



## ~ Magnet Summer Reading 2024 ~

<u>Incoming 6th Grade</u>	<u>Incoming 7th Grade</u>	<u>Incoming 8th Grade</u>
Standard Level: “Roll of Thunder Hear My Cry” by Mildred Taylor	Standard Level: Wonder by R.J. Palaccio	Standard Level: Refugee by Alan Gratz
Intermediate Level: “The Lightning Thief” by Rick Riordan	Intermediate Level: Tangerine by Edward Bloor	Intermediate Level: Trials of Apollo by Rick Riordan
Advanced Level: The Mysterious Benedict Society by Trenton Stewart	Advanced Level: The Hunger Games by Suzanne Collins	Advanced Level: Inheritance Games by Jennifer Lynn Barnes

### – Instructions –

Step 1: Choose a novel from the above list that corresponds to your grade level. IB students are encouraged to read the advanced level book, but it is not required. You can rent a copy from your local library or purchase from a bookstore/online store.

Step 2: Choose one of the options below to create a report on. There are only two options.

#### Option 1: Book Trailer

Your summer reading book has been made into a movie, and you are in charge of creating the trailer. You want to be as creative as possible. You also want your project to be visually appealing. Remember, you want views to watch the

movie but not give the ending away! Use iMovie, wevideo.com, or any other preferred video production source to create a movie trailer for your book.

Pay attention to the following details:

- Make sure the protagonist and antagonist are clearly identified
- Outlines the basic plot of the book (WITHOUT GIVING AWAY THE ENDING!). Content of the video should not give away anything past the climax of the story.
- Describes both an internal and external conflict.
- Includes how setting is important to the story.
- Includes your name, the author's name, and the title of the book.
- Includes background music and special effects.

**If your book has already been made into a movie, you cannot use any of the clips from the trailer for the movie. This must be an originally designed trailer by you.**

#### Option 2: Three Key Passages

Select three passages that you feel help develop a major theme of the book, or show a major character's development. Choose a passage from the approximate beginning, middle, and end sections of the novel.

Include:

- Three passages (a passage is just a short excerpt that you select-- this could be a paragraph), with the page number. Label your passages: Beginning, Middle, End
- For each passage, explain why you chose it and how it develops your chosen theme or character. Each response should be at least one paragraph 6-8 sentences.
- All three passages should be about either a theme or character development. Choose one of these two topics!



## Finding Nemo (sample) summer reading assignment

**Beginning passage:** "OK. I'm thinking of something orange, and it's small..." — Dory

**Critical Response:** This quote was chosen because it demonstrates multiple personality traits that are vital to character development later on in the plot. When she is repeating this quote for the I Spy game with Marlin, we determine that she is oblivious to her impact of having short-term memory loss on those around her. Her innocence is what, later on in the story, helps her get genuine help from strangers. At the same time, this quote being repeated for the I Spy game is what triggers frustration out of Marlin. This provides a pivotal moment in the plot line where we get to see how he responds when others don't think/process issues the same way he does. This connects to his internal conflict throughout most of the story. He struggles to understand why others don't view situations the same way he does.

**Middle passage:** "When life gets you down, you know what you gotta do? Just keep swimming." — Dory

**Critical Response:** This passage directly links to the theme of the story. When she references to continue swimming, this is a symbolic moment. This is not indicating that you should literally dive in for a swim when times get tough, but that you should continue to press on and try to stay positive during difficult times. This theme begins building from the moment the character of Dory enters the story. She embraces her struggles with short-term memory loss from the moment we are introduced to her and tends to cope with it using humor. This theme progresses even into the ladder portion of the story and expands to support other characters.

**End passage:** "Nemo, newcomer of orange and white, you have been called forth to the summit of Mt. Wannahockalooogie to join with us in the fraternal bonds of tankhood!" — Jacques

**Critical Response:** This portion of the text is highly symbolic of the acceptance that all adolescent crave. It also helps support another theme developed in the plot line. Nemo began this journey by wanting so badly to fit in with those at his school. So, this leads to him changing his personality in order to defy his own father. The remainder of the plot line demonstrates him, along with many

other characters, just trying to find a safe place to feel accepted for who they are. The moment Nemo goes through this ceremony in the dentist's tank, it represents the fact that he can now regain his confidence due to the fact that he is no longer alone. The topic of acceptance can be viewed progressively throughout this plot line in these ways: Marlin wanting his son to accept him, Nemo wanting to feel supported and accepted while being different from others and his father, and Dory wanting to be accepted in spite of her short-term memory loss issues and the frustration around that.

### **NOTES FOR STUDENTS:**

\*Please notice that I try to spend very little time telling you about what happened in this story, as I can assume you have already seen it.

\*Please note that I am not just including my opinion about the characters. Do not simply state that you selected a quote because you really liked it, or that you focused on a character because you feel like they are really nice/supportive/cool/etc.

\*Please note that I specifically focus on a literary element in each of my critical passages (1- character development, 2- theme, 3-theme). In addition to that, I don't just mention the literary element and then move on. My entire paragraph is completely focused on elaborating on that literary element.

\*Feel free to use this as a guide. But, obviously, your content will need to fit for the summer reading book you read.

## Written Response Rubric

Category	4	3	2	1
<b>Passage #1 (from beginning)</b>	Selected an appropriate passage that connects to student's paragraph on the topic of theme or character development.	Poor passage selection and/or weaknesses in student's paragraph on the topic of theme or character development.	Poor passage selection and/or student paragraph missing focus on topic of theme or character development.	Minimal passage and/or minimal student paragraph is provided.
<b>Passage #2 (from middle)</b>	Selected an appropriate passage that connects to student's paragraph on the topic of theme or character development.	Poor passage selection and/or weaknesses in student's paragraph on the topic of theme or character development.	Poor passage selection and/or student paragraph missing focus on topic of theme or character development.	Minimal passage and/or minimal student paragraph is provided.
<b>Passage #3 (from end)</b>	Selected an appropriate passage that connects to student's paragraph on	Poor passage selection and/or weaknesses in student's paragraph on	Poor passage selection and/or student paragraph missing focus	Minimal passage and/or minimal student paragraph

	the topic of theme or character development.	the topic of theme or character development.	on topic of theme or character development.	is provided.
<b>Overall analysis and elaboration</b>	Student included extended thoughts.	Student included basic thoughts.	Student primarily summarized.	Student provided minimal work.
<b>Properly organized/cited</b>	Each passaged labelled with page #	Most passages labelled with page #	Missing many labels and page #s	Did not include labels and page #s

## Book Trailer Rubric

Category	4	3	2	1
<b>Introduces protagonist &amp; antagonist</b>	Provides relevant details about them.	Provides basic info about them.	Does not cover each main character.	Did not include this information.
<b>Story Line/Plot</b>	Includes basic plot points, but leaves out the ending.	Includes most of the basic plot points, but is missing vital information along the way.	Only includes some story plot points.	Does not include plot points.
<b>Internal and External Conflicts</b>	Refers to multiple major conflicts (internal/external) that influence the characters	Refers to conflicts (internal/external), but not ones that were of high importance.	Refers to only one conflict (internal/external).	Does not include major conflict.
<b>Setting's Impact on the Story</b>	Images and words were carefully chosen to represent the setting(s) and	Setting(s) clearly identified with little connection expressed	Setting(s) clearly identified with no connection expressed about how it	Setting(s) not effectively identified.

	its impact.	about how it impacts the story.	impacts the story.	
<b>Special Effects</b>	Used highly creative elements to align with the tone of the novel.	Was somewhat creative and aligned slightly with the tone of the novel.	Several mistakes were made which diminished the effect.	Very little creativity and organization.