



Kulam Summer Learning *Middle School*

Thank you so much for being a part of the Kulam community of learners. Our staff is looking forward to continuing to develop our knowledge of each learner, enhance his/her strengths and support those areas that are weaker. Together, we will be working hard, learning new skills, and meeting challenges. During this past school year, students have made solid gains. We are proud of their effort, their growing stamina for learning and the progress each has made. We want to keep those hard earned skills sharp over the summer and avoid the summer “brain drain.” Yes, it really exists. Research shows that even under optimal conditions students can lose up to 60% of what they have worked so hard to gain. The following represents some of the recommendations and assistance for you and your student.

It is important to remember that your child works on an instructional level matching his/her grade level, but often independent levels vary. For continuing students, a lexile level range for reading will be provided.

Why do we require ‘Summer Learning?’

All of our current students and those entering the Posnack School and Kulam Program have worked hard to achieve learning goals. We want this learning to continue, flourish and grow. Keeping skills sharp over the summer levels the playing field when students return to school. Review is integral as students return to school but we want that review to be just that, review, and not complete reteaching.

What will my child need to do?

First and foremost, we want our students to enjoy their summer experiences whether camp, travel or just plain fun. These meaningful activities cannot and should not be replaced. To enhance the meaning, discuss the experiences and build vocabulary from each one. Each experience then becomes a language learning opportunity.

Literacy:

Of course, in our opinion, we would love each child to read, read and read. Please remember the more a child reads, the more words they bank. Reading is about building word banks, adding to comprehension, and feeding the brain.

What IS reading?

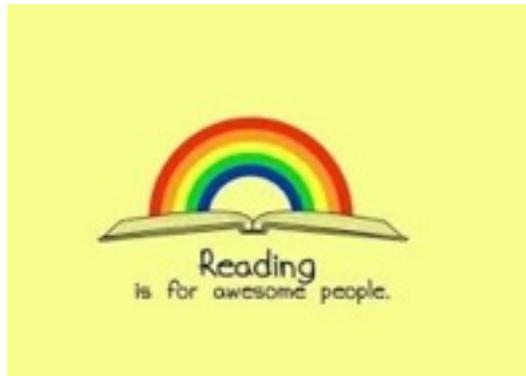
- Child reads to him/herself
- Loved one reads to the child
- Child reads aloud to a loved one
- Taking turns reading; parent or sibling & child
- Audible books
- Read on a device (Kindles; iPads, etc.)
- Read and then watch the movie to enhance comprehension and recall

It is my hope that you enjoy the selected summer reading book and will take the opportunity to read other books by Jerry Spinelli. Also, the more you read, the more skilled you become. Reading becomes you!

Ms. Gold
Middle School Language Arts Teacher



6th Grade Summer Reading Assignment
Ms. Gold's Class



**The required novel for the incoming 6th grade is:
Crash, by Jerry Spinelli**

Dear 6th Grade students:

Over the summer, your assignment is to:

- **Do 10 hours of Mindplay-** I will be checking, and it will be a grade upon returning to school! Let's start the year off right with a great grade!
- Read **one book** over the summer - ***Crash*, by Jerry Spinelli** and complete the attached assignment.

Summer Reading Assignment on ***Crash***

1. **Pre - reading:**

- a. Watch the following youtube video: <https://www.youtube.com/watch?v=RPc6x-d2SCw>
- b. Think of a good friend that you have. List at least **2 reasons** why this person is a good friend.

1. _____

2. _____

- c. Based on the video, what do you think the book will be about?

2. While reading:

CLICK HERE to listen to the book read out loud - **follow along in your book!** <https://mrstolin.wikispaces.com/Crash-on+Audio>

As you read:

- d. Underline the qualities that make Penn a good friend.
- e. **Highlight** the qualities that make **Crash** a bully.
- f. Fill out the **attached** personal dictionary.
 - Choose **6 words** from the novel that are new to you.
 - Look up each word on **Dictionary.com**, and write down the definition.
 - **Create an original** sentence using each word.

Personal Dictionary

Word # 1 _____

Sentence from text (**with page #**):

Definition **from the dictionary** (as used in context):

My original sentence:

Word # 2 _____

Sentence from text **from the dictionary (with page #)**:

Definition **from the dictionary** (as used in context):

My original sentence:

Word # 3 _____

Sentence from text (**with page #**):

Definition **from the dictionary** (as used in context):

My original sentence:

Word # 4 _____

Sentence from text (**with page #**):

Definition **from the dictionary** (as used in context):

My original sentence:

Word # 5 _____

Sentence from text (**with page #**):

Definition **from the dictionary** (as used in context):

My original sentence:

Word # 6 _____

Sentence from text (**with page #**):

Definition **from the dictionary** (as used in context):

My original sentence:

3. After reading:

- a. Identify at least 2 qualities that make Penn a good friend. Support your answer by using examples from the text, and give a page number.
- b. Identify at least 2 qualities that make Crash a “Bully”. Support your answer by using examples from the text, and give a page number.

Qualities that make Penn a good friend	Qualities that make Crash a bully
-----------------------------------------------	------------------------------------------

1. Quality: Support (with page #):	1. Quality: Support (with page #):
2 .Quality: Support (with page #):	2 .Quality: Support (with page #):
3. Quality Support (with page #):	3. Quality Support (with page #):

c. Complete the graphic organizer identifying **how Crash changed** by giving at least 2 examples of what he was like in the beginning of the book and what he was like at the end of the story.

How Crash changed

Qualities of Crash at the beginning of the book	Qualities of Crash at the end of the story
--------------------------------------------------------	---------------------------------------------------

<p>1.Quality:</p> <p>Support (with page #:)</p>	<p>1.Quality:</p> <p>Support (with page #:)</p>
<p>2. Quality:</p> <p>Support (with page #:)</p>	<p>2. Quality:</p> <p>Support (with page #:)</p>