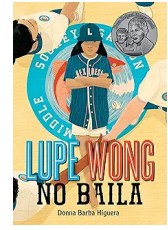


Dreamer Reading Summer Assignment Grade 4-5/ Bilingual Book Pairing

Theme: Being Seen for Who You Really Are

- SSYRA: *Trex* by Christyne Morrell by [Amazon Link](#)
- Spanish Pair: *Lupe Wong No Baila* by Donna Barba Higuera and Libia Brenda [Amazon Link](#)
 - Both books are available at Sarasota County Libraries, Manatee County Libraries,
- You must complete BOTH a set of response questions AND an extension project



Choose one set of response questions, answer ALL of the questions in separate paragraphs. Use the rubric to develop your answers.

Identity & Self Acceptance

1. How do Lupe and Trex feel different from the people around them?
2. What assumptions do other characters make about Lupe or Trex?
3. How do the characters learn to accept themselves?
4. Why is it important to be yourself instead of changing for others?

Friendships & Relationships

1. Which friendships help Lupe and Trex grow?
2. How do supportive friends make difficult situations easier?
3. What qualities make someone a good friend in both books?

Perseverance & Resilience

1. What challenges do Lupe and Trex face at school?
2. How do they respond when things become difficult?
3. What moments show courage in each story?

Theme Connections

1. How do both books show the importance of belonging?
2. What message do the authors want readers to learn about differences?
3. Which character do you relate to more and why?

Rubric for Bilingual Book Pairing Response Questions				
Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Beginning
Understanding of the Question	Answers the question thoughtfully and completely with deep understanding	Answers the question clearly and correctly	Partially answers the question	Response is unclear or does not answer the question
Text Evidence	Uses strong and specific examples from the book to support ideas	Uses at least one example from the text	Uses vague or incomplete evidence	No evidence from the text
Explanation & Thinking	Explains ideas clearly with strong reasoning and insight	Explains ideas adequately	Explanation is limited or unclear	Little or no explanation
Connections Between Books	Makes meaningful comparisons between both books and themes	Makes at least one comparison between the books	Mentions both books but comparisons are weak	Does not compare the books

Strong Response Questions Reflection

- Did I answer the whole question?
- Did I use examples from the book?
- Did I explain my thinking?
- Did I compare both books?
- Did I write clearly?

Project Based Learning and Creative Extension Activities

Choose 1 Extension Activity and use the rubric to develop your project.

"Walk in the My Shoes" Museum Exhibit

- Students create a museum- style display representing Lupe or Trex's experiences.
- Include: Important objects connected to the character, Quotes from the book, Character traits, Challenges the character faces, Symbols representing identity
- Ideas: build a shoebox museum, create artifacts, draw scenes, or include 3D items, act as museum guides and explain their exhibit in English and/or Spanish.

Book Trailer Video Project

- Students create a movie trailer advertising one of the books
- Students Include: major themes, conflict, character introductions, dramatic narration, music/sound effects, and "hook" questions. Narration can alternate between English and Spanish.

What Makes Me Unique? Identity DNA Project?

- Students create a large DNA strand or "identity web" showing: interests, culture, family traditions, strengths, goals, and personality traits.

"Challenge Accept" Goal- Setting Project

- Examples: learn basketball skills, read in Spanish daily, improve organization, kindness challenge
- Students Track: goals, obstacles, growth, and reflections.
- Culminating Piece: create motivational posters or mini TED Talks.

Graphic Novel Scene Recreation

- Recreate a scene from weather novel as: comic, story- board, manga- style panel, or digital graphic novel
- Focus: dialogue, emotions, symbolism, visual story telling

Extension Project/ Bilingual Book Pairing				
Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Beginning
Understanding of Themes & Characters	Demonstrates deep understanding of themes, characters, and important ideas from the books	Shows clear understanding of the books and themes	Shows partial understanding	Shows limited understanding
Connection to the Books	Makes strong and thoughtful connections to both books using specific details	Includes clear connections to the books	Includes limited or unclear connections	Minimal connection to the books
Creativity & Originality	Project is highly creative, unique, and engaging	Project shows creativity and effort	Project shows some creativity	Project shows little creativity or effort
Effort & Craftsmanship	Project is complete, organized, neat, and carefully designed	Project is complete and organized	Project is somewhat incomplete or disorganized	Project is incomplete or difficult to understand
Communication of Ideas	Ideas are explained clearly with strong detail and confidence	Ideas are communicated clearly	Ideas are somewhat unclear	Ideas are difficult to understand
Use of Evidence or Examples	Includes multiple strong examples, quotes, or details from the books	Includes at least one clear example from the books	Includes vague or incomplete examples	No evidence from the books
Bilingual Language Use	Uses English and/or Spanish effectively with strong vocabulary and complete sentences	Uses appropriate language clearly	Attempts bilingual language with support needed	Minimal effort to use academic language

Guiding Questions:

- Did I clearly connect my project to the books?
- Did I explain the themes or characters?
- Did I use details from the story?
- Is my project neat and complete?
- Did I show creativity?