

Dear Parent/Guardian:

As the 2018-19 school year draws to a close, it is my pleasure to present to you our 2019 Summer Reading Assignment. Summer reading is an important activity for your child's intellectual growth and development. It encourages students to continue learning while still providing them with fun and enjoyment. What helps make reading entertaining for children is allowing them the freedom to choose books that speak to their unique interests.

As part of our Summer Reading Program students may choose any book, approved by you, within their Lexile range, to complete their project. Lexile levels have been provided by your child's teacher, and are attached. Parents are welcome to take their child to the Millville Public Library at 210 Buck Street, where the librarians there will assist all students with finding books within their Lexile range. Parents may also consult the following sites to find an appropriate book for their child.

<http://www.scholastic.com/bookwizard/>

<https://www.lexile.com/findabook/>

<http://www.barnesandnoble.com/reading-level-reading-books-lexile/search.asp?cds2Pid=30223>

Millville Public Charter School students incoming to grades 1-6 are required to read at least ONE book and complete the attached assignment for their grade level. Copies of this assignment will also be available on our school website [www.vinelandpubliccharterschool.org](http://www.vinelandpubliccharterschool.org).

**DUE DATE:** ALL projects are due **Wednesday, September 4th** and will count towards a project grade

for the first quarter for the 2019-20 school year.

**Incoming Grade 1:** Create an advertisement for your book.

**Incoming Grade 2:** Complete your summer reading log and answer ONE of the following questions.

- How are your feelings and the feelings of a character in your book alike? How are they different?
- What questions did the book raise but did not answer?

**Incoming Grade 3:** Create a Venn diagram to compare and contrast one of the characters in your book to another book you've read. Be sure to include the characters' traits, thoughts, and feelings.

**Incoming Grade 4:** Write a 5 paragraph summary of your book. It may be handwritten OR typed.

- Compare your book to another book you've read. Include key details such as characters, setting, important events, and central message or theme. (fiction)
- Include the main idea and key details. Explain how the details support the main idea. (informational)

**Incoming Grade 5:** Write a 5 paragraph summary of your book. It may be handwritten OR typed.

- Compare your book to another book you've read. Include key details such as characters, setting, important events, and central message or theme. Include evidence from the text. (fiction)
- Include the main idea and key details. Explain how the details support the main idea. Include evidence from the text.(informational)

**Incoming Grade 6:** Write a 5 paragraph summary of your book. It may be handwritten OR typed.

- Compare your book to another book you've read. Include key details such as characters, setting, important events, and central message or theme. Include evidence from the text. (fiction)
- Include the main idea and key details. Explain how the details support the main idea. Include evidence from the text.(informational)

Dear Parents/Guardians,

Below is your child's Lexile level. Please use this information in order to be sure that your child is choosing an appropriate book for their summer reading assignment. Parents are welcome to take their child to the Vineland Public Library at 1058 East Landis Avenue, where the librarians there will assist all students with finding books within their Lexile range. Parents may also consult the following sites to find an appropriate book for their child.

<http://www.scholastic.com/bookwizard/>

<https://www.lexile.com/findabook/>

<http://www.barnesandnoble.com/reading-level-reading-books-lexile/search.asp?cds2Pid=30223>

Student Name: \_\_\_\_\_

Student Lexile Level: \_\_\_\_\_

DUE DATE: ALL projects are due **Wednesday, September 4th** and will count towards a project grade for the first trimester for the 2019-20 school year.

Dear Parent/Guardian:

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Millville Public Charter School students entering grade 7 are required to choose TWO (2) books, from the list provided, complete the "Summer Reading Information Sheet" for both books, and choose ONE (1) project to complete from the list below.

These books can be found at the Millville Public Library at 210 Buck Street as well as surrounding library systems (Vineland and Bridgeton).

**DUE DATE:** ALL projects will be due **Wednesday, September 4th** and will count towards a project grade for the first quarter for the 2019-20 school year.

## **SUMMER READING DIRECTIONS:**

1. READ A MINIMUM OF **TWO** BOOKS SELECTED FROM THE ATTACHED LIST.
2. COMPLETE AN INFORMATION SHEET FOR EACH BOOK (Found on the last pages of this packet.)
3. COMPLETE ONE PROJECT BASED ON ONE OR BOTH BOOKS.

For the 7<sup>th</sup> Grade Summer Reading Assignment, we have compiled a list of novels, many recommended by students, with a variety of reading levels and subject matter. I encourage all students and their parents or guardians review this list before making their book selection. Most books are readily available and can be checked out from your local library. After reading the books, students will complete the information sheet about each book. Finally, students will create a project inspired from their reading. Carefully review the criteria and the variety of project suggestions that are provided. All students will have the opportunity to present their projects during the first week of school in September. Projects will count as a project grade for the 1<sup>st</sup> term. All projects are due to your homeroom teacher by **Wednesday, September 4th**.

## **PROJECT SUGGESTIONS**

- Comic Book - Write a comic book version of the book.
- Children's Story - Turn the book(s) you read into a children's story with illustrations.
- Educational Packet - Create an educational packet with classroom activities.
- Review - Write a review; include your opinions and recommendations.
- Journal - Write a journal about the main characters experiences.
- Model - Create a "to scale" model about your book.
- News Story - Write a front- page news story about an important incident from the book. *Make sure to include the "who, what, where, when, and why" in your opening. Then draw a "photo" to accompany your story.*
- Board Game - Create a board game or computer game based on characters or events from the book. Include clearly written instructions, and any game pieces needed to play.
- Cast Characters - Put together a cast for the film version of the book. Explain why you selected each cast member.
- Collage - Using words and pictures cut out magazines, newspapers, as well as paint or draw to create a collage illustrating the plot, theme, characters, or setting from the book.

- Video/ Commercial Record and create a video about the book.

Dear Seventh Grade Reader,

The summer is a time when most of us take a break from school, but we shouldn't take a break from reading. Please look over this extensive list and select two books from the summer reading list on the following pages.

Happy Reading!

### **Book List**

London, Jack – White Fang

*Jack London's famous tale of dogs, the wilderness, and the fight for survival.*

Montgomery, Lucy M. - Anne of Green Gables Series

*Eleven-year old Anne is a feisty young girl who must find a way to win the right to stay at Green Gables. Her adventurous spirit leads her through many mishaps and growing experiences as each book in the series shows her progression.*

Rawls, Wilson - Where the Red Fern Grows

*The exciting adventures of a young boy and his two coonhounds, Little Anne and Old Dan, unfold in this heartwarming story.*

Stevenson, Robert Louis - Treasure Island

*A beloved classic about pirates, buried treasure, and buccaneers.*

Anderson, Laurie Halse - Fever, 1793

*During the summer of 1793, fever breaks out in Philadelphia. Fourteen-year-old Mattie Cook, who lives with her mother and grandfather at the coffee shop they own, is forced to flee the city to avoid the sickness. She encounters problems along the way, and is forced to make some grown-up decisions to save her family and the business.*

De Soto, Gary - Baseball in April

*A collection of eleven short stories focusing on everyday adventures of Hispanic young people growing up in Fresno, California.*

Hiaasen, Carl - Scat

*During a field trip, a wildfire breaks out, and much feared science teacher Mrs. Starch vanishes. The school gets a letter stating she is away on a family emergency, but no one believes that. There is suspicion that bad boy Duane "Smoke" Scroud is to blame for both the fire and disappearance. A funny, environmentally savvy thriller. Other books by Carl Hiaasen Flush, Hoot, and Chomp.*

Park, Linda Sue - Project Mulberry

*This delightful book explores prejudice, patriotism, and conservation within a family and friendship story that keeps you engaged throughout the book.*

Spinelli, Jerry - Maniac Magee

*Jeffrey "Maniac" Magee is orphaned and finds himself in Two Mills, where he becomes a local legend while trying to find a home. He has amazing athletic abilities, runs everywhere he goes, and is allergic to pizza. Innocently, he crosses between the two segregated parts of the town, the White East end and the Black West end, making friends and enemies in both.*

Urban, Linda - A Crooked Kind of Perfect

*A sweet and poignant story about a girl's dream of becoming a concert pianist and the reality that she must embrace.*

Jeanne Duprau - City of Ember

*In the year 241, 12-year-old Lina trades jobs on Assignment Day to be a Messenger to run to new places in her decaying but beloved city, perhaps even to glimpse Unknown Regions. Continue following the future adventures in the rest of this 4-part series.*

Rowling, J.K – Harry Potter Series

*After 10 miserable years with his aunt and uncle, Harry Potter is invited to attend Hogwarts School of Witchcraft and Wizardry. Each book follows another year in Harry's education while more of his frightening destiny is revealed.*

Bloor, Edward - Tangerine

*When a boy who is legally blind moves to a new town, he uses his inner senses to overcome his disability and succeed at soccer.*

Dent, Jim - Twelve Mighty Orphans

*In this true account, the author tells the story of Coach Rusty Russell and how he molded a group of orphans from Fort Worth, Texas, into one of the toughest football teams in the state. The Mighty Mites, as they came to be known, reached the Texas state semi-finals three times and the championship once.*

FitzGerald, Dawn - Soccer Chick Rules

*When the middle school threatens to stop funding sports programs, Tess takes quick action to protect the games she loves.*

Hobbs, Will - Leaving Protection

*After landing a desired job on a fishing vessel, a 16-year-old boy must face a captain who will do anything to find a buried treasure, and Mother Nature who tries to throw them off course.*

Herriot, James - All Creatures Great and Small

*A delightful collection of the adventures of an English veterinarian. A must read for animal lovers!*

Tougias, Mike - The Finest Hours: The True Story of a Heroic Sea Rescue

*On the night of February 18, 1952, during one of the worst winter storms that New England has ever seen, two oil tankers just off the shore of Cape Cod were torn in half by the force of the storm. This is the story of the harrowing Coast Guard rescue on how four men in a tiny boat overcame insurmountable odds to save more than 30 stranded sailors in the middle of a Nor'easter.*

Choldenko, Gennifer - Al Capone Shines My Shoes

*In the sequel to Al Capone Does My Shirts, Moose Flanagan, who lives on Alcatraz along with his family and the families of the other prison guards, is frightened when he discovers that noted gangster Al Capone, a prisoner there, wants a favor in return for the help that he secretly gave Moose. (YA FIC Choldenko, YAP Cho & AUD CD YA FIC Choldenko)*

Collins, Suzanne - Gregor the Overlander

*When 11-year-old Gregor and his two-year-old sister are pulled into a strange underground world, they trigger an epic battle involving men, bats, rats, cockroaches, and spiders while on a quest foretold by ancient prophecy. (J FIC Collins & J AUD CD FIC Collins)*

Flanagan, John - Ruins of Gorlan

*When 15-year-old Will is rejected by battleschool, he becomes the reluctant apprentice to the mysterious Ranger Halt, and winds up protecting the kingdom from danger. This is the first book in the Ranger's Apprentice series. (J FIC Flanagan)*

Gaiman, Neil - Graveyard Book

*Nobody Owens is a normal boy, except that he has been raised by ghosts and other denizens of the graveyard. (J FIC Gaiman)*

Flores-Galbis - 90 Miles to Havana

*When unrest hits the streets of Havana, Cuba, Julian's parents must make the heartbreaking decision to send him and his two brothers away to Miami via the Pedro Pan operation. But when the boys get to Miami, they are thrust into a*

*world where bullies seem to run rampant and it's not always clear how best to protect themselves. (J FIC Flores-Galbis)*

Funke, Cornelia - Reckless

*Jacob and Will Reckless have looked out for each other ever since their father disappeared, but when Jacob discovers a magical mirror that transports him to a warring world populated by witches, giants, and ogres, he keeps it to himself until Will follows him one day, with dire consequences. (J FIC Funke & J AUD CD FIC Funke)*

Gutman, Dan - Honus and Me

*When Joe Stoshack gets a job cleaning old Miss Young's attic, he's not too happy about it. The place is filled with tons of worthless trash, and he's only getting paid \$5 for hauling it out. Suddenly Joe finds a little piece of cardboard. He's holding the world's most valuable baseball card. Joe is rich—really rich—but it's more than that. Suddenly, Joe is face-to-face with the player on the card. He's able to travel through time with one of the greatest ballplayers who ever lived. If you have a favorite baseball player, try one of Dan Gutman's other Baseball Card Adventure books: Jim & Me; Satch & Me; Abner & Me; Shoeless Joe & Me; Mickey & Me; Babe & Me; or Jackie & Me (J FIC Gutman)*

Downing Hahn, Mary - All the Lovely Bad Ones

*After learning their grandmother's inn is haunted, Travis and Corey decide to do some "haunting" of their own. Before long, their supernatural pranks have tourists flocking to the inn. They soon learn that they aren't the only "ghosts" at the inn. Their pranks have awoken the local ghosts who refuse to "rest in peace." (J FIC Hahn)*

Hesse, Karen - Out of the Dust

*In a series of poems, fifteen-year-old Billie Jo relates the hardships of living on her family's wheat farm in Oklahoma during the dust bowl years of the Depression. (J FIC Hesse, JPB H & J AUD CD FIC Hesse)*

Hoose, Phillip - Claudette Colvin: Twice Toward Justice

*Nine months before Rosa Parks triggered the bus boycott in Montgomery, Alabama, by refusing to give up her seat to a white passenger, 15-year-old Claudette Colvin let herself be arrested and dragged off the bus for the same reason. Colvin played a central role in the city's civil rights drama, but her story has been largely lost to history. (J 323.092 Hoo)*

Binny for Short by Hilary McKay

*Eleven-year-old Binny struggles to cope with her father's death and the loss of her beloved dog while she adjusts to a new home that might be haunted by her horrible Aunt Violet. (J FIC McKay)*

Reynolds Naylor, Phyllis - Faith, Hope and Ivy June

*Ivy June Mosley and Catherine Combs participate in a school exchange program where each girl spends two weeks in the other's home and school. Ivy June, who lives in the mountains of Kentucky where most of the residents have no phone service or bathrooms and many of the men work in the coal mines, spends two weeks in Lexington at Catherine Comb's middle class house and goes to her private girls' school. The two overcome many stereotypes and become very good friends. (JPB N & J AUD CD FIC Naylor)*

Maximum Ride series by James Patterson

*Meet 14-year-old Maximum Ride, or Max for short, and the rest of her flock, Fang, Iggy, Nudge, Gasman and Angel in book one, Maximum Ride: The Angel Experiment. Max and her flock are just like ordinary kids, only they have wings and can fly. After the mutant Erasers abduct Angel, the youngest member of their group, the "birdkids," who are the result of genetic experimentation, take off in pursuit and find themselves struggling to understand their own origins and purpose. (YA FIC Patterson)*

Red Pyramid, The by Rick Riordan

*Egyptologist Dr. Julius Kane accidentally unleashes the Egyptian god Set, who banishes the doctor to oblivion and forces his two children to embark on a dangerous journey to save him. (J FIC Riordan)*

Serpent's Shadow, The by Rick Riordan

*Carter and Sadie prepare for the ultimate confrontation with the chaos snake Apophis at the same time the House of Life magicians launch a civil war, compelling the Kanes to tap the power of an ancient spell in the third book of The Kane Chronicles. (J FIC Riordan)*



Throne of Fire, The by Rick Riordan

*In the sequel to The Red Pyramid, Carter Kane and his sister must prevent the chaos snake Apophis from breaking free in a few days' time or the world will come to an end. To have any chance of battling these Forces of Chaos, the Kanes must revive the sun god Ra. (J FIC Riordan)*

Schwa Was Here, The by Neal Shusterman

*A Brooklyn eighth-grader nicknamed Antsy befriends the Schwa, an "invisible-ish" boy who is tired of blending into his surroundings and going unnoticed by nearly everyone. (J FIC Shusterman & J AUD CD FIC Shusterman)*

Countdown by Deborah Wiles

*The fearful events of the 1962 Cuban Missile Crisis are witnessed by 11-year-old Franny, who finds her life and perspectives changing throughout the course of a week that is also marked by difficult family issues. (YA FIC Wiles & AUD CD YA FIC Wiles)*

## SUMMER READING INFORMATION SHEET

Directions: Please complete an information sheet for EACH of the books you selected for Summer

Reading.

YOUR NAME \_\_\_\_\_

TITLE OF BOOK \_\_\_\_\_

AUTHOR \_\_\_\_\_

- Do you think the title fits the book? Why or why not? Can you think of a better title?
- Choose one of these two starters and complete it below: If I could be any character in the book, I would be \_\_\_\_\_ because... or When I finished the book I still wondered ....
- How did the book relate to you? Was there a favorite chapter, or quote that appealed to you? Did you learn something new? Explain.
- What is the opening sentence in the book? How does it relate to the book?
- Was there a connection between the two books you read?

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Millville Public Charter School students entering grade 8 are required to read The Outsiders by S.E. Hinton. The required book must be read during the summer in preparation for a mini-unit which will be introduced by the 8<sup>th</sup> grade Language Arts Literacy teacher at the beginning of the 2019-2020 school year. The length of the unit will be conducted during the first week of school and will be preceded by an assessment.

Students have the option to read a second book from our suggested book list and complete a project for **extra credit** towards a project grade for the 1<sup>st</sup> quarter. Extra credit projects are due **Wednesday, September 4th**.

Happy Reading!

**SUMMER READING DIRECTIONS:**

1. Please read the required book, THE OUTSIDERS by S.E. HINTON. This book can be found at the

Millville Public Library at 210 Buck Street as well as surrounding library systems (Vineland and Bridgeton).

2. Complete a project from the suggested summer reading book list for extra credit.

For the 8<sup>th</sup> Grade Summer Reading Extra Credit Assignment, we have compiled a list of novels, many recommended by the local librarian, with a variety of reading levels and subject matter. I encourage all students and their parents or guardians review this list before making their book selection. Most books are available and can be checked out from your local library. After reading the books, students can create a project inspired from their reading. Carefully review the criteria and the variety of project suggestions that are provided. All participating students will have the opportunity to present their extra credit projects during the week of **Wednesday, September 4th**. Projects will count as an extra credit project grade for the 1<sup>st</sup> trimester. All projects are due to your homeroom teacher by **Wednesday, September 4th**.

## **EXTRA CREDIT PROJECTS**

- Novel Playlist: Produce a playlist of at least 5 musical selections that reflect any of the following and briefly explain why you choose the song and how it connects to your novel.

Theme

Main idea

Author's purpose/perspective/character's life

- Facebook Page: Create a pretend Facebook page for the main character. Include the groups the character would join, provide three status updates, identify 5 people the character would choose as friends and justify your choices for the characters with brief explanation using text evidence. *\*The template for this can be downloaded from our school website.*
- Inside /Out Character Study  
Identify and discuss the external and internal attributes in a character that you have chosen. Discuss how these attributes affect the decisions that the character makes throughout novel.
- Change the ending  
Write a one page different ending to your novel.
- You Magically Become a Character in Your Novel  
Pretend you could magically enter your novel. Write a short essay explaining what event, setting or conflict you would enter and why. How would your being there change the story? How would you connect yourself to the characters?  
Minimum: three paragraph entry.
- Book review  
Write a pretend review of your novel for Amazon.com. Give two opinions about the novel and cite examples using quotations from the novel to support your opinion. Include supporting details explaining why you would recommend this novel and to what audience you think the novel is written for.  
Minimum: three paragraph entry.

REQUIRED READING:

The Outsiders-S.E. Hinton

SUGGESTED READING:

*Hoops- Walter D. Myers*

*Artemus Fowl-Eoin Colfer*

*Life as we Knew it-Susan Beth Pfeffer*

*Gregor the Overlander- Suzanne Collins*

*The Lost Conspiracy-Miriam Jensen Hendrix*

*The Maze Runner-James Dashner*

*Treasure Island-Robert Louis Stevenson*

*The Sea of Trolls-Nancy Farmer*

*Hush-Judy Brown*

*Crash-Jerry Spinelli*

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Millville Public Charter School students entering grade 9 are required to read:

The Old Man and the Sea, by Ernest Hemingway (940 lexile)

AND

Treasure Island, Stevenson, Robert Louis (870 lexile).

In approximately five to eight sentences answer each of the questions that follow with direct quotes and page numbers where possible. These will form the basis of an open book in-class essay or paper during the opening weeks of school in the 2018-19 school year. The completed answers are due **Wednesday, September 4th**.

Happy Reading!

**SUMMER READING DIRECTIONS:**

1. Please read the following books, The Old Man and the Sea, by Ernest Hemingway (Lexile 940) AND Treasure Island, Stevenson, Robert Louis (Lexile 870). These books can be found at the Millville Public Library at 210 Buck Street as well as surrounding library systems (Vineland and Bridgeton).

2. Complete the following questions in approximately five to eight sentences for EACH text. Answer each of the questions with direct quotes and page numbers where possible. These will form the basis of an open book in-class essay or paper during the opening weeks of school. Bring the completed answers with you to class when instructed. Questions are due **Wednesday, September 4th.**

***Remember, the answers you provide will be the basis of your first major grade for the course.***

1. To begin the plot, the protagonist encounters a problem or choice to be made. Describe the problem or the choice. Discuss how the protagonist responds to the dilemma. (Guy, Ender, Santiago, Patty, Jim, Dorian)
2. Motivation: explain why you think the protagonist from question number one acts the way he/she does?
3. Copy a provocative/interesting/important/enjoyable passage (note the page number) and then explain your selection in three to four sentences.
4. After reading the book, make predictions about what could happen next, explaining the reason(s) for your predictions.
5. Explain why you would like to have a particular character as a friend.
6. Examine the values/traits of a character you dislike.
7. What is the novel's setting? Explain why you would or would not like to have lived in the time and place of the novel.
8. Identify a chapter or episode of the novel that you had difficulty understanding. Write one question you had about that part. Discuss the possible answers to that question.
9. What real person or event(s) are you reminded of by the protagonist or another important character or event(s) in the story?
10. Reread your answers to the above questions. In light of those answers, what is your overall evaluation of the book? How does this book compare and contrast with the other you read?



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Select any **TWO** of the following novels to complete your summer reading. Answer the questions that are listed below using complete sentences, well-developed paragraphs, and detailed examples with direct quotes and page numbers. Answer these questions in a Word document and save to your computer. Bring the answers with you to your English class on **Wednesday, September 4th**. The responses will form the basis for your first analytical paper. We will discuss **how to piece all of this together** during class.

These books can be found at the Millville Public Library at 210 Buck Street as well as surrounding library systems (Vineland and Bridgeton).

#### Novels

McCullers, Carson	<i>The Member of the Wedding (900 lexile)</i>
Orwell, George	<i>1984 (1090 lexile)</i>
Stevenson, Robert Louis	<i>Dr. Jekyll and Mr. Hyde (1060 lexile)</i>
White, T. H.	<i>Once and Future King (1080 lexile)</i>
John Knowles	<i>A Separate Piece (1110 lexile)</i>
Homer	<i>The Iliad (1320 lexile)</i>

## Questions:

- Describe one character's problems, or a choice made. What advice do you have for the character?
- Explain why you think a character acts the way he/she does.
- Copy an interesting/important/enjoyable passage (**note the page number**) in the response and comment on it.
- Explain why you would or would not like to have a particular character as a friend.
- Explain why you would or would not like to have lived in the time and place of the novel.
- Write questions about a part of the novel that you had difficulty understanding. Choose one question and explore possible answers.
- Examine the values of a character you like/dislike.
- What real person or event(s) are you reminded of by characters or events in the story.
- What is your overall reaction to the work?