Grade 5 Summer Reading

Frindle

By: Andrew Clements

Your journey to 5th grade begins now! Over the summer you will be expected to read the novel *Frindle.*

The expectations for the summer reading will be the completion of **two** assignments, which will be handed in when you return to school on **September 9, 2022.** Students will be completing a creative assignment and a writing assignment. They will be able to choose their assignments from the options given. Attached are two scoring rubrics. The rubrics will be used to determine your grade. The rubrics are the expectations for the assignment. Any questions on the assignments can be directed to your reading teacher or Mr. Tracy.

Assignment One: Creative Options

Please complete *one* of following options:

1.) ***Character Accordion***: Create **TWO**-character accordions that provides **THREE**-character traits for each character. Explain the character traits by providing text evidence for each trait. Write a paragraph to compare and contrast the two characters from *Frindle.* Your paragraph must include similarities and differences. Include your artistic representation of each character. You may use the example in the picture.

2.) ***Peek-A-Boo:*** Recreate a scene from the story from a character's point of view or perspective. Draw or construct the scene from the novel and explain the scene from

the character's point of view in a written paragraph. If you would like to recreate the scene by creating a short film as an option instead of drawing.

3.) **Book Jacket:** Create a new book jacket for the novel. Your cover must look different from the original cover of the story. Do not forget to include a short summary about the book on the back of the book jacket.

4.) **Character Bag:** Create a lunch bag featuring five or more items which would describe the character you selected. Make sure to give an explanation about the materials of the character bags. Indicate why you selected those items to describe your character. Decorate the front of your bag accordingly.

5.) **Quote Mural:** Select your top five quotes from the novel. Display these quotes in the form of a mural drawing. Display your artistic representation of the quotations within your mural. Give a brief explanation on a separate piece of paper why these quotes were selected.

6.) **Character Interview:** Create a short video (3 to 4 minutes) of you interviewing a character of your choice from the story. Ask questions relating to the novel which give the character's point of view about the story. Make sure the video file will be able to be shared with your teacher upon completion of your video.

Assignment Two: Writing Options

Please complete **one** of the following options.

All writing prompts must be completed in a minimum of 5 paragraph essays. Please quote the text properly in your writing piece.

1.) ***Character Comparison: Compare and contrast Nick and Mrs. Granger or Nick and a character from another story. Please explain the differences and similarities between the characters you choose.***

2.) ***Narrative Writing Option: Rewrite a scene in Frindle from Mrs. Granger's point of view.***

3.) ***Opinion Writing Option: Pretend you are a book critic. Write a book review explaining why you enjoyed or did not enjoy the book. Would you recommend it to others? Include quotes and your favorite or non-favorite portions of the novel.***

4.) ***Newspaper Article: Write your own newspaper article about Frindle for the "Westfield Gazette". Don't forget to include the 5 W's (who, what, where, when, and why) and how in your article.***

Creative Project Scoring Rubric

CATEGORY	9 to 10 points	6 to 8 points	3 to 5 points	0 to 2 points
Content - Accuracy	All the content displayed is accurate and reflects knowledge of the novel.	Most of the content displayed is accurate and reflects knowledge of the novel.	Some of the content displayed is accurate and reflects knowledge of the novel.	None of the content displayed is accurate and reflects knowledge of the novel.
Required Elements	The project includes all required elements as well as additional information.	Most of the elements are included on the project.	Some of the required elements are included on the poster.	Several required elements were missing.

Graphics - Originality	Several of the elements of the project reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the elements of the project used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student but are based on the designs or ideas of others.	No graphics made by the student are included.
Mechanics	Capitalization and punctuation are correct throughout the project.	There is 1 to 2 error in capitalization or punctuation.	There are 3 to 4 errors in capitalization or punctuation.	There are more than 5 errors in capitalization or punctuation.
Organization	The project is exceptionally organized in terms of design, layout, and neatness.	The project is organized in terms of design, layout and neatness.	The project is acceptably organized though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.

New Jersey Holistic Scoring Rubric for Essay Writing– 6pt

Scoring Criteria	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
CONTENT & ORGANIZATION • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information	• May lack opening and/or closing • Minimal response to topic; uncertain focus	• May lack opening and/or closing • Attempts to focus • May drift or shift focus	• May lack opening and/or closing • Usually has single focus	• Generally has opening/closing • Single focus	• Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed	• Opening and closing • Single, distinct focus • Unified and coherent • Well-developed
	• No planning evident; disorganized	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transition evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
USAGE • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
SENTENCE CONTRUCTION • Variety of type, structure, and length • Correct construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
MECHANICS •Spelling •Capitalization •Punctuation	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.	NE = Not English	Student wrote in a language other than English.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

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Grade 5 Summer Reading (Advanced)

Mixed-Up Files of Mrs. Basil E. Frankweiler

By: E.L. Konigsburg

Your journey to 5th grade begins now! Over the summer you will be expected to read the novel *From the Mixed-up Files of Mrs. Basil E. Frankweiler.*

The expectations for the summer reading will be the completion of **two** assignments, which will be handed in when you return to school on **September 9, 2022.** Students will be completing a creative assignment and a writing assignment. They will be able to choose their assignments from the options given. Attached are two scoring rubrics. The rubrics will be used to determine your grade. The rubrics are the expectations for the assignment. Any questions on the assignments can be directed to your reading teacher or Mr. Tracy.

Assignment One: Creative Options

Please complete *one* of following options:

1.) ***Character Accordion***: Create **TWO**-character accordions that provides **THREE**-character traits for each character. Explain the character traits by providing text evidence for each trait. Write a paragraph to compare and contrast the two characters from *From the Mixed-up Files of Mrs. Basil E. Frankweiler.* Your paragraph must include similarities and differences. Include your artistic representation of each character. You may use the example in the picture.

2.) ***Peek-A-Boo:*** Recreate a scene from the story from a character's point of view or perspective. Draw or construct the scene from the novel and explain the scene from

the character's point of view in a written paragraph. If you would like to recreate the scene by creating a short film as an option instead of drawing.

3.) ***Book Jacket:*** Create a new book jacket for the novel. Your cover must look different from the original cover of the story. Do not forget to include a short summary about the book on the back of the book jacket.

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5.) ***Quote Mural:*** Select your top five quotes from the novel. Display these quotes in the form of a mural drawing. Display your artistic representation of the quotations within your mural. Give a brief explanation on a separate piece of paper why these quotes were selected.

6.) ***Character Interview:*** Create a short video (3 to 4 minutes) of you interviewing a character of your choice from the story. Ask questions relating to the novel which give the character's point of view about the story. Make sure the video file will be able to be shared with your teacher upon completion of your video.

Assignment Two: Writing Options

Please complete ***one*** of the following options.

All writing prompts must be completed in a minimum of 5 paragraph essays. Please quote the text properly in your writing piece.

Essay Topic 1

Claudia had her reasons for running away at the beginning of the novel. Evaluate these reasons in an essay using both information from the novel and personal experience and beliefs.

Essay Topic 2

Jamie earned money by playing cards against his classmate on the bus. Make a judgment about this in an essay using information from the text and your own personal beliefs.

Essay Topic 3

Write an essay describing how Claudia or Jamie's characters were developed throughout the novel, beginning with their ride on the school bus to the end of the novel.

Essay Topic 4

Write a detailed essay describing how Claudia's character in the novel could be considered a good thinker. Use details from the novel to support your answer.

Mrs. Basil has a lot of opinions about art, New York City, and life.

When a person has an opinion or saying, this is often known as an **aphorism**. An **aphorism** is a saying, observation, or truth stated in an academic or memorable style.

Go back into the novel and find 20 of your favorite "Mrs. Basil aphorisms" (or quotes).

Next, create a book with these aphorisms and their meanings.

<u>Suggestion:</u> *"Words of Wisdom by Mrs. Frankweiler"*

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USAGE • **Tense formation** • **Subject-verb agreement** • **Pronouns usage/agreement** • **Word choice/meaning** • **Proper modifiers**	• No apparent control • Severe/ numerous errors	• Numerous errors	• Errors/ patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
SENTENCE CONTRUCTION • **Variety of type, structure, and length** • **Correct construction**	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/ same structure • Numerous errors	• Little variety in syntax • Some errors	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
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Grade 5 Summer Math Assignments.

Please use *thinkcentral.com* to find all assignments. They will be added in your **Things to Do** section.

All assignments are geared towards keeping your math skills sharp and refreshing your memory on all 4th grade Math standards that you should have a good handle on or mastered in preparation for 5th grade.

After completing each task, you can check your answers and see where you made mistakes, by clicking on your scores. If you are unsure of a question and need guidance you can use the Step-by-Step icon for help and then retry a new problem using that same method of solving. Have fun and keep your skills fresh in your head during the summer!

Activities are as Follows:

Operations & Algebraic Thinking:

1.) PMT: Domain 4.OA Cluster 1 Quiz (Homework)
2.) PMT: Domain 4.OA Cluster 2 Quiz (Homework)
3.) PMT: Domain 4.OA Cluster 3 Quiz (Homework)

Numbers and Operations in Base Ten

1.) PMT: Domain 4.NBT Cluster 1 Quiz (Homework)
2.) PMT: Domain 4.NBT Cluster 2 Quiz (Homework)

Number and Operations – Fractions

1.) PMT: Domain 4.NF Cluster 1 Quiz (Homework)
2.) PMT: Domain 4.NF Cluster 2 Quiz (Homework)
3.) PMT: Domain 4.NF Cluster 3 Quiz (Homework)

Measurement & Data

1.) PMT: Domain 4.MD Cluster 1 Quiz (Homework)
2.) PMT: Domain 4.MD Cluster 2 Quiz (Homework)
3.) PMT: Domain 4.MD Cluster 3 Quiz (Homework)

Geometry

1.) PMT: Domain 4.G.Cluster 1 Quiz (Homework)