

**SUMMER READING 2010 ACTIVITIES- 7<sup>th</sup> grade (The Giver by Lois Lowry), 8<sup>th</sup> grade (Night by Elie Wiesel), and 9<sup>th</sup> grade (And Then There Were None by Agatha Christie)**

1. Choose one (1) activity from **each of the four** categories below. **EACH CHOICE SHOULD BE FROM A DIFFERENT COLUMN.** 2. Complete each activity in your reading response journal. In addition, students need to buy a composition book (Office Depot Brand Standard Composition Book, 8 1/2"x 6 7/8" wide ruled, 20 sheets) in which to record their choice of activities. **BRING YOUR JOURNAL TO ENGLISH CLASS ON FRIDAY, SEPTEMBER 9.** 3. Please label your journal entry with the heading at the top of the column, and the LETTER of the activity. 4. Use details and examples from your novel to support your answers. 5. **Turn in this handout with your journal.**

**I. PERSONAL CONNECTIONS**

**A. Can you connect...?** COMPARE the book to your own life **OR** the world **OR** another book you read. **Choose one** to write a paragraph, with **at least 8 -10 sentences**, to explain.

**B. In my own words...** Find a quote or passage from the book that is interesting or important. Explain the meaning in your own words. **Write 8-10 sentences.**

**C. Character Sketch** Create a profile of a main character in words and pictures. Focus on the character's personality traits. How are you similar to that character **OR** how would you like to be more like that character? **(8 – 10 sentences)**

**II. CHARACTER**

**A. Compare characters** Make a Venn diagram or T-chart to compare one character to someone you know **OR** another character in the book. **Give specific details and examples from the book.**

**B. Dear Diary...** Pretend you are one of the book characters and write a diary as that character. Write at least three, **detailed** entries for three different events in the book.

**C. Who's In the News?** Interview a main character in the book. **Write at least 5 THOUGHTFUL questions and answers** that reveal the character's personality traits and motives (reasons) for their actions in the book. **AVOID "yes" or "no" questions!**

**III. STORY/PLOT**

**A. PLOT SUMMARY** Compose **an original melody or song** (with lyrics) depicting the **mood** of the book. **Present** this soundtrack to the class with a live or recorded performance. The music should build to a climax, then calm to a resolution.

**B. WHAT IF???** Imagine that one or two events happened differently in the book. How would the new events change the story? Use details from the book. **Write 8 -10 sentences.**

**C. Picture these scenes...** Create your own **graphic novel**. Illustrate three scenes in the book. Show the most important events in the book. **Write a caption for each scene, describing each one with a few, complete sentences.**

**IV. THEME/LESSON**

**A. Dear Author...** Write a letter to the author about how reading the book changed your way of thinking about yourself or your world. **Write 8 – 10 sentences, using letter format.**

**B. And the Winner is...** Pick your favorite part of the book. Explain why you liked it, using details and examples from the book **(writing 8-10 sentences) OR** tell why you didn't like parts of the book.

**C. READ THIS BOOK!** Write a **letter** to a friend and persuade him/her to read this book. Explain the conflict, setting, and characters (but don't give away the ending!). Support your opinions with reasons and details. **Use letter format. (8-10 sentences)**