



## **JULIA LANDON SUMMER READING REQUIREMENTS**

***Every student entering Julia Landon is required to complete the summer reading and corresponding assignments, which are due on the first day of school.***

Each grade level list contains six book choices; students are to choose two books from their designated grade level list to read over the summer. Students may, of course, read the other books as well, but need only choose two from their grade level list for the focus of the summer reading assignments. The assignments are listed below; note that students of all grade levels will write an essay on one book, while the second task varies by grade level. Students will complete one task per book; for instance, if you choose to write the essay on one book, you will complete the project task for the other book.

### **6<sup>th</sup> grade Book Choices:**

*Fever 1793* (Laurie Halse Anderson)

*Bud Not Buddy* (Christopher Paul Curtis)

*Hatchet* (Gary Paulsen)

*From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (E. L. Konigsburg)

*Heat* (Mike Lupica)

*Esperanza Rising* (Pam Munoz Ryan)

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### **7<sup>th</sup> grade Book Choices:**

*My Side of the Mountain* (Jean Craighead George)

*The House on Mango Street* (Sandra Cisneros)

*Where the Red Fern Grows* (Wilson Rawls)

*Among the Hidden* (Margaret Peterson Haddix)

*Jackie's Nine* (Sharon Robinson)

*Red Scarf Girl* (Ji-li Jiang)

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### **8<sup>th</sup> grade Book Choices:**

*Anne Frank: The Diary of a Young Girl* (Anne Frank)

*Animal Farm* (George Orwell)

*The Chocolate War* (Robert Cormier)

*Slam!* (Walter Dean Myers)

*True Confessions of Charlotte Doyle* ( Avi)

*To Kill a Mockingbird* (Harper Lee)

**Assignment #1 (ALL GRADE LEVELS MUST COMPLETE THIS TASK):** After you have read both books of your choice, think of a character in ONE of the books who demonstrated leadership. Write an essay about that character's leadership, using the prompt below and the attached essay framework to guide your writing. *Remember to use quotes from the book as support for your ideas, and to cite the page numbers.* The essay may be handwritten (neatly) or typed (12 font, black ink).

**Essay Prompt:** *Think of one character that demonstrates leadership abilities and displays leadership characteristics. In a five paragraph essay, explain how this character shows these abilities and characteristics and how these character traits lead to a positive or negative outcome in the plot.*

## EXPOSITORY ESSAY FRAMEWORK

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### **Introduction:**

Engaging beginning (Hook)  
Transitional sentence  
Elaboration/Example/Detail (Optional)

### **Thesis statement**

### **Body Paragraph: (Leadership trait #1)**

*Topic Sentence Statement (Main Idea Statement)*  
Support sentence  
Facts/details  
Elaboration/example  
Details/closure/transition

### **Body Paragraph: (Leadership trait #2)**

*Topic Sentence Statement (Main Idea Statement)*  
Support sentence  
Facts/details  
Elaboration/example  
Details/closure/transition

### **Body Paragraph: (the positive or negative effect/s of the traits above)**

*Topic Sentence Statement (Main Idea Statement)*  
Support sentence  
Facts/details  
Elaboration/example  
Details/closure/transition

### **Closing Paragraph**

Restate **Thesis** or **Topic Sentences**  
Restate main details

**Assignment #2: Project Task.** *Please note that the task for sixth and seventh grade is DIFFERENT than the project task for eighth grade.*

## **6<sup>TH</sup> & 7<sup>TH</sup> GRADE PROJECT TASK:**

### **“BOOK IN A BAG”**

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A “Book in a Bag” is a book report contained in a brown paper or paper gift bag (any size). The inside of your bag should include items that you will be able to use to explain important parts of your book. The outside of the bag will be embellished with the following information:

1. The **front** of the bag should include:
  - Title of the Book
  - Author of the Book
  - Hand-drawn illustration of a favorite scene from the book  
(like a book cover)
2. On the **back** of the bag, neatly write (or type) a one-paragraph summary of the book. (The summary should be 7-10 sentences long.)
3. Also on the **back**, summarize the theme, or message, of the book. (1-2 sentences)
4. On the **side** of the bag, describe the main character and the primary conflict he/she faces in the book. (3-5 sentences)
5. On the **other side** of the bag, state your opinion of the book. (Would you recommend it to others? Why or why not?) Then support your opinion with at least three details. (3-5 sentences)
6. Collect 5 physical objects that are relevant to the plot of the story (**that will fit into your bag**) to help you explain the book when you give your presentation in class.

The oral presentation will include:

- Your summary of the book
- An explanation of why you selected the objects in the bag and how they connect to the book
- Your opinion/recommendation of the book

**Assignment #2: Project Task.** *Please note that the task for sixth and seventh grade is DIFFERENT than the project task for eighth grade.*

## **8<sup>TH</sup> GRADE PROJECT TASK:**

### **MIND MAP**

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**A Mind Map** is another way of “making notes” on a subject or a book, and it includes words, pictures, colors, and lines.

1. Write the title of the book you've read in the center of the page, and draw a circle around it. Think of this as your central subject.
2. As you think of major or important facts or events draw lines out from this circle. Label these lines with a phrase or sentence or drawing. Think of these lines as your major headings.
3. As you think deeper about the book and uncover more details, themes, etc. which belong to the major event lines you've already created, draw these smaller events/details as lines linked to the major event lines. The smaller events/details are your subheadings.
4. Finally, for individual facts or ideas, draw lines out from the appropriate subheading line and label them.
5. As you think about the book and look over your map, new information may come to mind; link it to the Mind Map appropriately.

**NOTE:** A complete Mind Map may have main topic lines radiating in all directions from the center. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. You do not need to worry about the structure produced, as this will evolve as you develop your mind map.

#### **KEYS TO A GREAT MIND MAP:**

- *Use single words or simple phrases for information:* In your Mind Map, single strong words and meaningful phrases can convey the meaning more clearly than full sentences. Excess words just clutter the Mind Map.
- *Print rather than write in cursive.*
- *Use color to separate different ideas:* This will help you to separate ideas where necessary. It also makes your Mind Map easier to remember. Color also helps to show the organization of the subject.
- *Use symbols and images:* Where a symbol or picture means something to you, use it. Pictures can help you to remember information more effectively than words.
- *Using cross-linkages:* Information in one part of the Mind Map may relate to another part. Here you can draw lines to show the cross-linkages. This helps you to see how one part of the subject connects with another.

Please go to the following website to view a sample mind map. This website is the source of this compiled information and can provide additional information as well.

[http://www.mindtools.com/pages/article/newISS\\_01.htm](http://www.mindtools.com/pages/article/newISS_01.htm)