

Home Reading Program

2015 – 2016

Grade 5

Mme Zbrog

Room 49



Name: _____

Home Reading Program 2015-2016

Purpose

Studies show that reading is one of the most important factors of academic success. The more you read, the more you learn. You will be asked to read throughout the week and record your own personal reading list in your Home Reading Log.

Reading List

You are asked to choose an appropriate item to read. You may choose novels, poetry, magazines, newspapers, comics, non-fiction books, articles on the computer or even recipe books if you wish. The important part is that you are reading and enjoying this experience.

Home Reading Documentation and Reflection – French only

Goal: 50 minutes of French reading at home every week.

Each time you read in French during the evening or on the weekend, you will record the name of the piece you are reading and the amount of time you spent reading. Be sure to have your parents sign/initial your Home Reading Log to verify your home reading time weekly. At the end of each week you will calculate the total amount of minutes read during the week on the space provided.

You are also asked to write a brief reflection of what you have read at home. You may choose to summarize what you have read, comment on something specific that was of interest to you, make a connection to your own life and experiences, etc... I want to hear what you thought about what you read. If you read more than one piece of literature, you do not need to write about all of them, you can choose to focus on one part that was of interest to you.

Every Monday you will hand in your Home Reading booklet and receive a new one for the week. If you have achieved the weekly goal of reading 50 minutes in French, you will fill out a ballot and have a chance to win a prize!

Home Reading Book Projects – English only

Reading in English is also very important. For ELA you will complete one book project of your choice each term based on a new book you have read.

Criteria for Assessment

The following is a list of criteria that may be used to assess your project:

Fulfillment of Assignment Requirements

- Assignment criteria for project is met as was listed or discussed with the teacher
- Project demonstrates effort and pride
- Work does not appear rushed

Demonstrates Understanding

- Shows understanding of the main idea of the book
- Explanation of key ideas
- Identifies scene/selection from book

Quality of Written Work

- Thoughtful
- Organized
- Detailed
- Word choice/voice

Conventions

- Spelling, grammar, punctuation, and capitalization

Quality of Creative Work

- Demonstrated effort
- Makes an impact
- Project delivered in a unique way

Home Reading Project Choices

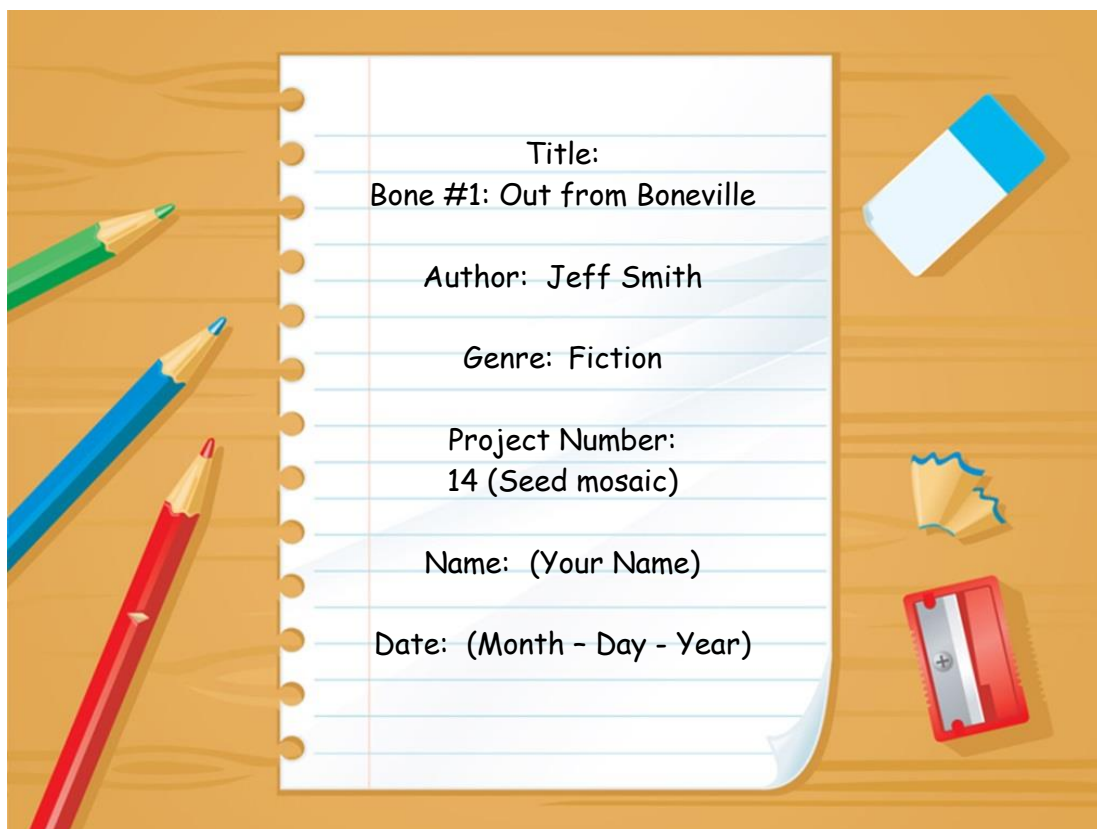
You may choose each option only once during the year and remember to include a **TITLE PAGE** (example given) with every project.

1. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. A written explanation of how this character fits into the book should accompany the sculpture. Written portion of the project needs to be a minimum of 10 sentences.
2. Construct a diorama (three-dimensional scene which includes models of people, buildings, plants and animals) of one of the main events of the book. Include a written description (minimum 10 sentences) of the scene and its importance to the book.
3. Create a mini-comic book relaying a chapter of the book you have read. Using 8 $\frac{1}{2}$ " x 11" paper there must be a minimum of 4 pages with 4 pictures per page. Each picture must be fully coloured.
4. Make 2 posters about the book using two or more of the following media: paint, crayons, chalk, paper, or ink. Each poster needs to include a descriptive paragraph explaining why the picture is important to the book.
5. Design a book jacket for the book. Be sure to include things such as the author, title, ISBN number, write-up on the back, spine and the publisher. Ensure that the write-up on the back is your version and not the author's synopsis, and that the picture on the front is also your own version and not a duplicate of the cover of the actual book. Please hand in your book along with your project.
6. Complete a collage/poster showing 5 pictures or 5 3-D items that relate to the book, and then write 3-5 sentences beside each picture or item to illustrate its significance to the novel. This should be done on a piece of poster board.
7. Send a postcard from one of the characters in the novel to another person. Please see your teacher for the paper to construct your postcard on. Draw a picture on one side; write a **detailed message** on the other. The message should give an idea of what the book was about. The message should be 10 sentences, and the picture should be fully coloured.
8. Make a game board based on your book. You may want to use problems from the book as ways to get ahead or to be put back. The squares on your game board should give clues as to what the book is about without actually having to read the book. Include a list of instructions. Use your imagination and be creative!

9. Make a scale model of an important object out of plaster of paris or paper maché. Write a descriptive paragraph (minimum 10 sentences) of the object's significance to the story.
10. Make a seed mosaic picture of your favourite part of the book. Include a short paragraph (minimum 10 sentences) explaining the significance of the mosaic.
11. Write a biographical sketch (minimum 10 sentences) of one character from the novel. Fill in what you don't find in the book using your own imagination. Include a fully coloured picture of your character on 8 ½ x 11 paper.
12. Rewrite the story as a picture book. Use simple vocabulary so that younger students may enjoy it. (Minimum of 5 pages using 8 ½ x 11" paper) Each picture should be fully coloured, and there should be 3-5 sentences per page.
13. On a large paper, create a Venn diagram comparing your environment (people, location, lifestyle etc.) to the environment (people, location, lifestyle etc.) in the book. Include all information possible. A minimum of 10 comparisons need to be included and explained.
14. Make a life-sized stand-up character of one of the people in the book. On the back list and describe 10 the characteristics of that person in complete sentences.
15. Your choice....but this idea needs to be presented and approved by Mme at least two weeks before the due date!

TITLE PAGE EXAMPLE

A Title Page needs to be handed in with every Home Reading Project!



Home Reading Project – Sample Rubric

Name – _____ Project # _____ - _____

4	Very good to excellent understanding and application of concepts and skills.
3	Good understanding and application of concepts and skills.
2	Basic understanding and application of concepts and skills.
1	Limited understanding and application of concepts and skills.

** Assessment is based on the criteria outlined in the Home Reading Logbook as well as any verbal instructions given. **

SELF TEACHER

Demonstrates an understanding

- Key idea(s) of the book explained and/or identifies specific scene(s)

Quality of written work

- Organized, detailed, thoughtful, word choice, voice

Conventions

- Spelling, grammar, punctuation, Capitalization

Quality of creative work (if applicable)

- Demonstrates effort, makes an impact, delivered in a unique way

I am really proud of:

Something I could have improved on:
