

Mrs. Kiernan's Summer Reading List and Project Guide for
Rising 5th Grade Students

Read at least two of the following:

- *Love, Ruby Lavender*, by Deborah Wiles
- *Number the Stars* by Lois Lowry
- *Escape from Mr. Lemoncello's Library*, by Chris Grabenstein
- *My Side of the Mountain*, by Jean George
- *By the Great Horn Spoon!* by Sid Fleischman

(Projects that can go with any of these books are described on the next page. Choose at least one project to do, and bring it with you to school on the first day of 5th grade.)

'Can't decide what to read?

Summaries:

Love, Ruby Lavender, by Deborah Wiles

Ruby Lavender and Miss Eula are a pretty good team, for a couple of chicken thieves. What other granddaughter-grandmother duo could successfully drive the getaway car for chickens rescued from a journey to the slaughterhouse, paint a whole house shocking pink, and operate their own personal secret-letter post office? So, when Miss Eula leaves for Hawaii to visit her new grandbaby, Ruby is sure that she will have a lonely, empty, horrible summer in boring old Halleluia, Mississippi.

Number the Stars, by Lois Lowry

Ten-year-old Annemarie and her best friend Ellen often think of life before the war. It's now 1943, and their life is filled with school, food shortages, and the Nazi soldiers marching through town. When the Jews are "relocated," Ellen moves in with Annemarie's family and pretends to be one of them, yet her life is still in danger.

Escape from Mr. Lemoncello's Library, by Chris Grabenstein

Kyle Keeley is the class clown, popular with most kids, (if not the teachers), and an ardent fan of all games: board games, word games, and particularly video games. His

hero, Luigi Lemoncello, the most notorious and creative gamemaker in the world, just so happens to be the genius behind the building of the new town library.

My Side of the Mountain, by Jean George

Twelve-year-old Sam Gribble decides to run away from home in May 1959. He doesn't dislike his large family, but he dislikes his dependency on them, and he believes he can build a good life for himself in the Catskill Mountains. Thanks to his avid reading, Sam is able to survive for many months in the wilderness alone, save the company of a few friendly strangers. Sam fishes in the stream and traps small animals and deer for food and supplies.

By the Great Horn Spoon! by Sid Fleischman

In this rollicking adventure set during the California Gold Rush, Jack's aunt is forced to sell her beloved mansion to meet her debts. She is still unable to raise enough money to pay her creditors, and twelve-year-old Jack goes to California in search of gold to help her. Joined by his trusty butler, Praiseworthy, Jack finds adventure and trouble at every turn. Will Jack strike gold in San Francisco or come home empty-handed?

Projects: Choose one of the three projects below, and relate it to one of the novels you read:

Postcard

Pretend you are one of the characters in one of the novels, and write a postcard to a relative or friend of the character, describing what's been going on in one of the scenes of the novel. You may use a real postcard, or you may design one yourself. Bring your postcard to class to share with other students or with only me.

Draw a Room

Think of one of the characters in one of the novels you read. If this character could have his or her own bedroom, decorated however he or she wanted it to be, how would it look? What special items would be in this bedroom? What type of furniture would this character need? Draw this room. Write about it on the back of the drawing. Bring your drawing to class on the first day of school. You may show it to the class, or you may turn it in to only me.

Letter to the Author

Write a letter to one of the authors of one of the books you read. Tell the author what you liked and disliked about his or her story. (If there was nothing you disliked, this can be a letter of praise and encouragement. In the letter, tell at least one thing you learned

about from reading the novel. Bring your letter to class on the first day of school. You may share it with only me or with the class.

A Few More Books

Didn't find two from that list? Here are several other books from which to choose. They have been approved for the November Battle of the Books Competition for grades 3-5; I have not, however, reviewed these books. Read at your parents' discretion.

| Author | Title |
|----------------------|---|
| Brittain, Bill | The Wish Giver: Three Tales of Coven Tree |
| Christopher, John | The White Mountains |
| Christopher, Matt | Ice Magic |
| Fritz, Jean | My Side of the Mountain |
| Gipson, Fred | Old Yeller |
| Hahn, Mary Downing | Time for Andrew: A Ghost Story |
| Jacques, Brian | Redwall |
| King-Smith, Dick | Harry's Mad |
| Levine, Gail Carson | Ella Enchanted |
| Palacio, R.J. | Wonder |
| Paulsen, Gary | Hatchet |
| Roberts, Willo Davis | Scared Stiff |
| Sachar, Louis | There's a Boy in the Girl's Bathroom |
| Winthrop, Elizabeth | Castle in the Attic |

Mrs. Kiernan's Summer Reading List for
Rising Sixth, Seventh, and Eighth Grade Students

The 2014-2015 Battle of the Books Reading List for SCISA Middle School teams is out! In this packet, I have included plot summaries to make it easier to decide which books you most want to read. Three are required for summer reading. If you'd like to be in the Battle of the Books Competition, you have until November 20 to read the others. Read as many as you want, at whatever pace you want; however, ALL middle school students should read three over the summer, whether they are participating in the competition or not.

1. Over the summer, please choose at least three of the books listed below:
2. Then, complete at least one of the projects listed on the Project Choices page.
3. A summary of each of these books is included in your packet to help you decide which books to read during your summer vacation.

Eight Cousins, by Alcott

Chains, by Anderson (Laurie)

A String in the Harp, by Bond

The Boy in the Striped Pajamas, by Boyne

Bud, Not Buddy, by Curtis

Pictures of Hollis Woods, by Giff

I Thought My Soul Would Rise and Fly, by Hansen

Jason's Gold, by Hobbs (Will)

Turtle in Paradise, by Holm (Jennifer)

Farewell to Manzanar, by Houston

The Lottery Rose, by Park

A Single Shard, by Paterson

Jip, His Story, by Paterson

The Egypt Game, by Snyder

Counting by 7's, by Sloan (Holly)

The Red Pony, by Steinbeck

The Land, by Taylor (Mildred D.)

Feathers, by Woodson

The Dollhouse Murders, by Wright

The Pigman, by Zindel

Project Choices

On the front and back of this page are several project choices. Please choose one of the projects on the following page to prepare and bring to school on your first day of the 2014-2015 school year.

Movies

Think about the main character in one of the novels you read this summer. Pick five movies you'd recommend to this character. Give a brief synopsis of each and tell *why this character should see each movie*.

Social Worker's Report

Think of a character in one of the novels you read that might benefit from a social worker visiting the home of this character. Pretending you are the social worker, write up a detailed report for D.S.S. that describes the physical, spiritual, emotional, and mental environment in the home of this character.

School Counselor's Recommendation

Pretend you are a school counselor who has been given the task of recommending one of the characters from one of the novels you read to attend, free of charge, a great academic program in another state. Make mention of the character's integrity, dependability, and drive.

Letter Exchange

Create a letter, written by one of the characters in one of the novels, to the author who created him or her. In the letter, tell what you, the character, learned about "yourself," others, and life. Then, as the author this time, write a response to your character.

Draw A Scene

If you are artistic, draw a scene from one of the novels that made a deep impression upon you. Draw the characters in the scene. Draw yourself into the scene, where you imagined "standing" as you read the scene. On the back of the drawing, write why you imagined yourself where you were and who you most related to during this particular scene.

