

Dear Parents,

Reading is a vital part of every child's development. At IDS-CC, the students actively read throughout the year, both as a whole class and individually. Reading promotes comprehension, develops vocabulary, and increases sensitivity to other cultures, social conditions, historical events, and the student's own personal awareness. The summer reading program encourages students to actively read during the months that they are away from school.

### **The Three Required Novels Are:**

1. Schooled by Gordon Korman
2. Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time. (Young Readers' Edition) by Greg Mortenson and David Oliver Relin, adapted by Sarah Thomson
3. How Long is a Piece of String? : More Hidden Mathematics of Everyday Life by Rob Eastaway and Jeremy Wyndham

### **The Three Required Novel Assignments:**

1. For Schooled your child will complete a dynamic character timeline. Please refer to the attached directions and model as an example.
2. For Three Cups of Tea your child will complete chapter questions and both short and extended response tasks. See attached assignment requirements.
3. For How Long is a Piece of String? your child will complete both short and longer chapter summaries as well as complete two specific presentation assignments. Please see the attached assignment requirements.

**All of the final drafts of these assignments require a parent signature.** Please take this opportunity to discuss the literature that your child has read. You may find yourself engaged in a wonderful dialogue inspired by your child's reading. *When you sign each assignment, you acknowledge that you are aware of what your child has read and that he/she understands the text.*

### **Extra Credit Opportunity!**

Your child could choose to read a free choice novel. **This choice must be from the attached Eighth Grade Summer Reading List.** For this novel, your child will need to complete an attached "Novel in a Nutshell" form. This form compels the students to look more deeply into the text, requiring them to show their understanding of the basic elements of literature and to respond personally to the work. Parents, please sign this assignment as well.

Please know, if your child chooses to read more than the three required novels and free choice novel, we will happily give extra credit for going above and beyond. **Please attach a signed note to the four completed assignments which lists all other novels read.** All assignments and notes are due to be turned in on the first day of school in English class.

Thank you for your support in encouraging your child's reading. If you have any questions, please contact one of us. We would be happy to speak with you about our summer reading program. Reading is a learned joy, and we hope that all of our students discover it.

Sincerely,  
The Middle School English Team  
The Middle School Math Team



## *Schooled* Timeline

Now that you have finished reading Gordon Korman's *Schooled*, please choose one of the main characters in the book.

Draw a timeline that spans the entire novel. **At the beginning of the timeline**, show where the character was (how he/she thought, felt, believed) at the beginning of the book by writing a detailed paragraph. **At the end of the timeline**, show where the character was (how he/she thought, felt, believed) at the end of the book by writing another detailed paragraph.

Along **the top of the timeline**, place significant events in the book that highlight what the character experienced, keeping all the events in chronological order. Add details to each event to show your understanding of the book's storyline. **Underneath the timeline**, make notes about how the character was affected/changed by these events. Add details about the character to show your understanding of how each event changed the character.

Please include at least *seven events/experiences* that the character had in the novel. This means you will have a minimum of seven events on top of the timeline and seven explanation notes below the timeline.

The idea is to trace the evolution of this dynamic character through the book to show how and why he or she changed.

**This timeline must fit on an 11" x 17" piece of paper or smaller.**

Please bring this completed assignment with you to class on the first day of school with all other required work.

Remember that this and all assignments need to be shared with your parents and then signed by them.

This is a mini-timeline example with significant events and examples of how a character grew  
Please follow all requirements of the timeline assignment.

# The Growth of Bob Timeline

**Remember:** This is only an example of what your timeline will look like visually. You will obviously have more events and explanations, but you also have only the limits of your imagination for what the timeline can look like. As long as you follow all of the directions, you will score high!

**Remember:** Your timeline will have a total of **seven** significant events as well as **seven** explanations of how your character grew and changed. This example shows only three events and three explanations. Please see the directions for details.

## Summary of the character at the beginning of the story:

Bob is just entering high school. He plays the clarinet and has just made it into marching band. He is unsure of himself. He doesn't think any of the older kids will give him the time of day or that he will make much of an impact on the world. His brothers tease him about his timidity, and this does not help his confidence.

Event 1: Bob is given the responsibility to lead a long marching regiment during the opening marching band number, and he knows that if he leads them astray, the whole band will be affected.

Event 2: Bob meets Gina, an extroverted Italian girl who doesn't really notice that Bob is alive. Bob would love to know her better, but his shyness is again blocking his way.

Event 3: Wanting to impress Gina with his coolness, Bob swipes his brother's wallet to buy her something nice. Along the way, he loses the wallet, gets caught shoplifting, and completely turns Gina against him.

| June 1981 |

| May 1982 |

Explanation 1: This, at first, does not help Bob. It scares the bejeepers out of him, actually. He would rather blend in, but he is being shoved into the limelight early. This eventually helps him come out of his shell.

Explanation 2: Bob is a self-proclaimed lover of life, but he doesn't act on some of his very basic needs. He needs to be liked, have friends, and be given permission to have a little more fun.

Explanation 3: Bob went against his own instincts and decided that impressing the girl was more important than following the law, telling the truth, or being true to his friends. Even though he knew better and even said it to himself, he made some very goofy decisions.

## Summary of the character at the end of the story:

Bob has suffered through his first year of high school. He has learned what it is to just be himself. He knows now what it takes to be a good friend, what a good listener is, and that a girlfriend is much more than just someone who looks good on his arm. He realizes that there is more to life than popularity and everyone liking him, but most importantly, he has grown as an individual who now is writing his own rules.

## **Three Cups of Tea - Summer Reading Assignment** **Eighth Grade**

As you read Greg Mortenson's book Three Cups of Tea, please answer the following questions in one to two complete sentences.

*Please type and double-space your answers.* Include your name, date, and grade in a header at the top, right-hand corner of your paper. Remember to proofread each answer to ensure grammar and spelling perfection.

### **Part One: (As you read *Three Cups of Tea*)** **Chapter Questions**

#### **Chapters 1-3**

- What role does the setting (the high altitude and the treacherous terrain of the Himalayas) play in the initial events of this story?
- How do the villagers help Mortenson, and what promise does he make to the villagers of Korphe as a result?

#### **Chapters 12-13**

- What are some of the sacrifices the people of Korphe made in order to build this school?

#### **Chapters 15-16**

- What does this story reveal about the rights of girls in Afghanistan?

#### **Chapters 17-18**

- Has your understanding of Muslim culture changed after reading this book? Please use an example from the reading to support your ideas.

#### **Chapters 21-22**

- What evidence is revealed that demonstrates that the schools are improving the lives of the students who attend them? Please be specific.

**Part Two: (After reading *Three Cups of Tea*)**  
**Post Reading Responses**

**Task One: Shorter Response**

Please respond to the following prompt in a complete, thoroughly supported paragraph.

**Mortenson states that the war on terror “*will ultimately be won with books, not bombs.*” Do you agree or disagree with this statement? Why?**

**Task Two: Extended Response ( Choose one)**

For your extended response, please choose **one** of the prompts below to answer in a compare and contrast format. Please type two paragraphs following these guidelines:

- ❖ Be sure to answer the questions being asked below.
- ❖ Be sure to use specific examples both from your life and the book.

**Extended Response Prompt 1:**

**Mortenson has great news to deliver to Haji Ali about the school, but first he takes tea. What does taking tea reveal about the Balti culture and traditions? What does each cup of tea represent? Compare this tradition to a tradition of hospitality from your own culture.**

**Extended Response Prompt 2:**

**Think about what you have learned of the school conditions in Afghanistan. Reflect on your own educational experiences. Now, write a two-paragraph response comparing and contrasting the two.**



**Formatting Requirements for chapter questions, shorter response, and extended response for *Three Cups of Tea*.**

- 1) Typed
- 2) Double-Spaced
- 3) Font and Size
  - a) Times New Roman
  - b) 12 point
- 4) Title
  - a) Bold and Centered (18 point font)
  - b) Please title the paper **Three Cups of Tea Summer Assignment**
- 5) Header
  - a) Name, Date, Grade (in that order)
  - b) Place in the header of the document (View: Header and Footer)
  - c) Right justify this information



## ***HOW LONG IS A PIECE OF STRING?*** **Eighth Grade Math Connection to Summer Reading**

*How Long is a Piece of String?* is a series of discrete (unrelated) math topics that have to do with the real world. Some of the topics will greatly interest you (music, space, tricking people, etc.) and some of them may not be your cup of tea. Some of the math will be on your level, and some of it might be over your head. Whatever the case might be, you will be able to find at least two chapters that both interest you and are on your mathematical level of understanding. Please realize that this book was written in England, so there are certain words (i.e. colour instead of color) that are spelled differently. Also, the decimal point in England is a comma, and the monetary unit is the Pound. So, £5,27 would be similar to our \$5.27.

### **Expectations:**

**Read the entire book.** This means that you read about the concepts even if the math is challenging for you.

#### **Task One:**

*Write a 2-3 sentence summary of each one of the chapters.* Just tell us what the chapter was about and how it relates to mathematics. Note: You will write 2-3 sentences for every chapter. This means 2-3 sentences for Chapter 1, 2-3 sentences for Chapter 2, etc.

#### **Task Two:**

Choose two chapters that both interested you and were on your mathematical level of understanding. For each one of your two favorite chapters, you must complete a detailed summary of the chapter. These two summaries need to be unique and cover the majority of the ideas discussed in the chapter.

Ideas to include in your summaries:

- The title of the chapter
- How the ideas of the chapter related to math
- Facts that you learned while reading (this should include fun facts, trivia, anything that was interesting to you)
- The majority of the subcategories explained in each chapter

#### **Task Three:**

Once you have completed your summaries, you should create a presentation for each of your two chosen chapters that highlights the required information.

Ideas for presentations (remember, you must have two unique presentations for your two chapters):

- PowerPoint presentation
- Poster
- Video
- Written report
- Board game
- Diorama
- Anything else that you can come up with that will be able to show your idea that will still include the depth and breadth of the other ideas listed above.

HOW LONG IS A PIECE OF STRING?  
 CRITERION B

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Score	Description
9-10	<p>The project has all of the necessary elements, including:</p> <ul style="list-style-type: none"> <li>- A 2-3 sentence summary per chapter and</li> <li>- More than two separate mini-projects conveying the ideas from more than two different chapters.</li> </ul> <p>A person scoring a 9 or 10 would have made every mini-project unique and virtually perfect. Outstanding detail, examples, and connections were given throughout the project. The summaries were clear, concise and well thought out and the projects were well put together. The projects had ample details and the strongly conveyed the ideas expressed in the chapter(s). In addition to being well put together, the projects have strong aesthetic value and can be used as display models representing the class. All written portions are perfect in both grammar and spelling and the thoughts are well organized. The student made every effort to go above and beyond expectations in every element of the project and these efforts are evident throughout.</p>
7-8	<p>The project has all of the necessary elements, including:</p> <ul style="list-style-type: none"> <li>- A 2-3 sentence summary per chapter and</li> <li>- At least two separate mini-projects conveying the ideas from at least two different chapters.</li> </ul> <p>A person scoring a 7 or 8 would have made every mini-project unique. Very good detail and examples were given throughout the project. The summaries were clear, concise and well thought out and the projects were well put together. The projects had ample details and strongly conveyed the ideas expressed in the chapter(s). In addition to being well put together, the projects have strong aesthetic value and can be used as display models representing the class. All written portions are perfect in both grammar and spelling and the thoughts are well organized.</p>
5-6	<p>The project has all of the necessary elements, including:</p> <ul style="list-style-type: none"> <li>- A 2-3 sentence summary per chapter and</li> <li>- Two separate mini-projects conveying the ideas from two different chapters.</li> </ul> <p>A person scoring a 5 or 6 would have made the mini-projects for the two chapters unique. Good detail and good examples were given throughout the project. The summaries were concise and well thought out and the projects were well put together. Although a few more details could have been given, the general project was very good.</p>
3-4	<p>The project has all of the necessary elements, including:</p> <ul style="list-style-type: none"> <li>- A 2-3 sentence summary per chapter and</li> <li>- Two separate mini-projects conveying the ideas from two different chapters.</li> </ul> <p>A person scoring a 3 or 4 would have made the mini-projects for the two chapters unique. They needed to go more in depth in their description of the individual chapters or in the mini-projects themselves. Some detail was given, but more detail needed to be expressed overall.</p>
1-2	<p>The project has all of the necessary elements, including:</p> <ul style="list-style-type: none"> <li>- A 2-3 sentence summary per chapter and</li> <li>- Two separate mini-projects conveying the ideas from two different chapters.</li> </ul> <p>A person scoring a 1 or 2 would have needed to make the different mini-projects unique in some way. They also would have needed to go more in depth in their description of the individual chapters or in the mini-projects themselves. More detail needed to be expressed overall.</p>
0	<p>The project is elsewhere or needs one of the essential elements.</p>

Score: \_\_\_\_\_ - ( ) days late = Total: \_\_\_\_\_



## 2010 Extra Credit Summer Reading List – Entering Eighth Grade

### Adventure

*The Brave* - Lipsyte  
*Dances with Wolves* – Blake  
*The Adventures of Huckleberry Finn* -  
Twain

### Contemporary

*Becoming Naomi Leon* - Munoz-Ryan  
*Catalyst* – Anderson  
*Celestine Prophecy* - Redfield  
*Chanda's Secrets* – Stratton  
*Chocolate War* – Cormier  
*Dacey's Song* - Voight  
*Glass Menagerie* – Williams  
*Go Ask Alice* - Anonymous  
*Hope was Here* – Bauer  
*That Summer* – Dessen  
*In Search of Mockingbird* - Ellsworth  
*Into the Wild* – Krakaur  
*It Happened to Nancy* - Anonymous  
*Keeping the Moon* – Dessen  
*Raisin in the Sun* – Hasberry  
*Rules of the Road* – Bauer  
*Shoeless Joe* - Kinsella  
*Slam* -Myers  
*Someone Like You* – Dessen  
*Speak* –Anderson  
*The Bean Tree* – Kingsolver  
*The Girls in the Back of the Class* –Johnson  
*The Hot Zone* – Preston  
*The Stand* - King  
*The Whale Rider* - Ihimaera  
*Where in the World* – French  
*You Don't Know Me* – Klass

\*Sunshine State Young Readers Program 6-8

<http://myssyra.org/default.html>

\*\* Newbery Award Home page:

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberymedal.cfm>

\*\*\* Coretta Scott King Award Past Winners webpage:

<http://www.ala.org/ala/mgrps/rts/emiert/ckskbookawards/recipients.cfm>

### Fantasy and Science Fiction

*Animal Farm* – Orwell  
*Fahrenheit 451* - Bradbury  
*Fantastic Voyage* - Asimov  
*Flatland* - Abbott  
*Haroun and the Sea of Stories* - Rushdie  
*Lord of the Flies*- Golding  
*Lost World* - Crichton  
*The Forever King* – Cochrane  
*The House of the Scorpion* – Farmer  
*The Martian Chronicles* - Bradbury  
*Watership Down* -Adams

### Historical

*A Separate Peace* - Knowles  
*Alicia: My Story* – Jurman  
*Daniel Half Human and the Good Nazi*  
-Chotjewitz  
*Hiroshima* – Hersey  
*Summer of My German Soldier* – Greene  
*The Good Earth* – Buck  
*The Hunchback of Notre Dame* – Hugo  
*Tree Girl* - Mikaelson  
*When My Name Was Keoko* – Park  
*Fever, 1793* – Anderson

### Award Winners

- Sunshine State Young Readers Awards Program\*
- American Library Association's Newbery Medal Winners\*\*
- American Library Association's Coretta Scott King Author Award Winners\*\*\*

(Award winners all need parental approval for content)

Some books on the webpages above may be for younger readers. Please choose books that are of proper grade level and complexity for eighth grade students.

Name \_\_\_\_\_ Date \_\_\_\_\_

**8th**

**Please make sure that all sections include complete sentences.**

### **Novel in a Nutshell (Extra Credit)**

Title of novel: \_\_\_\_\_

Author: \_\_\_\_\_ Genre: \_\_\_\_\_

Main Character(s): Give a brief description of at least three.	1.
	2.
	3.
Conflict around which the book centers:	
Main Setting(s) - Time and Place	Time  Place
Rising Action: Event 1	
Event 2:	
Event 3:	

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>Climax: (High point of action and drama)</p>	
<p>Resolution: (Very short part of the story after the climax)</p>	
<p><b>Summary and Review</b></p> <p>Please write two paragraphs in the space provided.</p> <p>The first paragraph should include a summary of the book (a condensed version of what you just wrote above).</p> <p>The second paragraph should be review of the book. Be specific about what you thought about the book and how you would rate it. What was good about it? What needed to be better? The more specific the better. Giving examples from the book makes your summary and review stronger.</p> <p>Look at other book reviews to see how they enticed others to read the book. You should do the same.</p>	