

Mrs. Hunt's Eighth Grade Summer Reading List 2024

You will read three books this summer for my class:

- **First required read:** The Diary of a Young Girl by Anne Frank
- **Second 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.)
- **Third required read:** How to Read Literature Like a Professor for Kids by Thomas C. Foster

Assignments:

- Book one: Complete the "Inside the Secret Annex: Activities" project (see attached information).
- Books two and three: Complete the "Literary Investigator" project (See attached information)
- 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!

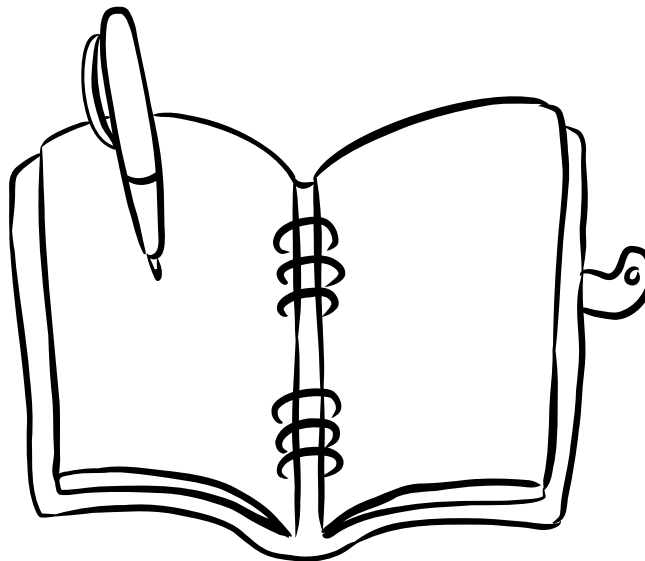
Inside the Secret Annex: Activities
The Diary of a Young Girl
By Anne Frank

Part 1: What's In Your Bag?

This assignment asks you to imagine a scenario where you and your family must go into hiding, similar to Anne Frank's experience. Your task is to consider what you would pack into a single backpack. First, you will choose 10-12 items that you deem essential or meaningful. Then, for each item, you need to write a response explaining your choice: why you selected it (considering practicality, sentimentality, or entertainment value), how you would utilize it while in hiding, and what it reveals about your own personality and needs. To complete the assignment, you will also take two photographs: one displaying all your chosen items laid out beside your backpack before packing, and a second photograph showing everything packed inside the backpack.

Part 2: Anne Frank Character Growth Chart

This assignment focuses on analyzing Anne Frank's development throughout her diary, *The Diary of a Young Girl*. You will be tracking her emotional, mental, and social changes, as well as her fears and dreams, across different time periods. To do this, you will create a chart with three columns labeled "Growth," "Fears," and "Dreams," and divide it into five time periods from the diary. You will then fill in the chart with specific details from the diary, using direct quotes whenever possible, and provide your own analysis of how Anne's thoughts and emotions evolve. Finally, you will write a one-paragraph reflection on Anne's overall growth and discuss what her diary teaches us about resilience, hope, and the process of growing up.



Name: _____

Date: _____

WHAT'S IN YOUR BAG?

Objective:

Imagine you and your family are forced to go into hiding under the same conditions as Anne Frank and the others in the Secret Annex. You can only bring one backpack filled with essential and meaningful items. What would you pack? How would these items help you physically, emotionally, and mentally during your time in hiding?

Instructions:

Choose Your Items (Write your reflection):

- Select 10-12 items you would pack in your backpack.
- In a well-written response, describe each item and explain:
 - Why you chose it (Is it practical? Sentimental? Entertainment?)
 - How you would use it in the Annex
 - What it reveals about your personality and needs

Lay Out Your Items & Take Photos

- Before Picture: Arrange all your items neatly on a table next to your backpack to show everything you would bring.
- After Picture: Pack everything inside your backpack and take a second photo to show how it fits.



Example Response:

Item: *A small notebook and pen*

- I would bring a notebook and pen to document my experiences, just like Anne Frank. Writing would help me process my emotions, pass the time, and keep my mind active. This item is important to me because journaling is a way to express thoughts I might not be able to say out loud.

Name: _____

Date: _____

ANNE FRANK CHARACTER GROWTH CHART

Objective:

As we read *The Diary of a Young Girl*, you will track Anne's growth, fears, and dreams over time. This will help you understand how her character develops and how her experiences shape her thoughts and emotions.

Instructions:

1. Create a tri-column chart with the following headings:
 - Growth - How does Anne change emotionally, mentally, and socially?
 - Fears - What scares Anne at different points in the diary?
 - Dreams - What does Anne hope for in the future?
2. Divide the chart into five time periods to reflect Anne's changes:
 - June-September 1942 (Early entries, adjusting to life in hiding)
 - October 1942-February 1943 (New struggles, reflections on war)
 - March-August 1943 (Increased tension, Anne's maturing voice)
 - September 1943-February 1944 (Personal growth, relationship with Peter)
 - March-August 1944 (Final reflections, evolving dreams)
3. As you read, fill in the chart with details from the diary.
 - Use direct quotes from Anne's diary when possible.
 - Provide your own analysis of how Anne's thoughts and emotions change.

Final Reflection (Paragraph Response): After completing the chart, write a one-paragraph reflection on Anne's overall growth. What do you think Anne's diary teaches us about resilience, hope, and growing up?

Success Criteria:

- ✓ Complete Chart - Each time period includes details about Anne's growth, fears, and dreams.
- ✓ Text Evidence - Uses direct quotes from the diary when possible.
- ✓ Thoughtful Analysis - Explains how Anne's thoughts and emotions change over time.
- ✓ Final Reflection - One well-written paragraph discussing what Anne's story teaches about resilience, hope, and growing up.

Name: _____

Date: _____

You can use this chart to complete your assignment, or if you need more space, you can create your own chart on a separate sheet of paper.

TIME PERIOD	GROWTH (HOW ANNE CHANGES)	FEARS (WHAT SCARES HER)	DREAMS (WHAT SHE HOPES FOR)
JUNE-SEPTEMBER 1942			
OCTOBER 1942- FEBRUARY 1943			
MARCH-AUGUST 1943			
SEPTEMBER 1943- FEBRUARY 1944			
MARCH-AUGUST 1944			

Literary Investigator Project

Required Read: How to Read literature Like a Professor for Kids

By Thomas C. Foster

&

Required Read: Free Read of your choice

Objective: Students will apply literary concepts from How to Read Literature Like a Professor for Kids to a novel of their choice, demonstrating their analytical skills and understanding of literary devices.

Materials:

- Your free-read novel
- How to Read Literature Like a Professor for Kids
- Poster board or large paper
- Markers, colored pencils, images, etc. for the poster

Instructions:

1. **Novel Selection:** You will use your free-read novel for this project. Ensure your novel is appropriate for academic analysis.
2. **Concept Selection:**
 - Carefully review How to Read Literature Like a Professor for Kids.
 - Choose three different literary concepts or "rules" from the book that you find present and significant in your free-read novel.
 - These concepts might include (but are not limited to): Every Trip Is a Quest (Except When It's Not), Seasons Matter, It's All Political, More Than It's Gonna Hurt You: Concerning Symbolism, Is That Thing a Symbol?, and One Story
3. **Analysis and Evidence:** For each of the three chosen concepts, write a detailed analysis that includes the following:
 - **Concept Explanation:** Clearly explain the concept from How to Read Literature Like a Professor for Kids in your own words.
 - **Application to Novel:** Provide specific examples and textual evidence (quotes and page numbers) from your free-read novel that demonstrate how the concept is used.
 - **Explanation of Significance:** Explain the significance of the concept in your novel. What does it reveal about the characters, plot, themes, or author's message? Why is it important?

Poster Presentation: Create a visually appealing and informative poster that presents your analysis.

Your poster **MUST** include the following elements:

- Title: A creative title that reflects your analysis.
- Novel Information: The title and author of your free-read novel.
- Concept Titles: Clear headings for each of the three literary concepts you chose.
- Concept Explanations: A brief summary of each concept in your own words (can be shorter than your written analysis).
- Textual Evidence: At least one key quote from your novel for each concept, with the page number cited.
- Analysis Summary: A concise summary of your analysis for each concept, explaining its significance in your novel (shorter version of your written analysis).
- Visuals: Include images, symbols, or other visual elements that represent your novel and the concepts you are analyzing. Be creative and thoughtful!
- Organization: Arrange the information on your poster in a clear, logical, and easy-to-follow manner.

Example (as provided):

- If you read Harry Potter, you might discuss:
 - "Seasons Matter" (how winter represents danger and death in certain books)
 - "It's All Political" (the Ministry of Magic's control and influence)

Grading Rubric:

- Concept Selection: (Appropriateness and relevance of chosen concepts)
- Analysis and Evidence: (Depth of analysis, quality of textual evidence, explanation of significance)
- Poster Content: (Inclusion of all required elements, accuracy, clarity)
- Poster Presentation: (Organization, visual appeal, clarity of speech, knowledge of material, ability to answer questions)

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 fans at the softball game cheered wildly.
 Answer the telephone.
 Did you read the newspaper this morning?
 What a wonderful surprise this is!

When a group of words looks like a sentence but does not express a complete thought, it is called a *sentence fragment*.

SENTENCE	The fruit in the bowl is too ripe.
SENTENCE FRAGMENT	The fruit in the bowl. [This is not a complete thought. What about <i>The fruit in the bowl?</i>]

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

EXAMPLES The trails can be steep and rocky.
 Shaquille O'Neal played for the Los Angeles Lakers in the 1990s and the 2000s.

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*, although *you* doesn't appear in the sentence. In such cases, *you* is called the *understood subject*.

EXAMPLES (You) Write your name on the top of the paper.
 (You) Call the fire department!

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

EXAMPLE What an amazing athlete Simone Biles is!

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

EXAMPLE What is your favorite restaurant?


EXERCISE 1 Identifying Sentences and Sentence Fragments

Identify each group of words below by writing *sent.* for *sentence* or *frag.* for *sentence fragment* on the line before each group.

- EX. frag. 1. whenever she rides her mountain bike
sent. 2. Alana wears her helmet whenever she rides her mountain bike
- _____ 1. who wrote the screenplay for that movie
- _____ 2. river rafting, a popular and exciting sport
- _____ 3. gathering the elephants and herding them down to the Chao Phraya River
- _____ 4. a colorful caterpillar crept along a branch of the tree
- _____ 5. when compared to other creatures
- _____ 6. the lead part in the play
- _____ 7. a plumber repaired the leaking faucet in the kitchen
- _____ 8. wonderful drawings full of interesting details
- _____ 9. the paper in this book was once part of a tree
- _____ 10. even though the coach and the players seemed ready for the game on Saturday
- _____ 11. the man cleaned the carpets
- _____ 12. after running as hard as she could for several minutes
- _____ 13. tuck in your shirt
- _____ 14. she left early to do her homework
- _____ 15. for example, his long curly hair

EXERCISE 2 Classifying and Punctuating Sentences

On your own paper, write one of each of the four kinds of sentences (declarative, imperative, interrogative, and exclamatory). Use correct end punctuation, and label each sentence.

- EX. 1. Which planet is closest to the earth? (interrogative)
- 

MODULE 1: THE SENTENCE

RUN-ON SENTENCES

If A *run-on sentence* is two complete sentences run together as if they were one sentence.

Run-ons are confusing because the reader can't tell where one idea ends and another begins. 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 sentences, you create a **comma splice**. To revise run-on sentences or comma splices, you can make two sentences, or you can use a comma and a coordinating conjunction such as *and*, *but*, or *or*.

RUN-ON Michael Jordan played for the Chicago Bulls he was the team's star player.

CORRECT Michael Jordan played for the Chicago Bulls. He was the team's star player.

RUN-ON Michael was a member of the 1992 Olympic basketball team, that year the U.S. team won a gold medal.

CORRECT Michael was a member of the 1992 Olympic basketball team, and that year the U.S. team won a gold medal.

FYI To spot run-on sentences, 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, look carefully to make sure you haven't written a run-on sentence.

EXERCISE 3 Identifying and Revising Run-on Sentences

On your own paper, revise each of the following run-on sentences by breaking it into two separate sentences or by using a comma and a coordinating conjunction. If a sentence is correct, write *C*.

- EX. 1. Storms can be quite powerful some of the most powerful storms are called hurricanes.

Storms can be quite powerful. Some of the most powerful storms are called hurricanes.

1. Hurricanes are storms with fierce winds they often form over the Atlantic Ocean and parts of the Caribbean Sea.
2. The storms have a circular shape they can be hundreds of miles across.
3. A calm area is located in the middle of a hurricane this area is called the *eye*.

4. People living along the Gulf of Mexico and the Atlantic coast of the United States have witnessed the power of hurricanes.
5. High waves from the storm batter the coast they can cause heavy damage to beaches and oceanfront property.
6. High winds destroy trees and power lines heavy rains cause flooding of roads and highways.
7. Problems occur when a hurricane moves over land.
8. After they reach land, hurricanes sometimes cause tornadoes.
9. During hurricane season, the National Weather Service keeps a close watch on the Caribbean Sea the Weather Service issues warnings to people in any storm's path.
10. People in threatened areas leave their homes they seek shelter in a safe place away from the coast.

EXERCISE 4 Identifying and Revising Run-on Sentences

The paragraph below is confusing because it contains fragments and run-ons. On your own paper, rewrite the paragraph, correcting the errors.

- EX. 1. Have you ever heard of Doodyville it is the hometown of a well-known puppet.

Have you ever heard of Doodyville? It is the hometown of a well-known puppet.

Howdy Doody was a popular children's television show, it aired during the 1950's. The program featured Howdy Doody and "Buffalo" Bob Smith they told about their adventures in Doodyville. Howdy was a marionette which is a kind of puppet an operator above the stage controlled his movements with strings. The show featured contests and sing-alongs it also had an audience of children who were referred to as "The Peanut Gallery." Another character on the show was Clarabell the clown whenever Clarabell got hit with a pie in the face, The Peanut Gallery laughed and screamed. I always wondered about Clarabell's voice an automobile horn was used to make it.

MODULE 1: THE SENTENCE

THE SUBJECT AND THE PREDICATE

A sentence is made up of two parts: the *subject* and the *predicate*.

1g The *subject* tells whom or what the sentence is about. The *predicate* tells something about the subject. The *complete subject* consists of all the words needed to tell *whom* or *what* the sentence is about. The *complete predicate* consists of all the words that say something about the subject.

EXAMPLES *CMPL. S.* *CMPL. PRED.*
Ten Lipizzaner stallions | jumped over the fence.

CMPL. S. *CMPL. PRED.*
All of the clown's balloons | popped.

CMPL. S. *CMPL. PRED.*
Bobby Ray | drew an ink sketch of the school.

Usually, the subject comes before the predicate. Sometimes, however, the subject appears elsewhere in the sentence. To find the subject of a sentence, ask *Who?* or *What?* before the predicate.

EXAMPLES Flying as fast as it could, the **hawk** caught a small bird. [*What* caught a small bird? A *hawk* did.]
 Will **Janelle** play the trombone? [*Who* will play the trombone? *Janelle* will.]

NOTE Because a subject and a verb are the essential parts of a sentence, they are called the *sentence base*.

EXERCISE 5 Identifying Complete Subjects and Complete Predicates

In each of the following sentences, draw a line between the complete subject and the complete predicate.

EX. [1] Native Americans | hold many festivals and celebrations.

[1] The sun dance festival was important to the peoples of the Great Plains. [2] The festival was celebrated in the summer. [3] Leaders chose the site for the ceremony. [4] Young warriors rode out to other villages and announced the location of the ceremony. [5] People

came together and built a large structure of upright posts and rafters. [6] A tall pole stood in the middle of the area. [7] The people pitched their tepees in a circle facing each other. [8] The dancers painted their bodies and danced to the music. [9] The dancers faced the sun throughout the ceremonies. [10] The actual ceremonies lasted twelve days.

EXERCISE 6 Creating Sentences

Create five sentences by drawing a line to connect each complete subject with a complete predicate below. Then write the sentences on the lines provided. Use capital letters and end marks. Draw a line between the complete subject and the complete predicate.

EX. 1. a turtle yelling "Fire" — scrambled out of the soup.

1. A turtle yelling "Fire!" | scrambled out of the soup.

Complete subjects

the crowd of yellow-bellied frogs

two half-opened oysters

the blue dog named Yeller

a fat cat squinting in the sun

a fish with a small fishing pole
under its fin

Complete predicates

scanned one dictionary page and
turned to the next

argued over the peanuts

stands waiting for the school bus

politely asked me for the time

pushed the red panic button

1. _____

2. _____

3. _____

4. _____

5. _____

MODULE 1: THE SENTENCE

THE SIMPLE SUBJECT AND THE SIMPLE PREDICATE

1h The *simple subject* is the main word or words in the *complete subject*.

EXAMPLES A **poster** in the gym describes the contest. [The complete subject is
A poster in the gym.]

The huge double **doors** slammed shut. [The complete subject is
The huge double doors.]

The simple subject may consist of one word or several words. The simple subjects in these examples are both compound nouns.

EXAMPLES A **home run** ended the game.
Good Luck Charlie was a popular television series.

NOTE In this book, the term *subject* refers to the simple subject unless otherwise indicated.

EXERCISE 7 Identifying Complete Subjects and Simple Subjects

In each of the following sentences, underline the complete subject once and the simple subject twice.

EX. 1. Many immigrants entered the United States through Ellis Island.

1. The immigration station on Ellis Island opened on Saturday, January 1, 1892.
2. An immigrant's first look at the island was from the ferryboats.
3. A two-story brick building stood on the island.
4. Smaller buildings on the grounds included a hospital, a laundry, a dining hall, and a dormitory.
5. On the first floor of the main building was the Great Hall.
6. A large U.S. flag hung from the balcony of this hall.
7. Sitting on wooden benches were hundreds of immigrants.
8. Physical and dental examinations often required a two-day wait.

9. Most immigrants received a landing card after the examination.
10. The Ellis Island Immigration Station became a Coast Guard station in 1941.

1i The *simple predicate* is the main word or group of words in the complete predicate.

The simple predicate may be a one-word verb, or it may be a verb phrase. A *verb phrase* consists of a main verb and its helping verbs.

	<i>CMPL. S.</i>	<i>CMPL. PRED.</i>
EXAMPLES	My brother	sings in the third act.
	<i>CMPL. S.</i>	<i>CMPL. PRED.</i>
	Ignacio	is sorting the mail.
	<i>CMPL. S.</i>	<i>CMPL. PRED.</i>
	Our group	will be joining the cleanup committee.

The words *not* and *never*, which are frequently used with verbs, are not part of a verb phrase. Both of these words are adverbs.

EXAMPLES	We	did not listen to the radio this morning.
	Gordon	has never played football.

NOTE In this book, the term *verb* refers to the simple predicate unless otherwise stated.

EXERCISE 8 Identifying Complete Predicates and Verbs

In each of the sentences below, underline the complete predicate once and the verb twice.

EX. 1. Your body can repair itself.

1. Even a small burn should not be neglected.
2. You should hold a minor burn under cold water for ten minutes.
3. Some skin cells are destroyed by the heat.
4. You should never put grease, butter, or ice on a burn.
5. Usually, a small blister forms over the hurt area.

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 words are *and* and *or*.

EXAMPLES **Lloyd, Flo, and I** collected all the rubbish.
 Either **snow** or **showers** are predicted.
 At the bottom of the trunk were some old **newspapers** and **magazines**.

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 between the verbs.

EXAMPLES Tanya **stopped** and **stared** in disbelief.
 You may **read** a book, **play** chess, or **watch** a movie.

EXERCISE 9 Identifying Compound Subjects

In each of the sentences below, underline the compound subject once and the verb twice.

EX. 1. Either sage or rosemary is a good choice for dry, stony ground.

1. Lila and Karl planted an herb garden last spring.
2. Parsley, chives, and horseradish are all common cooking herbs.
3. Roses and lilies are also included in the category of herbs.
4. Nurseries, hardware stores, and seed catalogs sell a wide variety of herb seeds.
5. Among herbs, chicory and flax make a fine show of blue flowers.
6. The different textures and colors of thyme leaves produce a beautiful pattern.
7. Karl and his parents dug a garden plot in their yard.
8. Watering and weeding kept Lila and Karl busy all May and June.
9. Basil and mint are the largest crops so far this year.
10. Collecting dill seed and harvesting licorice root will happen in late summer and fall.

EXERCISE 10 Identifying Compound Verbs

In each of the sentences below, underline the subject once and the compound verb twice.

EX. 1. The runners fought for position and then settled into a comfortable pace.

1. My cat sleeps behind the books in the bookcase and looks like a dust ball afterward.
2. The Oregon Trail started in Independence, Missouri, and ran for about 2,100 miles.
3. The photographers traveled to distant countries and took wonderful pictures of many strange animals.
4. Beyoncé not only is a singer and songwriter but also runs her own entertainment management company
5. Father's Day was first celebrated in West Virginia, and was observed for the hundredth time in 2009.

EXERCISE 11 Identifying Compound Subjects and Compound Verbs

In each of the sentences below, underline the subject once and the verb twice.

EX. 1. The sun is a star and resembles a ball.

1. Long ago, people gave names to the brightest stars and learned their locations.
 2. These ancient stargazers saw patterns in the sky and named the constellations.
 3. Among the brightest stars in the sky are Sirius and Rigel.
 4. Sometimes stars explode and become much brighter.
 5. Many mysteries or unanswered questions about such events remain.
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