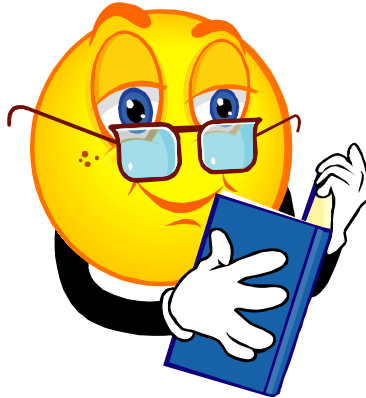


**CHEEKTOWAGA CENTRAL
MIDDLE SCHOOL**

SUMMER READING LIST

**6th GRADE
GOING INTO 7TH GRADE**



**CREATED BY THE
MS Library Media Specialists
in coordination with the
MS ELA Department
June 2009**

Students will be expected to read at least one book from this list by
September, 2009.

Images of books from <http://www.flr.follett.com>



CHEEKTOWAGA CENTRAL SCHOOL DISTRICT

MIDDLE SCHOOL

Mrs. Delia Bonenberger
Superintendent of Schools
Principal

Mr. Brian K. Bridges, Principal
Mrs. Maureen E. George, Assistant

June 2009

Dear Parent/Guardian of Incoming Sixth, Seventh and Eighth Graders:

Congratulations on another successful school year! We hope that your child will continue to grow as a student over the summer through our summer reading initiative. The middle school years are critical for developing lifelong reading and studying habits. New York State has even suggested that all students read a total of twenty-five books per year. Because of the high standards that New York State is setting, we are launching a summer reading program where each student must read two books. One of the books may be a personal selection and the other must be read from a grade level specific list.

After your child has finished reading each of the books this summer, they must complete a novel journal. Your child will be given two novel journals and the book list before his/her last day of school. The novel journals and book lists may also be found on the school web site at http://www.cheektowagacentral.org/junior_high.cfm or the school's library web site at <http://www.cheektowagacentral.org/webpages/mslib/>. The novel must be handed in to your child's teacher no later than September 18, 2009. This will count for a grade in your child's English class in September. **The book that your child chooses must be no less than 75 pages in length.**

We look forward to hearing about all of the wonderful books that our students at CCMS will be reading this summer! We hope that this proves to be a positive experience and that your child's mind will continue to grow as he/she relaxes and unwinds with a good book over the summer months. Please do not hesitate to call the Middle School Office at 686-3660 with any questions you may have. Have a safe and happy summer!

Sincerely,

The CCMS English and Library Staff

LESS CHALLENGING

I Am Not Joey Pigza

Jack Gantos

Joey's father returns, calling himself Charles Heinz and apologizing for his past bad behavior, and he swears that once Joey and his mother change their names and help him fix up the old diner he has bought, their lives will change for the better.

The Invention of Hugo Cabaret

Brian Selznick

When twelve-year-old Hugo, an orphan living and repairing clocks within the walls of a Paris train station in 1931, meets a mysterious toyseller and his goddaughter, his undercover life and his biggest secret are jeopardized.

The Girls

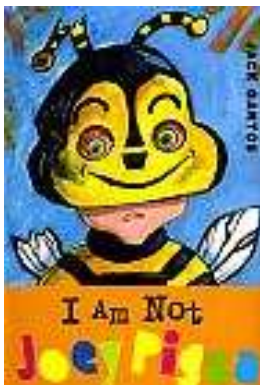
Amy Kloss

Each of the girls in a middle school clique reveals the strong, manipulative hold one of the group exerts on the others, and the hurt and self-doubt that it causes them.

The Capture

Kathryn Lasky

Soren, a barn owl that is captured and taken to a special school for orphaned owls, is befriended by elf owl Gylfie and together the two set out to discover what is really going on at St. Aegolius Academy.



AVERAGE

The Lightning Thief

Rick Riordan

Percy, expelled from six schools for being unable to control his temper, learns the truth from his mother that his father is the Greek god Poseidon, and is sent to Camp Half Blood where he is befriended by a satyr and the demigod daughter of Athena who join him in a journey to the Underworld to retrieve Zeus's lightning bolt and prevent a catastrophic war. (Percy and the Olympians: Book 1)

Double Dutch

Sharon M. Draper

Three eighth-grade friends, preparing for the International Double Dutch Championship jump rope competition in their home town of Cincinnati, Ohio, cope with Randy's missing father, Delia's inability to read, and Yo Yo's encounter with the class bullies.

Surviving the Applewhites

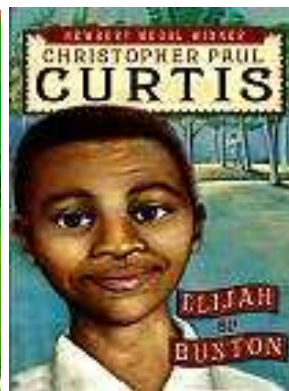
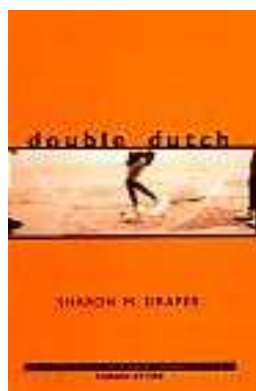
Stephanie S. Tolan

Jake, a budding juvenile delinquent, is sent for home schooling to the arty and eccentric Applewhite family's Creative Academy, where he discovers talents and interests he never knew he had.

Elijah of Buxton

Christopher Paul Curtis

Eleven-year-old Elijah Freeman, the first free-born child in Buxton, Canada, which is a haven for slaves fleeing the American South in 1859, uses his wits and skills to try to bring to justice the lying preacher who has stolen money that was to be used to buy a family's freedom.



MORE CHALLENGING

Step From Heaven

An Na

A young Korean girl and her family find it difficult to learn English and adjust to life in America.

Code Talker

Joseph Bruchac

After being taught in a boarding school run by whites that Navajo is a useless language, Ned Begay and other Navajo men are recruited by the Marines to become Code Talkers, sending messages during World War II in their native tongue.

Skulduggery Pleasant

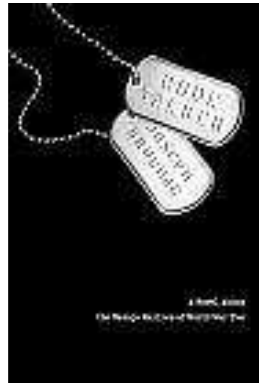
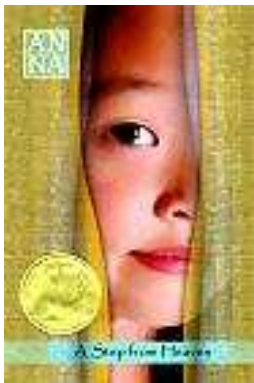
Derek Landy

When twelve-year-old Stephanie inherits her weird uncle's estate, she must join forces with Skulduggery Pleasant, a skeleton mage, to save the world from the Faceless Ones.

Thing Not Seen

Andrew Clements

When fifteen-year-old Bobby wakes up and finds himself invisible, he and his parents and his new blind friend Alicia try to find out what caused his condition and how to reverse it.



Name _____
English 7/8

Date _____



Novel Journal Entry Form

Directions: Use the questions below to clarify your understanding of and response to a novel. Reflect on each question before answering. Choose one of the extended responses from the box at the end of this assignment. You must write a one-paragraph answer to the response on a separate sheet of paper. This assignment is worth one hundred points.

Novel Title _____

Author _____

Genre _____

The novel was (circle one) assigned a personal selection

Elements of the Novel

1. Who was the **protagonist** (main character) in the novel?

2. What kind of person is the **protagonist**? _____

3. What evidence from the novel leads me to this opinion of the **protagonist**?

4. What **conflict** (challenge) does the **protagonist** encounter?

5. How is the **conflict** resolved?

6. What other important **characters** are involved in the **conflict**?

7. What is the setting of this **novel**? _____

8. Who tells the story- an outside observer (**third person**) or a character in the story (**first person**)?

9. What event do I consider the **climax** of the novel? _____

10. How would I describe the **mood** of the story?

11. Would I recommend this book to a friend? Why?

Response to the Novel

Rate this novel by circling the appropriate word.

13. The **characters** and **dialogue** are believable. **weak** **fair** **strong**

14. The **plot** engages my interest. **weak** **fair** **strong**

15. The novel is written in a style that is clear and interesting. **weak** **fair** **strong**

16. Overall, I rate this novel as **weak** **fair** **strong**

Reasons for my rating _____

Readers Response Journal

Directions: You must respond to one of the following prompts on a separate sheet of paper. Your response should be no less than one paragraph containing at least **five complete sentences**. Please staple your extended response to the back of this sheet when you are ready to hand this assignment in.

- Is there a character in the novel that you have strong feelings about? Explain your feelings. Does this character remind you of someone you know? If so, in what way? Did your feelings about this character change as the story progressed?
- Is there one event in this novel that was surprising or confusing? If so, write a brief paragraph to the author expressing your thoughts.