

Summer Reading 2017

Dear Parents & Students,

This year for summer reading, we want the students to be able to choose which books they are most interested in within their Accelerated Reading level. We want to ensure interest, but also make sure they are getting their reading done over the summer. Studies have shown that students that read at least 20 minutes a day can see improved grades, fluency, and even test scores! That being said, students are being asked to choose **two** books from the Summer Reading List (attached). Students are to choose **two** books within their Accelerated Reading Level that their teacher has provided.

You will also find an **Assignment Sheet**. Students, you are to pick **ONE** from each “list” to complete! You will have many options to choose from, but you will only need to choose **one** from each of the lists! **Be prepared to bring your completed assignment into school in August!** We can’t wait to see what you took away from these exciting books!

As always, you are free to read as many books as you want! However, it is **required** that you read **two** from this list! You can find handouts and rubrics to the activities page attached to this packet.

If you have any questions, please do not hesitate to ask your teacher/child’s teacher. The list can be found online at your class’ website, along with the assignment list.

Have a healthy, HAPPY summer! See you in the fall!

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Student’s Name: \_\_\_\_\_

A.R. Level: \_\_\_\_\_

Estimados Padres y Estudiantes,

Este año para la lectura de verano, queremos que los estudiantes puedan elegir qué libros están más interesados dentro de su nivel de Lectura Acelerada. Queremos garantizar el interés, pero también asegurarnos de que están recibiendo su lectura durante el verano. ¡Estudios han demostrado que los estudiantes que leen por lo menos 20 minutos al día pueden mejorar sus calificaciones, fluidez e incluso puntajes de exámenes! Dicho esto, a los estudiantes se les pide que escojan dos libros de la Lista de Lectura de Verano (adjunta). Los estudiantes deben elegir **dos** libros dentro de su Nivel de Lectura Acelerada que su maestro ha proporcionado.

También encontrará una **Hoja de Asignación**. Los estudiantes, usted debe escoger **uno** de cada "lista" para completar! Usted tendrá muchas opciones para elegir, pero sólo tendrá que elegir uno de cada una de las listas! **¡Esté preparado para traer su tarea completa a la escuela en agosto!** Estaremos ansiosos esperando a ver lo que se llevó de estos libros emocionantes!

¡Como siempre, usted es libre de leer todos los libros que desea! Sin embargo, se requiere que usted lea dos de esta lista! Puede encontrar folletos y rúbricas en la página de actividades adjunta a este paquete.

Si tiene alguna pregunta, no dude en preguntarle al maestro / maestra / a. La lista se puede encontrar en línea en el sitio web de su clase, junto con la lista de tareas.

¡Tenga un verano sano, FELIZ! Nos vemos en el otoño!

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Nombre del estudiante: \_\_\_\_\_

Nivel De A. R. : \_\_\_\_\_

SUMMER READING LIST – 2017

<b>Title</b>	<b>Author</b>	<b>Genre</b>	<b>AR level</b>
And I Mean it, Stanley	Crosby Bonsall	Fiction	0.9
One Happy Classroom	Charnan Simon	Fiction	1
Goose on the Loose	Jacqueline Rogers	Fiction	1.1
Garden Friends	Linda B. Gambrell	Fiction	1.2
Draw Me a Star	Eric Carle	Fiction	1.4
How Many Jelly Beans?	Andrea Menotti	Nonfiction	1.5
Betsy Ross	Becky White	Nonfiction	1.5
Green Eggs and Ham	Dr. Seuss	Fiction	1.5
Hop on Pop	Dr. Seuss	Fiction	1.5
Hats Off to You!	Karen Beaumont	Fiction	1.6
One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss	Fiction	1.7
Three by the Sea	Edward Marshall	Fiction	1.8
Inch by Inch	Leo Lionni	Fiction	1.8
Mr. Brown Can Moo! Can you?	Dr. Seuss	Fiction	1.8
Children Make Terrible Pets	Peter Brown	Fiction	1.8
Amelia Bedelia Goes Camping	Peggy Parish	Fiction	1.8
Teach Us, Amelia Bedelia	Peggy Parish	Fiction	1.9
Ten Rules of Being a Superhero	Deb Pilutti	Fiction	1.9
Fox on Wheels	Edward Marshall	Fiction	1.9
The Bear's Picnic	Stan Berenstain	Fiction	1.9
Nate the Great	Marjorie Weinman Sharmat	Fiction	2
Splat the Cat: A Whale of a Tale	Rob Scotton	Fiction	2
Duck on a Bike	David Shannon	Fiction	2
Splat the Cat: I Scream for Ice Cream	Rob Scotton	Fiction	2.2
Too Many Frogs!	Sandy Asher	Fiction	2.2
Flower Garden	Eve Bunting	Fiction	2.2
Fox Outfoxed	James Marshall	Fiction	2.2
Farmer Duck	Martin Waddell	Fiction	2.2
Ice Cream Summer	Peter Sis	Fiction	2.2
Weather	Kristin Baird Rattini	Nonfiction	2.3
Biggest, Strongest, Fastest	Steve Jenkins	Nonfiction	2.3
The Three Pigs	David Weisner	Fiction	2.3
The Listening Walk	Paul Showers	Fiction	2.3
Little Bear's Visit	Else Holmelund Minarik	Fiction	2.3
Danny and the Dinosaur	Syd Hoff	Fiction	2.3
Tales of Oliver Pig	Jean Van Leeuwen	Fiction	2.3
Charlie Needs a Cloak	Tomie De Paola	Fiction	2.3
Narwhal: Unicorn of the Sea	Ben Clanton	Fiction	2.4
How Do Dinosaurs Choose Their Pets?	Jane Yolen	Fiction	2.4
Magic School Bus: Caught in a Web	Kristin Earhart	Fiction	2.4
Pierre the Penguin: A True Story	Jean Marzollo	Nonfiction	2.5

Henry and Mudge and the Forever Sea	Cynthia Rylant	Fiction	2.5
Henry and Mudge in Puddle Trouble	Cynthia Rylant	Fiction	2.5
Seed, Sprout, Pumpkin, Pie	Jill Esbaum	Nonfiction	2.6
It Is the Wind	Ferida Wolff	Fiction	2.6
Fourth Grade Rats	Jerry Spinelli	Fiction	2.6
Franklin Rides a Bike	Paulette Bourgeois	Fiction	2.6
Alien For Rent	Duffey	Fiction	2.6
Juan Bobo Goes to Work: A Puerto Rican Folktale	Marisa Montes	Fiction	2.6
What Is the Story of Our Flag?	Janice Behrens	Nonfiction	2.7
Rainbow Magic: The Rainbow Fairies	Daisy Meadows	Fiction	2.7
Let's Read About...Ruby Bridges	Ruby Bridges	Nonfiction	2.8
What is the Statue of Liberty?	Janice Behrens	Nonfiction	2.8
Apples for Everyone	Jill Esbaum	Nonfiction	2.8
Gilbert the Great	Jane Clarke	Fiction	2.8
The Grouchy Ladybug	Eric Carle	Fiction	2.8
Can I Have a Stegosaurus, Mom? Can I? Please!?	Lois G. Grambling	Fiction	2.8
Thunder and Lightning	Wendy Pfeffer	Nonfiction	2.9
Fable Comics	Chris Duffy	Fiction	2.9
Are Pirates Polite?	Corinne Demas	Fiction	2.9
Frog and Toad Are Friends	Arnold Lobel	Fiction	2.9
What Do Roots Do?	Kathleen V. Kudlinski	Nonfiction	3
Judy Moody and the Not So Bummer Summer	Megan McDonald	Nonfiction	3
What Do You Do With a Tail Like This?	Steve Jenkins	Nonfiction	3
While the World is Sleeping	Pamela Duncan Edwards	Fiction	3
Waiting for the Magic	Patricia MacLachlan	Fiction	3
The True Story of the 3 Little Pigs	Jon Scieszka	Fiction	3
You Can't Taste a Pickle with Your Ear	Harriet Ziefert	Nonfiction	3.1
How I Became a Pirate	Melinda Long	Fiction	3.1
The Name Jar	Yangsook Choi	Fiction	3.1
Freckle Juice	Blume	Fiction	3.1
The Wolf Who Cried Boy	Bob Hartman	Fiction	3.1
Martina the Beautiful Cockroach: A Cuban Folktale	Carmen Agra Deedy	Fiction	3.1
Tops & Bottoms	Janet Stevens	Fiction	3.2
I Was a Third Grade Spy	Mary Jane Auch	Fiction	3.3
Stink	Megan McDonald	Fiction	3.3
The Day the Crayons Came Home	Drew Daywalt	Fiction	3.3
Magic Tree House Thanksgiving on Thursday	Mary Pope Osborne	Fiction	3.3
Rainbow Fish	Pfister	Fiction	3.3
Bad Kitty Goes to the Vet	Nick Bruel	Fiction	3.4
Where the Wild Things Are	Maurice Sendak	Fiction	3.4
Jake Drake, Class Clown	Andrew Clements	Fiction	3.4

Down Comes the Rain	Franklyn M. Branley	Nonfiction	3.5
Judy Moody and the Bucket List	Megan McDonald	Fiction	3.5
Magic Tree House Revolutionary War on Wednesday	Mary Pope Osborne	Fiction	3.5
Clementine	Sara Pennypacker	Fiction	3.5
Follow the Water from Brook to Ocean	Arthur Dorros	Nonfiction	3.6
A Fruit Is a Suitcase for Seeds	Jean Richards	Nonfiction	3.6
The Year of the Book	Andrea Cheng	Fiction	3.6
The One and Only Ivan	Katherine Applegate	Fiction	3.6
Third Grade Mermaid	Peter Raymundo	Fiction	3.6
Fourth Grade Fairy	Eileen Cook	Fiction	3.7
Animal Superstars: And More True Stories of Amazing Animal Talents	Aline Alexander Newman	Nonfiction	3.7
Alvin Ho: Allergic to Camping, Hiking, and Other Natural Disasters	Lenore Look	Fiction	3.7
The Day the Crayons Quit	Drew Daywalt	Fiction	3.8
The S.O.S. File	Byars	Fiction	3.8
Fly Guy Presents: Weather	Todd Arnold	Nonfiction	3.9
Why I Sneeze, Shiver, Hiccup, and Yawn	Melvin Berger	Nonfiction	3.9
The Hundred Penny Box	Sharon Bell Mathis	Fiction	3.9
Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy	Kate Waters	Nonfiction	4
Edward and the Pirates	McPhail	Fiction	4
The Lemonade War	Jacqueline Davies	Fiction	4.1
Camille McPhee Fell Under the Bus	Kristen Tracy	Fiction	4.1
The Last Kids on Earth	Max Brallier	Fiction	4.1
A-Z Mysteries: Mayflower Treasure Hunt	Ron Roy	Fiction	4.1
Side by Side: The Story of Dolores Huerta and Cesar Chavez	Monica Brown	Fiction	4.2
The Year of Billy Miller	Kevin Henkes	Fiction	4.2
Where in the World: World Famous Landmarks	Laaren Brown	Nonfiction	4.3
A Weed is a Flower: The Life of George Washington Carver	Aliki	Nonfiction	4.3
Snowflake Bentley	Jacqueline Briggs Martin	Nonfiction	4.4
Charlotte's Web	E.B. White	Fiction	4.4
Rump: The True Story of Rumpelstiltskin	Liesl Shurtliff	Fiction	4.4
Remember Me	Donald Soctomah	Fiction	4.5
4B Goes Wild	Jamie Gilson	Fiction	4.6
The Toughest Cowboy	John Frank	Fiction	4.6
Olive's Ocean	Kevin Henkes	Fiction	4.7
The Chocolate Touch	Patrick Skene Catlin	Fiction	4.7
The Witches	Roald Dahl	Fiction	4.7
The Key to Extraordinary	Natalie Lloyd	Fiction	4.7
Wonder	R.J. Palacio	Fiction	4.8
Thomas Jefferson Builds a Library	Barb Rosenstock	Nonfiction	4.8

So You Want to Be President?	Judith St. George	Nonfiction	4.8
Rosa	Niki Giovanni	Nonfiction	4.9
The Door by the Staircase	Katherine Marsh	Fiction	5.1
The Wild Robot	Peter Brown	Fiction	5.1
Lunch Money	Andrew Clements	Fiction	5.2
Under Town	Charles Ogden	Fiction	5.5
Audacity Jones to the Rescue	Kirby Larson	Fiction	5.5
Ramona Quimby Age 8	Beverly Cleary	Fiction	5.6
A Dragon's Guide to the Care and Feeding of Humans	Laurence Yep and Joanne Ryder	Fiction	5.6
The Boy on Fairfield Street	Krull	Nonfiction	5.7
School for Sidekicks	Kelly McCullough	Fiction	5.7
We Are the Ship: The Story of Negro League Baseball	Kadir Nelson	Nonfiction	5.9
My Diary from the Edge of the World	Jody Lynn Anderson	Fiction	6.1
The Wright Brothers: How They Invented the Airplane	Russel Freedman	Nonfiction	7.6
<b>Series Books</b>	<b>Author</b>	<b>Genre</b>	<b>AR Levels</b>
"Who Is", "Who Was", "What Was", "What Is" series	Varies	Nonfiction	4.5 - 6.7
"Magic Treehouse" Series	Mary Pope Osborn	Fiction	2.6 - 4.1
"I Survived" Series	Lauren Tarshis	Fiction	3.8 - 5.1
"Diary of a Wimpy Kid" Series	Jeff Kinney	Fiction	5.2 - 5.8
"Fly Guy" Series	Tedd Arnold	Fiction	1.3 - 2.1
"Horrible Harry" Series	Suzy Kline	Fiction	2.8 - 3.8
"What If You Had" Series	Sandra Markle	Nonfiction	4.7-4.9
"A-Z Mystery" Series	Ron Roy	Fiction	3.2 - 4.0
"Here's Hank" Series	Henry Winkler	Fiction	3.9 - 4.0
"Little Bear" Series	Else Holmelund	Fiction	2.2 - 3.3

**Choose ONE item from this list**

1. Take an A.R. quiz online for **both** of your books!

Username: \_\_\_\_\_

Password: \_\_\_\_\_

2. Create an alternative ending to one of your books. Make it a fun, new ending.
3. Using the “book report” page, fill in the report about one of your books, then write a summary about it.
4. Explain if you would recommend one of your books to a friend or not. **MUST BE 2 PARAGRAPHS.** Use details to explain why you would recommend it or would not recommend it.
5. Create a play (script) on your favorite scene from one of your books! Be sure to add stage directions and speaking parts for your characters! Remember to add your own touch!
6. Use the VENN Diagram to compare and contrast two characters from one of your books.
7. Use the “description page” to describe one of your characters.

**Choose ONE item from this list**

1. Create a “WANTED” poster for an antagonist (bad guy) in one of your stories. Explain why they are “wanted” using evidence from the story!
2. Create a “Movie Poster” on a piece of paper that displays your favorite scene from one of your books. Include important characters and/or settings.
3. Using the comic page, create a “comic strip” that shows *your* favorite scene from one of your books.
4. Create a real-life model (or “Diorama”) of a scene from one of your books. You can use any materials (Construction Paper, Legos, shoe boxes, etc) to show off your favorite scene!

## Hi students!

On these pages, you will find handouts to help you with your summer reading assignments. **Please be advised that you will be graded on your efforts and overall work.** To see what is expected from you, we have attached rubrics that you can follow. There are also directions attached to some of the handouts to guide you!

You may not need the papers attached – if you would like to create your own paper or poster, you may, **but it is not required.**

**Please remember to bring this to school on the first day – but your teacher will give you reminders through the week!** 😊 Remember to try your best, but more importantly, have fun! Reading is supposed to be an adventure – so enjoy!

**See you next Fall!**

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Hola estudiantes!

En estas páginas, encontrará folletos para ayudarle con sus tareas de lectura de verano. **Por favor tenga en cuenta que usted será calificado en sus esfuerzos y trabajo en general.** Para ver lo que se espera de usted, hemos adjuntado rúbricas que puede seguir. También hay instrucciones adjuntas a algunos de los folletos para guiarlo!

Es posible que no necesite los documentos adjuntos - si desea crear su propia en su propio papel o cartel, puede, pero no es necesario.

Recuerde traer esto a la escuela el primer día - ¡pero su maestro le dará recordatorios durante la semana! 😊 Recuerde hacer lo mejor posible, pero lo más importante, ¡diviértase! La lectura se supone que es una aventura - así que disfrútela!

**Nos vemos el próximo otoño!**

## Requirements for WRITTEN assignments

<p style="text-align: center;"><b><u>Alternative Ending:</u></b></p> <ul style="list-style-type: none"><li>• Must be written neatly &amp; try your best with spelling!</li><li>• MUST “match” the story – don’t introduce new characters or problems!</li><li>• Must be <b><u>at least</u></b> 10 sentences long</li></ul>	<p style="text-align: center;"><b><u>Recommendation of Book</u></b></p> <ul style="list-style-type: none"><li>• Need to explain if you would or would not recommend the book</li><li>• MUST have evidence and reasons <b><u>why</u></b> you believe that.</li><li>• Must be <b><u>at least</u></b> two paragraphs (more than 5 sentences in each paragraph).</li></ul>
<p style="text-align: center;"><b><u>Interview Questions and Answers</u></b></p> <ul style="list-style-type: none"><li>• Write <b><u>four</u></b> questions you would ask your character</li><li>• Answer them as if you <b><u>were</u></b> the character!<ul style="list-style-type: none"><li>○ How would they respond?</li><li>○ What would they say?</li></ul><b>Be creative!</b></li></ul>	<p style="text-align: center;"><b><u>Create a Play</u></b></p> <ul style="list-style-type: none"><li>• Write a play based on the story you read.</li><li>• Give speaking parts and actions to each of your characters.</li><li>• Feel free to change a little to make it work! 😊</li><li>• Must have <b><u>at least</u></b> 20 speaking lines</li></ul>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Book Report Handout

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

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**Setting – where does the story take place?**

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**Main characters – Give a brief description of each character.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Summary: (USE COMPLETE SENTENCES)**

**What happened in the beginning of the story?**

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**What happened in the middle of the story?**

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**How did the story end?**

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**What did you think of the story? (Circle one of the choices below)**

- **Excellent** It was great!
- **Good.** I liked it.
- **Fair.** It was ok.
- **Poor.** I didn't like it.

**What was your favorite part about this book? Why?**

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**Which character from the book would you choose as a friend? Why?**

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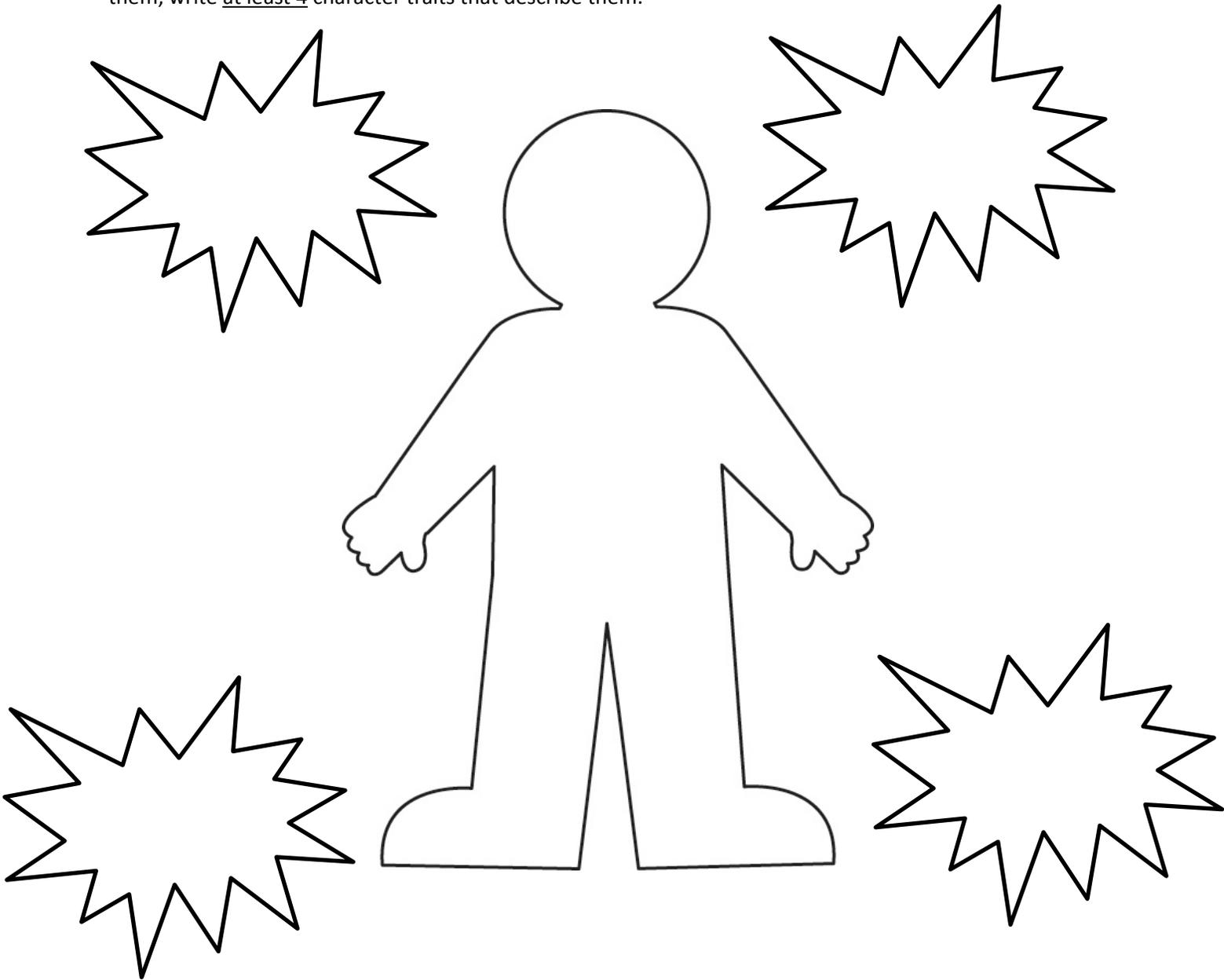


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	<b>10</b>	<b>7</b>	<b>4</b>	<b>1</b>
<b>Responses</b>	Students answer questions completely and with explanation.	Student answers questions appropriately but is missing explanation.	Answer does not completely cover content and/or is missing explanations.	Questions are not addressed and/or answers are off topic.
<b>Effort &amp; Understanding</b>	Book report shows hard work and effort and a clear understanding of the story.	Book report shows a lot of effort, but understanding is somewhat unclear of story.	Book report shows little effort, and there is little understanding of the story.	Little or no effort with the book report. Student shows little or no understanding of story.
<b>Sentence Structure and Grammar</b>	Students write in complete sentences with no spelling or grammar mistakes.	Students write in complete sentences, but there are a few spelling or grammar mistakes.	Sentences are inconsistently in complete sentences, and spelling and grammar somewhat hinder understanding.	Spelling and grammar make it difficult to understand the responses. Sentences are not clear.
<b>Neatness</b>	Book report is neat and organized in a manner that makes it easy to read.	Book report is somewhat neat, but it does not hinder understanding.	Book report is unclear and difficult to read, but can make sense of content.	Book report is unclear, and teacher is unable to understand content.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pick a character from the story. Draw out how you imagine what they look like. In the bubbles around them, write at least 4 character traits that describe them.



Pick a character trait and explain why you chose it for your character. Give an example from the story.

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Name: \_\_\_\_\_

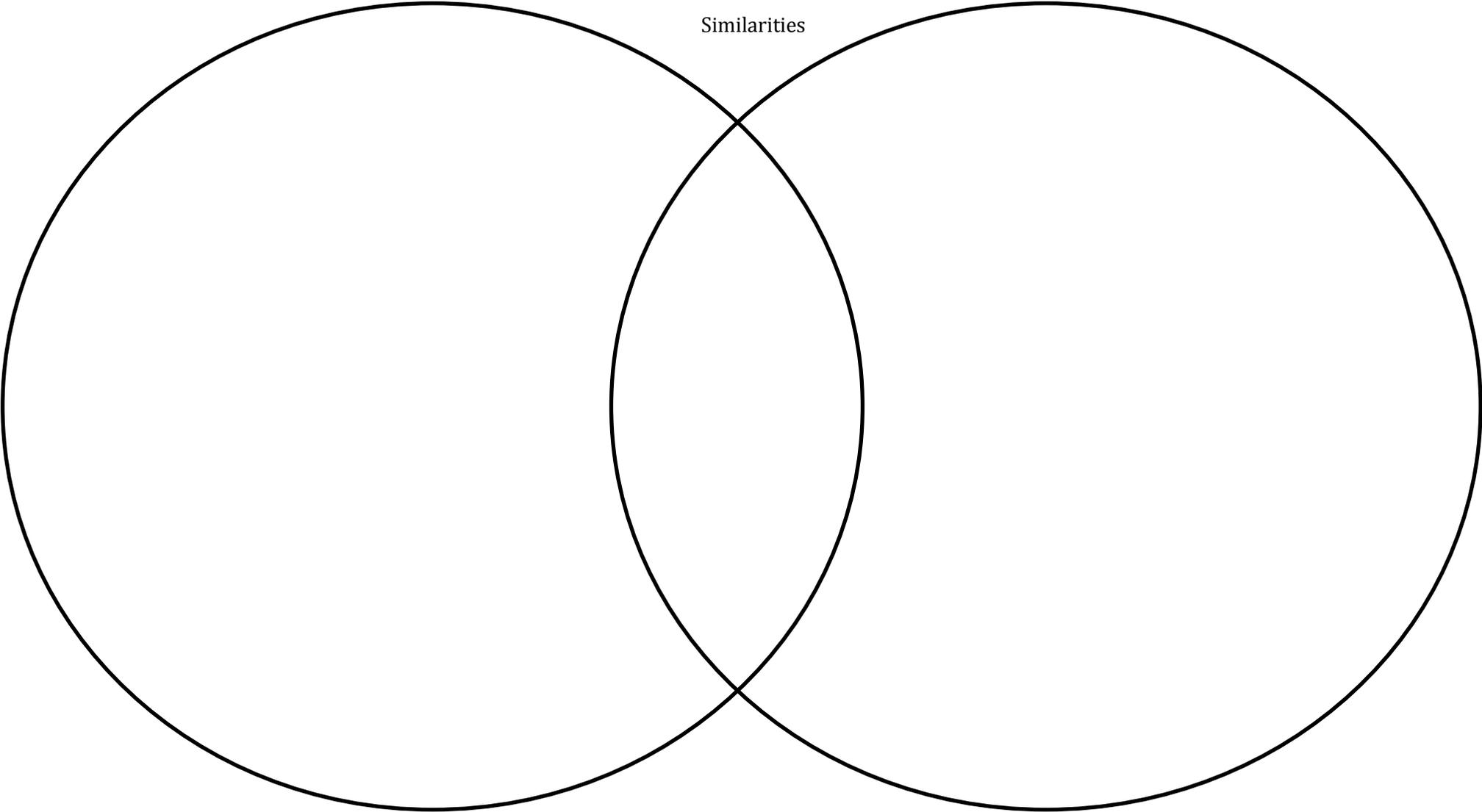
Date: \_\_\_\_\_

Use the Venn Diagram below to **compare and contrast** two characters in the story. **You must have at least 4 similarities and 4 differences for each.** Traits that are similar go in the middle of the two diagrams

Character 1:

Character 2:

Similarities



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Comic Strip Option

- **Directions:** Make a comic strip based on your favorite scene from one of your books!
  - Make sure to have a **title**
  - Remember to use **ACTION WORDS** and draw interesting pictures!
  
- You can choose **one** of the comic book templates given to you. You can turn the page sideways or up and down if you'd like. (You choose!)
  
- **You must have at least 5 boxes filled in – but you don't need to use all of them if you don't have to!**

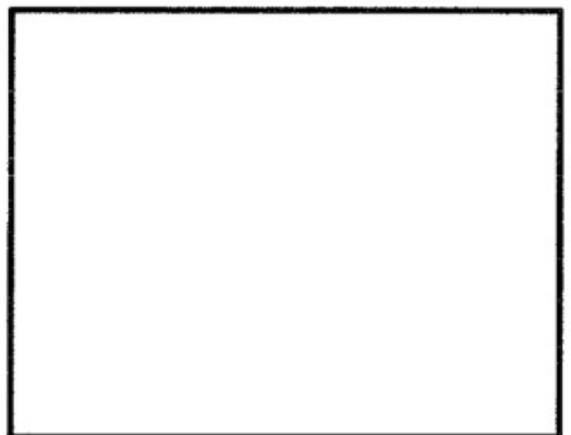
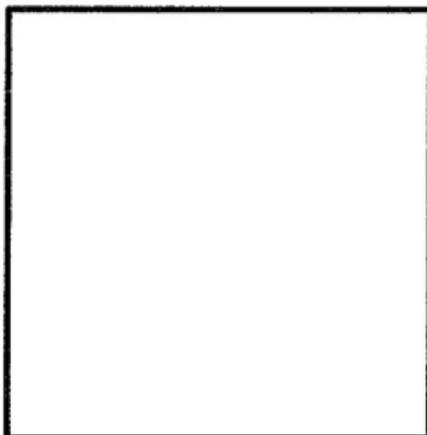
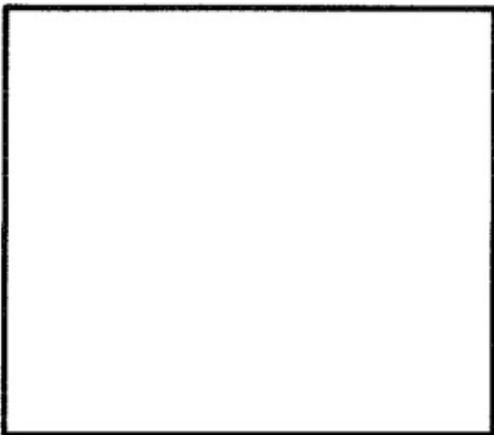
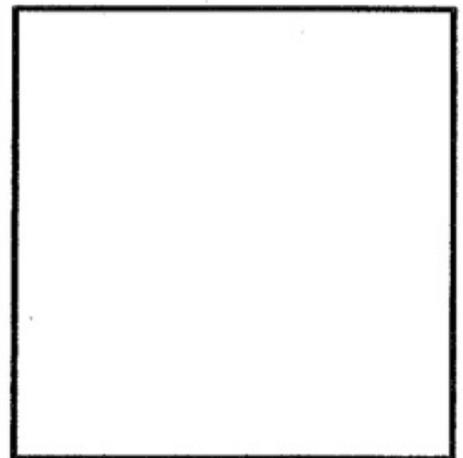
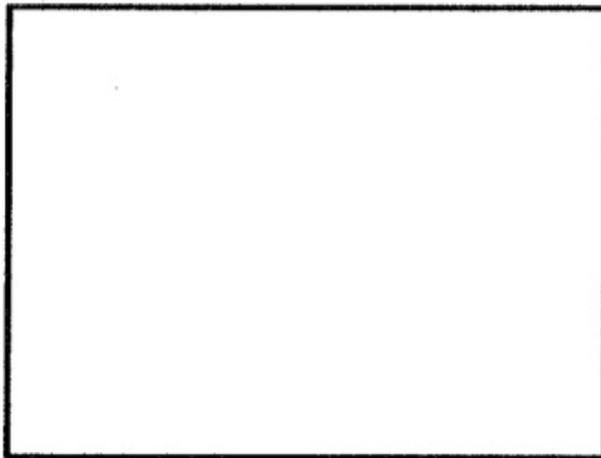
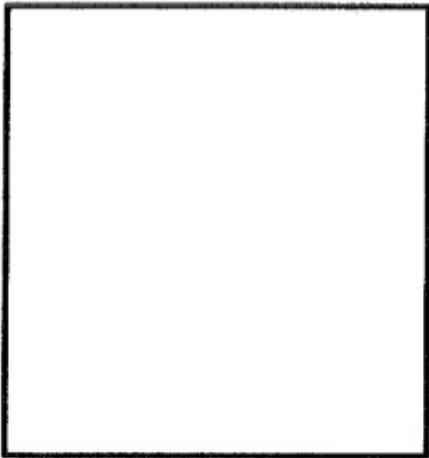
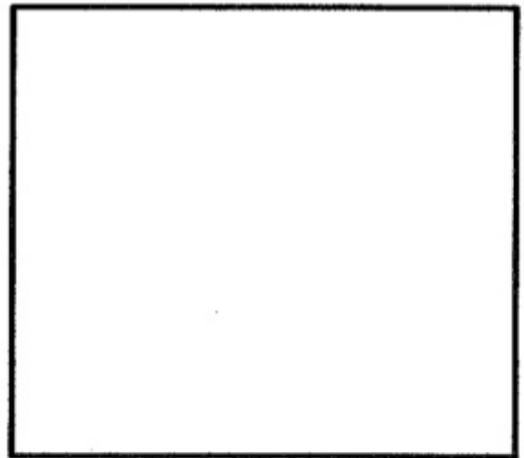
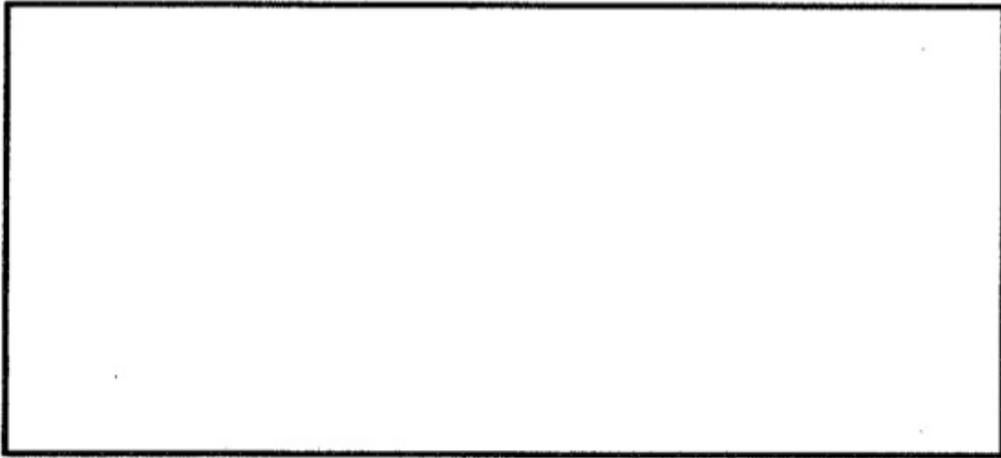
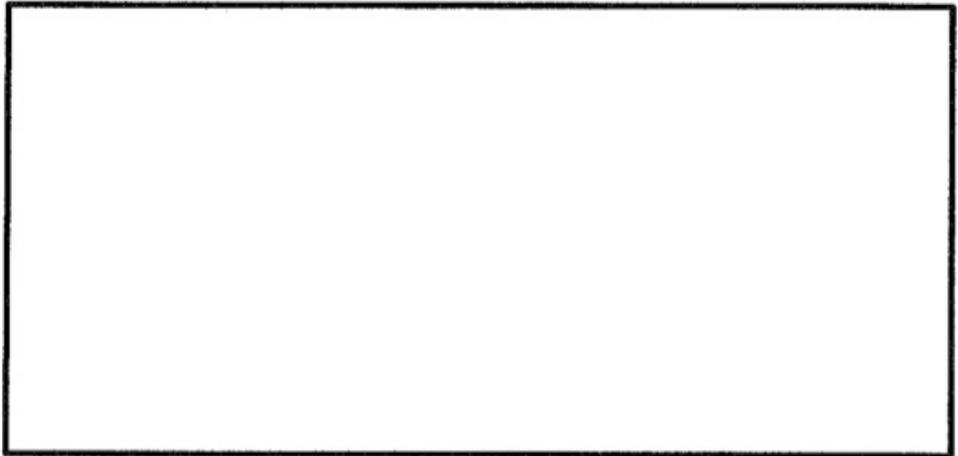
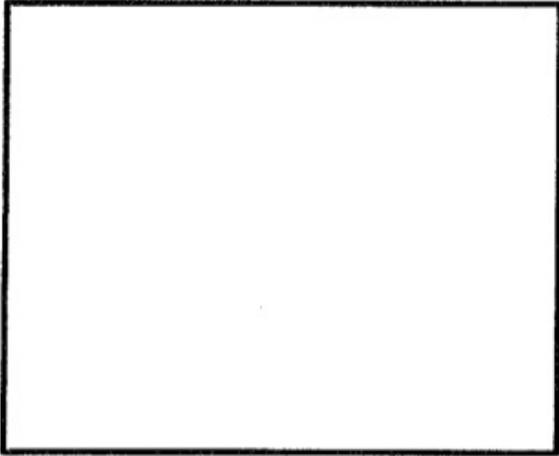
#### Rubric

	10	7	4	1
<b>Creativity</b>	The pictures and captions reflect an exceptional degree of student creativity. There is great attention to detail.	All but 1 of the pictures and captions reflect an exceptional degree of student creativity.	All but 2 of the pictures and captions reflect an exceptional degree of student creativity.	More than 2 of the pictures and captions reflect little degree of student creativity.
<b>Scene</b>	All 5 panels relate to the scene of the story.	Only 4 panels relate to the scene.	Only 3 panels relate to the scene.	Less than 3 panels relate to the scene.
<b>Characters and Dialogue</b>	The main characters are clearly identified, and their actions and dialogue are well-matched to each other.	The main characters are clearly identified, and their actions and dialogue match most of the time.	The main characters are identified but not well developed and their actions and dialogue are too general.	It is hard to tell who the main characters are.
<b>Number of Items</b>	The comic has at least 5 panels.	The comic has 4 panels.	The comic has 3 panels.	The comic has less than 3 panels.
<b>Spelling, Punctuation, and Grammar</b>	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.
<b>Effort</b>	Much time and effort went into the planning and design of the comic.	Nicely created, but could have used more time and/or effort in drawings and thought.	Not much effort was put into the comic strip.	Little or no effort was displayed with comic.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_





### Diorama Rubric

CATEGORY	10	7	4	1
Quality of Construction	The diorama shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The diorama shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The diorama shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The diorama was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.
Creativity	Several of the objects used in the diorama reflect an exceptional degree of student creativity in their creation and/or display	One or two of the objects used in the diorama reflect student creativity in their creation and/or display.	One or two objects were made or customized by the student, but the ideas were typical rather than creative (e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the diorama.
Design	Objects are an appropriate size and interesting shape and are arranged well. Care has been taken to balance the diorama scene.	Objects are an appropriate size and interesting shape and are arranged well. The diorama, however does not appear balanced.	Objects are an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Objects are of an inappropriate size and/or shape. It appears little attention was given to designing the diorama.
Scene	The student gives an extensive explanation of how items in the diorama are related to the scene.	The student gives a reasonable explanation of how most items in the diorama are related to the scene.	The student gives a fair explanation of how most items in the diorama are related to the scene.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the scene.

## MOVIE Poster

- A **movie poster** is a poster that shows the main characters, an important scene, and a quote that displays the best part of a book or movie. (See the example →)
- You **MUST** have the following:
  - The **title** and **author** of the book
  - **AT LEAST** two main characters
  - A clear, neatly drawn picture that shows an important part of the book
  - A quote that YOU make up, or that is from the book that shows what the book is all about.
- Please be neat and creative!

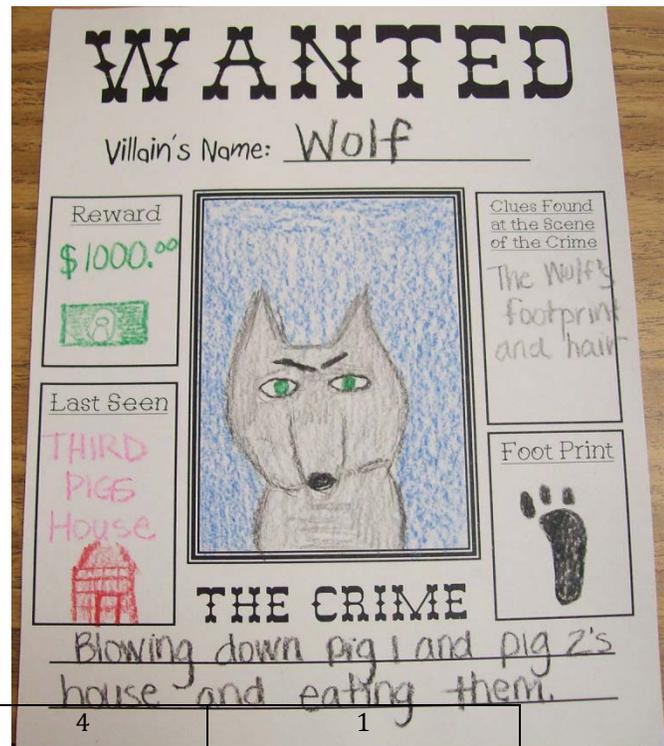


	10	7	4	1
<b>Overall Display &amp; Effort</b>	“MOVIE” poster is bright, colorful, and neatly designed. Maximum effort was displayed.	“MOVIE” poster draws attention to the eye, but could have been improved. Effort is evident.	Some effort is evident, but poster could have included more color and/or pictures.	Little or no effort was put into the poster. Poster does not display appropriate content.
<b>Organization</b>	Neat, organized, and grammatically correct, the poster is created in a way that displays maximum understanding and creativity.	The movie poster is neat, but needed a bit more organization with the placement of items. A few spelling and grammar mistakes, but it doesn’t take away from understanding.	The movie poster is put together in a way that is unorganized and/or not neat, however, reader can still understand the message. Some spelling and grammar mistakes.	The movie poster is not neat or organized – and the reader is unable to understand what the message of the movie poster is. Many spelling and grammar mistakes.
<b>Follows Directions</b>	The movie poster follows all aspect of directions.	The movie poster is missing and/or did not complete one part of the directions.	The movie poster is missing or has an incomplete portion to two – three parts of the directions.	More than three directions were not followed correctly.



### Wanted Poster

- Choose an antagonist (bad guy) from your book & create a “WANTED” Poster for his/her arrest.
- You **MUST** have the following:
  - Why they are “wanted”
  - A “reward” for their capture
  - Description of the character (physical or character trait)
- Please be neat and creative!



	10	7	4	1
<b>Overall Display &amp; Effort</b>	“WANTED” poster is bright, colorful, and neatly designed. Maximum effort was displayed.	“WANTED” poster draws attention to the eye, but could have been improved. Effort is evident.	Some effort is evident, but poster could have included more color and/or pictures.	Little or no effort was put into the poster. Poster does not display appropriate content.
<b>Creativity</b>	Clever and creative, this poster shows many appropriate pictures and phrases to match the character.	Poster shows some aspects of creativity, but could have included more pictures and/or phrases.	Poster shows little creativity – little to no colors or pictures that apply to the character.	No creativity was displayed. Made in pencil and/or pen – reflects no effort.
<b>Organization</b>	Neat, organized, and grammatically correct, the poster displays an excellent exhibit of understanding.	The poster is neat, but needed better organization.	The main characters are identified but not well developed and their actions and dialogue are too general.	It is hard to tell who the main characters are.
<b>Follows Directions</b>	Poster includes all aspect of directions, including putting pictures and phrases that connect.	Poster has most of the directions included, but is missing some key details. Pictures and phrases are included.	Poster is missing many aspects of directions and/or is lacking photos or phrases.	Poster did not follow directions, and is missing photos and phrases that connect to the book.

# WANTED

Name: \_\_\_\_\_ Date: \_\_\_\_\_