

# Summer Reading

*Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. —Maya Angelou*

The Language Arts Department of North Branford Intermediate School believes that reading is an important leisure activity that has many academic and personal benefits. In an effort to encourage our students to use some vacation time in this pursuit, we are requiring a developmentally appropriate summer reading activity.

It is also suggested that children read a wide variety of genre including magazines, newspapers, and Internet sites, dealing with school-related topics such as science, math, geography, history, art or health.

## What to do....



Select and read one of the books listed for your grade level. While you are reading, take notes that will address the template questions. The notes will be used the first week of school to complete a graded activity. You will need to bring the completed template with you on the first day of school.

You have also been provided a list of topics that connect to your essential questions. Some of these topics may also be addressed in your history/geography classes. Read a non-fiction article relating to one of the topics, and fill out the graphic organizer. Bring this organizer the first day of school too.

Copies of the note templates are attached. Fiction and non-fiction templates should be printed separately since they will be turned in to two different teachers.

### Reminders

Reinforce with your child the idea that reading is an enjoyable and beneficial activity.

Talk to your child about the reading selections.

Remind your child that the summer reading project will be used to complete an activity the first week of school.

## Grade Level Book Choices and Essential Questions

### **6<sup>th</sup> Grade Unit:**

Understanding People  
Through Metaphor

#### **Essential Questions:**

\*Do all people share common  
needs and wants?

\*Can people learn and benefit  
from diversity?

#### **Book Choices:**

*Under the Same Sky* by Cynthia  
DeFelice

*Project Mulberry* by Linda Sue  
Park

### **7<sup>th</sup> Grade Unit:** Conflict and Labels

#### **Essential Questions**

\*Why is there conflict?

\*When faced with conflict, why  
do we sometimes choose  
violence, while at other times,  
we choose peace?

\*Why do we label each other?

#### **Book Choices:**

*The Misfits* by James Howe

*Wonder* by R. J. Palacio

*The Running Dream* by Wendelin  
Van Draanen

*The Boy In The Striped Pajamas* by  
John Boyne

### **8<sup>th</sup> Grade Unit:** Fear

#### **Essential Questions**

\*What fears are necessary to survive?

\*How can we overcome fear?

\*What fears are universal?

#### **Book Choices**

*Soldier's Heart* by Gary Paulsen

*Jade Green* by Phyllis Reynolds Naylor

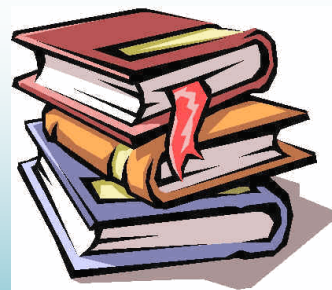
*Ender's Game* by Orson Scott Card

*The Cay* by Theodore Taylor

*A Monster Calls* by Patrick Ness

*The Raft* by S.A. Bodeen

*Books are available at all  
town libraries, Breakwater  
Books, R.J. Julia and  
Barnes and Noble. Books  
can also be downloaded on  
tablets.*



**Sixth Grade:** People behave or do what they do for a variety of reasons. Some want power, and others might want friends. They may seek attention or success. Sometimes people are motivated by jealousy or fear.

Think about an important character in the book you read. What needs or desires motivated that character to behave the way he or she did?

Big Idea: Despite apparent differences, people all share common needs and desires.

Book title: \_\_\_\_\_

Character's name: \_\_\_\_\_

Describe this character:

What does this character want or need the most? **Include examples and page numbers from book.**

What does this character do to achieve what he or she wants or needs? ? **Include examples and page numbers from book.**

## North Branford Intermediate Summer Reading

**Seventh Grade:** In society, people are often stereotyped or labeled. These labels often create conflict. As you are reading, look for examples of stereotyping, conflict and ways in which the character resolved that conflict. **Be sure to include specific text evidence with page and paragraph numbers to support your statements.**

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_

Identify and describe the main character?

Describe the conflicts he/she encounters due to stereotyping/labeling?

How does the main character resolve his/her conflicts?

## North Branford Intermediate Summer Reading

**Eighth Grade:** Fear can take many forms. Fear can motivate, alter perception or prevent someone from experiencing life. As you are reading, think about the fear (s) experienced by the main character. **Be sure to include specific text evidence that most strongly supports your statements.**

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_

Describe the main character and his/her fear.

How did the main character's fear affect his/her behavior in the story?

Was the main character able to overcome his/her fear? Explain.

## North Branford Intermediate Summer Reading

**Non-fiction requirement:** Read about one topic from your grade level list, and complete the note-taking sheet. When choosing a book, magazine article or Internet article, make sure it is something you can read easily and comprehend.

### **Sixth Grade:**

1. Choose one of these ancient civilizations: Ancient Egypt, Ancient Greece, Ancient Rome
2. Read about one of the following aspects of the civilization you chose:
  - armies and warfare
  - religion and philosophy
  - government
  - art and architecture
  - sports and recreation
  - famous people or places

### **Seventh Grade:**

- European Union: What is its purpose? Has the union met with success?
- China's Cultural Revolution: What impact did the revolution have on China's youth?
- American-Cuban Relations: How has this relationship changed over time?
- Arranged marriages in Pakistan: What is the cultural impact on men and women?
- British-Aboriginal Relations in Australia: How has this relationship changed over time?
- Deforestation of the Amazon Rain Forest: What is the impact on nature and humans?
- Tuaregs of Africa: What is the impact of the modern world on this cultural group?

### **Eighth Grade:**

- Trail of Tears, 1830s
- Boston Massacre, 1770
- Battles of Lexington and Concord, 1775
- American Slave Codes, 17th - 19th centuries
- Abolitionist Movement, 18th - 19th centuries
- Battle of Gettysburg, 1863
- Women's Suffrage Movement, 19th - 20th centuries

North Branford Intermediate Summer Reading

**Summer Reading Non-fiction Organizer**

What did you read? (Include title and whether you read a book, magazine article or internet article.)

What was the topic of your book or article?

Using complete sentences, elaborate upon four interesting facts or new pieces of information.  
1.

2.

3.

4.

NAME: \_\_\_\_\_

BLOCK: \_\_\_\_\_

**Summer Reading 2014: Non-fiction - Rubric**

\_\_\_ /2 Title and accurate description of category for non-fiction piece.

\_\_\_ /1 Accurate description of topic for non-fiction piece.

\_\_\_ /12 Minimum of **four** interesting facts or new pieces of learning.

- Adequate elaboration for each interesting fact or new piece of learning.

\_\_\_ /5 Overall presentation:

- Blue or black pen
- Best handwriting (or typed)
- Complete sentences

**Total:** \_\_\_\_\_ / 20 points (Quiz score)

\*Minus one point per day for any paper not submitted by due date.