**Bandera Middle School**



**8th GRADE ELAR**

**2014 Required Summer Reading Activity**

**This summer you will complete your first English Language Arts and Reading assignment for your 8th grade English class. This activity will be due the first week of the upcoming school year and will count as an assessment grade.**

**To Do List:**

1. Get a copy of the assigned novel from BMS
2. Read the work *Baseball in April*
3. Complete the attached activities
4. Return the book and your completed assignment to your English teacher the first day of school.

If you lose your assignment over the summer, extra copies will be left in the front office of the middle school. Also, all activities will also be available online through Miss Bagwell’s webpage. If you prefer to complete this work online, you can use your Google Drive account to create a document and then share that document with your English teacher. Make sure that you check the box, “send an email,” so that your English teacher knows you have shared the assignment. Be sure to label each step of the activity within the document to eliminate any confusion. If you plan on moving, let us know ahead of time, and if you do move, please be sure to return your book to BMS.

**The activities listed below are to be completed after you have finished reading the entire collection of short stories in Gary Soto’s, Baseball in April.**

**E**nglish:

 The stories in Baseball in April are about everyday people living out moments in their lives. Soto created an entire, novel length work based on his observations of human behavior. In the space below, record your observations about someone you encounter over the summer. What is their story? What do they worry about or do? How are they connected to you? **Please use complete sentences and add detail to make your observations more interesting!**



**L**anguage **A**rts:

 A major component of understanding the art of language, is being able to use higher-level vocabulary. Complete the graphic organizer below to demonstrate your understanding of key academic vocabulary terms.

|  |  |
| --- | --- |
| **Academic Term:** | **Example from the novel:** |
| ***subject***--what the work of literature is about; pick a story from the collection and explain what the subject of the story is. |  |
| ***theme***--the deeper, underlying meaning of the work; pick a story from the collection and explain its theme. |  |
| ***figurative language***--language that paints a picture in the reader’s head; pick a story from the collection and cite an example of figurative language. Be sure to include the page number. |  |
| ***author’s purpose***--this is the reason an author writes; pick a story from the collection and explain why you think the author wrote that story. |  |

Now you get to stretch your language arts muscle! Fill-in the table below with three words from the book you either don’t know or you have never used.

|  |  |  |
| --- | --- | --- |
| **V**(vocabulary to learn) | **I**(information or definition in your words) | **P**(picture that helps you remember the word and its meaning) |
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**R**eading:

Reading doesn’t just stop when you reach the end of a book! Real reading involves thinking, talking, and writing about what you read. Complete this dialectical journal to analyze quotes from the book.

|  |  |  |
| --- | --- | --- |
| **Quote:** | **Page Number:** | **Commentary:** |
| Just write down any line of text from the novel that you either find interesting or confusing. | On what page did you find the quote? | Then, comment on what that quoted line of text means to you. |
| 1. |  |  |
| 2. |  |  |

Making Connections: connect to your reading using this table.

|  |  |
| --- | --- |
| **TEXT-TO-TEXT**How does this book connect to other books you have read? |  |
| **TEXT-TO-WORLD**How does this book connect to events in the real world, either in the past or in the present? |  |
| **TEXT-TO-SELF**How does this book connect to things that have happened in your own life? |  |