

*Required Summer Reading  
for students entering 7<sup>th</sup> grade in September*

Over the summer you will be required to complete **TWO** assignments. These assignments will be counted in the first marking period language arts grade.

Assignments **will not** be accepted after Friday, September 5.

Format for typed assignments:

Times New Roman, 12 point, double spaced, proper heading

**ASSIGNMENT # 1**

**All students are required to read:** *Flipped* by Wendelin Van Draanen

*There will be a reading comprehension test on Friday, September 5.*

Please select **ONE** of the following to complete:

**A. Essay**

Who do you think has changed the most by the end of the book, Bryce or Juli? How is he/she different than he/she was at the beginning? How can you tell? What kind of person is he/she now? Is he/she someone you admire? Why or why not? Please write a minimum of one typed page about these changes and answer each of the questions.

**B. Project**

Juli tries hard to save the old sycamore tree. Is there anything you love so much that you would fight to save it? Do some research on what a person can do to help "save the planet." Make a PowerPoint presentation, a movie, or a slide show to teach the class about things everyone can do to treat the Earth a bit more gently.

**C. Rewrite the ending**

What did you think about the ending of this book? Did you like or dislike it? Was it what you expected? If you could rewrite the ending, what would happen in your version? The first half-page respond to the original ending, then write a page of your own ending.

**D. Interview**

Conduct an interview with an older person in your community. You can either do this with someone who lives at home or is a member of your family (or even a neighbor). Before your interview, make sure you have questions written down. Supplement the questions on the interview sheet with some of your own. After the interview, please type your questions and responses.

(see activity pages for this assignment)

## **ASSIGNMENT # 2**

Read a book of your choosing and select **ONE** of the following to complete:

**A. Create an illustrated booklet of life lessons that a fictional character has learned or can share.**

If the main character of your book were to have written a pocket guide to life, what five lessons or instructions would he/she have included? Address such topics as overcoming obstacles, disappointment, love, education, and friendship. Write a short paragraph for each lesson, explaining how they can help people learn life's hardest lessons. Can you connect these lessons to your own life?

**B. Create a travel brochure for the setting of the book you read this summer.**

Include points of interest around the town. Where do tourists generally visit when they travel there? There should be a total of 6 places for tourists to visit with a short blurb written about each one. Try to create the voice of a travel guide as you use the research you've found to create descriptions about each location. The brochure should have a cover with the name of a tour company, and inside with 6 total stops and explanations. What you choose to be on the back is up to you.

**C. Write a book review.**

Although there is no single correct way to write a book review, please keep in mind that a book review is NOT a book report. The reader of your book review wants to know if the book is something he/she would enjoy, and why. State the title and author's name. Highlight what the story was about –but don't tell the end! What did you like best about the book and why? How does it compare to similar books that you have read? Who would enjoy reading this book? Make sure your review explains how you feel about the book and why, not just what the book is about. A good review should express the reviewer's opinion and persuade the reader to share it, to read the book, or to avoid reading it. Minimum one typed page.

**D. Create a soundtrack in one of two ways.**

1. Select 5 important moments in the novel. For each event select a song that you think fits the scene (either because there is an emotional connection between the lyrics and the story OR the music itself enhances the mood – aggressive, sad, etc). You must explain your selections in at least 1 paragraph per song. 5 paragraph minimum.
2. Create a soundtrack that captures the journey of one of the main characters throughout the book. You must have a minimum of 4 songs. For each song that you include, you must explain in at least 1 paragraph per song why the lyrics fit the experiences and emotions of the character.

**\*\*\* All songs must be burned to a single disc. Make a cover for your CD.\*\*\***

Enjoy reading and have a great summer!

Mrs. Grover 

# FLIPPED

## Module Four: Take Action

### Section Three: Multi-generational Understanding

#### ACTIVITY



Bryce and Juli have different relationships with Chet. Chet is Bryce's grandfather but Bryce doesn't talk to him for what seems like years of his life. Chet sits in the living room looking out the front window, but Bryce doesn't take the time to talk to him. This is in stark contrast to how Juli responds to Chet. As soon as he starts talking to Juli in her front yard, she is friendly and eager for him to help her. She asks Chet about his family and his life. Chet truly enjoys being around Juli. It never occurred to Bryce that his grandfather might have something interesting or valid to say, but Juli knew differently.

It is important for different generations to keep an open line of communication to create a better sense of understanding. Older generations are the best source of our history; they are, in fact, a primary source. Most people are very excited to share their personal history with others who are interested. This activity will get you involved in your family or community, and you will learn a valuable history lesson.

#### Activity:

Conduct an interview with an older person in your community. You can either do this with someone who lives at home or is a member of your family (or even a neighbor). Alternatively, as a group, you can visit a retirement home and interview residents there.

Before your interview, make sure that you have questions written down. Supplement the questions on the interview sheet on the following page with some of your own. When you ask questions it helps to be specific.

If you have access to a digital, tape or video recorder, this is a great way to archive the interview so that it lasts forever. If you do not, make sure that the interviewee takes his or her time answering questions so that you have time to write. You may need to have the interviewee repeat some things.

Use the questions on the next page to get started! Use the back of the worksheet to record the answers to the questions you create on your own!



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## Module Four: Take Action

### Section Three: Multi-generational Understanding



#### ACTIVITY

When and where were you born?

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What are some of the earliest national or world events that you remember happening?

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What did your parents do for a living?

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What was your first job?

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What kind of music did you listen to? What was your favorite song?

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What were you interested in when you were in school?

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Without the internet or cell phones, what was it like to communicate with other people?

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Tell me about your first love. Did it last?

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