

## Summer Reading for Incoming 7th Graders

### Book: Inkheart by Cornelia Funke

This is the required book for you to read over the summer. You will be tested on the book the second week of school, it will be an open book multiple choice test. You can find this book free online at <http://www.manybooks4u.net/young/ya4213.html>

You must pick two of the activities of the ones listed below to be turned in the first week of school.

#### Activities:

#### Diary Entry

Write multiple diary entries (at least 6) that Meggie might have written in discussing her missing mother or her relationship with her father. **Must be typed.**

#### Job Description

Write a job description that Capricorn might have written had he posted a help wanted ad for a silver tongue to read treasure out of books for him. **Must be typed.**

This should include:

- Catchy Job Title
- Be Specific About the Role- what skills does the job require
  - incorporate three bullet points containing the "punchiest" (eye catching) benefits or incentives associated with the job. Such as salary, work from home, car, etc....
- Tell Them About Your Company
- Provide a Phone Number for Enquiries or email address

## Wanted Poster

Design a wanted poster for Capricorn or some of his henchmen as one might have created to find a criminal accused of a specific crime. Typed and pasted neatly on your drawing.

## Board Game

Create a unique board game that depicts the conflict between Mo and Capricorn. Any lettering or game cards should be typed.

## **Summer Reading for Incoming 7th Graders Pt 2**

### **Book: Moonbird: A Year on the Wind with the Great Survivor B95 by Robert F. Sibert**

You may read this book or Inkheart over the summer. You will be tested on the book the second week of school, it will be an open book multiple choice test .

If you read this book, you must pick two of the activities for this book. The activities for this book are listed below. These activities must be turned in the first week of school.

#### **Activities:**

##### **Migratory Circuit**

Create an informational packet on the Red Rufas' migratory circuit. Create a visual representation that informs the reader about geography, climate, environmental policies, history, local industries, pollution levels, etc. and how these all play a part in the success of the Red Rufas.

##### **Public Service Announcement**

Research public service announcements, videos, films, podcasts, and other media whose message it is to protect the environment. Analyze how they create their message. Choose an environmental issue and create a multimedia presentation using similar techniques/strategies.

##### **Banding Expedition Game**

Research the steps, tools and latest inventions used to create a successful expedition on banding birds or other endangered animals. Create your game using these facts. Remember to include the object and rules of your game.

**\*\* Remember all written items must be typed\*\***

Name \_\_\_\_\_

Date \_\_\_\_\_

**Middle School Project Rubric**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Content</b>	Project does not contain any of the required elements.	Project contains only a few of the required elements.	Project contains most of the required elements.	Project contains all the necessary required elements.	
<b>Neatness</b>	Work is very sloppy and difficult to read.	Work is somewhat sloppy and difficult to read.	Work is neat throughout most of the project.	Work is neat throughout the entire project.	
<b>Organization</b>	Project is very unorganized and difficult to read.	Project is somewhat unorganized or difficult to read.	Project is mostly well-organized and easy to read.	Project is very well-organized and easy to read.	
<b>Attractiveness</b>	The project is formatted in a way that is confusing to the reader or person viewing it.	The project is somewhat attractive but can be visually distracting to the reader or person viewing it.	The project is mostly attractive and visually appealing to the reader or person viewing it.	The project is exceptionally attractive and visually appealing to the reader or person viewing it.	
<b>Accuracy of facts</b>	Content is inaccurate.	Content is mostly inaccurate.	Content is mostly accurate.	Content is accurate.	
<b>Language and mechanics</b>	Project contains many errors in language and mechanics.	Project contains several errors in language and mechanics.	Project contains a few errors in language or mechanics.	Project contains no errors in language or mechanics.	
<b>Originality</b>	Project is presented entirely in a voice other than the student's or has no creativity.	Project is presented mostly in a voice other than the student's or in a manner that lacks originality and creativity.	Project is presented mostly in a manner that is predictable.	Project is presented in a manner that expresses the student's creativity.	
<b>On time</b>	Project is incomplete or turned in later than 2 days past due date.	Project is complete and turned in 2 days late.	Project is complete and turned in 1 day late.	Project is complete and turned in on the due date.	
<b>Total Score:</b>	_____	_____	_____	_____	<b>Comments:</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

**Middle School Presentation Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Eye contact</b>	Student always maintains eye contact with audience while presenting.	Student usually maintains eye contact with audience while presenting with occasional references to notes.	Student rarely makes eye contact with audience while presenting, reading mostly from notes.	Student does not make eye contact with audience while presenting but reads exclusively from notes.
<b>Voice (volume and intonation)</b>	Student always speaks in a volume that allows the entire audience to hear.	Student usually speaks in a volume that allows the entire audience to hear.	Student needs occasional reminder to speak in a volume that allows the entire audience to hear.	Student needs several reminders to speak in a volume that allows the entire audience to hear.
<b>Organization</b>	Student presents information in a manner that is very interesting and easy to understand.	Student presents information in a manner that is mostly interesting and mostly easy to understand.	Student presents information in a manner that is not well-sequenced and somewhat difficult to understand.	Student presents information in a manner that is not well-sequenced and very difficult to follow.
<b>Fluency of speech</b>	Student knows material to be delivered and always delivers it fluently (without stutters, stumbles, umms, mumbles, etc.)	Student knows material to be delivered and usually delivers it fluently (without stutters, stumbles, umms, mumbles, etc.)	Student knows material to be delivered but delivers it with some hesitation.	Student hesitates throughout the presentation. Knowledge of material is questioned.
<b>Accuracy of information</b>	Student delivers information that is completely accurate.	Student delivers information that is mostly accurate.	Student delivers information that is mostly inaccurate.	Student delivers information that is completely inaccurate.
<b>Visual aid</b>	Student has visual aid and integrates it into presentation to increase understanding.	Student has visual aid but only briefly refers to it in presentation.	Student has visual aid but does not refer to it during presentation.	Student has no visual aid.
<b>Evidence of knowledge of topic</b>	Student shows great understanding and knowledge of topic and can answer all questions from audience in a complete and well-explained manner.	Student shows good understanding and knowledge of topic and can answer some questions from audience in a complete and well-explained manner.	Student shows fair understanding and knowledge of topic and can answer only basic questions from audience without much explanation.	Student shows poor understanding and knowledge of topic and cannot answer questions from audience.
<b>Use of technology</b>	Student uses technology to enhance the presentation.	Student uses technology, but its use does not enhance the presentation.	Student does not use technology during the presentation, but can think of a way that technology could have enhanced the presentation.	Student cannot think of a way that technology could have enhanced the presentation.
<b>Total Score:</b>	_____	_____	_____	_____

**Comments:**

