# Saint George's School English
# Grades 6-8 Summer Reading

**Sixth Grade Summer Reading**

Students entering 6th grade in the fall of 2022 will read **Sharon Creech's Walk Two Moons** (ISBN: 978-0064405171, Kindle Edition available) and **Alan Gratz's Refugee** (ISBN: 9781742997681, Kindle Edition available).

See pages 2-6 of this packet for a full explanation of the required assignment.

It is suggested (but not required) that you read at least two more books over the summer. See Recommended Reading for Grades 6-8 list (p. 17-20) for ideas.

**Seventh Grade Summer Reading**

Students entering 7th grade in the fall of 2022 will CHOOSE **ONE** of the following novels to read:

- **Firoozeh Dumas' It Aint So Awful, Falafel** (ISBN: 978-1328740960, Kindle Edition available**)**
- **Jennifer A. Nielson's Resistance** (ISBN 9781338331493, Kindle Edition available)
- **Morris Glietzman's Once** (ISBN 9781741630442, Kindle Edition available)

See pages 7-11 of this packet for a full explanation of the required assignment.

It is suggested (but not required) that you read at least two more books over the summer. See Recommended Reading for Grades 6-8 list (p. 17-20) for ideas.

**Eighth Grade Summer Reading**

Students entering 8th grade in the fall of 2022 CHOOSE **ONE** of the following novels to read:

- **Alan Gratz's Refugee** (ISBN: 9781742997681, Kindle Edition available)
- **Jennifer A. Nielson's A Night Divided** (ISBN: 9780545682435, Kindle Edition available)
- **Lisa Moore Ramee's A Good Kind of Trouble** (ISBN 9781338630244, Kindle Edition available)

See 12-16 of this packet for a full explanation of the required assignment.

It is suggested (but not required) that you read at least two more books over the summer. See Recommended Reading for Grades 6-8 list (p. 17-20) for ideas.

# 6th Grade Summer Reading Journal 2022

Incoming sixth grade required reading: Walk Two Moons by Sharon Creech and Refugee by Alan Gratz

**Assignment:**

Reading and summer break go hand-in-hand for Saint George's students. This summer, while you read, we would like you to create a One-Pager Response. The requirements, which will be graded when you return in September, are as follows:

- 6th grade: **Complete a One-Pager** (see instructions and examples below)

A one pager is a single-page response to your reading. It is a way of making your pattern of your unique understanding. It is a way to be creative and experimental. It is a way to respond imaginatively and honestly. It is a way to be brief and compressed. The purpose of a one-pager is to own what you are reading. We learn best when we can create our own patterns. A one-pager connects the verbal and the visual; it connects the ideas in what you read to your thoughts. It connects words and images. The one-pager becomes a metaphor for the reading you have done.

- You will read **both** books! Refugee will be a topic of conversation in World Cultures, while Walk Two Moons will be what we start the year off with in English.
- **You only need to do a One-Pager for one of the books!**
- You may choose to listen to **one** of the books in an audio format if you wish!

We recommend working on it throughout the summer.

**Create a One-Pager Response:**

One-pagers are a visual representation of your reading. You are provided with 11 choices of how to structure your response. **You must choose 7 and label your choices.** You must include the title and author of your novel and your full name visible somewhere ON the One-pager (not on the back of your creation). The one-pager must be in color.

**Check-list:**

- I have included the title and author of my novel and my full name somewhere visible on my One-Pager (not on the back)
- My One-pager is in color
- I have included SEVEN of the choice board choices and have labeled my choices
- I have shown creativity and care for my creation

This will be really hard if you wait until the last week of summer to complete this journal, so we recommend working on it throughout the summer.

**This assignment is due**: the last day of the first full (five-day) week of the 2022-23 school year.

# ONE-PAGER *Choice Board*

| | | |
|---|---|---|
| **Get Started:** Include the title and author of the text being analyzed, as well as your full name. **You must include this box!* | **Get Artistic:** Draw one, large creative symbol that signifies a theme in the text or represents an important aspect of a central character (must be shaded or colored in). | **Get Wordy:** Using different fonts, colors, sizes, etc. write down three significant words or phrases from the text. Provide a quote that justifies each word choice. |
| **Get Personal:** In 3-4 sentences explain what this text means to you. | **Get Imaginative:** Create some original blackout poetry that loosely summarizes the plot of the text or an important takeaway that you had after reading the text. | **Get Poetic:** Create an I Am Poem from the perspective of one of the characters in the text. |
| **Get Detailed:** Draw a detailed sketch of the setting (time and place!) in the text. Include a quote that describes the setting you drew as well as 2-3 sentences explaining the importance of the setting in conjunction with the plot. | **Get Convincing:** Write a Review. In 3-4 sentences, convince other students to either read this text or not. Your review should use enticing vocabulary that grabs readers' attention and explains what makes this a good (or bad) read. Avoid clichés such as, "If you want to find out what happens, read this book." | **Get Chatty:** Using thought bubbles, write two examples of dialogue that reveal aspects of a character or provoke a decision. |
| **Get Deep:** Determine the theme or central idea of the text, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. | **Get Figurative:** Identify three examples of figurative language in the text. Include the exact quote (don't forget quotation marks and the page number). Next to each quote, label the type of figurative language you discovered. *Note: it must be three DIFFERENT types of figurative language.* | **Get Creative:** Your choice! Is there something you absolutely feel strongly about including? Here is your chance! |

**CHOOSE SEVEN OF THESE BOXES** (**name does not count as a box**) TO INCLUDE IN YOUR ONE-PAGER. Label your choices.

Here are some explanations of each of the boxes:

**Get Artistic** Your visual representation of the text should demonstrate creativity and effort. It is NOT an opportunity to draw a picture of a character or a scene from the setting

**Get Wordy** After listing your three significant words or phrases, analyze the impact of these specific words the author chose based on their meaning and tone in the text. These may be words that propel the plot along, analogies or allusions to other texts, words that were unfamiliar to you and you have since looked up the definition, etc. In 2-3 sentences, explain why you chose each word/phrase and its impact on the text.

**Get Personal** Here are some questions to consider when writing about your takeaway from reading this text. What lesson did you learn from reading this text or was it simply entertaining? What do you think the author's main message is? Did your feelings about this text change the more you read? Explain.

**Get Imaginative** Section off a portion of your own page and copy a significant paragraph or two from the text (don't forget quotation marks and the page number.) Then do the following: skim the text for striking images and vibrant words; box those words with a pencil; and then, using a black marker, blackout the unnecessary words. You should have10-20 words total.

**Get Poetic** Write a poem from the perspective of the central figure of your text. The poem should highlight the figure's thoughts and/or feelings about the challenges/issues/obstacles that they face in the story. Each line should be a mini poem in and of itself and use poetic devices (metaphor, simile, personification, onomatopoeia, rhythm, rhyme, alliteration, repetition, symbols, hyperbole). The content of each line must be based on information readers are given in the text. You should not make things up, but rather, draw logical conclusions based on what you learn about your figure and his/her characteristics and actions.

Choose between six and eight of the phrases to the right to include in your poem. Your poem must begin with "I am" and end with "I am." Don't forget a title for your poem!

**Get Detailed** When explaining the importance of the setting in conjunction with the plot, you may wish to address why you think the author chose this particular time and place. How does the setting affect the characters' actions and or/propel the plot along?

**Get Convincing** Check out a sample book review below to inspire your writing:

"A single mysterious note, 'I know what you did,' reunites three long-forgotten friends at their middle school fifteen years after graduation. The Unknown brings to light broken promises, bitter rivals, and one explosive secret that has the potential to ruin lives. Readers will be riveted by this fast-paced thriller about whether or not you can trust your closest friends."

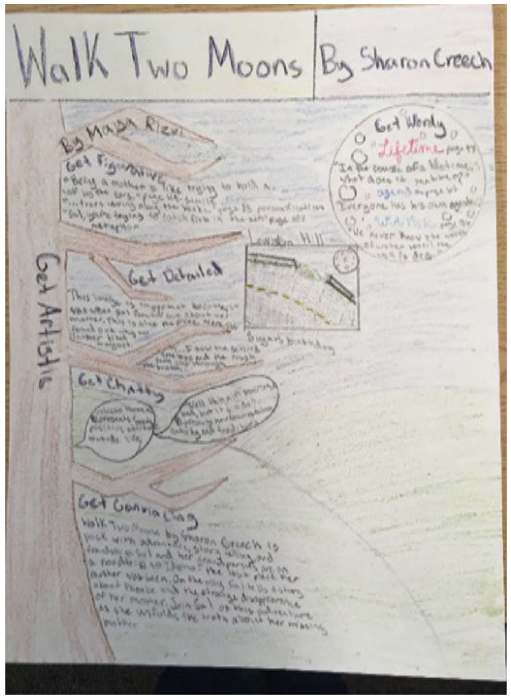
**Get Chatty** Choose your two examples of dialogue carefully. Is it a conversation among characters that is a turning point in the text? Is it two isolated pieces of dialogue that build on one another? Make sure to identify the character speaking and the page number, as well as include quotation marks. Right next to or underneath your thought bubbles, explain in at least 3-4 sentences how the particular dialogue you chose is significant to the text and reveals an aspect of a character or provokes a decision. Be careful not to simply summarize the dialogue!

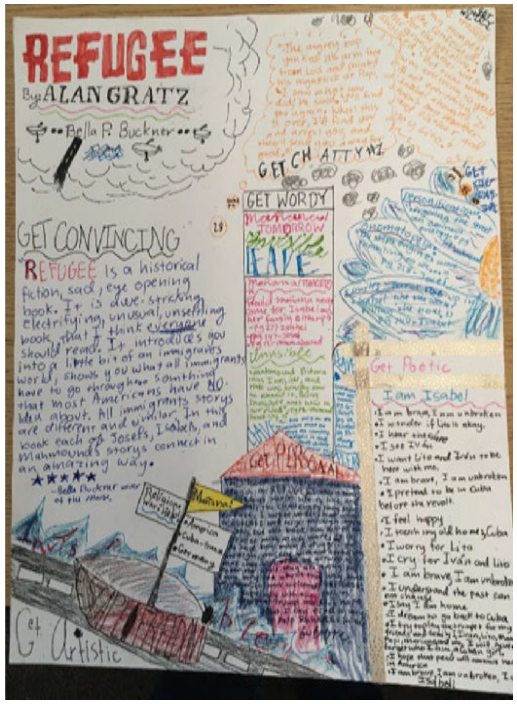
**Get Deep** Determine the theme and write your one-sentence thematic statement. Then using a quote from the text as well as justification (reasoning), explain why the theme you stated is appropriate for the given text in terms of characters, setting, and plot. Think of this as a well-thought-out mini paragraph.

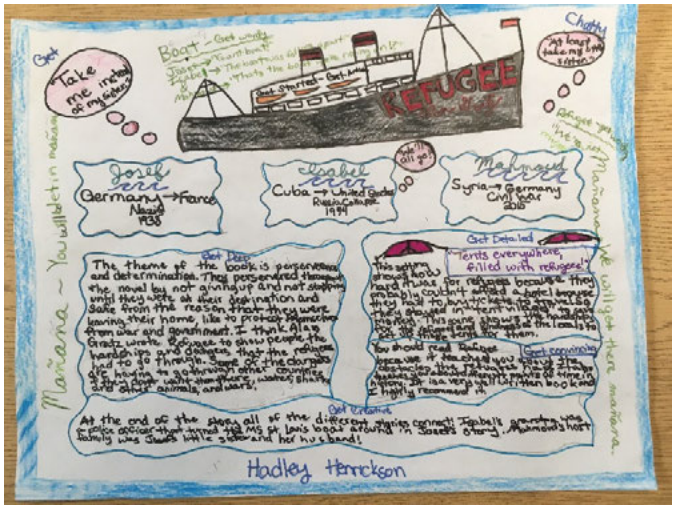
**Get Figurative** Use this list to help you begin brainstorming possible examples of figurative language from your text. Simile: a comparison using like or as Metaphor: a direct comparison Personification: giving human traits to inhuman objects Hyperbole: an extreme exaggeration Alliteration: repetition of initial consonant sounds Assonance: repetition of vowel sounds in nearby words Idiom: a phrase that has both a figurative and literal meaning

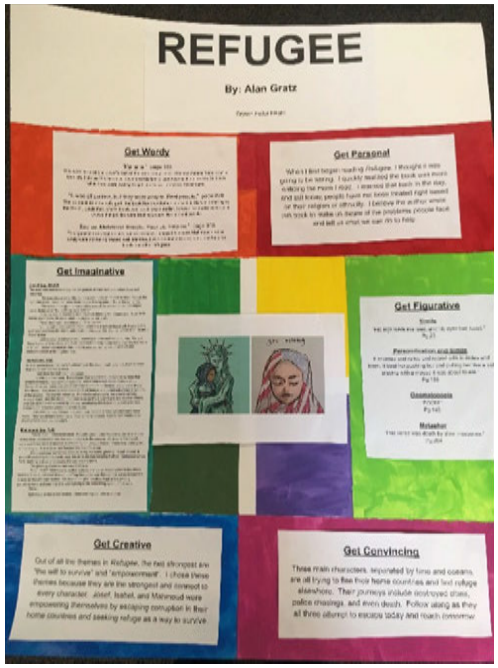
**Get Creative** Let your creativity free! Include another image, reflection, whatever you wish that is relevant to the text. Make sure you explain in 2-3 detailed sentences why you chose to include this particular element and its significance to your understanding of the text.

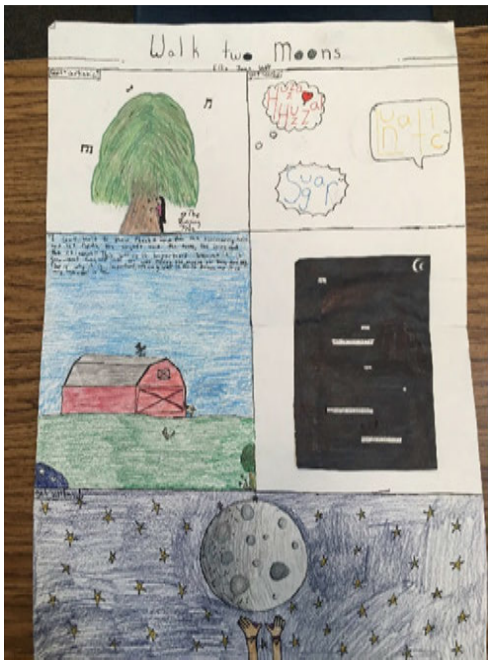
**6th Grade Summer Reading One-Pager Examples:**
These should help you visually see how a One-Pager can be structured. **Make sure to label your sections!**




It is suggested (but not required) that you read at least two more books over the summer. You **DO NOT** have any assignments for additional books! Please see the "Recommended Reading for Grades 6-12" (p. 17-20). You do not have to choose a book off of this list, but they are books that we have enjoyed and think you will as well!

**FAQ:**

**Will my project be graded?** Yes. It is worth 25 points for time, effort, following direction, and showing that you carefully read and understood the assigned book that you chose. It will not be graded for artistic merit, but it should show it was not done in haste. There will be no extensions offered on this assignment. You are free to do more than seven choices on your One-Pager, but you'll receive credit for only seven.

**Can I create this digitally?** Sure! You can construct your paper by hand or digitally. It will need to be turned in as a hard copy.

**Do I have to complete all seven choices for credit?** You will need to complete at least seven choices to get full credit.

**I feel really confused about this assignment. What should I do?** Do the best you can. Make sure you answer seven of the eleven prompts in some way. Look at the visual examples given. Google One-Pagers for more visuals. Don't fret about being the best artist in the class. This is about showing you have processed the reading! Relax and enjoy the process!

**How many books do I have to read this summer?** Two books are assigned (read them both) but you only need to do the assignment on one. It never hurts to read more! In fact, it is recommended that you do! The more you read the better reader you'll become. You'll be reading in all of your classes next year -- even math! Besides English reading, there are extensive reading assignments both in and out of class in World Cultures, Spanish, and Science. Some of the SGS teachers have put together a list of recommended books. Take a look at that if you're looking for more books to read. Additionally, feel free to email Brad Kirsch, brad.kirsch@sgs.org for more recommendations.

**I've already read all the book choices. May I read a different one?** No. If you have read both, read them again! Re-reading a book gives you a chance to notice things you didn't notice before. Read the book again looking for certain things or thinking about how the scenes play out when you know the ending. How do you feel differently about the plot now that you are older?

**My parents don't want me to read any of these book options. They feel it's inappropriate. What should I do?** Have them contact me immediately—by the end of June. I am flexible, but I need to speak directly to parents on this issue. Waiting until August to contact me is too late!

**When is this project due?** The last day of the first full (five day) week of the 2022-23 school year.

**What happens if I don't complete this project?** This will be your first assignment of 6th grade! If you don't complete it, I will grade what you have done and we will move forward from there! If you have an unusual situation (severe illness, late enrollment, etc. Please contact me at your earliest convenience if this applies, brad.kirsch@sgs.org).

# 7th Grade Summer Reading Response 2022

Incoming seventh grade required reading: CHOOSE **ONE** of the following novels to read:

- **Firoozeh Dumas' It Aint So Awful, Falafel** (ISBN: 978-1328740960, Kindle Edition available**)**
- **Jennifer A. Nielson's Resistance** (ISBN 9781338331493, Kindle Edition available)
- **Morris Glietzman's Once** (ISBN 9781741630442, Kindle Edition available)

**Assignment:**

Reading and summer break go hand-in-hand for Saint George's students. This summer, while you read, we would like you to create a One-Pager Response. The requirements, which will be graded when you return in September, are as follows:

- 7th grade: **Complete a One-Pager** (see instructions and examples below)

A one pager is a single-page response to your reading. It is a way of making your pattern of your unique understanding. It is a way to be creative and experimental. It is a way to respond imaginatively and honestly. It is a way to be brief and compressed. The purpose of a one-pager is to own what you are reading. We learn best when we can create our own patterns. A one-pager connects the verbal and the visual; it connects the ideas in what you read to your thoughts. It connects words and images. The one-pager becomes a metaphor for the reading you have done.

We recommend working on it throughout the summer.

**Create a One-Pager Response:**

One-pagers are a visual representation of your reading. You are provided with 11 choices of how to structure your response. **You must choose 7 and label your choices.** You must include the title and author of your novel and your full name visible somewhere ON the One-pager (not on the back of your creation). The one-pager must be in color.

**Check-list:**

- I have included the title and author of my novel and my full name somewhere visible on my One-Pager (not on the back)
- My One-pager is in color
- I have included SEVEN of the choice board choices and have labeled my choices
- I have shown creativity and care for my creation

# ONE-PAGER *Choice Board*

| | | |
|---|---|---|
| **Get Started:** Include the title and author of the text being analyzed, as well as your full name. **You must include this box!* | **Get Artistic:** Draw one, large creative symbol that signifies a theme in the text or represents an important aspect of a central character (must be shaded or colored in). | **Get Wordy:** Using different fonts, colors, sizes, etc. write down three significant words or phrases from the text. Provide a quote that justifies each word choice. |
| **Get Personal:** In 3-4 sentences explain what this text means to you. | **Get Imaginative:** Create some original blackout poetry that loosely summarizes the plot of the text or an important takeaway that you had after reading the text. | **Get Poetic:** Create an I Am Poem from the perspective of one of the characters in the text. |
| **Get Detailed:** Draw a detailed sketch of the setting (time and place!) in the text. Include a quote that describes the setting you drew as well as 2-3 sentences explaining the importance of the setting in conjunction with the plot. | **Get Convincing:** Write a Review. In 3-4 sentences, convince other students to either read this text or not. Your review should use enticing vocabulary that grabs readers' attention and explains what makes this a good (or bad) read. Avoid clichés such as, "If you want to find out what happens, read this book." | **Get Chatty:** Using thought bubbles, write two examples of dialogue that reveal aspects of a character or provoke a decision. |
| **Get Deep:** Determine the theme or central idea of the text, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. | **Get Figurative:** Identify three examples of figurative language in the text. Include the exact quote (don't forget quotation marks and the page number). Next to each quote, label the type of figurative language you discovered. *Note: it must be three DIFFERENT types of figurative language.* | **Get Creative:** Your choice! Is there something you absolutely feel strongly about including? Here is your chance! |

**CHOOSE SEVEN OF THESE BOXES** (name does not count as a box) TO INCLUDE IN YOUR ONE-PAGER. Label your choices.

Here are some explanations of each of the boxes:

**Get Artistic** Your visual representation of the text should demonstrate creativity and effort. It is NOT an opportunity to draw a picture of a character or a scene from the setting

**Get Wordy** After listing your three significant words or phrases, analyze the impact of these specific words the author chose based on their meaning and tone in the text. These may be words that propel the plot along, analogies or allusions to other texts, words that were unfamiliar to you and you have since looked up the definition, etc. In 2-3 sentences, explain why you chose each word/phrase and its impact on the text.

**Get Personal** Here are some questions to consider when writing about your takeaway from reading this text. What lesson did you learn from reading this text or was it simply entertaining? What do you think the author's main message is? Did your feelings about this text change the more you read? Explain.

**Get Imaginative** Section off a portion of your own page and copy a significant paragraph or two from the text (don't forget quotation marks and the page number.) Then do the following: skim the text for striking images and vibrant words; box those words with a pencil; and then, using a black marker, blackout the unnecessary words. You should have10-20 words total.

**Get Poetic** Write a poem from the perspective of the central figure of your text. The poem should highlight the figure's thoughts and/or feelings about the challenges/issues/obstacles that they face in the story. Each line should be a mini poem in and of itself and use poetic devices (metaphor, simile, personification, onomatopoeia, rhythm, rhyme, alliteration, repetition, symbols, hyperbole). The content of each line must be based on information readers are given in the text. You should not make things up, but rather, draw logical conclusions based on what you learn about your figure and his/her characteristics and actions.

Choose between six and eight of the phrases to the right to include in your poem. Your poem must begin with "I am" and end with "I am." Don't forget a title for your poem!

**Get Detailed** When explaining the importance of the setting in conjunction with the plot, you may wish to address why you think the author chose this particular time and place. How does the setting affect the characters' actions and or/propel the plot along?

**Get Convincing** Check out a sample book review below to inspire your writing:

"A single mysterious note, 'I know what you did,' reunites three long-forgotten friends at their middle school fifteen years after graduation. The Unknown brings to light broken promises, bitter rivals, and one explosive secret that has the potential to ruin lives. Readers will be riveted by this fast-paced thriller about whether or not you can trust your closest friends."

**Get Chatty** Choose your two examples of dialogue carefully. Is it a conversation among characters that is a turning point in the text? Is it two isolated pieces of dialogue that build on one another? Make sure to identify the character speaking and the page number, as well as include quotation marks. Right next to or underneath your thought bubbles, explain in at least 3-4 sentences how the particular dialogue you chose is significant to the text and reveals an aspect of a character or provokes a decision. Be careful not to simply summarize the dialogue!

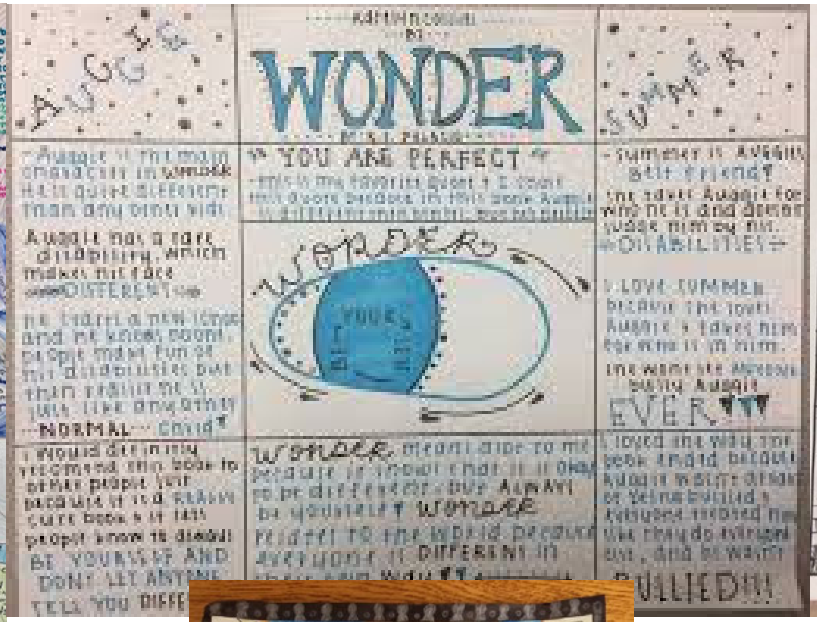
**Get Deep** Determine the theme and write your one-sentence thematic statement. Then using a quote from the text as well as justification (reasoning), explain why the theme you stated is appropriate for the given text in terms of characters, setting, and plot. Think of this as a well-thought-out mini paragraph.

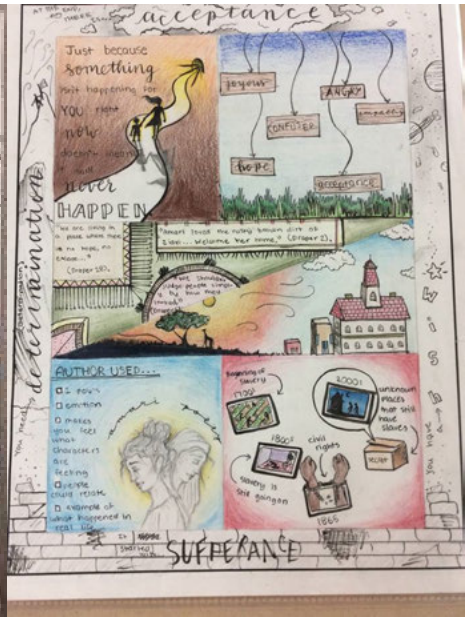
**Get Figurative** Use this list to help you begin brainstorming possible examples of figurative language from your text. Simile: a comparison using like or as Metaphor: a direct comparison Personification: giving human traits to inhuman objects Hyperbole: an extreme exaggeration Alliteration: repetition of initial consonant sounds Assonance: repetition of vowel sounds in nearby words Idiom: a phrase that has both a figurative and literal meaning

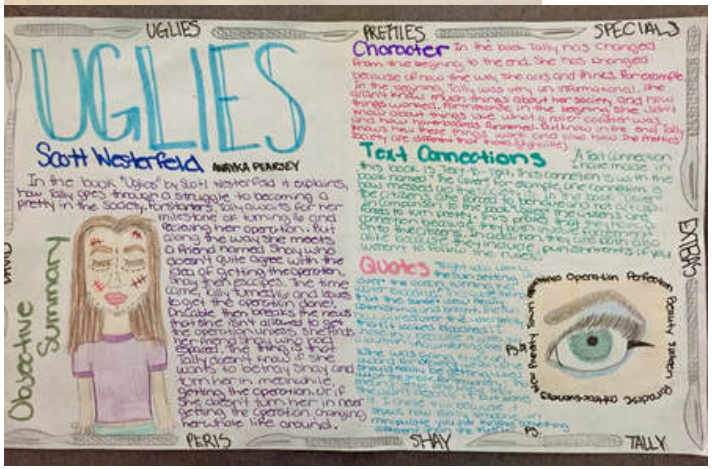
**Get Creative** Let your creativity free! Include another image, reflection, whatever you wish that is relevant to the text. Make sure you explain in 2-3 detailed sentences why you chose to include this particular element and its significance to your understanding of the text.

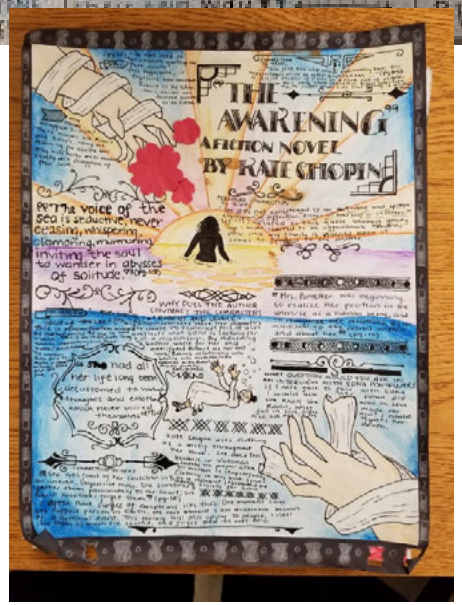
**7th Grade Summer Reading One-Pager Examples:**

They do not represent our assignment, but you can see visually how they can be structured. Make sure to label your sections!




**This assignment is due**: the last day of the first full (five day) week of the 2022-23 school year.

It is suggested (but not required) that you read at least two more books over the summer. You **DO NOT** have any assignments for additional books! Please see the "Recommended Reading for Grades 6-12" (p. 17-20). You do not have to choose a book off of this list, but they are books that we have enjoyed and think you will as well!

**FAQ:**

**Will my project be graded?** Yes. It is worth 25 points for time, effort, following direction, and showing that you carefully read and understood the assigned book. It will not be graded for artistic merit, but it should show it was not done in haste. There will be no extensions offered on this assignment. You are free to do more than seven choices on your One-Pager, but you'll receive credit for only seven.

**Can I create this digitally?** Sure! You can construct your paper by hand or digitally. It will need to be turned in as a hard copy.

**Do I have to complete all seven choices for credit?** You will need to complete at least seven choices to get full credit.

**I feel really confused about this assignment. What should I do?** Do the best you can. Make sure you answer seven of the eleven prompts in some way. Look at the visual examples given. Google One-Pagers for more visuals. Don't fret about being the best artist in the class. This is about showing you have processed the reading! Relax and enjoy the process!

**How many books do I have to read this summer?** One book only is assigned (You get to choose one of the three offerings!). It never hurts to read more! In fact, it is recommended that you do! The more you read the better reader you'll become. You'll be reading in all of your classes next year -- even math! Besides English reading, there are extensive reading assignments both in and out of class in world cultures, Spanish, and Science. Some of the SGS teachers have put together a list of recommended books. Take a look at that if you're looking for more books to read. Additionally, feel free to email Brook Bassett, brook.bassett@sgs.org, for more recommendations.

**I've already read all the book choices. May I read a different one?** No. If you have already read one of the choices choose one of the other two options. If you have read all three, choose one to re-read. Re-reading a book gives you a chance to notice things you didn't notice before. Read the book again looking for certain things or thinking about how the scenes play out when you know the ending. How do you feel differently about the plot now that you are older?

**My parents don't want me to read any of these book options. They feel it's inappropriate. What should I do?** Have them contact me immediately—by the end of June. I am flexible, but I need to speak directly to parents on this issue. Waiting until August to contact me is too late!

**When is this project due?** The last day of the first full (five day) week of the 2022-23 school year.

**What happens if I don't complete this project?** Your grade will be what it is at the end of both first and second semester of your 6th grade year unless you have an unusual situation (severe illness, late enrollment, etc.). Please contact me at your earliest convenience if this applies, brook.bassett@sgs.org.

# 8th Grade Summer Reading Response 2022

Incoming Eighth grade required reading: CHOOSE **ONE** of the following novels to read:

- **Alan Gratz's Refugee** (ISBN: 9781742997681, Kindle Edition available)
- **Jennifer A. Nielson's A Night Divided** (ISBN: 9780545682435, Kindle Edition available)
- **Lisa Moore Ramee's A Good Kind of Trouble** (ISBN 9781338630244, Kindle Edition available)

**Assignment:**

Reading and summer break go hand-in-hand for Saint George's students. This summer, while you read, we would like you to create a One-Pager Response. The requirements, which will be graded when you return in September, are as follows:

- 8th grade: **Complete a One-Pager** (see instructions and examples below)

A one pager is a single-page response to your reading. It is a way of making your pattern of your unique understanding. It is a way to be creative and experimental. It is a way to respond imaginatively and honestly. It is a way to be brief and compressed. The purpose of a one-pager is to own what you are reading. We learn best when we can create our own patterns. A one-pager connects the verbal and the visual; it connects the ideas in what you read to your thoughts. It connects words and images. The one-pager becomes a metaphor for the reading you have done.

We recommend working on it throughout the summer.

**Create a One-Pager Response:**

One-pagers are a visual representation of your reading. You are provided with 11 choices of how to structure your response. **You must choose 7 and label your choices.** You must include the title and author of your novel and your full name visible somewhere ON the One-pager (not on the back of your creation). The one-pager must be in color.

**Check-list:**

- I have included the title and author of my novel and my full name somewhere visible on my One-Pager (not on the back)
- My One-pager is in color
- I have included SEVEN of the choice board choices and have labeled my choices
- I have shown creativity and care for my creation

# ONE-PAGER *Choice Board*

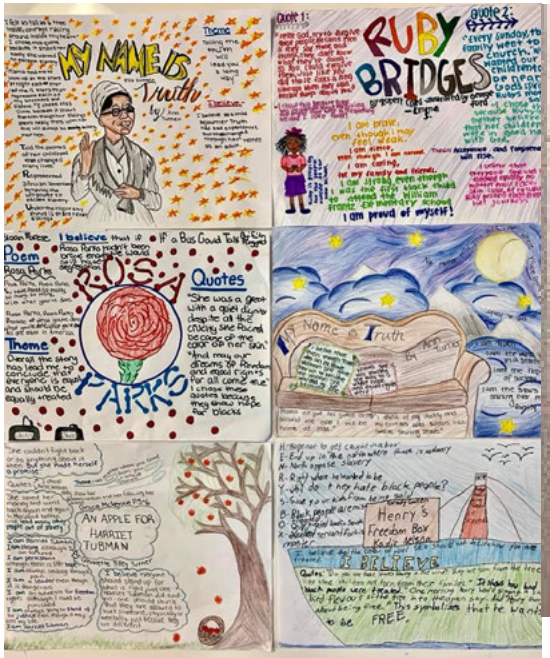
| | | |
|---|---|---|
| **Get Started:** Include the title and author of the text being analyzed, as well as your full name. **You must include this box!* | **Get Artistic:** Draw one, large creative symbol that signifies a theme in the text or represents an important aspect of a central character (must be shaded or colored in). | **Get Wordy:** Using different fonts, colors, sizes, etc. write down three significant words or phrases from the text. Provide a quote that justifies each word choice. |
| **Get Personal:** In 3-4 sentences explain what this text means to you. | **Get Imaginative:** Create some original blackout poetry that loosely summarizes the plot of the text or an important takeaway that you had after reading the text. | **Get Poetic:** Create an I Am Poem from the perspective of one of the characters in the text. |
| **Get Detailed:** Draw a detailed sketch of the setting (time and place!) in the text. Include a quote that describes the setting you drew as well as 2-3 sentences explaining the importance of the setting in conjunction with the plot. | **Get Convincing:** Write a Review. In 3-4 sentences, convince other students to either read this text or not. Your review should use enticing vocabulary that grabs readers' attention and explains what makes this a good (or bad) read. Avoid clichés such as, "If you want to find out what happens, read this book." | **Get Chatty:** Using thought bubbles, write two examples of dialogue that reveal aspects of a character or provoke a decision. |
| **Get Deep:** Determine the theme or central idea of the text, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. | **Get Figurative:** Identify three examples of figurative language in the text. Include the exact quote (don't forget quotation marks and the page number). Next to each quote, label the type of figurative language you discovered. *Note: it must be three DIFFERENT types of figurative language.* | **Get Creative:** Your choice! Is there something you absolutely feel strongly about including? Here is your chance! |

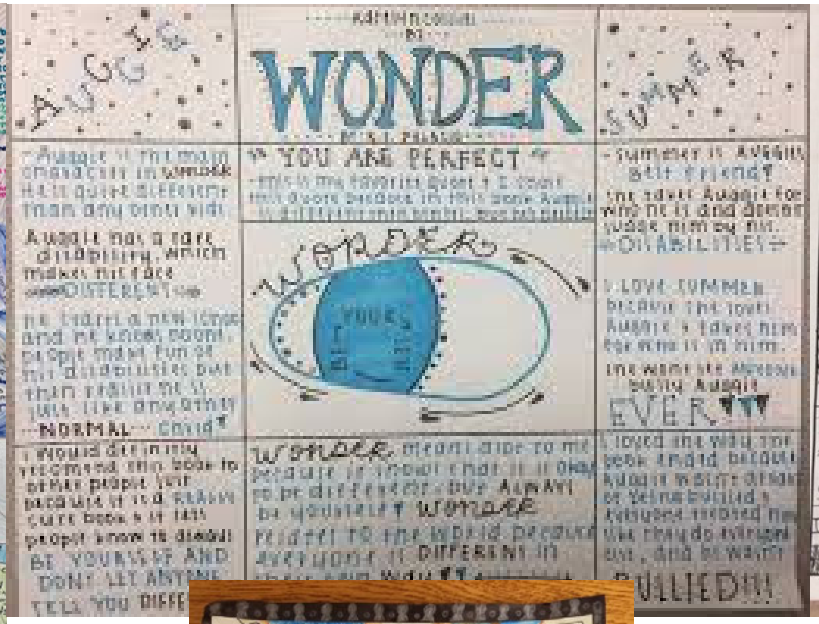
**CHOOSE SEVEN OF THESE BOXES** (name does not count as a box) TO INCLUDE IN YOUR ONE-PAGER. Label your choices.

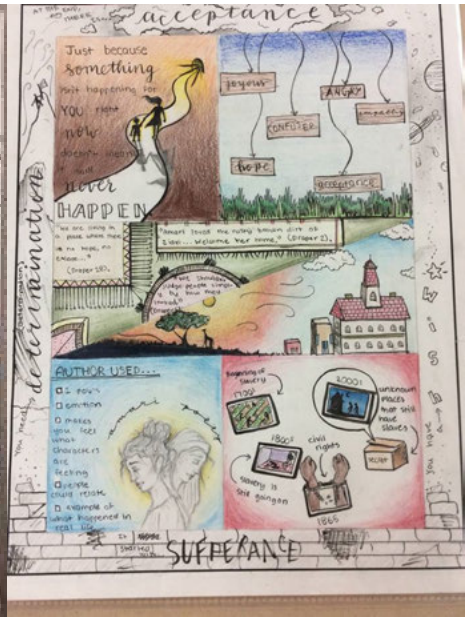
Here are some explanations of each of the boxes:
**Get Artistic** Your visual representation of the text should demonstrate creativity and effort. It is NOT an opportunity to draw a picture of a character or a scene from the setting
**Get Wordy** After listing your three significant words or phrases, analyze the impact of these specific words the author chose based on their meaning and tone in the text. These may be words that propel the plot along, analogies or allusions to other texts, words that were unfamiliar to you and you have since looked up the definition, etc. In 2-3 sentences, explain why you chose each word/phrase and its impact on the text.
**Get Personal** Here are some questions to consider when writing about your takeaway from reading this text. What lesson did you learn from reading this text or was it simply entertaining? What do you think the author's main message is? Did your feelings about this text change the more you read? Explain.
**Get Imaginative** Section off a portion of your own page and copy a significant paragraph or two from the text (don't forget quotation marks and the page number.) Then do the following: skim the text for striking images and vibrant words; box those words with a pencil; and then, using a black marker, blackout the unnecessary words. You should have10-20 words total.
**Get Poetic** Write a poem from the perspective of the central figure of your text. The poem should highlight the figure's thoughts and/or feelings about the challenges/issues/obstacles that they face in the story. Each line should be a mini poem in and of itself and use poetic devices (metaphor, simile, personification, onomatopoeia, rhythm, rhyme, alliteration, repetition, symbols, hyperbole). The content of each line must be based on information readers are given in the text. You should not make things up, but rather, draw logical conclusions based on what you learn about your figure and his/her characteristics and actions.
Choose between six and eight of the phrases to the right to include in your poem. Your poem must begin with "I am" and end with "I am." Don't forget a title for your poem!
**Get Detailed** When explaining the importance of the setting in conjunction with the plot, you may wish to address why you think the author chose this particular time and place. How does the setting affect the characters' actions and or/propel the plot along?
**Get Convincing** Check out a sample book review below to inspire your writing:
"A single mysterious note, 'I know what you did,' reunites three long-forgotten friends at their middle school fifteen years after graduation. The Unknown brings to light broken promises, bitter rivals, and one explosive secret that has the potential to ruin lives. Readers will be riveted by this fast-paced thriller about whether or not you can trust your closest friends."
**Get Chatty** Choose your two examples of dialogue carefully. Is it a conversation among characters that is a turning point in the text? Is it two isolated pieces of dialogue that build on one another? Make sure to identify the character speaking and the page number, as well as include quotation marks. Right next to or underneath your thought bubbles, explain in at least 3-4 sentences how the particular dialogue you chose is significant to the text and reveals an aspect of a character or provokes a decision. Be careful not to simply summarize the dialogue!
**Get Deep** Determine the theme and write your one-sentence thematic statement. Then using a quote from the text as well as justification (reasoning), explain why the theme you stated is appropriate for the given text in terms of characters, setting, and plot. Think of this as a well-thought-out mini paragraph.
**Get Figurative** Use this list to help you begin brainstorming possible examples of figurative language from your text. Simile: a comparison using like or as Metaphor: a direct comparison Personification: giving human traits to inhuman objects Hyperbole: an extreme exaggeration Alliteration: repetition of initial consonant sounds Assonance: repetition of vowel sounds in nearby words Idiom: a phrase that has both a figurative and literal meaning
**Get Creative** Let your creativity free! Include another image, reflection, whatever you wish that is relevant to the text. Make sure you explain in 2-3 detailed sentences why you chose to include this particular element and its significance to your understanding of the text.

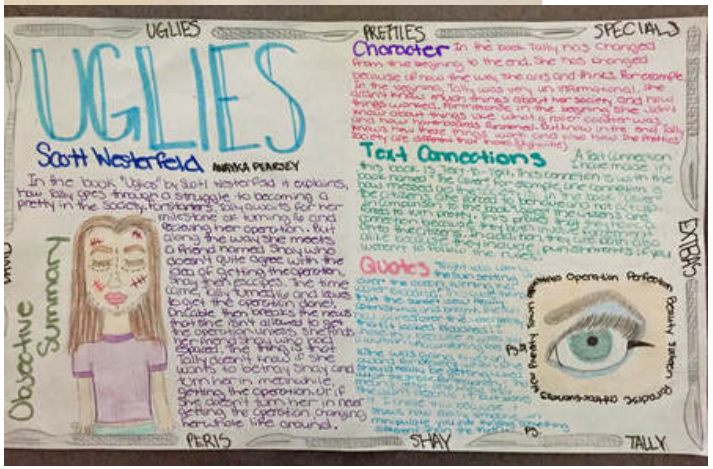
**8th Grade Summer Reading One-Pager Examples:**

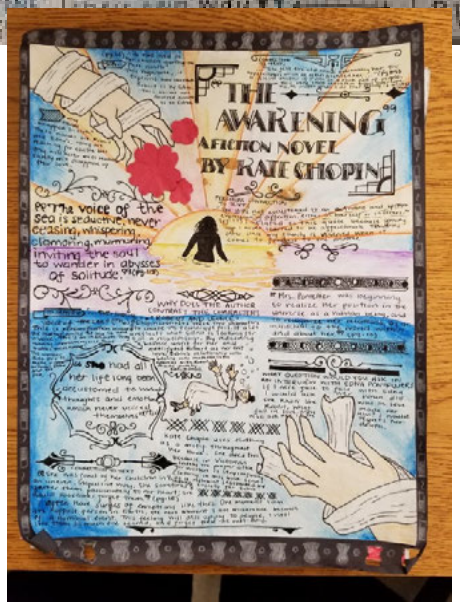
They do not represent our assignment, but you can see visually how they can be structured. Make sure to label your sections!




**This assignment is due**: the last day of the first full (five day) week of the 2022-23 school year.

It is suggested (but not required) that you read at least two more books over the summer. You **DO NOT** have any assignments for additional books! Please see the "Recommended Reading for Grades 6-8" (p. 17-20). You do not have to choose a book off this list, but they are books that we have enjoyed and think you will as well!

**FAQ:**

**Will my project be graded?** Yes. It is worth 25 points for time, effort, following direction, and showing that you carefully read and understood the assigned book. It will not be graded for artistic merit, but it should show it was not done in haste. There will be no extensions offered on this assignment. You are free to do more than seven choices on your One-Pager, but you'll receive credit for only seven.

**Can I create this digitally?** Sure! You can construct your paper by hand or digitally. It will need to be turned in as a hard copy.

**Do I have to complete all seven choices for credit?** You will need to complete at least seven choices to get full credit.

**I feel really confused about this assignment. What should I do?** Do the best you can. Make sure you answer seven of the eleven prompts in some way. Look at the visual examples given. Google One-Pagers for more visuals. Don't fret about being the best artist in the class. This is about showing you have processed the reading! Relax and enjoy the process!

**How many books do I have to read this summer?** One book only is assigned (You get to choose one of the three offerings!). It never hurts to read more! In fact, it is recommended that you do! The more you read the better reader you'll become. You'll be reading in all of your classes next year -- even math! Besides English reading, there are extensive reading assignments both in and out of class in world cultures, Spanish, and Science. Some of the SGS teachers have put together a list of recommended books. Take a look at that if you're looking for more books to read. Additionally, feel free to email Brook Bassett, brook.bassett@sgs.org, for more recommendations.

**I've already read all the book choices. May I read a different one?** No. If you have already read one of the choices choose one of the other two options. If you have read all three, choose one to re-read. Re-reading a book gives you a chance to notice things you didn't notice before. Read the book again looking for certain things or thinking about how the scenes play out when you know the ending. How do you feel differently about the plot now that you are older?

**My parents don't want me to read any of these book options. They feel it's inappropriate. What should I do?** Have them contact me immediately—by the end of June. I am flexible, but I need to speak directly to parents on this issue. Waiting until August to contact me is too late!

**When is this project due?** The last day of the first full (five day) week of the 2022-23 school year.

**What happens if I don't complete this project?** Your grade will be what it is at the end of both first and second semester of your 7th grade year unless you have an unusual situation (severe illness, late enrollment, etc.). Please contact me at your earliest convenience if this applies, brook.bassett@sgs.org).

# Saint George's School English

## Recommended Reading for Grades 6-8

| *Teacher* | *Title* | *Author* | *Grade level* | *Description* |
|---|---|---|---|---|
| Ms. Bassett | *Extremely Loud and Incredibly Close* | Jonathan Safran Foer | 9+ | *Oskar is trying to make sense of his father's death on September 11th. Two years later, nine year old Oskar Schell finds a key left by his father. Join Oskar on his search to find the lock to his key. This novel comes alive under the umbrella of universal tragedy, and takes a deep look into the trauma of unimaginable loss, while finding shreds of beauty in a broken world. This book is packed with just as much hilarity as it is sorrow, and the language and style of the author is captivating.* |
| Ms. Bassett | *The Curious Incident of the Dog in the Night-Time* | Mark Haddon | 8+ | *Christopher John Francis Boone is a 15-year-old boy in Swindon England with a mild form of autism. When he discovers his neighbor's poodle dead in the yard, he takes off on an investigation that will ultimately prove to be a much more tangled web than anticipated. Mark Haddon does a brilliant job leading you on an adventure from a perspective you may have never thought of.* |
| Ms. Bassett | *The Book Thief* | *Markus Zusak* | 6+ | *Trying to make sense of the horrors of World War II, Death relates the story of Liesel — a young German girl whose book-stealing and storytelling talents help sustain her family and the Jewish man they are hiding, as well as their neighbors.* |
| Ms. Bassett | *A Separate Peace* | John Knowles | 7+ | *Introverted, intellectual Gene and his daredevil best friend, Phineas, are roommates at a posh New England boarding school just before World War II, but a conflict of loyalties leads them to tragedy.* |
| Ms. Bassett | *A Girl of Limberlost* | Gene Stratton-Porter | 6+ | *The tale unfolds in and around the Limberlost Swamp of north-eastern Indiana and in the nearby town of Onabasha. The main character, Elnora Comstock, lives with her widowed mother, Katharine Comstock, on the edge of the wetlands. The embittered Katharine blames her daughter for the death of her husband, who was swallowed by quicksand. To make a living, Elnora collects and sells moths to collectors...and eventually, things work together to heal the family.* |
| Ms. Bassett | *Anne of Green Gables* | L.M. Montgomery | 6+ | *It recounts the adventures of Anne Shirley, an 11-year-old orphan girl who is mistakenly sent to Matthew and Marilla Cuthbert, a middle-aged brother and sister who had* |

| | | | | |
|---|---|---|---|---|
| | | | | *intended to adopt a boy to help them on their farm in Prince Edward Island. The novel recounts how Anne makes her way with the Cuthberts, in school, and within the town.* |
| Mr. Kirsch | *Ender's Game* | Orson Scott Card | 9+ | *Andrew "Ender" Wiggin thinks he is playing computer simulated war games; he is, in fact, engaged in something far more desperate. The result of genetic experimentation, Ender may be the military genius Earth desperately needs in a war against an alien enemy seeking to destroy all human life. The only way to find out is to throw Ender into ever harsher training, to chip away and find the diamond inside, or destroy him utterly. Ender Wiggin is six years old when it begins. He will grow up fast.* |
| Mr. Kirsch | *The Breadwinner* | Deborah Ellis | 6+ | *Young Parvana lives with her family in one room of a bombed-out apartment building in Kabul, Afghanistan. Because he has a foreign education, her father is arrested by the Taliban, the religious group that controls the country. Since women cannot appear in public unless covered head to toe, or go to school, or work outside the home, the family becomes increasingly desperate until Parvana conceives a plan. She cuts her hair and disguises herself as a boy to earn money for her family. Parvana's determination to survive is the force that drives this novel set against the backdrop of an intolerable situation brought about by war and religious fanaticism.* |
| Mr. Kirsch | *Red Kayak* | Priscilla Cummings | 5+ | *Brady loves his life on the Chesapeake Bay, crabbing and oyster fishing with friends J.T. and Digger. But developers and rich summer families are moving into the area, and while Brady befriends some of them, others are bitter about the new construction. Tragedy strikes when a kayak sinks in the bay, and Brady discovers what happened was something other than an accident. A story of loyalty, choices and courage.* |
| Mr. Kirsch | *Wrinkle in Time* | Madeleine L'Engle | 5+ | *A Wrinkle in Time, winner of the Newbery Medal in 1963, is the story of the adventures in space and time of Meg, Charles Wallace, and Calvin O'Keefe (athlete, student, and one of the most popular boys in high school). They are in search of Meg's father, a scientist who disappeared while engaged in secret work for the government on the tesseract problem.* |
| Mr. Kirsch | *Tuck Everlasting* | Natalie Babbitt | 6+ | *Doomed to—or blessed with—eternal life after drinking from a magic spring, the Tuck family wanders about trying to live as inconspicuously and comfortably as they can. When ten-year-old Winnie Foster stumbles on their secret, the Tucks take her home and explain why living forever at one age is less a blessing than it might seem. Complications arise when Winnie is followed by a stranger who wants to market the spring water for a fortune.* |
| Mr. Kirsch | *Where the Red Fern Grows* | Wilson Rawls | 6+ | *Billy Colman roams the Ozarks of northeastern Oklahoma with his blue tick hound and his precious coonhound pup trying to "tree" the elusive raccoon. In time, the inseparable trio wins the coveted gold cup in the annual coon-hunt contest, captures the wily ghost* |

| | | | | |
|---|---|---|---|---|
| | | | | *coon, and bravely fights with a mountain lion. When the victory over the mountain lion turns to tragedy, Billy grieves, but learns the beautiful old Native American legend of the sacred red fern that grows over the graves of his dogs.* |
| Sara Smith | *Howl's Moving Castle* | Diana Wynne Jones | 5+ | *Sophie has the great misfortune of being the eldest of three daughters, destined to fail miserably should she ever leave home to seek her fate. But when she unwittingly attracts the ire of the Witch of the Waste, Sophie finds herself under a horrid spell that transforms her into an old lady. Her only chance at breaking it lies in the ever-moving castle in the hills: the Wizard Howl's castle. To untangle the enchantment, Sophie must handle the heartless Howl, strike a bargain with a fire demon, and meet the Witch of the Waste head-on. Along the way, she discovers that there's far more to Howl—and herself—than first meets the eye.* |
| Sara Smith | *The Emerald Atlas* | John Stephens | 7+ | Siblings Kate, Michael, and Emma have been in one orphanage after another for the last ten years, passed along like lost baggage.<br>Yet these unwanted children are more remarkable than they could possibly imagine. Ripped from their parents as babies, they are being protected from a horrible evil of devastating power, an evil they know nothing about. Until now.<br>Before long, Kate, Michael, and Emma are on a journey through time to dangerous and secret corners of the world . . . a journey of allies and enemies, of magic and mayhem. And—if an ancient prophesy is true—what they do can change history, and it's up to them to set things right. |
| Sara Smith | *Feed* | M.T. Anderson | 8+ | *Identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains.* |
| Sara Smith | *Fahrenheit 451* | Ray Bradbury | 8+ | *"Stuff your eyes with wonder, he said, live as if you'd drop dead in ten seconds. See the world. It's more fantastic than any dream made or paid for in factories." - Ray Bradbury. I can't say it any better than that. This book will haunt you, make you think, and wake you up years later remember it. Societal observation at its best and most extreme.* |
| Sara Smith | *The Evolution of Calpurnia Tate* | Jacqueline Kelly | 5+ | *Calpurnia Virginia Tate is eleven years old in 1899 when she wonders why the yellow grasshoppers in her Texas backyard are so much bigger than the green ones. With a little help from her notoriously cantankerous grandfather, an avid naturalist, she figures out that the green grasshoppers are easier to see against the yellow grass, so they are eaten before they can get any larger. As Callie explores the natural world around her, she develops a close relationship with her grandfather, navigates the dangers of living with six brothers, and comes up against just what it means to be a girl at the turn of the century.* |

| | | | | |
|---|---|---|---|---|
| Sara Smith | *Wild Boy: The Real Life of the Savage of Aveyron* | Mary Losure | 6+ | *One day in 1798, woodsmen in southern France returned from the forest having captured a naked boy. He had been running wild, digging for food, and was covered with scars. In the village square, people gathered around, gaping and jabbering in words the boy didn't understand. And so began the curious public life of the boy known as the Savage of Aveyron, whose journey took him all the way to Paris.* |
| Sara Smith | *The Blue Sword* | Robin McKinley | 5+ | *High fantasy set on an imagined desert world, with a brilliantly ordinary young woman as its heroine. Magic and reality combine in a beautifully realized mythical kingdom. Robin McKinley will delight readers with this fast paced adventure.* |
| Sara Smith | *Because of Winn-Dixie* | Kate DiCamillo | 5+ | *One summer's day, ten-year-old India Opal Buloni goes down to the local supermarket for some groceries—and comes home with a dog. But Winn-Dixie is no ordinary dog. It's because of Winn-Dixie that Opal begins to make friends. And it's because of Winn-Dixie that she finally dares to ask her father about her mother, who left when Opal was three. In fact, as Opal admits, just about everything that happens that summer is because of Winn-Dixie.* |
| Sara Smith | *Esperanza Rising* | Pam Muñoz Ryan | 6+ | *Esperanza thought she'd always live a privileged life on her family's ranch in Mexico. She'd always have fancy dresses, a beautiful home filled with servants, and Mama, Papa, and Abuelita to care for her. But a sudden tragedy forces Esperanza and Mama to flee to California and settle in a Mexican farm labor camp. Esperanza isn't ready for the hard work, financial struggles brought on by the Great Depression, or lack of acceptance she now faces. When Mama gets sick and a strike for better working conditions threatens to uproot their new life, Esperanza must find a way to rise above her difficult circumstances-because Mama's life, and her own, depend on it.* |