



## Intermediate Summer Work Checklist

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

Dear Students and Parents,

Completing the assigned summer work is a valuable opportunity to reinforce the knowledge gained throughout the school year and to prepare for the upcoming school year. By staying engaged with the material over the break, students can solidify important concepts, retain key information, and avoid the 'summer slide.' This consistent review will help ensure a smooth transition back to school, allowing students to start the new year with confidence and a strong academic foundation. We encourage all students to approach their summer assignments with dedication, which will significantly contribute to their continued success.

Summer work is due by **the first day of school** and will be collected for a grade.

- Intermediate students are required to complete one book report. Please see below for your grade-level instructions.
- Intermediate students will also work on individualized IXL ELA and MATH MAP skills this summer. See the attached document for information on how to find IXL MAP Skills.
- Students should document their Summer Reading projects and IXLs in the chart below. The directions for ELA and Math are in the left-hand column of the chart.

Sincerely,

The Intermediate Team



Intermediate ELA Summer Work

Books	Title	Check if complete	
1. Title of book read		<input type="checkbox"/>	
2. Report Completed		<input type="checkbox"/>	
3. List any additional books read over the summer		<input type="checkbox"/>	
<p style="text-align: center;"><b>MAP ELA IXLS</b></p> <p style="text-align: center;">*Incoming 3rd should not go below 2nd grade IXL.            *Incoming 4th should not go below 3rd grade IXL.            *Incoming 5th should not go below 4th grade IXL.</p>			
	Topic	Write Completed IXLS	Check When Completed
<p><b><u>IXL Directions(ELA)</u></b>            -Complete <b>3</b> IXLS for each category suggested. *Please note that, depending on your grade level, not all categories listed to the right will be shown. Only complete categories that are suggested from your MAP skills page.</p> <p>-If you are in <u>3rd grade</u>, each IXL should be completed to an <u>85 Smart Score or 15 mins.</u></p> <p>- If you are in <u>4th/5th grade</u>, each IXL should be completed to an <u>85 Smart Score or 20 mins.</u></p> <p>-<b>Do not</b> choose IXLS previously completed during the school year.</p>	<b>Reading: Literary Text</b>	1)  2)  3)	<input type="checkbox"/>
	<b>Reading: Informational Text</b>	1)  2)  3)	<input type="checkbox"/>
	<b>Reading: Vocabulary</b>	1)  2)  3)	<input type="checkbox"/>
	<b>Foundational Skills</b>	1)  2)  3)	<input type="checkbox"/>



<p align="center"><b>MAP LANGUAGE IXLs</b></p> <p align="center">*Incoming 3rd should not go below 2nd grade IXL.            *Incoming 4th should not go below 3rd grade IXL.            *Incoming 5th should not go below 4th grade IXL.</p>			
	Topic	Write Completed IXLs	Check When Completed
<p><b><u>IXL Directions(ELA)</u></b>            -Complete <b>3</b> IXLs for each category suggested. *Please note that, depending on your grade level, not all categories listed to the right will be shown. Only complete categories that are suggested from your MAP skills page.</p> <p>-If you are in <u>3rd grade</u>, each IXL should be completed to an <u>85 Smart Score or 15 mins</u>.</p> <p>- If you are in <u>4th/5th grade</u>, each IXL should be completed to an <u>85 Smart Score or 20 mins</u>.</p> <p>-<b>Do not</b> choose IXLs previously completed during the school year.</p>	<b>Language: Understand, Edit for Grammar, Usage</b>	1)  2)  3)	<input type="checkbox"/>
	<b>Language: Understand, Edit for Mechanics</b>	1)  2)  3)	<input type="checkbox"/>
	<b>Writing: Write and Revise Texts for Purpose and Audience</b>	1)  2)  3)	<input type="checkbox"/>



## Intermediate MATH Summer Work

MAP MATH IXLS			
*Incoming 3rd should not go below 2nd grade IXL. *Incoming 4th should not go below 3rd grade IXL. *Incoming 5th should not go below 4th grade IXL.			
	Topic	Write Completed IXLS	Check When Completed
<b><u>IXL Directions (Math)</u></b> -Complete <b>3</b> IXLS for each category suggested. *Please note that, depending on your grade level, not all categories listed to the right will be shown. Only complete categories that are suggested from your MAP skills page.  -If you are in <u>3rd grade</u> , each IXL should be completed to an <u>85 Smart Score or 15 mins</u> .  - If you are in <u>4th/5th grade</u> , each IXL should be completed to an <u>85 Smart Score or 20 mins</u> .  - <b>Do not</b> choose IXLS previously completed during the school year.	<b>Operations and Algebraic Thinking</b>	1)	<input type="checkbox"/>
		2)	
		3)	
	<b>Numbers and Operations</b>	1)	<input type="checkbox"/>
		2)	
		3)	
	<b>Geometry</b>	1)	<input type="checkbox"/>
		2)	
		3)	
	<b>Measurement and Data</b>	1)	<input type="checkbox"/>
		2)	
		3)	

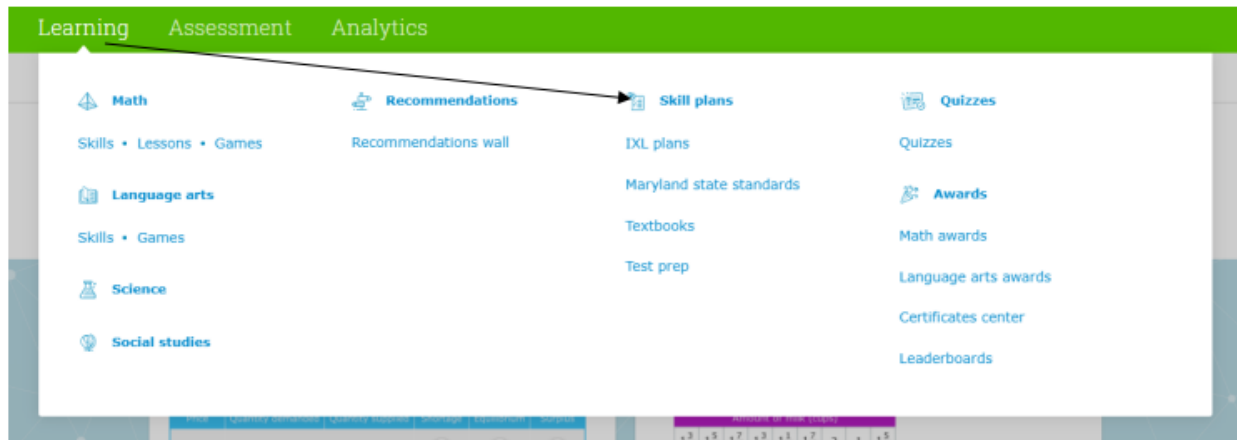
**Math note for rising 4th graders:** Mastery of both multiplication and division facts is necessary for success in fourth-grade math. Therefore, students should spend time over the summer weeks reviewing these facts. Resources such as flashcards, as well as websites and games used throughout the school year, can be used over the summer to review facts. Consistent and frequent review throughout the summer is strongly recommended :)



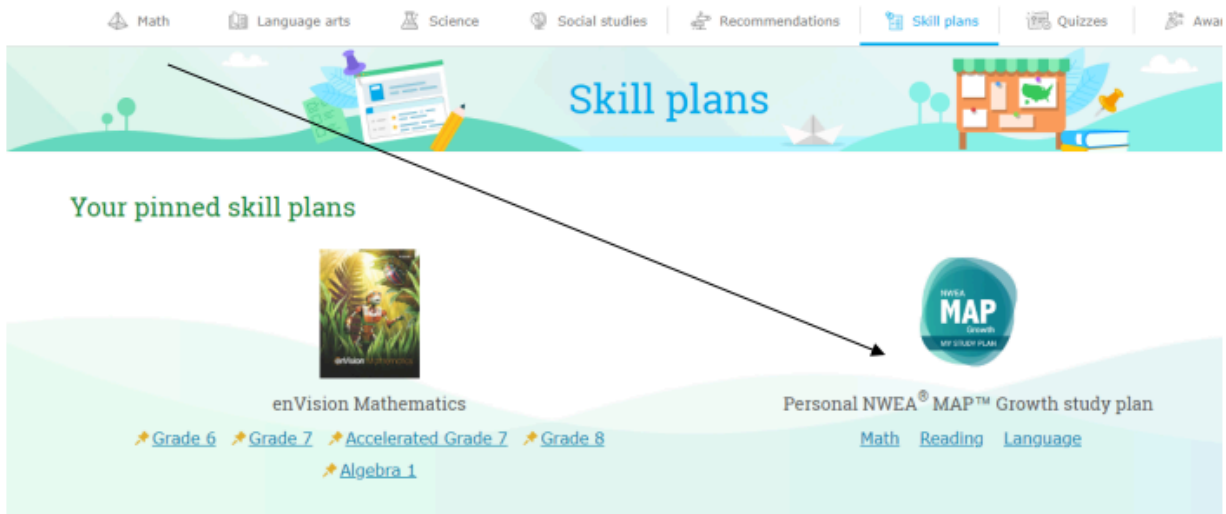
## IXL MAP Skills Instructions

Step 1) Log in to IXL

Step 2) Hover over learning and click “skill plans”



Step 3) On the right-hand side under NWEA MAP, select the subject area.



Step 4) View your list of suggested skills and follow the summer work checklist. Remember to record which IXLs you are completing throughout the summer. If you have any questions please contact the teacher of the corresponding subject.

Mrs. Coleman (3 MATH and ELA) [mcoleman@stjohnsschoollgv.org](mailto:mcoleman@stjohnsschoollgv.org)

Mrs. Thompson (4-5 MATH) [cthompson@stjohnsschoollgv.org](mailto:cthompson@stjohnsschoollgv.org)

Ms. Smythe (4-5 ELA) [jsmythe@stjohnsschoollgv.org](mailto:jsmythe@stjohnsschoollgv.org)



## **Rising 3rd & 4th Grade Book Report**

### Rising 3rd-4th Graders

Students entering grades 3-4 should choose **one** chapter book they have not read before. Books should not be at a lower reading level than the grade students were previously in (i.e., if you are a rising 3rd grader, your book should be at least at a second-grade level). Please use the website [ARbookfind.com](http://ARbookfind.com) to check if your book has an AR test and to check the reading level. After reading this book:

1. Complete the attached paper “Book Review” and “Letter to the Author.”
2. Then, choose one of the following activities:
  - a. On a piece of blank paper, design a new book cover for your book. This should include the book title, author, and your own illustrations.
  - b. Design a poster to advertise your book. Your poster should include the book title, author, your own illustrations, and reasons why someone might want to read this book. This should be completed on a piece of poster board.
3. Be ready to take an AR test on this book when you return to school.



## Rising 3rd-4th Grade Book Report

<h1>BOOK REVIEW</h1> <p>of</p> <p>AUTHOR:</p>							
RATING: ★ ★ ★ ★ ★							
		BOOK COVER (F/NF)					
<h3>GENRE</h3> <table border="1"><tr><td>Fantasy Fiction</td><td>Realistic Fiction</td><td>Historical Fiction</td></tr><tr><td>Traditional Fiction</td><td>Nonfiction</td><td>Poetry</td></tr></table>	Fantasy Fiction	Realistic Fiction	Historical Fiction	Traditional Fiction	Nonfiction	Poetry	<h3>MY RATING</h3> <p>I rated this book ____ stars because:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Fantasy Fiction	Realistic Fiction	Historical Fiction					
Traditional Fiction	Nonfiction	Poetry					
<h3>AUTHOR'S PURPOSE</h3> <table border="1"><tr><td>Persuade</td><td>Inform</td><td>Entertain</td></tr></table>	Persuade	Inform	Entertain	<h3>MY RECOMMENDATION</h3> <p>I would recommend this book to:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
Persuade	Inform	Entertain					
<h3>3 WORDS THAT BEST DESCRIBE THIS BOOK</h3> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>IDEAS: imaginative surprising educational touching serious interesting silly scary funny sad exciting suspenseful informative</p>							
NAME:		DATE:					



Rising 3rd-4th Grade Book Report Continued

# LETTER TO THE AUTHOR

Dear \_\_\_\_\_,

I just finished reading your book, \_\_\_\_\_.

I thought the book was very \_\_\_\_\_. When I first  
started reading, I thought \_\_\_\_\_  
but then \_\_\_\_\_.

Your book reminded me of \_\_\_\_\_  
\_\_\_\_\_. I can tell you wanted me to think about  
\_\_\_\_\_.

I thought the most interesting part was \_\_\_\_\_  
\_\_\_\_\_.

It reminded me of \_\_\_\_\_  
\_\_\_\_\_. I kept wondering why  
\_\_\_\_\_.

If you write another book like this one, I predict \_\_\_\_\_  
\_\_\_\_\_ and I hope that  
\_\_\_\_\_.

Sincerely,



## Rising 5th Grade Book Report

1. Please choose ONE chapter book from the list below that you have not read before.

☐

The Lemonade War by Jacqueline Davies (Level 4.1 - AR Points - 4)

☐

Out of My Mind by Sharon M. Draper (Level 4.3 - AR Points - 8)

☐

Shiloh by Phyllis Reynolds Naylor (Level 4.4 - AR Points - 4)

☐

A Wrinkle in Time by Madeleine L'Engle (Level 4.7 - AR Points 7)

☐

James and the Giant Peach by Roald Dahl (Level 4.8 - AR Points - 4)

☐

Tuck Everlasting by Natalie Babbitt (Level 5.0 - AR Points - 4)

You will be able to take an AR test on this book when you return to school.

*\*Please continue to the next page for your "after reading" activity choices.\**



After reading:

- Choose **one** activity from the two provided tasks below
  - Read each task and the criteria for each project.
  - Circle or highlight your choice below.
  - Please remember to check for spelling, punctuation, grammar, and capitalization.

### **Task #1 - Comic Book Report**

Design a comic strip illustrating a major scene in the book.

Comic strips must be detailed, colorful, and neat.

Your comic strip should include:

- ☐ A description of your chosen scene.
- ☐ At least one detail about why this was your favorite scene.
- ☐ Explanation of why this scene was so important.
- ☐ One quote from the book, from/or about an event or character, include the page number of the quote.
- ☐ Write a summary of the scene you chose for the comic strip.
- ☐ Use the attached paper for both the comic strip and the summary page.

### **Task #2 - Cereal Box Report**

Design a cereal box.

Cereal box must be detailed, colorful, and neat.

Your cereal box report should include:

- ☐ Follow all the steps on the attached Student Guide page.
- ☐ Include the title, author, summary, setting, and characters.
- ☐ Eye-catching and neat appearance to draw in a potential reader. This should encourage someone to read the novel.
- ☐ Completed on construction paper or white computer paper.
- ☐ Include color and neat handwriting.



Name: \_\_\_\_\_ Book: \_\_\_\_\_ Due Date: \_\_\_\_\_

# Comic Book Report

Your assignment is to write and illustrate a comic related to the book you just read. The comic should cover a major scene or turning point in the story. Use the space below to plan your comic!


**Don't Forget!**

Your comic must be colorful and creatively designed. Make sure to do your best work and have fun with it!



Name: \_\_\_\_\_ Book Title: \_\_\_\_\_

# Comic Book Report

One paragraph summary of the book: \_\_\_\_\_

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Main Characters:

Description:

_____	_____
_____	_____
_____	_____

Setting: \_\_\_\_\_

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# Cereal Box Book Report

## STUDENT GUIDE

Have you read a great book lately? Do you like cereal? Are you ready to create the world's most interesting book report? It's time for Cereal Box Book Reports! Using an empty cereal box, create your report following these directions:



**Entire Box:** Cover the entire box with a large sheet of white or light-colored paper. Neatly wrapping it like a present is a good approach.

**Front of Box:** Think of a name for your new cereal that is closely related to your book. For example, for the book The Lightning Thief, you could name your cereal "Lightning-O's." Design the front of your box to be colorful and attractive. It should show what the cereal looks like and should also include a picture of a related prize. For "Lightning-O's," the prize might be a pen in the shape of a lightning bolt.

**Back of Box:** Every fun box of cereal has a game or puzzle on the back! Your cereal also needs one. Design and include a puzzle, word scramble, maze, crossword, or any other fun activity on the back of your box. Make sure it completely relates to your book.

**Right Side:** Neatly write a summary on the sheet provided. Cut and glue onto the right side of the box. Add some color, if you would like!

**Left Side:** All cereal boxes have a list of ingredients. Great books also have necessary ingredients, including a setting and main characters. Complete the Ingredients panel on the provided sheet. Cut and glue onto the left side of the box.

**Top of Box:** Fill out the information on the provided sheet. Would you rate your book as a 1-star (pretty awful) or a 5-star (the best you've ever read) story? Color in the appropriate number of stars. Cut and paste this panel onto the top of your box.



Top of Box: Fill out, cut, and paste to the top of your cereal box.

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

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

# of Pages: \_\_\_\_\_ Rating:



Right Side of Box: Write a summary that describes only the main events, including the problem and solution, of the book. Remember to use descriptive words that make the reader want to know more! Then cut and paste to the right side of your cereal box.

Summary: \_\_\_\_\_

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## Ingredients

### Setting:

[illegible]

### Main Characters:

[illegible]

Left Side of Box: Fill out, cut, and paste to the left side of your cereal box.

**SETTING:** The setting describes not only where, but also when the story takes place. Did it take place long ago, in the present days, or far into the future? If it took place in 2 different places, such as the forest and a cottage, describe both.

**MAIN CHARACTERS:** List only the main characters, along with a description of each.

For example, if you were describing Goldilocks, you might write:

Goldilocks: She is a young girl who is very curious and feels she has to explore strange houses with unlocked doors.