

## Middle School Summer Reading Expectations

**6<sup>th</sup> Grade** – Students are to read *Tuck Everlasting* by Natalie Babbitt and **one book of their choice**.

**Students in 6<sup>th</sup> grade will be given a written in class assessment on their assigned book the first week of school.**

**7<sup>th</sup> Grade** – Students are to read *Tuesdays With Morrie*, by Mitch Albom, and **one book of their choice**. Students will need to complete **one** of the following projects on *Tuesdays With Morrie* and one of the independent projects included in this page:

Your assigned summer reading book is *Tuesdays with Morrie: an old man, a young man, and life's greatest lesson* by Mitch Albom. This beautiful book is a lesson on what is really important in life. While it is not a difficult book to read, it is full of challenging ideas that should make you stop and think about what matters to you. It is not specifically Christian, but I hope that you will use the philosophies discussed by Mitch and Morrie to reflect upon your personal beliefs and the knowledge you have about Christianity and the Catholic faith.

As you read, please create one of the projects listed below to exemplify your understanding of *Tuesdays with Morrie*. You will be expected to present your project to your ELA class on Monday, August 19. Grading will be by rubric (which you'll be given on the first day of school, August 14), and the score will be recorded as a test grade.

Your project choices are:

- Create a movie trailer advertising your own movie version of *Tuesdays with Morrie*. Caution: this book has already been made into a movie. Your trailer must be totally original and made up of your own ideas!
- Create a board game that takes players through the experiences and feelings that Mitch Albom travels through from the beginning to the end of *Tuesdays with Morrie*. Remember, you are making the game about the growth that Albom experiences, not the “road” traveled by Morrie.
- Create a sales brochure that tells people why they should read *Tuesdays with Morrie* and what they can expect to learn by reading it.

**8<sup>th</sup> Grade** – Students are to read *The Running Dream* by Wendelin Van Draanen and **one book of their choice**.

**Students in 8<sup>th</sup> grade will be given a written in class assessment on their assigned book, *The Running Dream*.**

**For Grades 6-8 and their independent selection**, they must complete **one** of the following activities that will be due the first day of school.

1. **Character Book Selection.** Select a character and then choose **five** books (fiction or nonfiction) for him or her, thinking about what he or she might like and what you think they need to know more about. Scan library shelves or the Internet for ideas. Why did you select the books you did? What do you hope your character will like about or get out of the book? Write one paragraph for each book selected.
2. **A character alphabet.** Choose a character you liked and then create sentences based on the alphabet scheme that demonstrate your knowledge of the character. Here is an **example**- If after reading *Spite Fences*, you decided to write Zeke's alphabet it could start like this: A is for the ABUSE Zeke took at the hands of a racist mob. B is for his BENDING OVER BACKWARDS to make sure the visiting civil rights activist could work in obscurity. C is for the CAMERA he gave Maggie so she could begin to look at the world in new ways.
3. **Tangible or intangible gifts.** Select a character and figure out five things you believe your character most needs or wants. Draw or cut out pictures to represent these "gifts" and write to your character an explanation of why you picked these things out for him or her. Minimum two pages.
4. **College application.** Create the application that a character you have just read about could write and submit to a college. Use all the information you know about the character and infer and create the rest of it. On the application include Name, Academic Rank in Class, High School Courses Taken and Grades, Extracurricular Activities and Personal Activities, and Work Experience. Choose one of the following questions to answer in a two-page essay from the character's point of view: what experience, event, or person has had a significant impact on your life? Discuss a situation where you have made a difference. Describe your areas of interest, your personality, and how they relate to why you would like to attend this college.
5. **Awards.** Create an award for each of the main characters based on their actions in the novel. One might be awarded "most courageous" for fighting peer pressure, another might be awarded "wisest" for the guidance he or she gave other characters. **For each award**, write a minimum of one paragraph that explains why this character deserves this award.