



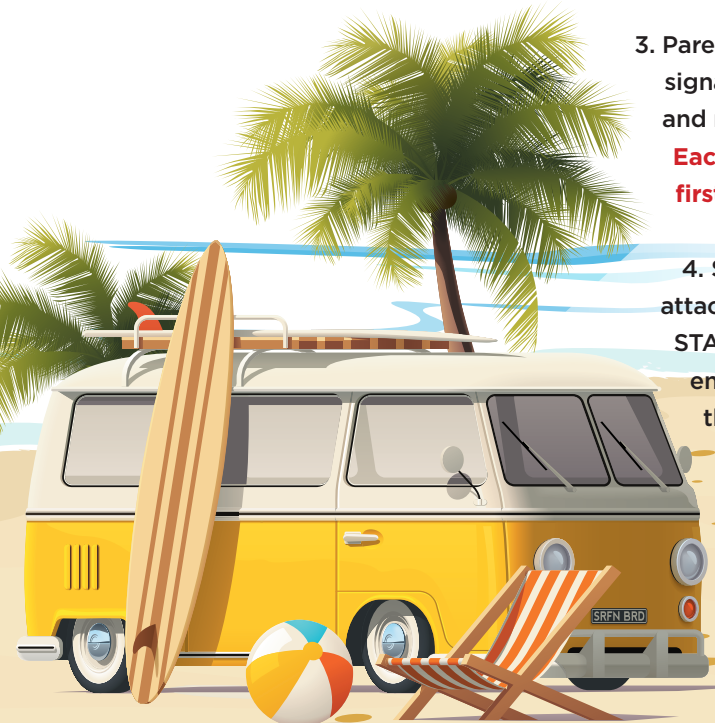
Dear Parents and Students,

Summer reading is designed to maintain student reading level, improve comprehension, and enhance vocabulary. It is critical in helping ensure that students' literacy skills remain strong. Our summer reading program was created to reduce the "summer slide" and provide your child with some excellent reading material.

Our Middle School English teachers are excited about our requirements for this summer's reading. We believe this will give our students more freedom in choosing books with subject matters in which they are interested. Parental guidance in helping students choose books to read is suggested.

READING REQUIREMENTS FOR HICKORY GROVE RISING 6TH, 7TH, AND 8TH GRADERS

1. At least one book must be read in June and one in July. Your assigned book of the Bible may be read throughout the summer.
2. Choose books for two of the months from the attached list for your rising grade level. **You must read one fiction book (for the "One Pager") and one nonfiction book. For the remaining month, you are required to read the specific book of the Bible as directed on the reading list.** If a student desires to read a book that is not on the attached list, special permission must be given by your upcoming teacher. You may email her with the book's information, and she will make a decision.
3. Parents must provide each month's book information as well as their signatures on the attached page entitled, "Summer Challenge 2019" and return it with their student no later than Friday, August 16, 2019. **Each monthly novel receives 1/3 credit towards one test grade for first quarter.**
4. Students are required to complete the "One Pager" assignment attached to this document. **THIS SHOULD BE COMPLETED ON STANDARD SIZE PAPER (8 1/2 X 11").** Students should complete the entire checklist by using a book from the FICTION list, and be sure these items are on the "One Pager." The project will be graded according to the attached rubric. See next page for an example of the "One Pager."

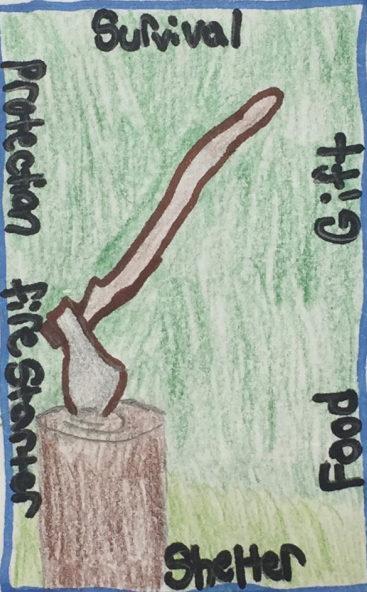


HATCHET By GARY PAULSEN

This book reminded me of when my Papa and dad took my brother and I to some family land where it was wooded and had a large lake and really nothing else. We shot bows and arrows, fished, and used our hatchets and knives just like Brian did throughout the whole book.

The hatchet is about a 13 year old named Brian who was dealing with the divorce of his parents. When his plane crashed he found himself alone in the woods with nothing but the hatchet his mother had given him. He used things he had learned from T.V., and the words of one of his teachers and, of course, his hatchet to survive. His self-pity turned to determination to survive.

"And on his belt, somehow still there, the hatchet his mother had given him." After the plane crash when Brian was able to start thinking again he realized he had nothing. (Then he realized the hatchet was still on his belt. This would be the thing that helped him survive. P. 46)



"He had done it." Brian was finally going back to the plane to find a survival kit. And after dropping his hatchet in the lake, cutting a hole in the plane, and diving to find the hatchet and survival kit, he finally got the kit out of the plane and to the shore. It took him hours to drag it in the dark back to his camp site. He was so tough for so long. P. 170

The main character of this book, Brian Roberson, starts out in the book upset about his parents divorce. It would change his life and he carried anger toward his mom and guilt because he couldn't tell his dad she was having an affair. After his plane crashed he had to learn how to survive in the wilderness for 54 days. He learned that there is no time for self-pity. Brian learned everything about life should be valued and appreciated, even all of the food in grocery stores. He remembered his teachers words to be positive and stay motivated. When he found the survival kit he wasn't sure how he felt having a gun and butane to start a fire. But he showed determination by figuring out how to kill with his hatchet, bow and arrow, and spear. He also learned how to start fires with a spark from a rock and the back flat part of the hatchet. These actions demonstrate Brian's determination, bravery, and skill.

"Stay Positive and stay on top of things."

"Get motivated" "Then silence, filled with sobs as he pulled in air half crying"

Text Connection

Summary

Quotes

Character Analysis



Record your monthly reading below. This form must be completed in its entirety to receive full credit.

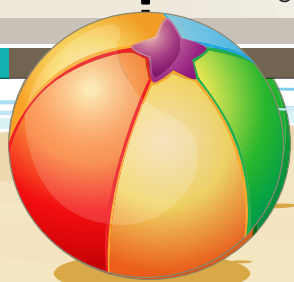
THIS WILL BE DUE ON FRIDAY, AUGUST 16.

Email your summer reading to:
 6th grade: andreagioeli@hgchristian.org
 7th: amandawigley@hgchristian.org
 8th grade: traceybennett@hgchristian.org

Student Name: _____ _____ _____	ITINERARY JUNE
	Title of Book: _____
	Author: _____ Book Level (AR): _____
	Parent Signature: _____ Date: ____/____/____

Student Name: _____ _____ _____	ITINERARY JULY
	Title of Book: _____
	Author: _____ Book Level (AR): _____
	Parent Signature: _____ Date: ____/____/____

Student Name: _____ _____ _____	ITINERARY AUGUST
	Title of Book: _____
	Author: _____ Book Level (AR): _____
	Parent Signature: _____ Date: ____/____/____



ONE PAGER ASSIGNMENT

1. **Title** - Clearly display the title, author, & your first/last name.
2. **Border** - Start with a border. Use words, pictures, symbols or quotes that relate to the book.
3. **Visual** - Create a visual image. This can be a character, scene or symbols which represent the plot of the book.
4. **Word Cluster** - Around your image, create a word cluster. Use a minimum of 6 words which represent or describe whatever your image is.
5. **Text Connections** - Write one paragraph in which you make a text to text, text to self or text to world connection. Use evidence to support.
6. **Quotes** - Copy your two most favorite quotes from the book. Explain what each quote means and why you chose it. Include page numbers.
7. **Summary** - Write a one paragraph OBJECTIVE summary for this book.
8. **Character** - Choose one character from the book. In what ways has the character changed from the beginning to the end of the book? Explain what brought about these changes and if they were positive or negative for the character. Use CITED evidence from the book to explain your answer.

* NOTES *

Your entire page should be filled with these elements. There should be NO empty spaces. If you have any room left choose one of the following:

- Add a poem about a character
 - Explain the theme of the book
 - Create 2 higher-order thinking questions that go with the book
 - Explain what the conflict was and how it was resolved
 - Describe the setting and how it influenced the story
 - Write a review of the book. Would you recommend it? Why or why not?
-

ONE PAGER CHECKLIST

Check off each item when complete

ITEM	DETAILS	COMPLETE
1. Title	Title of book, author and student name included	
	Neat, clear and easy to read	
2. Border	Entire page is bordered	
	Border uses pictures, symbols or quotes that relate to book	
	Border is neat, clear and easy to read	
	Everything is in COLOR	
3. Visual	Visual image of a character, scene or symbol is included	
	Image relates to the book and represents the plot	
	Image is neat, clear and easy to understand	
	Everything is in COLOR	
4. Word Cluster	Minimum of 6 words are used	
	Words represent or help to describe your visual image	
	Cluster is neat, clear and easy to read/understand	
	Everything is in COLOR or PEN (no pencil)	
5. Text Connections	Text connection is explained in detail	
	MINIMUM of one well written paragraph	
	CITED evidence is used to support answer	
6. Quotes	Minimum of 2 powerful quotes used	
	Quotes are analyzed and explained in detail	
	Page numbers are CITED	
7. Summary	Objective summary is MINIMUM one paragraph	
	Includes the most important elements of the story	
	Written in OWN words. Not copied from the text	
8. Character Analysis	Analysis explains how the character changed throughout book	
	Includes analysis of whether changes were positive or negative	
	CITED evidence is used to support answer	
9. Creativity & Neatness	My entire page is filled with text or images	
	EVERYTHING is neat and easy to understand. I checked my spelling & grammar. This is my BEST POSSIBLE work!	

Summer Reading Report - One Pager - Teacher Scoring Rubric

Border	Border is thoughtful, relevant and represents a thorough understanding of the book. Everything in color.	Border is relevant and relates to the book. Everything is in color, but some elements may be unclear or hard to understand.	Border is included but it is not clear how it relates to the story. It may not be in color or may appear to be hastily completed.	____ / 5
Visual	Visual image included clearly relates to and represents the plot. Image is well executed and easy to understand. Everything is in color.	Visual image included which represents the plot. Image shows some thought and is easy to understand. Everything is in color but may not be super neat	Visual image included but may appear hastily drawn. It may be unclear how the image relates. May not be in color or is messy and/or difficult to understand.	____ / 5
Word Cluster	6 words are chosen which clearly relate to and represent the visual image. Words are arranged around the image in a way that is easy to understand.	There may be less than 6 words included. Most words are related to and represent the image. Words are arranged around the image in a way that is mostly easy to understand.	Less than six words are included. It may be unclear how the words represent or relate to the image drawn. Words may be arranged in a way that is hard to understand.	____ / 5
Text Connections	One well written paragraph included which clearly explains and elaborates text connections. CITED evidence is used to support connections.	Paragraph is included but text connections may not be well explained or elaborated. Evidence is included but it may not be CITED or it may be unrelated	Paragraph is included but is incomplete and may be missing explanations, elaboration or evidence. It is unclear what connection is being made	____ / 20
Quotes	Powerful quotes are chosen which show a deep understanding of the story. Analysis demonstrates higher order thinking. Page numbers are cited	Good quotes are chosen which show a clear understanding of the story. Analysis demonstrates on-level thinking but could have been taken a step further. Page numbers are cited.	Quotes are included but they do not help to show any understanding of the story. Analysis may be missing or are difficult to understand. Page numbers may be missing.	____ / 20
Summary	One paragraph objective summary includes the most relevant elements of the book. All writing is in own words.	One paragraph summary is written, which includes elements from the book. Summary may miss some elements but is in own words.	Summary is included, but may be too short in length. May not include the most relevant elements and/or most of it was from the text.	____ / 20
Character Analysis	Analysis shows a deep understanding of the character and the ways they changed over the course of the story. Evidence is used to support	Analysis shows an understanding of the character and the ways they changed. Evidence is included but may not be cited or unrelated.	Analysis is included but may be incomplete and does not show a true understanding of the ways the character changed. Evidence may be missing or unrelated.	____ / 20
Creativity / Neatness	Final product shows a significant amount of creativity, neatness and effort. Entire page is filled - Exemplary work!	Final product shows creativity, neatness and effort. Almost the entire page is filled. Nice job!	Final product may not be neat, and shows a lack of effort. Entire page may not be filled. Needs work!	____ / 5

Total Score _____ / 100 Comments/Feedback:

6TH GRADE SUMMER READING LIST (JUNE OR JULY)

Bible Reading: The book of **James** should be read throughout the summer.

Fiction List (Rising 6th Grade)

Anne of Green Gables

Behind the Bedroom Walls

Bud, Not Buddy

Basher Five-Two

Black Beauty

Bridge to Terabithia

Bronze Bow, The

Caddie Woodlawn

City of Ember, The

Door in the Wall, The

Everything on a Waffle

Football Genius

Freak the Mighty

Genius Files: Mission Unstoppable

Hiding Place, The

Incredible Journey, The

Keeping Safe the Stars

Listening for Lions

Loser

Montgomery

Williams

Curtis

O'Grady

Sewell

Patterson

Speare

Brink

DuPrau

Angeli

Horvath

Green

Philbrick

Gutman

Boom

Burnford

O'Connor

Whelan

Spinelli

Reading Challenge

6TH GRADE SUMMER READING LIST (JUNE OR JULY)

Bible Reading: The book of **James** should be read throughout the summer.

Non-Fiction List (Rising 6th Grade)

NON-FICTION (ONE MONTH'S READING):

History

<i>A Day That Changed America</i> series	Tanaka
Gettysburg	
Alamo	
Earthquake	
D-Day	
<i>Amazing Grace: The Story of the Hymn</i>	Granfield
<i>Fireflies in the Dark: The Story of Friedl</i>	Rubin
<i>Dicker-Brandeis and the Children of Terezin</i>	
<i>Independent Dames</i>	Anderson
<i>Through My Eyes</i>	Ruby Bridges
<i>You Wouldn't Want to be at the Boston Tea Party!</i>	Ratliff
<i>You Wouldn't Want to Sail on the Mayflower!</i>	Cook
<i>Women and Girls in the Middle Ages</i>	Eastwood
<i>Women in the Renaissance</i>	Huntley

Science

<i>George Washington Carver</i>	Belden
<i>Eyewitness Books: Crime & Detection</i>	Lane
<i>Eyewitness Books: Astronomy</i>	Lippincott
<i>Future Tech: from Personal Robots to Motorized Monocycles</i>	Piddock
<i>You Can't Wear These Genes</i>	Duke

Famous People

<i>Who Was Albert Einstein?</i>	Brallier
<i>Who Was Alva Edison?</i>	Frith
<i>Who Was Harriet Tubman?</i>	McDonough
<i>Who Was Queen Elizabeth?</i>	Eding
<i>Who Was Walt Disney?</i>	Stewart

Food

<i>Biography of Chocolate, The</i>	Adrianna
<i>Burp! The Most Interesting Book You Will Ever Read about Eating</i>	Swanson
<i>Fast Food</i>	Watson

Reading Challenge

