



MARY WHITE OVINGTON PS/IS 30

Mrs. Carol Heeraman, Principal
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***Where LEADERS ROAR!
Respect, Opportunity, Acceptance, and Resilience***

2019 Summer Reading and Writing Project--- Incoming 6th grade

Dear Students and Parents,

Research shows that students who read over the summer do better in school in the fall. To prevent academic loss over the summer, each student will be required to read one assigned book and complete several tasks. The incoming 6th grade students will be reading ***The Girl Who Drank the Moon*** by Kelly Barnhill.

The purpose of the summer project is to encourage our students to continue reading and thinking, using the literacy skills they've learned over the past school year to give them a head start in September. The summer reading book was carefully chosen to lay a foundation for the first ELA unit of the school year. It is anticipated that the students will be able to use the knowledge gleaned through their summer reading to make the transition to the next grade easier and more pleasurable.

The students must hand in the project to their ELA teacher on the first day of school, **Wednesday, September 5, 2019** or on the first day a student is able to return to school. Their teacher will also conduct an "on demand" in class writing task based on the assigned book to further assess each student's individual needs.

Attached, please find the information needed for the required reading and writing.

Should you have any questions, please feel free to contact our school office at **(718) 491-8440**. Thank you for your support, and we hope that your family's summer is enjoyable.

Sincerely,
C. Athanasakos
Assistant Principal

7002 4th Avenue Brooklyn, NY 11209
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The Girl Who Drank the Moon by Kelly Barnhill

Steps to Complete the Summer Reading and Writing Project

- Secure a copy of *The Girl Who Drank the Moon* by Kelly Barnhill **no later than July 14th**.
- Read the task questions and get two different colors of post-it notes *prior* to beginning reading.
- Complete Task #1 of this packet **before** reading the novel.
- Read the novel **no later than July 31st**.
 - While reading use the post-it notes to flag evidence related to each task question to support your writing.
- Using your thinking from Task #1, complete the graphic organizer for Task #2 no later than **August 7th**.
- Read the directions and prompts for Task #3. Refer to the rubric **before** beginning work on the task.
- Write your final draft for Task #3 in this packet no later than **August 14th**.
- Bring your completed assignments on **Wednesday, September 5th**.

Resources to help you secure a copy of the text

Brooklyn Public Library – Fort Hamilton

9424 4th Ave, Brooklyn, NY 11209

Brooklyn Public Library – Sunset Park

5108 4th Ave, Brooklyn, NY 11220

Brooklyn Public Library – Dyker

8202 13th Ave, Brooklyn, NY 11228

You can place a hold on this novel by accessing the Brooklyn Public Library's website at:

<https://www.bklynlibrary.org/>

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The Girl Who Drank the Moon by Kelly Barnhill

Name _____ Date _____

Task #1 – Your Background Knowledge (*Prior to Reading*)

Directions: Read each question carefully and answer in complete sentences. Remember, answer these questions *before* reading *The Girl Who Drank the Moon*.

1. How would you define *hero* in your own words? Use at least three adjectives to illustrate heroic character traits.

2. Who is a hero in *your* life? What makes or made them a hero to you?

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Name _____ Date _____

3. Describe the heroic actions or character traits of a hero you have seen in a film or text.

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Task #2 – Speaking to the Text (Post-Reading)

1. Circle three *heroic traits* from the bank below that best describe what a hero should be.

<i>Cunning</i>	<i>Mischievous</i>	<i>Strong</i>	<i>Wealthy</i>
<i>Selfless</i>	<i>Brave</i>	<i>Rude</i>	<i>Selfish</i>
<i>Intelligent</i>	<i>Ruthless</i>	<i>Confident</i>	<i>Authoritarian</i>
<i>Modest</i>	<i>Resourceful</i>	<i>independent</i>	<i>Perseverant</i>

2. Directions: Using the *heroic traits* you circled, choose one *heroic trait* on which to focus and analyze its development throughout the novel.

The heroic trait I am analyzing is: _____.

What does this heroic trait mean in your own words?

<u>Text Evidence</u> Text evidence (+ page number) from <i>The Girl Who Drank the Moon</i> which conveys this <i>heroic trait</i> .	<u>Explanation</u> How does this evidence convey this <i>heroic trait</i> ?

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Name _____ Date _____

Task #3 – Speaking to Bravery (Post-Reading)

Read the following quote from Page 59.

"This is why it doesn't pay to be brave. Bravery makes nothing, protects nothing, results in nothing. It only makes you dead."

Do you agree with the speaker's opinion of bravery? Support your thinking with at least two pieces of text evidence.

Checklist ✓

- I have a focus statement that uses the prompt in my answer.
- I provide two pieces of evidence using direct quotes “....” (Taken *directly* from the text)
- For each piece of evidence an analysis or explanation is given; I explain what the evidence means.
- I have a concluding sentence.
- All of my sentences are complete. (I have a subject, a verb and a complete thought)
- I answered the prompt completely.

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SHORT RESPONSE RUBRIC

<i>Category</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Focus on Topic	It is tightly focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea stands out and is supported by detailed information that demonstrates a deep understanding of key ideas.	It is largely focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea is clear but the supporting information is general. It demonstrates understanding of key ideas.	It is somewhat focused on responding to the prompt (it may stray often and shows difficulty getting back on topic). The focus statement or claim somewhat uses the prompt. The main idea is somewhat clear but there is a need for more supporting information. It demonstrates gaps in understanding main ideas.	It shows no attempt to focus on the prompt or it substitutes a different task. The focus statement or claim somewhat uses the prompt. The main idea is not clear. There is a seemingly random collection of information. It demonstrates little or no understanding of key ideas.
Support for Topic and Elaboration	There are 3 or more relevant, telling, quality details that give the reader important information beyond the obvious or predictable. For each piece of evidence, a perceptive and insightful analysis is given. There is a superior explanation of ideas.	There are 2 - 3 details that give the reader relevant information. At least 2 out of the 3 details are well supported. For 2 out of the 3 pieces of evidence, a logical analysis is given. There is a sufficient explanation of ideas.	There are at least 2 details that give the reader relevant information, but they are poorly supported or unsupported. There is some logical analysis, but there is a somewhat limited explanation of ideas.	There are 1 or 2 details but the information is typically unclear or not related to the topic. The explanation of ideas is illogical. There is little or no attempt at explaining the ideas.
Organization	The ideas are introduced in a mostly logical and effective order and can easily be understood by the reader. There is a powerful and relevant conclusion.	The ideas are introduced in a generally logical and effective order and can be understood by the reader. There is a clear and relevant conclusion.	The ideas introduced are seldom in logical order and can sometimes be understood by the reader. There is a somewhat clear and relevant conclusion.	The ideas introduced are randomly presented or merely listed. The concluding sentence is missing or unclear and not relevant.
Conventions	The writer makes no errors in capitalization, punctuation, grammar, or spelling, so the response is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization, punctuation, grammar, or spelling, but the response is still easy to read.	The writer makes 3 or 4 errors in capitalization, punctuation, grammar, or spelling that catch the reader's attention and interrupt the flow. It distracts the reader from the content.	The writer makes more than 4 errors in capitalization, punctuation, grammar, or spelling, that catch the reader's attention and greatly interrupt the flow. It distracts the reader from the content.