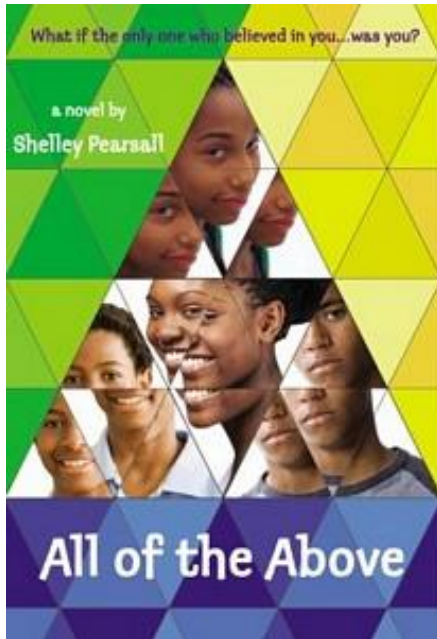


Cloonan 8th Grade Reading Assignment: Summer 2014

One-School-One-Book Summer Reading Program All of the Above by Shelley Pearsall



We are very excited about this year's choice for our school-wide read, All of the Above—a story based on actual events of a math teacher's challenge that inspired a patchwork group of inner city students to team up in order to try to break a record.

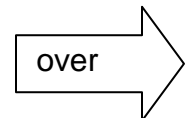
Staff and students will all read the book during our summer break. As you read, pay attention to three areas: the **characters**, **conflicts**, and the **theme** of the book. Use the charts below/back side of page as models to help you organize your thinking as you read.

- For each area (character, conflict, theme) complete that assignment on a separate piece of paper. Your work can be typed or neatly handwritten.
- Bring these notes to your ELA class when you return in September. You will receive class credit for them and they will help you for the in-class activity we have planned.
- In addition, there will be an in-class writing activity that will be used as a baseline with which to measure your growth as a writer during the year.

We hope you will enjoy this book!

CHARACTER: Choose 2 or 3 characters to follow throughout the book. Make a chart like the chart below to identify scenes that show important traits of your chosen characters. As you seek evidence, you may use direct characterization (what the author tells you) or indirect characterization (what you *infer* from the character's actions or interactions with other characters). *How have the characters changed over the course of the story? What evidence from the text suggests why these characters have changed?*

Character	Traits that describe him/her (with page numbers as evidence from text)	Important action by character	Results of that action



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CONFLICT: Keep track of some of the problems in the book. Decide whether they are **internal conflict** (a problem a character has in his/her mind—involving a decision, feeling, fear...) or **external conflict** (a problem a character has with an outside force—another character, nature, technology...). Make a chart like the chart below to track conflict as you read:

Which conflict in the book was the most important to overcome? Why did it make a difference in the outcome of the book? How did a character in the story solve a problem? What personality traits do you think allowed the character to reach this resolution?

Event that demonstrates CONFLICT (with pages from text...)	Conflict between (<u>character</u>) and ____ (self, another character, nature, technology...)?	How this conflict is resolved (with pages from text)

THEME: What message do you think the author is trying to convey? How does she get the message across? The following organizer may help you determine possible themes in the book:

T itle	What significance does the title suggest?
H ow	How does the main character change? How does this change occur?
E motions	What emotion(s) do you feel at the end?
M ood	What is the mood of the story?
E nduring	What message from the story applies to life?