

Quest 2018 Required Summer Reading

This summer, Quest students entering grades 4-8 will be required to read one or two books depending on their grade level. Students will need to read the books and complete the assignments below prior to starting school. Upon their return to school in August, students will be asked to discuss and write about these books in class.

Why? As teachers of gifted and talented students, we believe that to cultivate lifelong readers, it is important to expose students to many reading opportunities and experiences with varied texts. In addition, these reading assignments will give us a baseline of what students can do independently when they begin the school year. In order to continue to excel in reading and writing, students need to consistently engage with texts while exercising critical thinking skills.

Incoming 4th Grade:

Pick **one** of the following two books by Louis Sachar and complete **three rectangles** from the appropriate TIC TAC TOE board.

Sideways Stories From Wayside School or Holes

Sideways Stories From Wayside School

There was a terrible mistake-Wayside School was built with one classroom on top of another, thirty stories high! (The builder said he was sorry.) Maybe that's why all kinds of funny things happened at Wayside-especially on the thirteenth floor.

Pick three rectangles to complete. These should be completed with complete sentences. Please make sure that you write your full name on your paper. If you have more than one paper and they are not stapled together, please write your name on each paper.

1. Think about the qualities a good teacher would have. Write a paragraph describing what a good teacher would be like.	2. Think of at least three adjectives that describe Allison. Write a short paragraph explaining why you picked those adjectives.	3. How is Kathy "right" all the time but still wrong? (page 84)
4. Is it more important to you to play for fun or to play to win? Why?	5. Mrs. Jewls tells Allison that children are really smarter than their teachers. Is she right why or why not?	6. "Other presidents were good speakers, Myron was even better. He was a good listener." Do you think it is more important to be a good speaker or a good listener? Why?
7. Pretend there was a 19th story and a Mrs. Zarves. Write a story about that class.	8. Why does Todd always get sent home on the kindergarten bus? Is it his fair? How could he solve his problem?	9. If you could change your name, what would you change it to and why?

Holes

Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnatses. Now Stanley has been unjustly sent to

a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. There is no lake at Camp Green Lake. But there are an awful lot of holes.

It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment—and redemption.

Pick three rectangles to complete. These should be completed with complete sentences. Please make sure that you write your full name on your paper. If you have more than one paper and they are not stapled together, please write your name on each paper.

<p>1. Stanley always seems to find humor even in the worst situations. He laughs on the bus to Camp Green Lake thinking about his "no-good-dirty-rotten-pig-stealing-great-great-grandfather." While walking across the hot, dry lake, he laughs at the sight of the boat, Mary Lou. Climbing Big Thumb, he even makes Zero laugh. What does this say about Stanley? How does his attitude help him?</p>	<p>2. Even though his fate is uncertain, Stanley is suddenly very happy as he lies awake on the top of the mountain, staring at the stars. Why does he feel this way? How has his life changed from the start of the story?</p>	<p>3. Stanley and his family half-jokingly blame their misfortunes on Stanley's "no-good-dirty-rotten-pig-stealing- great-great grandfather." Do you believe in fate — that people are lucky or unlucky — or do you believe, as Mr. Pendanski tells the boys, that we are all responsible for ourselves and our destinies?</p>
<p>4. Stanley's father, an inventor, says, "I learn from failure." What do you think this means? In what ways have you learned from failure?</p>	<p>5. What has Stanley's experience with bullying been like? Describe what has happened to him in the past. What advice would you give to Stanley to help him deal with bullying?</p>	<p>6. Think of at least 3 adjectives to describe Zero. Write a short paragraph explaining the adjectives you picked and also how he perseveres.</p>
<p>7. Why do you think the author decided to end the story of Sam and Katherine that way? If you could change one event in their story, what would it be and why?</p>	<p>8. When the Warden arrives, we get a good picture of what she looks like. We also get an idea of what she is like as a person by the way she treats Mr. Pendanski. Write a paragraph describing her as a person inside and out.</p>	<p>9. At Camp Green Lake, the boys dig holes to "build character." If you were to design a camp for troubled kids to really build character what would you have them do and why?</p>

Quest 2018 Required Summer Reading

This summer, Quest students entering grades 4-8 will be required to read one or two books depending on their grade level. Students will need to read the books and complete the assignments below prior to starting school. **Why?** As teachers of gifted and talented students, we believe that to cultivate lifelong readers, it is important to expose students to many reading opportunities and experiences with varied texts. In addition, these reading assignments will give us a baseline of what students can do independently when they begin the school year. In order to continue to excel in reading and writing, students need to consistently engage with texts while exercising critical thinking skills.

Incoming 5th Grade:

***A Week in the Woods* by Andrew Clements** - this story involves two protagonists: a child and his teacher. At the beginning of the story, both assume they will dislike each other. The events of the story challenge their assumptions and give them both a chance to grow.

5th grade assignment due the first day of school:

We begin 5th grade reviewing how to support written responses with evidence from texts. This assignment will be collected and evaluated based on the ability to provide evidence from this novel to support the written responses.

Written Response Questions: Please respond to each of the following questions. Answer in COMPLETE sentences and appropriate paragraph format for each question. You may also include page numbers when providing evidence of support, but don't JUST put a page number. Responses should include explanation, as well. Type your responses and staple to this page. Include your first and last name.

1. What do the teachers and students at the elementary school in Whitson think of Mark at the beginning of the story? List some reasons (cite evidence from the story) for the impressions they have of him. Are their impressions correct? Explain.
2. Why does Mark really head out into the woods? How do you know? What does he think he will prove? Is he making a good decision? What would you have done in his situation?
3. How do Mr. Maxwell and Mark make it back to the campground? What have they learned about each other in the course of their ordeal?

Quest 2017 Required Summer Reading

This summer, Quest students entering grades 4-8 will be required to read one or two books depending on their grade level. Students will need to read the books and complete the assignments below prior to starting school. Upon their return to school in August, students will be asked to discuss and write about these books in class.

Why? As teachers of gifted and talented students, we believe that to cultivate lifelong readers, it is important to expose students to many reading opportunities and experiences with varied texts. In

addition, these reading assignments will give us a baseline of what students can do independently when they begin the school year. In order to continue to excel in reading and writing, students need to consistently engage with texts while exercising critical thinking skills.

Incoming 6th Grade

Ms Amick

Email: mlamick@aps.k12.co.us

6th graders are required to read TWO books centered on identity, and complete an assignment for each. You may, of course, read multiple selections and choose which ones you wish to write about. Both books will be needed for assignments during first quarter which incorporates literature and identity.

Parents: Some of these books are marked with an asterisk to indicate mature content or language. Please preview your student's choices with them to be sure it is appropriate to read. If you want more information, Common Sense Media may be a useful resource to check: www.commonsensemedia.org.

ASSIGNMENT 1

6th grade assignment due the first day of school for the mystery you read:

- **Develop a Detective Notebook, a system to capture your thinking** and tracking of each character, chapter by chapter. You may keep a list of characters in a journal, or track characters and events in a google doc or spreadsheet. As you read, track characteristics and clues the author gives you about each character (including dead characters), especially who might be guilty and why, and who cannot be guilty and why.
- **Write at least a paragraph explaining either** how you solved the mystery before the end of the book (if you did), or what threw you off if you did not solve the mystery.

Choose one of these mysteries:

The Westing Game, by Ellen Raskin

Sixteen tenants in the Sunset Towers apartment building are named as heirs in the will of the [millionaire](#), Samuel W. Westing, as well as being a possible murderer of the dead man. The will is structured as a puzzle, with the heirs divided into eight pairs and challenged to find the solution, each pair is given \$10,000 cash and a different set of clues. The pair that solves the mystery will inherit Westing's entire \$200 million fortune and control of his paper products company. Past and present secrets about the heirs begin to emerge: one tenant steals, one sets off bombs, and one isn't even supposed to be there in the first place. What could possibly go wrong?

Three Times Lucky, by Sheila Turnage

Ever since she washed ashore as a baby during a hurricane, Mo LoBeau has made her home in Tupelo Landing, North Carolina, with the Colonel, a café owner with a forgotten past of his own, and Miss Lana, the café's glamorous hostess. Mo hopes to someday find her "upstream mother," but until then, she's happy helping the Colonel and Lana run the Tupelo Café, and going on adventures with her best friend, Dale. Then a lawman comes to Tupelo Landing to investigate a murder. When it seems like Mo's loved ones might be implicated in the crime, she and Dale decide to use their own detective skills to solve the case. Soon the friends are investigating another murder, a long-ago bank robbery, a kidnapping, and the mystery of the night that Mo washed up on shore. Can the Desperado Detectives uncover the truth, before someone else gets hurt?

Murder on the Orient Express, by Agatha Christie

Just after midnight, the famous Orient Express is stopped in its tracks by a snowdrift. By morning, the millionaire Samuel Edward Ratchett lies dead in his compartment, stabbed a dozen times, his door locked from the inside. One of his fellow passengers must be the murderer. Isolated by the storm, detective Hercule Poirot must find the killer among a dozen of the dead man's enemies, before the murderer decides to strike again.

The Sweetness at the Bottom of the Pie, by Alan Bradley

It is the summer of 1950—and at the once-grand mansion of Buckshaw, young Flavia de Luce, an aspiring chemist with a passion for poison, is intrigued by a series of inexplicable events: A dead bird is found on the doorstep, a postage stamp bizarrely pinned to its beak. Then, hours later, Flavia finds a man lying in the cucumber patch and watches him as he takes his dying breath. For 11-year-old Flavia, who is both appalled and delighted, life begins in earnest when murder comes to Buckshaw. “I wish I could say I was afraid, but I wasn’t. Quite the contrary. This was by far the most interesting thing that had ever happened to me in my entire life.”

2-ASSIGNMENT for IDENTITY

6th grade assignment due the first day of school for the identity book you read:

- All of these books contain a protagonist who has to come to terms with some aspect of their identity. **Write a letter or lengthy poem to the protagonist** that explains your reaction(s) to, connections with, and thoughts or questions about their challenges.

Choose one of these identity novels

Counting by 7s by Holly Sloan

Willow Chance is a twelve-year-old genius, obsessed with nature and diagnosing medical conditions, who finds it comforting to count by 7s. It has never been easy for her to connect with anyone other than her adoptive parents, but that hasn't kept her from leading a quietly happy life...until now.

A Mango-Shaped Space, by Wendy Mass

Mia Winchell has synesthesia, the mingling of perceptions whereby a person can see sounds, smell colors, or taste shapes. Forced to reveal her condition, she must look to herself to develop an understanding and appreciation of her gift in this coming-of-age novel.

The Skin I'm In, by Sharon G. Flake

Maleeka Madison is a strong student who has had enough of being teased about her "too black" skin and handmade clothes. So when she starts seventh grade, she decides to adopt a sassier attitude and a tougher circle of friends. The last thing she expects is to get "messed up" with another "freak," but that's exactly what happens. After a new teacher, whose face is disfigured from a skin disease, enters her life, will Maleeka be able to learn to love the skin she's in?

Thinking in Pictures: My Life in Pictures, Temple Grandin

Temple Grandin, Ph.D., is a gifted animal scientist who has designed one third of all the livestock-handling facilities in the United States. She also lectures widely on autism—because Temple Grandin is autistic, a woman who thinks, feels, and experiences the world in ways that are incomprehensible to the rest of us. Exploring the idea that some people think differently, though no less humanly, this book aims to tell us what it was like to grow up perceiving the world in an entirely concrete and visual way - somewhat akin to how animals think. It provides us with an insight into autism, its plurality, and its links with animal thought.

*** Mexican Whiteboy, Matt de la Peña**

Danny's arms are long enough to give his pitch a power so fierce any college scout would sign him on the spot. Ninety-five mile an hour fastball, but the boy's not even on a team. Every time he gets up on the mound he loses it.

But at his private school, they don't expect much else from him. Danny's brown, half-Mexican brown. And growing up in San Diego that close to the border means everyone else knows exactly who he is before he even opens his mouth. Before they find out he can't speak Spanish, and before they realize his mom has blond hair and blue eyes, they've got him pegged. But it works the other way too, which is why he's spending the summer with his dad's family. Only, to find himself, he may just have to face the demons he refuses to see.

*** we are all made of molecules, Susin Nielsen**

Ashley's and Stewart's worlds collide when Stewart and his dad move in with Ashley and her mom. *The Brady Bunch* it isn't. Stewart is trying to be 89.9 percent happy about it—he's always wanted a sister. But Ashley is 110 percent horrified. She already has to hide the real reason her dad moved out; “Spewart” could further threaten her position at the top of the social ladder. They're complete opposites, but they have one thing in common: they—like everyone else—are made of molecules.

Faceless, Alyssa Sheinmel

While on a run one day, Maise gets into a terrible accident. A hot-burning electrical fire consumes her, destroying her face. Where her nose, cheeks, and chin used to be, now there is . . . nothing. She is lucky enough to qualify for a face transplant. But with someone else's features staring back at her in the mirror, Maise looks -- and feels -- like a stranger. The doctors promised that the transplant was her chance to live a normal life again, but nothing feels normal anymore. Before, she knew who she was -- a regular girl who ran track and got good grades, who loved her boyfriend and her best friend. Now, she can't even recognize herself.

It Ain't So Awful, Falafel, Firoozeh Dumas

Zomorod and her parents are in the United States for her dad's job as an engineer working at a California oil company. Zomorod, who has chosen the Brady Bunch-inspired name “Cindy” at school, narrates an often funny and always insightful account of her life as an Iranian immigrant in the late 1970s. Despite often being mistaken as Latina (no one has heard of Iran), she also has good friends. Then the Shah of Iran is overthrown and Ayatollah Khomeini comes into power, followed by the taking of American hostages. The crisis horrifies Zomorod's family. Meanwhile, everyone in America suddenly has something to say about Iran. Dumas's “semi-autobiographical” novel doesn't shy away from the racism Zomorod and her family experience, and the story is buoyed by this honesty, as well as the warmth of family, and the essential kindness of friendship.

If You Come Softly Jacqueline Woodson

Jeremiah is fifteen and black. Ellie is fifteen and white. They meet at a private school and fall in love and then have to deal with how society treats them because they're an interracial couple.

Quest 2017 Required Summer Reading

This summer, Quest students entering grades 4-8 will be required to read one or two books depending on their grade level. Students will need to read the books and complete the assignments below

prior to starting school. Upon their return to school in August, students will be asked to discuss and write about these books in class.

Why? As teachers of gifted and talented students, we believe that to cultivate lifelong readers, it is important to expose students to many reading opportunities and experiences with varied texts. In addition, these reading assignments will give us a baseline of what students can do independently when they begin the school year. In order to continue to excel in reading and writing, students need to consistently engage with texts while exercising critical thinking skills.

Incoming 7th Grade:

Ms. Laura Horton-Depass
Room 307

This summer your assignment is to read two books and write one short comparison paper.

The **first** book is the novel *The Old Man and the Sea* by Ernest Hemingway. You can easily find this novel at a bookstore, library, or online. You will need a copy of the novel in class during the first week of school in August. Although the novel is on the short side and seemingly simplistic, it is anything but simple: please look for the deeper meanings. This is more than a story about a big fish. However, please do not look up literary analysis online. Use your brain! Your interpretation of the novel will not be graded.

For the **second** book, please choose a nonfiction book. You may find ideas for your nonfiction book on this website:

<https://www.goodreads.com/shelf/show/young-adult-nonfiction>

The book can be about any area of interest, but it must be about real-life events or a person.

This 7th grade assignment is due the first day of school:

Using the two books, write a 2-page, double spaced, 12-point paper comparing nonfiction to fiction. What is similar about the two kinds of writing? What are key differences? What is the purpose of each? What is the experience of reading like for each? You are *not explaining which you like better*; you are analysing the differences.

The paper will be collected the first day of school. The rubric for the paper is as follows (please read carefully before writing):

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Thesis	One sentence clearly and eloquently explains the differences between fiction and nonfiction; in the first paragraph;	One sentence clearly explains the differences between fiction and nonfiction; in the first paragraph	May not be clear or may not be worded well; ideas may be inaccurate or not have enough depth	Missing or confusing

	excellent ideas			
Supporting points	At least three examples, sophisticated reasoning, good depth of thought	At least three examples, clearly explained.	May not have three examples, may not be clear, may be inaccurate	Missing or confusing
Organization	Multi-paragraph, topic sentences, transitions, logical flow of ideas	Multi-paragraph, logical flow of ideas	May not have logical flow of ideas, may be confusing	One long paragraph, confusing
Intro and conclusion	Clear, well-written, provides excellent sense of beginning and ending	Clearly introduces and concludes paper	May not be clear, may need development	Missing or confusing
Conventions (grammar and style)	Near-perfect grammar, formatting, and excellent academic voice	A few mistakes that do not detract from meaning	Enough mistakes to become difficult reading	Too many mistakes to read

My recommendation is to also keep reading novels of choice during the summer months- choose books that you like! Research clearly shows that people who read for themselves have an advantage in education over non-readers, so take advantage of the time and find books that you enjoy.

Quest 2017 Required Summer Reading

This summer, Quest students entering grades 4-8 will be required to read one or two books depending on their grade level. Students will need to read the books and complete the assignments below prior to starting school. Upon their return to school in August, students will be asked to discuss and write about these books in class.

Why? As teachers of gifted and talented students, we believe that to cultivate lifelong readers, it is important to expose students to many reading opportunities and experiences with varied texts. In addition, these reading assignments will give us a baseline of what students can do independently when they begin the school year. In order to continue to excel in reading and writing, students need to consistently engage with texts while exercising critical thinking skills.

Incoming 8th Grade:

Choose two biographies to read about two influential Americans. The first must be from the list below. For your second biography, you can choose any biography you'd like about an influential

and famous American. Your second biography can be from this list as well if you can't find another.

When you return to school in August, your annotations will be checked and we will use the annotations to start our unit on the American Dream and biography.

Parents: Some of these books may have mature content. Please preview your student's choices with them to be sure it is appropriate to read. If you want more information, Common Sense Media may be a useful resource to check: www.common Sense Media.org.

Biography 1 must be one of these:

Undaunted Courage by Stephen Ambrose (the Lewis and Clark expedition of the American West)

Steve Jobs: The Man Who Thought Different by Karen Blumenthal (founder of Apple)

October Sky (also titled *Rocket Boys*) by Homer Hickam (NASA engineer)

Harriet Tubman: The Road to Freedom by Catherine Clinton

A Great and Sublime Fool: The Story of Mark Twain by Peggy Caravantes (An American satire author from 19th century)

Home Front Girl: A Diary of Love, Literature, and Growing up in Wartime America by Joan Morrison (World War II homefront)

Eugene Bullard: World's First Black Fighter Pilot by Greenly, Larry W. (World War I combat pilot)

Yo-Yo Ma: A Biography by Jim Whiting (Asian-American cello-player)

My Beloved World by Sonia Sotomayor (Hispanic justice of Supreme Court)

Biography 2 is up to you!

Think about famous Americans (historical or contemporary) involved in politics, art, writing, music, movies, science, technology, etc. Consider individuals like Abraham Lincoln, George Washington, Benjamin Franklin, Martin Luther King Jr, Langston Hughes, Emily Dickinson, Elvis Presley, Oprah Winfrey, Michael Jackson, Alfred Hitchcock, Michael Jordan, Tiger Woods, Steven Spielberg, Bob Dylan, Bill Gates... anyone you are interested in.

You must find a biography that is a full-length book.

You can choose your second biography from the list of books above if you cannot find another one you like.

8th grade Assignments due the first day of school for each of the books you read:

- Annotate each book by marking in the text (if it's yours) OR using sticky notes. If you are reading a digital version, you can type the notes in a google doc.
 - Please write notes about:
 - What experiences this person had that lead to their accomplishments
 - Why this person's accomplishments matter
 - Your personal reactions to the decisions this person makes
 - Elements of life and culture mentioned in the book that make up the American Dream (make sure you look up a definition of the American dream before you do this!)

How to access these books:

Aurora Public Library

Aurora Public Schools libraries

Denver Public Library

Amazon.com

Used book stores

Kindle, nook, ipad or tablet e-book (download Overdrive app)

*Public libraries offer free library cards and the Overdrive app is free as well. You can check out hard copies or electronic versions. To download overdrive and learn about how to use the app, go to this website: <https://www.overdrive.com/>

If you cannot access a copy of the required book(s), please contact Quest for help.

Public libraries also offer independent summer reading programs that could be completed in addition to the required books - this is a great way to get in some more reading!