

# Saint Peter's Grade Eight - Summer Reading 2020

Reading over the summer is a great way to keep academic skills strong. Students who read have a stronger vocabulary, are better writers, learn about their world, and are interesting people! Make reading a part of every day.

All rising eighth grade students are required to read a total of **three** books.

**Fiction**—Choose one you have NOT already read.

- *Al Capone Does My Shirts* by Gennifer Choldenko
- *Anne of Green Gables* by L.M. Montgomery
- *The Book of One Hundred Truths* by Julie Schumacher
- *Drums, Girls & Dangerous Pie* by Jordan Sonnenblick
- *The Ear, the Eye and the Arm* by Nancy Farmer
- *Enders Game* by Orson Scott Card
- *Every Soul a Star* by Wendy Mass
- *The Invisible Man* by H.G. Wells
- *Kira-kira* by Cynthia Kadohata
- *The Martian Chronicles* by Ray Bradbury
- *Milkweed* by Jerry Spinelli
- *Mousetrap* by Agatha Christie
- *No Slam Dunk* by Mike Lupica
- *The Pigman* by Paul Zindel
- *Refugee* by Alan Gratz
- *Restart* by Gordon Korman
- *Running Out of Time* by Margaret Peterson Haddix
- *Scat* by Hiaasen
- *Swing* by Kwame Alexander
- *Tangerine* by Edward Bloor
- *Theodore Boone: Kid Lawyer* by John Grisham
- *The Thief Lord* by Cornelia Funke
- *Twelve Angry Men* by Reginald Rose
- *Witness* by Karen Hesse
- *The Year of the Hangman* by Gary Blackwood

**Fiction Assignment**—Please show your own thought and insight; the internet should not be used.

1. Divide your novel into four equal sections. (Ex. If the novel is 200 pages, each section would be 50 pages.)
2. As you read each section, choose one meaningful passage; type the quoted passage and its page number.
3. Next, write a paragraph to analyze the passage. Your analysis should begin with one of the prompts listed below, give your personal thoughts (not just a summary), be backed up with specific details, and be at least six sentences long. Work should be 12 pt. Times New Roman or Calibri, double-spaced, 1" margin.
4. Be prepared to share about your favorite passage in a book discussion during the first week of school.

**NOTE:** Each of your four paragraphs—one for each passage selected—should begin with a **different** prompt below.

- This passage is important because...
- This passage reveals the character's...
- This passage fits with the book as a whole since...
- Christians can relate to this quote because...
- This passage makes me feel...
- This character exhibits the quality of...
- The point the author wants to make here is...
- I have felt the same emotions as this character when...
- The author uses the literary device of (imagery/symbolism/theme etc.)...
- This setting is significant because...
- I agree/disagree with this character's decision because...
- This is exciting/boring because...
- The author does a good/bad job of...

**Example from the story “Checkout”:**

**Quoted Passage #1**

*The girl hated herself for not checking out at the boy's line, and the boy hated himself for not catching her eye and saying hello, and they most sincerely hated each other without having ever exchanged even two minutes of conversation. Eventually—in fact, within the week—a kind and intelligent boy who lived very near her beautiful house asked the girl to a movie, and she gave up her fancy for the bag boy at the supermarket. And the bag boy himself grew so bored with his job that he made a desperate search for something better and ended up in a bookstore where scores of fascinating girls lingered like honeybees*

*about a hive. Some months later the bag boy and the girl with the orange bow again crossed paths, standing in line with their dates at a movie theater, and, glancing toward the other, each smiled slightly, then looked away, as strangers on public buses often do when one is moving off the bus and the other is moving on.*

from "Checkout" p. 27

#### **Analysis for Passage #1**

This important passage shows that even though the boy and girl never speak to one another, they still help each other grow. By having hopes of seeing each other and dreams of what they might say, they find a reason to see their lives through a new prism. Although the girl, depressed by her family's move, at first wanted to hide in her room, the anticipation of seeing the bag boy compelled her to start her new life. Only by leaving her house could she have met the intelligent boy with whom she went to the movies. By yearning to see the girl, the bag boy realized there was more to life, and challenged himself to find a more fulfilling job. By the time the two met again at the movies, on the surface, their smile acknowledged they had seen each other before, but more importantly each had been the inspiration for the other to begin a new chapter in their lives.

**Nonfiction—Choose one you have NOT already read.**

- *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship* by Russell Freedman
- *Bomb: The Race to Build--and Steal--the World's Most Dangerous Weapon* by Steve Sheinkin
- *The Boy Who Harnessed the Wind* (Young Readers Edition) by William Kamkwamba
- *Brown Girl Dreaming* by Jacqueline Woodson
- *The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club* by Phillip Hoose
- *Chasing King's Killer* by James Swanson
- *Code Girls: The True Story of the American Women Who Secretly Broke Codes in World War II* (Young Readers Edition) by [Liza Mundy](#)
- *Eleanor Roosevelt: A Life of Discovery* by Russell Freedman
- *Franklin Delano Roosevelt* by Russell Freedman
- *Freedom Walkers* by Russell Freedman
- *Hidden Figures: Young Readers' Edition* by Margot Lee Shetterly
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* (Young Readers Edition) by [Malala Yousafzai](#) and [Patricia McCormick](#)
- *Rise of the Rocket Girls: The Women Who Propelled Us, from Missiles to the Moon to Mars* by Nathalia Holt
- *Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March* by Lynda Blackmon Lowery
- *The Wright Brothers: How They Invented the Airplane* by Russell Freedman
- *If you have another idea for a nonfiction book, email your teacher for approval.*

**Nonfiction Assignment—Select one. Please show your own thought and insight; the internet should not be used. Projects should reflect entire book, not just the first few chapters.**

1. Interview a character from your book. Type at least 15 questions and answer them in detail from the character's point of view. Give the character the opportunity to discuss his/her thoughts and feelings about events throughout the story. These should not be simple yes or no questions and answers should be more than one short sentence.
2. Create five illustrations of important points throughout the book and type a 4-5 sentence caption for each illustration describing what is happening and its significance.
3. Write a diary with six well-written entries that one of the story's main characters might have kept throughout the book's events. Each entry should be a paragraph of at least eight sentences. Remember that the character's thoughts and feelings are very important in a diary. This should not just be a summary of the events.
4. Create an illustrated timeline showing 7-8 events of the story and draw a map showing the location(s) where the story took place. Write 3-5 sentences about each event.
5. Create a comic book (5-10 pages) relating to an important aspect of the story. The story line should be clear and the color illustrations should be done with care.

#### **Required Fiction**

**Assignment**

Students should have read the novel before the start of the new school year. They should have a copy of the book the first week of school and be prepared to discuss the plot, characters, and themes. Students will complete in-class assignments/assessments.

Name: \_\_\_\_\_ Class \_\_\_\_\_ # \_\_\_\_\_

**Eighth Grade Summer Reading Rubric—These will be graded on quality, not completion.**

<b>Fiction Student Choice Title</b> _____	
<b>Directions Followed</b>  Four passages quoted, each from a different section of the book. Page number included.  Analysis for each quote, at least six sentences for each.  12 pt. Times New Roman or Calibri, double-spaced, 1" margin.	_____ /4
<b>Comprehension</b>  Responses are thoughtful reflection to the chosen prompts and demonstrate knowledge of and insight about the material read.	_____ /16
<b>Conventions (grammar)</b>  Answers are in complete sentences, free of spelling and grammar errors.	_____ /4

<b>Nonfiction Student Choice Title</b> _____	
<b>Project Selected</b> _____	
<b>Directions Followed</b>  All elements neatly completed and meet specific guidelines for project.	_____ /4
<b>Comprehension</b>  Each element demonstrates a different and important aspect of the story.	_____ /16
<b>Conventions (grammar)</b>  Answers are in complete sentences, free of spelling and grammar errors.	_____ /4