



St. James Middle School

Summer Reading Program

Dear Parents and Students,

This has been an extraordinarily good year in reading classes. The Accelerated Reading Program was very successful this school year due to the students' motivation to excel. For example, during the 3rd quarter, the six classes accumulated a total of 10,800 points. Students and teachers collaborated to set individual goals with a comprehension mastery of 85%. Many students doubled and tripled their goals.

With summer break quickly approaching, the language arts department has developed a summer reading program for the middle school grades. Incorporated within the program are differentiated activities which aligns with the Saint James School Improvement Plan. Research indicates that students take ownership in their learning when given opportunities to express individual creativity.

Students will be required to read **two books** from the list of recommended books.

Project A:

Students will choose one book from the list. A Story Map will be completed and turned into the teacher.

Project B:

Students will choose one book from the list. After looking over the 20 differentiated activities, one will be chosen to complete. These projects will be shared with the class during the second week of school.

The following criteria must be met for full credit:

- Cursive handwriting in pencil only
- Correct grammar (including capitalization, spelling, punctuation)
- Projects well-planned and neat in appearance

Each assignment will be based on 50 points.

While two books are required, we encourage students to read a variety of materials throughout the summer.

Reading not only develops higher level vocabulary and comprehension skills, it increases powers of concentration and develops imagination and critical thinking.

Four Part Plan for Reading:

1. Have on hand a **medium-sized dictionary** - if the meaning of words cannot be obtained through context clues, look it up.
2. Keep **paper and a pencil handy**. If you don't have a dictionary, jot the words down and look them up later. Also, keep notes on the book as a review before you take an AR test.
3. Spend at least **20 minutes daily reading**. Use a variety of media such as books, magazines, newspapers, and web sites.
4. Visit the **public library**. If you choose a book they don't have, often times they can request it from another source.

We hope you have a safe and fun summer. We look forward to you returning and sharing your projects.

Mrs. McKean and Ms. Osborne

2011 SUMMER READING LIST

6th Grade

Choose Two

Out of the Dust
Sixth Grade Can Really Kill You
Dogsong
A Wrinkle in Time
Peter and the Star Catchers
The Lottery Rose
So B. It
Homer Price
The Man Who Was Poe
Ida B.
The Wind at My Back, Life of Saint Patrick
Letters from Wolfe
Bud Not Buddy
City of Ember
Lightning Thief
Souder
Bridge to Terabithia
Diary of a Wimpy Kid
The Lion, the Witch and the Wardrobe

Karen Hesse
Berthe DeClements
Gary Paulsen
Madeline L'Engle
Dave Berry
Irene Hunt
Sarah Weeks
Robert McClosky
Avi
Katherine Hannigan
Sr. Mary Clement Turcotte, FSP
Patti Sherlock
Christopher Paul Curtis
Jeanne Duprau
Rick Riordan
William Armstrong
Katherine Paterson
Jeff Kinney
C.S. Lewis

Class Focus Books:

The View from Saturday
Summer of the Swans
StarGirl

7th Grade

Choose Two

The Cay
Homecoming
Maniac Magee
Walk Two Moons
My Side of the Mountain
Jacob Have I loved
The True Confessions of Charlotte Doyle
The Sword in the Stone
The Adventures of Tom Sawyer
The Wind in the Willows
Saint Joan of Arc
Code Orange
Petey
Zach's Lie
Jach's Run

Theodore Taylor
Cynthia Voigt
Jerry Spinelli
Sharon Creech
Jean Craighead Geroge
Katherine Patterson
Avi
T. H. White
Mark Twain
Kenneth Grahame
Jeremy Roberts
Caroline Cooney
Ben MiKaelsen
Roland Smith
Roland Smith

Class Focus Books:

Call of the Wild
The Giver
Across Five Aprils
Island of the Blue Dolphins

8th Grade

Choose Two

Dacey's Song
Roll of Thunder, Hear My Cry
The Westing Game
Summer of My German Soldier
A Single Shard
White Fang
Little Women
All Quiet on the Western Front
Mother Teresa
Maximum Ride, The Angel Experiment
H.I.V.E.

Cynthia Voigt
Mildred Taylor
Ellen Raskin
Bette Greene
Linda Sue Park
Jack London
Louisa May Alcott
Erich Remarque
Amy Ruth
James Patterson
Mark Walton

Class Focus Books:

Friedrich
The Diary of Anne Frank
The Outsiders
Animal Farm

****Focus Books will be read and studied in class during the school year.**

PROJECT A

STORY MAP

Student Name: _____

<u>TITLE:</u>
<u>AUTHOR:</u>
<u>SETTING:</u>
<u>THEME:</u>
<u>MAIN CHARACTERS:</u>
<u>MINOR CHARACTERS:</u>
<u>POINT OF VIEW:</u>
<u>PLOT:</u>
<u>CLIMAX (TURNING POINT):</u>
<u>RESOLUTION (SOLUTION):</u>
<u>RECOMMENDATION:</u>

****Choose one book from the list and complete.

PROJECT B

Differentiated Activities: (Choose one to complete)

Choose one book from the list and select one of the activities to complete.
The project will be shared with the class the second week of school.

1. Keep a **log/journal** on the book and list new words and the definition. Draw a **picture or symbol** of the definition.
2. Look through magazines for words and pictures to create a **collage** representing the book.
3. Design a **poster** to advertise your book. Be creative...use details...elaborate...use color. Any size poster.
4. Draw/Paint a **multi-colored cover** for your book. Include important "book jacket" information.
5. Create a **timeline** of the major events in your book. Use drawings or pictures to show on the timeline. Label events.
6. Plan a **party for the characters** in the book you read. Design an invitation to the party which would appeal to the characters. Include the following: what food would be served and why; what games will be played and why; how did the characters act at the party and what kind of party is this?
7. Write a **character diary** choosing one of the main characters. Include events and how they affected the character.
8. Write a **poem** about one of the characters. Include more than one stanza.
9. **Interview** one of the characters. List questions and answers from the character.
10. **Design a T-shirt** that promotes your book.
11. **Draw a portrait** of the main character.
12. **Create another beginning and ending** for the story. Include drawings/sketches to illustrate the changes.
13. **Identify the character's main conflict** in the story. Write to explain how you would handle the same situation.
14. **Create a board game** about a book you read and share with the class.
15. As a literary agent, write a **letter to the publishing company** to persuade them to print the book.
16. **Create a Top Ten List**. List ten things you have learned from the book.
17. You are the reporter. **Write a front page news story or a report** live from the scene.
18. After reading the book, **create your own test**. The test may be a combination of matching, multiple choice, true/false and short answer essays.
19. Make a **diorama** representing some aspect of the book.
20. Create a **book of illustrations** for each chapter of the book.

*Unless stated, the length of a project is up to the student.

Final Assessment Grade for Summer Reading Program

STORY MAP _____ (Maximum of 50 points)

PROJECT _____ (Maximum of 50 points)

TOTAL _____