

HULL MIDDLE SCHOOL 8TH GRADE GIFTED SUMMER READING

Hull Middle School's Gifted department is committed to providing students with the best education possible and believes that learning is a lifelong process that does not stop when the academic year ends. The school has developed a summer reading program to further enhance student learning and to better prepare students for the future.

Our Summer Reading Program is designed to address four primary goals:

- Enhancing our students' vocabulary
- Developing our students' critical thinking ability
- Broadening our students' literary base
- Generating and promoting love for reading

This summer, upcoming 8th grade Gifted students are expected to read two(2) books. **All rising 8th grade students are required to read *Fever 1793* by Laurie Halse Anderson. The second book can be chosen from the list below.** This year, students will also complete an assignment for both books which is explained in detail on the attached sheet. The assignment should be completed before school begins on August 9th. Classes will also complete additional assignments and discussion in class at the beginning of the school year.

Chose one(1)of the following books as your second reading choice:

Wednesday Wars by Gary Schmidt - On Wednesday afternoons, while his Catholic and Jewish schoolmates attend religious instruction, Holling Hoodhood, the only Presbyterian in his seventh grade, is alone in the classroom with his teacher, Mrs. Baker, who Holling is convinced hates his guts. He feels more certain after Mrs. Baker assigns Shakespeare's plays for Holling to discuss during their shared afternoons. Each month in Holling's tumultuous seventh-grade year is a chapter in this quietly powerful coming-of-age novel set in suburban Long Island during the late '60s.

Drums, Girls and Dangerous Pie by Jordan Sonnenblick - Steven Alper is a typical eighth-grader-smarter than some, a better drummer than most, but with the usual girl problems and family trials. Then, on October 7, his five-year-old brother, Jeffrey, falls, has a nosebleed that doesn't stop, and is diagnosed with leukemia.

Code Talker by Joseph Bruchac - Six-year-old Ned Begay leaves his Navajo home for boarding school, where he learns the English language and American ways. At 16, he enlists in the U.S. Marines during World War II and is trained as a code talker, using his native language to radio battlefield information and commands in a code that was kept secret until 1969.

The Schwa Was Here by Neal Shusterman - When Anthony "Antsy" Bonano and his friends meet Calvin Schwa, they are impressed and puzzled by his ability to appear and disappear before their very eyes. Antsy concocts a moneymaking scheme based on the Schwa's invisibility that seems promising until he and his friends overreach and are caught by the town's legendary mean millionaire, Mr. Crawley.

Savvy by Ingrid Law - Upon turning 13, each member of the Beaumont family develops a supernatural ability, or "savvy," which must then be tamed. Well aware of the problems savvys can bring (the family had to relocate when one child had difficulty controlling his storm-producing savvy), 12-year-old Mississippi (Mibs) awaits her birthday eagerly but with a bit of trepidation. Then Poppa is seriously injured in an accident far away, and Momma goes to his side, leaving Mibs and the rest of the family to cope with Mibs' 13th birthday on their own.

WHAT DO I DO WHILE READING MY BOOKS?

“True comprehension goes beyond literal understanding and involves the reader’s **interaction** with text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text.”

Stephanie Harvey and Anne Goudis Strategies that Work

Double Entry Journal:

As you read each book, you need to keep a double entry journal. In order to create your journal, take a piece of paper and divide it in half down the middle. Label one side of the paper PASSAGE and the other side RESPONSE. As you read, choose a thought-provoking quote or short passage and add it to the PASSAGE column. Then, on the other side respond to the quote.

Possible responses might include:

- Make a connection to the text—what does it remind you of? Can you relate it to something/someone in your life?
- Another text you have read or seen? Something happening in the world?
- Ask a question: I was wondering.....? What does this mean...? Try to answer your question
- Make a prediction—what do you think is going to happen next? Why?

Do NOT summarize what has happened in the book. This is a chance for you to connect with the novel - think about it, question it, react to it, and work to better understand it. Responses should be thorough and provide evidence that you are thinking and interacting with the text.

As you fill up one page in the journal, create another page and attach it. Please label quotes with chapter numbers and page numbers. All PASSAGES and RESPONSES should be in chronological order.

You should have approximately 10 - 12 entries per novel. Typed entries are preferred, however handwritten entries are acceptable. Handwritten entries should be in ink and neat and legible.

For each book, please create a cover page to attach to the front of your Double Entry Journals. The cover page should have the title of the book, your name (first and last), and a quote from the book that captures its meaning.

Your two Double Entry Journals are due when you return to school. Both will be handed in to your language arts teacher for a grade.