

SAINT BENEDICT CATHOLIC SCHOOL
Summer Reading: Intermediate Grades (3-5)

Fostering a love of reading through the summer months is an integral part of the development of our students, and all genres of literature should be considered for sampling by our students over the summer. Students should feel empowered to read self-selected items based on readability and interest. (See the Tips for Preventing the Summer Slide for the 5 finger test).

Genres to consider: fiction, fantasy, nonfiction, plays, poetry, biography, graphic novels, etc.

Each of the students must read a book of their choice and complete one of the following projects over the summer. The final product is to be brought to school on the first day. They will be presented to the class the first week of school.

The following projects are available for completion:

- Report detailing the plot
- Trading cards about each main character in the book
- Diorama (ex: empty shoe box) of the setting or scene
- Book cover (ex: empty cereal box, small poster)
- Interview a Character – Compose 8 – 10 questions to ask the main character of your book. Write the character's response to each question. The questions and answers should provide information that shows you have read the book.
- Script it – Write a movie script for a favorite scene in the book you chose .
- In the News! Create the front page of a newspaper that tells about events and characters in your book. The newspaper might include weather reports, and editorial, ads. The title of the newspaper should be something appropriate to the book. Include 1 paragraph about why someone should read this book.
- Dear Diary – Create a diary or journal and write at least 5 journal entries that might have been written by a character in the book you just read. The entries should be at least 1 paragraph each and share details about the story that prove you read the book.

The grading rubric for the project is attached!

We cannot wait to see the fantastic, fun-filled projects from our hard working students!

Some suggested book from this years intermediate grade students can be found on the back of this sheet! Please take some time to look it over and talk about it with your child. Graphic novels and nonfiction books are welcome!

Happy summer to all!
Blessings,
The Intermediate Team

- Please make sure the FIRST and LAST name of your child is included on the project!
- Here are some suggested books from our current 3rd, 4th, and 5th graders:

Book	Author	Book	Author
<i>Mouse and the Motorcycle</i>	Beverly Cleary	<i>Hatchet</i>	Gary Paulsen
<i>The Boxcar Children</i>	Gertrude Chandler Warner	<i>Lucky Strike</i>	Bobbie Pyron
<i>The BFG -or- Matilda -or- The Witches -or- Charlie and the Chocolate Factory</i>	Roald Dahl	<i>Brown Girl Dreaming</i>	Jacqueline Woodson
<i>Frindle</i>	Andrew Clements	<i>Call of the Wild</i>	Jack London
<i>The Lemonade War</i>	Jacqueline Davies	<i>The Courage Test</i>	James Preller
<i>Cheese -or- Honey</i>	Sarah Weeks	<i>Journey of Little Charlie</i>	CHRISTOPHER PAUL CURTIS
<i>Ungifted -or- Schooled -or- Restart</i>	Gordon Korman	<i>Zach King Books</i>	Zach King
<i>Judy Moody</i>	Megan McDonald	<i>The Bad Guys</i>	Aaron Blabey
<i>Sisters -or- Smile</i>	Raina Telgemeier	<i>Shiloh</i>	Phyllis Reynolds Naylor
<i>The Tale of Despereaux -or- Flora and Ulysses -or- Mercy Watson</i>	Kate Dicamillo	<i>Series of Unfortunate Events</i>	Lemony Snicket
<i>The Who Was? Series</i>	Various Authors	<i>Percy Jackson -or- Magnus Chase Series</i>	Rick Riordan
<i>39 Clues Series</i>	Various Authors, including popular authors Gordon Korman and Rick Riordan and David Baldacci,	<i>The Princess in Black</i>	Dean Hale; Shannon Hale
<i>I Survived Series</i>	Lauren Tarshis	<i>Wonder</i>	R. J. Palacio
<i>The Babysitter's Club series</i>	Any version (graphic novels or older novel version)	<i>Making Bombs for Hitler</i>	Marsha Skrypuch

Category	4	3	2	1
Comprehension	The project portrays a deep understanding of your book of choice and includes understanding of plot, characters and setting.	The project portrays an understanding of your book of choice. The project mentions plot, characters, and setting. More details could be included.	The project demonstrates some confusion about your book of choice. Plot, characters, and setting may not be mentioned.	The project does not demonstrate an understanding of your book of choice.
Color/Creativity/Organization	The project is organized, detailed, and well-thought out. Color is used when appropriate. Effort exceeds the standard.	The project is somewhat organized, detailed, and well-thought out. Color may be used when appropriate. Effort meets the standard.	The project may lack details and planning, and/or be disorganized. Color may not be included. More effort could have been put forth.	The project is messy and disorganized, perhaps rushed. Effort was not put into the project.
Conventions in Writing	The project is free of spelling and grammatical errors.	The project is mostly free of spelling and grammatical errors.	The project contains many spelling and grammatical errors.	The project contains so many spelling and grammatical errors it is difficult to read
(Presentation) Knowledge of the text: Title Author Character Plot/setting	Is able to identify the name of the book, author, main characters, basic plot, and outcome	Student is able to identify some key information but leaves out a few details	Students identifies name of book and characters, but leaves out important information.	Students does not know name, author of the book or is unable to tell about the book.
(Presentation) Speaking/Listening	Student show preparedness and know what they are discussing. Student has notes to help stay on topic and discuss	Students seems prepared and has some notes, but does not seem to have practiced.	Student has notes, but does not refer to them Student seems distracted and unable to tell about book	Student does not seem to show understanding of the book; Has no notes to help stay on task. Student is distracted.

	book.			
--	-------	--	--	--