Welcome to the Owen J. Roberts Middle School Summer Reading 2013!

Get ready to dive into a good book, splash into reading, and MAKE WAVES @ OJR MS

Visit our summer reading wiki for more detailed information: http://ojrmsreads.wikispaces.com/

Welcome, Eighth Graders! We are looking forward to meeting you and exploring the Language Arts with you – reading, writing, speaking, and listening. We will examine four themes this year: mystery, teen lives, survival, and tolerance. Over the summer, we would like you to prepare for your Language Arts class by reading one book of your choice from one of these themes and completing this assignment.

**Directions**

- Read your book (and hopefully several more).
- Complete the writing assignment and real world reading project.
- Your writing assignment, Part 1, is due in LA class on the first day of school. Your reading project, Part 2, is due in Literature Links on day 1 or day 2 (depending on when your class meets for the first time).

Making a Splash with Summer Reading!
Part 1 Assignment

“Interview” the main character in your novel by writing the answers to these questions the way you believe your main character would answer them. Write approximately four to five sentences for each.

1. What problem were you trying to solve, or what were you trying to achieve in this story?

2. How did you go about solving that problem or reaching that goal?

3. What obstacles stood in your way?

4. How did the setting of this story – time and place – affect your ability to achieve your goal? Did it help or hurt?

5. Use your imagination. How would a different setting have affected the outcome of this story? Give an example.

6. What lessons would you like your reader to have learned from reading about your experiences?

7. Are you satisfied with how your story turned out? Why or why not?

8. Who were the people in your story who helped you achieve your goal?

9. What character (personality) traits do you have that you believe helped you achieve this goal?

10. If you were going to give this story a different title, what would it be? Why?

Part 1 Guidelines

- Typed
- Single space each answer. Double space between answers.
- Times New Roman Size 12 or similar font.
- MLA heading in upper left-hand corner:
  - Your name
  - Teacher’s name
  - Language Arts
  - 4 September 2012

Part 1 Assessment

For full credit, the assignment must:

- Be turned in on the first day of school.
- Be signed by a parent/guardian.
- Follow all directions.
- Show thought and creativity.
- Be original work.
Part 2 Assignment
Since the purpose of independent reading is for enjoyment, to learn something new, or to perform a task, you will need to demonstrate that your summer reading was fun, useful, and/or helped you learn or do something new. Please read the digital & non-digital choices included in this document for sharing your summer reading work with your LL Teacher and 2013-14 classmates.

The following options are ways you can choose from, but you are only being assessed on one student created project. While part 1 will be submitted to your Language Arts teacher, part 2 will be submitted to your Literature Links teacher.

PRINT/NON-DIGITAL OPTIONS

- Keep a reader’s notebook (digital or traditional print) with all your reflections and reactions to your daily summer reading.
- Write a short book of poetry that reflects the topics of study and/or stories read this summer.
- Create a pamphlet about an important topic from your reading that could be shared with the community. You will need to write to specific audience and have a specific purpose in mind (e.g., to persuade or inform others about the benefits/challenges of cell phone use in schools).
- Write a new story that incorporates a favorite character in a new setting or a sequel to a favorite story.
- Create a graphic novel or cartoon to tell a new story or present ideas about a subject matter you read about.
- Write a letter to the newspaper expressing your opinion or a call for action about topic you have read about (news, media, trusted websites, in the library).
- Attend a local library event (visit any Chester County Library) or any book store event (e.g., Barnes & Noble), and write a summary of what you did/participated in, how the visit informs your reading, and your personal reactions/reflections/connections.
- Write a book review on your favorite reading choice this summer. Be sure to give only a brief summary, how the author engages the reader, and piques the interest of others to also read the book (but don’t spoil the ending).
- Create your own book club, invite friends to read the same book or books around the same topic, meet and discuss the book, and bring artifacts of your group conversation to class.

DIGITAL OPTIONS

- Blog about your summer reading on the OJRMS Wiki (be sure to visit the grade appropriate blog) – When blogging, be sure to give only a brief summary, how the author engages the reader, and piques the interest of others to also read the book (but don’t spoil the ending). All blog posts are subject for approval.
- Create your own reading website at www.weebly.com. Create a site that reflects you as a reader this summer and generates additional discussion from your peers.
- Use our Google App Domain to create your own reading website by visiting: google.com/a/ojrdsd.net. You will need to login using your student user name (year of graduation, first initial of first name, last name; e.g., 12JDoe) and password (student ID which can be located in Skyward Family Access listed as "other ID").
- Create a Prezi around a favorite book or topic of study that highlights important ideas and new or interesting concepts learned.
- Create an iMovie that reflects the moral/theme of your story or new topic of study that highlights important ideas and new or interesting concepts learned.
- Create a cartoon about your reading using ToonDoo.
- Create an audio presentation using AudioBoo.
- Create a virtual poster about your summer reading (a reflection or summary of all you read) using Glogster.
- Add a thoughtful review to one of your reads on a published website (such as, Amazon.com—this site is specific to children's books). Be sure to give only a brief summary, how the author engages the reader, and piques the interest of others to also read the book (but don't spoil the ending).
- Create your own digital book club using a Google Doc, Kidblog, or other educational media web tool.
- Create a short documentary or book review about a topic of interest from your reading (our wiki has a sample).
- Create an infographic (http://visual.ly or www.easel.ly) on a topic you have read about. (Information graphics or infographics are visual representations of information, data or knowledge. These graphics are used where complex information needs to be explained quickly and clearly, such as in signs, maps, journalism, technical writing, and education.)
- Create an interactive timeline of your summer reading www.capzies.com
- OTHER - do not be limited by the choices above, as they are merely some suggestions for getting started

Part 2 Assessment
- Ideas & organization: The main idea and structure of the piece is conveyed through text, hypertext, or multimedia elements. Often determined by the medium in which it is presented
- Voice: The persona the reader/writer adopts is based on the purpose, audience and topic
- Word choice, sentence fluency, & conventions: The selection of a particular words, sentence structures, and the use of punctuation and grammar for stylistic/rhetorical effect
- Presentation & Publication: Content and design interact for stylistic effect

Book Choices

You may read any middle school-appropriate book as long as it fits one of the four eighth grade themes. The only four books you may NOT select for this assignment are: And Then There Were None, by Agatha Christie; The Outsiders, by S.E. Hinton; The Pearl, by John Steinbeck; Nightjohn, by Gary Paulsen; The Hunger Games, by Suzanne Collins, or The Killer Angels, by Michael Shaara. We will be studying these books together during the year.

Please avoid using any of the novels you studied in seventh grade Literature Links or Language Arts class, also.

Below are some possible titles you might select. The reading (grade.month) and interest level of the books are indicated to aid in your selection. If the titles below do not meet your needs, the websites might help you with your choice.

Mystery

The Westing Game, by Ellen Raskin (6.1) Interest level gr. 6-8
Face on the Milk Carton, by Caroline B. Cooney (6.2) Interest level gr. 6-8
Murder on the Orient Express, by Agatha Christie (7.4) Interest level gr. 9-12
The Adventures of Sherlock Holmes, by Sir Arthur Conan Doyle (8.1) Interest level gr. 4-12
The Murder of Roger Ackroyd, by Agatha Christie (8.3) Interest level gr. 9-12

http://www.berkeleypubliclibrary.org/children/good-books/mysteries/
Teen Lives

*Tangerine*, by Edward Bloor (5.4) Interest level gr. 6-8
*Sisterhood of the Traveling Pants*, by Ann Brashares (6.2) Interest level gr. 9-12
*If a Tree Falls at Lunch Period*, by Gennifer Choldenko (Ages 10+)
*Somebody Everybody Listens To*, by Suzanne Supplee (Ages 12+)
*The Bystander*, by James Preller (4.4) Interest level gr. 6-8

http://www.berkeleypubliclibrary.org/children/good-books/being-different/

Survival

*Boy in the Striped Pajamas*, by John Boyne (8.3) Interest level gr. 9-12
*New Boy*, by Julian Houston (6.8) Interest level gr. 6-8
*My Sister’s Keeper*, by Jodi Picoult (6.8) Interest level gr. 9-12
*20,000 Leagues Under the Sea*, by Jules Verne (8.1) Interest level 6-12
*Oliver Twist*, by Charles Dickens (9.0) Interest level 9-12
*The Grapes of Wrath*, by John Steinbeck (4.9) Interest level 9-12

http://www.berkeleypubliclibrary.org/children/good-books/survival/

Tolerance

*Watsons Go to Birmingham*, by Christopher Paul Curtis (5.5) Interest level gr. 6-8
*Bud, Not Buddy*, by Christopher Paul Curtis (5.2) Interest level gr. 5-7
*Rules*, by Cynthia Lord (4.5) Interest level gr. 4-7
*Fire from the Rock*, by Sharon M. Draper (5.4) Interest level gr. 6-8
*Night*, by Elie Wiesel (8.7) Interest level gr. 9-12

http://www.berkeleypubliclibrary.org/children/good-books/being-different/

For additional suggestions for teens and their caregivers on how to find a good read, try the Young Adult Library Services Association:

http://www.al.org/yalsa/sites/al.org.yalsa/files/content/professionaltools/Handouts/ParentFlyer.pdf

All IEP accommodations provided to students during the school year are available to students for the summer reading assignments. Please contact the K-12 Supervisor of Instruction & Language Arts for additional questions rmonaghan@ojrsd.com.