



Middle School Summer Reading Guide 2018-2019

Dear Parents and Students,

Welcome to the Middle School Summer Reading Guide for 2018. Here, you will find a **list of the book choices for English and Social Studies** with Amazon links. You will also find instructions and expectations for the activities/projects we would like you to complete prior to the beginning of the coming school year.

As we've asked you to do in the past, **please acquire your summer reading choices on your own**, from wherever you like, at whatever price point you like (new or used, purchased or borrowed from a friend or the public library), in whatever medium you like (traditional paperback, online, iBook, Kindle, or audiobook). Unless a particular edition or translation is indicated, any copy will suffice.

As with last year, you will find that there is a wide variety of choices, both in fiction and nonfiction, reading level and subject matter. We hope you are all able to find something on your list that attracts you in some way.

Initiated by the English Department in 1975, required summer reading has long been a tradition at The Prairie School. The department believes that reading and learning should end neither in June nor with the curriculum, and strongly encourages students to take advantage of the time to read literature of their choosing — even above and beyond what we ask them to read for school. No matter the grade, required and independent reading helps students practice and improve their reading, writing, and critical thinking skills. It provides, too, a common reading experience among students in the same class and enhances future classroom activities.

Your teachers are thankful to have the opportunity to share in reading experiences with you even during the summer, and we hope that you are thankful, as well, for the right and opportunity that you have to read, to write, and to think. Have a wonderful summer of reading!

Sincerely,

Susan Holum, Chair, Grades K-6
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Erin Housiaux, Chair, Grades 7-12
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Grade 5: Reading

“Reading... a vacation for the mind....”

-- Dave Barry

Ms. Barbian will present the three readings to the 4th Grade class and highlight ideal examples of each assignment. Email [Ms. Sarah Barbian](#), Reading Specialist, with questions.

Read	Write
<p>Fiction: choose ONE* of the following books to read and complete the assignment:</p> <ul style="list-style-type: none">● <i>Number the Stars</i> (Lois Lowry)*● <i>Cardboard</i> (Doug TenNapel)● <i>The Breadwinner</i> (Deborah Ellis)● <i>A Wrinkle in Time</i> (Madeleine L'Engle)● <i>Holes</i> (Louis Sachar)● <i>Hatchet</i> (Gary Paulsen)● <i>There's a Boy in the Girls' Bathroom</i> (Louis Sachar) <p>* Note: If you are taking the summer course “Getting Started on Summer Reading,” you <u>must</u> read <i>Number the Stars</i> by Lois Lowry.</p>	<p>DUE 2nd day of school: pictures with captions</p> <ul style="list-style-type: none">- Divide a 12”x18” piece of paper into six even sections.- Work must be neat and edited for display at school.- Each section should include a picture and a caption. The caption should be detailed, but not take up more than half the section. <p>- Include one of the following pieces of information in each of the six sections:</p> <ul style="list-style-type: none">● Title, author, and your name● Setting (where and when)● Main character — describe the character in at least four sentences.● One major problem the character had and the solution● Two events that helped solve this problem.● What did the character learn?
<p>Nonfiction: Read both adapted articles in August so that they are fresh in your mind.</p> <p>Article One: “Facts About Cells” https://tinyurl.com/yck3cx9b</p> <p>Article Two: “Reading Maps and Globes” https://tinyurl.com/y7xwm6ck</p>	<p>DUE 2nd day of school:</p> <ul style="list-style-type: none">a) Write three questions (wonderings) about cells.b) Write three questions (wonderings) about maps & globes. <p>*It is important to read articles and ask questions for a <u>general understanding</u>. It is not necessary to memorize vocabulary terms.</p>

Grade 6: English

I think of life as a good book. The further you get into it, the more it begins to make sense.

-- Harold Kushner

Choose any TWO* of the following books to read:

- [Maniac Magee](#) (Jerry Spinelli)*
- [The Raft](#) (S.A. Bodeen)
- [Because of Mr. Terupt](#) (Rob Buyea)
- [The Crossover](#) (Kwame Alexander)
- [The War that Saved My Life](#) (Kimberly Brubaker Bradley)
- [Ghost](#) (Jason Reynolds)
- [The Fourteenth Goldfish](#) (Jennifer L. Holm)
- [Short](#) (Holly Goldberg Sloan)

***Note:** If you took the summer course “Getting Started on Summer Reading,” you must read *Maniac Magee* by Jerry Spinelli.

General Directions:

- DUE: 2nd day of school in the fall
- Choose one of the projects below to do for ONE of the books you read.
 - The written work for the project may be done on a computer or neatly handwritten.
 - Carefully edit your work for display at school.
- You will report on the SECOND book you read when you return to school in the fall.

Project Options:

Mrs. Ali Gasser, MS English Teacher, will have explained these options in class before the summer; she will also have shared examples of past projects as well as graphic organizers. If you need any help over the summer, please feel free to [email Mrs. Gasser](#).

Literature Letter

- Write a letter addressed to Mrs. Gasser.
- Include the following information in the letter:
 - *First Paragraph (indented) should have:*
 - Title of Book (italics & spelled correctly)
 - Author’s name (spelled correctly)
 - BRIEFLY describe setting (time and place) and main characters
 - *Next paragraphs:*
 - Choose four (4) from the list of “openers” and write about what you have read (see openers below)
 - Paragraphs should be about 4-6 sentences long
 - Be sure to give at least one example to support your opener
 - Share your opinions, feelings, connections, experience, etc.
 - *Openers for paragraphs:*
 - “The part of the book that I will remember is...because...”
 - “I rated this book a _____ because...”
 - “I like the way the author...”
 - “I wonder why the author...”

- “The book reminded me of...” or “What I read makes me think about...”
- “The character I liked the most was _____, because...” OR “I think the character feels...because”
- “This story teaches a lesson about...”
- “I was surprised that...”
- “The problem in the story is...”
- “The ending was too _____ (predictable, sad, happy, open), and I would change...”

Pictures with Captions

- Fold a large piece of drawing paper (suggestion: 12"x18") into six even sections.
- Each section will include a picture and a caption. The caption should be detailed (two or more sentences) and not take up more than half the section.
- Include one of the following pieces of information in each of the six sections:
 - Title, author, and your name
 - Setting (where and when)
 - Main character — describe the character in at least four sentences
 - One major problem the character had and the solution
 - Two events that helped solve this problem
 - What did the character learn?

Grade 7: English

Reading is the sole means by which we slip, involuntarily, often helplessly, into another's skin, another's voice, another's soul.

-- Joyce Carol Oates

For your English class, choose ONE of the following books to read. Your assignment is to write down some notes as you read your summer reading choice. Use the [7LL Graphic Organizer](#) for your notes. Bring these notes to class on the first day of classes. You will use these notes to write your literature letter to Mrs. Cobb about the book. In the letter, you will tell what you noticed about the book. It should be written as a personal, critical response to one book. Think deeply about the book as you read it and after you have finished it. See Mrs. Jenny Cobb, MS English Teacher, in M-11 or [email her](#) if you are unclear about any aspect of this assignment. Note: You may receive extra credit for reading more than one book.

7th Grade Summer Reading Options 2018

Realistic Fiction

- Any Heist by [Ally Carter Heist Society Novels](#)
- Any books by [Mike Lupica](#), such as *Heat, Walk On, or Summer Ball*
- [Epic Fail of Autura Zamora](#) by Pablo Cartaya, 2017
- [Free Verse](#) by Sarah Dooley, 2016
- [The Schwa was Here](#) by Neal Shusterman, 2006

Nonfiction

- [The Family Romanov: Murder, Rebellion & the Fall of the Imperial Russia](#) (Candace Fleming, 2014)
- [Patient Zero](#), (Marilee Peters, 2014)

Fantasy/Dystopia

- [Mark of the Thief \(Mark of the Thief #1\)](#): (Jennifer A. Nielsen, 2015)
- [The Inquisitor's Tale](#) (Mark Gidwitz, 2018)

Classic

- [The Outsiders](#) (S. E. Hinton, 1967)
- [Little Women](#) (Louisa May Alcott, 1868)

Graphic Novels

- [All's Faire in Middle School](#) by Victoria Jamieson
- [Awkward or Brave](#) by Svetlana Chmakova

Grade 7: Social Studies

For your Social Studies class, read **ONE** of the following books:

- [Night Journeys](#) (Avi)
 - **Note:** Mr. Mills may have a limited number of paperback copies of *Night Journeys* available for purchase.
- [Chains](#) (Laurie Halse Anderson)

You will need to purchase a copy of the book you choose, or try to find it at the library. *Night Journeys* is the story of two indentured servants who have escaped in Colonial America. *Night Journeys* is not available as an eBook, but can be purchased online. *Chains* is the story of a young slave at the outset of the American Revolution. *Chains* is available as an eBook or in paperback. Feel free to look online to learn more about each book before making your choice.

Character Sketch Notes:

As you read, take notes to use in writing a character sketch for one of the main characters from the novel (not Robert from *Night Journeys*!). These notes should include:

1. Proof of three character traits, including page numbers where the trait is seen for reference later (quiet, selfish, outgoing)
2. The goal of that character (what he/she wants to do)
3. A problem faced by that character in the book
4. A solution or possible solution to that problem

At the start of the school year each student will complete a written character sketch for their chosen character. This character sketch will be **completed in school**, not over the summer! The only materials you may use in writing the sketch will be the notes you prepare over the summer!

Here is an example of notes for Robert, another character in the novel *Night Journeys*:

1. character traits: *rigid* (p. 88 – Robert seemed indifferent, not affected at all by the fact that he was being held prisoner. He also did not respond in any way to Mr. Shinn’s nonchalant attitude toward him or to Peter’s stares.); *gracious* (p. 97 – Elizabeth talks about how Robert helped her when she stole from his apprentice master. Robert even got sent to prison for helping Elizabeth but still he did not abandon her. This shows how gracious Robert is.); *disheveled* (p. 88 – Peter describes Robert as having dirty clothes, no shoes, and messy hair. He describes Robert’s appearance as being evidence of the journey he and Elizabeth had taken; because he was so disheveled.)
2. Robert’s goal was to escape with his friend Elizabeth to Easton and find a paying job there.
3. Robert is being held prisoner in Mr. Shinn’s barn and a man is soon coming from Trenton to return him to his owner, John Tolivar.
4. Peter can help Robert and Elizabeth escape to freedom.

All work should be word processed or neatly on paper! Spelling counts at all times!

Questions? Contact [Mr. Alan Mills](#), MS Social Studies Teacher

Grade 8: English

“A reader lives a thousand lives before he dies... The man who never reads lives only one.”

--George R. R. Martin

For your English class, choose ONE of the following fiction books to read. Use the [8LL Graphic Organizer](#) to take notes as you read. Remember that you are expected to think deeply about the book and tell what you notice as you read. Bring this to school on the first day of classes to show Mrs. Cobb. You will use these notes to write your literature letter during the first days of school. See Mrs. Jenny Cobb, MS English Teacher, in M-11 or [email her](#) if you are unclear about any aspect of this assignment. Note: You may receive extra credit for reading more than one book.

8th Grade Summer Reading Options 2018

Dystopian/Fantasy

- [The Giver](#) (Lowis Lowry, 1993)
- [Jackaby](#) (William Ritter, 2014)
- [The Inquisitor's Tale](#) (Mark Gidwitz, 2018)

Classics

- [Sherlock Holmes](#) (Sir Arthur Conan Doyle, 1887-1893) Pick 2-3 of the books. You do not have to read all of the 1000 pages of the collection.
- [Pride and Prejudice](#) (Jane Austen, 1813)

Realistic Fiction

- [If I Ever Get Outta Here](#) (Eric Gansworth, 2015)
- Any [John Feinstein](#) book, such as *Walk On* (2014)
- [As Brave As You Are](#) by Jason Reynolds, 2016
- [Piecing Me Together](#) by Renee Watson, 2017

Non-fiction

- [March](#) Book I (John Lewis, 2013)
- [I Will Always Write You Back](#) (Martin Ganda & Caitlyn Alifirenka, 2015)

Grade 8: Social Studies

For your Social Studies class, read **ONE** of the following books:

- [Assassin](#) (Anna Myers)
 - **Note: Mr. Mills may have a limited number of paperback copies of *Assassin* available for purchase.**
- [The Evolution of Calpurnia Tate](#) (Jacqueline Kelly)

Assassin centers around the assassination of Abraham Lincoln. *Calpurnia Tate* is the story of a young girl in Texas in 1899, learning about the world around her and becoming an avid naturalist. You can find both at local bookstores, or can purchase electronic versions through Amazon (for Kindle reader) or iBooks.

Character Sketch Notes:

As you read, take notes to use in writing a character sketch for one of the two main characters noted below. These notes should include:

1. Proof of three character traits (reserved, egocentric, gregarious), please use interesting and different vocabulary to impress your teacher
2. The goal of that character (what he/she wants to do)
3. A problem faced by that character in the book
4. A solution or possible solution to that problem

At the start of the school year each student will complete a written character sketch for one of the following characters: **Bella** or **Booth** from *Assassin*, or **Calpurnia** or **Grandfather** from *The Evolution of Calpurnia Tate*. This character sketch will be written in class. The only materials you may use in writing the sketch will be the notes you prepare over the summer!

Here is an example of notes for Robert, one of the main characters from the book you read last summer, *Night Journeys*, as an example of what your notes should look like:

1. **character traits:** *rigid* (p. 88 – Robert seemed indifferent, not affected at all by the fact that he was being held prisoner. He also did not respond in any way to Mr. Shinn’s nonchalant attitude toward him or to Peter’s stares.); *gracious* (p. 97 – Elizabeth talks about how Robert helped her when she stole from his apprentice master. Robert even got sent to prison for helping Elizabeth but still he did not abandon her. This shows how gracious Robert is.); *disheveled* (p. 88 – Peter describes Robert as having dirty clothes, no shoes, and messy hair. He describes Robert’s appearance as being evidence of the journey he and Elizabeth had taken; because he was so disheveled.)
2. Robert’s goal was to escape with his friend Elizabeth to Easton and find a paying job there.
3. Robert is being held prisoner in Mr. Shinn’s barn and a man is soon coming from Trenton to return him to his owner, John Tolivar.
4. Peter can help Robert and Elizabeth escape to freedom.

All work should be word processed or done neatly on paper. Spelling counts!

Questions? Contact [Mr. Alan Mills](#), MS Social Studies Teacher