



Grade 4 Summer Reading Assignment

Now more than ever, it is important for students to keep reading and writing over the summer! Please use the assignments below to give your student continued practice and to prepare them for new learning in the fall.

Assignment:

- Read the 3 selected novels. These novels are all available on-line. See the directions enclosed for how to get to books.
- Complete 1-2 written assignments for each novel. There are specific assignments for each book. See below.
- All work should be turned in at the beginning of the year and WILL be graded for completion.

Character Study: *Like Pickle Juice on a Cookie* by Julie Sternberg

When eight-year-old Eleanor's beloved babysitter Bibi moves away to care for her ailing father, Eleanor must spend the summer adjusting to a new babysitter while mourning the loss of her old one.

Plot and Setting Study: *Diary of a Wimpy Kid: Wrecking Ball* by Jeff Kinney

When Greg Heffley's family unexpectedly inherits a lot of money, they finally have a chance to renovate their house—but home improvement is a lot more involved than any of them thought. Walls come down to reveal rot, mold, terrible critters, and something perhaps even worse, and in the end the Heffley family may decide to just move out of town instead.

Vocabulary Study: *Museum Mysteries Case of the Missing Museum Archives* By Steve Brezenoff

When the plans for the prototype of a failed flying machine go missing from the Air and Space Museum's archives, Amal's father, the assistant archivist, is blamed. No one suspects a crime has been committed — except Amal and her friends. With her father's job on the line, it's up to them to track down the missing plans. Can Amal and her friends get to the bottom of the museum mystery before it's too late?

Book Title: *Like Pickle Juice on a Cookie*

Author: Julie Sternberg

CHARACTER ACTIVITY 1 (GRADES 4-8): Use this chart to help you keep track of 5 characters in the novel. One row for one character.

Character Name	Physical features <i>What do they look like?</i>	Character trait <i>How do they act?</i>	Evidence of traits <i>Add details and quotes from the text, with page #s</i>	Relationship to other characters <i>Friend? Family? Enemy? Classmate?</i>	Important events this character is involved in, with chapter
EXAMPLE: Big Bad Wolf	Hairy- brown and grey, very big teeth, wide eyes	Cunning and tricky	Wolf tries to trick the pig into letting him in. The wolf says, "I'm a poor little pig with no place to sleep. Please open the door and let me in." (page 1)	Trying to eat the 3 pigs	Chapter 1, Wolf tries to get into 1st pig house and blows it down Chapter 2, Wolf blows down 2nd house Chapter 3, Wolf can't get into last house, so goes down chimney
Eleanor	Hair band, shorts, sneakers, star shirt.	Negative, sad, mad.	Eleanor did not want her babysitter bibi, to leave she was so heartbroken, because bibi was leaving. Eleanor said, she cant move! I grew up with her.	Trying to tell bibi not to move away.	
Bibi					

Character Name	Physical features <i>What do they look like?</i>	Character trait <i>How do they act?</i>	Evidence of traits <i>Add details and quotes from the text, with page #s</i>	Relationship to other characters <i>Friend? Family? Enemy? Classmate?</i>	Important events this character is involved in, with chapter
Pearl	Short hair, one clip in her hair, striped shirt, sneakers.	Nice, friendly,		FRIEND	
Natalie	She has a ponytail. And some jeans, and her purse.	Nice kind, nervous,	Eleanor was being mean to natalie, she said, DON'T call me elli because bibi calls me elli. And she said, I won't.	BABYSITTER	
Val	Black hair. Shorts sneakers, headband and some glasses.	Nice nervous mailman.	She asks where apartment 2G, and says sorry there was no letter from bibi.	MAILMAN	

CHARACTER ACTIVITY 2 (GRADES 4-8): Writing about reading

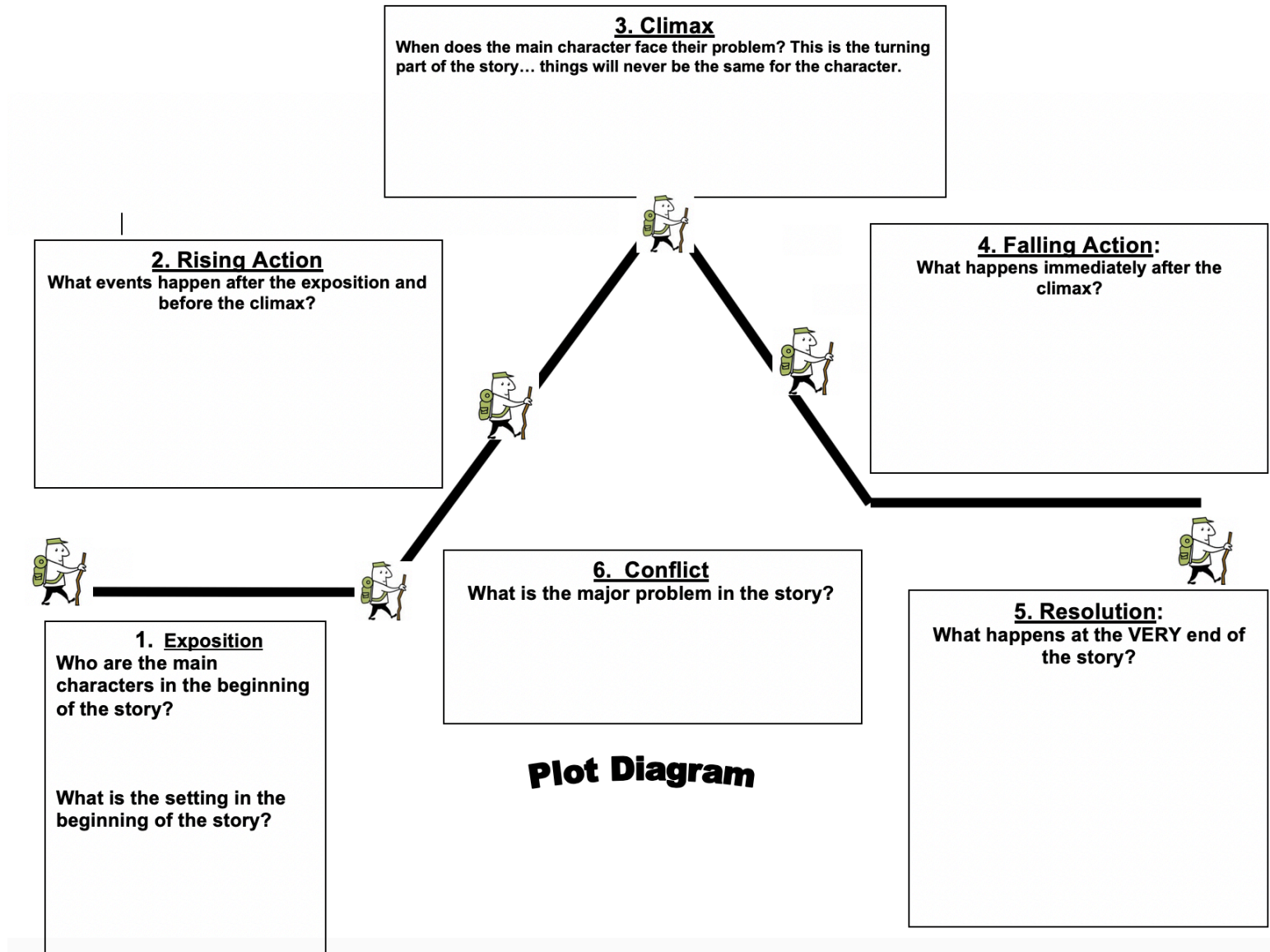
Select one character from the book and write a 5 paragraph essay about how they’ve changed and what they’ve learned over the course of the book. Describe 3 lessons the main character learned throughout the course of the book and tell how they changed them. Make sure to use examples from the book to show what lessons they learned. What event or which characters helped them to learn and grow? Each paragraph should have at least one quote from the book. Use the below table to help you plan your essay. Write on lined paper or type your essay in a Google doc.

Character I’m writing about: _____

Lessons they learned

Lesson 1:	How character changed: Eleanor changed because she was being mean to natalie.	Example: She said, DON'T call me elli only bibi calls me that.
Lesson 2:	How character changed: Natalie changed because she was nervous at first and now she's not.	Example: She was shy but now she’s not.
Lesson 3:	How character changed:	Example:

PLOT & SETTING ACTIVITY 1 (GRADES 3-5): Complete this **Story Map**. Write your answers in the space below OR on a piece of paper.



PLOT & SETTING ACTIVITY 2 (GRADES 3-8): Visualize a Scene! Choose ONE of your favorite scenes from *Diary of a Wimpy Kid: Wrecking Ball*. Make sure the setting (time of day/night, year, geographical place, specific location, mood), characters and events are described so well, you can really picture them & see them in your mind.

Write a quote from this scene from the book here. Put the page # at the end. This will be the “caption” to your drawing below.

I liked this book because it was like pickle juice on a cookie. *I was funny, and she told us about her life.* I love this book.

Then, in the space below or on another piece of paper, draw the scene as best you can. Include all of the details you can find from the book. Make this drawing so specific that someone who hasn’t read the book can picture the scene, too! Pay special attention to the setting. (But don’t stress about drawing perfectly!) You can use pencils, colored pencils, paints, etc.

Book Title: *Case of the Missing Museum Archives (Museum Mysteries)*

Author: Steve Brezenoff

VOCAB AND FIGURATIVE LANGUAGE ACTIVITY 1: (GRADES 3-8): Use this chart to look for words or phrases that you don’t know in your books. Use the strategies below to figure out the meaning of tricky words and phrases!

1. Type in a word or phrase from your book that you do not know the meaning of.
2. Type what you think it means.
3. Retype the sentence in your book where you came across that word, but replace it with your word. Check that it makes sense.

Strategy for Figuring Out New Vocabulary: Remember to **stop and notice** new words and phrases, **picture** what is happening in the story, **replace** with a synonym and **check** that your story still makes sense

Word or Phrase I Don’t Know	What I Think It Means	Sentence Check
Example phrase: “My heart sang”	I was happy	I was happy as I walked to school with all of the kids on my gramma’s block
Example word: “wander”	Move around without much direction	Violet says, “Does that mean you like to move around without much direction?” And Bibi says, “to travel.”
“That’s nuts!”		

Desperate		
Stealth		
“I can’t quite put my finger on it”		

Name: _____

Grade in 2020-2021: _____

Book Title: *Case of the Missing Museum Archives (Museum Mysteries)*

Author: Steve Brezenoff

VOCAB AND FIGURATIVE LANGUAGE ACTIVITY 2: (GRADES 3-8): Use **this chart** to look for places where the author uses similes, metaphors or imagery and write what you think it means.

Figurative Language	What It Means
<i>“The sun was a perfect round beach ball.”</i>	<i>In this part, Quamir is walking outside and the sun is round and orange like a beach ball.</i>
	<i>In this part,</i>
	<i>In this part,</i>
	<i>In this part,</i>
	<i>In this part,</i>

