



7th Grade Brookfield Summer Assignment 2013

Remember, the summer assignment is your first major grade when the school year starts. Get a great start by taking your time and following these tips!

Due date: All summer assignments are due on the first day of school. There will be tests in the following days.

Tips for Making the Most of the Summer Assignment

1. Start early! The assignments should be done a little at a time throughout the summer. DO NOT wait until the last minute. You'll regret it!
2. Choose wisely! Choose a book that you're interested in that you can also read on your own. Don't pick a book that's too easy or hard. Talk to Dr. Tracy if you need help choosing just the right book.
3. Read carefully! Don't just read your book carefully, read the instructions and rubrics carefully! You don't want to skimp on the directions.
4. Get help! I am available all summer by phone (916-896-7275) or e-mail (trinity.tracy@brookfieldschool.org). Don't be shy about asking for help. Don't worry if it seems like a silly question. You will NOT be bugging me. I'd love to hear from you over the summer! I am here to help. 😊

Where to Find the Books

Most of the summer books are easily available at book stores and libraries. Please note that except in cases where you need to annotate the book, ebooks are allowed.

You will need to purchase required books, or check them out again, because you will need them for the beginning of the school year.

Brookfield School Middle School Summer Reading Assignment

SEVENTH GRADE

The purpose of the Summer Reading Assignment is to help students keep their skills fresh over the summer, without being an undue burden to busy families. The assignment is intended to be both fun and challenging. The list contains three books: one required, and two chosen from a list. The assignment consists of a study guide, annotation and a report. All assignments are due on the first day of school, and there will be a test on the required book the second week of school. If at any time you have a question, please feel free to call or e-mail Dr. Tracy.

trinity.tracy@brookfieldschool.org or (916) 896-7275

Reading 1: *The Adventures of Tom Sawyer* by Mark Twain

Assignment: Complete the study guide packet. There will be a test on the book when school starts.

Reading 2: *The Red Badge of Courage* by Stephen Crane

Assignment: Annotate the book by making notes as you read with color coded underlining or highlighting parts you think are important in the assigned color. Please review the rubric for more details. (character-blue, setting-green, literary devices-yellow, plot-pink, theme-orange)

You will write an essay on the book when school starts. You will be allowed to use your annotated book.

Optional Fiction Book Choices:

Roll of Thunder, Hear My Cry Mildred Taylor

The People Could Fly Virginia Hamilton

The Glory Field Walter Dean Myers

Dragonwings Lawrence Yep

Animal Farm George Orwell

Anthem Ayn Rand

Reading 3: Nonfiction Choice Book

Choose one of the following and complete the nonfiction book assignment.

Freedom Walkers: The Story of the Montgomery Bus Boycott Russell Freeman

The Great Fire Jim Murphy

Travels with Charley John Steinbeck

Nonfiction book of your choice (must be approved by Dr. Tracy)

Reading 1: *The Adventures of Tom Sawyer* Study Guide

Directions: Answer on another sheet of paper. Must be hand-written!

Chapters 1-4

1. How did Tom get out of being switched?
2. How did Aunt Polly catch Tom for playing hookey?
3. Why does Tom live with his Aunt Polly?
4. What did Tom do to the new boy?
5. What was Tom's Saturday job for punishment? How did he escape doing it? What did he do instead?
6. What was Tom's reward for whitewashing the fence?
7. Why didn't Aunt Polly belt Sid for breaking the sugar bowl?
8. What did a pupil get when he had ten yellow tickets?
9. How did Tom get his ten yellow tickets?
10. How was Tom's deceitfulness revealed?

Chapters 5-8

1. Why did Tom sit next to the aisle in church?
2. Why had Tom enjoyed this Sunday's sermon?
3. Why did Tom sometimes wish that there were no weekend?
4. Why was Tom the center of attention at school the next day?
5. Identify Huck Finn.
6. What are dead cats good for, according to Tom?
7. Next to whom did Tom have to sit, and what did his note to her say?
8. What did Joe and Tom play with during the lessons?
9. What did Tom and Becky do at school during recess?
10. Why did Becky get mad at Tom?
11. What did Tom decide to be?
12. On what did Tom blame the unsuccessful marble spell?

Chapters 9-12

1. Identify Injun Joe, Muff Potter, and Dr. Robinson.
2. Why did Huck and Tom decide to keep mum about the graveyard incident?
3. How did Aunt Polly know that Tom had gone out in the middle of the night?
4. Why did the school master let out school?
5. How did Tom try to keep from talking in his sleep?
6. Why did Tom bring things to Muff Potter in jail?
7. Why did the villagers not tar and feather Injun Joe?
8. What happened to Peter the cat?

Chapters 13-16

1. Who joined Tom in his "life of crime"?
2. Why was Huck suddenly disappointed about the state of his clothes?
3. Why couldn't Tom and Joe get to sleep very easily?
4. How do the townspeople find drowned bodies in the river?
5. Why did the boys suddenly feel like heroes?
6. Where did Tom go that night?
7. What were Mrs. Harper and Aunt Polly saying about their boys?
8. What did Huck teach Tom and Joe to do? What happened to them?

Chapters 17-22

1. How did Becky react to Tom's "death"?
2. What was one "poor chap's" claim to fame?
3. Where did the boys hide during the funeral sermon?
4. What did Aunt Polly do to Tom and Huck upon their return?
5. What was Tom's "dream"?
6. What did Tom do to anger Becky? Why?
7. What did Alfred do to Tom's spelling book?
8. Why was Aunt Polly angry with Tom?
9. How did Aunt Polly know Tom was telling the truth about the bark?
10. What made Becky tear the teacher's book?
11. What noble thing did Tom do?
12. How did the boys steal Mr. Dobbins' wig? Why?

Chapters 23-28

1. Who did Muff Potter's attorney call to the stand?
2. What did Tom tell the court?
3. How did the townspeople react to Tom's telling on Injun Joe?
4. Why were Tom's nights scary?
5. Who did Tom invite to go treasure hunting?
6. Why did Tom and Huck go back to the dead limb tree at midnight?
7. Why did the boys stop treasure hunting?
8. Who was the Spaniard?
9. Why were the boys distressed that they had left the spade and pick downstairs?
10. Why did Tom think that maybe the adventure was a dream?
11. What plan did Tom and Huck make for finding the real treasure?
12. How did Tom get in to the Number Two?
13. What scared Tom when he got in to the Number Two?

Reading 2: Summer Annotation Rubric

Note: Each category is worth 20 points, for a total of 100 points

Category	Needs Improvement	Satisfactory (15)	Excellent (20)
<p>Setting: <i>Identify elements that describe the historical time period and seasons, as well as specific places described. Focus on details and artifacts (objects) of the time period. Note the day and time of day when important events occur.</i></p>	<p>*Very little highlighting. *No or very few notations. *Some important elements highlighted. * _____ pages skipped /10</p>	<p>*Significant highlighting throughout (at least every other page). *Notations identify the significance of the highlighting on at least a quarter the pages. *Highlights important elements. /15</p>	<p>*Significant highlighting throughout (every page). *Notations identify the significance of the highlighting on at least half the pages. *Highlights important elements. /20</p>
<p>Characterization <i>Identify major and minor characters. For each character, track characterization by tracing details of physical appearance, personality, dialogue from, to and about the character and narration.</i></p>	<p>*Very little highlighting. *No or very few notations. *Some important elements highlighted. * _____ pages skipped /10</p>	<p>*Significant highlighting throughout (at least every other page). *Notations identify the significance of the highlighting on at least a quarter the pages. *Highlights important elements. /15</p>	<p>*Significant highlighting throughout (every page). *Notations identify the significance of the highlighting on at least half the pages. *Highlights important elements. /20</p>
<p>Literary Devices <i>Find examples of literary and rhetorical devices used by characters or the narrator such as similes, metaphors, Idioms, alliteration, personification, sensory details and irony.</i></p>	<p>*Very little highlighting. *No or very few notations identifying literary devices. *Some important elements highlighted. * _____ pages skipped /10</p>	<p>*Significant highlighting throughout (at least every other page). *Notations identify literary device on at least a quarter the pages. /15</p>	<p>*Significant highlighting throughout (every page). *Notations identify the literary device on at least half the pages. /20</p>
<p>Plot <i>Identify the climax, falling action and resolution, author's use of flashback, foreshadowing, and suspense. Classify conflicts as internal or external and by type if external .</i></p>	<p>*Partly identifies the climax, falling action and resolution. *Sometimes traces foreshadowing and suspense and identifies flashback. *Some conflicts identified and classified. * _____ pages skipped /10</p>	<p>*Mostly correctly identifies the climax, falling action and resolution. *Traces foreshadowing and suspense and identifies flashback. *Conflicts identified and classified on at least one quarter of the pages. /15</p>	<p>*Correctly identifies the climax, falling action and resolution. *Traces foreshadowing and suspense and identifies flashback. *Conflicts identified and classified on at least half the pages. /20</p>
<p>Theme <i>Identify dialogue or narration that is most closely connected with the book's themes.</i></p>	<p>*Some thematic elements highlighted. *No specific notations of possible themes. /10</p>	<p>*Some thematic elements highlighted. *Some specific notations of possible themes. /15</p>	<p>*Many thematic elements highlighted. *Several specific notations of possible themes. /20</p>

Reading 3: 7th Grade Nonfiction Book Assignment



You will read one of the nonfiction books from the list to complete this assignment. Your assignment must be typed.

Freedom Walkers: The Story of the Montgomery Bus Boycott Russell Freeman

The Great Fire Jim Murphy

Travels with Charley John Steinbeck

Nonfiction book of your choice (must be approved by Dr. Tracy)

Book Information

Include the following: Title, Author, Genre (science, history, biography, and so on)

Publisher and year, Number of pages

Summary

Write a 2-3 paragraph summary of the important parts of the book. If it is about a person, be sure to include details from each part of the person's life that is included.

Response

Write a 1-2 paragraph response to the nonfiction book you read. Describe your favorite part, your least favorite part, how the writer's style impacted your reading, and anything else you responded to.

Recommendation

Write a 1-2 paragraph recommendation for the book. Who would like to read it? Include why you did or did not like the book, and whether or not you'd like to read other books like it.

Type your nonfiction assignment and turn it in on the first day of school. Proofread carefully!