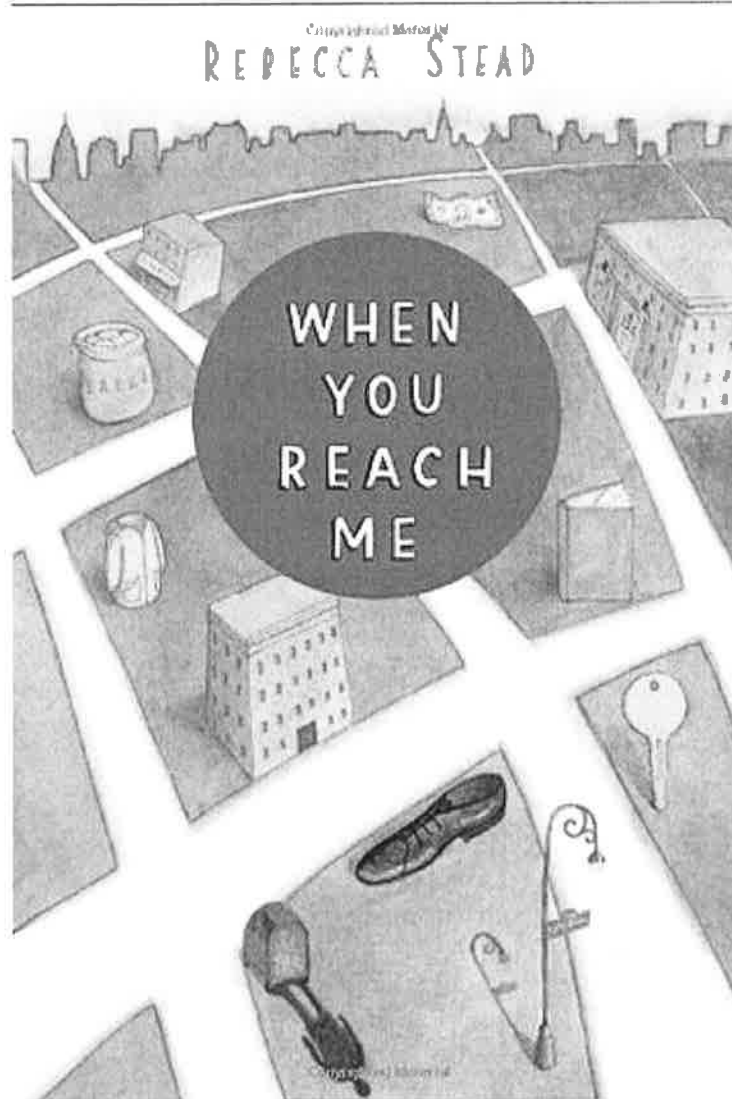


# Summer Reading for Mrs. Lauder's ELAW-6



Name \_\_\_\_\_

## The Importance of Summer Reading

"Educators consider summer reading very important in developing life-long reading habits, in maintaining literacy skills and in promoting reading for pleasure. Studies have repeatedly shown that children who continue to read during the summer months perform better when school resumes in the fall."

Jim Cornish, *Classroom Connect*, May 2003.

[http://www.stemnet.nf.ca/CITE/summer\\_reading.htm](http://www.stemnet.nf.ca/CITE/summer_reading.htm)

This packet will be handed in on our first day of class in the fall with the borrowed novel. It will become part of the first discussion of your sixth grade year. This packet will count as a book report for first quarter, and if well-done, will be worth 80 points.

The book is broken down into 55 very short chapters. Read the book following the suggested reading schedule below, since the questions in this packet are grouped accordingly. I expect you to read carefully and to complete the packet neatly, thoughtfully, and thoroughly. We will be working with the contents of the novel in August on our first days of class.

### Suggested Reading Schedule

Chapters 1-6 (pages 1-20)

Chapters 7-14 (pages 21-53)

Chapters 15-23 (pages 54-78)

Chapters 24-30 (pages 79-99)

Chapters 31-36 (pages 100-127)

Chapters 37-44 (pages 128-156)

Chapters 45-49 (pages 157-181)

Chapters 50-55 (pages 182-197)

## ***When You Reach Me*** by Rebecca Stead

*Four mysterious notes change Miranda's world forever.*

By sixth grade, Miranda and her best friend, Sal, know how to navigate their New York City neighborhood. They know where it's safe to go, and they know who to avoid. Like the crazy guy on the corner.

But things start to unravel. Sal gets punched by a new kid for what seems like no reason, and he shuts Miranda out of his life. The apartment key that Miranda's mom keeps hidden for emergencies is stolen. And then Miranda finds a mysterious note scrawled on a tiny slip of paper:

*I am coming to save your friend's life, and my own.*

*I ask two favors. First, you must write me a letter.*

The notes keep coming, and Miranda slowly realizes that whoever is leaving them knows things no one should know. Each message brings her closer to believing that only she can prevent a tragic death. Until the final note makes her think she's too late.

2010 *John Newbery* Medal

2010 *Boston Globe-Horn Book* Award for Fiction

A *New York Times* Notable Book for Children

A *New York Times* Bestseller

<http://www.rebeccasteadbooks.com/whenyoureachme.html>

*\*packet adapted from the JLG Reading Guide*

## Before You Read

**Directions:** Before you start the novel, read about the author of *When You Reach Me* and watch the two clips to familiarize yourself with *\$20,000 Pyramid*. Finally, complete the prediction chart below.



Like Miranda, the heroine of *When You Reach Me*, **Rebecca Stead** grew up in New York City and loved *A Wrinkle in Time* by Madeleine L'Engle. In addition, her mom was a contestant on *\$20,000 Pyramid*, and her sixth-grade friends worked with her in an after-school job at a deli. Stead drew much inspiration for the character Miranda from her own middle school years. Of her experiences during that time, she says the following:

*We all remember the landmarks of our growing-up years—one friend's basement, that store where they sold cherry ices in long plastic sleeves, the man at the hardware store who was in a bad mood no matter what. When we're young, these places and people seem uncomplicated. But over time, some [of us] learn to look more closely.*

*I grew up on the west side of Manhattan, and I have very strong memories of tipping into the years of independence—that jagged thrill of being in the city alone. My own landmarks—the grocery store, the homeless man on the corner, the kids hanging out in front of a garage—suddenly looked different to me. More complicated. More mysterious.*

*When You Reach Me takes place on my streets, as I remember them from the time in my life when I began to look harder, to wonder about things. Maybe that's why. I found myself drawn into a story where very few people turn out to be exactly who they seem, and nothing can be taken for granted.*

*When You Reach Me* makes many references to a popular quiz game show in the 1970s and 80s. Familiarize yourself with the two parts of this game by watching (also available on my webpage):

<https://www.youtube.com/watch?v=kSIWxg-WJQo>

<https://www.youtube.com/watch?v=vVCv5sXyeLk>

## Building Background and Making Predictions

Miranda's story about Sal and the mysterious note writer includes many references to her favorite book, *A Wrinkle in Time*, a real novel that won the Newbery Medal in 1963. Read a summary of this novel below. Then make predictions based on evidence from the text and/or from your prior knowledge or personal experience.

*A Wrinkle in Time* is about three children, Meg, Charles, and Calvin, who have strange encounters with three time-and-space travelers, Mrs. Whatsit, Mrs. Which, and Mrs. Who. These ladies bring news of Meg and Charles's missing father, a scientist. They say he is in grave danger and the children must save him. With the ladies' help, the children go to the planet Camazotz. There, Meg and Charles's father is held prisoner by an evil force called IT. Together the children must save him and themselves from falling under IT's power.

1. How might Miranda's story be similar to *A Wrinkle in Time*?

I predict...	Based on what evidence?
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## Chapter Titles

**Directions:** Notice the chapter titles in this book. Each one is unique. On the chart below, record each chapter title and write a description on why you think Stead chose that title (*hint: most of them are written like categories on \$20,000 Pyramid*). The first one is done for you.

Chapter Title	Significance of or Reason for the Title
1. "Things You Keep in a Box"	Miranda keeps the notes from her mysterious writer in the box under her bed
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3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	

Chapter Title	Significance of or Reason for the Title
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	
36.	
37.	

Chapter Title	Significance of or Reason for the Title
38.	
39.	
40.	
41.	
42.	
43.	
44.	
45.	
46.	
47.	
48.	
49.	
50.	
51.	
52.	
53.	
54.	
55.	

**Chapters 1-6:  
A Mystery Unfolds  
pages 1-20**

**Responding to the Story**

1. Reread pages 1–2. How do you think Miranda feels about the note writer? What makes you think this?

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2. Mom’s dream is to become a criminal defense lawyer. In what ways does she show she would be good at this job?

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3. Mom’s boyfriend Richard is like part of the family, but Mom won’t let him have a key to the apartment. Why do you think this is?

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4. Reread the paragraphs about Sal on page 17. What do we learn about Miranda through her memories of Sal?

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5. Miranda has two big conflicts, or problems, to resolve. What are they?

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6. How does Miranda feel about her mom’s invitation to be on *\$20,000 Pyramid*?

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7. Reread pages 16-18. What are things the laughing man does that make him seem crazy?

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## Analyzing the Writing: Drawing Conclusions



Part of the fun in reading a mystery is getting to play detective! A good detective looks for clues and draws conclusions based on the evidence he or she finds. Then the detective thinks about whether or not the conclusions lead to more questions. Finding answers to these questions brings the detective closer to solving the mystery.

Use the **Be a Detective!** worksheet on page 17 to record conclusions and evidence about the note writer in *When You Reach Me*. The first six chapters raise these questions about him or her:

- Who is the note writer?
- How does the note writer know Miranda?
- What story does the note writer want Miranda to tell?
- Where is the note writer now?

As you read, look for clues that help you answer these questions. In particular, pay close attention to what the note writer says and does and how Miranda reacts. Make notes about your observations and be sure to track new questions, too! See your worksheet for an example. (**Note:** You will use the **Be a Detective!** worksheet over the course of the entire novel.)



## Chapters 7-14: The Kid in the Green Army Jacket and Other Developments pages 21-53

### Responding to the Story

1. Sal stopped talking to Miranda on the same day he got punched by Marcus. Do you think the two events are related? Why or why not?

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2. Why does Marcus think Miranda is smart, even though she doesn't understand everything he says about time travel?

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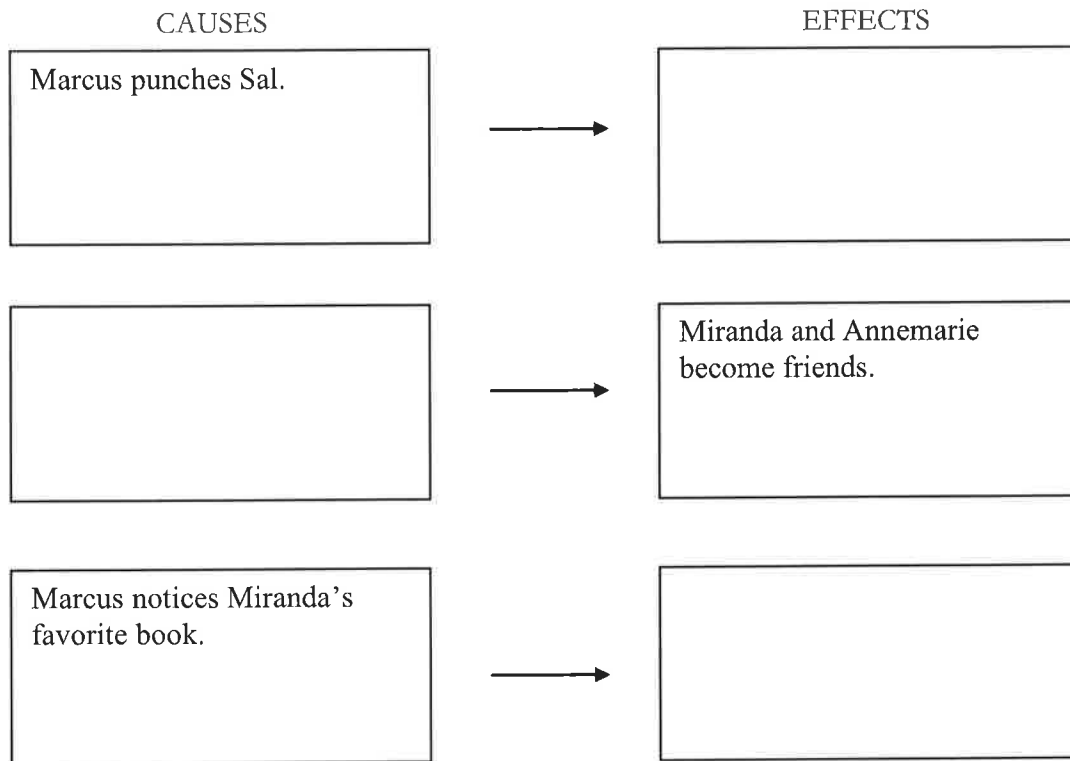
3. Complete the following table on what each action tells you about Marcus.

Marcus's Actions and Others' Reactions	What I Learned about Marcus
Marcus hits Sal for what seems like no reason. Then Marcus runs away.	
One of the boys in front of the garage yells at Marcus after he punches Sal. The boy seems puzzled by what Marcus did.	
When Miranda asks Marcus what time it is, he starts a conversation with her.	
Marcus can tell time by looking at the position of the sun.	
Miranda gets a strong feeling Marcus doesn't remember anything about her or Sal when she sees Marcus at school.	
Marcus tries to make Miranda understand his ideas about time travel.	

## Analyzing the Writing: Cause and Effect

When reading a story, it is important to note the causes and effects of important events. A **cause** leads to an event. It is the reason the event happens. An **effect** is what happens as a result of an action. Understanding how events are related will help you understand the story as a whole.

Complete the Cause-and-Effect chart below using information from pages 21–53 of *When You Reach Me*.



## Analyzing the Writing: Drawing Conclusions

Use the **Be a Detective!** worksheet to continue recording conclusions and evidence about the note writer. One question we have about the note writer is this: What story does the note writer want Miranda to tell?

On pages 21–24, Miranda tells the beginning of her story for the note writer. What happens during this story? What characters are involved? Think about this new evidence. Then record your conclusions and questions on the worksheet.

## Chapters 15-23: New Friendships and More Notes pages 54-78

### Responding to the Story

1. On page 54, Miranda says her mom would call Colin “attention-seeking.” How does Colin get attention, and what kinds of attention does he get?

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2. Reread pages 57-61. Why is it so puzzling that the note writer asked Miranda to mention her key in a letter?

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3. Reread pages 64-66. What does Miranda notice about her apartment during Annemarie’s visit? Why do you think she is noticing these things now?

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4. Why are Miranda and Julia at war? What is their war about?

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5. A **metaphor** is the comparison of two things that are unlike but similar in an important way. On page 71, the comparison of little distractions in life to a veil is an example of a metaphor. What does this metaphor help us understand about small things that distract us?

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### Analyzing the Writing: Drawing Conclusions

Think about all the new information on the note writer in these chapters. How are his or her actions confusing? What do you learn from the notes on pages 60 and 67–68? What does Miranda think about the note writer? How does this information help answer your questions?

Think also about this new question raised by the note on page 60: Whose life must the note writer save? Continue using the **Be a Detective!** worksheet to record your conclusions, evidence, and questions.

## Chapters 24-30: Mysteries Deepen and Friendships Grow pages 79-99

### Responding to the Story

1. In the novel, Mom seems to speak for the author about how people should treat others. How does Mom show caring towards people on pages 84-85?

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2. Reread pages 88-93. Do you think Miranda may have misjudged Julia? Who is really the meaner one in these chapters? Explain your answer.

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3. Pages 93-94 describe a memory Miranda has about Marcus and Sal. What does Miranda think she could have done to change future events?

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4. On pages 95-96, Annemarie admits to having epilepsy and needing a special diet. Why do you think she ignored her special diet while she was with Miranda and Colin?

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### Analyzing the Writing: Drawing Conclusions

More information about the note writer has come to light in these chapters. On pages 86–87, Miranda and her mom discover Richard’s shoes were stolen. Then on pages 97–99, Miranda tells about another message left by the note writer. How does this information help answer your questions? Continue using the **Be a Detective!** worksheet to record your ideas.

## Chapters 31-36: Theories, Proof, and Unexpected Reactions pages 100-127

### Responding to the Story

1. As you recall, a **metaphor** is the comparison of two unlike things. In the chapter “Things That Make No Sense” (100-106), Marcus and Julia use a number of metaphors to help them explain time travel to Miranda. What two things do Marcus and Julia compare to moments in time? How are these things like moments in time?

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2. On page 106, the laughing man turns and runs when he sees Marcus. Then Marcus says this has happened before. Why do you think the laughing man runs from Marcus?

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3. On page 117, Mom says, “I just feel like I’m stuck, like I’m afraid to take any steps, in case they’re the wrong ones.” Then Miranda says she thinks they both are stuck. What are some ways Miranda and Mom seem unable to move forward?

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### Analyzing the Writing: Drawing Conclusions

On page 109, one of the note writer’s “proofs” happens. Then on pages 110–111, Miranda shares one of her conclusions about the note writer: he or she left both of Miranda’s messages at the same time. In addition, Miranda raises some new questions on pages 110–111: Why did the note writer choose to communicate with her instead of someone else? Also, why must she be the one to help the person in danger? Think about this new information. Then continue using the **Be a Detective!** worksheet to record your conclusions, evidence, and questions about the note writer.

**Chapters 37-44:**  
**Upside Down and Right Side Up Again**  
**pages 128-156**

**Responding to the Story**

1. What discovery do we make about Jimmy when he confronts the kids about his missing bank?

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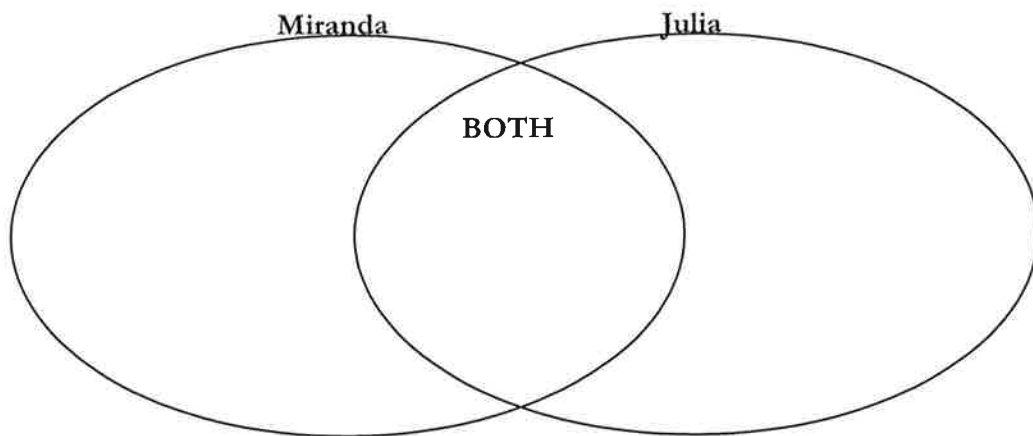
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2. The **setting** of a story is the time and place in which the story happens. Authors use vivid descriptions of the setting to help bring a story to life. Sometimes they also use setting to create mood or show emotions that characters in the story are feeling. How does the setting contribute to the mood or character's emotions in these excerpts?

Setting	How it Contributes to Mood and Character's Emotions
"The laughing man wasn't on the corner—maybe he didn't work holidays. Belle's was closed. Everything felt kind of peaceful and sad and deserted." (137)	
"I walked up the hill, where the sunlight seemed to touch everything like it was a hyper kid running all over a toy store—it bounced off the dirty metal lampposts, the shiny brass awning posts, even the sunglasses of a woman walking her dogs with a cup of coffee in one hand. Everything <i>shined</i> ." (139)	

3. Miranda once assumed she and Julia had nothing in common. However, now she knows they have some similar interests. Use the Venn diagram to make notes about how Miranda and Julia are alike and different. Write their similarities inside the part where the circles overlap, and write their differences in the outer parts of the circle.



**Analyzing the Writing: Drawing Conclusions**

On page 135, the note writer's second "proof" happens. Does this provide any information that helps you draw new conclusions about the note writer? What other information on pages 128–156 seems connected to the note writer's identity? Continue using the **Be a Detective!** worksheet to record your conclusions, evidence, and questions about the note writer.

**Chapters 45-49:  
The Unthinkable Happens  
pages 157-181**

**Responding to the Story**

1. How did the day Marcus hit Sal lead to events on pages 157-162?

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2. Why do you think the events on pages 157-162 are written as a list?

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3. Did you understand Sal's reason for taking a break from his friendship with Miranda? Do you think the break was good for them both? Explain.

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4. Why does Miranda want to protect Marcus from the police?

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**Analyzing the Writing: Drawing Conclusions**

Miranda now knows who the note writer is. However, some questions about the note writer are still unanswered. How did he know so much about Miranda? Why did he need to save Sal? How might the letter he requested still help him? Continue using the **Be the Detective!** worksheet to record your conclusions, evidence, and questions about the note writer

## Chapters 50-55: Remaining Mysteries Solved pages 182-197

### Responding to the Story

1. What does Miranda realize when her “veil” is lifted?

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2. Earlier in the story, Miranda said she thought the note writer might have been born without a veil. What did she mean by this? Do you agree with Miranda? Explain your answer.

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3. Now that you’ve finished the novel, what did you think of the book? Explain your answer.

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### Analyzing the Writing: Drawing Conclusions

Review your **Be the Detective!** worksheet. Which conclusions put you on track to discovering the note writer’s identity? Which ones did not? Most likely, not all your conclusions were accurate. If so, this does not make you a bad detective. You were probably distracted by red herrings! A **red herring** is evidence the author plants in a story to lead readers to the wrong conclusions. Pretty sneaky, huh? Red herrings are part of the fun of mystery reading (and writing). They make mysteries more challenging to solve.

For example, reread page 57. Sal acts strangely here. Why doesn’t he let Miranda into his apartment when she is scared? Did you think maybe he was up to something? Sal’s behavior is an example of a **red herring**, because it’s hard to explain and it makes readers suspicious of him.

Review the evidence on your **Be a Detective!** worksheet. Then write below one piece of evidence that was a **red herring**. Tell what it led you to conclude.

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## Be a Detective! *Tracking Evidence, Conclusions, and Questions*

**Directions:** Use this chart to help you solve the mystery of Miranda's note writer. Look for **evidence** in the note writer's actions and Miranda's reactions (also include the page numbers from the book where you found the evidence). Think about how the evidence fits together to form a picture of the note writer. Record your **conclusions**, or anything you feel sure of based on the evidence. Then write any new **questions** you have. These questions may put you on the trail to more evidence and conclusions about the note writer! An example is recorded in the chart to get you started.

Evidence	Conclusion Based on Evidence	New Questions Raised
Miranda's mom gets a postcard inviting her to the game show April 27 <sup>th</sup> . The note writer said this would happen. (1)	The note writer is someone who knows the future.	How does the note writer know the future?

Evidence	Conclusion Based on Evidence	New Questions Raised

## Analyzing the Writing: Theme

A **theme** is a message or lesson about life that an author communicates through characters and events in a story.

1. One theme in *When You Reach Me* is that no one is exactly what he or she seems to be. Rebecca Stead communicates this idea through many characters in the book. Think about Sal, Marcus, Colin, Annemarie, Julia, Jimmy, and the laughing man. Choose one of these characters to write about on the lines below. Tell what Miranda thought of the character at first. Then tell how her ideas about the character changed when she got to know him or her better.

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2. Another theme in *When You Reach Me* is that all people should be treated with respect. Mom is one character who shows how to treat people respectfully. Write about one of the other characters who also shows this theme.

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3. Think again about the characters and events in *When You Reach Me*. What is another theme they help communicate? Write the theme on the lines below, and explain how it is communicated.

Theme: \_\_\_\_\_

Explanation: \_\_\_\_\_

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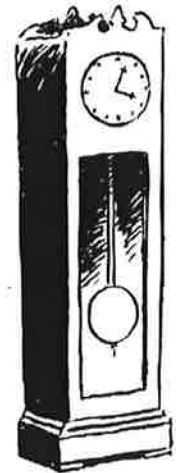
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## Thinking About the Story's Timeline

The events in Miranda's story about the note writer do not come to light in chronological, or time, order. They come to light as Miranda recalls them. Think about when the following events actually happened. Then write them in chronological order, in the Timeline Chart below.

- Mom receives an invitation to appear on *\$20,000 Pyramid*.
- Miranda decides to write the letter the note writer requested.
- The note writer leaves messages in Miranda's book and coat pocket.
- Sal stops talking to Miranda.
- The note writer makes a final trip to Miranda's time.
- Miranda and Annemarie repair their friendship.
- Colin, Annemarie, and Miranda begin work at Jimmy's deli.
- The note writer's prediction about the knapsack comes true.
- Mom wins money on *\$20,000 Pyramid*.



1.	2.	3.
6.	5.	4.
7.	8.	9.

Timeline Chart with 9 numbered boxes arranged in a 3x3 grid. Arrows indicate the sequence of events: 1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9.

**Analyzing the Writing: Allusion** An **allusion** is a reference to a person, character, or event from history or a piece of literature. When an author makes an allusion, it is a way of helping readers to make connections. These connections help readers understand important ideas and events in the author's writing.

*When You Reach Me* contains many allusions to *A Wrinkle in Time*.



1. How do the allusions provide a clue to readers about the mystery in *When You Reach Me*?
2. Reread pages 7–8 and 27–28. What does *A Wrinkle in Time* help readers understand about Miranda's character?
3. Reread pages 49–52 and 100–106. What does *A Wrinkle in Time* help readers know about Marcus and Julia's characters?
4. Reread pages 49–52, 99, and 100–106. How does *A Wrinkle in Time* affect events in *When You Reach Me*?
5. Reread pages 148–149. How does the passage Miranda recalls from *A Wrinkle in Time* reflect how she feels about Sal?

***When You Reach Me* final packet RUBRIC**

ELEMENT	POINTS	EARNED
1. Name on Cover	2	
2. Before You Read	3	
3. Chapter Titles chart	10	
4. Chapters 1-6	7	
5. Chapters 7-14	8	
6. Chapters 15-23	5	
7. Chapters 24-30	4	
8. Chapters 31-36	3	
9. Chapters 37-44	5	
10. Chapters 45-49	4	
11. Chapters 50-55	4	
12. Be the Detective! chart	15	
13. After Reading (theme, timeline, allusions)	10	
<b>TOTAL</b>	<b>80</b>	