

Read Across Utah

In 4th grade, we read and learn about our great state of Utah. To help reinforce the locations of each Utah county, and to broaden the students' reading background, we will be taking a "trip" across Utah. For this trip, the students will be required to read books from a variety of genres and complete a corresponding activity/project. *Please note: These are not reports about the counties themselves!* Each genre represents a different county located within Utah. Once the activity/project has been completed, the student will receive a stamp in his/her "passport" for "visiting" the county. Each book needs to be at or a little above your child's reading level to help him/her progress in his/her reading skills. The books may be read at school and at home. We will spend some time working on the projects in class, but they will mostly need to be completed at home. Projects may not be done on class novels.

. Four counties will be earned by 400 reading minutes in a month (four different months) and one county will be 500 minutes. Students who complete 20 counties by the end of the year will be able to attend the RAU celebration, (29 counties earns them a special prize at the celebration) so they should keep up on those reading minutes☺. I check for these by signatures in their planners. I am only requiring three projects and one 400 min. reading month per quarter for their report card grade. So in order to earn the reward, they need to be self-motivated to complete more than the requirement. I am including a list of all the genres and projects. The students do not need to go in order. They can pick and choose according to their interests.

*In order to receive credit, all work should be completed neatly, showing thought and effort! Remember to always use complete sentences; all pictures must be colored.

Here are the counties and their correlated projects:

- * Beaver - Nonfiction: Make a list of at least 10 facts that you learned. Please number each fact clearly.
- * Box Elder - Biography: Create a timeline of important events from the person's life (you must include birth and death dates, as well as at least 8 other events); OR complete a "Bio-poem" on the main character (see teacher or class website for copies).a
- * Cache - Realistic Fiction: Draw 6 events from the story in the order they happened, and include a sentence that explains each picture; OR create a character mobile with drawings of main/important characters and a description of why that character is important on the back.
- * Carbon - Fantasy: Design a new book cover or board game based on the book. Book cover must include book title and author with a picture on the front, and a short summary (don't give away the ending!) on back. Game Board must include directions; a minimum of 5 spaces on the board must contain facts from the book to help us move forward or backward.
- * Daggett - Historical Fiction: "Dear Diary". Create a diary or journal entry that could have been written by a character in the book. The entry should share details from events in the book. Remember that a character's thoughts and feelings are important in a diary/journal!
- * Davis - Sports: Design a trading card based on the main character (include a picture and facts); OR draw a picture of the sport and explain how the sport is played.
- * Duchesne - Animal Stories: Read a fictional chapter book with an animal as the main character. Draw the main animal character from the story and give information about it.
- * Emery and Garfield - Series Books: Read two books (counts for 2 counties) from the same series. Describe a character found in both books in exactly 64 words (you may need to revise your sentences so that they make sense and your last sentence does not get cut off!).

* Grand and Iron - Same Author: Read two books (counts for 2 counties) by the same author and compare/contrast the books using a Venn Diagram.

* Juab - Mystery: Make up a 6-question quiz related to the book...who, what, where, when, why and how. Include answers. *Questions should require thought, and answers should show knowledge of the book.

* Kane - Fiction - Classics: Choose 10 vocabulary words you were not familiar with before reading the book; write the word, definition, and use the word in your own sentence.

* Millard - Poetry: Read a book of poetry, then choose a poem with a minimum of 10 lines to memorize. Copy the poem onto a piece of paper; below the poem, explain what you liked about the poem and why you chose it. Be ready to recite the poem to the teacher (or class, if you want!).

* Morgan - Fairy Tale/Tall Tale/Folk Tale: Create a paper doll or puppet based on a main character. Explain why this character was important to the story.

* Piute - Adventure: Pretend you are a reporter writing about the adventure that took place in your book, and write a newspaper article based on the book; OR make a map showing where the story takes place, including important sites.

* Rich - Picture Books: Read 4 picture books. Rank them in the order you liked them (1st, 2nd, 3rd, and 4th), and write 3-5 sentences for each book explaining your ranking choice.

* Salt Lake - Award Winner/Nominee (Caldecott, Newbery, etc.): "Reading Rainbow Review"- Prepare a short 2-minute oral presentation in which you will share information to the class about the characters/plot (don't give away the ending!). At the end of your presentation, give a thumbs-up or thumbs-down review (would you recommend others read it? Why/why not).

- * San Juan - Fiction- Early Western America: Write a letter, using proper format, to a character in the book. You can include questions you would ask the character if he/she were alive, or just share your reaction to the events in the book.
- * Sanpete- Any Fiction Novel: Create a new ending! First write a short summary of the book and include how it ended. Then in a new paragraph, make up your own ending!
- * Sevier - Magazine: Read a magazine you like from cover to cover. Write a $\frac{1}{2}$ page (approximately 15 lines) telling about something interesting you read or something you learned.
- * Summit - Graphic Novel: Use the teacher provided template to design your own summary of the book, in graphic novel form (includes pictures and words).
- * Tooele - Choose your own book and project! You must okay the project with me, first.
- * Uintah - Humor: Develop a word game using vocabulary words, names, places, etc., from the book (ex. word search, crossword, or acrostic using book title or character name). You must complete/show answers to the puzzle. (You may use a website such as www.puzzlemaker.com.)
- * Utah - Read at home: Read at least 400 minutes in one month (this would be your daily 20 minutes!). Record reading minutes in the student Planner.
- * Wasatch - Read at home: Read at least 400 minutes in one month (this would be your daily 20 minutes!). Record reading minutes in the student Planner.
- * Washington - Read at home: Read at least 400 minutes in one month (this would be your daily 20 minutes!). Record reading minutes in the student Planner.

* Wayne - Read at home: Read at least 400 minutes in one month (this would be your daily 20 minutes!). Record reading minutes in the student Planner.

* Weber - Read at home: Read at least 500 minutes in one month (this would be your daily 20 minutes, plus weekends; or read 25 minutes daily). Record reading minutes in the student Planner.

**If you have any questions please e-mail me at: aglad@graniteschools.org