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### Summer Reading Packets June 2016

Dear Parents,

As this school year draws to a close we have prepared some reading and writing materials for your child. Each child has received a Summer Packet along with a book. He/she is responsible for **reading the book** in order to complete the packet. All packets will be **collected** when school begins on **September 6, 2016**, assignments will be graded by your child's teacher. It is very important they take their time to **complete all the assignments carefully** because they will count as their **first ELA grade** for the new school year. Books will also be collected in September; any books not returned in September must then be purchased to offset the cost of replacing any unreturned books.

I have checked that my child's work is completed. \_\_\_\_\_  
(Parent Signature)

Thank you for your continued support.

Educationally yours,

*Margarita Hernandez-Abeigon*  
Margarita Hernandez-Abeigon, Principal

***Changing Hearts and Minds to Value Education***

Wilson Avenue School  
Summer Reading Assignment  
Students Entering 7<sup>th</sup> Grade



Required Book: **Hana's Suitcase: A True Story** by Karen Levine

Required Assignments:

- After reading **Hana's Suitcase: A True Story** , complete the **two** assignments below:

**I.Comprehension Questions** – Complete the questions below. Be sure to answer using complete sentences. Cite evidence from the text to support your responses. Please write or type the answers on a separate sheet of paper neatly.

1. What can you say about the Brady family and their role in the town of Nove Mesto?
2. How did Fumiko come to possess Hana's suitcase? (p. 12)
3. What was the example of foreshadowing that Karen Levine used on page 19?
4. How did the children in Tokyo figure out how old Hana was when she was sent to Auschwitz? (p. 20)
5. List three things that Hana and George were no longer allowed to do.
6. What was the function or the reason behind all of these laws against the Jews?
7. Who was Hana's close friend in the barracks?
8. What were the lists at the main entrance of Hana's building for? (p.78)
9. How would you compare Hana's experience in the barracks with George's?
10. Why do you think Fumiko kept on searching for information about Hana? Would you have done the same? Why or why not?
11. Hana and the other prisoners of Theresienstadt lived in crowded, unsanitary, disease ridden conditions. There was never enough food or clean water, and they shared their beds with bugs and rats. However, despite the hopelessness that surrounded Hana, her spirit remained strong. Who are the people that helped Hana survive, and how did they relieve some of her pain?

II. **Explanatory Essay** – Essays are to be typed or written neatly on loose-leaf paper in order to receive full credit. Remember to use quotes from the book as support for your ideas, and to cite the page numbers. Use the writing frame to help guide your writing.

Writing Prompt:

Think about how Fumiko demonstrated **leadership abilities** and leadership characteristics. In a five paragraph essay, explain how she showed these abilities and characteristics and how her leadership led to or contributed to either a positive or a negative outcome.

In your answer, be sure to:

- Explain her **leadership characteristics**
- Explain how they led to a positive **or** negative outcome (choose one)
- Use details and quotes from the book to support your answer

Explanatory Essay Framework
1. Introduction Paragraph <ul style="list-style-type: none"><li>➤ Engaging beginning (Hook)</li><li>➤ Transition from the engaging beginning to the thesis (main idea)</li><li>➤ Thesis statement (your stance and your three reasons)</li></ul>
2. Body Paragraph (Leadership Trait #1) <ul style="list-style-type: none"><li>➤ Topic Sentence Statement (Main Idea Statement)</li><li>➤ Support sentence</li><li>➤ Facts/details</li><li>➤ Elaboration/example</li><li>➤ Details/closure/transition</li></ul>
3. Body Paragraph (Leadership Trait #2) <ul style="list-style-type: none"><li>➤ Topic Sentence Statement (Main Idea Statement)</li><li>➤ Support sentence</li><li>➤ Facts/details</li><li>➤ Elaboration/example</li><li>➤ Details/closure/transition</li></ul>
4. Body Paragraph (the positive or negative effect/s of the traits above) <ul style="list-style-type: none"><li>➤ Topic Sentence Statement (Main Idea Statement)</li><li>➤ Support sentence</li><li>➤ Facts/details</li><li>➤ Elaboration/example</li><li>➤ Details/closure/transition</li></ul>
5. Closing Paragraph <ul style="list-style-type: none"><li>➤ Restate Thesis or Topic Sentences</li><li>➤ Restate main details</li><li>➤ Leave the reader with a powerful concluding thought</li></ul>