

Alexander Hamilton Middle School

Summer Reading Project 2018

At AHMS, Huskies are a community of readers. The purpose of the Summer Reading Project is to have students to continue to grow as readers by interacting with two books that will be read over the summer. Please keep this handout available to guide you with your project. You may also find it on the Hamilton website at www.houstonisd.org/hamiltonms (under “Student Resources”).

If any student or parent/guardian has any questions regarding the project, please contact AHMS Teacher, Mr. Rodriguez: frodrig8@houstonisd.org

Note: This project is required for all Vanguard / Gifted-Talented Students but is open to all AHMS Huskies to participate in. We strongly encourage participation from all students.

Choosing Books & Google Reading Response Directions

- Each student is asked to read the **one required book** from the level reading list. Students are also asked to **choose a second book** to read from the reading list. It is highly recommended for students to take their own notes while reading to help them summarize, infer, and connect with their reading.
- Submit **one Google Reading Response per book**. (This means each student should submit **two responses in total**.) Ensure that your responses are detailed and authentic—meaning that you are writing in your own words, using your own ideas.
 - Google Reading Response LINK: www.tinyurl.com/huskysummerreading
 - **NOTE: BOTH Google Reading Responses are due by August 31st, 2018 by 4:00pm.**

Book Quizzes

Upon return to school in August, you will have approximately 1-2 weeks to review for a short book quiz for each book that you read. You may use any notes you take on the books and/or the books, themselves (if you are able to keep the copies with you).

To prepare for these short quizzes, it is highly recommended for you to take detailed notes on some of the following items as you read throughout the summer.

- Important characters and how they affect the story.
- Major conflicts and how they affect the characters.
- Any lessons that the reader should learn from reading this book.
- When the most exciting or emotional moments occur.

If you score an **80% (or greater) on both book quizzes**, you will be eligible for a **special field trip** to recognize your outstanding efforts as a Husky Reader!

Use the chart below to review reading terms that you will need to know for your Google Reading Response. Model your answers after the examples on the right side of the chart which are written based on the popular film, *Finding Nemo*.

Term	Definition	Example answer using "Finding Nemo"
Protagonist	This is the lead character in the story. Usually the "good guy" who the story revolves around. They usually have some tasks to complete or problem to solve.	The protagonist in "Finding Nemo" is Nemo's Father, Marlin. He is dedicated towards finding his son and does not let obstacles get in his way. He starts off being over protective of Nemo but learns that his son can take care of himself.
Antagonist	Normally the "bad guy" (negative individual or force) that opposes the protagonist. This stands in the way of the protagonist's goals or success.	One antagonist in <i>Finding Nemo</i> is a shark named Bruce. Although he appears to be nice at first, Bruce attempts to eat Marlin which causes stress and panic. The main antagonist in <i>Finding Nemo</i> is the ocean and the physical barriers put in Marlin's way of reaching Nemo. The ocean makes Marlin's journey difficult and unpredictable.
Dialogue	The words exchanged between two or more characters. This normally appears in "quotation marks" so that you can tell a character is speaking to another character.	An important line of dialogue from <i>Finding Nemo</i> is when Dory says, "Just keep swimming!" This line is important because it relates to the way that Marlin must keep going on his journey, no matter what stands in his way. It is also asking him to remain positive throughout the story.
Universal Theme	The overall life lesson to be learned from this story which can be applies to all readers' lives. For example, "A universal theme from 'Little Red Riding Hood' is to be careful of your surroundings."	A universal lesson in <i>Finding Nemo</i> is, "do not stress what you cannot control." This lesson is related to Marlin's struggle throughout the story because once he controls his stress levels, he can then think clearly and finally reach his son.
Summary	A shortened retelling of the story that includes the major moments and characters. It mentions the conflict and outcome of the story.	In the film, <i>Finding Nemo</i> , an overprotective father must go on an adventure to find his son, Nemo. While on his journey, Marlin meets Dory who helps him navigate the ocean and overcome physical and emotional challenges along the way, such as vicious predators and nearly losing hope. Eventually, Marlin reconnects with his son by asking for help and remaining focused throughout his challenging adventure.
Text-to-Self Connection	A connection that a reader makes between the text and his/her own life. Even if your life is totally different from the story, consider a time that you've felt like a character in the story or when you have faced a similar challenge to that of the story.	A text-to-self connection that I have with this story is that it reminds me of when I lost my pet dog at a park last year. At first, I became upset and scared like Marlin does in the story, but I had to calm down and stay focused to find my dog. I needed the help of others to find him, just like Marlin does in the film. Luckily, I found him safely and learned to remain calm during times of stress.

Have a great summer, Huskies!

Summer Reading Project Book List (2018)

Students: You are encouraged to choose a book for your second reading that keeps your interest and that you are comfortable reading. Remember to take notes on what you read (see 'Book Quizzes' for more information) to help you with your response and short quizzes.

Parents/Guardians: You are encouraged to discuss your child's book choice with him/her. These are books that have been used in middle school classes before, and some of them are even a part of HISD's 2018 #YallRead Summer Reading List (labeled with an asterisk *).

Remember: Note: This project is required for all Vanguard / Gifted-Talented Students but is open to all AHMS Huskies to participate in. We strongly encourage participation from all students. You can submit your online reading response at the link below: (Due August 31st, 4:00pm)

www.tinyurl.com/huskysummerreading

- *Al Capone Shines My Shoes* by Gennifer Choldenko (Required for 6th Graders)
- *Amal Unbound* by Aisha Saeed
- *Anything But Typical* by Nora Raleigh Baskin
- *Between Shades of Gray* by Ruta Sepetys
- *Booked* by Kwame Alexander*
- *Brown Girl Dreaming* by Jacqueline Woodson
- *Children of Blood and Bone* by Tomi Adeyemi*
- *Crossover* by Kwame Alexander
- *The Crown* by Kiara Cass
- *Dear Martin* by Nic Stone*
- *Ghost* by Jason Reynolds
- *The Giver* by Lois Lowry
- *The Hate U Give* by Angie Thomas (Required for 8th Graders)
- *Hello, Universe* by Erin Entrada Kelly*
- *How to Survive Middle School* by Donna Gephart
- *I Am Not Your Perfect Mexican Daughter* by Erika Sanchez
- *Illuminae* by Amie Kaufman and Jay Kristoff*
- *Ninth Ward* by Jewell Parker Rhodes
- *One for the Murphys* by Lynda Mullaly Hunt
- *The Outsiders* by S.E. Hinton (Required for 7th Graders)
- *The Poet X* by Elizabeth Acevedo*
- *Simon vs. the Homo Sapiens Agenda* by Becky Albertalli*
- *The Sun is Also a Star* by Nicola Yoon*
- *Turtles All the Way Down* by John Green
- *Wonder* by R.J. Palacio