



## MIDDLE SCHOOL SUMMER READING 2020

Students in grade 5-8 for the 2020-2021 school year will need to read **one book** at your reading level that you have not read before and complete **one activity** from the options below.

1. a time capsule
2. a day in a life

We encourage you to read as many books as possible over the summer. Make a reading list of the books you read.

# Time Capsule

Imagine that a character from your book made a time capsule to let future generations know about his or her life. What would the person have included? Create a time capsule and write a brief description of each item inside.

DUE DATES	
Book approved	_____
	N/A
Book finished	_____
	N/A
Project finished	_____
	N/A

## MATERIALS

shoe box, white construction paper, 3- by 5-inch index cards, markers or colored paper, found objects

## DIRECTIONS

- 1 Find a **fiction book** that interests you and is at an appropriate reading level for you.

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

- 2 Brainstorm a list of important people, places, objects, and events in the person's life.

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- 3 Imagine that you are that person and you are creating a time capsule. Refer to the list from the previous question to give you ideas about the objects you might include. The objects you choose can represent the people, places, and events that were important to the person. They can also represent the person's interests or aspects of his or her personality. You may include actual objects or drawings of them if the objects are unavailable. Include at least five objects or drawings.

- 4 For each item, write a short paragraph about why you included it. Write each explanation on an index card and attach it to the appropriate object.

- 5 Decorate a shoe box in a way that represents the **character from your book**. You might cover it in paper and draw on it, glue pictures on it like a collage, or otherwise decorate it. Write the title, author, and your name on the box.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Time Capsule

Book Title: \_\_\_\_\_

	POSSIBLE POINTS	POINTS EARNED
1 Did you write your name on your box?	5	
2 Did you hand in your project on time?	10	
3 Did you make a list of important people, places, objects, and events?	10	
4 Did you include at least five objects in your time capsule?	20	
5 Did the objects represent important information about the person?	20	
6 Did you write at least five thoughtful explanations?	15	
7 Did you decorate your shoe box and write the title <b>and</b> author?	10	
8 Are the spelling, punctuation, and grammar correct?	10	

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Spend a Day

## GUIDELINES

*Objective: Students imagine that they are visiting the setting of the book and spending a day with one of the characters. Students describe three activities from their imaginary day and draw an illustration of each.*

To help students choose a character as their tour guide, have them first make a list of the characters from the book and briefly describe each one. Students then imagine that they are visiting the setting of the book (this may involve time travel!), where they participate in three activities with the character. What activities do they think the character would choose? Encourage students to think about what there is to do in this place and time period.

Students write a one-page description of each activity. They should include their observations of the setting and their reactions to what they see and do. Encourage students to include some dialogue with their tour guide and any other characters they might meet. Then students draw and color an illustration for each activity and bind their pages together with a cover.

To give students an idea of what kind of activities they might choose, discuss a book you have read as a class. Choose a character as a tour guide, and then brainstorm activities that would lend themselves to an interesting description. You might write a paragraph together describing one of the activities. Challenge children to show aspects of the character's personality in their description. The description should give an impression not just of the activity but also of the time, place, and character.



## Fiction

# Spend a Day

What if you could spend the day in the setting of your book? Which character would you choose to be your tour guide? For this project, you'll describe three activities that you would do during your visit and draw a picture of each of them.

### MATERIALS

lined paper, unlined paper, crayons or colored pencils

### DIRECTIONS

- 1 Find a fictional book that interests you and is at an appropriate reading level for you. Have your book approved by your teacher.

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

- 2 Write a few sentences describing the setting (time and place) of the book.

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- 3 List the main characters and write a few sentences describing each one. Use another sheet of paper for additional space.

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DUE DATES
Book approved _____
Book finished _____
Project finished _____



Name: \_\_\_\_\_ Date: \_\_\_\_\_

4 Now look at your character list and circle the character that will be your tour guide.

5 Imagine that this character has planned three activities for you to do. What do you think he or she would choose? Consider the places in the book as well as the time period. Think about activities this character enjoyed in the book. Write three activities on the lines.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

6 Write a one-page description of each activity for your rough draft. Describe what you saw and did, as well as your reactions to each activity. You might also include dialogue between you and the character. Did you meet any of the other characters?

7 Draw and color an illustration to go with each activity.

8 Revise your writing, and write a final draft.

9 Add a cover with a title (for example, "My Day With Jo," From *Little Women*). Write your name on the cover, and staple everything together.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fiction

# Spend a Day

Book Title: \_\_\_\_\_

	POSSIBLE POINTS	POINTS EARNED
1 Write your first and last name on your project	5	
2 Did you hand in your project on time?	10	
3 Did you list and briefly describe the main characters?	10	
4 Did you write a page about each activity?	30	
5 Is your writing thoughtful and interesting?	20	
6 Did you draw an illustration to accompany each activity?	10	
7 Did you make a cover?	5	
8 Are the spelling, punctuation, and grammar correct?	10	

Comments: \_\_\_\_\_

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## **Movie Trailer Instructions**

Create a movie trailer for your book. Think about the basics that movie trailers contain: a sneak peek at main events, conflicts, main characters etc. You may want to preview a couple of movie trailers of other movies that are also books to get a better idea. Be aware of the best location to record depending on the scenes you will be filming.

Your video must include:

### **1. Dialogue & Narration**

Dialogue is when there is conversation between one or more characters. Narration is when a character or outside voice describes the actions that are occurring. You need to include both when creating your movie trailer.

### **2. Characters**

Here is your chance to act! You must dress as the characters in your story to portray the scenes/events of the story. Four-five characters must be shown in the trailer.

### **3. Three scenes/events from your book**

The best part of movie trailers is that they show a sneak peek into the movie. Think of three engaging scenes that you can reenact that will make your audience want to see your movie (or read your book!).

You must send your video to your teacher before the due date and turn in your rubric on August 8th. Make sure to verify that your video is working before you send it.



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Book Title:

Movie Interview Project Rubric (Points Earned)

1. Do you have your first and last name in the video?	/5
2. Did you hand your project in on time?	/5
3. Did you include "credits" where you list and briefly describe the main characters?	/20
4. Does your video contain 3 scenes/events from your book (characters, conflict, plot elements, etc...)	/30
5. Is your video thoughtful, interesting, & engaging?	/15
6. Did you include costumes and other props in your video?	/15
7. Are the spelling, punctuation and grammar correct (written and spoken)?	/10

Comments:

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