

Name: _____



Rising 8th Grade Summer Reading Project 2017

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Summer Reading Project Overview and Directions

Dear Rising 8th Graders:

Congratulations on finishing the school year! We look forward to the start of a new year in September. We want to make sure that you're ready for the challenge ahead. Reading regularly – and reflecting on your reading – is so important for improving your reading, writing, vocabulary, thinking, and learning. Plus, you need to keep up the progress you made this year. Remember, the only way to get better at anything in life is to devote time to it!

Here is an overview of your assignment for the summer:

1. **Read at least 150 minutes per week.** Read a mix of fiction and nonfiction.
2. **Complete 10 tasks.** Write a paragraph reflecting on your reading each week.
3. **Practice grammar** by completing the grammar activities.
4. Create an **All About Me project**

Tips:

- **Choose “just right” books near your level** – not too easy and not too hard to understand. (If there are five words on a page that you don't understand, the book is too hard.)
- Find someone at the library or bookstore that can help you find books at your level.
- Choose a mix of fiction and nonfiction books that interest you to read. You may also read magazines and newspapers or other articles.
- Find information about your nearest library online at NYPL.org (Bronx, Manhattan, Staten Island), BrooklynLibrary.org (Brooklyn), or QueensLibrary.org (Queens) – and borrow books. Get a free library card if you don't have one.

*Identify books and reading opportunities at SummerReading.org

Due: September 8, 2017 (the first day of school)

Student Name: _____

Date: _____

Summer Reading Goals

Over the summer, a young person who does not read can lose a quarter of the reading growth they made the previous year. If a middle school student reads just 3 books at their level during the summer months, they are far less likely to slide backwards. Students who read at home at least 3 times a week are twice as likely to score in the top 25% of their class in reading comprehension. Setting goals helps you to stay accountable to yourself. Goals also help you track your progress and they give you the opportunity to celebrate your successes.

I can and will...

- read for ___ minutes at least ___ times a week.
- read _____ (at least 3) books this summer.

Student Initials: _____

Teacher Initials: _____

Parent/Guardian Initials: _____

Task Four

Directions: Choose one of the prompts from below. Check off the prompt you are responding to and then write a short response answering that prompt.

The Book that I am reading: _____

Author: _____

For FICTION books	For NONFICTION books
<ul style="list-style-type: none"><input type="checkbox"/> Make up five interview questions with answers for the author.<input type="checkbox"/> Pretend you're the author and tell what else you've written.<input type="checkbox"/> Write to the author and explain why his/her book appeals to your age group.	<ul style="list-style-type: none"><input type="checkbox"/> Write a letter to one of the people described or explained in the book.<input type="checkbox"/> Describe how you can use what you learned from this book in your own life.<input type="checkbox"/> Describe new insights or understandings you have after reading the book.

Claim Evidence (2) Explanation Connection

All About Me Project

Over the summer, you will be completing a project about yourself. At the start of the school year, you will be asked to present your project to your classmates. First you will answer the questions in the All About Me sheet. Then, you will complete a project. There are 9 different ways you can choose to complete this project. YOU WILL ONLY COMPLETE ONE OF THESE CHOICES.

Choice #1 Create a collage/poster with images that tell your personal story. Be sure to include images that represent the answers to the all about me sheet.	Choice #2 Write an autobiography telling us your life story. Be sure to include all of the information from the All About Me sheet, but also include any other information needed to tell your life story.	Choice #3 Create a picture slideshow with all the information from the All About Me sheet. Write down information about yourself that you will say as the slide show plays, or record this information and play it at the same time.
Choice #4 Create an All About Me book, using all of the information from the All About Me sheet. Include hand drawn illustrations, or cut pictures out of magazines.	Choice #5 Write a letter to yourself as an adult, age 40. Tell yourself all the pieces of information from your All About Me sheet. Ask yourself questions about what your life is like at age 40.	Choice #6 Create a 3-Dimensional project that represents you (a diorama, clay sculpture, mobile etc.) Include a written explanation of how this represents you.
Choice #7 Create a song or a dance that represents you. Include a written explanation of how this represents you. Create a video or audio cd of your music, or be prepared to perform the music in class.	Choice #8 Pretend someone is writing a newspaper article about something you did. It may be about something you have already done, or something you hope to do. Write the newspaper article you think you would see.	Choice #9 Free Choice - What creative way can you come up with to share important information about you. Write one paragraph describing what you want to do, and get it approved by your teacher. Then, complete your project – your way.

All About Me Sheet

Name:

Age:

Birthday:

Who is part of your family?

What is your favorite food?

What is your favorite thing to do?

What is your favorite book or author?

What is your favorite movie or tv show?

What is your favorite website or social media platform?

What do you want to be when you grow up? Why?

What is something about you that other people may not know?

Grammar Practice

Subject Verb Agreement

Firstly, before we define **subject verb agreement**, let's define **subject**, **verb** and **agreement**.

Subject: the topic of a sentence or discussion

Verb: a word used to describe an action

Agreement: to have the same opinion about something; concur.

GREAT! Now, that we have the definition of each word, let's define what is **subject verb agreement**.

Subject Verb Agreement:

*This handout gives you several guidelines to help your **subjects** and **verbs** agree.*

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and **her friends** **are** at the fair.

2. When two or more singular nouns or pronouns are connected by or or nor, use a singular verb.

The book or **the pen** **is** in the drawer.

3. When a compound subject contains both a singular and a plural noun or pronoun joined by or or nor, the verb should agree with the part of the subject that is nearer the verb.

The boy or **his friends** **run** every day.

His friends or **the boy** **runs** every day.

Circle the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greet, greets) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

They're vs. Their vs. There

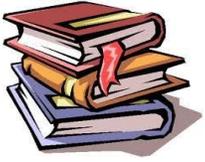
There are common misconceptions when it comes to these three similar sounding words! However, they're very different! Review the chart below to refresh your memory. Then complete the worksheet!

<p>They're: A contraction for the words <i>they are</i> <u>They're going to the airport</u></p> <p>Their: Something that belongs to people <u>We rode in their car.</u></p> <p>There: A place; or used with the <i>are</i> or <i>is</i> <u>The box is over there.</u> <u>There are five coins in the bag.</u></p>

Directions: Read each statement below then fill in the correct form of there, their or they're.

1. The house over _____ is made of stone.
2. _____ always late!
3. My friends cannot find _____ jackets.
4. "Don't touch those cookies!" warned Ms. Turner." _____ made with termites and honey for Freddie, my pet anteater.
5. I'm starving! Are _____ any more left overs in the fridge?
6. I think we can park our car over _____ by the restaurant.
7. We have our tickets, but they don't have _____ tickets.
8. Where is Paul and Sam? " _____ at the library." she responded
9. I like my new classmates, _____ all really nice. However, I cannot remember all _____ names.
10. _____ very tired because they just arrived from London.

Reading Tips



Reading is a really important habit for all kinds of people – and especially for middle schoolers. Reading for 60 minutes a day is probably the most important academic habit a child can develop to prepare for high school and college. Students will learn new words, get faster, learn about the world, have interesting things to talk about all the time, and (we hope) have fun! Summer reading is especially important because it helps students maintain the progress they’ve made the previous year in school. Our brain is like a muscle; if you don’t use it, you lose it.

Here are some tips:

- **Schedule regular trips to the library to choose new books.** Your child will look forward to these outings and will always have new books to choose from. Your nearest local library branch is: _____
- **Let your child read what he/she is interested in reading.** This helps your child build his/her reading identity. *Any* reading is better than *no* reading and forcing titles might be unsuccessful. **If your child doesn’t want to finish a book, let him/her give it up.** If a book isn’t a good fit, don’t force it. Reading the “wrong” books can discourage reading altogether.
- **Help to find a quiet, well-lit, and comfortable place to read.** Turn off the TV, the games, and the phone. Once a child is able to focus 100%, he/she will realize that reading is entertaining too.
- **Try to keep track of what he/she is reading, and ask about his/her reading.** Checking in on your child’s reading may be the encouragement he/she needs to keep reading. Consider reading along with your own copy! and **try some of the following questions:**
 - Do you like what you are reading? Why or why not?
 - What does this book/article make you think about?
 - What do you think will happen next? Why?
 - What connections can you make with what you are reading?
 - What do you think you’re doing well as a reader? What can you improve?
- **Make reading social.** Reading aloud with children builds fluency. Make reading a family affair. **Model reading the newspaper, books, or magazines.** Also, encourage participation in book clubs, library activities, or school events.