



Grade 8 Summer Reading Assignment

Now more than ever, it is important for students to keep reading and writing over the summer! Please use the assignments below to give your student continued practice and to prepare them for new learning in the fall.

Assignment:

- Read the 3 selected novels. These novels are all available on-line. See the directions enclosed for how to get to books.
- Complete 1-2 written assignments for each novel. There are specific assignments for each book. See below.
- All work should be turned in at the beginning of the year and WILL be graded for completion.

Character Study: Finding Langston by Lesa Cline-Ransome

After his mother's death in 1946, eleven-year-old Langston and his father leave behind their quiet life in Alabama and move to Chicago. Struggling to fit in and missing his mother, Langston finds refuge at the local library where, unlike his library in Alabama, African Americans are welcome. There he discovers the poetry of Langston Hughes and a secret—he was named after this very poet whose work his mother loved.

Plot and Setting: Indian No More by Charlene Willing McManis

After her father signs up for the Indian Relocation Program and uproots the family to Los Angeles, twelve-year-old Regina Petit struggles to make sense of life off the reservation, the racism she discovers in her diverse neighborhood, and her identity as an Umpqua native.

Vocabulary Study: Rhyme Schemer By K.A. Holt

Kevin, self-proclaimed king of the seventh grade, has a bad attitude. He's the type that laughs when other people trip, and often he is the one doing the tripping. Kevin, in short, is a bully; but he is not a stranger to being bullied—his home life is a stream of sibling bullying and parental neglect. His one good outlet is his journal, in which he writes poetry (he narrates this novel, as well). His worst fear is realized when one of his victims finds his journal and begins using his own words to torment him. How will Kevin cope with this turn of events? A "creative and unusual twist to the bully story"

Book Title: **Finding Langston**

Author: **Lesa Cline-Ransome**

CHARACTER ACTIVITY 1 (GRADES 4-8): Use **this chart** to help you keep track of 5 characters in the novel. One row for one character.

Character Name	Physical features <i>What do they look like?</i>	Character trait <i>How do they act?</i>	Evidence of traits <i>Add details and quotes from the text, with page #s</i>	Relationship to other characters <i>Friend? Family? Enemy? Classmate?</i>	Important events this character is involved in, with chapter
EXAMPLE: Big Bad Wolf	Hairy- brown and grey, very big teeth, wide eyes	Cunning and tricky	Wolf tries to trick the pig into letting him in. The wolf says, "I'm a poor little pig with no place to sleep. Please open the door and let me in." (page 1)	Trying to eat the 3 pigs	Chapter 1, Wolf tries to get into 1st pig house and blows it down Chapter 2, Wolf blows down 2nd house Chapter 3, Wolf can't get into last house, so goes down chimney

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Book Title: **Finding Langston**

Author: **Lesa Cline-Ransome**

CHARACTER ACTIVITY 2 (GRADES 4-8): Writing about reading

Select one character from the book and write a 5 paragraph essay about how they’ve changed and what they’ve learned over the course of the book. Describe 3 lessons the main character learned throughout the course of the book and tell how they changed them. Make sure to use examples from the book to show what lessons they learned. What event or which characters helped them to learn and grow? Each paragraph should have at least one quote from the book. Use the below table to help you plan your essay. Write on lined paper or type your essay in a Google doc.

Character I’m writing about: _____

Lessons they learned

Lesson 1:	How character changed:	Example:
Lesson 2:	How character changed:	Example:
Lesson 3:	How character changed:	Example:

Amp Up Your Essay!

Grades 6-8

Directions: Use these sentence stems to amp up your writing and take it to the next level! After including a quote or a specific example, explain how it supports your answer with one of these sentences

Book Essay Sentence Stems	
Explain example in your own words	<p>This evidence shows the reader that...</p> <p>Here, the author is emphasizing that...</p> <p>What is happening here is that...</p> <p>Here, [character name] is saying that...</p>
What does the example reveal to the reader?	<p>Clearly, this reveals that ...</p> <p>This supports my claim because...</p> <p>Obviously, [character name] is...</p> <p>Based on this quote, it is apparent that...</p>
VOCABULARY HELPER Instead of SHOW and TELL, upgrade your language using these options instead:	<p>highlights, reveals, emphasizes, demonstrates, illustrates, confirms, indicates, stresses, states, articulates, explains, discusses, conveys, expresses, suggests, notifies, explores, asserts, declares, questions,</p>

Book Title: Indian No More

Author: Charlene Willing McManis

PLOT & SETTING ACTIVITY 1 (GRADES 6-8): Complete this **Story Map**. Write your answers in the space below OR on a piece of paper. Look up any terms (such as “protagonist”, etc.) you might not be familiar with.

Plot Structure Diagram

Name _____

Date _____

Period _____

TURNING POINT
(The main event between the protagonist and the antagonist or the moment for which the reader has been waiting.)

⑤

RISING ACTION ⑥
(The major events that lead to the turning point.)

FALLING ACTION ⑦
(The major events that lead to the resolution.)

CHARACTERS*

Protagonist and Main Character(s)

Antagonist

SETTING*

Time

Place

①

②

CONFLICT* ③
(What's the problem between the protagonist and the antagonist?)

Title

Author

Genre

④

RESOLUTION
(How was the conflict solved?)

⑧

THEME

(The lesson or message the author is trying to help us understand.)

How To Figure Out the Theme

1. Actively read the text.
2. Fill out the Plot Structure Diagram (follow the circled numbers)
3. Examine the conflict, resolution and turning points.
4. Ask yourself, “What is the lesson the protagonist learned?”
5. Reword #4 so that it can apply to anyone who reads the story.

*Characters, Setting, Conflict and Mood (how the story makes you feel) combine to create the EXPOSITION which helps you “get into” the story, novel or movie from the very beginning.

Book Title: Indian No More

Author: Charlene Willing McManis

PLOT & SETTING ACTIVITY 2 (GRADES 3-8): Visualize a Scene! Choose ONE of your favorite scenes from *LumberJanes*. Make sure the setting (time of day/night, year, geographical place, specific location, mood), characters and events are described so well, you can really picture them & see them in your mind.

Write a quote from this scene from the book here. Put the page # at the end. This will be the “caption” to your drawing below.

Then, in the space below or on another piece of paper, draw the scene as best you can. Include all of the details you can find from the book. Make this drawing so specific that someone who hasn’t read the book can picture the scene, too! Pay special attention to the setting. (But don’t stress about drawing perfectly!) You can use pencils, colored pencils, paints, etc.

Book Title: **Rhyme Schemer**

Author: **K.A. Holt**

VOCAB AND FIGURATIVE LANGUAGE ACTIVITY 1: (GRADES 3-8): Use **this chart** to look for words or phrases that you don’t know in your books. Use the strategies below to figure out the meaning of tricky words and phrases!

- 1. Type in a word or phrase from your book that you do not know the meaning of.
- 2. Type what you think it means.
- 3. Retype the sentence in your book where you came across that word, but replace it with your word. Check that it makes sense.

Strategy for Figuring Out New Vocabulary: Remember to **stop and notice** new words and phrases, **picture** what is happening in the story, **replace** with a synonym and **check** that your story still makes sense

Word or Phrase I Don’t Know	What I Think It Means	Sentence Check
Example phrase: “My heart sang”	I was happy	I was happy as I walked to school with all of the kids on my gramma’s block
Example word: “wander”	Move around without much direction	Violet says, “Does that mean you like to move around without much direction?” And Bibi says, “to travel.”

Book Title: **Rhyme Schemer**

Author: **K.A. Holt**

VOCAB AND FIGURATIVE LANGUAGE ACTIVITY 2: (GRADES 3-8): Use **this chart** to look for places where the author uses similes, metaphors or imagery and write what you think it means.

Figurative Language	What It Means
<i>“The sun was a perfect round beach ball.”</i>	<i>In this part, Quamir is walking outside and the sun is round and orange like a beach ball.</i>
	<i>In this part,</i>
	<i>In this part,</i>
	<i>In this part,</i>
	<i>In this part,</i>

