

Summer Reading Assignment

students entering Grade 7

- Students are required to read **two (2) books** this summer from the attached list; **a fiction book and a nonfiction book.**
- Any student that wishes to read a fiction and/or nonfiction book of choice must complete the attached Book Approval form and return it to me **no later than June 12th.** Any student that does not turn in a completed Book Approval form by June 12th **MUST** choose a book from the attached fiction and nonfiction lists to complete their assignments. **Students will not receive credit for their assignments if their book was not approved by June 12th.**
- Students must complete **two (2)** summer assignments that relate to their book selections. These **two (2)** assignments will be due on **Monday, September 11th** and will be graded.

Fiction Book Assignment

Students are required to complete a Double Entry Journal. While you are reading, you will need to keep a double entry journal of *no more than six entries* for the book you read: **two** entries from the beginning, **two** from the middle, and **two** from the end of the book. This journal will have two columns:

- The left side column is the place to write important quotes, scenes, bits of dialogue, and/or character descriptions. You must include a page number on which each passage appears.
- The right side column is where you explain why you chose this particular passage and how it made you think or feel.

Attached is the Double Entry Journal template to be complete, along with an example to follow.

Nonfiction Book Assignment

Students are required to complete the attached Nonfiction Book Report form. Students must complete all parts of the form in order to receive full credit.

NAME _____

BOOK TITLE _____

DOUBLE ENTRY JOURNAL

IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)	REACTIONS, CONNECTIONS, QUESTIONS

IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)	REACTIONS, CONNECTIONS, QUESTIONS

EXAMPLE

NUMBER THE STARS

DOUBLE ENTRY JOURNAL

<p style="text-align: center;">IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</p>	<p style="text-align: center;">REACTIONS, CONNECTIONS, QUESTIONS</p>
<p>“And now she – and all the Danes were to be bodyguards for Ellen, and Ellen’s parents and all of Denmark’s Jews ... would she die to protect them?” pg.26.</p>	<p>I don’t know if at 10 years old I would be willing to die...Annemarie has a tough decision to make. It is her best friend but at the same time she would also be leaving her family. I think this puts her in a very difficult spot because if she chose not to protect how might Ellen feel?</p>
<p>“To be dead so young, I wouldn’t want the Germans to take my family away, to make us live someplace else. But still, it wouldn’t be as bad as being dead,” pg. 42.</p>	<p>Does Annemarie know what is going on around them? I think it would be difficult to leave my family because you don’t know if you will ever see them again. As a young girl does she know what the Germans are doing? Or is she too naïve to see all of the negativity in the country?</p>
<p>“... Star of David in her hand,” pg. 49.</p>	<p>I think at this point we do see that Annemarie was willing to stand up for Ellen. She quickly takes her necklace, which is an indication that she is Jewish, and hides it from the officers. I think if the officers did see the necklace they would have been angry or suspicious and may even have punished Annemarie.</p>

<p style="text-align: center;">IMPORTANT QUOTE/TEXT FROM NOVEL (include page number)</p>	<p style="text-align: center;">REACTIONS, CONNECTIONS, QUESTIONS</p>
<p>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face knowing what was happening around them. How would you not allow yourself to think of all the negatives?</p>
<p>“That’s all that brave means-not thinking about dangers. Just thinking about what you must do,” pg. 123.</p>	<p>Being brave must have been incredibly difficult at a time like this. I don’t know how they were able to put on a happy face at a time like this. How would you not allow yourself to think wonder how one group of people could be so hated? How one man could do something so awful? It makes me sad just thinking about it, let alone having experienced/lived it.</p>
<p>“Until then,” Annemarie told him, “I will wear it myself,” pg. 132.</p>	<p>I think this shows how much their friendship meant to her. Even though Ellen and Annemarie weren’t together at that point she probably felt like she had a piece of Ellen with her until they met again.</p>

Name _____

Double Entry Journal Rubric

	4	3	2	1	0
Quality of Responses	All entries demonstrate a deep insight into the novel and do an exceptional job of explaining the student's thoughts through the skillful use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	All entries demonstrate sufficient insight into the novel and adequately explain the student's thoughts through the use of textual evidence and text to self, text to text and text to world connections. All responses to passages reflect the original thoughts and work of the student.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student's thoughts. Entries do not contain text to self, text to text and text to world connections.	Entries paraphrase quotes from the novel. No evidence of insights beyond simply identifying the speaker and/or circumstances of the passages or quotes.	Only copied text submitted.
Mechanics	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling and sentence formation. Entries are difficult to read.	No responses submitted to assess mechanics.
Format	All passages/quotes are in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are frequently in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Passages/Quotes are sometimes in quotation marks and are followed by the page numbers in parentheses (on the left side of the double-entry journal).	Most of the passages/quotes are not documented in quotation marks and page numbers are not listed (on the left side of the double-entry journal).	No quotes submitted to assess format.

Name: _____

Date (completed): _____

NONFICTION BOOK REPORT FORM

Title: _____

Author : _____

Part 1: List five (5) important facts that you learned from this text.

1. _____

2. _____

3. _____

4. _____

5. _____

Part 2: On another sheet of paper, write/type a brief critique of the book by answering the following questions in paragraph form.

- *Did you enjoy reading this book? Explain your answer.*
- *Did the author do a good job of teaching you about the topic? Explain your answer.*
- *Would you recommend this book to a friend? Explain your answer.*

Part 3: Pick two of the following connections, and on another sheet of paper write/type a brief response (3-5 sentences) based on the text you read.

- **TEXT TO SELF CONNECTION:** *How does the information you learned relate to your life?*
- **TEXT TO TEXT CONNECTION:** *What else could you read to get more information on this topic?*
- **TEXT TO WORLD CONNECTION:** *How does this information change your understanding of the world? In other words, how does this text lead you to view things differently?*

Name _____

Nonfiction Book Report Rubric

	4	3	2	1
Quality of Responses	Provided well-chosen facts from reading selection. Thoroughly answered all required questions.	Provided sufficient facts from reading selection. Answered all required questions.	Provided facts from reading selection. Partially answered all required questions.	Provided facts from reading selection. Did not answered all required questions.
Mechanics	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
Neatness	Work is very easy to read. It was done with pride. Student took time to fully complete the assignment.	Work is easy to read. It was done with care. Student took some time to complete the assignment.	Work is somewhat easy to read. Student did not spend reasonable amount of time completing assignment.	Work is sloppy and not easy to read. Student rushed to complete the assignment.

Fiction Book Choices

Al Capone Does My Shirts by Gennifer Choldenko

Twelve-year-old Moose moves to Alcatraz in 1935 so his father can work as a prison guard and his younger, autistic sister, Natalie, can attend a special school in San Francisco. It is a time when the federal prison is home to notorious criminals like gangster Al Capone. Depressed about having to leave his friends and winning baseball team behind, Moose finds little to be happy about on Alcatraz. Things look up for Moose when he befriends the irresistible Piper, the warden's daughter, who has a knack for getting Moose into embarrassing but harmless trouble. Helped by Piper, Moose eventually comes to terms with his new situation. (Publisher)

Hoot by Carl Hiaasen

Unfortunately, Roy's first acquaintance in Florida is Dana Matherson, a well-known bully. Then again, if Dana hadn't been sinking his thumbs into Roy's temples and mashing his face against the school-bus window, Roy might never have spotted the running boy. And the running boy is intriguing: he was running *away* from the school bus, carried no books and --here's the odd part -- wore no shoes. Sensing a mystery, Roy sets himself on the boy's trail. The chase introduces him to potty-trained alligators, a fake-fart champion, some burrowing owls, a renegade eco-avenger, and several extremely poisonous snakes with unnaturally sparkling tails. (Publisher)

True Confessions of Charlotte Doyle by Avi

Thirteen-year-old Charlotte Doyle is excited to return home from her school in England to her family in Rhode Island in the summer of 1832. But when the two families she was supposed to travel with mysteriously cancel their trips, Charlotte finds herself the lone passenger on a long sea voyage with a cruel captain and a mutinous crew. Worse yet, soon after stepping aboard the ship, she becomes enmeshed in a conflict between them! What begins as an eagerly anticipated ocean crossing turns into a harrowing journey, where Charlotte gains a villainous enemy . . . and is put on trial for murder! (Publisher)

The Breadwinner by Deborah Ellis

Because the Taliban rulers of Kabul, Afghanistan, impose strict limitations on women's freedom and behavior, eleven-year-old Parvana must disguise herself as a boy so that her family can survive after her father's arrest. (Publisher)

Walk Two Moons by Sharon Creech

Thirteen-year-old Salamanca Tree Hiddle's mother has disappeared. While tracing her steps on a car trip from Ohio to Idaho with her grandparents, Salamanca tells a story to pass the time about a friend named Phoebe Winterbottom whose mother vanished and who received secret messages after her disappearance. (Publisher)

Book of Choice: Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**

Nonfiction Book Choices

Chasing Lincoln's Killer by James Swanson

Recounts the twelve-day pursuit and capture of John Wilkes Booth, covering the chase through Washington D.C., Maryland, and Virginia, with a discussion of Abraham Lincoln as a father, husband, and friend that examines the impact of his death on those close to him. (Publisher)

Escape! The Story of the Great Houdini by Sid Fleischman

Newbery award winning author Sid Fleischman began learning magic tricks as a child and grew up to become a professional magician who developed a friendship with Harry Houdini's widow. His biography of "the greatest magician of all time" offers an insider's view of the magician's world. (Publisher)

Kids on Strike by Susan Campbell Bartoletti

By the early 1900s, nearly two million children were working in the United States. From the coal mines of Pennsylvania to the cotton mills of New England, children worked long hours every day under stunningly inhumane conditions. After years and years of oppression, children began to organize and make demands for better wages, fairer housing costs, and safer working environments.

Some strikes led by young people were successful; some were not. Some strike stories are shocking, some are heartbreaking, and many are inspiring — but all are a testimony to the strength of mind and spirit of the children who helped build American industry. (Publisher)

Shipwreck at the Bottom of the World by Jennifer Armstrong

In August of 1914, Earnest Shackleton and a crew of 27 men attempted to cross Antarctica for the first time in history. Their ship, The Endurance, is crushed by ice masses, leaving the whole crew stranded in the ice-ridden wasteland. The crew's journals, as well as other logs and documents, bring to life the harrowing tale of Shackleton's inspiring leadership and the eventual rescue of the entire crew. (Publisher)

I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)

Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive.

Book of Choice: Must complete attached form. **(MUST BE RETURNED TO SCHOOL BY JUNE 12th)**