



## 6<sup>th</sup> grade

### I. Fiction: *The Lion, the Witch, and the Wardrobe*

See attached letter and instruction diagrams.

### II. Non-fiction: Choose *one* of the following novels and complete the (attached) nonfiction form.

A) ***Ain't Nothing But a Man: My Quest to Find the Real John Henry* by Scott Reynolds Nelson** tries to dig beneath the surface and reexamines old documents and ideas to determine if the current thinking on who John Henry was, is based more on legend than on reality. Could the real John Henry have actually been in prison and part of a work gang hired out to work for the railroad company? And if so, how did he die? Was it really right after winning against the machine? Looking at the many songs that were written about this man, the author is able to uncover some possible truths about who John Henry really was, and what happened to him.

B) ***The Boy Who Harnessed the Wind* by William Kamkwamb and Bryan Mealer** is a discussion of what life is like living through a famine and the sacrifices that are made. This is a great look at the will of the human spirit to find a way toward fulfilling a dream. When William got discouraged, he never lost sight of his vision – to bring electricity to his home in Malawi, Africa and to eventually build a windmill that would bring water up from the ground.

C) ***Three Wishes: Palestinian and Israeli Children Speak* by Deborah Ellis** Deborah Ellis's enormously popular *Breadwinner* trilogy recounted the experiences of children living in Afghanistan; now Ellis turns her attention to the young people of the Israeli-Palestinian conflict. After visiting the region to conduct interviews, she presents their stories here — in their own words. Twelve-year-old Nora, eleven-year-old Mohammad, and many others speak directly about their lives — which prove to be both ordinary and extraordinary: They argue with their siblings. They hate spinach. They have wishes for the future. Yet they have also seen their homes destroyed and families killed, and live amidst constant upheaval and violence.

## Nonfiction Book Report

Title: \_\_\_\_\_

Author's Name(s): \_\_\_\_\_

Publisher: \_\_\_\_\_

Place and date of publication: \_\_\_\_\_

In complete sentences, explain eight facts that you learned from the book.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Describe at least two strengths & weaknesses of the book (overall). Tell reasons why you liked the book and give areas for change (things you didn't like).

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

How is the title related to the content of the book?

\_\_\_\_\_

\_\_\_\_\_

Does the book seem to be completely factual, or do you suspect that some fiction (not real) material has been included? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What three questions would you ask the author(s) if you could meet him/her?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What kinds of illustrations or cover art is used in your book? How did they help you to understand the book? If there were no illustrations, do you think they should be added? Why or why not?

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List and define 5 new words you learned from this book. Use each in a sentence.

1. \_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_

Dear Parents,

I hope you and your child are already enjoying the summer break. This year's kickoff novel, The Lion, the Witch, and the Wardrobe by C.S. Lewis, is our fiction reading project. I hope the following notes help you get a clearer picture of my requirements for the language arts summer work.

The basis of this project is to see that the student has read and understood the book. The way I'm going about getting this information will yield those results, but—hopefully—in a more fun way than the traditional book report. As you can see by the template, the normal “information-gathering” content is there: title, author, setting, main characters, etc.; however, I'm asking the kids to present the facts in a more eye-friendly and creative fashion.

Students should use 11x14 paper or a half sheet of poster board to “build” the wardrobe. The finished product should look like a wardrobe on the outside (with “doors” opening up to reveal the contents). The students are to write the title across these doors, as well as making them look like a wardrobe. This can be through drawing doors and coloring them (using markers/colored pencils) or using construction paper, pipe cleaners, popsicle sticks, etc., to create a “furniture” look.

On the inside, I've sketched out where each bit of information should be included. Think of this as a brochure...with the outside flaps being the inside of those opened “doors”. Students may write on the actual paper (or poster board) or they may type out the facts and glue them in the appropriate sections. The sentence requirements and other specifications should be noted on the template.

The previous years' projects have been really impressive and I'm sure this year's students will do a great job too. Once the school year gets rolling, I'd love for you to come down the hallway to see the many interpretations of this project. It's amazing to see how (creatively) different each students' work turns out...they're all reading the same novel and commenting on the same areas, but each one is unique. \*\*Regarding this, I encourage you to step back and allow your child's work to shine. While some of you may be expert scrapbookers or educated architects, I would really like to see your child's own work—even if it's not as “pretty” as you'd like it to be. Grades will not improve simply because it looks better or has bigger words. \*\*

I hope this has been helpful, and if you have any other questions, please don't hesitate to email me directly ([hooperk@employees.nashvillechristian.org](mailto:hooperk@employees.nashvillechristian.org)). Enjoy your summer and I'll see you in August!

Sincerely,

Kristen Hooper

*Outside of wardrobe*

(title)

*The Lion, the Witch,  
and the Wardrobe*

(Door)

(Door)

Student's name

*(inside flap)*

*Author:*

**Lucy, Peter,  
Edmund, and Susan**

*(inside flap)*

*Setting:*

*\*give a strength and  
weakness for each.*

*Time Period:*

*\*use details from the  
story to prove  
statement(s)*

**Aslan**

*Summary: 5-10  
sentences*

*Illustration*

*Three adjectives to  
describe*

Students, please remember that a summary should not contain details of the novel—just an overview of theme. Think of this as the back of the book jacket. You may even wish to not include the ending so as to leave the 'reader' guessing (although I should be able to tell you read the book!).

<b>Purpose of Mr. and Mrs. Beaver</b>	<b>Purpose of Father Christmas</b>
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**The White Witch**

*Illustration*

*Three adjectives to  
describe*

