

Welcome to Seventh Grade

Summer Practice Packet

In an effort to encourage academic achievements, as well as improve school performance, the seventh grade team and the school encourages each child to complete the attached summer work packet. Use of this packet will help in the practice and retention of skills that have been learned through the course of the previous school year. It will help for all of us to have a better start of the new school year in September. We hope that this packet will be taken seriously, as it will help review skills and encourage academic growth. Teachers will be collecting the packets in the first three days of the new school year. We are also including specific supply lists for each of the teachers in the seventh grade team.

Summer Reading Project Information

- ~ Below are the choices for your summer reading project. Read any book you like, make it a new book, don't reread a favorite for this project.
- ~ Choose ONE project that will work best with the book you read this summer.
- ~ The Summer Reading project is to be completed at home.
- ~ **The Summer Reading project is due the first week back to school. Turn it in to Mrs. Lopez, your literacy teacher. If you do this in your school district Google drive, share to: melopez@philasd.org**

Choices:

1. **Children's Book**-Turn your chapter book into an illustrated children's book appropriate for a 1st-3rd grader. Create a cover, and illustrated pages with sentences to retell the main idea of the story. Be sure that your book is colorful and eye-catching. You may use the inside cover or back cover to include any other required story elements.
2. **Character Alphabet** -Choose a character you liked from your reading selections. Create sentences based on the alphabet scheme that demonstrates your knowledge of the character. Your project should include the title of the book, the author, and the character's name. The following example illustrates a character alphabet of the character Zeke in the book *Spite Fences*:
 - A is the **Abuse** Zeke took at the hands of the racist mob.
 - B is for his **Bending over Backwards** to make sure the visiting civil rights activist could work in obscurity.
 - C is for the **Camera** that he gave Maggie so she could begin to look at the world in new ways.

- **You can have only 4 sentences per page. Make the sentences large and visually appealing.**
- **Complete sentences are required.**
- Highlight in some way the letter and the word representing the word.
- All letters of the alphabet must be used.

3. Book Soundtrack Project- For this project, you will create a soundtrack and CD jacket for a novel that you read on your own. The **requirements** for the project are as follows:

Front Outside Cover

- Title of the book
- Author
- Drawing or symbol that depicts the CLIMAX of the book

Left Inside Cover

- List the MAIN CHARACTERS and write a brief description of each one
- Draw a symbol for each main character to represent his or her significance to the plot

Right Inside Cover

- Draw a picture to illustrate the SETTING(S) of the book

Back Outside Cover

• Write the titles and artists of **5** real songs that correspond to the following aspects of the book:

- The EXPOSITION (Introduction)
- The CONFLICT
- The RESOLUTION
- The THEME
- Your OPINION of the book

• Write a brief description of how each song corresponds to each aspect.

Examples using literature we've read this year:

- EXPOSITION: "Still Crazy After All These Years" by Paul Simon

Even though the narrator in "The Tell-Tale Heart" claims he is sane, it is clear in the exposition that he is crazy. He is probably retelling the events of the story from a mental institution.

- CONFLICT: "Funky Town" by Pseudo Echo

In *The Giver*, Jonas lives in a strange community. Among other things, it has no individuality, no color, and no choices.

- RESOLUTION: "New Attitude" by Patti LaBelle

At the end of "Raymond's Run," Squeaky realizes that Raymond has the potential to be a great runner. She decides to quit being selfish and dedicate herself to training Raymond.

- **THEME:** “You Can’t Always Get What You Want” by Rolling Stones

In “Flowers for Algernon,” Charlie Gordon wanted to be smart more than anything. His surgery made him smart, but his increased intelligence was only temporary.

- **OPINION:** “I’ll Stand by You” by The Pretenders

This song represents my opinion of *The Giver* because I loved the book, the main character stands up for the people he loves, and I would recommend it to my friends.

4. Shrunken Book- Create a picture book version of the story. For each chapter you will write 3-4 sentences to describe the main idea. Include an illustration for each chapter.

Be sure to blend all required story elements into your “shrunken” version of the book.

- You must have a book cover. Include title, author, and your name.
- Illustrations should appear at the start of each chapter.
- Color your illustrations for each chapter.
- Number each chapter correctly.

SUMMER READING Scoring Guide

NAME: _____

GRADE: 7

Book Title: _____

A = 90 – 100 points

- An “A project” is neat, (preferably) typed, and has a “professional” quality to it.
- The written part of the project clearly and skillfully summarizes/analyzes the most significant portions of the text in the student’s own words.
- The project reflects skillful and effective organization of ideas.
- Clearly and effectively addresses all parts of the writing project description.
- Word choice, is skillful, precise and sophisticated, while reflecting the individual student’s writer’s voice.
- Contains few, if any errors in English grammar, usage, and mechanics.

B = 80 – 89 points

- A “B project” is neat, may or may not be typed, and has a finished quality to it.
- The written part of the project adequately summarizes/analyzes the most significant portions of the text in the student’s own words.
- The project reflects an adequate organization of ideas.
- Adequately addresses all or most parts of the writing project description.
- Word choice, is thoughtful and effective, and reflects the individual student’s writer’s voice.
- May contain some errors in English grammar, usage, and mechanics.

C = 70 – 79 points

- A “C project” is neat, may or may not be typed, and has a semi-finished quality to it.
- The written part of the project summarizes/analyzes some portions of the text in the student’s own words, but may also have some copying of main ideas from other sources.
- The project reflects an effort to organize ideas, but may be somewhat confusing.
- Attempts to address the writing project description, but may be missing key elements.
- Word choice is general and basic, but still reflects the individual student’s writer’s voice.
- May contain some to many errors in English grammar, usage, and mechanics.

D = 60 – 69 points

- A “D project” is messy, may be illegible, and has an unfinished/1st draft quality to it.
- The written part of the project summarizes/analyzes few portions of the text and may have some to substantial copying of main ideas from other sources.
- The project reflects little organization of ideas, and may be somewhat confusing.
- Does not appear to address the writing project description in a meaningful way.
- Word choice is general and basic, but still reflects the individual student’s writer’s voice.
- Contains numerous errors in English grammar, usage, and mechanics.

F = 59 – 0 points

- Project is illegible
- Project does not follow the writing project description
- Project is written in a language other than English
- Project not turned in = 0