

A. Mario Loiederman Middle School for the
Creative and Performing Arts
Summer Reading 2017



____ / 10 HW Points

Grade 6

Name _____

Latest Lexile Range: _____

Find a "just right" challenge by reading at your level!
Review book/article Lexile numbers in this packet and
visit www.lexile.com to identify books that are most
appropriate for your current level (within your range)!

Spring 2017

Dear Loiederman Students and Families,

As part of the MCPS language arts instructional program, students are required to complete summer reading prior to their upcoming academic year. The purpose of this program is to allow students to continue building and strengthening essential reading skills throughout the summer months.

Students are expected to read **two pieces of literature** (one fictional, one non-fictional) they have not read before. For the non-fiction piece, students may also choose to use the articles that are attached to this packet. Enclosed is a list of suggested books that cover a range of reading levels, topics and genres. We recommend that parents/guardians review with their children the list or visit a local public library or book store to consider interest and readability prior to making selections.

After students finish reading, they must complete assignments for each piece of literature read. These assignments will be **submitted to English teachers** during the first two weeks of the opening marking period and graded as homework tasks. Students who register after August 1, 2017, will have until the final week of the first marking period to submit the assignment.

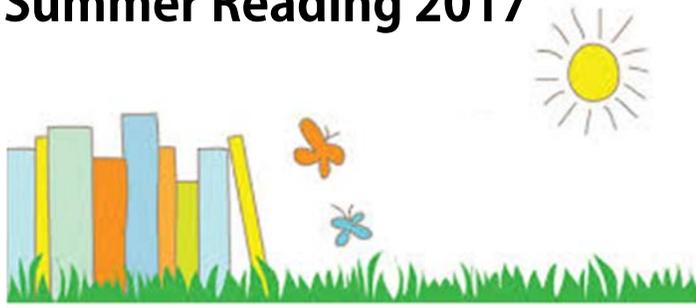
If you should need another copy of this assignment, it is available online on the Loiederman web site and in the main office.

Should you have any questions, please contact Mr. Eupil Muhn, Language Arts Content Specialist, at 301-929-2282 or Eupil_K_Muhn@mcpsmd.org.

Wishing you a wonderful summer full of books,

Your Language Arts Teachers

A. Mario Loiederman Middle School for the
Creative and Performing Arts
Summer Reading 2017



____ / 10 puntos de tarea

Grado 6

Name _____

Latest Lexile Range: _____

Encuentre su reto "perfecto" leyendo a su nivel!
Revise libro/artículo números Lexile en este paquete y
visite www.lexile.com para identificar los libros los
cuales sean más apropiados para su nivel corriente
(dentro de su alcance)!

Primavera 2017

Estimados Estudiantes y Familias de Loiederman,

Como parte del Programa Instructivo del Departamento de Artes de Lenguaje de MCPS, es necesario que los estudiantes completen una lectura en el verano antes de su próximo año escolar. El propósito de este programa es para permitir que estudiantes continúen construyendo y esforzando habilidades esenciales de lectura durante los meses de verano.

La expectativa para los estudiantes es leer **dos piezas de literatura** que no hayan leído, una selección de ficción y una que no sea de ficción. Para la parte de no ficción, estudiantes también pueden escoger y usar artículos los cuales están adjuntos en este paquete. Adjunto, esta una lista de sugerencias de libros que cubren el rango de niveles de lectura, temas y géneros. Les recomendamos a los padres/guardianes que repasen con sus hijos la lista o visite la librería pública o la tienda de libros para considerar el interés y la legibilidad antes de tomar una selección.

Después de que los estudiantes terminen su lectura, ellos deben de completar tarea para cada pieza de literatura leído. Este trabajo será **sometido a los profesores de Inglés** durante las primeras dos semanas del comienzo del primer periodo de calificaciones y serán marcados como tareas. Estudiantes quienes se registran después del 1 de Agosto, 2017, tendrán hasta el final del periodo de calificaciones para entregar su trabajo.

Si usted necesita otra copia de la tarea, está disponible en la página del sitio web de Loiederman y en la oficina principal.

Si usted tiene alguna pregunta, por favor de llamar al Sr. Eupil Muhn, Especialista de Contenido de Artes de Lenguaje, al 301-929-2282 o Eupil_K_Muhn@mcpsmd.org.

Deseándoles un verano maravilloso lleno de libros.

Sus Profesores de Artes de Lenguajes

Grade 6 Suggested FICTION Titles

90 Miles to Havana by Enrique Flores-Galbis (Lexile: 790)

When unrest hits the streets of Havana, Cuba, Julian's parents must make the heartbreaking decision to send him and his two brothers away to Miami via the Pedro Pan operation. The boys are thrust into a world where bullies seem to run rampant and it's not always clear how best to protect themselves.

A Crooked Kind of Perfect by Linda Urban (Lexile: 730)

Ten-year-old Zoe Elias, who longs to play the piano but must resign herself to learning the organ, finds that her musicianship has a positive impact on her workaholic mother, her jittery father, and her school social life.

A Wrinkle in Time: The Graphic Novel by Madeleine L'Engle (adapted by Hope Larson) (Lexile: 740)

A graphic novel adaptation of the classic tale in which Meg Murry and her friends become involved with unearthly strangers and a search for Meg's father, who has disappeared while engaged in secret work for the government.

Amulet: The Stonekeeper by Kazu Kibuishi

After the tragic death of their father, Emily and Navin move with their mother into a strange house proves to be dangerous. When a sinister creature lures their mom through a door in the basement, Em and Navin, follow her into an underground world inhabited by demons, robots, and talking animals.

Esperanza Rising by Pam Muñoz Ryan (Lexile: 750)

Esperanza and her mother are forced to leave their life of wealth and privilege in Mexico to go work in the labor camps of Southern California, where they must adapt to the harsh circumstances facing Mexican farm workers on the eve of the Great Depression.

Football Genius by Tim Green (Lexile: 800)

Troy, a sixth-grader with an unusual gift for predicting football plays before they occur, attempts to use his ability to help his favorite team, the Atlanta Falcons, but he must first prove himself to the coach and players.

Hold Fast by Blue Balliett (Lexile 780)

On a cold winter day in Chicago, Early's father disappeared, and now she, her mother and her brother have been forced to flee their apartment and join the ranks of the homeless - and it is up to Early to hold her family together and solve the mystery surrounding her father.

Lawn Boy by Gary Paulsen (Lexile: 780)

Things get out of hand for a twelve-year-old boy when a neighbor convinces him to expand his summer lawn mowing business.

Princess Academy by Shannon Hale (Lexile: 890)

While attending a strict academy for potential princesses with the other girls from her mountain village, fourteen-year-old Miri discovers unexpected talents and connections to her homeland.

Stanford Wong Flunks Big Time by Lisa Yee (Lexile 650)

After flunking sixth-grade English, basketball prodigy Stanford Wong must struggle to pass his summer-school class, keep his failure a secret from his friends, and satisfy his academically demanding father.

Strike Three, You're Dead by Josh Berk (Lexile: 590)

Lenny Norbeck and his friends The Mikes set out to investigate the suspicious death of a young pitcher at a Phillies game

Will in Scarlet by Matthew Cody (Lexile: 840)

In the late 1100s, thirteen-year-old Will, the future Lord of Shackley, is exiled to Sherwood Forest, where he meets Robin Hood and the Merry Men and bands with them to try retake Shackley Castle.

Grade 6 Suggested NON-FICTION Titles

Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War by Thomas B. Allen (Lexile: 1120)

Stuff That Scares Your Pants Off! The Science Scoop on More Than 30 Terrifying Phenomena! by Glenn Murphy (Lexile: 1210)

A look into wild and scary wildlife, natural disasters, deadly diseases and the unknown!

The Dark Game: True Spy Stories by Paul B. Janeczko (Lexile: 1200)

From clothesline codes to surveillance satellites and cyber espionage, Janeczko uncovers two centuries' worth of true spy stories in U.S. history.

The Skull in the Rock: How a Scientist, a Boy, and Google Earth Opened a New Window on Human Origins by Lee Berger and Marc Aronson (Lexile: 1140)

Chronicles the story behind one of the most significant archaeological discoveries of all time, explaining its significance for understanding human evolution and how it is shaping the thinking of the scientific community.

Titanic: Voices from the Disaster by Deborah Hopkinson (Lexile: 1040)

Tells the tale of the sinking of the Titanic using the narratives of the witnesses and survivors to the disaster.

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson (Lexile: 900)

Using an "Everyman" player as his narrator, Kadir Nelson tells the story of Negro League baseball from its beginnings in the 1920s through the decline after Jackie Robinson crossed over to the majors in 1947.

Illustrations from oil paintings by artist Kadir Nelson.

Witches! The Absolutely True Tale of Disaster in Salem by Rosalyn Schanzer (Lexile: 1190)

Tells the story of the victims, the accused witches, and the scheming officials that turned a mysterious illness into a witch hunt.

Assignment 1 of 5: Two Points (10 Total)

FICTION: Elements of a Story

Name _____

Text Title: _____

AS YOU READ, complete the following information:	
EXPOSITION	Main Character(s): _____
	Setting: _____ When: _____ Where: _____
AFTER YOU READ, determine the major events at the beginning, middle and end :	
RISING ACTION	Events: (What happens in the <i>beginning</i>)
	Events: (What happens in the <i>middle</i>)
FALLING ACTION	Events: (What happens at the <i>end</i>)
	Problem (Conflict): _____
	Solution (Resolution): _____

Definition: A character trait is a word to describe how someone acts **most** of the time (their personality).



Caption: The girl is respectful because she recycles the newspaper to protect the planet.

Examples	Non-Examples
<ul style="list-style-type: none"> • Caring • Honest • Wise • Creative • Bold • Friendly • Enthusiastic • Determined • Admirable <p>Foibles are negative character traits:</p> <ul style="list-style-type: none"> • Evil • Selfish • Rude • Bossy • Stubborn 	<ul style="list-style-type: none"> • Temporary Feelings are NOT character traits: <ul style="list-style-type: none"> ○ Depressed ○ Sorrowful ○ Excited ○ Heartbroken ○ Lonely • Physical Characteristics are NOT character traits: <ul style="list-style-type: none"> ○ Skinny ○ Beautiful ○ Invisible ○ Tall • Other Non-Examples <ul style="list-style-type: none"> ○ Hungry ○ Rich

Character Map

Directions: complete the following character map for one of the main characters in the **FICTIONAL** story you read.

Character's Name: _____

 <p>What the character <u>says</u> (use direct quotes/evidence)</p>	 <p>What <u>others say</u> about the character (use direct quotes/evidence)</p>
 <p>What the character <u>does</u> (use direct quotes/evidence)</p> <p>Actions</p>	<p>These traits are <u>distinguishing qualities</u> of the character that reflect his/her <u>personality</u></p> <p>Character's <u>traits</u> (use direct quotes/evidence)</p>

Assignment 3 of 5: Two Points (10 Total)

Theme: a universal message the author wants to get across in his or her story.

Here are some examples of topics a story can be about, and how they can reveal a theme!

Topic	Theme (the message that can apply to everyone)
Being Accepted	When people put themselves in the shoes of others, they can learn how to accept those who are different.
Being Yourself	Sometimes it takes people wanting us to be someone else that helps us find out who we really are.
Change	Throughout life, we are always facing change. Sometimes we need to embrace and adjust to the change in order to move forward.
Courage	Real courage is being brave under the most uncertain and challenging circumstances.
Differences	While at first differences can seem to tear people apart, understanding those differences can build unexpected relationships.
Dreams	People have to make great sacrifices to achieve their dreams.
Fairness	Sometimes being fair does not make everyone happy.
Giving	It is through giving to others that we are able to receive the most rewards in life.
Growing Up	While some growing pains in life are extremely painful, without them we might not ever learn how to improve.
Honesty	Honesty, while sometimes painful in the moment, can be the best building block for any relationship.
Kindness	True kindness is doing something for others without expecting anything in return.
Making the Best of a Situation	Sometimes when things in life are not what we wanted, we can learn to be happy when we
Overcoming loss	Sometime in our life time we will all have to overcome loss.
Overcoming Obstacles	Overcoming an obstacle is rarely easy, and sometimes we must learn to live with the obstacle to find peace.
Patience	Patience is often required when wanting to get the most desired things in life.
Perseverance	It is with perseverance and not giving up that people succeed, even when life is hard.
Respect	When people treat others as they would be treated, they often get unexpected rewards.
Responsibility	Responsibility accompanies the possession of great power.

Theme

Name _____

Think about the **FICTIONAL** story you read using the resource on the back of this page. What are **topics** that describe the story? Use the topics to identify different themes and **explain how** the events/characters reveal those themes.

Possible Topics:

Title: _____

Author: _____

Theme	1) EVIDENCE: What happens or what characters say/do that reveals the theme (message)? 2) EXPLANATION: How does this evidence reveal the theme (message)?

Assignment 4 of 5: Two Points (10 Total)

Written Response – Choice Prompts

After reading a fiction book, select ONE of the four prompts to express the meaning and understanding you took away from your experience with the book!

- 1) Narrative – How might other people see situations differently than we do?

We often only see the perspectives (thoughts and feelings) of one character. Choose one part of the book (at least a page in length). Rewrite the passage from the perspective of a character whose thoughts and feelings are not really revealed (someone who is not the narrator). Consider how the character sees the events in his/her eyes, and use what you know about that character and the situation to reveal his/her thoughts and feelings in this moment.

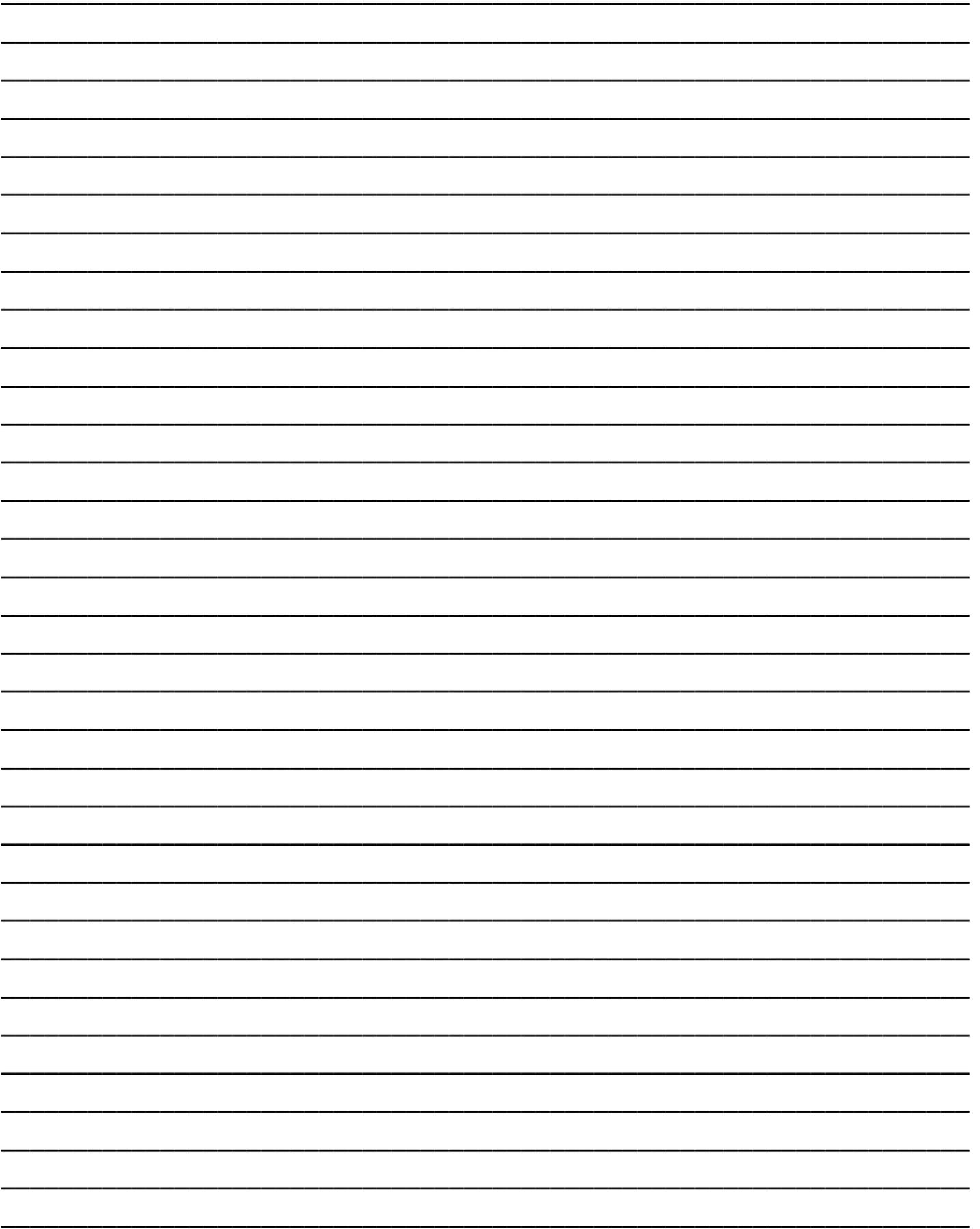
- 2) Narrative – How can our actions and words change how a situation unfolds?

Choose one part of the book (at least a page in length). This can be anywhere in the story, including the ending. Become the author and rewrite this passage with your own changes – what might a character say or do differently to influence another outcome? Incorporate dialogue appropriate to what you know about the characters, and description that follows the author's original style!

- 3) Explanatory – How can another person's story change or confirm the way you see the world?

Write a letter to someone you know (you may wish to write to the author). Explain how this story – perhaps the characters, the story, or the message, influenced you in some way. Consider how the book has changed the way you think, or confirmed your understanding of the way the world works.

- 4) Argumentative – Are people better off from experiencing conflict (problems)? Write your own claim/response to this question, and argue your point using evidence from the story and what happens to the character(s). Also, include examples from your own experiences to support your argument.



Assignment 5 of 5: Two Points (10 Total)



Non-Fiction: Close Reading

Directions: AFTER reading a non-fiction book OR article (see within packet), answer the following question:

1. Identify two main ideas (in your own words) in the text:

- _____
- _____

2. Identify the three most important details from the text (using direct quotations)

- _____
- _____
- _____

3. Write a three to four sentence summary of the text:

4. What do you think? Write a claim statement that argues your opinion on this topic.

5. Explain your argument by using direct evidence from the text, and/or any personal experiences/ideas you have on the topic after your reading.

Grade 6 Recommended Non-Fiction Article (720 Lexile)



For some students, public speaking is easier when a cute dog is listening

Devon Wallick had been working on his speech for a long time. He practiced it many times in front of friends, teachers and the mirror.

Even so, he didn't feel quite ready. He was nervous to speak in front of a large group of people. He needed help. That's why he decided to visit Dexter.

"Not Your Average Public Speaking Coach"

Dexter is an English springer spaniel with giant white paws and floppy ears. Obviously, he's not your average public speaking coach. He is one of eight "audience dogs." They work at the Kogod School of Business at American University in Washington, D.C. These pooches volunteer to help students practice speaking in public.

Wallick pet Dexter as he practiced. The dog, listening, licked Wallick's right hand. Rob Cheek is Dexter's owner. He said the pup's love of people and focused look are his strong suits. The pair was recruited after they were spotted walking on the school grounds.

Dexter seems to like his volunteer job. His excitement might have something to do with the bag of chicken treats. Students practicing their speeches have them waiting for him.

Wallick briefly laughed during the first of two readings with Dexter. He later explained that it was because the dog did not look interested in what he was doing. But, he thought it was helpful to be able to make light of what "has been a very serious process."

Make A Mistake? Dogs Do Not Care

Unlike humans, who hear a speech and can't help but judge its quality, dogs aren't judgmental. It doesn't matter if students mess up. The dogs won't know if they do. They are there to support the students and help them feel less nervous.

The program began thanks to Caron Martinez. She is the director of the Kogod Center for Business Communications. She also happens to be the owner of one of the audience dogs, 11-year-old Reggie.

Martinez thinks that dogs can have a calming effect on people. After doing a session with the audience dogs, students reported feeling less nervous, she said. She added that the best way to deliver a great speech is to practice.

"How do you get students to practice? Any way you can," she said. Getting to practice with dogs might make some students practice more.

Any student at the school that has a presentation to deliver can book 30 minutes with one of the audience dogs. Wallick said he signed up because he needed more practice.

Some Teachers Think It Is Silly

Not everyone has embraced the program, though. There are some teachers who think the whole thing is silly, Martinez said. When asked whether students come just because the dogs are cute, she said no.

Most participants are business students with very little time to spare for cuteness, she explained. They wouldn't sign up just to be around a cute dog. Wallick agreed.

He said he weighed the pros and cons of signing up to work with Dexter. For him, the benefits were worth the time it took up.

Sasha's Speech

Later that day, at 3 p.m., student Sasha Gilthorpe is getting ready to give a speech at school. She will be speaking in front of about 4,000 people on graduation day. But, today she is only giving a speech to one audience member, and it is a dog named Noche.

"When I felt myself shake a little bit at the end, I looked at Noche and I was like, 'I'm all good,'" Gilthorpe said. "I'm going to imagine an audience full of Noches."

Grade 7 Recommended Non-Fiction Article (1130 Lexile)



Looks do matter! Chains create foods that photograph well on social media

If you've been online lately, you've seen a Unicorn Frappuccino in its natural habitat: Instagram.

The drink dominated social media, appearing more than 1.3 billion times on Twitter, according to research company Brandwatch. On Instagram, more than 150,000 posts were tagged #unicornfrappuccino. Countless more photos and videos made their way onto Snapchat and Facebook.

And then, as quickly as it had appeared, the Unicorn Frappuccino was gone. Starbucks offered it for only five days, so if you missed it, you really missed it.

The limited-time-only pink-and-blue sugary swirled monster drink seemed like it was designed with Instagram in mind, and it almost certainly was.

Giving Customers What They Want

Chains like Starbucks have always created menu items based on customer behavior. Among the key 18-to-34 demographic, the current consumer behavior is to take a photo and post it online. So when new foods are being developed, companies are making sure the food is fit for a filtered selfie.

"Food is today's hottest social currency," said Christine Couvelier. She is an executive chef and president of Culinary Concierge, a company that tracks food trends and developments. Couvelier said one-third of people in the millennial age bracket regularly post photos of their food online, so it makes sense that companies would want to take advantage of that by designing Instagram-able offerings.

Some foods are naturally appealing, including colorful cocktails, frosted desserts and artisanal lattes crowned with delicate foam art. Fast food is traditionally less photogenic, but chains are trying to change that.

Photogenic Food

In 2015, Brinker International, parent of the Chili's chain, announced that it would spend \$750,000 a year to improve how its food looked in photos. An egg wash would be applied to the hamburger buns to give them an eye-catching sheen. The french fries would be served in stainless-steel baskets, and the ribs would be separated and stacked instead of being served as a single slab.

When the plan was launched, Chili's had 25,000 followers on Instagram, according to news reports, but now it has just shy of 200,000.

Yum Brands owns Taco Bell, Pizza Hut and KFC — the homes of the Doritos Locos Taco, the Hot Dog Bites Pizza and the Double Down sandwich, which substitutes pieces of chicken for bread. Liz Matthews is Taco Bell's chief innovation officer. An innovation officer comes up with new ideas or recognizes the ideas of others. In a recent interview with Business Insider, Matthews said the company's food development team is always considering how a new menu item will look in photos.

"We want people to talk about it, and blog about it," Matthews said. "And share their pictures."

Unicorns Are The Trend Of The Moment

Starbucks wanted that, too. By tapping into the unicorn trend, the brand made sure that its drink would resonate with its intended audience. Unicorn-themed toast, cakes, coffee drinks and doughnuts have proliferated across Instagram in the past few months. More than 4.8 million posts on Instagram are tagged #unicorn.

"Unicorns have these various metaphors that people use — they're magical, they're special, they're original," said Ira Kalb, an associate professor of clinical marketing at the University of Southern California's Marshall School of Business. Furthermore, he said, unicorns are bright and colorful. And, like the Starbucks drink, you only see them for a short period of time before they disappear.

Denise Lee Yohn, the author of the book "What Great Brands Do," said she was surprised by the Unicorn Frappuccino.

"I thought it was completely off brand for them," she said. "I thought it was a cheeky effort to get social sharing about their brand. That's something Starbucks usually doesn't do."

Social Media A Driving Force In Product Development

But overall, she said, brands are definitely thinking more about social media when they're developing their products. "Five years ago, three years ago, that wasn't a consideration."

She said creating social-media-mindful food is a hot marketing trend. "Like every trend, it will get overdone, and it will get burned out and marketers and brands will have to come up with a different way to get people's attention."

In the meantime, does she think we'll see more things like the Unicorn Frappuccino? She sighed. "I'm afraid that we will."

Grade 8 Recommended Non-Fiction Article (1300 Lexile)



Schools ban fidget toys as classroom distraction

CHICAGO – The latest craze in classrooms and on playgrounds comes in the form of brightly colored, hand-held trinkets that spin, have buttons to push or otherwise keep hands occupied.

The aptly named fidgets are supposed to enhance concentration, reduce anxiety and stimulate learning. But some educators aren't buying the spin. They say the toys have become a major distraction to teachers and students, and, in some cases, they're being banned from classrooms.

The idea behind fidget devices - or what's sometimes called fidget therapy - is that they enhance the senses to allow for better and longer concentration. There's a variety of fidgets, but the type that's become suddenly ubiquitous, sold at places like convenience stores, is a small, three-pronged metal and plastic device that spins on a center ball bearing. Another popular fidget is a tiny cube with buttons and levers to manipulate.

Advocates say fidget therapy has been particularly useful for children on the autism spectrum and those who have attention deficit hyperactivity disorder, known as ADHD, or otherwise have a harder time paying attention or sitting still.

Yet some school administrators have already soured on the trend.

"Frankly, we've found the fidgets were having the opposite effect of what they advertise," said Kate Ellison, principal of Washington Elementary School in Evanston, Ill. "Kids are trading them or spinning them instead of writing."

It took only a few days after teachers started noticing the toys before almost all of the older students had multiple devices, she said.

"All of the sudden, they're everywhere," she said. "It happened overnight."

While some cost upward of \$20, cheaper versions can be had for just a few bucks.

The staff recently made the decision to ban fidgets, and Ellison sent out a letter to parents, explaining the tools are a distraction or worse, because they've caused conflict among students.

"They're treating them like they would treat a toy," she said. "So we can't have them in class or at recess." While Ellison acknowledged the benefits of fidgets and the philosophy behind them, she said the school has other tools for students who need so-called "manipulators," like a squeeze ball, or a piece of Velcro or rubber band underneath their desk.

"This particular kind of toy has not been part of our repertoire of sensory tools," she said. Washington Elementary isn't alone in its thinking. On social media and in published reports,

word has spread of fidgets being banned in classrooms or entire schools, usually with exceptions made for children with special needs.

Janelle Feylo of Downers Grove, Ill., was pleased to see a letter from her principal at Prairieview School announcing such a ban. Feylo's fourth-grade son had recently started asking for a fidget toy and brought home a homemade device given to him by a friend. That one was promptly lost in the laundry.

Eventually, the fidget was located, but Feylo confiscated it.

"I don't think he needs it," she said. "I don't want him to get in trouble."

Occupational therapists say fidgets do work if used correctly and not just as a toy.

"It's this idea that ... if (students are) inattentive, they could be disruptive or not learning," said Sandra Scheffkind, pediatric program manager at the American Occupational Therapy Association.

Those who tend to fidget, the theory goes, can channel the urge into the mindless manipulation of the device, thus freeing them to focus on the task at hand.

It's the reason why people doodle during a class or a meeting, and why people need breaks to move around when sitting still for long periods, she said.

"Our brains can't just focus on auditory and visual challenges," said Kristie Koenig, an associate professor and chair of the department of occupational therapy at New York University. "It's the same reason why recess helps."

Koenig said educators have long included tools to enhance learning in classrooms, from stretching and water breaks to gum chewing during tests.

"You only have so much time to (spend sitting and listening or reading), then you get up to sharpen your pencil," she said. And people naturally fidget by twirling hair or tapping a foot. Fidget devices are an extension of that, Koenig said.

While the concept isn't new, Koenig said the bump in popularity could relate to the greater inclusion of students with special needs as well as, like most contemporary trends, social media. But they're not just for students with disabilities or learning difficulties, she said.

"They could help anyone," she said. "An outright ban could be counterproductive to kids who need them." Still, Koenig acknowledges that when students use fidgets as toys or collectibles, their benefits may diminish. "We don't want kids to use them as toys to distract."

And even if some schools are banning them, the fidget trend is far from played out, said Laurie Kherani, owner of Learning Express Toys stores in Clarendon Hills, Countryside and Glenview, Ill.

"We sell through them quicker than we're getting them in," she said.