Clayton Middle School

Summer Reading Packet
2017

1. Read the Book
2. Do the Project
3. Be Awesome
Summer Reading Expectations

Clayton Middle School considers summer reading an important extension of the curriculum. This summer, students in grades 6, 7, and 8 will be able to select a summer reading book that interests them from a list of approved titles. Students may choose one or more books from the list. The list is not separated by grade level. A limited number of books will be available for check out from our school library as well as from neighboring libraries. Summer reading books may be purchased online or at local bookstores.

READ THE BOOK!

- All students who will be in grades 6-8 for the 2017-2018 school year at Clayton Middle School are expected to obtain a book and complete their summer reading before the new school year begins. The summer reading list contains selections to address a wide range of interests and abilities.

DO THE PROJECT!

- Summer reading projects are due the first day the student returns to school in September. Late projects, including projects completed and forgotten at home, will not be accepted, no exceptions!

BE AWESOME!

- Completion of the reading and a project from the attached list will earn a ticket into a special fun day event to be held during the first marking period of school. In addition, projects are eligible for extra credit points that can be used on tests in any subject area during the school year. Finally, each student who submits an acceptable project will be entered in to drawings for prizes that will take place the first week of school. Prizes will be invitations to parties, gift cards, etc.
Summer Reading Book Choices

Select at least one book from the list below, and let the reading adventure begin!

Use this link to explore what these books are about:
http://www.goodreads.com/book

1. Among the Hidden by Margaret Haddix
2. The Lost Hero – Book One by Rick Riordan
3. Mo’ne Davis: Remember My Name by Mo’ne Davis
4. Code Talker: A novel about the Navajo Marines of World War II by Joseph Bruchac
5. Wonder by R.J. Palacio
6. Jeremy Fink and the Meaning of Life by Wendy Mass
7. Flipped by Wendelin Draanen
8. The One and Only Ivan by Katherine Applegate
9. Catherine Called Bird by Karen Cushman
10. Wish Stealers by Tracy Trivas

★ Challenge Yourself ★

Choose a book from this list, or read one of the other choices, plus one from this list!

1. Anne of Green Gables by Lucy Maud Montgomery
2. 20,000 Leagues Under the Sea by Jules Verne
3. The Secret Garden by Frances Hodgson Burnett
4. Johnny Tremain by Esther Forbes
## Rewards and Incentives!

Students who submit a project and earn a score on the project will receive the following incentives and rewards:

<table>
<thead>
<tr>
<th>Earned Rubric Score</th>
<th>Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>20 Extra Credit points that can be used during the year on a test in any subject and a ticket to a special fun-filled event.</td>
</tr>
<tr>
<td><img src="image" alt="5 stars" /></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>15 Extra Credit points that can be used during the year on a test in any subject and a ticket to a fun-filled event.</td>
</tr>
<tr>
<td><img src="image" alt="4.5 stars" /></td>
<td></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>5 Extra Credit Points that can be used during the year on a test in any subject and a ticket to a fun-filled event.</td>
</tr>
<tr>
<td><img src="image" alt="3.5 stars" /></td>
<td></td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>No extra credit points earned, but you will be eligible to attend a fun-filled event to be held during the first marking period.</td>
</tr>
<tr>
<td><img src="image" alt="2 stars" /></td>
<td></td>
</tr>
</tbody>
</table>

### Special Event - Foodège Fun 🍭 Door Prizes!

**Notes:**
- You may only use 5 points per test.
- Projects that fall below “Limited” will not earn any points or incentives.
Summer Reading Project Choices

After reading your book, you must select one project from the list below. Your project will count as a test grade, and it is due the first day of school. Late projects will not be accepted.

No late projects will be accepted. This includes projects that were completed and forgotten at home. It is due the first day you come to school in September. No Exceptions!

Option #1 – File Folder Book Project
Demonstrate your knowledge of narrative elements and your artistic ability by constructing a Book Folder detailing all the parts of a book (Exposition, setting, characters, etc.). See the attached activity sheet for more information and requirements.

Option #2 - Comic Strip/Story Board
Reveal your artistic talents by creating a comic strip or a story-board about your book. See the attached activity sheet for more information and requirements!

Option #3 - Letter to the Author
Show off what a great writer you are! Compose a letter to the author of your book. In your letter, explain why you liked the book, which character you connected with most, and offer suggestions for a sequel. See activity sheet for more information and requirements.
Project Option One – File Folder Book Project

Directions

Use a standard file folder to create a display to help other readers learn about your book and its author. There are four parts of this project:

A. **Front of the Folder** - Create your own cover of the book (It cannot be a computer image). It will look best if you mat it on another piece of paper before gluing it to your folder. Don’t make it too small.

B. **Inside Left** - Include information about the author such as a little bit about his/her career and background (biography). A small picture of the author is required, but should not be larger than 3”x3” (It can be computer generated). If the book is part of a series, include smaller pictures of the covers of the other books in the series. If the author has a website, include the address. You may want to use a QR code that leads to the author’s website.

C. **Inside Right** - Write a summary of the book. It should be at least one page typed and two pages if it is written on lined paper. Organize the summary to include major plot elements such as characters, setting, conflict, climax and other major events that lead to the resolution.

D. **Back of the Folder** - choose at least one of the following options:
   - Write a review of the book. Make sure it is at least two paragraphs (at least 5-7 sentences in each paragraph). Don’t write another summary-tell what you thought of the book and why. Explain whether you would recommend this book.
   - OR
   - Choose a significant line from the book and explain its connection to the theme of the book. Be sure to put the line in quotation marks and include the page number where the line is located.
### Project Option 1 – File Folder Book Project
#### Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness and Artistic Quality</td>
<td>The project is presented creatively and neatly. Artwork is original and representative of the book/plot.</td>
<td>The project is presented creatively and neatly. There is artwork that is original and representative of the book/plot. More artwork would make this project excellent.</td>
<td>This project is mostly creative and neat; some areas require work. There is some artwork, but more is needed for a higher score.</td>
<td>This project does not reflect the required effort; artwork is minimal.</td>
</tr>
<tr>
<td>Writing Conventions – (grammar, spelling, and punctuation)</td>
<td>The project demonstrates excellent spelling, grammar and punctuation.</td>
<td>The project demonstrates proper spelling, grammar and punctuation.</td>
<td>The project demonstrates fair spelling, grammar and punctuation. Some errors exist.</td>
<td>Errors in punctuation, spelling, and grammar are severe.</td>
</tr>
<tr>
<td>Knowledge of the Book and Required Elements</td>
<td>This project demonstrates an excellent understanding of the book; all required elements are completed.</td>
<td>This project demonstrates a good understanding of the book; all required elements are completed.</td>
<td>This project demonstrates some knowledge of the book, but there are areas that are vague. Some required elements may be lacking.</td>
<td>This project does not demonstrate comprehension of the book. Required elements are missing and/or incomplete.</td>
</tr>
<tr>
<td>Completion and Following Directions</td>
<td>The project’s owner did an excellent job following all rules for this project</td>
<td>The project’s owner followed almost all of the rules for this project.</td>
<td>The project’s owner followed some, but not all of the rules for this project.</td>
<td>The project’s owner did not follow many of the rules for this project. Project may be incomplete.</td>
</tr>
</tbody>
</table>
Project Option 2 – Story Board/Comic Strip

**Directions**

After finished reading the book, you are going to **summarize** the book using a comic strip or story board format. **Hint:** As you read, take notes on events that are significant to the story.

**Requirements check list**

- The title of your book must be written on the top of your poster.
- Your full name is to be written on the FRONT of the poster.
- Illustrate a minimum of 10 events. Each event is drawn in a block. If you feel it is necessary, you can include more events/blocks.
- All illustrations MUST be colored. Use whatever medium you like—crayons, colored pencils, markers.
- Each illustration, must have at least THREE sentences under it.
- Proper capitalization, punctuation, and spelling are necessary.
- The comic strip must be on poster board.
- If you are using the Internet as a resource or for clip art, a Works Cited page is mandatory.
- Neatness counts!

**Include these elements of plot when creating your comic strip or story board:**

- **Exposition** (What important information is given in the beginning of the story? Remember the importance of setting, characters, etc.)
- **Rising Action** (What important events occur as the plot unfolds?)
- **Climax** (What is the turning point in the story? It is the most emotional/suspenseful part.)
- **Falling Action** (How does the story wind down? How are loose ends of the climax tied up?)
- **Resolution** (How does the story come to an end or close?)
EXPOSITION

Percy Jackson, a kid who always finds trouble in school, learns that his father is actually a Greek god, and he is a demi-god. He travels to Camp Half-Blood to seek refuge from the monsters that are always after him.

CONFLICT

At Camp Half-Blood, he meets many other half-bloods, born of the Olympian gods. Percy trains with the other campers. He learns that someone has stolen Zeus' lightning bolt, and as the son of Poseidon, he is blamed for it!

RISING ACTION

Percy begins a quest with Annabeth, daughter of Athena, and his satyr friend Grover, to recover the lost master bolt and prevent war between Zeus and Poseidon. Percy has only had a few days of training, but he has to save the world.

CLIMAX

I don't have the bolt. I don't even have my helm!

The trio travel far and wide and battle against many monsters. They reach the Underworld in Hollywood and confront Hades about the missing master bolt. Hades does not have it and accuses Percy of stealing his own helm of darkness.

FALLING ACTION

The heroes escape the mighty Hades and discover Ares on the beach. Ares had stolen the helm of darkness and master bolt from the original thief. Percy wounds Ares and wins the helm of darkness. Percy and friends return the helm and bolt to their owners.

RESOLUTION

My master Kronos will destroy the gods!

You won't get away with this!

Luke confesses to Percy that he stole the master bolt and helm of darkness. Luke actually works for the titan Kronos, who is planning to start a war between the Olympian gods. The mystery of the "lightning thief" has been solved, but a greater threat remains.
## Project Option 2
### Story Board/Comic Strip Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Limited</th>
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<tbody>
<tr>
<td>Neatness and Artistic Quality</td>
<td>The project is presented creatively and neatly. Artwork is original and representative of the book/plot.</td>
<td>The project is presented creatively and neatly. There is original artwork that is representative of the book/plot. More artwork would make this project excellent.</td>
<td>This project is mostly creative and neat, although some areas require work. There is some artwork, but more is needed for a higher score.</td>
<td>This project does not reflect the required effort; Artwork is minimal.</td>
</tr>
<tr>
<td>Writing Conventions – (grammar, spelling, and punctuation)</td>
<td>The project demonstrates excellent spelling, grammar and punctuation.</td>
<td>The project demonstrates good spelling, grammar and punctuation.</td>
<td>The project demonstrates fair spelling, grammar and punctuation. More careful editing is required for a higher score.</td>
<td>Errors in punctuation, spelling, and grammar are severe.</td>
</tr>
<tr>
<td>Knowledge of the Book and Required Elements</td>
<td>This project demonstrates an excellent understanding of the book; all required elements are completed.</td>
<td>This project demonstrates a good understanding of the book; all required elements are completed.</td>
<td>This project demonstrates some knowledge of the book, but there are areas that are vague. Some required elements may be lacking.</td>
<td>This project does not demonstrate comprehension of the book. Required elements are missing and/or incomplete.</td>
</tr>
<tr>
<td>Completion and Following Directions</td>
<td>The project’s owner did an excellent job following all rules for this project and submitted a completed project.</td>
<td>The project’s owner followed almost all of the rules for this project and submitted a completed project.</td>
<td>The project’s owner followed some, but not all of the rules for this project.</td>
<td>The project’s owner did not follow many of the rules for this project. Project may be incomplete.</td>
</tr>
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</table>
Project Option 3-Letter to the Author

Directions

To Start:

- Get to know your author! You can look on the Internet for an author’s page, or go to the publisher’s page.
- Write in care of the author’s publishing company. Use the publisher’s address.

Paragraph One:

- Tell your author why you liked her book. You might consider the book’s genre, writing style, plot, etc. Mention the full title of the book.

Paragraph Two:

- Tell your author who your favorite character is and why you liked that character. Include specific details from the book.
- Discuss connections you can make to your life and interests.

Paragraph Three:

- Tell your author what you would include in a sequel, if he or she chooses to write one. Give the author ideas that are based on things that happened in the book.

Closing:

- (Sincerely, Yours truly, Best regards, etc.)
- Your Name
- Your Grade

Important:

- Do not copy wording from the sample. Letters that too closely resemble the wording in the sample will not be accepted.
- Letters should be typed. If they are handwritten, they must be neat and legible. Letters that cannot be read won’t be accepted.
August 15, 2017

Mr. Luke Madrid  
Author, The House at the End of the Road  
Simon and Schuster Publishing  
1234 Avenue of the America’s  
New York, NY  10012

Dear Mr. Madrid:

I am writing to tell you how much I enjoyed reading your book, The House at the End of the Road. I usually don’t read scary stories, because I don’t like to feel afraid, but once I read the first sentence and met Cassy the ghost, I was hooked. This book held my interest until the very last page. I enjoyed the way that you ended each chapter with a cliffhanger. That kept me turning the pages until the very last one. In fact, I enjoyed your book so much, I ignored all my friends for three days!

To continue, Cassy was my favorite character. I thought her personality was intriguing. I loved the way she played pranks on all of her friends, especially her best friend, Marcus. My favorite scene with Cassy occurred in chapter five, when Cassy was in gym class and kept stealing the ball from the other team. That reminded me of a time in my gym class when we played the boys in basketball. Every time we got the ball, a boy named James managed to take it away from us. It was as if he had special powers, just like Cassy. I also enjoyed the chapter when Cassy became lost in the cave. I didn’t expect the way that chapter ended, with the animals saving her. I really liked that part, because I am an animal lover, and I would hope my animals would help rescue me if I ever became lost. I enjoyed your book so much, I didn’t want it to end.

I hated turning the last page of the book; I wanted the story to keep going and going. While reading, I felt like I was living the adventure with all the characters. I hope you will write a sequel. If you do, I think Cassy should travel back in time to find Marcus. I want to know what happened when Marcus arrived in Colonial Boston. Was he the only ghost there? Did he miss Cassy, or did he make a new best friend? You could also have Cassy patch up her friendship with Tiggy. I would love for Cassy to find out that Tiggy wasn’t responsible for Marcus disappearing. I hate that Cassy and Tiggy aren’t friends anymore. They had so much fun scaring people together.

Mr. Madrid, thank you for writing The House at the End of the Road. Your book will probably become one of my favorite books of all times. You did a great job on the plot and characterization, and I hope you will write a sequel and consider my suggestions. If you do, I will probably be one of the first people to buy it!

Sincerely,
<table>
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<th>Limited</th>
</tr>
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<tbody>
<tr>
<td><strong>Letter Format</strong></td>
<td>The letter is written in a friendly letter format and includes all required parts: Date, salutation, body paragraphs, closing. Spacing is also accurate. Book title is included.</td>
<td>The letter is mostly formatted correctly, but there are minor errors in formatting or spacing. Book title is included.</td>
<td>The letter attempts formatting, but there are some errors in formatting and spacing. Title may be included.</td>
<td>The letter does not follow proper letter and spacing format in numerous areas. There is little evidence that the reader followed the plot to complete the project.</td>
</tr>
<tr>
<td><strong>Author Suggestions</strong></td>
<td>The writer suggests a sequel to the novel and provides at least two plot suggestions with explanation.</td>
<td>The writer suggests a sequel to the novel and provides at least one suggestion with explanation.</td>
<td>The writer suggests a sequel to the novel without explanation.</td>
<td>The writer does not suggest a sequel to the novel.</td>
</tr>
<tr>
<td><strong>Making Connections</strong></td>
<td>The letter mentions two specific examples of how the reader connects with one or more parts of the book.</td>
<td>The letter mentions one specific example of how the reader connects with one or more parts of the book.</td>
<td>The letter mentions one area of the book the reader liked, but there is no personal connection.</td>
<td>This letter contains no direct references to the book or personal connections.</td>
</tr>
<tr>
<td><strong>Writing Conventions</strong></td>
<td>The letter is grammatically clean with excellent spelling, grammar and punctuation.</td>
<td>There are a few minor errors, but the meaning is clear.</td>
<td>There are numerous errors, but the meaning is generally clear.</td>
<td>Errors are severe and may interfere with meaning and/or cause the reader to struggle with comprehension.</td>
</tr>
</tbody>
</table>
**CHS Media Center-Summer Operation**

*The Clayton High School Media Center will be open this summer for the following purposes only:*

1. PK-12 students who need to borrow books for summer projects. Books must be signed out and read at home.
2. K-12 students who need to use the computer to complete summer projects.
3. PK-8 students who need to use the computer for iXL Math.

**The CHS Media Center will be open as follows:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Wednesday, July 12</td>
<td>11:00AM-3:00PM</td>
</tr>
<tr>
<td>Thursday, July 13</td>
<td>8:00AM-12:00PM</td>
</tr>
<tr>
<td>Wednesday, July 19</td>
<td>11:00AM-3:00PM</td>
</tr>
<tr>
<td>Thursday, July 20</td>
<td>8:00AM-12:00PM</td>
</tr>
<tr>
<td>Wednesday, July 26</td>
<td>11:00AM-3:00PM</td>
</tr>
<tr>
<td>Thursday, July 27</td>
<td>8:00AM-12:00PM</td>
</tr>
<tr>
<td>Wednesday, August 2</td>
<td>11:00AM-3:00PM</td>
</tr>
<tr>
<td>Thursday, August 3</td>
<td>8:00AM-12:00PM</td>
</tr>
</tbody>
</table>

**Rules for the CHS Media Center:**

1. Students who are not working on the above projects will not be permitted to use the CHS Media Center.
2. Adults must be accompanied by a student.
3. Adults are not permitted to use the CHS Media Center computers or access material or equipment.
4. Students who do not follow the rules of the CHS Media Center will be dismissed immediately.
5. Students who cannot walk home and/or to school by themselves must be accompanied by an adult or older school age family member.
6. Students will be required to sign in and out of the library.
7. Materials for summer projects will not be provided. Students will not have access to iPads.