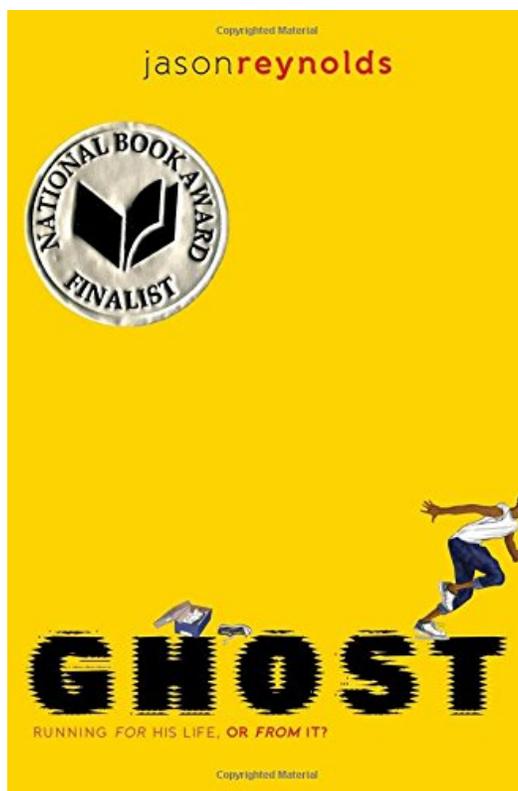


# Middle School Summer Reading 2020



## *Ghost by Jason Reynolds*

Running. That's all Ghost (real name Castle Cranshaw) has ever known. But never for a track team. Nope, his game has always been ball. But when Ghost impulsively challenges an elite sprinter to a race - and wins - the Olympic medalist track coach sees he has something: crazy natural talent. Thing is, Ghost has something else: a lot of anger, and a past that he tries to outrun. Can Ghost harness his raw talent for speed and meld with the team, or will his past finally catch up to him?

This assignment had **TWO** parts:

### **Part One:**

List 10 interesting/"expensive" (difficult or unfamiliar) words from your book and...

(choose only one)

- write a definition for each word OR
- use each in a sentence of your own.

### **Part Two:**

Choose **5 questions** from the list of Learning Log Prompts below and answer them on a separate sheet of paper. Typed responses should each be  $\frac{3}{4}$  of a page, double spaced. Handwritten responses should each cover the front of a piece of lined paper. **Please see the rubric to understand the expectations and how your answers will be graded.**

## *Learning Log Prompts for Part Two:*

1. Compare and contrast this text with a related or similar text.
2. What is this book's theme? How do you know?
3. Which of the characters do you connect with most?
4. This character reminds me of myself because...
5. This scene reminds me of a similar scene in (title of book) because...
6. I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is interesting because...
7. The character I most admire is \_\_\_\_\_ because...
8. If I were (name of character), I would...
9. My favorite character is \_\_\_\_\_ because...(tell why)
10. Something I would still like to know about \_\_\_\_\_ is...
11. What connections are there between the book and your life? Explain.
12. Do you like the ending of the book? Why or why not? Do you think there is more to tell?
13. Which character would you like to be in this book? Why?
14. Has the book helped you in any way? Explain.
15. How have you changed after reading this book? Explain
16. What do you know now that you didn't know before?
17. What questions in this book would you like answered?
18. What type of reader would enjoy this book and why?
19. What came as a surprise in the book? Why?
20. What parts of the book seem most believable or unbelievable? Why?
21. What makes you wonder in this book? What confuses you?
22. If you could step into the book, what's the first thing you would do?
23. If you were making this book into a movie, what part(s) would you cut out or change? Why?
24. Write a poem about this book.
25. Write a solution for a problem a character has in the book.
26. Pretend that you are the author and writing a sequel to this book. Explain what should happen.
27. Give 3 reasons why this book should be taught to the whole class.
28. Choose a food that represents this book and explain why.
29. Create a theme song with lyrics for the book.

30. Write a letter to the author of your book.
31. Discuss a portion of the book that was too predictable.
32. Write a letter to a character in your story.
33. Make a comic strip of the story. (minimum 7 frames)

Learning Log Rubric

	4	3	2	1
Vocabulary Activity	10 words chosen and defined or used in sentences	8 or 9 words chosen and defined or used in sentences	6 or 7 words chosen and defined or used in sentences	Fewer than 6 words chosen and defined or used in sentences

	4	3	2	1
Understanding	Student demonstrates knowledge of key facts, events, characters, and settings to show comprehensive understanding.	Student demonstrates knowledge of most key facts, events, characters, and settings to show understanding.	Student demonstrates some knowledge of some key facts, events, characters, and settings to show partial understanding.	Student does not demonstrate sufficient knowledge of key facts, events, characters, and settings.
Text Interaction	Student makes connections, predictions, inferences and asks questions to share their thinking about the book.	Student makes connections or predictions, or inferences, or asks questions (2 of 4) to share their thinking about the book.	Student makes some connections, predictions, inferences, or asks questions (1 of 4) to share their thinking about the book.	Student does not appear to make connections, predictions, inferences, or ask questions.
Support/Evidence	Student supports each idea with textual evidence (quoted or paraphrased).	Student supports most ideas with textual evidence (quoted or paraphrased).	Student supports a few ideas with textual evidence (quoted or paraphrased).	Student does not support ideas with textual evidence.
Conventions	Student made fewer than 2 errors in capitalization, punctuation, spelling, and grammar.	Student made fewer than 5 errors in capitalization, punctuation, spelling, and grammar.	Student made fewer than 8 errors in capitalization, punctuation, spelling, and grammar.	Student made more than 10 errors in capitalization, punctuation, spelling, and grammar.
Length	All entries meet or exceed $\frac{3}{4}$ typed page or full front of lined paper.	Some entries meet $\frac{3}{4}$ typed page or full front of lined paper.	Entries come close but are short of $\frac{3}{4}$ typed page or full front of lined paper.	Entries are shorter than $\frac{1}{4}$ typed page or half full front of lined paper.