

Buford Summer Reading List 2010

For all rising 7th and 8th graders

- Every rising 7th and 8th grade Buford student is to read 2 books this summer—a fiction book and a nonfiction book. **Students have FREE CHOICE.** Students may select a book that they want to read. The books below are suggestions by Buford teachers.
- For the fiction book (150 pages or more) students are to write 10 reader response entries. (See example following.)
- For the nonfiction book the student is to write a newspaper story about a major event or idea in the nonfiction book. (See example following.)

NONFICTION SUGGESTIONS	FICTION SUGGESTIONS
<i>The Power of One: Daisy Bates and the Little Rock Nine</i> by Judith Fradin	<i>Percy Jackson & the Olympians: The Lightning Thief</i> by Rick Riordan
<i>Marching for Freedom: Walk Together, Children, and Don't You Grow Weary</i> by Elizabeth Partridge	<i>Flygirl</i> by Sherri Smith
<i>Jane Addams: Champion of Democracy</i> by Judith Fradin	<i>Hunger Games</i> by Suzanne Collins
<i>What the World Eats</i> by Peter Menzel	<i>The Underneath</i> by Kathi Appelt
<i>Six Days in October: The Stock Market Crash of 1929</i> by Karen Blumenthal	<i>Copper Sun</i> by Sharon Draper
<i>When the Wall Came Down: The Berlin Wall and the Fall of Soviet Communism: A New York Times Book</i> by Serge Schmemmann	<i>Sunrise Over Fallujah</i> by Walter Dean Myers
<i>Are We Alone? Scientists Search for Life in Space</i> by Gloria Skurzynski	<i>Among the Impostors</i> by M. Haddix
<i>Hurricanes Force: In the Path of America's Deadliest of Storms</i> by Joseph Treaster	<i>Voyage of the Frog</i> by G. Paulsen
<i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman	<i>After Tupac and D Foster</i> by J. Woodson
<i>Jack: The Early Years of John F. Kennedy</i> by Ilene Cooper	<i>London Eye Mystery</i> by Siobham Dowd
<i>Invisible Allies: Microbes That Shape Our Lives</i> by Janette Farrell	<i>Shooting the Moon</i> by Frances Dowell

Reader Response for Fiction Put these reader responses on a **separate piece of paper** and hand them in to your English teacher the first week of school in August 2010.

Example: This is an example of one response entry, which contains one question, one quote with the page number, and one response.

Title: *The Boy in the Striped Pajamas*

Author: John Boyne

Question and text-- include page number

Response—

What do you think of the major character in the book?

Bruno seems very young and immature. He hurts himself on the swing and thinks he needs to go to the hospital. He acts like a baby. He doesn't understand anything about the situation he lives in. He doesn't figure out that he lives on the edge of a concentration camp.

p. 78 "This worked very well until his grip on the tire slipped a little just as Bruno kicked the tree one foot was still inside the rim while he landed face down on the ground beneath him with a thud."

Use this example and write **10-15** reader response entries answering these questions. Each entry answers one question.

1. Which description in the novel really helped you to see the setting of the novel? Write the description and explain why it helped you.
2. What did you learn from reading this novel? Explain.
3. What part of the novel did you find the most exciting? Why?
4. What is the main problem in the story? Explain.
5. Which word is a new vocabulary word for you? Define it and use it in a sentence.
6. Which character does something mean or evil? Why did he do it?
7. What do you like about the way the author wrote this story? Write details.
8. Which book or story does this novel remind you of? Explain.
9. What do you feel is the most significant passage or event in the novel? Why?
10. What connections are there between the book and another book you have read? Explain.

Newspaper story for **Nonfiction Book** Turn into your English teacher the first week of school.

- Include a headline
- Answer the questions Who? What? When? Where? and Why?
- Include important details.
- Article should be between 75-150 words

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

Example of a new story Title: ***Tornadoes* by J. Crowe**

Tracking Tornadoes

At the height of tornado season, in May, 2010 scientists equipped with high-tech weather instruments chased tornadoes across the central United States. Their mission was to learn how the fierce storms are born.

From the mission control vehicle, the tornado looked like a big, gray triangle pointing toward the ground. The closer it came, the skinnier the tornado got, until the gray triangle looked like a twisting snake. "It was right outside the door, heading toward us," meteorologist Joshua Wurman told TFK. "At the last minute, we drove away."

But not before Wurman's team had collected what is considered the best data in the history of tornado chasing. Ask anyone who studies tornadoes, and they'll tell you about that day—June 5, 2009—in southeast Wyoming. "We witnessed the life cycle of a strong tornado, from its birth to its death," says Wurman. "That is rare."

