

## Summer Reading Assignment-2017

Matthew J. Kuss Middle School

Entering 6<sup>th</sup> Grade-GATE

Welcome to Kuss Middle School and 6th grade GATE English! In preparation for a year full of reading, and writing, acting, and creating, you need to start now. Below are your summer reading assignments. Be sure to bring them in with you on the first day of school. See you in September!

### **Texts:**

1. *The Little Prince*, by Antoine de Exupery
2. a text from the attached annotated book list

***The Little Prince* assignment:** Read and annotate the text and write 10 dialectical journals.

### **What is a dialectical journal?**

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read. The process is meant to help you develop a better understanding of these texts. Use your journal to incorporate your personal responses to the texts and your thoughts about thematic ideas in a text. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather evidence for essay assignments.

### **What are the procedures to creating a dialectical journal?**

#### 1. Annotate:

As you read, look for quotations that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- o Effective &/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you’ve seen before
- o Structural shifts or turns in the plot
- o A passage that makes you realize something you hadn’t seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting

On a sticky note mark the spot in the text where you have found your quotation, and write a brief response/observation. This is what we call an **annotation**.

2. When you are finished reading the entire text, choose **ten** of your **annotations** to expand into a **dialectical journal**:

Quotation	Commentary
<p>“Whenever I encountered a grown-up who seemed to me at all enlightened, I would experiment on him with my drawing Number One, which I have always kept. I wanted to see if he really understood anything. But he would always answer, ‘That’s a hat.’ Then I wouldn’t talk about boa constrictors or jungles or stars. I would put myself on his level and talk about bridge and golf and politics and neckties. And my grown-up was glad to know such a reasonable person” (de Saint Exupery 3).</p> <p><u>Context:</u> The narrator is explaining why he did not become an artist.</p>	<p>In this passage from Chapter I, the narrator discusses his Drawing Number One, a picture that looks like a hat but is meant to portray a boa constrictor digesting an elephant. Whereas children use their imaginations and see the hidden elephant inside the boa constrictor, adults offer the most dull, unimaginative interpretation and see the picture as a hat. Here, the narrator explains that he uses this drawing as a test to see whether an adult who seems “enlightened” retains any of his noble childhood point of view. Unfortunately, the narrator says, adults always respond with a grown-up perspective, so the narrator must talk with them about dull, practical matters in order to seem “reasonable”. This quotation demonstrates that being a grown-up is a state of mind, not a fact of life. The narrator is an adult in years, but he retains a childlike perspective. At the same time, this passage displays the loneliness that the narrator suffers as a result of his unique outlook on life.</p>

### **What are some guidelines for the commentary section of the dialectical journal ?**

You can respond to the text in a variety of ways. The most important thing to remember is that your commentary should be specific and detailed. You should write at least two full paragraphs of commentary for each entry. However, it is most important that your entry demonstrates close reading in which you show your thinking about the text, not that it is long.

#### Basic Responses

- o Raise questions about the beliefs and values implied in the text.
- o Give your personal reactions to the passage.
- o Discuss the words, ideas, or actions of the character(s).
- o Tell what it reminds you of from your own experiences.
- o Write about what it makes you think or feel.
- o Agree or disagree with a character.

#### Higher Level Responses

- o Analyze the text for use of literary devices (tone, structure, style, imagery).
- o Make connections between different characters or events in the text.
- o Make connections to a different text (or film, song, etc...).
- o Discuss the impact of words, ideas, or actions of character(s).
- o Consider an event or description from the perspective of a different character. Analyze a passage and its relationship to the story as a whole.

### **Text from the annotated book list:**

Become an expert on one (or more) of the texts on this annotated list. You will present your expertise to your teachers and peers in the form of a project. (Create one project; read many books, always:)

### **Ideas for Book Projects:**

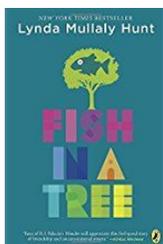
**\*\*\*Whatever you do for a project, you must incorporate quotes from the text.**

- Write ten diary entries from any character's perspective with the exception of Scout. Each entry must be at least 1 page long and include either drawings, pictures, or artifacts.
- Write a script and produce a movie of scenes from the book. (five to ten minutes long)
- Write a graphic novel. (ten page minimum)
- Create a scrapbook for the different characters and their development within the book.
- Create a memory box of items symbolic that are symbolic. Each item must have written explanations of what each symbolizes, how you know, and why each is important.

These are just a few examples, feel free to create a unique project. However, this cannot be an essay, you must have a physical project. Be creative!

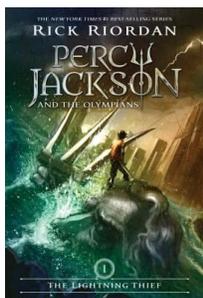
Annotated List of Summer Reading:  
Book Choices for Projects - 6th and 7th Grade GATE 2017

These books have been recommended by students and teachers for middle grade students, especially those entering 6th and 7th grade. Students interests as well as reading and maturity levels vary and not all books on the list will fit every student. *Please discuss the book options with your family, and choose books that are the right fit for you.*



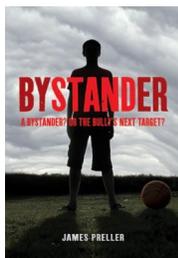
*Fish in a Tree* by Lynda Mullaly Hunt  
ISBN: 9780399162596

Everybody is smart in different ways. But if you judge a fish by its ability to climb a tree, it will live its life believing it is stupid. Ally has been smart enough to fool a lot of smart people. Every time she lands in a new school, she is able to hide her inability to read by creating clever yet disruptive distractions. She is afraid to ask for help; after all, how can you cure dumb? However, her newest teacher Mr. Daniels sees the bright, creative kid underneath the trouble maker. With his help, Ally learns not to be so hard on herself and that dyslexia is nothing to be ashamed of. As her confidence grows, Ally feels free to be herself and the world starts opening up with possibilities. She discovers that there's a lot more to her-and to everyone-than a label, and that great minds don't always think alike."



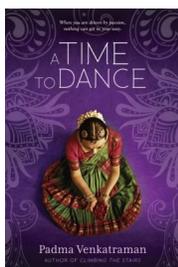
*The Lightning Thief* by Rick Riordan  
Call Number: Fantasy  
ISBN: 9780786838653

Percy, expelled from six schools for being unable to control his temper, learns the truth from his mother that his father is the Greek god Poseidon, and is sent to Camp Half Blood where he is befriended by a satyr and the demigod daughter of Athena who join him in a journey to the Underworld to retrieve Zeus's lightning bolt and prevent a catastrophic war. Read the whole series!



*Bystander* by James Preller  
ISBN: 9780312547967

Eric, a new boy in seventh grade, wants to hang out with Griffin, one of the "cool kids." However, he finds out that the way Griffin treats others isn't kind, cool or honest, even though he wields a lot of power. What should he do? (D. Neely)



*A Time to Dance* by Padma Venkatraman  
ISBN: 9780147514400

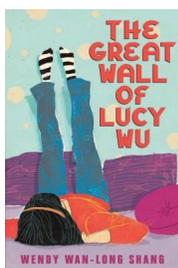
Rhode Island author, Padma Venkatraman's inspiring story of a young girl's struggle to regain her passion and find a new peace is told lyrically through verse that captures the beauty and mystery of India and the ancient dance form. This is a stunning novel about spiritual awakening, the power of art, and above all, the courage and resilience of the human spirit.



*A Tale Dark and Grimm* by Adam Gidwitz

ISBN: 9780142419670

Hansel and Gretel walk out of their own story and into eight other classic Grimm (and Grimm-inspired) fairy tales. An irreverent, witty narrator leads us through encounters with witches, warlocks, dragons, and the devil himself. As the siblings roam a forest brimming with menacing foes, they learn the true story behind the famous tales, as well as how to take charge of their destinies and create their own happily ever after. Because once upon a time, fairy tales were awesome.

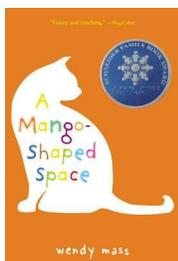


*The Great Wall of Lucy Wu* by Wendy Wan-Long Shang

ISBN: 0545162157

Lucy is excited to start 6th grade and have the best year ever. Her older sister is off to college, so she will get her own room. Lucy and her best friend Madison can't wait to be leaders on the basketball court at school. Her plans are turned upside down, however, when she finds out that her great aunt is coming from China to live with the family and share Lucy's room. Also, her parents make her skip her beloved basketball practices and go to Chinese school on the weekend. Lucy's attitude slowly transforms as she builds a powerful relationship with her aunt and confronts a bully at school. This book is

both funny and thought-provoking! (S. Kravitz)

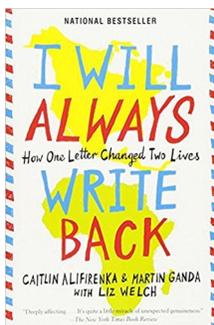


*A Mango-Shaped Space* by Wendy Mass

Call Number: Realistic Fiction

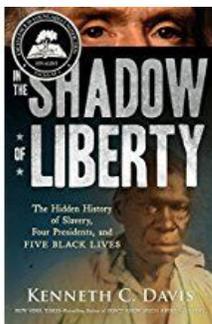
ISBN: 9780316058254

Mia Winchell has synesthesia, the mingling of perceptions whereby a person can see sounds, smell colors, or taste shapes. Forced to reveal her condition, she must look to herself to develop an understanding and appreciation of her gift in this coming-of-age novel.



*I Will Always Write Back: how one letter changed two lives* by Alifirenka, Caitlin The true story of two young pen pals who forge a life-altering connection. In 1997, Caitlin, a typical 12-year-old girl from a middle class American family, began writing to Martin, a studious 14-year-old from a Zimbabwe slum. In her letters, Caitlin described her life, of shopping trips, quarrels with friends, and problems at school. Martin was initially general in his responses. Inflation had rocketed in Zimbabwe, and even finding money for postage was a struggle for the boy. Staying in school, which required paying costly fees, became merely a dream. Eventually, Martin revealed the harsh realities of his life to Caitlin, who began sending money and gifts. What started as chatty letters turned into a lifeline for Martin and his family. Told in the first person, with chapters alternating between Caitlin's and Martin's points of view, this title

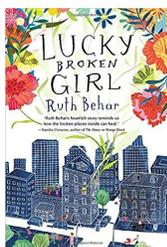
effectively conveys both of these young people's perspectives. —Michelle Anderson, Tauranga City Libraries, New Zealand



*In the Shadow of Liberty: the hidden history of slavery, four presidents, and five black lives* by Davis, Kenneth C.

*Did you know that many of America's Founding Fathers—who fought for liberty and justice for all—were slave owners? Through the powerful stories of five enslaved people who were “owned” by four of our greatest presidents, this book helps set the record straight about the role slavery played in the founding of America. From Billy Lee, valet to George Washington, to Alfred Jackson, faithful servant of Andrew Jackson, these dramatic narratives explore our country's great tragedy—that a nation “conceived in liberty” was also born in shackles.*

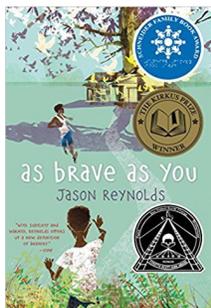
*These stories help us know the real people who were essential to the birth of this nation but traditionally have been left out of the history books. Their stories are true—and they should be heard.*



*Lucky Broken Girl* by Behar, Ruth

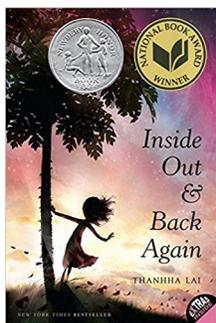
*“Behar’s first middle grade novel, a fictionalized telling of her own childhood experiences in the 1960s, is a sweet and thoughtful read, slowly but strongly paced, and filled with a wealth of detail that makes the characters live. Both poetic and straightforward, this title will appeal to young readers with its respect for their experiences and its warm portrayal of a diverse community. In addition to Ruthie’s realistic and personal voice, the novel’s strength is in its complex portrayal of the immigrant experience, with overlapping stories of who goes and who comes and the paths they travel. Recommended and relatable.*

*Hand this to fans of Rita Williams-Garcia and those who loved The Secret Garden.”—School Library Journal*



*Inside Out and Back Again* When two brothers decide to prove how brave they are, everything backfires—literally—in this “pitch-perfect contemporary novel” (*Kirkus Reviews*, starred review) by the winner of the Coretta Scott King – John Steptoe Award.

*“This pitch-perfect contemporary novel gently explores the past's repercussions on the present.” - “Kirkus Reviews,” starred review*



*Inside Out and Back Again*, by Thanhha Lai, is a #1 *New York Times* bestseller, a Newbery Honor Book, and a winner of the National Book Award!

Inspired by the author's childhood experience as a refugee—fleeing Vietnam after the Fall of Saigon and immigrating to Alabama—this coming-of-age debut novel told in verse has been celebrated for its touching child's-eye view of family and immigration.

This moving story of one girl's year of change, dreams, grief, and healing received four starred reviews, including one from *Kirkus* which proclaimed it "enlightening, poignant, and unexpectedly funny."