

**Bridgeport Public Schools**

**Summer Reading Activities**

**Seventh Grade**

**Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_



**Reading Department  
948 Main Street-5<sup>th</sup> floor  
Bridgeport, CT 06604**



**Bridgeport Public Schools**  
2010 – 2011

**ADMINISTRATIVE OFFICES BUILDING**  
948 Main Street – 5<sup>th</sup> Floor  
Bridgeport, Connecticut 06604  
Telephone (203) 275-1371 Fax (203) 337-2520

**VICTORIA EGRI**  
Director of Reading/Literacy  
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June 2010

Dear Parents/Guardians,

Summer is a time for students to celebrate the completion of a successful school year, and to continue to enjoy reading by choosing books that are of interest to them.

This packet has been developed to assist you in continuing to enhance your child's literacy experiences during the summer months. As your child reads through the summer he/she will build new vocabulary as they improve their ability to read fluently and with comprehension. This packet includes:

- *Summer Reading Lists;*
- *Reading logs for the Connecticut Governor's Reading Challenge;*
- *Sight word vocabulary practice;*
- *Story Maps; and*
- *CMT practice activities.*

This Summer Packet is not intended to be done during one sitting, but spread throughout the summer months. Set aside a time each day, or a few days a week, when your child will read a book from the list for at least 20 minutes a day.

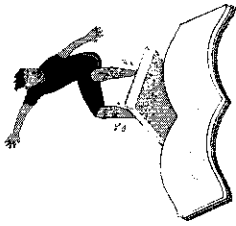
Please take your child to the public library where there is a special section of books specifically for Bridgeport Public School Students. The librarians will assist in choosing appropriate books to read. You may even find a book that you would love to read! Then encourage your child to complete one of the response activities.

The completed packet should be brought to school in August. If you have any questions, please contact the Reading Department at 203-275-1374. We wish you a safe and relaxing summer!

Sincerely,

A handwritten signature in cursive script that reads "Victoria Egri".

**Victoria Egri**  
Director of Reading/Literacy



# CONNECTICUT READS 2010

The Governor's Summer  
Reading Challenge



Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Town \_\_\_\_\_

My favorite book was \_\_\_\_\_

\_\_\_\_\_

I liked this book because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## CONNECTICUT READS 2010

The Governor's Summer Reading Challenge

### Summer Reading Journal



**MAKE WAVES at your library!**

# CONNECTICUT READS 2010

## THE GOVERNOR'S SUMMER READING CHALLENGE

Title of Book

# of Pages  
(Grades 6-12)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Title of Book

# of Pages  
(Grades 6-12)

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

Total number of pages read (Grades 6-12 only) \_\_\_\_\_

**BRIDGEPORT PUBLIC LIBRARY  
SUMMER READING LIST: 2010**

**GRADES 7 & 8**

AVI	MIDNIGHT MAGIC
BAUER	RULES OF THE ROAD
COONEY	GODDESS OF YESTERDAY
CRUTCHER	ATHLETIC SHORTS: SIX SHORT STORIES
CUSHMAN	THE MIDWIFE'S APPRENTICE
FARMER	THE EAR, THE EYE, AND THE ARM
FLAKE	MONEY HUNGRY
FLEMING	THE GREAT AND ONLY BARNUM:
GRIMES	JAZMIN'S NOTEBOOK
HIAASEN	HOOT
MIKAELSEN	TOUCHING SPIRIT BEAR
SLEATOR	THE DUPLICATE
TRUEMAN	STUCK IN NEUTRAL
WHELAN	HOMELESS BIRD

**Bridgeport Public Libraries Current Young Adult Magazines**

**Boy's Life (ages 11 and up)**  
**Cobblestone (ages 9-14)**  
**Cousteau Kids (ages 8-12)**  
**Cricket (ages 9-14)**  
**Faces (ages 9-14)**  
**Hopscotch for Girls (ages 6-12)**  
**National Geographic World/Kids (ages 6-14)**  
**New Moon (for girls ages 8-14)**  
**Ranger Rick (ages 6-12)**  
**Sports Illustrated for Kids (ages 8 & up)**

**Connecticut Newspapers**

**Bargain News-weekly**  
**Bridgeport Jewish Ledger-weekly**  
**Connecticut Post-daily and Sunday**  
**Danbury News and Times- daily and Sunday**  
**Fairfield Citizen News- weekly**  
**Hartford Courant- daily and Sunday**  
**New Britain Herald-daily**  
**New Haven Register-daily and Sunday**  
**New London Day-daily**  
**Norwalk Hour-daily and Sunday**  
**Stamford Advocate-daily and Sunday**  
**Trumbull times-weekly**  
**Waterbury American Republic-daily and weekly**  
**Westport News-weekly**

## Summer Reading Response

By \_\_\_\_\_

Grade: \_\_\_\_\_

Grade 7 (Choose 2-with a different book for each)

Grade 8 (choose 3-with at least 2 different books)

Here's the list of options to choose from after reading:

\*Circle your choices and include this page as a cover page when you hand your summer packet in to your language arts teacher on the first day of school.

1. Imagine you are a character in the book, and write a diary entry about your experiences, thoughts, and feelings.
2. Write a letter to a character in the book, giving her or him advice.
3. Imagine that you are the author of the book, and describe what happened to one of the characters years before or years after the time of the book.
4. Write a short composition on one of the themes for the book. For example, if one of the themes is love, you might write a composition about love, using examples from the book.
5. Write a poem, song, rap, or story about character, conflict, theme, symbol, or another element of the book.
6. Draw a picture or diagram based on one of the characters or scenes from the book. (You may do this only once per book.) You should draw with care and purpose, and provide detailed explanations or quotes.
7. Interview one of the characters about the story or about anything your imagination comes up with, asking

- questions in your voice and giving answers in the character's voice.
8. Review the book. Give your opinions about it; cite examples and quotes from the book to support why you think it is an interesting book or not. Would you recommend it to a friend? Why or why not?
  9. Write about the main problem or conflict in the book. Who is involved and what is it about?
  10. Finish the sentence: "I love ( or hate) the way the author (or character)..." (Remember, 250-300 words!)
  11. Design a final exam for your book. The exam must contain 5-10 T/F (True/False) questions, 10 multiple choice, 5 short answer, and one essay. Supply a completed answer sheet.

**Have a wonderful time reading this summer!**

Did you know that even though elephants possess hide as tough as leather, they still get insect bites? Read on to find out more.



## Let's Talk About Elephants

### 1. On the Move!

Elephants are powerful, plodding animals that still manage to look graceful as they roam Africa. This is a continent of diverse habitats, yet the elephant makes its home in all of them! From the thick rain forests of the Congo Basin to the dry deserts of Namibia, the elephant seems comfortable everywhere. Scientists have discovered that certain savannah-dwelling elephants have adapted to the harsh conditions of the desert. In other words, the savannah-dwelling elephants and the desert-dwelling elephants are related. The smaller forest elephants, however, are not related to the savannah or desert elephants.

### 2. Sizing Things Up!

The adult male savannah elephant is the largest land mammal in the world. It can weigh over 12,000 pounds, and stands roughly ten feet tall! The smaller forest elephant weighs up to 10,000 pounds.

### 3. Tusk, Tusk!

Both male and female elephants grow tusks. The savannah elephants' tusks are curved, while the forest elephants' tusks are small and straight. These smaller tusks are designed to help the elephant find and make its way through dense forests.

### 4. Hide Care

Even though elephants possess hide as tough as leather, they still need protection from insect bites and the scorching African sun. Every elephant knows that a soothing mud bath is a great way to cool down. At the same time, it adds a layer of sun block!

### 5. Mother Rules!

Elephants have a very specific family structure. An elephant calf is born into a large family of mothers,

sisters, aunts and grandmothers. Did you notice the above list doesn't include any males? That's because elephant families consist of groups of females and their young. Adult males leave the herd at about age fourteen. They either wander alone or join other bull elephants. Adult males rejoin the females only during the breeding season.

### 6. Who's Minding the Baby?

The mother of the newborn calf is responsible for feeding it milk. That's a huge task, considering that a newborn calf weighs 250 pounds! However, the elephant moms do have plenty of help when it comes to keeping an eye on their young ones. The whole herd protects the calves from predators. Since elephants bear young only once every few years, each baby is essential to the herd's survival. And there are many willing volunteers for babysitting duties. Known as "allmothers," they may be any age, but are usually young female elephants learning how to care for babies. The young female must learn how to do their job well, because the calf's life depends upon her care! She is also preparing for the future. After all, she is a potential mother.

### 7. Next!

When a young elephant reaches the age of five, the mother gives birth to a new calf. By this time, the young elephant weighs almost a ton. It has learned how to search for food. Males tend to leave their mothers earlier than females. At around the age of six, these young bulls will begin to wander beyond the protective circle of their family.

### 8. Trunk Training

A calf begins experimenting with its trunk at about four months of age and may initially find it difficult to try to grasp grass and other food. That's not surprising, since an elephant's trunk contains 40,000 muscles. It takes a lot of practice to control such a long snout! But eventually the elephant is able to pick up even a tiny peanut!

### 9. Vulnerable Giants

Elephants are under constant threat; they face many perils. There are the hunters who view them as trophies and the poachers seek their valuable ivory tusks to sell. These creatures deserve our protection. Just consider what would be lost if the trumpeting of the elephant no longer echoed through the jungles and across the deserts of Africa.

**GO ON**

### Let's Talk About Elephants

(A1 Main Idea)

1. What is the section paragraph 6 mainly about?

- A. elephant baby sitters
- B. the role of females in caring for baby elephants
- C. the mother's jealousy when other females care for her calf
- D. the fact that a newborn elephant weighs 250 pounds

(A4 Prediction)

2. If the author was to add another paragraph to this article, it would most likely be about:

- A. jewelry that has been carved from elephant tusks
- B. hunting expeditions to capture elephants of the savannah region
- C. laws that have been enacted to protect threatened elephants
- D. a comparison of Asian and African elephant babies

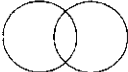



(B1 Structure)

3. Paragraph two can be described as:

- A. comparison and contrast
- B. main idea and details
- C. question and answer
- D. cause and effect

(B1 Structure)

4. Which of the following graphics best show how information in Paragraph 8 is organized?

- A. 
- B. 
- C. 
- D. 

GO ON

(A1 Main Idea)

5. Write another title for this piece. Use specifics from the text to support your answer.

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(C1 Connections)

6. After reading this passage, do you think you would enjoy traveling to Africa to go on a safari? Use information from the selection to support your answer.

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GO ON

(A1 Main Idea)

7. What is this article mainly about? Use specifics from the article to support your ideas.

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GO ON

April wanted to take art classes, but her family didn't have extra money. Will April be able to find a way to take art classes? Read the story below to find out what happens.

### Painting with Mrs. Grady

1. April faced the first day of summer vacation with mixed emotions. She was delighted that she didn't have to go to school, but she knew that it would be a boring summer because, unlike her friends, she wasn't going to camp or go on vacation. April knew that she would have to entertain herself. She decided to go to the park, so she grabbed her roller skates and gear, told her father she was leaving, and skated down the street.
2. She skated around the jungle gym, the sand box and the seesaws again and again until she was exhausted and collapsed in the grass looking for someone her own age. Babies napped in strollers with small umbrellas keeping the sun out of their eyes. Toddlers in the sandbox served each other sand cakes and pretended to sip muddy water from sand molds. A few adults were on their own, walking dogs, reading newspapers, or stretching out in the sun. April noticed her older neighbor, Mrs. Grady sitting in the far corner of the park, with a large wooden easel in front of her and paints placed next to her on the bench.
3. April wondered what her neighbor was painting, so she stood up and slowly glided over to the woman. Coming up behind the bench, April peeked over Mrs. Grady's shoulder. Twisted tree branches with big, sweeping leaves seemed to curl right off the top of Mrs. Grady's paper. Mrs. Grady didn't seem to notice April behind her as she quickly moved her paint brush across the canvas. April was fascinated. She had enjoyed painting in art classes at school, but this was amazing.
4. That night during dinner, April asked her parents if she could take art lessons. Her mother gave her the usual response. The family didn't have any extra money for art lessons this summer, but maybe she could take lessons next year. April stared at her plate and tried not to cry, disappointment washing over her.
5. The next morning April grabbed her skates and returned to the park. She skated around just as she had the day before, but it wasn't much fun without a friend. April noticed Mrs. Grady sitting in the same corner of the park with her easel. She quietly skated over and stood behind the bench, watching as Mrs. Grady's arm made small, graceful movements, sweeping the paintbrush across the page. Then Mrs. Grady suddenly stopped painting and turned around to look at April, who blushed and turned to leave.
6. "Do you like to paint too?" Mrs. Grady asked. She had a hint of green paint in her white hair. April nodded and told her, in a small voice, that someday she wanted to learn how to paint well.
7. "Would you like to learn a little bit today?" she asked. April nodded again and studied Mrs. Grady's painting, doubting that she herself would be able to paint so well. Mrs. Grady's strokes were very neat, and her colors were beautifully blended. Mrs. Grady handed April a piece of paper and a paintbrush and April sat down beside her neighbor.
8. "These are watercolors, so first dip your brush into the water and shake off the excess drops like this," Mrs. Grady instructed. April dipped her brush into the plastic cup of water on the bench and shook the extra droplets of water onto the grassy ground.
9. "Now roll your brush into the colors like this," Mrs. Grady demonstrated. April mimicked Mrs. Grady's movements and began to paint. April's picture wasn't as careful and delicate as Mrs. Grady's picture, but simply streaking the colors across the white paper made April tingle with happiness. She watched the brush soak up the paint, the wet colors branching off and making tiny lines throughout it.

GO ON

10. Mrs. Grady asked if April might like to paint with her as a regular summer activity. April sighed, and accidentally dropped the paintbrush in her hand. She loved the idea, but she knew that her parents couldn't afford to buy her the expensive materials that she would need for art lessons. Mrs. Grady was aware that something was wrong as April remained speechless and guessed that April did not have enough money for art supplies. She bent down and picked up the paintbrush, slowly handing it to April.
11. Maybe if you do a few favors for me – weed my garden, feed my cat, and get my mail – your parents might allow it. I could use the help," she said, smiling. "I have lots of art supplies, so you can use some of mine."
12. After speaking with Mrs. Grady, April's parents agreed to the arrangement. Mrs. Grady taught April different techniques for painting with watercolors and acrylics, and April mopped Mrs. Grady's kitchen floor. Mrs. Grady taught April to paint trees, and then April pulled weeds from Mrs. Grady's garden. Mrs. Grady taught April how to paint a person's face, and April fetched Mrs. Grady's mail and made sure that her cat had enough food and water. While they painted, they listened to music, sang, and told funny stories about things they each had done. April looked forward to visiting Mrs. Grady each day.
13. Soon the warm summer days began to cool into fall, and April and Mrs. Grady had their last art lesson before April returned to school. "I want to stay with you, not go to school," April complained. Mrs. Grady smiled, and suggested that April come over some evenings after her homework was finished.
14. Back at school, April's new teacher asked the students what they had done over the summer. When it was April's turn, she said that she had learned how to paint and made a new friend. April's teacher asked what grade her new friend was in.
15. "She's seventy-two years old and she's my neighbor," April told her surprised classmates and teacher. "She's a very talented artist, a great teacher, and an even better friend. We had a wonderful summer."

GO ON

### Painting with Mrs. Grady

(B1 Structure)

8. In Paragraph 2, the author:

- A. describes what is happening in the park
- B. persuades us to enjoy the park
- C. is a main idea with supporting details
- D. states an opinion about the park

(A4 Prediction)

9. If the author had added another paragraph to the end of this article, it would most likely have described:

- A. how long you have to take lessons to become a great painter
- B. suggestions on how to use watercolors and acrylics
- C. details about the kind of art April is interested in
- D. what new kinds of art techniques April learns as she continues her art lessons

(A1 Main Idea)

10. The story is mainly about

- A. how good an artist Mrs. Grady is
- B. trading books for art lessons
- C. how April learned to paint and made a new friend
- D. April's family who are too poor to provide art lessons

(C1 Connections)

11. Which character in the story would you like to know and why? Use specific details from the story to back your opinion.

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