

# HOLY CHILD

EDUCATING YOUNG WOMEN OF CONSCIENCE AND ACTION

Dear Middle School Students,

The following books have been chosen to engage you in reading throughout the summer. This year, the fifth and sixth grades and the seventh and eighth grades will share a required summer reading book. Each grade will then have additional required and/or choice books to read. The lists are included in this summer reading packet. Please be prepared for an assessment during the first week of school. These assignments will vary from grade to grade, but they will all focus on main themes and characters in each text.

For you to succeed while reading, you must be able to engage with the text. Annotation is the best means for students to interact with the text and get something of value from the reading. You may find it helpful to [watch this instructional video](https://youtu.be/YJW8YU1K7-M) on how to annotate before reading.  
<https://youtu.be/YJW8YU1K7-M>

As you read, you should look for at least three basic elements:

- Character – Who are the characters? What are they like? What is their relationship to one another?
- Setting – Where are the characters? What time period is the text set in? What is the mood of the setting?
- Conflict – What problems do the characters face? What causes some of these problems? Who or what are these problems with?

We look forward to discussing these books with you in September!

Happy Reading!

The Middle School Faculty

## Middle School Required Summer Reading

### **5/6:** *The Vanderbeekers of 141<sup>st</sup> Street* by Karina Yan Glaser

The Vanderbeekers have always lived in the brownstone on 141st Street. It's practically another member of the family. So when their reclusive, curmudgeonly landlord decides not to renew their lease, the five siblings have eleven days to do whatever it takes to stay in their beloved home and convince the dreaded Beiderman just how wonderful they are. And all is fair in love and war when it comes to keeping their home.

### **7/8:** *Piecing Me Together* by Renée Watson

Jade believes she must get out of her poor neighborhood if she's ever going to succeed. Her mother tells her to take advantage of every opportunity that comes her way. And Jade has: every day she rides the bus away from her friends and to the private school where she feels like an outsider, but where she has plenty of opportunities. But some *opportunities* she doesn't really welcome, like an invitation to join Women to Women, a mentorship program for "at-risk" girls. Just because her mentor is black and graduated from the same high school doesn't mean she understands where Jade is coming from. She's tired of being singled out as someone who needs help, someone people want to fix. Jade wants to speak, to create, to express her joys and sorrows, her pain and her hope. Maybe there are some things she could show other women about understanding the world and finding ways to be real, to make a difference.

## **Fifth Grade Required and Choice Summer Reading**

- **Required for Language Arts 5:** *The Vanderbeekers of 141<sup>st</sup> Street* by Karina Yan Glaser
- **Required for Language Arts 5:** *A Fish in the Tree* by Lynda Mullaly Hunt
- **Choose one of the following choice books for Language Arts 5:**
  - *Rules* by Cynthia Lord
  - *Wonder* by R.J. Palacio
  - *The One and Only Ivan* by Katherine Applegate and Patricia Castelao
  - *Out of My Mind* by Sharon M. Draper
  - *Serafina's Promise* by Ann E. Burg
  - *Restart* by Gordon Korman
  - *Sidetracked* by Diana Asher
  - *Freak the Mighty* by Rodman Philbrick
- **Complete the "Summer Reading Assignment and Project" found in this summer reading packet.**

### **Sixth Grade Required and Choice Summer Reading**

- **Required for Language Arts 6:** *The Vanderbeekers of 141<sup>st</sup> Street* by Karina Yan Glaser
- **Choose two of the following choice books for Language Arts 6:**
  - *Flipped* by Wendelin Van Draanen
  - *Brown Girl Dreaming* by Jacqueline Woodson
  - *The Boy Who Harnessed the Wind* by William Kamkwamba
  - *Island of the Blue Dolphins* by Scott O’Dell
  - *Under the Egg* by Laura Marx Fitzgerald
  - *The Watsons Go to Birmingham* by Christopher Paul Curtis
  - *Tuck Everlasting* by Natalie Babbitt
  - *When You Reach Me* by Rebecca Stead
- **Complete the “Summer Reading Assignment and Project” found in this summer reading packet.**

### **Seventh Grade Required and Choice Summer Reading**

- **Required for Social Studies 7:** *My Brother Sam is Dead* by James Lincoln Collier
- **Required for Language Arts 7:** *Piecing Me Together* by Renée Watson
  - In addition, choose one book for Language Arts from the following [list](http://c-t-l.org/kids-recommend/#anchor10).
  - Please use your choice book for your summer reading project. Details of the project can be found in this summer reading packet.

### **Eighth Grade Required and Choice Summer Reading**

- **Required for Social Studies 8:** *Across Five Aprils* by Irene Hunt
- **Required for Language Arts 8:** *Piecing Me Together* by Renée Watson
  - In addition, choose one book for Language Arts from the following [list](http://c-t-l.org/kids-recommend/#anchor10).
  - Please use your choice book for your summer reading project. Details of the project can be found in this summer reading packet.

## **Fifth and Sixth Grade Summer Reading Assignment and Project**

You will read your books at your own pace and complete the required assignment and projects by **Friday, September 7**. For the required text assignment, please hand-write it on a piece loose leaf. Be sure to include a proper heading, which includes: your name, Language Arts 5 or 6, Ms. Poccia and Summer 2018.

### **Fifth and Sixth Grades - Required Text Assignment**

*The Vanderbeekers of 141st Street* by Karina Yan Glasser

Answer the following questions in a well developed paragraph(s). Be sure to include a topic sentence, body and concluding sentence.

1. On a scale of 1 to 10, how would you rate this book? Would you recommend it? Why or why not?
2. Choose three of the main characters. Explain who he/she is and describe his/her personality using specific evidence from the book for support.
3. Respond to the prompt: As the Vanderbeekers are toasting on Christmas Eve, Isa announces that "home is much more than a place." What does Isa mean by this? Do you agree? How is your home more than a place?

### **Fifth Grade - Required Text Assignment**

*Fish in a Tree* by Lynda Mullaly Hunt

Answer the following questions in a well developed paragraph(s). Be sure to include a topic sentence, body and concluding sentence.

1. On a scale of 1 to 10, how would you rate this book? Would you recommend it? Why or why not?
2. Choose three of the main characters. Explain who he/she is and describe his/her personality using specific evidence from the book for support.
3. Respond to the prompt: Albert Einstein once said, "Everybody is smart in different ways. But if you judge a fish by its ability to climb a tree, it will live its life believing it is stupid." What is your interpretation of this quote? How do you think it relates to Ally's life?

## **Fifth and Sixth Grade Project Options for Choice Books**

**Project Options:** Pick one project per choice book!

### **1) Interview a character from the book**

Write at least ten questions and answer them. This will give the character the opportunity to discuss his/her thoughts and feelings about his/her role in the story. However you choose to present your interview is up to you. Be as creative as you would like.

### **2) Be the Lyricist: Create a rap, song, or poem**

Write and perform an original song that tells the story of the book. You can record and perform your song on different applications on your computer, iPad or smartphone. You may write your own song with your own tune or change the lyrics to a current song.

### **3) Ready, set, ACTION!**

Imagine that you are the author of the book you have just read. Suddenly the book becomes a bestseller. Write a letter to a movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, and conflict, would make a good film. Suggest a filming location and the actors to play the various roles. You may only use books which have not already been made into movies.

### **4) Create a picture/comic book**

Create a new illustrated book cover for your novel. On the back, write a brief summary of the story that describes the main character and the central conflict. Then, create a cartoon/storyboard (minimum of 8 panels) based on your novel. Focus on pivotal events and put them in chronological order.

### **5) Compare and Contrast**

If a movie version of your book is available, watch the film! In a paragraph, compare and contrast the book to the film. What did the movie leave out or add to dramatize the plot? Be sure to include which version you liked better and why? Would you have added or changed anything about the film?

## Seventh Grade Summer Reading Project for Language Arts 7

Use the choice book you read this summer from the list of choices and complete **ONE** of the following projects.

- Write a journal entry from two different characters' perspectives. What is each character thinking and/or feeling during a pivotal moment in the book's plot? Reflect on the experience from each of the two different character's point of view.
- Imagine you could interview the protagonist. What three questions would you ask? Then once you have the questions, write the answers you imagine your protagonist might reply when asked the questions.
- Redesign the book's cover. You might consider using paint, markers, colored pencils, or you might consider using digital media programs. In addition, please write a short piece explaining the decisions you made as you designed the new cover.

All written assignments should be typed and ready to be submitted during the first week of school. Be creative, have fun, and I look forward to seeing you in September!

Ms. Polos

## **Eighth Grade Summer Reading Project for Language Arts 8**

Please use the choice book you read this summer from the list of choices and complete **ONE** of the following projects.

- Write a letter to the author. Do not summarize the book. The author knows what happens. This project is an opportunity to share your reflections and thoughts. You may even have questions or comments about the writing process.
- Write a short story about what a character or characters in the book might be doing one year later.
- Create a scrapbook that reflects a character's journey throughout the book. Be sure to include plot, the character's reflections, themes, and setting in your visual representation.

All written assignments should be typed using MLA formatting and ready to be submitted during the first week of school. Be creative, have fun, and I look forward to meeting you!

Ms. Pitocchi