



## Summer Reading Together Packet

@Learning\_Ally  
#SRT22

## Summer Reading Together Packet

**Grades: 6-8**

Learning is not just for the classroom! Use the following activities to add reading to your summer and have fun reaching your goals. Complete each step and earn your certificate! Learning Ally has lots of book selections to keep you reading.

Sign up for the [Summer Reading Together Program](#) to win prizes and share your success! Four students win each month and four win at the end of the summer for overall reading across June, July and August. Monthly prizes include a \$25.00 digital gift card! End of summer winners also receive a \$100 digital gift card. Top students who read the most pages or who have the most days spent reading 20 minutes or more will win!

You can use this packet to read all summer. Print extra copies of activity pages that you want to use for more than one book. Your family can help you use these activities to share on social media.

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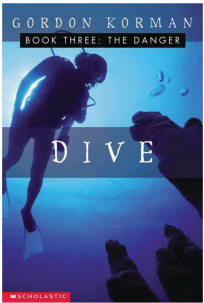
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## Step 1: Pick a book

Summer is a great time to read!! Start by picking a book that looks good to you. It is a good idea to pick a couple of books in case you don't like the first one you try. Keep trying until you find one you like.

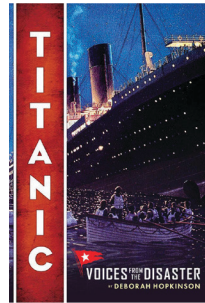
See the next page for some recommendations to get you started!

**SUMMER READING 2022: OCEANS OF POSSIBILITIES – MIDDLE & HIGH SCHOOL**



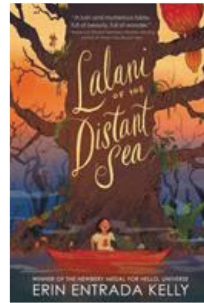
**KX364**

The Danger, *Gordon Korman*



**KP135**

Titanic: Voices From The Disaster, *Deborah Hopkinson*



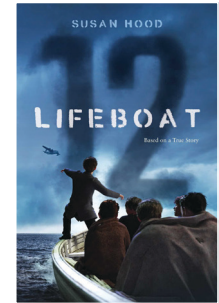
**NC441**

Lalani Of The Distant Sea, *Erin Entrada Kelly*



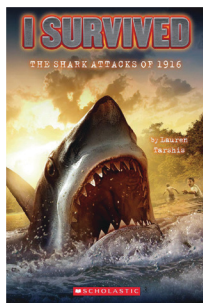
**ND145**

Our Castle By The Sea, *Lucy Strange*



**NC064**

Lifeboat 12, *Susan Hood*



**KJ573**

I Survived The Shark Attacks Of 1916, *Lauren Tarshis*



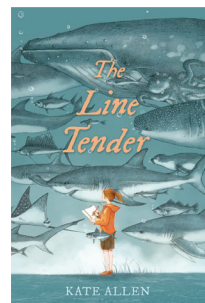
**NC385**

Young Captain Nemo, *Jason Henderson*



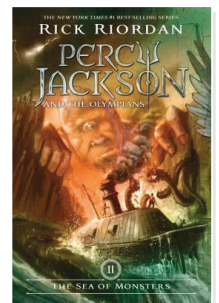
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Refugee, *Alan Gratz*



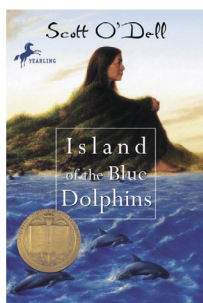
**NC848**

The Line Tender, *Kate Allen*



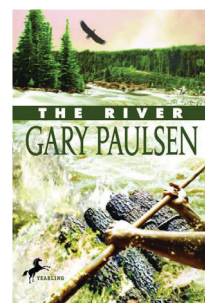
**HT439**

The Sea Of Monsters, *Rick Riordan*



**HV780**

Island Of The Blue Dolphins, *Scott O'Dell*



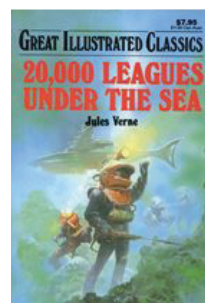
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The River, *Gary Paulsen*



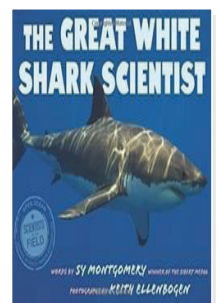
**ND624**

Trash Vortex : How Plastic Pollution Is Choking The World's Oceans, *Danielle Smith-Llera*



**KW402**

20,000 Leagues Under The Sea, *Jules Verne*



**ND934**

The Great White Shark Scientist, *Sy Montgomery*

## Step 2: Set a goal

The best way to become a good reader is to plan to read as often as you can. You can start slow and then work your way up to more reading as you get stronger. You can aim for a certain number of minutes or pages each day. Think about the best days and times that you can read. Make sure you pick a comfy spot and have a snack!

You can update your goal every month:

### Month 1 Goal:

I will read for \_\_\_\_\_ minutes or \_\_\_\_\_ pages on these days:

Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday  
(circle every day that you will read)

### Month 2 Goal:

I will read for \_\_\_\_\_ minutes or \_\_\_\_\_ pages on these days:

Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday  
(circle every day that you will read)

### Month 3 Goal:

I will read for \_\_\_\_\_ minutes or \_\_\_\_\_ pages on these days:

Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday  
(circle every day that you will read)

## Step 3: Prepare

A good way to help you read well is to prepare before you read. Before you start your book, think about what you already know and make some predictions. As you read, gather evidence to support or refute your prediction. As you finish your book consider whether your prediction was accurate or not. Use the below framework to track your prediction:

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Prediction:

Supporting quotes/ actions/ experiences:

Supporting facts and/ or inferences:

Conclusion and Analysis: Was your prediction right or wrong?



## Step 4: Create

Use any of the following activities to help you learn while you read:

### Character Map

**Purpose:** To assist students in the identification and analysis of the character traits in a literary work using text support.

**Instructions:** Use this graphic organizer to identify character traits as you progress through your book. Review the below example and then complete your own character trait map for a character in the book you are reading.

Example:

Title:	<i>Alice in Wonderland</i>
Author:	<i>Lewis J. Carroll</i>

<p>Feelings</p> <p><i>Alice felt bored so she had an adventure. After that she was scared and confused.</i></p>	<p>Description</p> <p><i>Alice is a blond girl with a blue dress and a white apron.</i></p>
<p>Name: <i>Alice</i></p>	
<p>Behavior</p> <p><i>Alice was very curious and had many adventures with the white rabbit.</i></p>	<p>Personality Traits</p> <p><i>Alice was mannerly, cheerful and curious.</i></p>

Title:	
Author:	

Feelings	Description
Name:	
Behavior	Personality Traits

## Words to Learn: Vocabulary Builder:

Find interesting words in your audiobook that are unfamiliar to you. Write what you think it means, the page number and the dictionary definition.

### Share on social media!

Share between three and six vocabulary words using #mysummervocab and tagging @Learning\_Ally as well as #SRT22

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

New Word	What I Think It Means	Page Number	Dictionary Definition

## Literary Elements:

The author uses many different elements to help make the story more engaging. A few elements that are used often in the story are simile, metaphor, symbolism and imagery.

**1. Imagery:** The use of sensory words to paint an image in your mind. For example:

- The gushing brook stole its way down the lush green mountains, dotted with tiny flowers in a riot of colors and trees coming alive with chirping birds.

**2. Simile and Metaphor:** Comparing two distinct objects to something else. Simile uses "like" or "as". A metaphor describes without using "like" or "as". For example:

- "My love is like a red, red rose" (simile)
- He is an old fox; very cunning (metaphor)

**3. Symbolism:** Something (a word, action or event in the story) that represents something else. For example:

- A red rose represents love
- A dove represents peace.

Find examples of each literary element from the book you are reading and include them in the below chart:

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Literary Element	Example from the Book	Page Number
Imagery		
Simile		
Metaphor		
Symbolism		

## Step 5: Track your progress

Use the calendar to check off every day that you read. Use the pictures to show if your summer reading outlook is cloudy, partly sunny, or sunny!

### Share on social media!

When you finish a book, create a video to recommend your summer reading book to other students using #mysummerbook and tag @Learning\_Ally and #SRT22

## Step 6: Celebrate!

When you reach your goals, celebrate your success by sharing this certificate of your success with family and friends. You can share your progress on social media using #SRT22



# Certificate of Participation

Thank you for joining our community of readers and congratulations  
on your commitment to improving your daily reading habits.

**SUMMER 2022**





## Step 7: Keep Reading!!!

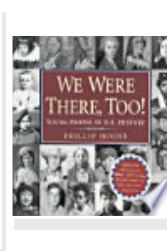
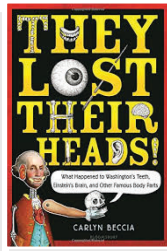
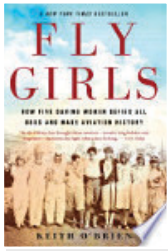
Learning Ally has even more activities and book recommendations.

Visit Learning Ally's Distance Learning site to find more activities.  
<https://learningally.org/Solutions-for-School/Distance-Learning>

Check out these recommendations

## Good Reads: Middle School

### Nonfiction



**NC047** *Fly Girls Young Readers' Edition : How Five Daring Women Defied All Odds and Made Aviation History*, Keith O'Brien

**KY379** *Kids On Strike!* Susan Campbell Bartoletti

**NC720** *They Lost Their Heads! : What Happened To Washington's Teeth, Einstein's Brain, And Other Famous Body Parts*, Carlyn Beccia

**NC729** *Know Your Rights! : A Modern Kid's Guide To The American Constitution*, Laura Barcella

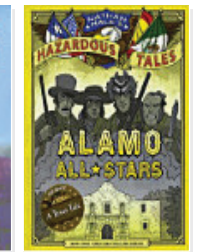
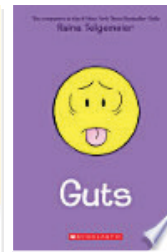
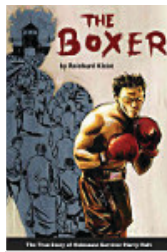
**NA223** *Lion : A Long Way Home Young Readers' Edition*, Saroo Brierley

**GW423** *We Were There Too! : Young People In U.S. History*, Phillip Hoose

**NB643** *Path To The Stars: My Journey From Girl Scout To Rocket Scientist*, Sylvia Acevedo

**NA633** *Stormy Seas: Stories Of Young Boat Refugees*, Mary Beth Leatherdale

### Graphic Novels



**NB501** *A Wrinkle In Time: A Graphic Novel*, Madeleine L'Engle

**NA728** *The Boxer: The True Story Of Holocaust Survivor Harry Haft*, Amy Bass

**NA631** *Roller Girl*, Victoria Jamieson

**NC428** *Guts*, Raina Telgemeier

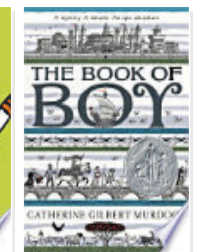
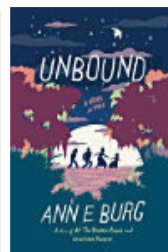
**KZ136** *The Last Kids On Earth And The Zombie Parade*, Max Brallier

**NB600** *All's Faire In Middle School*, Victoria Jamieson

**NC636** *White Bird*, R.J. Palacio

**NA460** *Alamo All-Stars*, Nathan Hale

### Historical Fiction



**NB465** *Resistance*, Jennifer Nielsen

**NA524** *Paper Wishes*, Lois Sepahban

**NA591** *Unbound: A Novel In Verse*, Ann Burg

**KW439** *Stella By Starlight*, Sharon Draper

**NB007** *The Night Diary*, Veera Hiranandani

**KX359** *The War That Saved My Life*, Kimberly Brubaker Bradley

**KZ614** *Full Of Beans*, Jennifer Holm

**NB966** *The Book Of Boy*, Catherine Gilbert Murdock