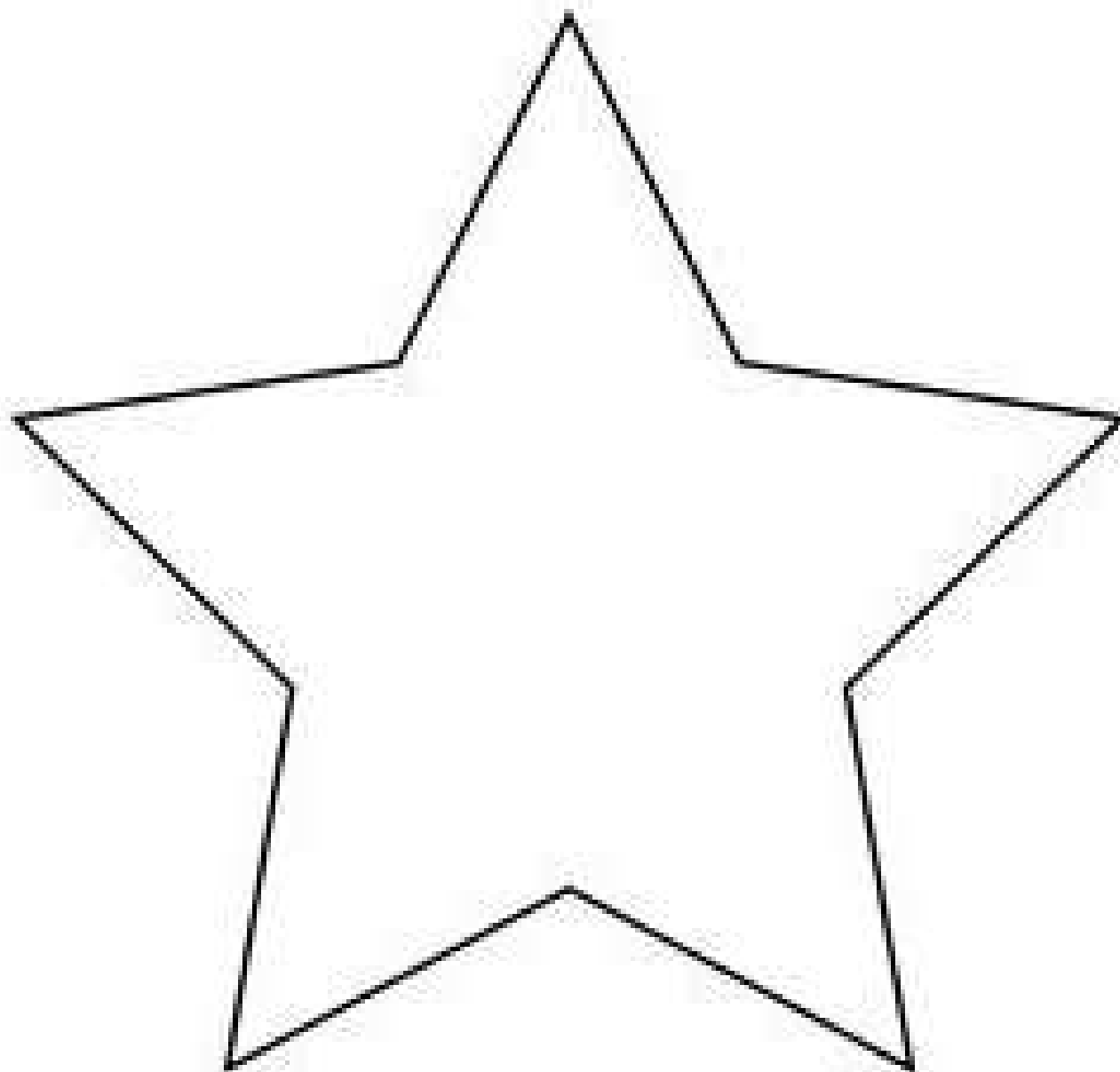


As you read *Stargirl* by Jerry Spinelli, think about what qualities make her a *unique*, one of a kind, character. How does this relate to you? What makes you unique? What qualities and traits make you a one of a kind person?

Using the attached STAR, create a colorful and unique representation of yourself. You can use words and pictures. Use the following guidelines for each point of the star.

- Center: Picture (photo) of you with your name
- Point 1: What you want to be when you grow up
- Point 2: Favorite Food
- Point 3: Favorite Hobby
- Point 4: Favorite Place
- Point 5: Goal for this year
- Cut out your star.

Your STARS will be collected on the first day of school and will be displayed for others to see. Remember: Quality work – make your star be a great first impression!



**Summer Reading List
Entering Grade 7 - 2020
(Mrs. Rivard/Mrs. Wilson)**

Task 1: In 7th grade, we start our year focusing on the theme of resilience. In conjunction with that theme, students going into 7th grade are required to read the novel, *Fish in a Tree* by Lynda Mullaly Hunt. Fill out the organizer on the next page in order to organize your thoughts about the novel. This novel is available at the Somers Public Library in electronic and hard copy format. This assignment is **due the first day of school**.

Task 2: Read **one** of the following articles in preparation for our first unit. Then, complete the [Newsela 7th Grade Summer Reading Worksheet](#) in preparation for class discussions. The articles can be found in this document. This assignment is **due the first day of school**.



Article Option 1: [My disabilities do not define me. I am Jim.](#)

Article Option 2: [At Born Dancing - Different abilities and all in harmony](#)

Task 1: Fish in a Tree by Lynda Mullaly Hunt

Pre-reading question: Based on the title of this novel, what do you think it will be about?

Protagonist: _____

Main Conflict: _____

Supporting character: _____

Role in protagonist's life: _____

--

Supporting character: _____

Role in protagonist's life: _____

--

Supporting character: _____

Role in protagonist's life: _____

--

Which character is key to solving the conflict? How does he/she help?

How does the process of solving the conflict change the protagonist's life?

Task 2: Nonfiction Newsela Articles and Organizer

7th Grade Newsela Summer Reading Worksheet

Title of Article:

Student's Name: _____

Write Down and Define Three (3) Words from the Article.
1.
2.
3.

Write Down the Main Idea of the Article.

Write Down One (1) Opinion from the Article

Choose Three (3) Quotes from the Article that Support the Main Idea, Write them down and Cite Them.
1.
2.
3.

Write Down Your Opinion About the Article

Why Did the Author Write This Article? Circle the Best Answer
A) To Entertain B) To Inform C) To Persuade D) To Express an Opinion

My disabilities do not define me. I am Jim

By James Gentry, The Conversation on 04.11.18

Word Count 1,422

Level MAX

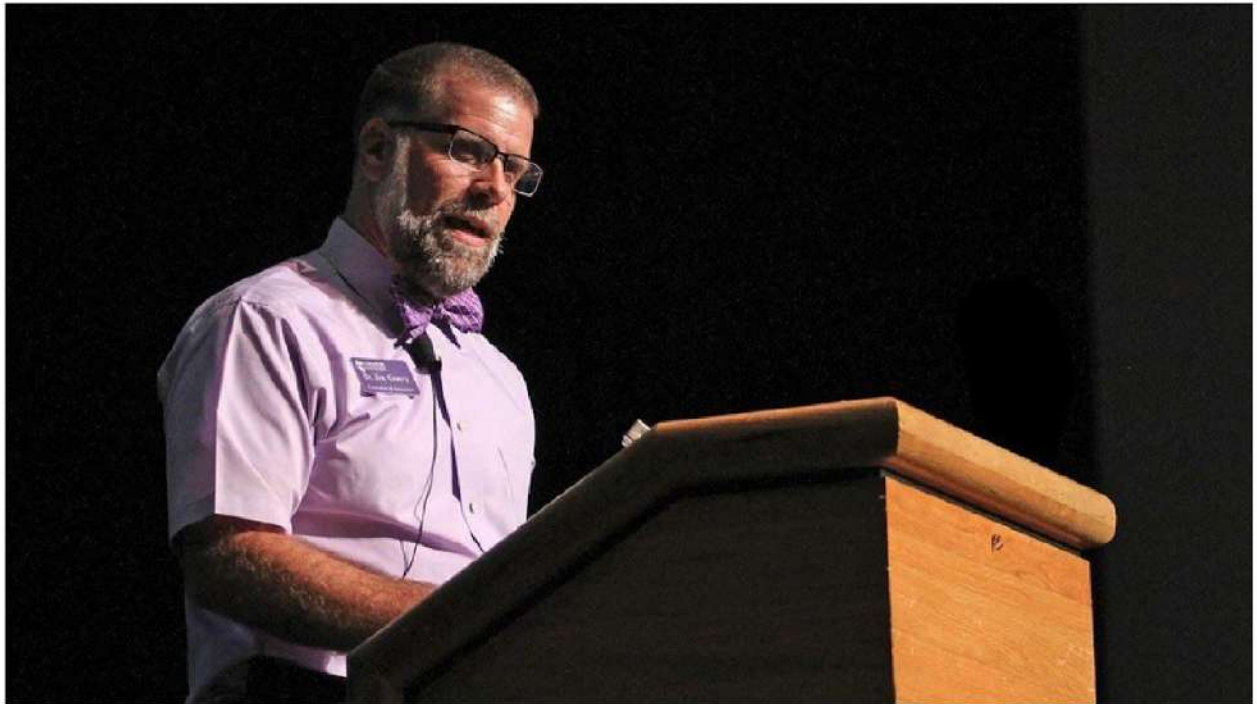


Image 1. Dr. James "Jim" Gentry, associate professor of curriculum and instruction within Tarleton State University's College of Education in Texas. Photo courtesy of James Gentry

I am an educator of educators. I teach others how to be the best teachers. But, I'm also different.

I have learning challenges.

I found my way and my life's calling thanks to dedicated educators.

As we celebrate the anniversary of the Americans with Disabilities Act (ADA), I am reminded of my personal journey.

My disabilities could have defined me, but they did not. I do not consider myself dyslexic or learning-disabled.

I am Jim. And here's the story of how I overcame my challenges and the educators who helped me along the way.

My Disability

Born in 1970, I suffered a head injury as a young boy while roughhousing with friends. Perhaps that led to my learning problems, perhaps it didn't. Doctors aren't really sure.

What I do know for sure is that in kindergarten, I could not spell my name – James. That is when I became Jim. Over a period of time, I turned Jim into Mij.

I did not like school. I decided it was about one thing – learning to read and write.

I was poor at both. I didn't like myself.

At the age of six, I was diagnosed with dyslexia or a minimal brain dysfunction; with learning disabilities. At the time, awareness about dyslexia was so poor that my mother asked, "Is it contagious?"

Then something changed.

A breed of new educators – called special education teachers – came to my school. A curriculum tailored just for kids like me was started at my school in East Texas.

The curriculum provided reading and writing experiences using specialized learning strategies. For example, I learned I could read books by looking at pictures, orally retelling the stories, acting out stories and reading text.

All this happened because in 1975, Congress passed the Public Law 94-142, now known as the Individuals with Disabilities Education Act. This law provided special education services for all students with disabilities.

Before this law, students with disabilities had limited protections and rights to an education. This law allowed me to receive the special services I needed to learn to read and write.

I began to develop a more positive perception of myself.

How I Learned

I wanted to join my peers as a learner, reader, thinker, writer and everything else educational.

But it was hard for me to know left from right.

A crucial event occurred in my second year of first grade that helped crystallize the visual cues I was being trained to see.

It was the summer of 1977. The roads of my small town were being resurfaced with asphalt and tar.

Curious about the process, I did what an inquisitive young boy would do – stepped right into the middle of the warm, gooey stuff. Predictably, it stuck to the side of one of my shoes.



I remember the thrill and joy of sticking and unsticking my shoes.

The next morning, I lined up the pair so they stuck together perfectly. Next, I slid my feet into the correct left and right shoes.

I was elated with my success.

For the first time, I was able to place my shoes on the correct feet using the sticky tar as visual and kinesthetic cues that my teachers had taught me, for determining left from right. I was independent.

This was the beginning of understanding visual cues to learn to read, write and ascertain directions. Although it still took a while, I learned to make the connections.

For instance, when one of my teachers told me I needed to write on the correct side, I still did not understand. I asked, "What is the correct side?" She said, "Write from left to right."

I asked what are left and right. She took my paper, moved the holes of the paper to one side of my desk and said, "The holes face this way, left."

I looked in that direction and saw these huge windows.

I still remember thinking, "This is like my shoes and that tar." I knew it was unlikely the windows would move, so I moved the holes of my paper, lines side up, toward the windows before writing every time.

I never wrote on the wrong side again and learned to adjust to my visual landmarks if my desk moved by asking people what was my left.

It worked every time.

Using Visual Cues

Once I understood spatial relationships, I made new discoveries with letters and numbers, discovering that some have "legs" and "loops" that faced the holes in the notebook paper while others faced in the opposite direction.

For instance, letters and numbers like a, d, 7, 3, 4, and Jj faced the holes, while Bb, L, Ee, Ff, and Cc faced away from the holes. There were confusing ones like Zz, 5, Ss, and 2 which had loops and legs that faced toward and faced away from the holes on the notebook paper. I had to memorize or review them each time.

As I learned to write, I learned to read better too. I was not like my peers, but I could call some words out orally and use pictures to fill in the missing parts.

Using visual cues, working with peers and seeking meaning were the solutions to learning, reading and writing. Also, I could persuade peers to read to me, and I situated the meaning together like a puzzle.

I became a "meaning gatherer."

Later, using visual cues helped me play football and drive a car. And, to think, it all started with asphalt, tar and some teachers holding my hand.

College And Beyond

Learning with learning challenges is never easy. Higher education proved to be a greater challenge.

My first English paper was difficult. Spelling was often perceived as an insurmountable challenge by me. I had to type my papers, but the typed paper resembled a drywall due to the amount of white correction tape I used to correct misspelled words.

I again found something that was as life-changing as the tar-on-my-shoes experience for determining left from right – this time, it was the invention and availability of the personal computer.

I purchased an IBM clone with a word processing program that would review and check spelling. Once I used the word processor to complete various written assignments from college, I was like a caveman who discovered fire.

I became like everyone else. I could turn in clean documents without worrying about handwriting legibility or the letters facing the wrong direction.

I was free. I could be a writer.

I completed my Bachelor of Science degree in psychology with a 4.0 grade point average. Later, while working as a schoolteacher, I completed my master's degree in special education and my Doctor of Education degree in curriculum and instruction, again with a 4.0 grade point average.

Making A Difference

Not that my learning challenges have gone away. I still face the same learning challenges that I did as a young boy.

But I have learned to use visual cues.

For instance, while driving, I use visual cues – the rings on my fingers and a missing knuckle – to tell left from right, and I depend on technology to help with my writing.

I am now a teacher, and as an associate professor at Tarleton State University I work with students and their parents to focus on their abilities and not their disabilities – just like my teachers did.

My experiences and challenges have enabled me to listen to my students more. I model every day the value of building relationships and collaborative learning. My school days taught me learning occurs best when done together.

That's where good teachers make all the difference in the world, as they did in my life.



I give back to my community in many different ways. I am the co-chair of the university's Diversity, Access and Disability Services Committee. I have the opportunity to train educators to help make a difference.

I have a purpose. I belong.

But more than anything else, I am Jim.

The Americans with Disabilities Act and the Individuals with Disabilities Education Act before it have given me and others like me the opportunity to thrive.

And what a difference that has made in our worlds.

James Gentry is an Associate Professor at Tarleton State University, Texas.

At Born Dancing, different abilities — and all in harmony

By John Colin Marston, Christian Science Monitor on 02.21.19

Word Count 1,007

Level MAX



Image 1. Madison Ferris (left) and Madeline Charles perform in "Third Party" during a dress rehearsal for Born Dancing, a nonprofit founded on the belief that people of all ages and abilities should have access to every aspect of dance. Photo by: Melanie Stetson Freeman/Christian Science Monitor Photo by: Melanie Stetson Freeman/CSM Staff

With a late afternoon glow filling the studio, dozens of dancers stretch and chat quietly. As the rehearsal starts with soft piano notes, their bodies form an ebb and flow, creating a sense of connection. But this rehearsal is less focused on well-worn repetitions of pirouettes and arabesques. Instead, it's almost a fully fledged social experiment, offering a reinvention of who can dance.

This is Born Dancing, which welcomes both those with disabilities and non-disabled individuals. Some are children with learning disabilities. Other older participants are struggling with the physical effects of Parkinson's disease. Some are professional dancers.

By the end of the piece at the rehearsal, the dancers have accomplished something markedly beautiful: an expression of ability and resilience, enriched by the unique contributions of each participant.

"This is not a company that you're in just for the challenge of the movement. It's also the challenge of collaboration with such a broad range of people," says Melissa van Wijk, founder and executive director of Born Dancing.

Van Wijk began Born Dancing in New York after years of teaching dance to children with disabilities. She had launched her efforts after realizing she had never seen a dancer in a wheelchair. Her company, which was a full-fledged reality by 2016, has a simple aspiration: to change the way that those with disabilities, from autism to physical impairments, are seen, taught and told to move.

"Every dancer is made to feel beautiful," says Madeline Charles, who has been with Born Dancing since its first production and also works with other dance companies. "There's a range of ages and abilities, and we as professional dancers learn from this. They are telling us their own stories."

Choreography is informed and guided by those who are often relegated to the background. The result is a dynamic, egalitarian environment.



"Everybody should have the opportunity to dance, and [Van Wijk] has this gift of elevating everybody's stature," says Patricia Beilman, a dancer in the production that Born Dancing put on in December. Beilman grew up taking ballet lessons, and after her condition was diagnosed as Parkinson's disease, she rediscovered the appeal of dancing, attending lessons with the nonprofit Dance for PD.

"Performances help with stigma. When my friends see what I'm doing they say, 'Oh, she has Parkinson's, and she's dancing. That's pretty cool.'"

Van Wijk's company has three main components, each with an aim. It's getting children with disabilities involved in dance, it has an apprenticeship program for disabled teenagers to learn about careers in the performing arts and it's educating the next wave of professional dance instructors. These components coalesce in productions held about twice a year. The one in December featured about 30 dancers.

Parents travel from far and wide for the rehearsals each week. Ammie Johnson drives her 11-year-old son, Afadji, an hour and a half from Middletown, New York. Laurie McIntosh makes a three-hour trip from the Catskills so her daughter Ava can participate in her first professional dance production.

The program also enlists many children in District 75, New York City's public schools for special-needs students. Too often, these kinds of students drop out and feel they aren't equipped to enter the workforce. The opportunity for success is even smaller for those interested in the arts.

Diane Duggan is a retired dance therapist and educator from District 75. "There's more equality than when I first came in, but there needs to be much, much more," says Duggan, who has taught in the master's program for dance education at New York University. "It's really vital for all children to be able to have dance. Instead of being someone who struggles in class, they really get dance and enjoy it."

For the children in the December production, Born Dancing holds great meaning. "I feel like this is my home; I love Born Dancing. When I'm dancing, it's like I'm putting a story together," says 14-year-old Ava McIntosh, who has Down syndrome. Greta Baier feels the same way, saying the program creates a space where her talents are nurtured. "I feel more included here than at my school because they really make sure we're participating and don't just focus on kids that can walk," says the 10-year-old, who uses a wheelchair because of a congenital muscular dystrophy.



"I really like the arts. Dancing is one of my favorite things to do. When I grow up, I want to go into the arts," Greta adds.

The larger point of Born Dancing is to create such opportunities for people who are disabled, both now and in the future, both on and off the stage.

"The field is gaining recognition. Both the audience for the work has broadened, and the dance field itself is increasingly recognizing the value and artistry of these dancers and these companies," says Simi Linton, co-director of Disability/Arts/NYC (DANC).

Van Wijk agrees. "I think that there's been an evolution. A lot of people are thinking more about inclusion, integrated arts and disability arts."

That's certainly true of the company's professional dancers, some of whom may be among the next generation of choreographers and dance educators.

"It's always been a dream for me to open a company of dancers with disabilities, and this process has been a huge learning experience for me," Charles says. She was first inspired to this work growing up with a sister who uses a wheelchair, wanting to help create a different world for her.

Dominique Lockett, another professional dancer in the company, thinks the future looks bright for disabled dance and inclusion.

"By watching them and helping them learn, we're not going against them but coming to them. To have all the kids, adults and teenagers being able to move as one, it has changed a lot of how I think about dance," Lockett said.

Summer Reading List
Entering Grade 8
2020 (Ms. Cichon/Mrs. Connors)

Please read Endangered by Eliot Schrefer. Use specific story details to complete the 5 W's and 1H organizer.

Then, choose between the two nonfiction articles provided:

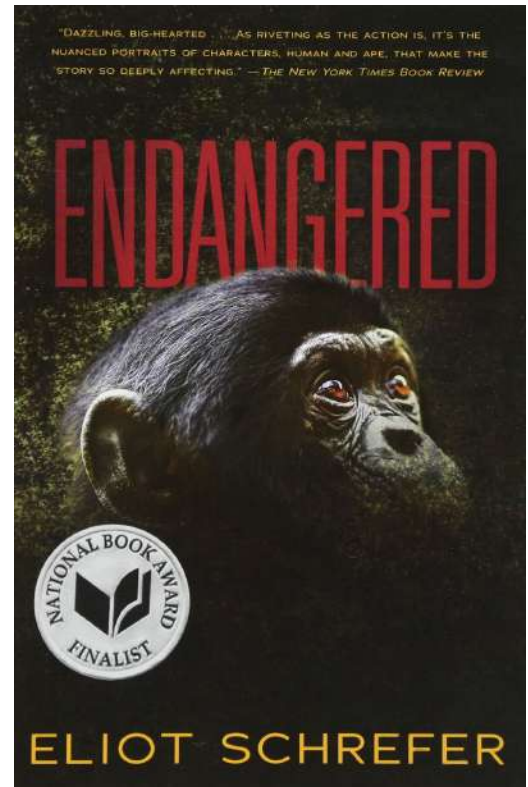
- "War took away their childhood" by Rick Loomis of the Los Angeles Times (NEWSOLA)

- "Bonobos" by the San Diego Zoo

Use specific details from the article to complete the topic- main ideas- key details organizer.

Be sure to include as much detail as possible when completing the organizers as they will be used to complete an activity and to develop an essay during the first week of school.

The organizer and summary will be graded using the attached rubrics.



First Day of School Checklist:

- Completed 5Ws and 1H organizer for Endangered by Eliot Schrefer.
- The book (if you purchased it).
- Completed topic-main ideas- key details organizer for "War took away their childhood" by Rick Loomis of the Los Angeles Times **OR** "Bonobos" from the San Diego Zoo.
- The article with your notes/highlights on it.
- A three-ring binder.
- Four dividers.
- A spiral bound notebook.
- Something to write with.
- A positive attitude.

War took away their childhood

By Rick Loomis, adapted by Newsela staff



SIBUT, Central African Republic — At 14, Jordy isn't much taller than his gun.

“It was a way to protect myself, and it was a way to survive,” said Jordy, a former child soldier. The conflict tearing the Central African Republic apart has turned neighbor against neighbor. For many children, it has ended their childhood.

Children have seen their parents killed and watched as boys and girls just like them were hurt. They have been forced to make decisions far beyond their years. Some decided to join the fighters who ruined their lives.

Children Left Behind

Children have been victims in virtually every conflict in this country, one of the poorest in the world. More than a year ago, a rebel group known as the Seleka seized power from the government. As many as 3,500 children were part of it. Other armed groups started fighting back and the number of child soldiers grew to 6,000. Some children, like Jordy, were handed guns, while other children were made slaves.

Today, children barely in their teens still are with the fighters. Even by day, armed men threaten travelers on the road. Rifles and machetes are slung over their shoulders, and the fighters have protective charms draped around their necks.

The Seleka left behind nearly 400 children when they were pushed from power in January. Recently, the humanitarian organization UNICEF negotiated the release of more than 1,000 other children. On a recent day, dozens of the children gathered on a shaded porch in Sibut. UNICEF made them available for interviews. Several of them smiled shyly at the visitors. But a few were angry, shouting that they needed help.

When The Rebels Came

Charly recalled the day when the rebels arrived. He was 15, and he was selling soap, sugar and other goods from a market stall in Sibut. His father was dead, and his mother couldn't support him. The fighters streamed in on motorcycles and in pickup trucks. They fired their guns and set homes and businesses on fire. "When they saw I was brave, and I could point out houses to rob, they accepted me," Charly said. He was given a Kalashnikov rifle and sent on patrols around his hometown, his fear replaced by arrogance.

"Everyone saw me carrying an AK," he said. The thought of the return to his old life makes him sit rigid with anger, his eyes flashing. "See the shoes I'm wearing?" the teenager snapped, pointing at his dusty blue flip-flops full of holes.

With the rebels, he had power, he said. "I had boots, a uniform and a gun in my hand." Jordy, Charly and other youths marched with the rebels to the capital. Some were forced to go, but others were drawn by the idea of stealing.

Reuniting

Many children don't even know where their relatives are — hundreds of thousands have fled their homes in the fighting. Humanitarian workers who are caring for some of the former fighters can spend months trying to locate their families. When families can be traced, they may be slow to take their sons back. Children who have been with the rebels have a hard time obeying their parents.

Many children still march with the fighters, but those who have left struggle to find a way forward. Mireille, a young woman taken and forced to be a "wife," said she'd like to go back to school and Jordy said he would like to try farming. Charly, though, has already been approached by militias eager to take advantage of his knowledge of the Seleka.

"With a gun," he said, "you always have money."

Bonobos

From San Diego Zoo- Animals and Plants

HABITAT AND DIET

Nests aren't just for the birds! Bonobos live in the rain forests of the Congo Basin in Africa. They prefer old-growth forests, with trees that bear fruit at different times throughout the year. They use leaves and twigs to build sturdy nests in the forks of trees each evening. By all sleeping in the same area, they can help each other look out for predators such as leopards and snakes, and this could also be a way to exchange information. They can also keep track of each other. Adult bonobos sometimes share a nest, which is a unique behavior among the great apes. Bonobos are very comfortable in trees, swinging hand to hand through the branches, climbing up tree trunks, and leaping from one tree to another. Bonobos eat mainly leaves, stems, fruits, worms, insects, and sometimes small fish.

When it comes to finding food, bonobos have it pretty easy in their rain forest home. They are nimble climbers and can swing from tree to tree searching for tasty fruit. Bonobos forage during the day for food both in trees and on the ground. Working in small groups, they often share the food they've found and then gather together in larger groups to build their sleeping nests. These clever apes have been observed sponging water out of tree trunks with moss, fashioning a rain hat out of leaves, and shaping a toothpick out of a twig. Bonobos also spend hours hunting for earthworms to snack on—a rain forest candy to them!

FAMILY LIFE

In bonobo society, the females take charge and keep lifelong bonds with their sons. When a daughter is old enough, she must leave the troop and find another one to join. Adult females form strong bonds with each other. The female-led troops tend to be relatively peaceful, and bonobos seem to be sensitive to each other's needs.

Infants are born virtually helpless and must be carried everywhere by their mothers for the first two



years. At birth, the male bonobo inherits the social status of his mother and relies on her for protection. He shares a close, permanent bond with his mother and remains with her throughout his life. A young male is particularly vulnerable without a mother's care. Both male and female youngsters stay close to Mom for several years while they grow and learn how to be a part of bonobo society.

Bonobos use touch to give reassurance and comfort to each other. They form close relationships with other members of the troop, even after they are grown.



Playing is a part of growing up, as the young bonobos gain independence and test their skills against each other. The youngsters play some of the same games you might play, such as King of the Mountain, where one chimp parades around on top of a hill or rock while the others try to pull him or her down, and Blindman's Bluff, where young bonobos cover their eyes with their hands and run around chasing each other!

CONSERVATION

Unfortunately, there are few bonobos left in the wild, and so they are considered one of the most endangered of the great apes. Humans continue to move into bonobo habitat, hunting these amazing apes for food and selling their babies into the pet trade. Commercial logging operations create new roads to harvest timber, giving people easier access to hunt or capture many rainforest species, including bonobos.

Conservationists estimate that at least 4,000 wild chimpanzees and bonobos are killed every year to satisfy the demand for "ape steaks" (food). Furthermore, the bonobo's range is within one unstable country, the Democratic Republic of Congo, which puts their populations in a more precarious position than if their range overlapped many countries.

Adapted from <https://animals.sandiegozoo.org/animals/bonobo>

Name: _____ Date: _____

Summer Reading Activity Entering Grade 8 - 2020
Realistic Fiction

Review the following questions and take notes in complete sentences as you read. Your notes should be concrete with specific details, as you will be allowed to use these notes for the in-class assessments on the books you have read. Use additional paper if needed.

Novel: Endangered

Author: Eliot Schrefer

5 W's and 1 How Question Frame

WHO was the protagonist (main character): _____

A. Describe the character's physical traits (looks, mode of dress, etc.).

B. Assign a personality trait to the character and provide quotes from the novel in support of your choices.

Personality Trait	Quotes From the Novel (with page numbers)

WHAT was the conflict (problem) in the novel?

Circle: Internal External

Describe in detail here:

WHERE did the majority of the story take place (setting)?

Circle: Urban Rural Suburban

Describe in detail here:

WHEN did the story take place?

Circle: Past Present Future

Describe in detail here:

WHY is the conflict a problem/challenge for the main character?

HOW does the main character try to solve his/her problem? (be SPECIFIC!)

Resolution- How does the story end?

Theme- What lesson did the main character learn that we the reader are meant to learn?

SUMMARY: Please write a summary of the information in the organizer in no less than two paragraphs (12 sentences). This can be done on a separate piece of lined paper or typed.

Name: _____ Date: _____

Summer Reading List Entering Grade 8 - 2020
Nonfiction ONLY

Review the following questions and take notes in complete sentences as you read. Your notes should be concrete with specific details, as you will be allowed to use these notes for the in-class assessments on the books you have read. Use additional paper if needed.

Mark Your Chosen Article:

- “War took away their childhood” by Rick Loomis of the Los Angeles Times
- “Bonobos” by the San Diego Zoo

Topic of the article in your own words: _____

Author’s Purpose- Circle: Persuade Inform Entertain

What does the author want us to take away (understand) about the topic based on the article in its entirety?

Main Idea One (Hint - this is usually a subheading):	
Key Detail:	Key Detail:
Key Detail:	Key Detail:

Main Idea Two (Hint - this is usually a subheading):	
Key Detail:	Key Detail:
Key Detail:	Key Detail:

Main Idea Three (Hint - this is usually a subheading):	
Key Detail:	Key Detail:
Key Detail:	Key Detail:

SUMMARY: Please write a summary of the information in the organizer in no less than two paragraphs (12 sentences). This can be done on a separate piece of lined paper or typed.

Summer Reading Fiction Rubric

Worksheet Completion

Notes:

All Elements are Filled-in	3- Always	2- Sometimes	1- Rarely	0- Not at All
All Elements are Accurate	3- Always	2- Sometimes	1- Rarely	0- Not at All

Fiction Summary Checklist

Review your summary and be sure it includes all elements of the plot:

- Exposition: protagonist, setting, problem
- Rising Action: 3 key events, turning point
- Climax
- Falling Action: one event
- Resolution: how do things change, what does the protagonist learn (theme)

4	3	2	1
The student has included all elements of a fiction summary.	The student is missing 1-2 elements of the summary.	The student is missing 3-4 elements of the summary.	The student is missing most of the summary.

Total Score: ____/10= ____%

Summer Reading Nonfiction Rubric

Worksheet Completion

Notes:

All Elements are Filled-in	3- Always	2- Sometimes	1- Rarely	0- Not at All
All Elements are Accurate	3- Always	2- Sometimes	1- Rarely	0- Not at All

Fiction Summary Checklist

Review your summary and be sure it includes all elements of the plot:

- Topic identified
- Author's purpose is correctly identified
- 3 Main ideas are identified
- 4 Key details for each main idea are given

4	3	2	1
The student has included all elements of a nonfiction summary.	The student is missing 1-2 elements of the summary.	The student is missing 3-4 elements of the summary.	The student is missing most of the summary.

Total Score: ____/8= ____%

SHS Summer Reading

Summer reading at SHS is going to look a little different this year. The goal- read for pleasure! The biggest obstacle to reading that we hear is "I don't have enough time." Here is your opportunity to finally get to a title on your TBR list, explore a new genre, or reread a favorite. Not sure what to read? Check out the teacher recommendations below or visit the [SHS LMC website](#) for more suggestions.

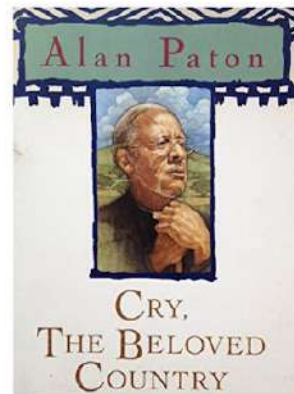
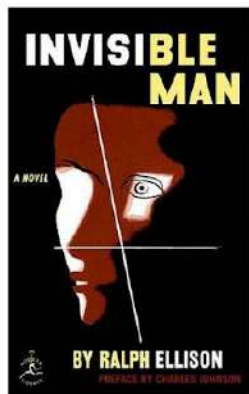
Post a review or recommendation on our [FlipGrid](#) to be entered in our school-wide Summer Reading Raffle! (2021 Nutmeg Nominees count 2X)

[Click here for the SHS Summer Reading Website](#)

[Click here for Flipgrid](#)

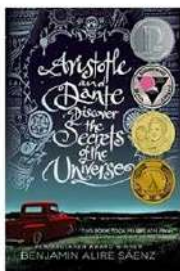
AP Literature- Required Reading

See Google Classroom or the SHS LMC website for more information.

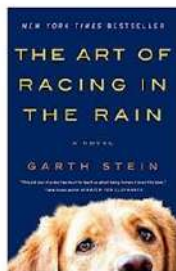


SHS Staff Recommendations

Click on the teacher's name for more information about the book.



[Mrs. Connors](#)



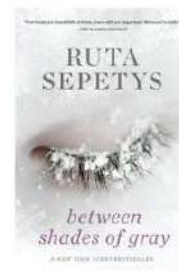
[Ms. Bonin](#)



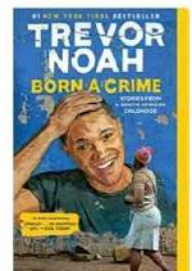
[Ms. J. Collins](#)



[Mrs. Connors](#)

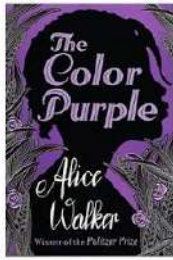


[Mrs. Connors](#)

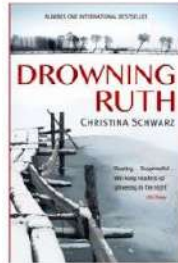


[Ms. Simoes](#)

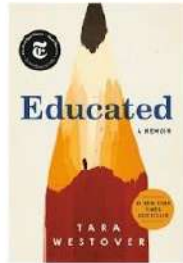
SHS Staff Recommendations Continued



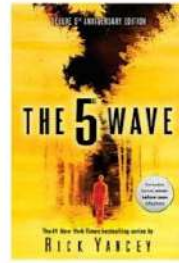
[Mrs. Kelly](#)



[Ms. Simoes](#)



[Mrs. Cormier](#)



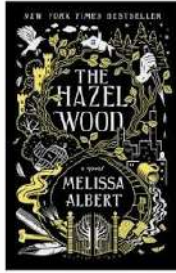
[Mrs. Connors](#)



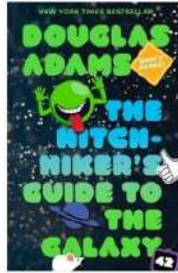
[Mrs. Croteau](#)



[Mrs. Kelly/Croteau](#)



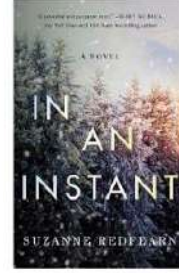
[Mrs. Connors](#)



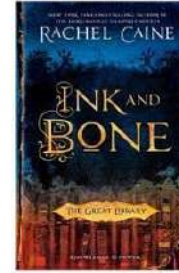
[Ms. Maynard](#)



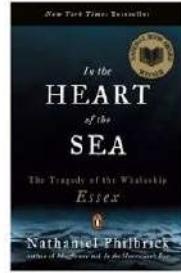
[Mrs. Connors](#)



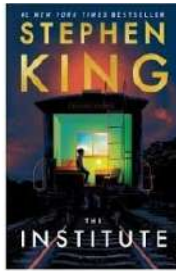
[Ms. Bonin](#)



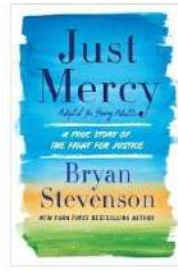
[Mrs. Connors](#)



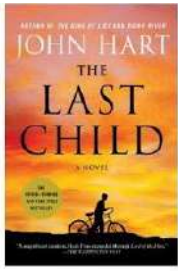
[Mr. A. Slater](#)



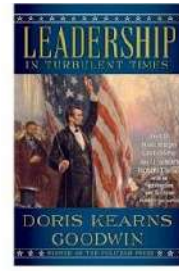
[Mrs. Kelly/Cormier](#)



[Mrs. Cormier](#)



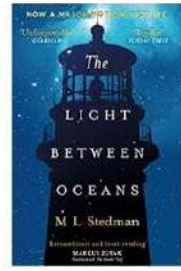
[Mrs. Cormier](#)



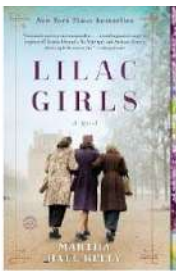
[Mr. Macaluso](#)



[Mr. Macaluso](#)



[Mrs. Cormier](#)



[Mrs. Cormier](#)



[Mrs. Cormier](#)



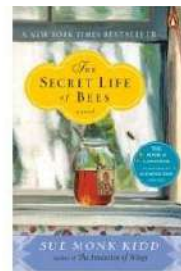
[Mrs. Croteau](#)



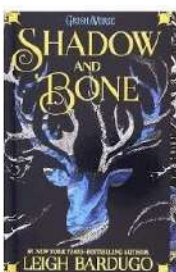
[Mr. DeMatteo](#)



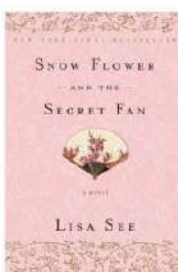
[Ms. J. Collins](#)



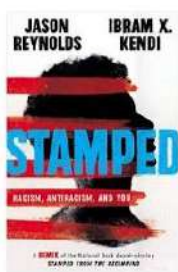
[Ms. D. Collins](#)



[Mrs. Connors](#)



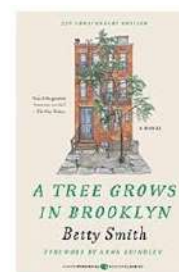
[Mrs. Cormier](#)



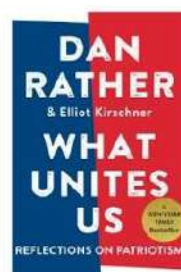
[Ms. Stoltz](#)



[Mr. A. Slater](#)



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[Mr. DeMatteo](#)

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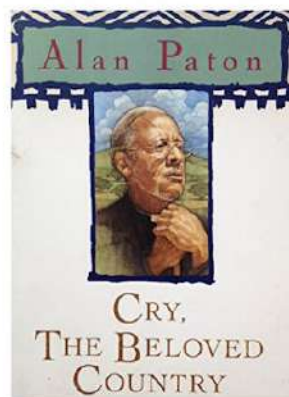
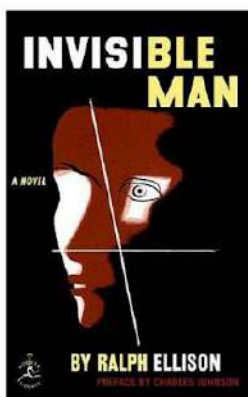
Aristotle and Dante Discover the Secrets of the Universe ~ Benjamin Alire Saenz
The Art of Racing in the Rain ~ Garth Stein
The Ballad of Songbirds and Snakes (Hunger Games #0) ~ Suzanne Collins
The Bee Keeper's Apprentice ~ Laurie R. King
Between Shades of Gray ~ Ruta Sepetys
Born a Crime ~ Trevor Noah
The Color Purple ~ Alice Walker
Drowning Ruth ~ Christina Schwarz
Educated: A Memoir ~ Tara Westover
The Fifth Wave ~ Rick Yancey
Fish in a Tree ~ Lynda Mullaly Hunt
The Hate U Give ~ Angie Thomas
The Hazel Wood ~ Melissa Albert
The Hitchhiker's Guide to the Galaxy ~ Douglas Adams
Homeboyz ~ Alan Lawrence Sitomer
In an Instant ~ Suzanne Redfearn
Ink and Bone (The Great Library Series) ~ Rachel Caine
Heart of the Sea ~ Nathaniel Philbrick
The Institute ~ Stephen King
Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice ~ Bryan Stevenson
The Last Child ~ John Hart
Leadership in Turbulent Times ~ Doris Kearns Goodwin
Life ~ Keith Richard
The Light Between Oceans ~ M. L. Stedman
Lilac Girls ~ Martha Hall Kelly
The Nightingale ~ Kristin Hannah
One of Us is Lying ~ Karen M. McManus
Ready Player One ~ Ernest Cline
Scythe ~ Neal Schusterman
The Secret Life of Bees ~ Sue Monk Kidd
Shadow and Bone ~ Leigh Bardugo
Snow Flower and the Secret Fan ~ Lisa See
Stamped: Racism, Antiracism, and You ~ Jason Reynolds and Ibram X. Kendi
The Things They Carried ~ Tim O'Brien
A Tree Grows in Brooklyn ~ Betty Smith
What Unites Us: Reflections on Patriotism ~ Dan Rather and Elliot Kirschner

Don't forget about the 2021 Nutmeg Nominees

Check out the [Padlet](#) for book summaries, author interviews, excerpts and more! Each nominee that you leave a review for on the [Summer Reading Recommendations Flipgrid](#) counts as 2 entries in our raffle.

AP Literature- Required Reading

See Google Classroom or the SHS LMC website for more information.



Entering Advanced Placement English Literature and Composition/UConn ECE 1011:

This information is also available in our Advanced Placement 12 Google Classroom:
(Join Code: 5dph7ux)

Please read the 2 required texts described below. For the other 2 required texts, complete a required essay for each book described below, and bring the essays and books to English class during the **first day of school**.

Required Text 1: *Invisible Man* by Ralph Ellison--One of the lasting masterpieces of American literature. It chronicles the existential journey of an unnamed black man attempting to discover his identity and role in a hostile and confusing world that refuses to acknowledge his existence.

[PDF copy of Invisible Man](#)

Please write a thesis-driven essay of a minimum of 3 pages on one of the following prompts:

Prompt 1: In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how such a character functions in *Invisible Man*. You may wish to discuss how the character affects action, theme, or the development of other characters.

Prompt 2: Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. Select one of these scenes from *Invisible Man* and in a focused essay, discuss the contribution the scene makes to the meaning of work as a whole.

Required Text 2: *Cry, The Beloved Country* by Alan Paton--The most famous and important novel in South Africa's history, an impassioned novel about a black man's country under white man's law. It is the deeply moving story of the Zulu pastor Stephen Kumalo and his son Absalom set against the background of a land and a people driven by racial injustice. The novel is a classic work of love and hope, courage and endurance, born of the dignity of man.

[Cry. The Beloved Country PDF](#)

Please write a thesis-driven essay of a minimum of 3 pages on one of the following prompts:

Prompt 3: Discuss how *Cry, the Beloved Country* displays that while there are conditions in the world that separate people, there are deeper similarities between people that transcend social and racial differences.

Prompt 4: What is Alan Paton's message about apartheid in this novel? How do the different settings exemplify that message?

****Only the novel should be used to complete this assignment. No outside sources should be used, under any circumstances. Do not copy work from friends as work will be checked for plagiarism. Please include an MLA work cited page.

As noted in the AP Contract, inability to complete the required summer assignments will result in withdrawing from the course. This list of summer assignments, as well as more details, are posted on Google Classroom, which you will be notified about via email.

Below are suggestions for building your skills throughout the summer. Grades 9 and 10 will be utilizing <https://www.ixl.com/ela/>. Grades 11 and 12 will be utilizing <https://www.khanacademy.org/>. Please see the grid below for more specific instructions on your skill-building recommendations based on the grade you are entering.

Incoming Grades:	
Grade 9	<p>Practice and refine Language Arts scores and skills within the 'Diagnostic Arena' - Follow the prompts in the following link: https://www.ixl.com/diagnostic/get-started</p> <p>Here are some suggested strands that would be beneficial prerequisites:</p> <p>https://www.ixl.com/ela/grade-9/match-the-quotations-with-their-the-mes</p> <p>https://www.ixl.com/ela/grade-9/analyze-the-development-of-informational-passages-set-1</p> <p>https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view</p> <p>https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view</p>
Grade 10	<p>Practice and refine Language Arts scores and skills within the 'Diagnostic Arena' - Follow the prompts in the following link: https://www.ixl.com/diagnostic/get-started</p> <p>Here are some suggested strands that would be beneficial prerequisites:</p> <p>https://www.ixl.com/ela/grade-10/analyze-short-stories-set-1</p> <p>https://www.ixl.com/ela/grade-10/analyze-the-development-of-informational-passages-set-1</p> <p>https://www.ixl.com/ela/grade-10/identify-sentence-fragments</p> <p>https://www.ixl.com/ela/grade-10/identify-the-narrative-point-of-view</p>
Grade 11	<p>Students can log into Khan Academy and take SAT practice tests here: https://www.khanacademy.org/mission/sat/exams</p> <p>Students can log into Khan Academy and practice SAT skills here: https://www.khanacademy.org/mission/sat/practice/reading-and-writing</p>

Grade 12	<p>Students can log into Khan Academy and take SAT practice tests here: https://www.khanacademy.org/mission/sat/exams</p> <p>Students can log into Khan Academy and practice SAT skills here: https://www.khanacademy.org/mission/sat/practice/reading-and-writing</p>
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