

Choose how to complete the assignment:

1. *Make a copy of this document to fill in the information on the graphic organizer digitally. When complete, share it with your teacher: zfalcon@morrisjeffschool.org.*
2. *Print it and complete it in a handwritten form.*
3. *Use notebook paper to create your own graphic organizer.*

Summer Reading Assignment
MYP Language and Literature Year 1**Grade 6****Due Date: Friday, August 19, 2022**

Over the summer you are required to read a **minimum of two books**. After reading these two books, you will write a letter to your 6th grade Language and Literature teacher, Mr. Falcon, describing the characters in the two books and comparing the characters to yourself. **This letter will serve as your first major writing grade for sixth grade.**

STUDENT NAME: _____First Book Choice:**You may choose one of the following novels as your first book choice.**

- *On the Blue Comet*, Rosemary Wells
- *A Long Way from Chicago*, Richard Peck
- *Esperanza Rising*, Pam Munoz Ryan
- *Moon Over Manifest*, Clare Vanderpool
- *My Side of the Mountain*, Jean Craighead George
- *Sunder*, William H. Armstrong
- *Roll of Thunder, Hear My Cry*, Mildred D. Taylor
- *No Promises in the Wind*, Irene Hunt

In the first unit of this year, we will be reading the historical fiction books *Bud, Not Buddy* by Christopher Paul Curtis and *Out of the Dust* by Karen Hesse. These books are set during the 1930s during the time of the Great Depression. The essential question that we will be answering is “How can enduring tremendous hardship contribute to personal transformation?”

Second Book Choice:**You may choose any grade level fiction novel to read.**

Writing Assignment #1:

My first book choice of a historical fiction novel was: _____

The main character of this book is named: _____

As you read, use the chart below to take notes about this character: (for book choice 1)

<p><u>Basic Facts</u></p> <p>What is the main character's name? How old is the character? Where is he/she from?</p>	
<p><u>Physical Description</u></p> <p>What does this character look like? What are some of this character's important physical features?</p>	
<p><u>Family</u></p> <p>Describe the character's family – mother, father, siblings, children</p>	
<p><u>Personality</u></p> <p>What are three personality traits of this character? What IB attribute does this character exhibit the most? Explain why.</p>	

My second free choice fictional novel of choice was: _____

The main character of this book is named: _____

As you read, use the chart below to take notes about this character: (for book choice 2)

<p><u>Basic Facts</u></p> <p>What is the main character's name? How old is the character? Where is he/she from?</p>	
<p><u>Physical Description</u></p> <p>What does this character look like? What are some of this character's important physical features?</p>	
<p><u>Family</u></p> <p>Describe the character's family – mother, father, siblings, children</p>	
<p><u>Personality</u></p> <p>What are three personality traits of this character? What IB attribute does this character exhibit the most? Explain why.</p>	

Writing Assignment #2:

Write a letter to your teacher using the following structure: *(Your letter should be 5-6 paragraphs long –so a minimum of at least two pages handwritten or at least one full page typed.)*

Date

Dear Mr. Falcon,

Paragraph 1 (At least six sentences)

Briefly describe the two books that you chose to read this summer, including the author and setting of each book.

Paragraph 2 (At least six sentences)

Describe the main character of your first book choice you read. What did this character look like? What was this character's family like? Describe the character's personality. What IB attributes *(see page 4)* did the character exhibit and how? How did this character change from the beginning of the book to the end?

Paragraph 3 (At least six sentences)

Describe the main character of your free choice book. What did this character look like? What was this character's family like? Describe the character's personality. What IB attributes did the character exhibit and how? How did this character change from the beginning of the book to the end?

Paragraph 4 (At least six sentences)

Compare one of the characters in either book you described to yourself. How are the two of you similar? How are you different? What is something you learned from this character? What is something this character could learn from you?

Paragraph 5 (At least six sentences)

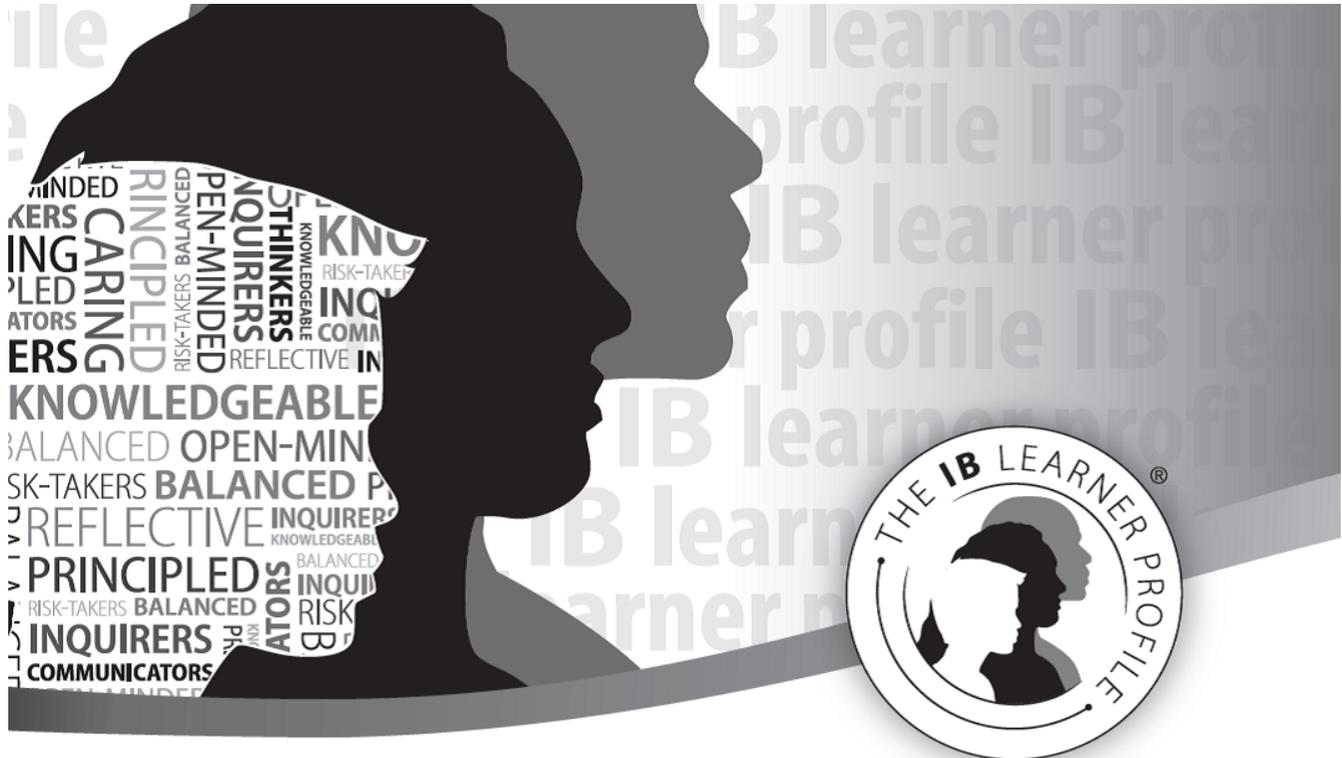
What should I know about you as a student? What are you looking forward to in sixth grade? What do you hope to learn in sixth grade Language and Literature?

Academic Challenge -Add one more paragraph-after paragraph 4

What did you like about the author's writing style? Did you notice specific language the author used and how did it make you feel? Try to explain why you like the author's style of writing -is it the word choice? vivid descriptions? how characters are described? poetic devices, such as simile and metaphors? Maybe share a favorite line from the text and why you were moved by it.

Closing,

Signature



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.