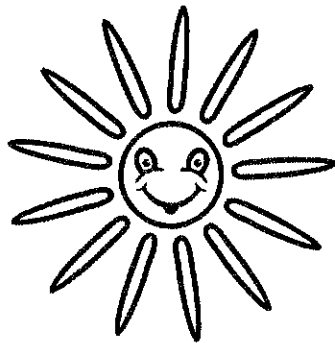


Grade 8



Summer Reading 2024

Name: _____

Eighth Grade Summer Reading Packet 2024

In an effort to give students a diversified, meaningful summer reading experience, students will read two books which will explore the effect the choices a protagonist makes has on the character's life.

Students will also continue studying terms to enhance their vocabulary skills.

Part 1: Reading

1. **ALL** students will read *Gifted Hands: The Ben Carson Story* by Ben Carson, MD (the original, NOT the revised kids edition).
2. Students will choose **ONE** of the following to read:
 - *Aru Shah and the End of Time* by Roshani Chockshi
 - *The Last Fallen Star* by Graci Kim
 - *The Storm Runner* by J.C. Cervantes
 - *Race to the Sun* by Rebecca Roanhorse
 - *City of the Plague God* by Sarwet Chadda

Part 2: Reading Activities

Activity 1 - Reading Journal for *Gifted Hands: The Ben Carson Story*

ALL students should keep **ONE** reading journal with appropriate information for *Gifted Hands: The Ben Carson Story*. The reading journal should be formatted exactly according to the *Setting Up Your Reading Journal* instructions below. Students should bring this reading journal with them, **COMPLETED**, to the first day of school. The journal will provide students an invaluable resource for the first few weeks of class.

Setting Up Your Reading Journal

1. In ONE composition book, create FOUR sections.
2. **Each book section** should have the following information to be completed while (during) reading the book. Create two columns on every page.
 - a. Characters – list the **main characters** in the book; give at least **two** traits for each character listed (column 1). Then cite what evidence (at least three) from the book (include the page number) to support those traits (column 2).
 - b. Imagery – Cite **at least two** sections of the text that shows vivid imagery. Choose words that appeal to the senses and allow the reader to visualize the scene (column 1). Then explain what effect that image has on the meaning of the text (column 2). Why do you think the author used imagery at this point in the story? What effect does it have on the reader?

- c. Theme – Identify at least one theme in the book. Find short quotes that you feel imply the theme of the work (column 1). Then explain how the quote implies the theme using specific details from the text (column 2).
3. The fourth section is for your before and after reading responses.
- a. **Before** Reading Activity - Author Graham Brown once said, “Life is about choices. Some we regret, some we are proud of. Some will haunt us forever. The message - we are what we chose to be.” In a well-constructed response, describe a time in your life when you had to make a significant choice. Describe what you had to make a choice about, discuss what influenced your choices, and what effect the choice had on your life.
- b. **After** Reading Activity - Write a well-thought out response in which you analyze a significant choice **ONE** of the characters, **from either of the summer books**, had to make and the impact it made on the character’s life. Be prepared to share your response with the class during the first week of school. Your response should include the following:
- i. State the name of the book, author, and character.
 - ii. Introduce the character and the choice he or she had to make.
 - iii. Think about what influenced the character’s decision making.
 - iv. Think about how the choice affected the character.
 - v. Bring the response to a logical close

	Not Meeting Standard	Progressing	Proficient	Exemplary
Reading Journal	The student evaluates material <u>so inconsistently</u> that it is impossible to determine a meaningful opinion or may not have identified any specific examples from the text to support opinions AND/OR The journal is <u>extremely unorganized</u> which halts the understanding of the student’s thought process. The teacher never truly is able to gain insight into the student’s thought process while reading.	The student evaluates material <u>inconsistently</u> or may not have identified enough specific examples from the text to support opinions. AND/OR Some teacher inferences may be needed in order to give the teacher insight into the student’s thought process while reading. AND/OR The journal is <u>somewhat unorganized</u> , which requires significant effort on the teacher’s part to sort through in order to gain a meaningful understanding of the student’s thought process.	The student evaluates material <u>competently</u> , but not comprehensively. Overall, the student is able to communicate effectively with specific comments about the text. AND/OR Student may have written a little too much or too little for the journal to be completely effective.	The student evaluates material <u>comprehensively with insight</u> , giving the teacher understanding into the student’s thought process while reading. Student’s reading journal is well-organized and formatted according to the instructions.

Activity 2 - Book Review for Chosen Novel (from list)

After reading one of the novels from the list (NOT *Gifted Hands: The Ben Carson Story*), post a book review to Flipgrid. To log in to Flipgrid, use your school email and follow this link <https://flip.com/80cdc348>. During your review, you should discuss the following:

- Begin with the author, title, and date of publication. (Show the book cover.)
- Identify main characters.
- Give a brief summary of the story (include the main problem and the different choices that were made to solve the problem)
- Discuss which culture the mythology or folklore originated.
- Share at least one thing you found interesting about the culture's mythology or folklore.

Chosen Novel Book Review Rubric	
Oral Presentation /5 Student speaks at an appropriate pace and volume.	Review Quality /10 Student effectively addresses each bullet point listed above using details from the text to support his/her response.

Part 3: Vocabulary

Your goal is to become familiar with the last two units (14 - 15) in *Vocabulary Workshop* (Level B). Below are suggested activities that can help you become familiar with the words.

- Read the introductory passages and terms.
- Complete the in-book activities ("Choosing the Right Word," "Synonyms & Antonyms," "Completing the Sentence," and "Vocabulary in Context").
- Complete corresponding online activities at vocabtest.com.

During the first week of school, students will receive a list of the 20 words (10 from each unit) that will be on the first vocabulary test which will be completed during the second week of school.

