

Saint Patrick Catholic School Middle School

Summer Reading Program 2010

The **Saint Patrick Catholic School Middle School Summer Reading Program** is designed to motivate our students to continue developing their love for reading throughout the summer months. Students can build their vocabulary, develop their reading skills, enjoy new stories and learn new information through summer reading. Students in grades 5 and 6 are required to read two books over the summer as part of this program and students in grades 7 and 8 are required to read three. The first book listed is required of the entire class; the second book is to be selected from a list of five books; the third book, for grades 7 and 8, is to be selected by the student. Reader's response activities are required for each of the three books.

Grades 5-8 Book One:

The following novels are required reading for middle school students:

- Rising 5th: *Chasing Vermeer* by Blue Balliett
- Rising 6th: *Freak the Mighty* by Rodman Philbrick
- Rising 7th: *The Diary of a Young Girl* by Anne Frank
- Rising 8th: *Nothing but the Truth* by Avi

Grades 5-8 Book Two:

Middle school students are required to choose one book from the following grade-level specific lists to read:

Rising 5th:

- Fever 1793* by Anderson
- The Shakespeare Stealer* by Blackwood
- The Dolphins of Laurentum* by Lawrence
- Yang the Third and Her Impossible Family* by Namioka
- Hatchet* by Gary Paulsen

Rising 6th:

- The True Confessions of Charlotte Doyle* by Avi
- Shakespeare's Secret* by Ellen Broach
- Tangerine* by Edward Bloor
- The River* by Gary Paulsen
- Where the Red Fern Grows* by W. Rawls

Rising 7th:

- The Witch of Blackbird Pond* by Elizabeth George Speare
- The Adventures of Tom Sawyer* by Mark Twain
- The Watson's Go to Birmingham -1963* by Christopher Paul Curtis
- Brian's Winter* by Gary Paulsen
- The Bomb* by Theodore Taylor

Rising 8th:

- The Adventures of Huckleberry Finn* by Mark Twain
- Treasure Island* by Robert Louis Stevenson
- Summer of My German Soldier* by Bette Greene
- Call of the Wild* by Jack London
- A Separate Peace* by John Knowles

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Grades 7-8 Book Three:

Students in grades 7 and 8 are required to select and read a third book found at one of the web sites listed below. Students are encouraged to explore different genres and personal interests as they select from this list. Please select and read a book that reflects your interest and that you have not previously read. Students in grades 5 and 6 are invited and encouraged to review the lists below to select additional novels to read for fun.

Virginia Reader's Choice Novel Selections for Middle School:

Review the Virginia Reader's Choice Novel Selections for Middle School by visiting www.vusra.org. We encourage you to research these novels to ensure proper reading level and content.

American Library Association:

Additionally, other novels that you may choose to explore—such as Newbery, Printz, Scott O'Dell, and Coretta Scott King Award Winners and Honors—may be found at <http://www.ala.org/yalsa/booklists>. We encourage you to research these novels to ensure proper reading level and content.

Reader's Response Activities:

All students are required to complete the reader's response activities listed below during the summer months. Students in grades 5-8 are expected to turn in written work for Book One and Book Two on the first day of school. Students in grades 7 and 8 are also expected to be prepared to deliver the one-minute book talk described below for Book Three on the first day of school.

Grades 5-8 Book One:

Students are to respond to the following questions after reading the required novel. Responses should be complete, grammatically correct, thoughtful, based on the text, and the student's own work. While minimal sentence guidelines are provided, students are encouraged to write enough to answer the questions completely and thoroughly. The written responses are due to the literature teacher on the first day of class and will form the basis for class discussion and individual assessment of the novel.

Rising 5th:

Please answer the following Literary Response Questions for *Chasing Vermeer* in no fewer than five sentences for each question.

1. Calder always carried pentominoes in his pocket. What are pentominoes and what is the significance of the pentominoes in this novel?
2. Ms. Hussey was an extraordinary teacher. What made her extraordinary to Calder and Petra?

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3. In many of the illustrations, there is a picture of a frog. Why did the illustrator include this animal in his pictures?
4. How did Mrs. Sharpe help Calder and Petra?
5. How did Ms. Hussey help Calder and Petra?

Rising 6th:

Please answer the following Literary Response Questions for *Freak the Mighty* in no fewer than five sentences for each question.

1. Why is Max convinced he does not have a brain? Do our opinions of ourselves affect what others think of us? Do others' opinions of us affect how we feel about ourselves?
2. How does Kevin prove to Max he is smart? How does Kevin help Max learn how to read and write?
3. Why are Freak's Christmas gifts so important to Max?
4. Why does Max call the first chapter of his book, "The Unvanquished Truth"?
5. Why is Max angry when he realizes toward the end what has happened to Kevin? With whom is he angry and what helps him get over his anger?

Rising 7th:

Please answer the following Literary Response Questions for *The Diary of a Young Girl* in no fewer than seven sentences in paragraph form for each question:

1. About one week after Anne received her diary she wrote in it the saying. "Paper has more patience than people." (June 20, 1942.) Why did Anne think she could confide more in her diary than in people? Do you agree/disagree? Why?
2. This diary is written from Anne's point of view. Do you think there are times when you feel Anne is wrong in how she judges someone else? Give an example and support your answer with evidence from the text.
3. How does Anne see herself? How does she think she has changes as she lives through 25 months of hiding?
4. Conflict occurs in Anne's life on many levels constantly. Choose one of the three models of conflict and explain how Anne felt and dealt with it throughout her experience. (Man vs. self/ Man vs. personal world/ Man vs. society or nature)
5. Are there certain characteristics common among those few individuals who risked their own lives to rescue Jews during World War II? Why do you think so many of them deny their own heroism?

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Rising 8th:

Please answer the following Literary Response Questions for *Nothing But the Truth* in no fewer than ten sentences in paragraph form for each question.

1. Shame and propriety are common themes throughout this book. What are some of the instances where these themes are present, and why are they so important to the characters involved?
2. Many different characters in this book were persuaded to do things that they would not have done of their own accord. What are some of these instances, and how did persuasion affect the course of the plot?
3. The characters in this book all had their own goals and motivations. Select four characters and write their main motivation throughout the book and how this goal affected the characters around them.
4. Power and Greed were two common themes in this book. Where did they appear, and how do they differ in their manifestations?
5. Poor communication was something that hindered and disadvantaged a number of characters in this book. What are some of these instances, and why do you think they were placed in this plot?

Grades 5-8 Book Two:

Students are to complete a plot diagram for their chosen book read. The attached plot diagram can be used or students can complete a diagram online using this website:

<http://www.readwritethink.org/files/resources/interactives/plot-diagram/>

Please type the name of the book in the field “Project Title” and click the option under “Triangle Labels” for exposition, climax, and resolution. Students may choose to print the provided Plot Diagram and complete it with the required information. All middle school students will submit a completed plot diagram to their literature teacher on the first day of class.

Grades 7-8 Book Three:

All 7th and 8th grade students are to prepare a one-minute book talk on the third book read this summer. This book should reflect some interest of the student, and be a book that the student has not previously read. During the book talk, the student should give the title and author of the book, a summary or what was learned from the book, and a recommendation. All 7th and 8th grade students should be prepared to deliver the one-minute book talk on the first day of class.