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June 21, 2018

Dear Rising 5th Graders,

CONGRATULATIONS! You have successfully completed 4th grade!
Your new 5th grade teachers have designed a packet of reading, math and science activities for you to keep your skills sharp over the summer break. Your summer homework assignments are:

- **Reading**
  This summer you are expected to read **a minimum of three books. Ragweed by Avi, is your required reading book** and you will use it to complete your chosen summer reading project. There are three summer reading projects to choose from. You may choose the other two books from the attached reading list. We will be sharing our reading projects during the first week of school.

- **Math**
  1. **Practice Multiplication Facts! There will be a test during first week of school.**
  2. **Math using IXL.com**

  We have attached a list of assignments that rising fifth graders are expected to complete over the summer.

- **Science**
  We will be **observing the Moon and recording its phases** for 30 days!

We look forward to a great year of learning!
Sincerely,

Fifth Grade Teachers
Ms. Balan and Ms. Wilson

Help Your Child Read This Summer!

Dear Parents,

Summer reading—it's important! Research shows that kids who read four or more books over the summer are better prepared for the coming school year and do not go down the 'summer slide'—the loss of reading and learning skills during the summer break. Reading over the summer months really does make a difference to your child's learning.

Here are five easy ways you can help your child reduce summer reading loss:

- **Make reading important.**
  Be a role-model for reading. Let your child see you reading throughout the day and use daily routines as reading opportunities. Cooking, reading TV listings, looking for information on-line, reading directions, or following a map all provide authentic reading experiences.

- **Give your child the power of choice.**
  Having reading materials available is key to helping kids love to read, and the reading materials kids choose themselves are best. In fact, 92% of children and teens say they are more motivated to read and are more likely to finish a book they have picked out. Help your child find texts that appeal to his or her interests, yet are age appropriate and 'just right' in difficulty.

- **Set aside time to read every day.**
  We know that the more kids read, the better they become at reading and the more they will enjoy reading. During the summer, encourage your child to read for at least 20 minutes per day. Make reading 'down-time'—an opportunity for family members to read together, either aloud or quietly to themselves. Keep track of progress by recording book titles, pages read, and minutes spent.

- **Talk it up.**
  Talking about books during and after reading helps improve comprehension. Encourage kids to share their ideas and opinions by asking open-ended questions. Talk about what you read to let them know that reading is an important part of your life. Tell them why you liked a book, what you learned from it, or how it helped you— soon they might start doing the same.

- **Be part of a reading challenge.**
  Most local libraries have summer reading programs that help engage and motivate readers. Kids set a goal, track books they read, and receive incentives for achieving goals. Summer programs also promote reading club opportunities where children can discuss and share books with others, either on-line or in-person. You can even create your own family reading challenge.

Have a great summer, and happy reading!

RISING FIFTH GRADERS SUMMER READING LIST

REQUIRED: Ragweed by Avi

A mouse has to do what a mouse has to do! Ragweed is determined to see the world. He leaves his family and cozy country home and sets off by train for the big city. What wonders await him: music, excitement, new friends...and cunning, carnivorous cats! Silversides is the purring president of F.E.A.R. (Felines Enraged About Rodents), a group dedicated to keeping cats on top, people in the middle, and mice on the bottom. Can Ragweed and his motley yet musical crew of city nice--Clutch, Dipstick, Lugnut, and Blinker--band together to fight their feline foe?

RECOMMENDED READING LIST:
Students must choose at least one book from this list to read this summer.

Students can read any book by ***Andrew Clements***

The Cricket in Times Square
By *Andrew Clausen*

Chester Cricket gets trapped inside a picnic basket and transported from his home in Connecticut to the middle of New York City. Alone and lost, he meets up with Harry and Tucker, a cat and mouse that have somehow become friends, and with Mario, a young boy who works with his father at a Times Square news stand.

The Kid in the Red Jacket
by *Barbara Park*

The kids in Howard's new town act as if he's totally invisible, except for his six-year-old neighbor, Molly Vera Thompson. True, Howard could use a friend, but an annoying little girl who talks nonstop and looks like a miniature Bozo isn't exactly what he had in mind! Of course, when you're really lonely, you'll be friends with anyone.

Because of Anya
by *Margaret Peterson Haddix*

When a disease causes ten-year-old Anya's hair to fall out, she's afraid that people will discover she's wearing a wig. When the wig comes off in gym class, she runs out and refuses to return to school.

The Misadventures of Maude March
by: *Audrey Couloumbis*

The Misadventures of Maude March is a Wild West story about two orphan girls who become outlaws. Set within the historical context of prairie life, 11-year-old tomboy Sallie March is a lover of dime-store novels. She and her sister become the main characters of their own "real-life" story when they escape their guardians and encounter rattlesnakes, cougars, an unsavory gang and a blizzard. The pages practically turn themselves in this roller-coaster ride of a book.

Shiloh
by: *Phyllis Reynolds Naylor*

Nothing is simple in this taut, unforgettable drama. Kids love this edge-of-the-seat story of a boy going up against a really scary mean man to protect an abused dog.
Want to see the movie? The 1997 film changes some plot details but stays true to the spirit of the book.

James and the Giant Peach
by: *Roald Dahl*

James Henry Trotter leads a happy life until his parents got eaten by an escaped rhinoceros and he is thrust into the world of his nasty aunts, Sponge and Spiker. Then he becomes "the saddest and loneliest boy you could find." When a little man in a dark green suit gives James a bag of magic crystals, the story takes off. James finds an "ancient peach tree that never gave any peaches," but with the magic crystals, it suddenly does! A single peach grows and keeps growing until James can climb inside and roll away from his horrible aunts to a whole new life. James befriends overgrown garden dwellers, Grasshopper, Earthworm, Miss Spider and Centipede. James and the Giant Peach is considered by many to be one of the finest children's books ever written.

The Contest: Everest #1
By Gordon Korman

In *The Contest*, the first installment of Gordon Korman's Everest trilogy, 20 young mountaineers vie for four spots on Summit Quest – the world's youngest team to ascend Mt. Everest. As climbers are cut from the team, tensions build, personalities clash and the remaining hopefuls struggle to deal with their own fears and weaknesses. This gripping story will have readers holding their breath – especially since we know from the prologue that one of the climbers doesn't make it off the mountain.

Framed
by *Frank Cottrell Boyce*

A few things to know about Dylan:

He is the only boy in his entire town—so forget about playing soccer.

His best friends are two pet chickens.

His family owns the world's only gas station/coffee house—their pies are to die for, but profits are in the hole.

Criminal instincts run in his family—his sister is a mastermind-in-training, and the tax men are after his father for questioning.

And one more small thing about nine-year-old Dylan—the crime of the century has just fallen into his lap.

With the same easy mix of wit, warmth, and wonder that made his debut novel, "Millions," an award-winning international bestseller, Frank Cottrell Boyce tells the story of a boy who reminds an entire town of the power of art.

There's a Boy in the Girl's Bathroom
by: *Louis Sachar.*

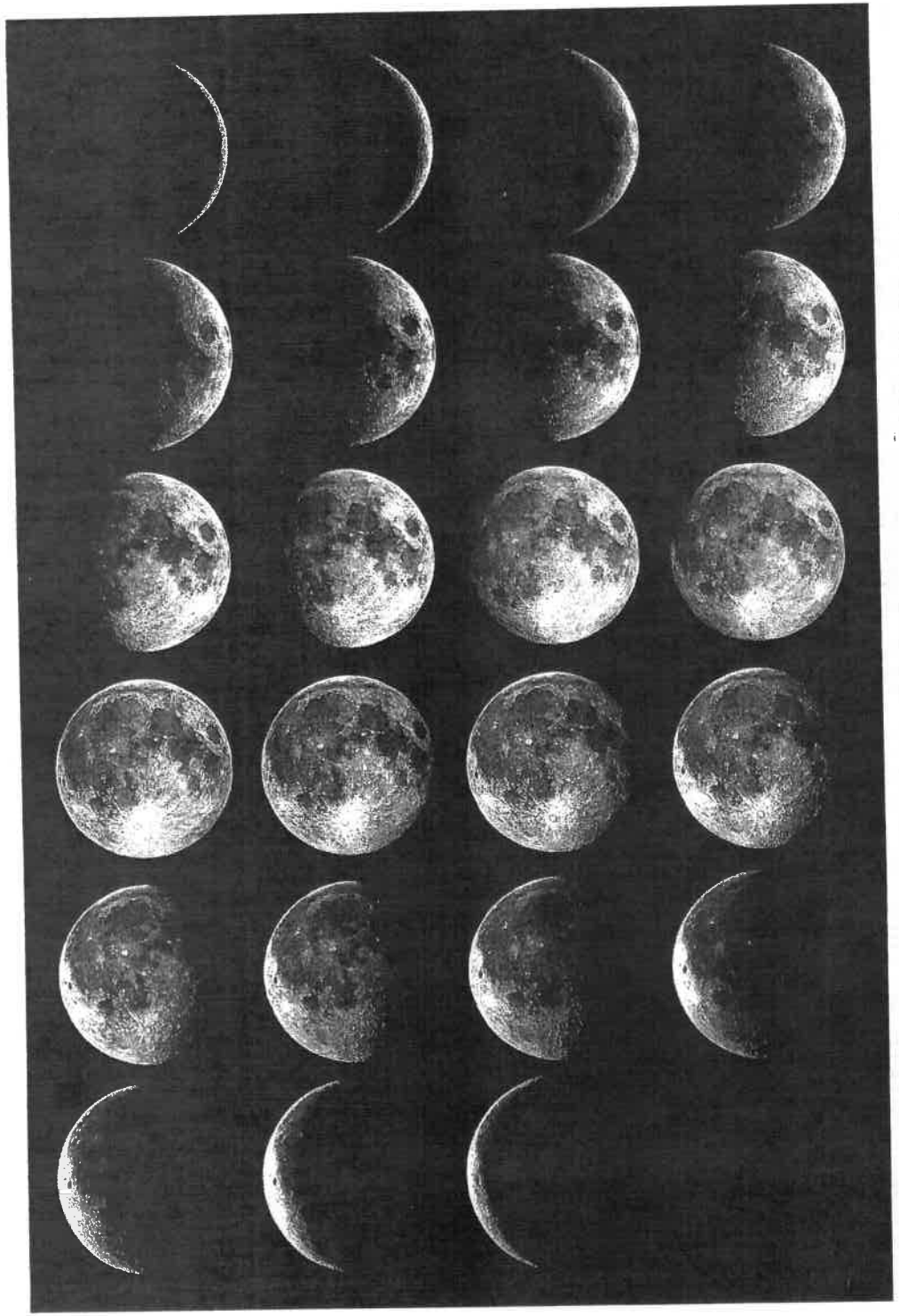
This book tells the story of Bradley Chalkers, a boy who tells enormous lies, picks fights with girls, spits on people and is considered by his teachers to have behavioral issues. Bradley has no friends, is disliked by all the students and teachers in the school and, always sits by himself in the last seat, last row. Things start to change when Jeff Fishkin, a new student, arrives and is placed in the only empty seat left in the room, right next to Bradley. The school hires a new counselor, Carla, who sees potential in Bradley and works with him to make him see the potential in himself, a difficult task for a boy who sees himself as a monster.

Homesick
by: *Jean Fritz*

Celebrated children's author Jean Fritz turns her eye on her own childhood. Born in China of American parents, young Jean feels torn between her homesickness for the America of her grandmother's letters and the devout love she feels for the Chinese people and their culture.

The Secret Garden
by *Frances Hodgson*

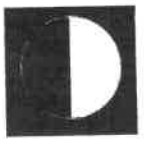
After the sudden death of her parents in India, Mary Lennox is sent 'home' to England, and the Yorkshire estate of a distant relative. Sad and lonely, her only interest lies in a secret garden, abandoned after a tragic accident. With the help of Dickon, a local country boy, and Colin, her guardian's invalid son, Mary's spirit is reawakened as they bring the garden back to life.



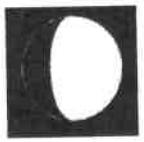
Moon Phases

New Moon - The Moon's unilluminated side is facing the Earth. The Moon is not visible (except during a solar eclipse).

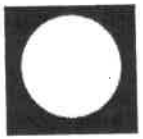
Waxing Crescent - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



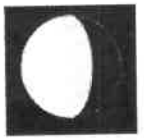
First Quarter - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



Waxing Gibbous - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



Full Moon - The Moon's illuminated side is facing the Earth. The Moon appears to be completely illuminated by direct sunlight.



Waning Gibbous - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

Last Quarter - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

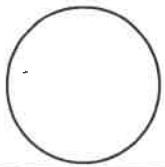
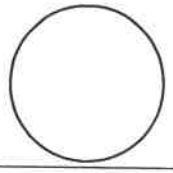
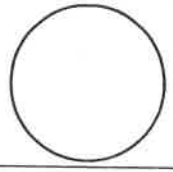
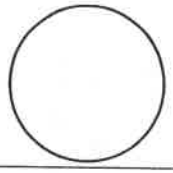
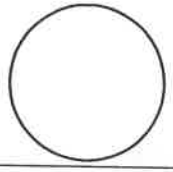
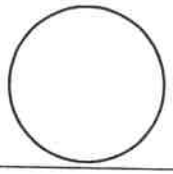
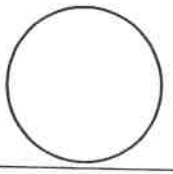
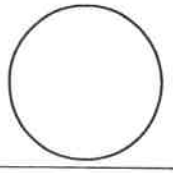
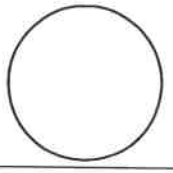
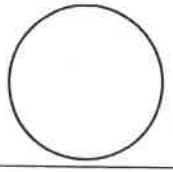
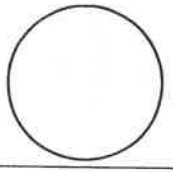
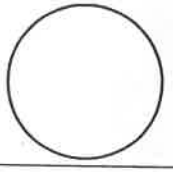
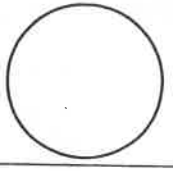
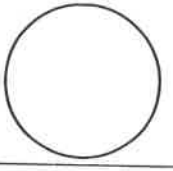
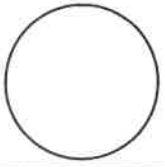
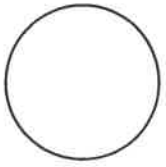
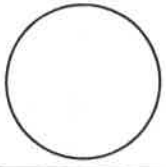
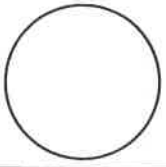
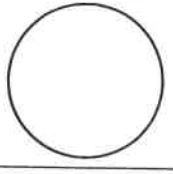
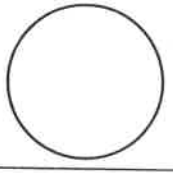
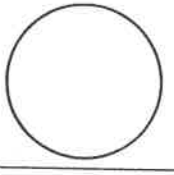
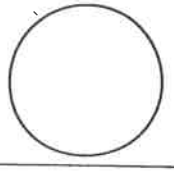
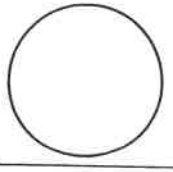
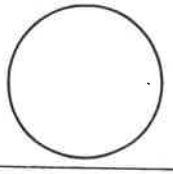
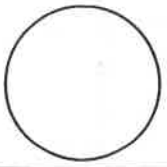
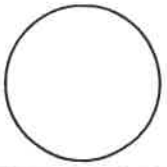
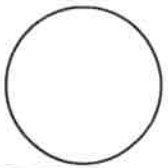
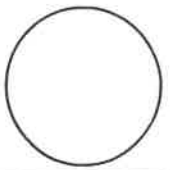
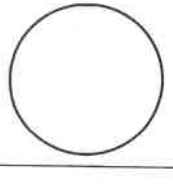
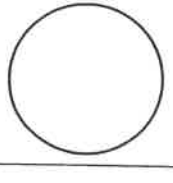
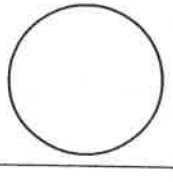
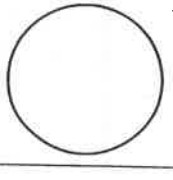
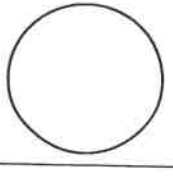
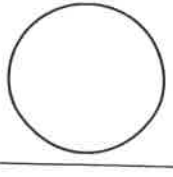
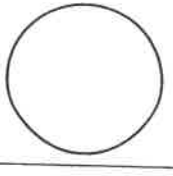
Waning Crescent - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

Moon Phases Calendar

NAME: _____

#: _____

Number the days of the month. For each day, observe the moon, then draw its phase.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						
						
						
						
						

Grade 5

Math Summer Homework

This summer you are expected to use the provided list to complete IXL assignments in order to help you get ready for fifth grade. An IXL assignment is considered complete if you pass it with at least 90% accurary. Please work on IXL for at least 1 hour a week each week of Summer Vacation. Your teachers will be monitoring your progress, and hours that you spend on IXL from home. We look forward to reviewing your work. The top three grade 5 students who spend the most time on IXL will be rewarded with a prize. **There will also be a $40 gift card awarded to a store of choice for the top Ixl student from grades 3-6! It is especially important that you enter 5th grade having mastered multiplication facts, division by 4 digit numbers, addition, and subtraction so that you won't fall behind or need extra practice after school starts.** Remember you can access IXL through the Banneker school website, and if you don't have access to a computer you can use a smart phone or your local library.

SUMMER IXL CHALLENGE!

Complete your summer math assignments to earn prizes!

Each grade level will provide a list of IXL tasks to practice your math skills.

$40 gift card (to the store of your choice) will be awarded to one student from grades 3-6 with the most time spent practicing IXL!

Each grade level will also give awards for:

ASSIGNMENTS:

Each grade level will provide a packet with specific IXL tasks.
Paper activities will be provided for students who do not have access to the internet.
If you can get to a public library, you could do IXL there!

Each grade level will also provide a book for summer reading and a list of instructions for creative projects choices to showcase your thoughts about what you've read.

The IXL **Grade 4 Skills** must be completed to 90% accuracy.

A.1Value of a digit
B.1Add numbers up to millions
B.2Add numbers up to millions: word problems
A.3Place value names
C.1Subtract numbers up to millions
C.2Subtract numbers up to millions: word problems
D.1Multiplication facts to 12
D.2Multiplication facts up to 12: find the missing factor
E.1Division facts to 12
E.2Division facts to 12: word problem
E.4Divide 2-digit numbers by 1-digit numbers
A.5Choose word names for numbers up to one thousand
D.3Choose the multiples of a given number up to 12
E.5Divide 2-digit numbers by 1-digit numbers: word problems
E.6Divide 2-digit numbers by 1-digit numbers: complete the table
B.6Addition patterns over increasing place values
C.4Subtraction patterns over increasing place values
D.3Choose the multiples of a given number up to 12
D.4Identify factors
D.5Multiply 1-digit numbers by 2-digit numbers
D.8Multiplication patterns over increasing place values
E.5Divide 2-digit numbers by 1-digit numbers: word problems
E.6Divide 2-digit numbers by 1-digit numbers: complete the table
E.7Divide 2-digit numbers by 1-digit numbers: interpret remainders
E.8Divide larger numbers by 1-digit numbers
E.9Divide larger numbers by 1-digit numbers: word problems
E.11Divide larger numbers by 1-digit numbers: interpret remainders

If you **finish the skills above** please choose **grade 4** skills form the following topics.

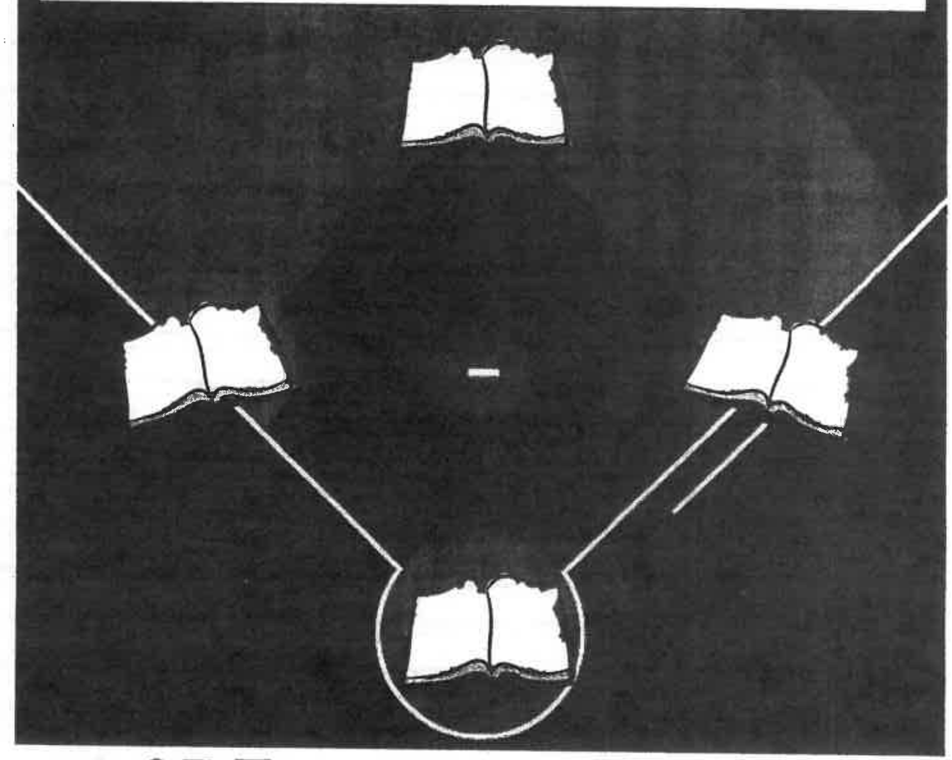
-Patterns and sequences
-Variable expressions
-Fraction equivalence and ordering
-Logical reasoning

DATE	TITLE OF BOOK	HOURS READ

Hit a Home Run

Name : ____________________

Grade : __________ Teacher : __________

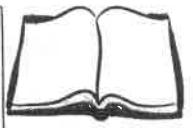


with Summer Reading!

Keep track of your summer reading and try to hit a home run!

16 hours = Single 32 hours = Double 48 hours = Triple 64 hours = Home Run

bonus 75 hours = Grand Slam!



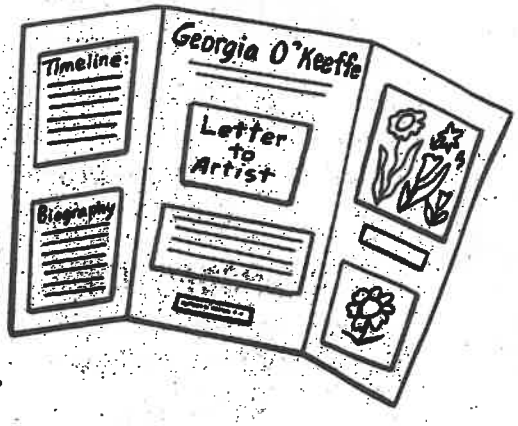
DATE	TITLE OF BOOK	HOURS READ

DATE	TITLE OF BOOK	HOURS READ

(1st choice)

Name _____

☆ Tri-Fold Book Report ☆



This report is a research project on the life and works of a famous artist. You will gather information about this artist from various sources and present the information on a tri-fold display board.

☑ Check off each requirement after you've completed it.

Requirements

☐ **PART ONE: RESEARCH**

Pick an artist whose life and work you would like to research. Find five reference books or articles on the artist. At least one of your resources should be a library book.

Some suggested references include:

- library books
- encyclopedias
- newspaper and magazine articles
- Internet articles

1. Show the reference books and articles to your teacher for approval.
2. Review the graphic organizers before you start reading. As you read, fill out the organizers to help you plan your project.

PART TWO: PROJECT ELEMENTS

☐ **PROJECT TITLE:** Use creative lettering to write the artist's name on the top of the center panel. Make it eye-catching and colorful. Write your name below the artist's.

☐ **TIMELINE:** Design a timeline of your artist's life that includes at least 15 events, such as:

Personal Life	Artistic Life
• birth • early life • marriage/children • death	• awards • education • when major works were created • major artistic periods

Create a rough draft of your timeline by listing the events from your graphic organizer in chronological order. Place the timeline of the artist's life at the top of the left-hand panel. (See illustration on the next page.)

☐ **BIOGRAPHY:** Use the timeline information to write a biography of the artist.

1. One paragraph should be about his or her early life.
2. One paragraph should be about major events in his or her personal life.
3. At least two paragraphs should be about major events in the artist's life.
4. The biography should be either typed or neatly written.
5. Place this biography underneath the timeline. (See illustration.)

☐ **REPRODUCTION OF ARTIST'S WORK:** Choose one of the artist's major works and reproduce it so it looks as much like the original as possible. If the artist was a painter, you can choose to either draw or paint your picture.

1. The reproduction should be approximately one third the size of a panel.
2. Place this picture on the top of the right-hand panel. (See illustration.)
3. On an index card write a paragraph describing why this work was significant, what medium the artist used to create it, and when it was completed.
4. Place this index card underneath the reproduction.

☐ **DESIGNING YOUR OWN WORK:** Many artists are influenced by other artists. Study the style of your artist and create a new picture keeping that style in mind.

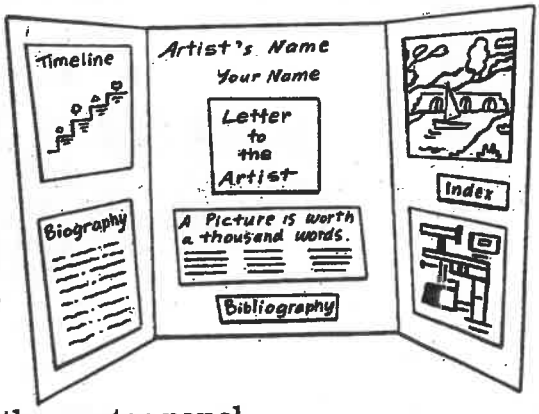
1. This picture should be approximately one third the size of a panel.
2. Place this drawing on the bottom of the right-hand panel.

☐ **LETTER TO THE ARTIST:** Write a letter to the artist describing what you like and dislike about his or her style and work. Think about the artist's color choices, subject matter, composition, and use of line, light, shape, texture, and shading.

1. This letter should be two paragraphs long. One paragraph should focus on the elements you like, and one should focus on the elements you dislike.
2. Place this letter underneath the title on the center panel. (See illustration.)

☐ **RESPONSES TO ARTWORK:** Show 10 people of different ages a color copy of the picture you chose to reproduce.

1. Ask each person to describe the picture. Summarize each person's response in a complete sentence.
2. Write or type these responses; label them "A Picture Is Worth a Thousand Words."
3. Place this next to the letter you wrote to the artist.



☐ **BIBLIOGRAPHY:** On an index card, write a bibliography of the five reference books you used.

1. Your books should be listed in alphabetical order by the author's last name.
2. Place this bibliography on the bottom of the center panel.

Name _____

Book Report GRAPHIC ORGANIZER

TIMELINE/BIOGRAPHY

Use note form (fragmented sentences) to fill out the graphic organizer. Use the information to help you with your timeline and biography. After you've completed the graphic organizer, list the events in chronological order before starting your time line.

MAJOR WORKS
Date:
Date:
Date:
Date:
Date:

ARTISTIC PERIOD
Date:
Date:
Date:
Date:
Date:

EDUCATION
Date:
Date:
Date:

MARRIAGE< S >
Date(s):
Spouse(s):

TIMELINE/ BIOGRAPHY ☆ FOR ☆

BIRTH
When:
Where:

DEATH
When:
Where:
How:

EARLY LIFE
Date:
Date:
Date:
Date:

AWARDS
Date:
Date:
Date:
Date:

INTERESTING FACTS
Date:
Date:
Date:
Date:

CHILDREN/FAMILY
Date:
Date:
Date:
Date:

Name _____

Tri-Fold Book Report

GRAPHIC ORGANIZERS

LETTER TO THE ARTIST

Brainstorm things you like and dislike about your artist's style and work. Use these notes to help you write a letter to your artist.

LIKE	DISLIKE

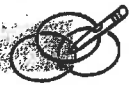
RESPONSES TO ARTWORK

Use the lines below to take notes on how the 10 people you interviewed responded to the artist's work.

NAME	AGE	RESPONSE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Name _____

Tri-Fold Book Report GRAPHIC ORGANIZER



BIBLIOGRAPHY

Use the following format to help you write down the necessary information for your bibliography. Be aware of the punctuation that is used. Remember to list your references in alphabetical order based on the author's last name.

1. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

2. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

3. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

4. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

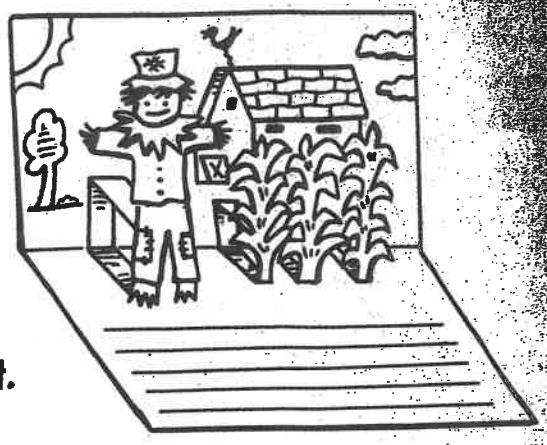
5. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

6. _____ , _____ . (_____).
   Author's last name — Author's first name — Copyright date
   _____ . _____ : _____ .
   Title of book underlined — City published — Publisher

(2nd Choice)

Name _____

Pop-Up Book Report



For this book report, you will tell about a book you've chosen to read by creating a pop-up scene. Your report will include a summary, and information about the book's characters, setting, and problem and solution.

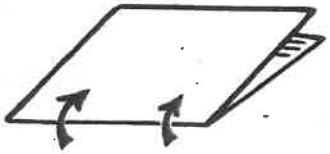
☑ Check off each requirement after you've completed it.

Requirements

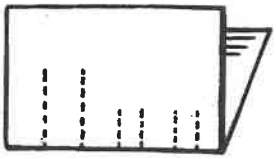
☐ **CONSTRUCTING THE POP-UP BOOK**

1. Draw a rough sketch of the scene you want to create and decide which elements will "pop up."

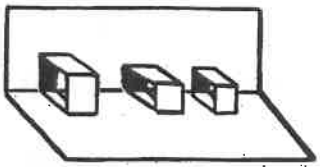
2. Fold a piece of construction paper in half widthwise.



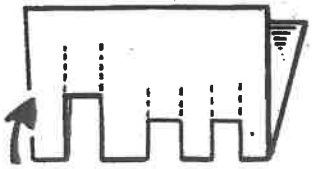
3. Along the folded edge, cut two slits of equal length for each of the pop-up tabs in your scene.



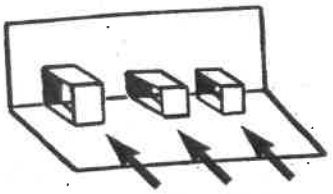
4. Open the paper up, and gently pull each of pop-up tabs forward.



5. Fold the paper again so that each of the pop-up tabs falls into the center. Press the base of each tab so that it forms a crease.



6. Open your paper up and illustrate the background of your scene.
7. Draw the pop-up elements of your scene, and glue them onto the front of each tab.
8. Use a ruler and pencil to *lightly* draw guidelines on the paper in from of your pop-up scene. Write the paragraph in pencil first. Then trace over it using a thin black marker. Finally, erase the guidelines and pencil marks.



9. Repeat these steps for each page of your book. Put your pages in order, one on top of the other. Glue the bottom of one page to the top of the next, until all of the pages are joined. Use glue stick rather than glue so that the paper doesn't buckle.

10. Get another sheet of construction paper and fold it in half. Use creative lettering to write the name of the book you read, the author's name, and the words "Pop-up Book by [your name]." Include a related illustration. Put the pop-up pages in the folded cover, and glue the cover into place.

CREATING THE PAGES

☐ **SUMMARY/PAGE ONE:** Write a complete paragraph that gives a brief summary of the book. Include the following

- author
- title
- main character
- major events
- conclusion

Create a pop-up picture that illustrates your favorite scene from the book.

☐ **PROBLEM-SOLUTION/PAGE TWO:** Write a complete paragraph that describes the main problem and solution of the story. Divide the page for your picture vertically. Write PROBLEM at the top of the left panel and SOLUTION at the top of the right panel.

1. On the left panel create a pop-up picture that illustrates the problem.
2. On the right panel create a pop-up picture that illustrates the solution.

☐ **SETTING/PAGE THREE:** Write a complete paragraph that describes the setting of the book. Consider the following:

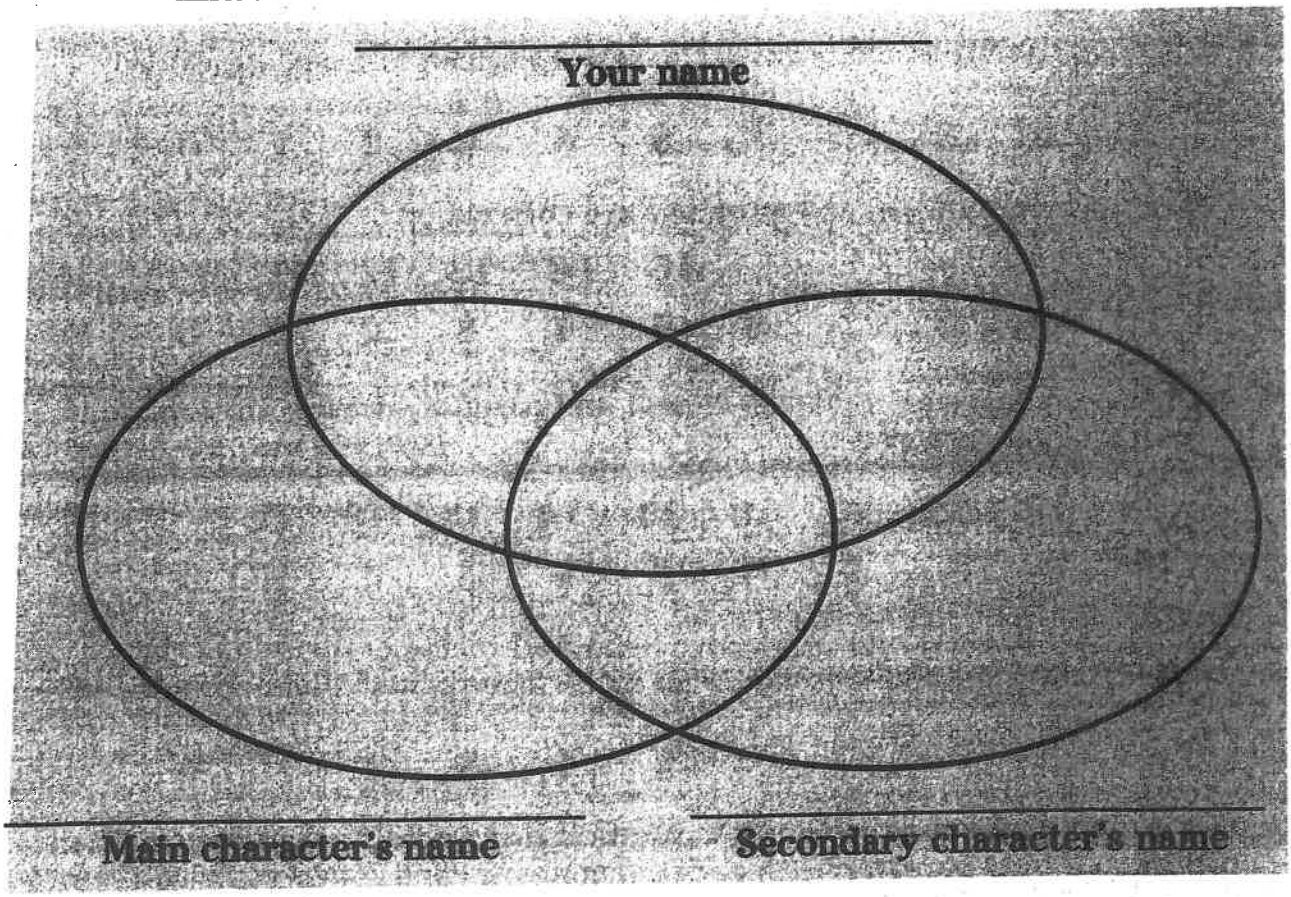
- time period
- geographical location
- socioeconomic factors
- surroundings
- climate
- season

Create a pop-up picture that illustrates the setting of the book.

☐ **ALTERNATE SETTING/PAGE FOUR:** Choose an alternate setting for your book. Write a complete paragraph that describes the alternate setting and how it would change the outcome of the story. Create a pop-up picture that illustrates the alternate setting of the book.

☐ **CHARACTER STUDY/PAGE FIVE:** Use the Venn diagram below to compare and contrast the main character, a secondary character, and yourself. Be sure to fill in all the spaces provided. Copy this Venn diagram and the information onto the bottom of your fifth page. Choose one of the main differences between you and the main character from your Venn diagram.

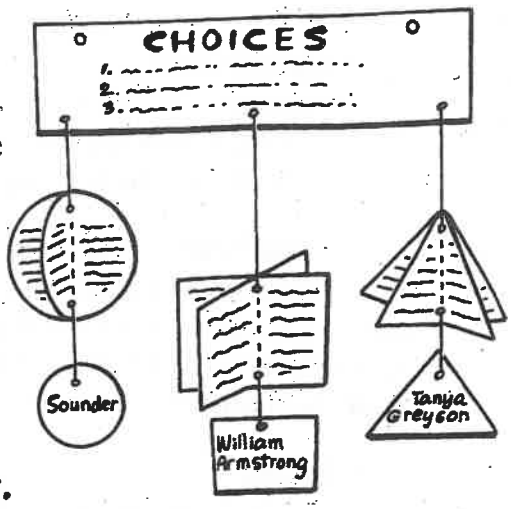
1. Divide the page for your picture vertically.
2. Write the name of the main character on the top of the left panel and your name on the top of the right panel.
3. On the left panel create a pop-up of the main character in a scene illustrating the difference you chose from your Venn diagram.
4. On the right panel create a pop-up of yourself in a scene illustrating the difference.



☐ **COVER:** Design a cover for your book that includes the title of the book, the author, and the words "Pop-up Book by [your name]." Include a related illustration.

Name _____

Mobile Book Report



For this 3-D report, you need to choose three of the major choices that the main character made in the novel. For each choice, you will create a four-sided shape. Each side should correspond to the guidelines listed below. Use the templates provided for your final draft.

☑ Check off each requirement after you've completed it.

Requirements

☐ **SIDE ONE**

Pick one of the major choices that the main character made in the novel. Use one of the three shapes (circle, square, triangle). On side one write a complete, detailed paragraph describing the situation your character was in before making the choice, the choice that he or she made, and the consequence of that choice.

☐ **SIDE TWO**

On side two of that shape, draw a picture of the main character making the decision. Your drawing should illustrate the paragraph on side one.

1. All illustrations must be colored in with either markers, colored pencils, or crayons.
2. Outlining the drawings with black marker helps make the colors stand out.

☐ **SIDE THREE**

Draw a line down the middle of the shape. Label the left side: ALTERNATE CHOICES. Label the right side: CONSEQUENCES. Write the number 1 on the first line of both sides. Write the number 2 on both sides about 5 lines down. Then write the number 3 on both sides about 10 lines down.

1. Write three alternate choices that the main character could have made instead of the choice he or she did make.
2. Beside each choice, list the consequences that would have happened if that choice had been made. These consequences should be completely different from anything that happened in the story.
3. All of the choices and consequences should be written in complete sentences.

☐ SIDE FOUR

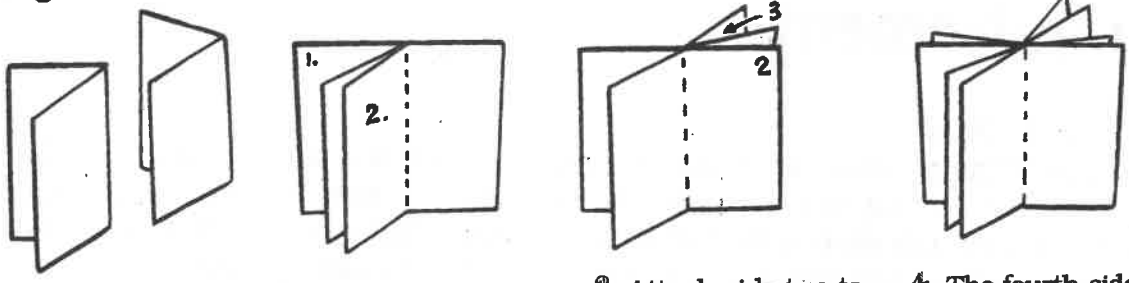
Select one of your three alternate choices/consequences from side three. Then write a new ending for your book using this choice and its consequences. Make sure your ending is written in a complete, detailed paragraph.

☐ CONSTRUCTION OF THE MOBILE

Find some rectangular-shaped corrugated cardboard and cover it neatly with construction paper or colorful paper. Use creative lettering to write the label CHOICES on both sides. Under the title, use complete sentences to write down the three major choices the main character made in the book. Add a decorative border.

3-D Shapes

Once you've finished with all four sides of one shape, cut them out and use a glue stick (not glue) to attach them as shown below. Repeat this process for all three shapes.



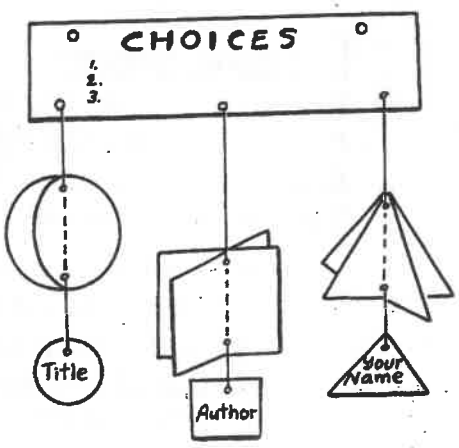
1. Fold each shape lengthwise.
2. Attach side one to side two.
3. Attach side two to side three, etc.
4. The fourth side should be attached to side one, completing the 3-D shape.

Small Shapes

1. Cut out the smaller shapes on the template pages.
2. On both sides of the circle write the name of the book.
3. On both sides of the square write the author's name.
4. On both sides of the triangle write your name. Use creative lettering and decorate these shapes in an imaginative way.

Putting It Together

1. Punch three holes along the bottom of your cardboard frame.
2. Punch a hole in the top center of each 3-D shape.
3. Tie strings of different lengths from the cardboard frame to each shape.
4. Punch a hole in the bottom center of each 3-D shape.
5. Punch a hole at the top of each shape that has your name, the title, and the author's name.
6. Tie each of the small shapes to the larger ones.
7. Finally, punch two holes in the top of your cardboard frame and tie strings from each hole so the mobile can be hung in the classroom.



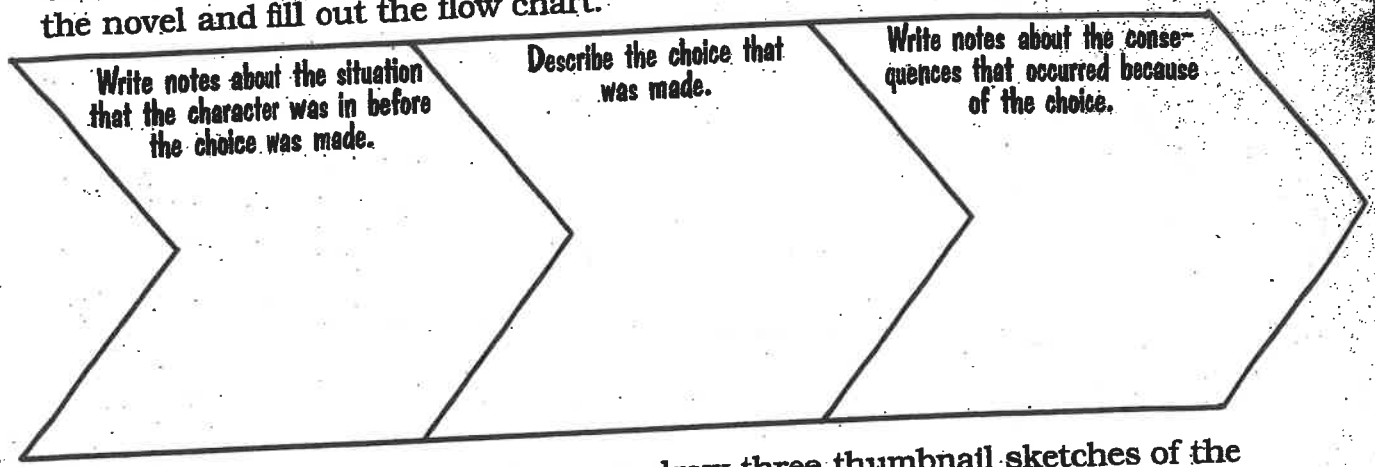
Name _____

Mobile Book Report

GRAPHIC ORGANIZERS

SHAPE

Side One: Pick one of the major choices that the main character made in the novel and fill out the flow chart.



Side Two: On the back of this paper, draw three thumbnail sketches of the main character making the choice described above.

Side Three: Think about other options the main character could have chosen instead of the one listed above. Write notes about the alternate choices, and then describe the consequences that each choice would have had.

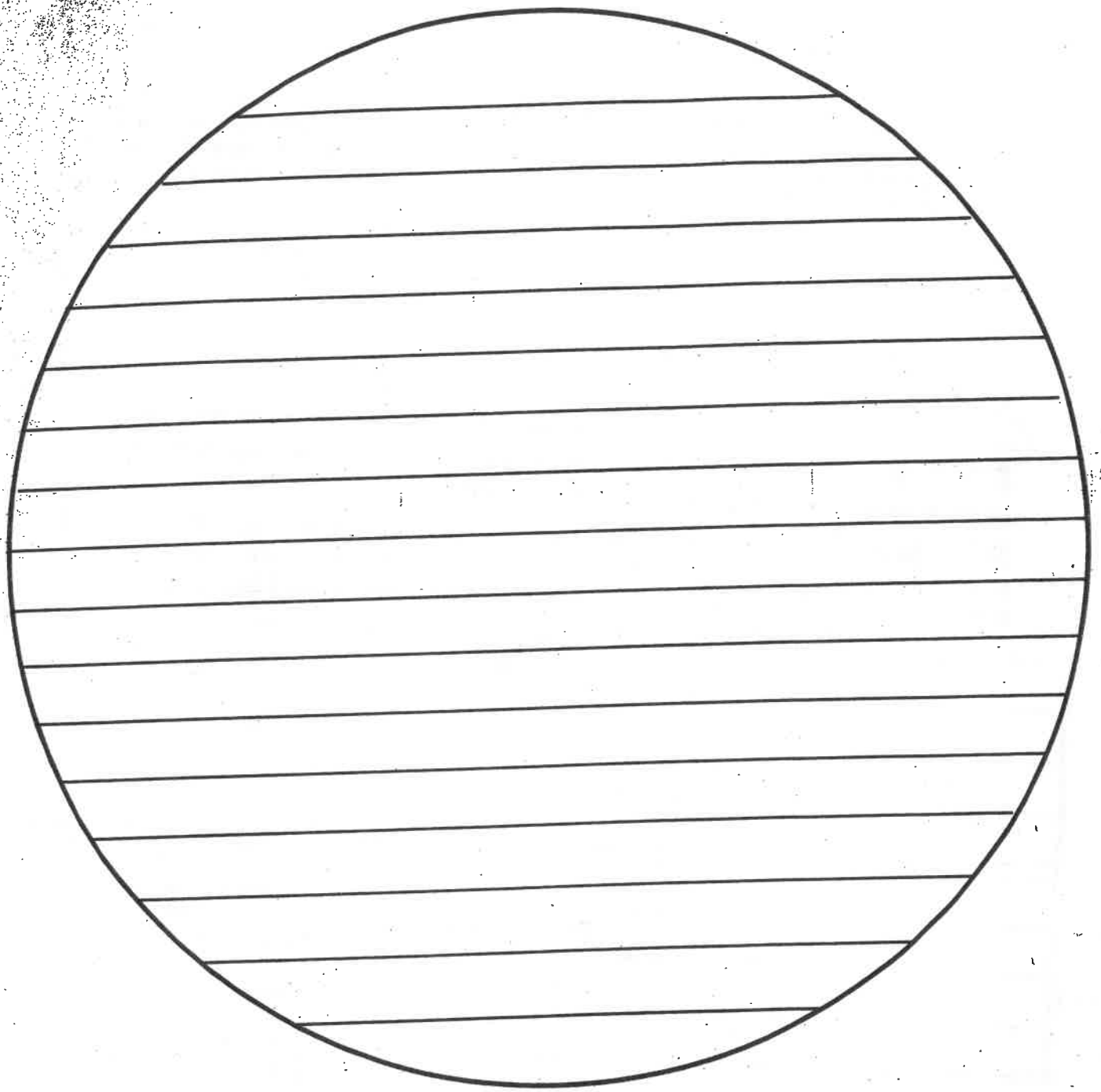
Option 1	Option 2	Option 3

Consequence 1	Consequence 2	Consequence 3

Side Four: Choose one of the options listed above and brainstorm a list of ideas for the new ending to your story. Use the back of this paper to write your new ideas.

Name _____

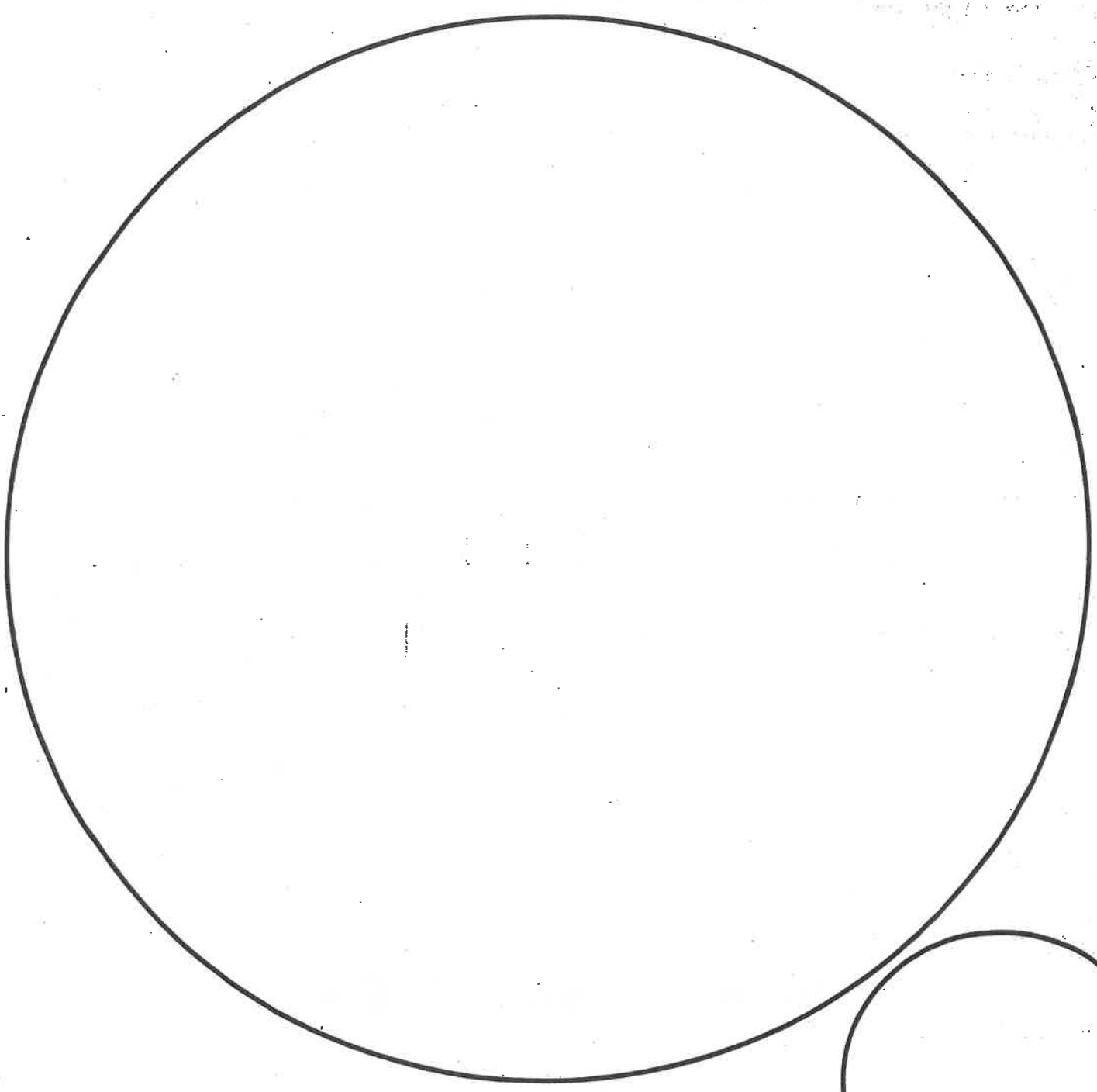
Circle Book Report TEMPLATE

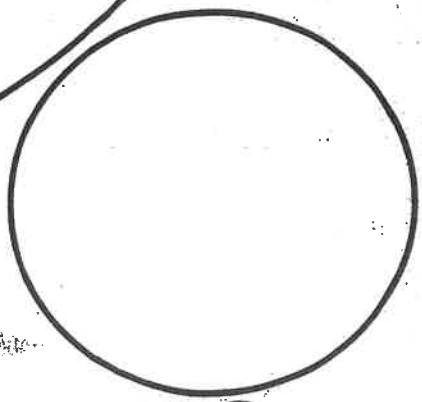


Use this for sides 1, 3, & 4.

Name _____

Mobile Book Report TEMPLATE





Use this for side 2.

Use this for title.

Name _____

Mobile Book Report TEMPLATE

Use this for sides 1, 3, & 4.

Name _____

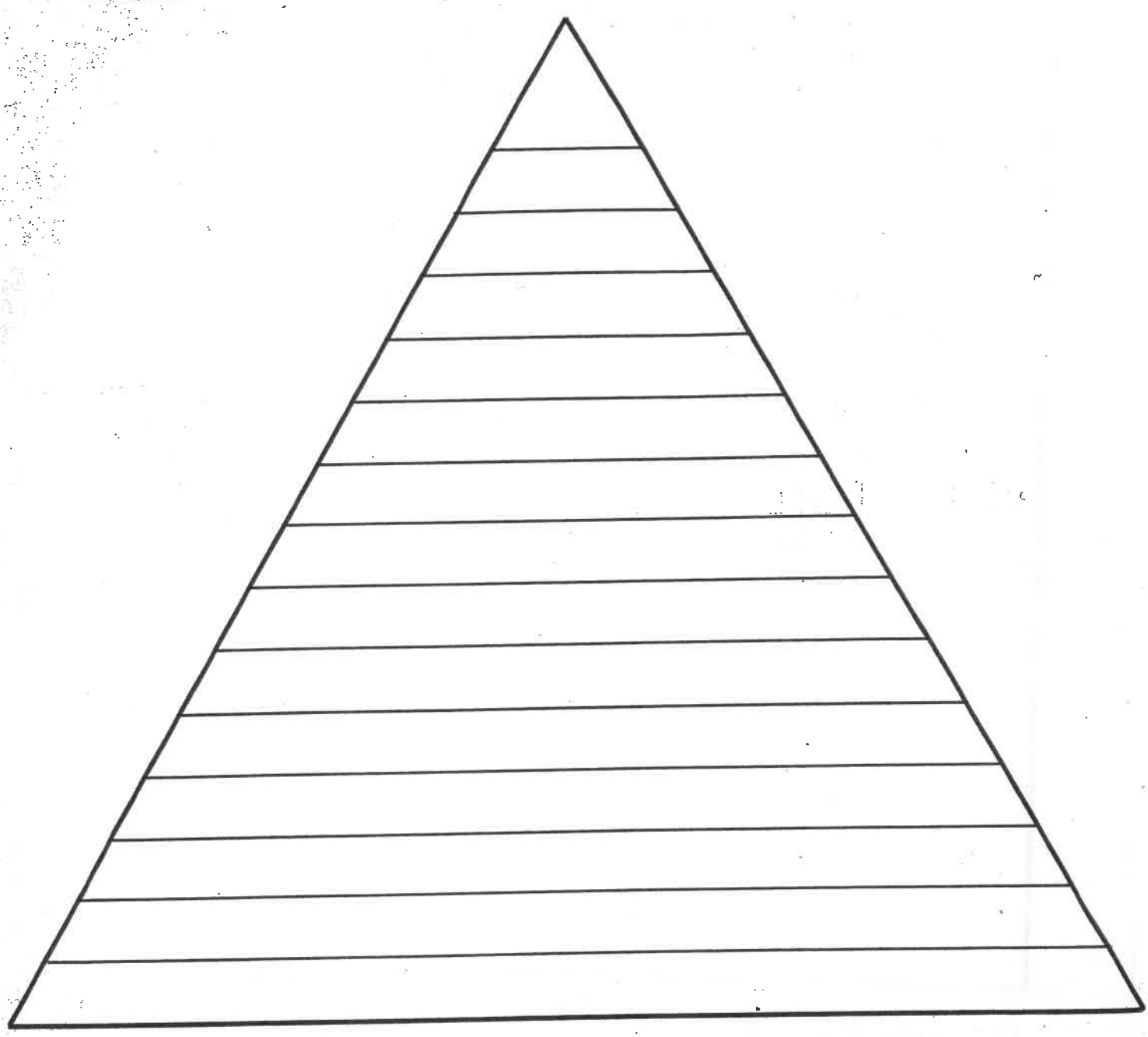
Mobile Book Report TEMPLATE

Use this for side 2.

Use this for author's name.

Name _____

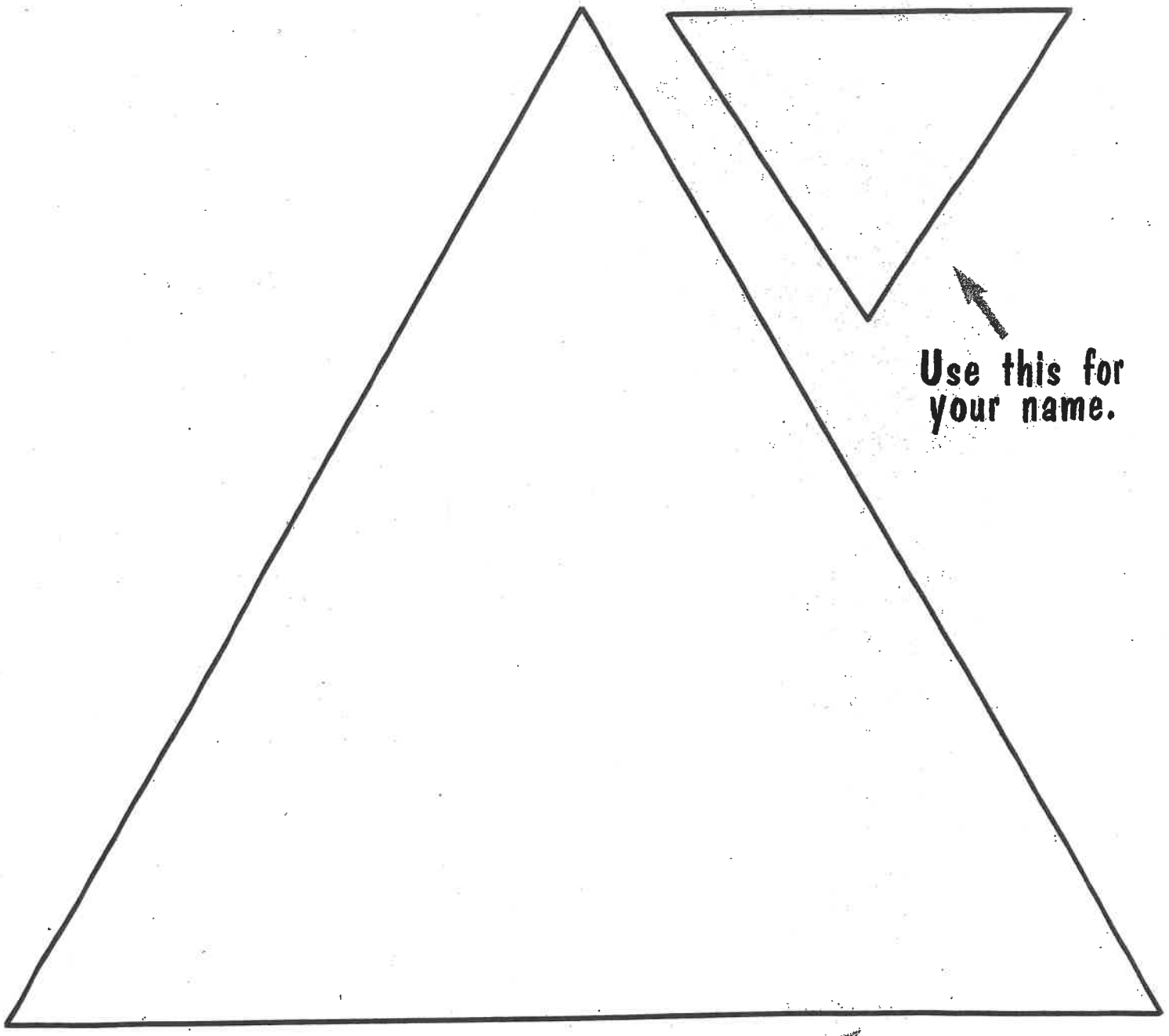
Mobile Book Report TEMPLATE



Use this for sides 1, 3, & 4.

Name _____

Mobile Book Report TEMPLATE



Use this for your name.

Use this for side 2.