



MARY WHITE OVINGTON PS/IS 30

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Where LEADERS ROAR!
Respect, Opportunity, Acceptance, and Resilience

2019 Summer Reading and Writing Project--- Incoming 8th grade

Dear Students and Parents,

Research shows that students who read over the summer do better in school in the fall. To prevent academic loss over the summer, each student will be required to read one assigned book and complete several tasks. The incoming 8th grade students will be reading ***Home Of The Brave*** by Katherine Applegate

The purpose of the summer project is to encourage our students to continue reading and thinking, using the literacy skills they've learned over the past school year to give them a head start in September. The summer reading book was carefully chosen to lay a foundation for the first ELA unit of the school year. It is anticipated that the students will be able to use the knowledge gleaned through their summer reading to make the transition to the next grade easier and more pleasurable.

The students must hand in the project to their ELA teacher on the first day of school, **Thursday, September 5, 2019** or on the first day a student is able to return to school. Their teacher will also conduct an "on demand" in class writing task based on the assigned book to further assess each student's individual needs.

Attached, please find the information needed for the required reading and writing.

Should you have any questions, please feel free to contact our school office at **(718) 491-8440**. Thank you for your support, and we hope that your family's summer is enjoyable.

Sincerely,
C. Athanasakos
Assistant Principal

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P.S./I.S. 30 Summer Reading and Writing Project

Step 1: Borrow the Book from the Brooklyn Public Library or purchase a copy for your home library.

Step 2: Read the entire novel.

Step 3: Read the directions for **TASK #1** complete the graphic organizer in this packet.

Step 4: Read the directions for **TASK #2** complete the graphic organizer in this packet.

Step 5: Read the directions and writing prompt for **TASK #3** and complete your first draft on looseleaf.

Step 6: Write your final draft for **TASK #3** on the handout in this packet. Refer to the rubric.

Step 7: Ensure all your work is stapled neatly together.

Step 8: Hand in all your summer work to your teacher on Thursday, September 5, 2019

Resources to help you secure a copy of the text		
<u>Reminder:</u> The Bay Ridge Brooklyn Public Library will be closed. You can visit the following locations:		
Brooklyn Public Library – Fort Hamilton	Brooklyn Public Library – Sunset Park	Brooklyn Public Library – Dyker
9424 4th Ave, Brooklyn, NY 11209	5108 4th Ave, Brooklyn, NY 11220	8202 13th Ave, Brooklyn, NY 11228
You can place a hold on this novel by accessing the Brooklyn Public Library's website at: https://www.bklynlibrary.org/		

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Task One: *Home of the Brave* by Katherine Applegate

During the course of the novel *Home of the Brave* by Katherine Applegate, the main character, ten-year-old, Kek is a refugee who *flees* his country of Sudan alone to find refuge in Minnesota.

In his quest to make Minnesota his home, Kek, like all refugees experiences the challenge of feeling **Inside Out (feeling as if he does not belong in this new country)**

Find at least three additional examples of Kek “Inside Out” to add to this graphic organizer.

<i>Feeling “Inside Out”</i>	<i>Best Evidence from Novel + Page #</i>
Upon arriving in Minnesota Kek realizes the hard work that lies ahead of him, of learning not only a new language, but adjusting to a new climate as well.	“This America is hard work.” (Page 4)

<i>Feeling “Inside Out”</i>	<i>Best Evidence from Novel + Page #</i>
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Task Two: *Home of the Brave* by Katherine Applegate

As a result of the many challenges Kek faces in his struggle to *find* home, Kek eventually begins to adapt to his new environment by learning the language and developing friendships. Due to this assimilation he begins to feel as if his life regains some normalcy, and he feels like he is **“back again” (Feeling accepted by your new country).**

[Type here]

Find three additional examples of Kek feeling like he's "back again" to add to this graphic organizer.

<i>Feeling "Back Again"</i>	<i>Best Evidence From Novel + Page #</i>
After some time in Minnesota Kek begins to feel as if he is fitting in and is able to smile at the acknowledgement of his new name.	"It's a good day/ The cow has a new name/ and I have one too." (Page 135)

<i>Feeling "Back Again"</i>	<i>Best Evidence From Novel + Page #</i>

[Type here]

Task Three: *Home of the Brave* By Katherine Applegate

Directions: Write a complete paragraph in which you use **three pieces** of specific evidence to support your thinking. You should use the whole text and the notes you have taken from the graphic organizers in order to help you write this paragraph.

Prompt: In the novel Home of the Brave By Katherine Applegate, Kek experiences the struggles of feeling “Inside Out” and “Back Again” as he tries to adjust to his new life in America. How has Kek’s perspective of America changed from the beginning to the end of the novel? How does this relate to the feeling of “Inside out” and “Back Again”?

[Type here]

	information that demonstrates a deep understanding of key ideas.	demonstrates understanding of key ideas.	more supporting information. It demonstrates gaps in understanding main ideas.	clear. There is a seemingly random collection of information. It demonstrates little or no understanding of key ideas.
Support for Topic and Elaboration	There are 3 or more relevant, telling, quality details that give the reader important information beyond the obvious or predictable. For each piece of evidence, a perceptive and insightful analysis is given. There is a superior explanation of ideas.	There are 2 - 3 details that give the reader relevant information. At least 2 out of the 3 details are well supported. For 2 out of the 3 pieces of evidence, a logical analysis is given. There is a sufficient explanation of ideas.	There are at least 2 details that give the reader relevant information, but they are poorly supported or unsupported. There is some logical analysis, but there is a somewhat limited explanation of ideas.	There are 1 or 2 details but the information is typically unclear or not related to the topic. The explanation of ideas is illogical. There is little or no attempt at explaining the ideas.
Organization	The ideas are introduced in a mostly logical and effective order and can easily be understood by the reader. There is a powerful and relevant conclusion.	The ideas are introduced in a generally logical and effective order and can be understood by the reader. There is a clear and relevant conclusion.	The ideas introduced are seldom in logical order and can sometimes be understood by the reader. There is a somewhat clear and relevant conclusion.	The ideas introduced are randomly presented or merely listed. The concluding sentence is missing or unclear and not relevant.
Conventions	The writer makes no errors in capitalization, punctuation, grammar, or spelling, so the response is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization, punctuation, grammar, or spelling, but the response is still easy to read.	The writer makes 3 or 4 errors in capitalization, punctuation, grammar, or spelling that catch the reader's attention and interrupt the flow. It distracts the reader from the content.	The writer makes more than 4 errors in capitalization, punctuation, grammar, or spelling, that catch the reader's attention and greatly interrupt the flow. It distracts the reader from the content.