

# Summer Reading Choice Board



Grades 3 - 5

## Instructions

- 🎯 Please read two books from the Elementary Summer Reading List correlated to your specific grade level.
- 🎯 Complete two choice board activities per week in a designated Summer Reading Notebook/Journal (Please include the date and title of the choice board activity).
- 🎯 Bring the completed the Summer Reading Notebook to your school upon re-entry.

# Summer Reading Choice Board

## Grades 3-5 (Nonfiction)



**Directions - You are required to read daily and complete 2 choice board activities weekly based on the book you read. This will help you set a purpose for reading. Please use helpful anchor charts or graphic organizers to complete assignments.**

### Compare and Contrast

Select two characters from the text. Create a [Venn Diagram](#) to [compare & contrast](#) details, traits and actions describing the two characters.



### Sequence of Events

Create a timeline of five events that occurred in the text. Be sure you put the events in order from oldest-newest. Use this [timeline template](#).



### Questioning

Congratulations! You have been hired as a teacher. Teachers are curious and ask many questions about the text. As you read, create four questions you have about the topic. Research the topic to answer the [Questions](#).



### Inference

List three [inferences](#) you made. The author didn't state the information directly, but you knew based on background knowledge. Your background knowledge could include others texts you have read, movies and shows you have seen about the topic.



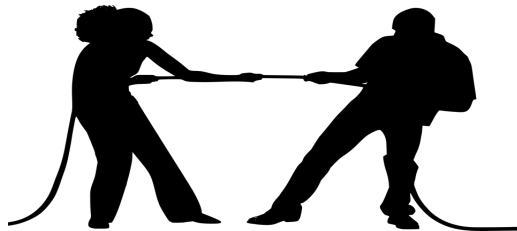
### Fact and Opinion

Facts are information that the author provides that can be proven. Write three [facts](#) you learned from the text. Write two [opinions](#) about topic of the text. What are the differences between a fact and an opinion?



### Conflict

Identify a problem in your book. How could this problem have been avoided?



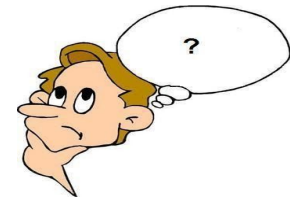
### Main Idea

What was the text all about? After reading the text, write the [main idea](#) from the text. Provide two main ideas from this text. Support each main idea with a key detail.



### What Do You Think?

Write a letter to the author stating your [opinion](#) on the topic. Support your response with [information](#) from the text.



### Summarization

Summarize the story in one paragraph.



### Author's Purpose

Texts are written for a reason. Authors may want to inform, entertain, or persuade the audience. What is the **author's purpose** for writing the book and how do you know? Provide evidence from the text to support your response. "The author's purpose is to....I know this because...."

### Vocabulary

Good readers build their vocabulary by being exposed to unfamiliar words in a text. As you read your book, write 6 unfamiliar words. Complete a Frayer Model for each word.



### Text Feature Hunt

Go on a text feature hunt! Open your book and look for two different features of your text. Write down what the feature was and the information you learned from the text features?



### Problem/Solution

Readers encounter problems and solutions throughout a text. Write the **problem and solution** of the story.



### Creativity

Create another title for this story. Cite evidence from this text to support the new title.



### Create a Movie Poster

Hollywood has decided to produce a movie based on the topic of the text. Draw a picture and include the title, author and facts that will be shown throughout the movie.



### "Everyone's a Critic"

A reader's **opinion** of the text is very powerful. Other students may decide to read the text based on what others' say about the book.

Would you recommend this book? Why or why not?





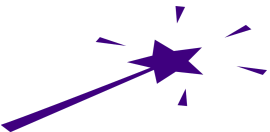




# Summer Reading Choice Board

## Grades 3-5 (Fiction)



**Directions - You are required to read daily and complete 2 choice board activities weekly based on the book you read. This will help you set a purpose for reading. Click on the bold BLUE links for helpful anchor charts or graphic organizers.**

<p><u>Compare and Contrast</u> Select two characters from the text. Create a <u>Venn Diagram</u> to <u>compare &amp; contrast</u> details, traits and actions describing the two characters.</p> 	<p><u>Sequence of Events</u> Create a timeline of eight events that occurred in the text. Be sure you put the events in order from oldest-newest. Use this <u>timeline template</u>.</p> 	<p><u>Questioning</u> Congratulations! You have been hired as a teacher. Teachers are curious and ask many questions about the text. Your first project is to create 4 <u>questions</u> you would ask the author about the text.</p> 	<p><u>Making Connections</u> Make two connections between the events of the book and other people, places, or events in school, the community, or your own life. Use this link forview an anchor chart labeled, "<u>Making connections.</u>".</p> 
<p><u>Alternate Ending</u> How would the ending of the story have changed if the problem had not been resolved?</p> 	<p><u>Setting</u> The setting describes where and when the story takes place. Describe the <u>setting</u> of the story by drawing a picture and writing two sentences.</p> 	<p><u>Main Idea</u> What was the text all about? After reading the text , write 2 <u>main ideas</u> from the text. Provide three details supporting each main idea.</p> 	<p><u>Author's Purpose</u> Texts are written for a reason. Authors may want to inform, entertain, or persuade the audience. What was the <u>author's purpose</u> for writing this text? Provide evidence from the text to support your response.</p>

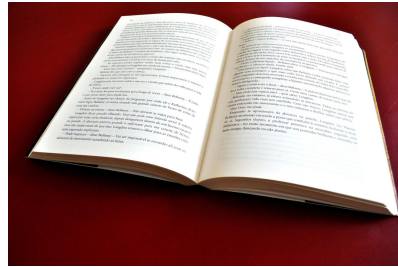
### Creativity

Design a new cover for the text based on your favorite part. The cover must include a new title, the author's name and a drawing of your favorite part.



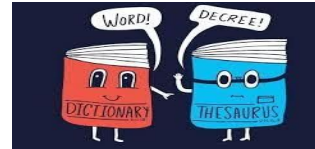
### Create

Write the first paragraph in chapter one of the SEQUEL to this book.



### Vocabulary

Good readers build their vocabulary by being exposed to unfamiliar words in a text. As you read your book, write 6 unfamiliar words. Complete a Fray Model for each word.



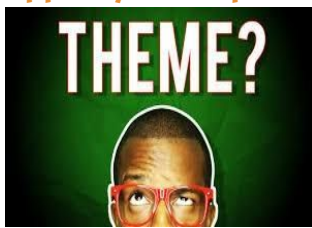
### Point Of View

Rewrite an important scene from the story from a different character's point of view. Think about how the other character would react to the events and situation.



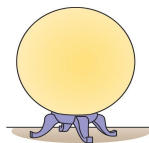
### Theme

What is the universal lesson or theme of this text? Provide evidence from this text to support your response.



### Prediction

What do you think will happen next? Create the page that would be after the last page. Include a drawing and two-three sentences.



### Problem/Solution

Readers encounter problems and solutions throughout a text. Write four problems in the text and how they were solved.



### "Everyone's a Critic"

A reader's opinion of the text is very powerful. Other students may decide to read the text based on what someone says about the book. Would you recommend this book? Why or why not?

