

St. Pete Christian School Summer Reading Project 2018



Incoming 8th Grade

This year's incoming eighth graders will be **required** to read TWO books and complete ONE project that will count as a grade in their English class at the start of the 2018-2019 school year. Completed projects should be submitted to the student's English teacher (either Ms. Rogers or Mrs. McFarland), on or before Friday, August 10th, 2018.

Book 1: *Tuck Everlasting* by Natalie Babbitt

Students are to read *Tuck Everlasting* and be ready to analyze, write about, and complete an assessment on the book upon return to school. There is no summer project assigned for this book, but the expectation is that students will have finished reading it before August 8, 2018. Students should purchase a copy of this book to bring to school in August. There will be a writing assignment and discussions upon return to school. I recommend reading this book closer to the beginning of the school year.

Book 2: Choose one book from the attached list. Students are to obtain a copy of their chosen book (must be from the attached list) either from the local library or from a local or online book retailer. After reading the book, students will complete one of the projects listed below. This project will be turned in to either Mrs. Rogers or Mrs. McFarland (LRC). Please consider reading level, interest level, and genre when picking a book from the list.

Choose ONE project:

- Tri-Fold Book Brochure
OR
- 60-Second Commercial

Please see attached project directions and grading rubrics. This information will also be available on the school's website: www.stpetechristian.com

*Pictures of Trifold book Brochure examples can be found

at http://www.edline.net/files/EdKNg/8ce6fe1237319ffd3745a49013852ec4/8th_Grade_Summer_Reading_Project_Examples_2015.pdf **Please contact Mrs. McFarland or Ms. Rogers to discuss learning accommodations.

Summer Reading: Book #2 Choices

Title	Author	AR Level	Genre	Page Count
The True Confessions of Charlotte Doyle	Avi	MG 5.3	Fiction-Adventure	240
Deep Water	Watt Key	Not leveled	Fiction-Survival	272
Surrender the Key 🌞	DJ Machale	MG 4.3	Mystery-supernatural	272
Roll of Thunder, Hear My Cry	Mildred Taylor	MG 5.7	Historical Fiction	288
The Boy Who Harnessed the Wind (Young Reader Edition)	William Kamkwamba	MG 5.8	Nonfiction	304
The Van Gogh Deception 🌞	Deron Hicks	MG 5.4	Mystery	320
Click'd 🌞	Tamara Ireland Stone	MG 4.8	Realistic Fiction	304
Forest of Wonders 🌞	Linda Sue Park	MG 5.3	Fantasy	352
Pride and Prejudice (unabridged)	Jane Austin	UG 12.0	Classic Fiction	432
A Crack in the Sea 🌞	H.M. Bouwman	MG 5.1	Fantasy-Adventure	352
Through My Eyes (Young Reader Edition)	Tim Tebow	UG 6.8	Autobiography	216
The Adventures of Tom Sawyer (unabridged)	Mark Twain	UG+ 8.1	Classic Fiction	256

MG= Grades 4-8

UG= Grades 9-12

I recommend visiting www.commonsemmedia.org to read more about each book.

🌞 2018-2019 6-8 SSYRA book choices

** Reading projects adapted from Christa McAuliffe Middle School

8th Grade Summer Reading Project: 60-Second Commercial

Advertising executive know how to effectively use persuasive writing to make their audience experience a wide variety of emotions. Think about commercials that you remember. Did the commercials make you laugh? Cry? Crave a particular food? Now it's your turn to inspire! Your project is to create a 60-second book review commercial to persuade your peers at SPCS to read(or not read) the novel you completed for summer reading.

Here are some guidelines to follow when planning your commercial:

- Include the title of the book, the name of the author and let us know the name and criteria of you, the reviewer!
- Give a brief summary of what the novel is about/its genre. DO NOT give away the climax or the resolution!
- Tell one thing you really enjoyed (or hated) about the book and why.
- Recommend what type of person might be interested in this type of book.
- Put people in your commercial-people relate to other people.
- Plan out your video! Remember you only have 60 seconds; it's crucial to capture attention quickly. The pictures in your video should tell the story even if the volume is turned down.
- Keep your script short and to the point! The audio should tell the story even if the customer is in the other room and can't see the video.
- Audio & video must match! If you are visually promoting jellybeans, don't have somber funeral music playing in the background. If the announcer/music is fast-paced and happy, the video should be as well.
- End with a call to action! Make your customers want to buy the book NOW (and perhaps give them a hint as to how to go about doing just that).
- Possible programs include iMovie, PowToon, Adobe Flash/ Spark/Premiere, PhotoStory,etc. You can publish it on youtube and send me a link if you would like.
- A tutorial on how to use iMovie to create a book trailer:
<https://www.youtube.com/watch?v=mXW2jQZwAng>
- For examples of book trailers, visit
<http://www.slimekids.com/book-trailers/letter-w-z/when-you-reach-me.html>

60-Second Commercial Rubric

Concise & Follows Directions (10 points possible) _____ pts.

Pictures, Music, Clarity, & Accuracy of Review (25 points possible) _____ pts.

Level of Effective Persuasion (5 points possible) _____ pts.

Creativity (10 points possible) _____ pts.

Total Points _____ / 50 Possible

Student Name: _____

8th Grade Summer Reading Project: Tri-Panel Book Report Brochure

For this project you will need a sheet of 8 ½ x 11 paper to create a brochure that demonstrates several literary aspects of the novel you read. Use the front and the back of the paper to complete each section of the brochure as described below. When finished, fold the paper so that you have three panels. Each panel should be clearly labeled as instructed below. Use the maximum amount of space available in each panel so that the brochure is visually appealing as well as informative. Pictures may be drawn, computer generated, or cut from other sources. Students may also create an electronic brochure using Microsoft Publisher or Google Slides and share it with me through my school email at anytime this summer.

Panel 1: Cover of the brochure- This panel should prominently display the title and author of the book and some type of visual image that will entice the reader to look further. Your name should also be somewhere on this panel, but *not* as a focal point.

Panel 2: Main Characters- This panel should include two pictures or symbolic images that characterize the protagonist and two pictures or symbolic images that characterize the antagonist- along with one-or two-sentence captions for each picture.

Panel 3: Setting- This panel should include a visual representation of the main setting of the book, along with a thorough written description. You might also want to include a brief written summary of any alternate settings within the novel.

Panel 4: Plot- This panel should chart the elements of the plot in the book through a series of words and pictures.

Panel 5: Main Conflict & Resolution- This panel should clearly identify the *type* of conflict and a brief summary of the resolution. Make sure to include some illustrations here as well- creativity counts!

Panel 6: Theme- This panel should identify two themes of the novel. Use specific quotes from the novel to backup your opinion!

Clarification of Literary Terms:

- Protagonist- The main character of the story, a “hero” around whom the main conflict centers
- Antagonist- A major person, place or thing that is against the protagonist
- Characterize- To tell what kind of person someone is internally. For example, the protagonist of my book is compassionate because he helped another character who was in need. DO NOT simply describe the external characteristics of the character, such as: My character has brown hair and can run fast.
- Setting- This is the time and place in which the story occurs.
- Plot- The major events that make up the story= the plot.
- Conflict- This is a struggle or problem occurring in the story. The different types of conflicts include: Character vs. Character- one character struggles with another character. Character vs. Society- one character struggling with more than one person. Character vs. Nature- A character is struggling with a force of nature. Character vs. Self- A character struggling with a personal problem.
- Resolution- This is how the main conflict or struggle is solved or resolved.
- Theme- This would be the lessons about life that the author teaches throughout the story. For example, the theme could be the value of friendship. Remember, theme is more than just one word. Love is not a theme.

Tri-Fold Brochure Rubric

Neatness (5 points possible) _____ pts.

Followed directions and Accuracy (30 points possible) _____ pts.

Correct Grammar, Usage and Spelling (5 points possible) _____ pts.

Creativity and Use of Space (10 points possible) _____ pts.

Total Points _____ / 50 Possible

Student Name: _____

Incoming 8th Grade Summer Reading Extra Credit Opportunity!!!!!!

Students can **choose** to read and complete a second project for extra credit. This is not a mandatory assignment.

Students who correctly follow the directions below will receive **5 bonus** points **each** quarter of the school year, for a total of 20 points.

Directions:

Choose and read a third book from the list provided. Complete a PowerPoint and label it: Extra Credit- last name. Follow the directions on the PowerPoint page to create the project.

Extra credit projects are due *Friday, August 10, 2018*. Late extra credit will not be accepted. Extra credit summer books will not count towards the quarterly reading book requirement nor eligible for quarterly extra credit. SSYRA books read over the summer WILL count for the competition that begins in the fall.

EXTRA CREDIT POWERPOINT

*This is not an option for the incoming 8th grade required reading project, only for the extra credit book.

Directions: Create a PowerPoint Presentation or Google Slides with nine slides as described in the list below. *The PowerPoint should be free of spelling errors.* It should show proficiency using PowerPoint (animation, design, and presentation).

Important: Each slide **must** contain a picture or two that is representative of the slide and a label. Plain slides will not be considered “proficient.” Failure to follow the guidelines will result in reduced extra credit.

Prepare the following slides:

1. **Author/Title:** For your first slide, list the title of the novel, a byline for the author, and perhaps a brief summary of the book’s plot. A picture of the book cover would be nice, too. Also, student name must be present on this slide.
2. **Protagonist:** The main character; usually the hero or “good” guy. How old is he/she? What are some important character traits (internal traits)? Physical description (external traits)?
3. **Antagonist:** Whoever (or whatever) is against the protagonist (could be man, animal, nature, society, supernatural, or self) This is also considered types of conflict. Give some specific details!
4. **Exposition:** This includes the setting (time period and place of the story) along with a brief summary of the basic situation.
5. **Vocabulary:** Make a list of 5 new words you learned, along with their definition and/or context clues from the novel.
6. **Summary:** Summarize the big events in the story. Explain the resolution.
7. **Theme:** What was the main thing the author wants you to know about humanity or life? The author was trying to make you look at something in a different way. What was it? **Provide evidence from the text.** Remember, *theme is not the main idea. Do not summarize what happened in the story.*
8. **Figurative Language:** Find some examples in the book and identify them. Choices: similes, metaphors, alliteration, personification, onomatopoeia
Pick **two** different types of figurative language **and explain.**
9. **Genre:** Was this novel fiction? Nonfiction? Fantasy? An autobiography? How do you know? Give an example from the story to prove your points.
10. **Student Recommendation/ Opinion:** Did you think the author did a good job of holding your interest? Give three specific reasons someone should or should not read this book. Tell about your favorite part of the book.

English Policy on Cheating and Plagiarism

Cheating is claiming the work of other individuals, groups, or agencies as your own.

Cheating includes:

- exchanging assignments with other students, whether it is believed the work will be copied or not; giving or receiving answers during tests or quizzes. (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.);
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result;
- accessing a test or quiz for the purpose of determining the questions in advance of its administration; using summaries and commentaries (Cliff Notes, Spark Notes, etc.) instead of reading the assigned materials or for copying essays and responses.

Plagiarism is a form of cheating. In this case, plagiarism happens most often when students are researching for information on topics in a class project or paper. Plagiarism is seen as a serious form of cheating that gives teachers a false view of a student's strengths and weaknesses. It prevents further instruction in areas of weakness and delays the student in reaching his or her potential.

Plagiarism includes:

- taking someone else's assignment or portion of an assignment and submitting it as one's own;
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source;
- presenting the work of tutors, parents, siblings, or friends as one's own;
- failing to properly cite sources used in writing a paper or preparing a project; submitting purchased papers or papers from the Internet written by someone else as one's own;
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not.

Consequences: The consequences may include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project.
- A disciplinary referral may be submitted to the office and parents will be contacted.

**Courtesy of Osceola Middle School English Department