



**TEXAS**  
**SCHOOL OF THE ARTS**  

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**Texas Center for Arts + Academics**

**2020**  
**Summer**  
**Assignments**



# TEXAS SCHOOL OF THE ARTS

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Texas Center for Arts + Academics

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# 2020 TeSA

## Summer Reading

### DID YOU KNOW...

Reading at least 20 minutes each day during the summer can prevent learning loss? The goal of our summer reading program is to encourage all students to read for fun and to explore learning opportunities during the summer months. Summer reading also helps our students combat “summer slide,” so that they can return to school in the fall ready to learn!

### An Invitation to Read...

Since the goals of a summer reading assignment are to (1) keep students reading over the summer and (2) to foster a love of reading that will (3) help create life-long readers with (4) an ability to self-select texts for purpose and pleasure, we are offering all students the chance to choose the book(s) they will read for their summer assignments.

You can actually, for real, not kidding, choose any book you want to read, as long as you are prepared to complete a project on how it connects to the quote your English teacher provides and present that project to your classmates in the first week of school.

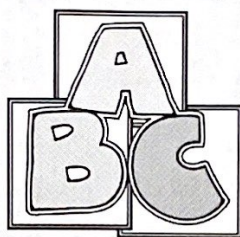
All Reading/English teachers will propose a guiding quote for summer reading, and students will self-select a text that they believe connects to that quote. Each teacher will offer suggested texts for students who feel overwhelmed by the enormity of choice. This document contains ALL summer reading guidelines for Kindergarten-6<sup>th</sup> grade. DO NOT PRINT THE ENTIRE THING.

In grades 3-6, students will choose one fiction text.

### How Will You Demonstrate Your Learning?

All students will choose from a variety of projects to demonstrate their understanding of the text(s) they chose. Please see the final pages of this document for the project ideas, directions, and the rubric. Students should have their projects prepared for the first week of school and wait for further instructions from their teachers about when presentations will take place.

# Welcome to TeSA!



## Summer Packet and New Parent Information for 2020-2021

### Greetings!

Welcome to KINDERGARTEN at Texas School of the Arts. We hope you are just as excited as us that you are enrolling! We wanted to take this time to introduce ourselves and let you know just a little bit about what we are about maybe answer a few questions you already have and get you our Summer Reading Packet! This packet includes simple things to get your child excited about learning and help you to know what we will be working on when school begins.

### Meet Your Teachers

Mrs. Courtney Galbreath graduated from The University of North Texas with a Bachelors in Business. She practiced Real Estate for a short period before gaining her Teaching Certification for EC-4. This is her 16<sup>th</sup> year teaching. She also has her Special Education and ESL certifications. Mrs. Galbreath received her Masters in School Administration in 2009. Mrs. Galbreath and her husband, Brad, have two sons. Braxton is in 10<sup>th</sup> and Brenton is in 5<sup>th</sup> Grade in Joshua ISD.

Mrs. Megan Martin graduated from Embry-Riddle Aeronautical University with a Bachelors in Homeland Security. She was a police officer for about 3 years before gaining her Teaching Certification for EC-6. This is her 6<sup>th</sup> year teaching Kindergarten. She also has her ESL certification. Mrs. Martin and her husband, Tim, have a daughter and a son. Brooklyn is in 1<sup>st</sup> grade at TeSA and Tripp is 2 years old. Mrs. Martin loves art and specializes in pointillism and watercolor portraits during her off time.

**Summer Reading Log:** You will find 3 Reading Logs attached to this packet. You will be required to fill out all 3 logs, 30 books total, and turn them in on the first day of school for 3 Reading Log Grades.

**Summer Project-** Along with the Summer Reading Logs, your child will also turn in an "All About Me" poster on the first day. We hope you have fun making this and please feel free to show your families creativity! Please see the Summer Newsletter for more details. We will present



the posters the first week until everyone gets a chance to share and tell us all about themselves and their family!

What you can expect for the school year is a homework packet, weekly reading log, fluency page and poetry. We won't begin sending homework packets until the end of the 1<sup>st</sup> six weeks. This will give us time to get into our routine. The homework will be kindergarten appropriate and will only require about 20 minutes each evening. Homework packets will come home on Thursdays with instructions and are not due until the following Friday. We will continue our Reading Log the 1<sup>st</sup> Week of School. We will have projects each 6 weeks along the lines of the "All About Me" poster that will be fun and give your family a chance to work together on something that we are learning about in class.

You might already be wondering and thinking, this sounds like a lot for your 5 year old and we understand that. Here at TeSA we consider you, as the parent, part of our team just as much as we are with our teaching partners. We want to begin your child's school career by building strong relationships that show parental involvement. With our busy Fine Arts schedule, your child will have an average 1-2 hours outside of the class which means less academic teaching time than public schools every day. Your child is going to be building skills in so many other areas while at the same time being required to learn as much as every other Kindergartener in Texas. For this reason, we can't do our job without your help. As a team, we have built this system over the past 3 years and we have been able to challenge and help our students succeed and grow to a greater level than the year before. TeSA is a smaller school and our parents have the opportunity to have such a wonderful influence in their child's school career. We encourage you to become a part of our family outside of being involved academically as well. We are always needing volunteers and we certainly wouldn't be as good as we are without our PTO. Starting with good homework habits and volunteering you will help build a strong team that can only mean success for your child!

**Uniform and Dress Code:** TeSA is a uniform only school but we do have special dress up days and "Free Dress" days throughout the year. Parents must purchase the uniforms from Flynn O'Hara Uniforms (previously Academy Uniform Store) which we have included a flyer and information. You must buy the polos (with TeSA logo), Peter Pan Shirt, Jumper, skirts, shorts and pants from this store but belts, tights, socks and shoes may be bought from any store. We have outlined what you need to purchase and what are options for your convenience. Our school Facebook page is a great way to find parents selling uniforms and our wonderful PTO will have a sale on gently used items during our Mandatory Registration Day in August. This has become very helpful for many parents!

**Facebook Page:** Facebook is just one of several ways we communicate to our parents and we would love for you to become a member of our new page before Summer even begins. We have a Kindergarten and a TeSA Facebook page that will be used for quick communication and last minute reminders. Our Kinder page will be a secret page that can't be searched after all our parents have had a chance to join. This is for the security and safety of all our students. It is



a TeSA School Policy that for both pages, only parents or legal guardians can be members. One of the main reasons for this is we share pictures and videos as the year goes on of classroom fun, performances and so much more! We have included a link so that you may join our new Kinder page before next year and begin getting to know all the other families. It's a great place to ask questions too!

**School Supply Fee:** We understand that for the first year of school supply shopping can be fun and exciting but here at TeSA we have a school supply fee that takes all the stress off Mom and Dad! At the registration day in August, you will pay your school supply fee of \$85 for the year and what you can feel comfortable knowing is that by then your child's school supplies have already been bought! Yes, that does mean teachers have spent their own money prior to that registration day, but we LOVE this opportunity! It allows us to have the summer looking for deals and buying in bulk all the things necessary for our classrooms as well as making everything uniform. We do have a school supply list if you want to buy your own but with this, it is very extensive and everything on the list must be bought and brought to our registration day. We have made it very specific down to brands, colors and sizes so we can make sure all students have what they need. We will have a checklist so that we can ensure we have things we need for Meet-the-teacher Night and of course the 1<sup>st</sup> Day of School!

These are just a few things that raise a lot of new parent questions and we are hoping that this gets you started and feeling ready to start a brand new adventure here at TeSA! Please feel free to email us at [courtney.galbreath@mytesa.org](mailto:courtney.galbreath@mytesa.org) or [megan.martin@mytesa.org](mailto:megan.martin@mytesa.org) or contact us at the school at 817-732-8372, if you have any questions. We look forward to getting to know you and being in contact before the school year gets rolling!

Mrs. Galbreath and Mrs. Martin  
TeSA Kindergarten Teachers



# TeSA's Summer Kinder News

## Mrs. Galbreath and Mrs. Martin

★ **OUR MOTTO** ★  
Believe and You can Achieve!

### WELCOME TO KINDERGARTEN!

## SUMMER READING

**ALL DUE MONDAY, AUGUST 17<sup>TH</sup> 2020**

Summer  
Reading



Students will be required to read 30 books of their choice over the summer. These can be books you read to them or that they can read on their own. We encourage you to talk about the story during reading and at the end.

Please see attached reading logs. Each page will be worth 100 points for the first Reading Log grades. To receive full credit, the logs must be filled out completely.

All About Me  
Poster



Each student will make an All About Me poster. It may be either a half or full-size poster board and should include student's name, photos/drawings of the child's family, friends, pets, favorite activities, favorite books, etc. This is due the first day of school. We will share our posters in class. **BE CREATIVE!** You can decorate it however your child wants to.

This poster is worth 100 points  
10 points are deducted for each day it is late

### BASIC SKILLS

Here is a list of skills to work on prior to August 17<sup>th</sup>. These skills will be among the first things we assess when your child starts:

- Identifies self by first and last name
- Knows age and birthdate
- Uses scissors appropriately
- Holds pencil correctly
- Ties shoes (or is attempting to learn)
- Knows left and right
- Recognizes and names colors
- Recognizes, names and is beginning to write upper and lowercase letters
- Beginning to learn letter sounds
- Recognizes, names and is beginning to write numbers
- Names months of the year and days of the week
- Student can individually change clothes; including belt, shoes, buttons and zippers. (Kinder will be required to change into uniform each day from their dance or PE uniforms)



# Kinder Summer News Pg. 2

## **SCHOOL SUPPLIES**

At student registration in August you will pay your school supply fee of \$85 for the year so you will not need to go out and purchase supplies yourself! Teachers like to have the same items for each student and we spend the summer looking for the items we need for the year in bulk. Refer to the summer information letter for more information.

Please feel free to post a picture of your child on our Kinder page to introduce your family during the summer! We love seeing the kids and learning about your families before school begins!

## **Facebook**

Please make sure you have joined our private Kindergarten group page called TeSA Kindergarten 20-21. We will post new important information, reminders, schedule changes and pictures of all the fun we are having. You will need to join the main school page as well that shares all school information and it can be found by searching "Texas School of the Arts". Please answer both questions when joining so it doesn't delay your approval. Please note that school policy is that for all school pages, ONLY parents or legal guardians may be members for student safety and security. Extended family may be approved if they have a direct need for school information ie; picking up your child, volunteering etc.

## **Uniforms/Dress Code**

Student uniforms are to be purchased from Flynn O'Hara Uniforms (previously Academy Uniform) at 1125 Oakland Blvd., FW 76103. Our [TeSA Uniform Resale Facebook](#) page has listings for used uniforms available for purchase. Our PTO will also have a sale at Registration day in August. Please don't solely rely on resale though. Order some from the store as soon as you can to ensure your child has what they need for the first day of school. Please see the New Parent Info letter for more.

PE uniforms will be ordered through our PTO on registration day in August. Dance uniforms can be purchased on your own. Your child will need a solid black t-shirt and solid black leggings or shorts. No designs or writing. Girls will need a pair of pink ballet shoes and Boys will need black ballet shoes that they will leave at school.

**<https://www.artsacademics.org>**

Please become familiar with the website. The Resources page will post the lunch menu each month. You will also find the school calendar, dress code and all other important school information.



# BOOK READING LOG

**NAME:** \_\_\_\_\_

Date	Book Title	Author	# of Mins	Initial

Students are required to read at least **30 books over the summer**. Parents may read to them or help them read. Parents can take the opportunity to talk about what they read by asking questions and discussing the parts of a book as these are all items we will assess throughout the year.

All 3 logs will be due on the first day of school, worth 100 pts each.

GRADE EARNED:







## BOOK READING LOG

[illegible][illegible]

Students are required to read at least **30 books over the summer**. Parents may read to them or help them read. Parents can take the opportunity to talk about what they read by asking questions and discussing the parts of a book as these are all items we will assess throughout the year.

All 3 logs will be due on the first day of school, worth 100 pts each.

**GRADE EARNED:**



# First Grade Summer Reading



We are very excited to be a part of your child's reading next school year. In order to gain confidence and fluency, a child must be exposed to hearing and reading grade level appropriate texts. Because reading is such a fundamental part of a child being successful in first grade, your child's first two grades next year will be two book reports that they will complete over the summer with your help. Because all students are at different reading levels, we do not assign specific books. We have made some suggestions that include early reading books, as well as chapter books. Please select books that fit best for your student.

**Book Suggestions :** Dr. Seuss Books, Little Critter Books, Cam Jansen Series, Amelia Bedelia, Arthur Series, Frog and Toad Stories, Biscuit Series, Bernstein Bears Series, Nate the Great, Junie B. Jones Series, Magic Tree House Series.

**Assignment: Your child will choose 2 books this summer to complete book reports on.**

**Book Report #1:** (completed on a paper of your choice: copy paper, construction paper, handwriting paper, etc.)



Draw a picture of the Main Character in the story (25 points)



Label the character with the character's name (25 points)



Color the character with markers, crayons, or colored pencils (25 points)



Write at least one sentence describing the character (25 points)

**Book Report #2:** (completed on a paper of your choice: copy paper, construction paper, handwriting paper, etc.)



Draw a picture of the setting in the story (where the story takes place) (25 points)



Color your picture with markers, crayons, or colored pencils (25 points)



Write at least one sentence describing the setting (25 points)



Write whether the story was real or fantasy (25 points)

**THESE TWO BOOK REPORTS WILL BE YOUR CHILD'S FIRST TWO GRADES FOR THE SCHOOL YEAR. BOTH REPORTS ARE DUE ON THE FIRST DAY OF SCHOOL.**

Please be a part of your child's reading this summer. We recommend your child read at least 100 minutes a week throughout the summer. This can include you reading to your child or your child reading to you. When first grade starts, this will be a weekly grade for your kiddo to read 100 minutes each week.

We are looking forward to a great year full of learning!



~~Your First Grade Teachers~~





## 2020 Summer Reading List

### For Incoming 2<sup>nd</sup> graders

All incoming 2<sup>nd</sup> grade students will be required to read the following books over the summer. A grade will be taken on each assignment, which is due on the first day of school.

1. **Charlotte's Web** by E.B. White

This is a 2<sup>nd</sup> grade Core Knowledge novel. Because this book is difficult for most 2<sup>nd</sup> graders to read alone, it **can be read BY the student, read TO the child, LISTENED TO from an audio recording or ebook, or read WITH a parent.** After reading, please complete the "Critics Corner" assignment.

2. **Paul Bunyan**, a Tall Tale by Steven Kellogg

This is a Tall Tale in picture book format that most students enjoy reading because of the humorous illustrations. After reading, please complete the "My Reading Log" assignment.

3. ***Student Choice chapter book: (Please choose ONE of the following books):***

Amelia Bedelia by Peggy Parish (any book from the series)

Frog & Toad by Arnold Lobel (any book from the series)

Junie B. Jones by Peggy Parish (any book from this series)

Horrible Harry by Suzy Kline (any book from this series)

Cam Jansen by David A. Adler (any book from this series)

Another 2<sup>nd</sup> grade level or higher chapter book of the student's choice.

These books are on a 2<sup>nd</sup> grade level and should be read by the student. After reading, please complete the "Thinking About My Reading" assignment.

In 2<sup>nd</sup> grade, we teach the students to take an active role in their reading by having good reading behaviors. We teach students to be aware of strategies good readers use when they are reading, so that each time they read, they will improve on their accuracy, fluency, and comprehension. We will also teach them how to pick books that are appropriate for their reading level so that books will be enjoyable to read, instead of frustrating or boring. Studies have shown that if a student reads, or is read to, for 20 minutes each day, it will improve their reading level over time. I have also included a list of activities you can complete with your child to improve fluency. I look forward to teaching your child this coming year. HAPPY READING!

Julie Murray

2<sup>nd</sup> Grade Reading/Language Arts & Social Studies Teacher

[julie.murray@mytesa.org](mailto:julie.murray@mytesa.org)

## Fluency Activities

If your child is struggling with fluency, or would like to improve their reading, here are some things you can do with them at home to help:

- **Read out loud:** Repeatedly reading out loud improves reading fluency and overall reading achievement. Even if they are reading alone, it is beneficial for students to practice reading out loud.
- **Use a reading tracker:** Students can read with a “tracker” of some kind to keep them from losing their place. This can be any kind of straight edge like a piece of paper or ruler. If you do not have a straight edge, the student can also use their finger to track words as they read them.
- **Echo reading:** Students can “echo” back what you read to improve accuracy, speed, and expression. The adult or older sibling can read a line of text orally, stressing appropriate phrasing and intonation to model fluent reading for the student. Have the student read the same line immediately following the reader’s example. The reader and student continue reading the entire passage in echo fashion. Increase the amount of text read at a time as students become more proficient.
- **Read along with books on audio:** Have students read out loud along with an audio or ebook. Encourage students to track the words with their finger as they read. Students should repeat the activity until they can read along with expression and good intonation. Students should then read the book out loud to someone.
- **Read decodable (easy level) books:** Have students read a slightly easier level book, repeatedly to increase fluency. A student should be able to read 98% of the words in a book to help increase fluency. Books by the same author are helpful for this purpose as they usually have the same kind of sentence structure and use the same kinds of words. The goal is not for them to memorize the words, but to become familiar enough with them that they do not have to sound out many words.
- **Choral reading:** Students should read text *along with* someone to improve confidence, accuracy, and speed. It is OK if they read words slightly behind you as you read along. This forces them to speed up in order to keep up with the other reader.
- **Buddy reading:** Students can stake turns reading out loud with someone to build accuracy, prosody, and reading rate.
- **Timed Repeated Readings:** Students can time themselves with a timer to see how long it takes them to complete reading a passage. This helps students gain accuracy and fluency. They can repeat this reading from time to time to see if their fluency has increased.

**The 2<sup>nd</sup> grade end of year reading fluency goal is 90 words per minute.** The end of year goal for 1<sup>st</sup> grade is 60 words per minute, which means that most 2<sup>nd</sup> graders should be reading at least 60 words per minute at the beginning of 2<sup>nd</sup> grade. By the middle of 2<sup>nd</sup> grade, students should be reading about 75-80 words per minute. If they are not at 75-80 words per minute by the middle of 2<sup>nd</sup> grade, it is often difficult for them to reach the end of year goal, which in turn means that they could struggle in 3<sup>rd</sup> grade. The above activities are researched and proven to help increase fluency. Many of these activities are completed in class at some point during each week of 2<sup>nd</sup> grade. Please let me know if you have any questions about these activities.

Julie Murray

2<sup>nd</sup> grade Reading/Language Arts Teacher



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

Complete after reading Charolette's Web

# CRITIC'S CORNER

*Complete the newspaper page to tell about your book.*

**WEATHER:**  
A good day  
for reading

## The Literary Ledger

"Turning pages  
into ideas"

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

Today's  
Top  
Story

\_\_\_\_\_  
(your name)  
Reviews

\_\_\_\_\_  
(book + title)

Some of the most interesting things  
about this book are listed below:

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### Critic's

I thought this book was  
r  
n  
e  
r

because \_\_\_\_\_

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### A SCENE FROM THE BOOK

### THIS PICTURE SHOWS

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# My Reading Log

Child: \_\_\_\_\_

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

Book Title: Paul Bunyan

Book Author: Stephen Kellog

Complete this after reading Paul Bunyan.

1. I started reading the book \_\_\_\_\_.  
I finished reading the book \_\_\_\_\_.
2. I chose this book to read because \_\_\_\_\_  
\_\_\_\_\_.
3. The best part of this book was \_\_\_\_\_  
\_\_\_\_\_.
4. This book was easy/not easy or hard/not hard to read because \_\_\_\_\_  
\_\_\_\_\_.
5. I liked this book because \_\_\_\_\_  
\_\_\_\_\_.
6. I will/will not tell a friend to read this book because \_\_\_\_\_  
\_\_\_\_\_.



# Thinking About My Reading

Child: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: **2nd**  
Teacher: **Second Grade Teachers** School: **TeSA**

When I read,

I think about what I already know.

I picture in my mind what I am reading about.

I think about what is going to happen next in a story.

I ask myself if what I'm reading makes sense.

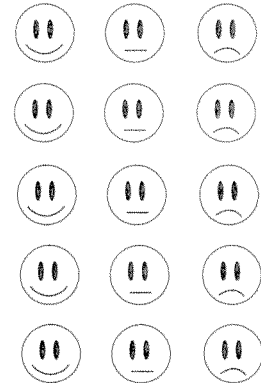
When I read by myself, I feel like this.

My favorite kinds of books are \_\_\_\_\_

When I come to a word I don't know, I \_\_\_\_\_

When I finish reading a story, I sometimes \_\_\_\_\_

This is a picture of my favorite story.



### 3rd Grade

Guiding Quote: "Be kind to every kind, not just mankind" - Anthony Douglas Williams

Suggested titles:

*Hero* by Jennifer Li Shotz

*Max* by Jennifer Li Shotz

*The Tales of Desperaux* by Kate DiCamillo

*Captain Pug* (series) by Laura James

*The Puppy Place #54, Rusty* by Ellen Miles

*Bad Kitty* (chapter book series) by Nick Bruel

*Ribsy* by Beverly Cleary

*Tornado* by Betsy Byars

*The Bad Guys* (series) by Aaron Blabey

*Fantastic Mr. Fox* by Roald Dahl



## 4th Grade

Guiding quote: "Hard times don't create heroes. It is during the hard times when the 'hero' within us is revealed." - Bob Riley

Heroes come in many forms. In 4<sup>th</sup> grade you will be studying Texas history, so here are some suggested readings:

*Flygirl* by Sherri Smith (Women Airforce pilots in Sweetwater, TX)

*Winnie's War* by Jenny Moss (1918 Spanish influenza)

*A Line in the Sand* by Sherry Garland (the Alamo)

*Survival in the Storm: The Dustbowl Diary of Grace Edwards* by Katelan Janke

*Susanna of the Alamo: A True Story* by John Jakes and Paul Bacon

*Wait for Me, Watch for Me, Eula Bee* by Patricia Beatty (fiction set in West Tx)

*Hurricane Heroes in Texas* by Mary Pope Osborne (Magic Treehouse #30)

Here are some other suggestions:

*The Hero Two Doors Down: Based on a True Story of Friendship Between a Boy and a Baseball Legend* by Sharon Robinson

*Heroes of Olympus Books* and *Percy Jackson Books* by Rick Riordan

DK Readers: *Horse Heroes: True Stories of Amazing Horses* by Kate Petty

## 5th Grade

Guiding quote: “Many of life’s failures are people who do not realize how close they were to success when they gave up.”- Thomas Edison

Here are some choices, if you are having trouble finding your own book to connect to the quote:

*Tuck Everlasting* by Natalie Babbitt

*The Cay* by Theodore Taylor

*Holes* by Louis Sachar

*A Family Apart* by Joan Lowery Nixon

*Where the Red Fern Grows* by Wilson Rawls

*Escape From Aleppo* by N.H. Senzai

*Refugee* by Alan Gratz

*The Adventures of a Girl Called Bicycle* by Christina Uss

*Front Desk* by Kelly Yang

*New Kid* by Jerry Craft (graphic novel)



## 6th Grade

Guiding quote: "...in diversity there is beauty and strength." - Maya Angelou

Suggested Titles:

*Wonder* by R.J. Palacio

*The Stars Beneath Our Feet* by David Barclay Moore

*Zoe in Wonderland* by Brenda Woods

*Esperanza Rising* by Pam Munoz

*El Deafo* by Cece Bell (graphic novel)

## Directions:

**Students in grades 3-6, choose ONE project to complete for the fiction text you chose for summer reading. Complete the project, following the rubric below, and have it prepared for the first week of school.**

**Students enrolled in a high school English class will choose TWO projects to complete, one for the fiction and one for the non-fiction piece. You may choose to complete the same TYPE of project twice, but you must do two SEPARATE projects. Complete the project, following the rubric below, and have them prepared for the first week of school.**

1. Choreograph and perform an original dance inspired by your book and the quote. Your performance must be pre-taped, must last at least 2 minutes, and the video or a link must be emailed to your teacher or brought in on a thumb drive.

Write an artist's statement in which you explain your choices. Be sure to begin by summarizing the connection among the book you chose, the dance you created, and the quote you were assigned.

2. Create an original piece of visual art inspired by your book and the quote. Your piece can be 2D or 3D.

Write an artist's statement in which you explain your artistic choices and how they reflect the quote. Be sure to begin by summarizing the connection among the book you chose, the piece you created, and the quote you were assigned.

3. Write and perform an original song inspired by your book. Your song must incorporate the quote you were assigned, in some way, as well as actual details from your book.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the song you created, and the quote you were assigned.

You will need to turn in the lyrics and the paragraph. You may pre-record the music, but you do not have to.

If you choose to rewrite the lyrics to an existing song, please attach the original lyrics and songwriter credit.



4. Create a soundtrack for 3 significant moments in the book. Provide a list of the scenes you chose, the lyrics (if there are any), and the performer of your chosen songs. Then write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the song you chose for that scene, and the quote you were assigned. (You will need three different paragraphs for this project.)

You are making a soundtrack, not a playlist. Choose songs that would make sense playing behind the action in a filmed version and present your soundtrack in the order it would actually occur. Choose scenes that are all connected to the quote you were assigned.

5. Create a short film based on the book. The film must be between 2 and 15 minutes in length and must explore the connection between the book and the assigned quote. It must be submitted via a link or on a flashdrive.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the film you created, and the quote you were assigned.

6. Creative writing: Write a short story, fan fiction, series of poems, or create a graphic novella inspired by at least three separate chapters or scenes of your book and the assigned quote.

Write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the work you created, and the quote you were assigned.

7. Maybe there's a project we haven't imagined. If you have an idea other than the ones already on this page, email your idea to your ELA teacher for approval by August 1, 2020 (see list of teacher emails below). You will still have to write an artist's statement explaining your choices. Be sure to begin by summarizing the connection among the book you chose, the project you created, and the quote you were assigned.

To get a different project approved, or if we can help in any other way, please see the following list for the appropriate email.

3rd Grade, Mrs. McNary

4th Grade, Ms. Staub

5th Grade, Ms. Bibens

6th Grade,

## PROJECT RUBRIC

The project consists of both the creative project and the artist's statement (except in the case of the composition.) The project this summer asks for the student to make the connection between the chosen book and the guiding quote. This means that the student is being asked to think critically and find that connection--there is no single right answer for this, so be creative. All projects are graded as ORIGINAL creative works. If an idea is borrowed, please give credit to the original artist, as well as giving credit to music used if applicable. Plagiarism will be considered a "zero" until a new project is submitted for no more than a 70.

	4	3	2	1	0
Required elements	The project contains all of the elements stated in the requirements.	The project is missing 1 element.	The project is missing 2 elements.	The project is missing 3 or more.	The project has none of the required elements.
Knowledge of concept	Project showcases knowledge of the chosen book, quote, and art, and demonstrates critical thinking.	Project showcases mostly correct knowledge and some critical thinking.	Partially correct knowledge. Some critical thinking.	Lack of knowledge. Lack of critical thinking.	Nothing provided for evaluation. Does not attempt.
Creative connection of the quote to the text	The creative project focuses on the connection between the guiding quote and the chosen book, which is evident and shown via the chosen art form.	Connection between chosen book and quote is less evident in the art form and requires some explanation.	Connection is weak and requires much explanation and clarification.	Connection is not evident to the audience even after explanation and clarification.	There is no connection present.



Explanati on of artistic choices in the artist's statemen t (Grade level appropria te writing)	Begins with required information from directions. Clearly and completely explains the artistic choices and analyzes the effectiveness of the choices.	Not as clearly explained, Some analysis is there.	Explanati on confusing .	Attempts.	No attempt.
Grammar / Mechanic s	Few errors which do not detract at all from understanding. Obv ious proof-reading.	Errors detract slightly. Some evidence of proof- reading.	Errors detract. Little evidence.	No evidence of proof reading.	No artistic statement or compositi on.