

# Summer Reading Enrichment

7th and 8th Grade

## Directions:

Pick one book of your choosing to read over the summer. Read the book and complete the book report sheet that is attached.

The book that you choose must be part of Accelerated Reader (AR). You may check if your choice is part of AR by going to [arbookfind.com](http://arbookfind.com). At this website please enter the title of your book to receive important information such as: the reading level, point amount, and quiz number of your chosen book.

Attached is a list of some suggested books, however, these are not mandatory.



*This report can be used for enrichment points in the first quarter of your 7th and 8th grade ELA class. In order to receive full enrichment point credit, the book report sheet must be entirely completed and the AR quiz must be taken in school, passing with a score of at least 75%.*

**Due Date: August 31, 2018**

## Suggested Novels

Historical	Sci-Fi/Fantasy	Dystopian	Coming-of-Age
<ul style="list-style-type: none"> <li>• <u>Julie of the Wolves</u> by Jean Craighead George</li> <li>• <u>Sunder</u> by William H. Armstrong</li> <li>• <u>Witch of Blackbird Pond</u> by Elizabeth George Speare</li> <li>• <u>Bud, Not Buddy</u> by Christopher Paul Curtis</li> <li>• <u>Crooked River</u> by Shelley Pearsall</li> <li>• <u>Crispin</u> by Avi</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Hobbit</u> by J.R.R. Tolkin</li> <li>• <u>A Wrinkle in Time</u> By Madeleine L'Engle</li> <li>• <u>The Girl Who Drank the Moon</u> by Kelly Barnhill</li> <li>• <u>Ella Enchanted</u> by Gail Carson Levine</li> <li>• <u>Magnus series, Lost Hero Series-</u> Series by Rick Riordan</li> <li>• <u>The Mortal Instruments Series</u> by Cassandra Clare</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Hunger Games</u> by Suzanne Collins</li> <li>• <u>Divergent</u> by Veronica Roth</li> <li>• <u>The Maze Runner</u> by James Dashner</li> <li>• <u>Monster</u> by Walter Dean Meyers</li> <li>• <u>The Red Queen</u> by Victoria Aveyard</li> </ul>	<ul style="list-style-type: none"> <li>• <u>All of the Above</u> by Shelley Pearsall</li> <li>• <u>Island of the Blue Dolphins</u> by Scott O'Dell</li> <li>• <u>The Crossover</u> by Kwame Alexander</li> <li>• <u>Wonder</u> by R.J. Palacio</li> </ul>
Biography/ Autobiography	Memoir	Culture/History	
<ul style="list-style-type: none"> <li>• <u>Soul Surfer</u> by Bethany Hamilton</li> <li>• <u>Sisters</u> by Telgemeier, Raina</li> <li>• <u>Robert E. Lee</u> by Jack Kavanagh</li> <li>• <u>Julius Caesar: Dictator for Life</u> by Denise Rinaldo</li> <li>• <u>Hammurabi: Babylonian Ruler</u> by Christine Mayfield</li> <li>• <u>Diary of a Young Girl</u> by Anne Frank</li> </ul>	<ul style="list-style-type: none"> <li>• <u>El Deafo</u> by Cece Bell</li> <li>• <u>Sadako and the Thousand Paper Cranes</u> by Eleanor Coerr</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Chasing Lincoln's Killer</u> by James L. Swanson</li> <li>• Any of the <u>I Survived Series.</u></li> </ul>	

<b>Summer Reading Contest Entry Book Report</b>	AR Quiz Score:
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Student Name:	Author:
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Title of Book:

- List the Main Characters:
- - 
  - 
  - 
  -

Give a short summary of the story making sure to mention who, what, when, where, why, and how. *(Please write your summary using complete sentences.)*

How can you relate to the story you have read? *(Please write your response using complete sentences.)*

5/30/2018

Dear Parents and Students,

I am so excited to be working with you next school year. 6th grade is a big year for all students. Many changes happen in the span of one summer.

To help with minimizing this span I'm sending home some skill practices for English/Language Arts. These skills are essential to know when entering my classroom from day one and will be used throughout all of next school year. These practice sheets are meant to be a help. There are enough to practice one activity a week for about 5 - 10 minutes. Each weekly activity is marked with the week it should be completed.

The skills I will ask you to practice include grammar, comprehension, writing, theme, Citing direct quotations, compare/contrast characters in a story, metaphors, similes and idioms, point-of-view, compare and contrast paired readings, main ideas in an informational text, and analyzing a text structure and multiple accounts of a similar event.

There is a lot here, but all of it will make sure you are ready for 6th grade starting on day one. If you have any questions you can contact me over the summer using my email address [cart@horizonlorain.org](mailto:cart@horizonlorain.org).

Have a great summer and I look forward to seeing you in the fall.

Sincerely,  
Mrs. Cart



*from Sir Galahad, Mr. Longfellow, and Me*  
by Betty Horvath

(Week 1)

- 1 We had just settled into our seats and then stood up again for the Pledge of Allegiance when there was a rap on the glass door of the classroom. Mr. Van raised his hand for us to hold up on the pledging while he went to answer the door.
- 2 I craned my neck to see who it was, and horrors! There stood my father, holding aloft my black, ugly, flapping, buckled, left-at-home galoshes!
- 3 “Emily Ann forgot her galoshes,” he said, with a look at my soggy shoes and another look at me, which said plainly, “We’ll talk about this later.”
- 4 I squirmed with embarrassment. It wasn’t just the galoshes, it was having my father at school! Parents don’t belong at school. Children and teachers belong at school, and parents belong at home. They are two different worlds, and they don’t mix.
- 5 Mr. Van said a few words to my father, something about thoughtfulness, and took the ugly galoshes and carried them over to me. I dropped them under my desk and tried to pretend I was somebody else, someplace else. Princess Margaret Rose in Buckingham Palace, maybe. Shirley Temple in Hollywood. Would their fathers make them wear ugly galoshes or else carry them to school for all the world to see? I doubted it.
- 6 So far, the only right thing about the day was that I had managed to write the poem, in case Mr. Van should ask me for it.
- 7 Lunchtime came at last. For the past hour I had been smelling the solid egg-y odor of my sandwich seeping up from inside my desk. It mingled with the bologna and salami and peanut butter smells coming from all parts of the classroom as the room warmed up.

8        When the noon bell rang, about half the class crowded around the cloakroom in the front of the room, struggled into their damp jackets, and headed for home. Those of us who were left took our lunches out of our desks and spread them out. Some lunches, like mine, were wrapped in last night's newspaper. Some were in neat brown paper bags. Ruby had a red Mickey Mouse lunch box. And a Thermos bottle.

9        Violet Rose didn't have anything.

10       "Where's your lunch?" Ruby asked her.

11       That dumb Ruby! Couldn't she tell just by looking at Violet Rose in her shabby clothes and too big shoes that if she didn't have a lunch, and if she didn't go home for lunch, it was probably because there wasn't anything in her house to make lunch out of, and she was lucky if she'd had anything for breakfast.

12       "So where's your lunch?" repeated Ruby.

13       "I don't have any," Violet Rose said softly.

14       "Why?" persisted Ruby. "Aren't you hungry?"

15       Emily Ann to the rescue.

16       "I think I saw you drop your lunch on the way to school," I lied quickly. "I was right behind you, and I thought it was just some junk you were throwing away. If I'd known it was your lunch you'd dropped, I'd have picked it up. Here, have some of my egg sandwich. I can't eat it all." Another lie. I was starving.

17       Violet Rose thanked me with a look. And eyed my apple wistfully. She got it too.

18       It was going to be a long afternoon. Along, hungry afternoon.

1. Based on how the word squirmed is used in paragraph 4, what is the definition.
  - a. To shake uncontrollably.
  - b. To scream with excitement.
  - c. To move around with emotion.
  - d. To to laugh with embarrassment.
  
2. Which of the following is the theme of the passage?
  - a. Tell the truth
  - b. Follow the rules
  - c. Respect those who deserve it
  - d. Be grateful for what you have
  
3. Which line in the passage best suggests that Emily Ann forgot her galoshes on purpose?
  - a. I dropped them under my desk and tried to pretend I was somebody else, someplace else.
  - b. There stood my father, holding aloft my black, ugly, flapping, buckled, left-at home galoshes!
  - c. Children and teachers belong at school, and parents belong at home.
  - d. It wasn't just the galoshes, it was having my father at school!
  
4. How is Emily Ann most different from Ruby?
  - a. Emily Ann is rude and vain.
  - b. Emily Ann is comfortable and happy.
  - c. Emily Ann is awkward and dense.
  - d. Emily Ann is observant and thoughtful.
  
5. What kind of person is Emily Ann? How do you know?

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## How Animals Find Food

by Mary Ann Fraser

(Week 2)

- 1 All animals need to eat. Food gives energy to grow, build homes, raise babies, and protect against danger. But each animal has its own kind of food and special way of finding it.
- 2 Some animals eat only plants, fruits, or seeds. They're called herbivores. Giraffes eat mostly leaves. With their long necks and tongues, they reach high up into the trees. Cows, zebras, tortoises, and kangaroos are grazers. They eat grasses and other plants low to the ground.
- 3 Animals that eat other animals are called carnivores. A fox is a carnivore. It must move quickly and make sharp turns to catch the mice and other small animals it hunts.
- 4 Condors are scavengers. They eat the remains of animals killed by other carnivores. They like leftovers.
- 5 Animals that eat both plants and animals are called omnivores. Black bears eat whatever they can find during the different seasons of the year, including berries, fish, mushrooms, birds, small rodents, and insects. Having a lot of things they like to eat helps them get enough food.
- 6 Plant eaters, meat eaters, and scavengers are parts of a food chain. Gnus graze for grasses. A pack of hyenas kills and eats a gnu. And vultures eat the remains of the gnu that the hyenas leave behind. The food chain is nature's way of giving each animal the energy it needs.
- 7 Sometimes you can tell how an animal gets its food just by looking at it. Many carnivores have knifelike claws and teeth to catch their food. Tigers use their long claws and sharp teeth to both catch a deer and eat it.



- 8 Bird beaks come in many shapes and sizes. A pelican's bill scoops up fish out of the water.
- 9 An eagle's beak tears meat into pieces small enough to swallow.
- 10 A woodpecker's beak chips away at wood to make holes to store acorns, seek insects, or suck out sap.
- 11 Chameleons move very slowly, but their tongues are very fast. Their bodies change color, helping them to blend into their surroundings. When an insect comes close, the chameleon shoots out its long, sticky tongue and pulls the insect into its mouth. GULP!
- 12 Spiders spin webs to trap the insects they eat, but there are many different ways to make a web. The ogre-faced spider spins a net made of silk and waits upside down for an insect to pass near. Then it drops the net onto the insect and catches it.
- 13 Often animals that live together work together to get food. A pod of humpback whales blows a net of bubbles to drive a school of fish close together. Then the whales swim through the fish, swallowing many at a time.
- 14 What animals eat determines how they look and how and where they live. Koalas are picky eaters. They eat only eucalyptus leaves, so they live in forests of eucalyptus trees in Australia.
- 15 But raccoons will eat whatever they can find. They live in forests, along streams, or even in your backyard.
- 16 Some animals are hunters, and some are hunted. Some even know clever tricks. Floating on its back, a sea otter opens a mussel shell by smashing it against a flat stone on its chest.
- 17 But every animal, everywhere, eats.

1. What is the relationship between herbivores and carnivores?
  - a. Herbivores provide food for carnivores.
  - b. Carnivores leave remains for herbivores.
  - c. Herbivores fight carnivores for food.
  - d. Carnivores steal remains from herbivores.
  
2. Which sentences best express the two main ideas of the article? Select two options. (Pick two)
  - a. All animals need to eat.
  - b. Some animals are hunters, and some are hunted.
  - c. Some animals eat only plants, fruits, and seeds.
  - d. Each kind of animal has its own kind of food.
  - e. Animals that live together also work together to find food.
  
3. Which picture would best help the reader understand the information in the article?
  - a. a picture of an animal eating grass
  - b. a chart showing the food chain
  - c. a graph showing where animals find food
  - d. a timeline showing when animals hunt for food
  
4. Read the dictionary entry for the word pod.

pod (*päd*) n 1. a bit socket in a brace 2. a pouch on a body 3. a protective container or housing 4. a number of animals clustered together

The meaning of pod as it is used in Paragraph 13 is

- a. A bit socket in a brace
- b. A pouch on a body
- c. A protective container or housing
- d. A number of animals clustered together



## Grammar: Prepositions.

(Week 3)

A preposition is a word that explains where, when, or to what extent.

*Example:*

*Amy walked **to** the store **after** school.*

*Where did Amy walk? To the store.*

*To is a preposition.*

*When did she walk? After school.*

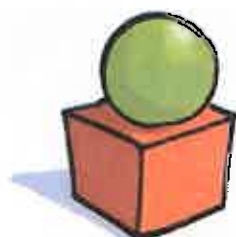
*After is a preposition.*

**Directions:** Read the sentences below. Circle the prepositions in each sentence. Some sentences may have more than one preposition.

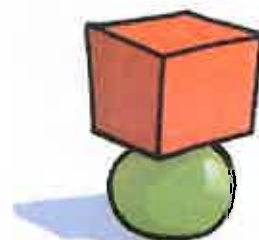
1. Before we ate dinner, we set cleaned off the table.
2. Joanne likes to eat Takis before she eats her lunch.
3. The lights on the tree make it easier to see at night.
4. Please do not throw pencils across the classroom.
5. During the announcements, please stay steaded and silent.



**IN**



**ON**



**UNDER**



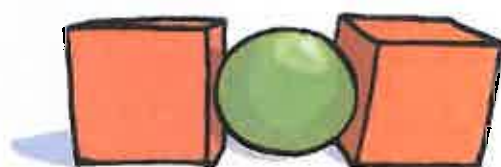
**NEXT TO**



**BEHIND**



**IN FRONT OF**



**BETWEEN**

## Grammar: Subjects and Verbs

- The subjects of a sentence is who the sentence is about.
- The verb of the sentence is the action or linking word that connects the beginning (subject) of the sentence with the ending (predicate).

Example: Jasmine sang during the talent show.

*Directions:* Underline the subject of each sentence once and the verb/verb phrase twice.

1. Aunt May walked Peter to school on his first day.
2. The group of boys wondered to the lake for a swim.
3. He spent all of his money on a video game.
4. The movie had a theme of hope and mercy.
5. The dog liked to play with his blue ball more than his rubber duck.

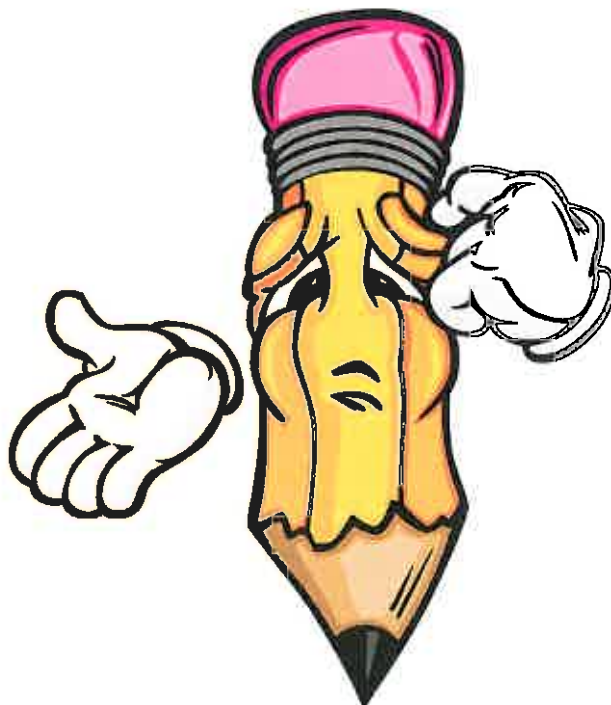


## Grammar: Proofreading

Directions: Use the symbols below to correct the mistakes in the following sentences.

Capitalization	≡	Spelling	○ SP
Insert Period	⊙	Insert Comma	^
Indent needed	→	Omit a word or letter	~
Lower Case Letter	/	Add a space	#
Insert a word	^	Begin a new paragraph	¶

once when i was little i rode my bike over 25 miles in one day i road it was the first time I had even ridden that far before i spent most of the ride going through thecounty metroparks on their bike path but i also had to ride a long way across and along main roads it was a hard thing to do but it was alot of fun to



## Grammar: Spelling

Directions: Cross out the five (5) spelling mistakes in each sentence.

1. A camelion can move its eyes in two diferent direcshuns at the same tyme.
2. In 1899, Charles Murphy became the furst men to petal a bycicle faster then a speeding train.
3. The first profesionall football player was Pudge Heffelfinger. In 1892, he recieved \$500 too play a gayme.
4. Lou Brock was one of the gratest base steelers in baseball historey. He stoll 938 bases in his carreer.
5. Frank feested on flameing fish at the famus Fryday fish frie.

## Grammar: Homophones

Directions: Cross out the words that are used incorrectly. Then replace them with the correct homophones.

1. Frankie the florist charges fifty sense a flour.
2. Irving's insult maid Bertha cry for more than an our.
3. Milton threw his shoo at the flies.
4. Ernie eight won beet and two tomatoes for supper.
5. The champion swimmer one a gold metal!





## Writing

(Week 4)

Directions: On next page write 2 - 3 paragraphs about the following prompt.

### Prompt:

Many young people (and many old ones too) look forward to the summer because they get to do many activities that they don't normally get to do during the cold winter months.

Write 2 - 3 paragraphs about your favorite summer activities. It can be anything that you enjoy doing during these long, warm summer days.

Things to consider:

1. Do your paragraphs have a topic sentence?
2. Did you start a new paragraph when you changed your topic?
3. Do you have a period or other end mark at the end of your sentences?
4. Are you staying on topic?
5. Are your words spelled correctly and are you using grammar that is appropriate for the prompt?
6. Did you proofread your story?
7. Would you be proud to share your writing with your new teacher, a classmate, or someone in your family?



A series of horizontal blue lines for writing, arranged in a central rectangular area of the page.

## Figurative Language: Similes

(Week 5)

Directions: Finish the comparisons.

1. As quiet as a \_\_\_\_\_
2. Swift like a \_\_\_\_\_
3. As funny as a \_\_\_\_\_
4. Beautiful like a \_\_\_\_\_
5. As excited as a \_\_\_\_\_
6. Angry like a \_\_\_\_\_

Directions: Circle the similes in the paragraph below.

Summer days like this one make it really hard to go outside. The air makes it feel like I'm trying to breath under water. It's hot too! My grandma said it's as hot as an oven. That's pretty hot. The best thing to do on these days is to drink water like fish or just stay inside and chill out. I love to go swimming on days like this. It makes me feel like a mermaid because I don't think I can live without the cool water. What do you do on hot days like these?

## Figurative Language: Metaphors

Directions: For each metaphor given below, write what you think it means.

Example A: Thoughts are a storm, unexpected Answer: someone may have many unexpected thoughts at anytime

1. Once your heart's been broken it grows back bigger-

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2. His hair is a white snowflake and his hair is a messy haystack-

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3. He is all heartbroken-

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4. The pigeons fountained into the air-

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5. Her hair was bone white-

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Directions: Circle the metaphors in the paragraph below.

I hate going to my aunt's house over the summer. She is mad dog mean. My mother thinks visiting her is a bed of roses since she doesn't have to clean house or cook for us, but I'm not so happy. Everytime I try to watch TV she does her banshee scream and tells me to go outside. That's if I'm lucky. Most of the time I'm bored to death while she tells me about the good ol' days. I will admit that she does have a heart of gold when she gives me unlimited cookies.

## Figurative Language: Idioms

Directions: Circle the idiom in each sentence below.

1. Sharon had butterflies in her stomach before the championship game.
2. My dad blew his stack when he saw my poor grades on my report card.
3. Jennifer was a bundle of nerves before getting her driving test results.
4. Last night, it was raining cats and dogs.
5. My parents rolled out the red carpet for our visiting relatives.
6. When I tried to get into the good school, the process involved a lot of red tape.
7. When I walked on the stage I knew it was time to sink or swim.
8. I am having a field day with my final exam.



