

Mrs. Hunt's Seventh Grade Summer Reading List 2025

You will read three books this summer for my class:

- **First required read:** *The Lightning Thief* (Percy Jackson and the Olympians, Book 1) by Rick Riordan
- **Second required read:** *Percy Jackson's Greek Gods* by Rick Riordan
- **Third required read:** A free read selection of your choice that is an AR approved book within your ZPD range. (AR approved books: <http://www.arbookfind.com/> Use this link to verify if a book is AR approved. Type in the Author or book title, the book and its information will be on the screen with a quiz number and Book Level (BL), and ZPD Score if it is an AR book.)

Assignments:

- Book one: Complete the "Mythology Character Comparison" project (see attached information).
- Book two: Short Response Questions for *Percy Jackson's Greek Gods* (see attached packet).
- Grammar Packet: Complete the attached 10-activity grammar packet over the summer, aiming to finish at least one activity per week. Be prepared for a grammar assessment at the start of the school year based on this material.

A note to students and parents:

Many current studies show that when young people are not engaged in educational activities during the summer, they experience learning loss. These studies also suggest that reading just two- five books over the summer can help prevent this summer learning loss.

Students, I have only assigned three books for you to read over the course of the summer; it is my hope that you will challenge yourself to read five books this summer.

Parents, studies also show that students read more when they can choose materials based on their own interests. Self-selection, access to books, and sharing books are essential factors in reading motivation. I have provided your children with the opportunity to choose a book that they must read over the summer. Please guide your children and help them choose an appropriate book that meets the AR book requirements. The summer is a great time to introduce your children to the books you loved as a child!

Mythology Character Comparison

Percy Jackson and the Lightning Thief By Rick Riordan



Directions: Create a chart comparing the traditional representation of each mythological character with how they are portrayed in *The Lightning Thief*. You will need to create this type of chart for a minimum of five characters from the book.

- In the left column, describe the characters as they appear in mythology (Look them up and read a story about them). You must write 5-10 sentences and create an illustration that represents the character.
- In the right column, describe the characters as they appear in *The Lightning Thief*. You must write 5-10 sentences and create an illustration that represents the character.

Requirements:

- You must complete this assignment on a poster board.
- You must examine at least five characters from the book.
- You must title your project with your name, the book title, and the author's name.

Sample Character Comparison - Circe
(From *The Sea of Monsters* by Rick Riordan - Example Only)

TRADITIONAL MYTHOLOGY	CIRCE IN THE SEA OF MONSTERS
<p>Circe is a powerful enchantress from Greek mythology, best known for her appearance in <i>The Odyssey</i> by Homer. She lives on the island of Aea and is skilled in potions and magic. When Odysseus and his men arrive on her island, she turns his crew into pigs using enchanted food and drink. Odysseus, with the help of the god Hermes, resists her magic and forces her to change his men back. Circe eventually becomes an ally and offers guidance for Odysseus's journey. She is often portrayed as mysterious, wise, and dangerous. Her symbols often include potions, wands, and animals.</p> 	<p>In <i>The Sea of Monsters</i>, Circe runs a spa and resort on an island, which at first seems peaceful and relaxing. However, she still uses magic to transform others—in this version, she turns Percy into a guinea pig. She's portrayed as manipulative and deceptive, hiding her true intentions behind beauty and luxury. Though her personality still has the same cunning and magical traits, she is modernized to fit the novel's contemporary setting. Her spa is called "Circeland," and she uses charm and illusion instead of ancient potions to trap her victims. She is ultimately defeated when Percy escapes and reverses her spell.</p> 

Name: _____

Date: _____

Short Response Questions

Percy Jackson's Greek Gods

Directions: Answer each question in a complete sentences, using evidence from the text to support your response.

Percy often uses humor when describing the gods, even in serious situations. Why do you think he does this, and how does it affect your understanding of these figures? Can you think of a time when you used humor to deal with something difficult?

Poseidon is Percy's father in the Percy Jackson series. How does Percy describe him in this book, and how does that influence your perception of him? If you could choose a Greek god to be your parent, who would it be and why?

Athena is the goddess of wisdom and warfare. How does the book portray these two aspects of her? Do you think these two qualities can coexist harmoniously? Explain your reasoning.

Name: _____

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Consider Hades, the god of the Underworld. How does Riordan present him, and how does this portrayal compare to common perceptions of death and the afterlife? What are your own thoughts about what happens after death?

The concept of family is complicated in Greek mythology, with gods often having complex relationships with their parents, siblings, and children. How does this compare to your own understanding of family dynamics?

How did Percy's voice as a narrator affect your reading experience? Did you find his perspective engaging, humorous, or informative? Give examples.



MODULE 1: THE SENTENCE

SENTENCE SENSE

1a A *sentence* is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES The writing lab has several new computers.
Please be on time for play rehearsal.
Have you read the module on the Civil War?
Stop the car now!

1b A *declarative sentence* makes a statement. It is always followed by a period.

EXAMPLES Shanti was elected class president two years in a row.
Here are two more suggestions.

1c An *imperative sentence* gives a command or makes a request. It is usually followed by a period. A strong command is followed by an exclamation point.

The subject of a command or a request is always *you*, but *you* doesn't usually appear in the sentence. When *you* doesn't appear, it is called the *understood subject*. *You* is the understood subject even when the person is addressed by name.

EXAMPLES [You] Please shut the window.
[You] Watch out!
Rosaria, [you] please read the first two sentences aloud.

1d An *interrogative sentence* asks a question. It is followed by a question mark.

EXAMPLES How did you know my name?
Do you live in Canada?

1e An *exclamatory sentence* shows excitement or expresses strong feeling. It is followed by an exclamation point.

EXAMPLES What an exciting soccer game that was!
I can't believe we are finally at the cabin!

EXERCISE 1 Identifying Sentences

On the line before each sentence, write *s.* if the group of words is a sentence or *n.s.* if the group of words is not a sentence. Add correct punctuation if the group of words is a sentence.

EX. n.s. 1. Whenever she rides her mountain bike

s. 2. Alana wears her helmet whenever she rides her mountain bike

- 1. Before the music began to play
- 2. Did Brad send Danielle a bouquet of yellow roses
- 3. Listening to the distant sound of thunder and seeing lightning crack across the nighttime sky
- 4. There is a way out of the tunnel
- 5. There wasn't much left to eat by the time Malcolm arrived
- 6. Dr. García uses all the latest equipment in her dental practice
- 7. Walking to the party
- 8. Tyrone sat on the beach because he had broken his ankle
- 9. Imagine what could happen in the future
- 10. Where did I put my library card

EXERCISE 2 Classifying and Punctuating Sentences

Classify each of the following sentences by writing *dec.* for declarative, *imp.* for imperative, *int.* for interrogative, or *exc.* for exclamatory on the line before the sentence. Then add the correct punctuation.

EX. exc. 1. How loud that music is!

- 1. Every year, the island loses sand to the shifting tides and shrinks an inch or two
 - 2. What a frightening experience that was
 - 3. Hang up your coat in the front closet
 - 4. I can't believe how close to us that dolphin swam
 - 5. Were you able to answer all the questions on that test
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MODULE 1: THE SENTENCE

RUN-ON SENTENCES

1a A *run-on sentence* is two complete sentences punctuated as one sentence.

In a run-on, the thoughts run into each other. The reader cannot tell where one idea ends and another begins.

RUN-ON Laverne is a finalist in the tennis tournament, let's watch the match tomorrow.
CORRECT Laverne is a finalist in the tennis tournament. **Let's** watch the match tomorrow.
RUN-ON Laverne plays basketball she's also on the tennis team.
CORRECT Laverne plays basketball, **and** she's also on the tennis team.

To spot run-ons, read your writing aloud. A natural, distinct pause in your voice usually marks the end of one thought and the beginning of another. If you pause at a place where you don't have any end punctuation, you may have found a run-on sentence.

To revise run-on sentences, use one of the following methods.

(1) Make two sentences.

RUN-ON Charles Drew was a doctor and a teacher he taught at Howard University.
CORRECT Charles Drew was a doctor and a teacher. **He** taught at Howard University.

(2) Use a comma and a coordinating conjunction.

RUN-ON Drew taught classes, he performed operations.
CORRECT Drew taught classes, **and** he performed operations.

FYI A comma marks a brief pause in a sentence, but it does not show the end of a sentence. If you use just a comma between two complete ideas, you create a **comma splice**.

RUN-ON Drew was a pioneer in blood research, he experimented with plasma.
CORRECT Drew was a pioneer in blood research, **and** he experimented with plasma.

EXERCISE 3 Identifying and Revising Run-ons

On the lines after each run-on sentence below, rewrite the sentence correctly. You can make it two sentences or use a comma and a coordinating conjunction.

EX. 1. Tony Garulo has a farm he raises miniature horses there.

Tony Garulo has a farm. He raises miniature horses there.

1. The farm is in Pennsylvania it is near the city of Gettysburg.
2. Garulo went to Argentina he learned about Falabella horses there.
3. They look just like full-sized horses they are the size of dogs.
4. They are very tame they seem to enjoy performing.
5. Visitors can watch the miniature horses jump, these animals also dance and pull tiny wagons.

EXERCISE 4 Revising to Correct Run-ons

On your own paper, rewrite the paragraph below to correct the run-on sentences.

Our class went on a spring trip to Baltimore, Maryland, it was really fun. In the morning, we strolled along the Inner Harbor and looked at all the sailboats, we saw a tropical rain forest and a coral reef at the National Aquarium in Baltimore. Later we visited Fort McHenry, the flag waving over this fort gave Francis Scott Key the idea to write "The Star-Spangled Banner." Finally, we toured the USS Constellation, it was one of the first U.S. warships, and it was built in 1797.

MODULE 1: THE SENTENCE

THE SUBJECT

1f The *subject* tells whom or what the sentence is about.

To find the subject of a sentence, ask *who* or *what* is doing something or *whom* or *what* is being talked about. The subject may come at the beginning, the middle, or the end of a sentence.

EXAMPLES On his trip to the Amazon rain forest, **Mr. Bergeron** took hundreds of photographs. [*Who* took photographs? *Mr. Bergeron* did.]
 Hanging from the thick tree branch was a **hairy sloth**. [*What* was hanging from the tree branch? *A hairy sloth* was.]
 The **rain forest** is the habitat of many interesting animals. [*What* is being talked about? *The rain forest* is.]

1g The *complete subject* consists of all the words needed to tell *whom* or *what* a sentence is about. The *simple subject* is the main word or words in the complete subject.

EXAMPLE	That spiny little creature is a hedgehog.
COMPLETE SUBJECT	That spiny little creature
SIMPLE SUBJECT	creature
EXAMPLE	Does Groundhog Day in the United States fall on February 2?
COMPLETE SUBJECT	Groundhog Day in the United States
SIMPLE SUBJECT	Groundhog Day

NOTE In this book, the term *subject* means the simple subject unless it is defined otherwise.

EXERCISE 5 Identifying Subjects

Underline the subject in each of the following sentences.

- EX. 1. The rain forest supports a tremendous diversity of life.
1. Many scientists are now studying rain forest plants.
 2. The United States National Cancer Institute knows of over two thousand rain forest plants with cancer-fighting properties.

3. In her report, Jenna explained the effect of the rain forest on the weather.
4. The rain forest in the Amazon region influences the rainfall there.
5. "El Yunque" is the name of a rain forest in Puerto Rico.
6. With its fierce winds, Hurricane Hugo practically eliminated the Puerto Rican parrot from El Yunque.
7. Roaming the rain forests of New Guinea are huge, ferocious birds called cassowaries.
8. Standing almost as tall as a man, cassowaries have wings but can't fly.
9. The female cassowary lays four to eight green eggs on the forest floor.
10. Do people know enough about ways to preserve the world's rain forests?

EXERCISE 6 Identifying Complete Subjects and Simple Subjects

Underline the complete subject in each of the following sentences. Then draw a second line under the simple subject.

EX. 1. Our history teacher told us about the Shona culture.

1. The people of this culture lived in southern Africa many years ago.
2. The buildings of their capital city still stand today.
3. The capital, called Great Zimbabwe, lies near the Sabi River.
4. More than ten thousand people may have lived in the capital city.
5. Every year, fascinated tourists come to this home of one of the great cultures of the ancient world.

MODULE 1: THE SENTENCE

THE PREDICATE

1h The *predicate* of a sentence is the part that says something about the subject.

Like the subject, the predicate may be found anywhere in a sentence.

EXAMPLES The Lincoln Memorial **is a national monument.**
 High above all the other buildings in Washington, D.C., stands the
 Washington Monument.
 Throughout the city we saw historic sites.

1i The *simple predicate*, or *verb*, is the main word or group of words in the complete predicate. The *complete predicate* consists of all the words that say something about the subject.

EXAMPLE	The author autographed copies of his latest book.
COMPLETE PREDICATE	autographed copies of his latest book
SIMPLE PREDICATE (VERB)	autographed

A *verb phrase* has a main verb and one or more helping verbs. Helping verbs include *will, can, do, should, would, could*, and forms of the verbs *be* and *have*.

NOTE The words *not* and *never* are adverbs, not verbs. They are never part of a verb or verb phrase.

EXERCISE 7 Identifying Predicates

Underline the complete predicate in each of the following sentences.

EX. 1. On July 4, 1986, Americans celebrated the birthday of the Statue of Liberty.

1. Two million people gathered along the shore of New York Harbor.
2. The occasion was the hundredth birthday of Lady Liberty.
3. For the big event, workers repaired the statue.
4. The repairs cost more than sixty-nine million dollars.
5. The Statue of Liberty was ready for her birthday party.
6. She had new elevators, a new torch, and a repaired crown.

7. At the celebration, spectators saw a dazzling display of fireworks.
8. Forty thousand fireworks soared into the sky over the harbor.
9. From the enormous crowd of people came a loud chorus of cheers and applause.
10. This was one of the largest displays of fireworks in the history of the United States.

EXERCISE 8 Identifying Complete Predicates and Verbs

Underline the complete predicate in the sentences below. Then write the verb or verb phrase on the line following the sentence.

EX. 1. You should have brought pictures of your vacation.

should have brought

1. A local actor and comedian writes funny stories about his childhood.

2. The library will be closed on Fridays during the summer.

3. The boys want pizza and salad for supper.

4. I can never remember our new telephone number.

5. Put the dirty dishes in the sink.

MODULE 1: THE SENTENCE

COMPOUND SUBJECTS AND COMPOUND VERBS

1j A *compound subject* consists of two or more connected subjects that have the same verb. The usual connecting word is *and* or *or*.

EXAMPLES The **bear** and the **badger** hibernate in the winter. [*Bear* and *badger* are both subjects of the verb *hibernate*. The two parts of the subject are connected by *and*.]
Freda, Thomas, or his sister will baby-sit for the Grants. [*Freda, Thomas, and sister* are all subjects of the verb phrase *will baby-sit*. The three parts of the subject are connected by *or*.]

1k A *compound verb* consists of two or more connected verbs that have the same subject. A connecting word—usually *and*, *or*, or *but*—is used to join the verbs.

EXAMPLE Kim **trained** hard and then **worked** as a camp counselor. [Both verbs, *trained* and *worked*, have the same subject, *Kim*.]
Namir **may set** the table, **serve** the meal, or **wash** the dishes. [*Namir* is the subject of the verbs *may set*, *serve*, and *wash*.]

Sometimes the subject of a sentence is difficult to locate. In such cases, find the verb first and then ask yourself *whom* or *what* the verb is referring to.

EXAMPLES In English class, we are reading poetry. [The verb phrase is *are reading*. *Who* are reading? *We* are reading. *We* is the subject of the sentence.]
In the bowl were ripe fruit and cheese sticks. [*Were* is the verb. *What* were in the bowl? The answer is *fruit* and *sticks*. *Fruit* and *sticks* are the subjects.]

EXERCISE 9 Identifying Compound Subjects

Circle the verb and underline the compound subject in each of the following sentences.

- EX. 1. Nutrition and health (are) interesting topics.
1. Apples and oranges are healthful choices for a snack.
 2. Vitamin C and dietary fiber are found in apples.

3. However, oranges and the juice of oranges contain five times as much vitamin C.
4. Iron and vitamins are plentiful in whole wheat bread.
5. White eggs and brown eggs are equally nutritious.

EXERCISE 10 Identifying Compound Verbs

In the following sentences, circle the verbs or verb phrases that make up the compound verb and underline the subjects.

EX. 1. Some people can operate huge machines but will not touch a computer.

1. The sun gives light and provides warmth.
2. Baby penguins stand on their parents' feet and cuddle.
3. John bought tickets but never arrived for the play.
4. Dodo birds and dinosaurs once existed but now are extinct.
5. In late autumn the leaves on the oak tree turn bright red and fall to the ground.
6. Staple or clip the pages of your report together.
7. The *Titanic* hit an iceberg and sank.
8. The math problems looked hard but were really very simple.
9. Will Father drive us to the movie and take us home later?
10. Magda read the book and then wrote a review of it for the school newspaper.