



## TWO Books from list (that you have not yet read)

For each book, write a one paragraph response to ONE of the following questions.

Question 1: Which character do you feel is most like you? Explain one character trait you and this character share.

Question 2: Describe the most important conflict in the story. Why is this the most important? Is it resolved, and if so, how?

Be sure to:

- hand-write in pencil, cursive or print
- provide a clear topic sentence and at least one detail from the book
- organize and clearly explain your thoughts
- proofread for sentence fragments, run-ons, spelling and grammar errors
- be prepared to turn in a final draft of each answer on the second day of school

*The Black Cauldron*, Lloyd Alexander

*The High King*, Lloyd Alexander

*A String in the Harp*, Nancy Bond

*The Wanderer*, Sharon Creech

*The Watsons Go to Birmingham – 1963*, Christopher Paul Curtis

*Catherine, Called Birdy*, Karen Cushman

*Flora and Ulysses: The Illuminated Adventures*, Kate DiCamillo

*Johnny Tremain*, Esther Forbes

*The Slave Dancer*, Paula Fox

*Eleanor Roosevelt: A Life of Discovery, The Voice That Challenged*

*a Nation, or The Wright Brothers*, Russell Freedman

*Spy Camp*, Stuart Gibbs

*Our Only May Amelia*, Jennifer L. Holm

*The Neptune Project*, Polly Holyoke

*Claudette Colvin: Twice toward Justice*, Phillip Hoose

*Savvy*, Ingrid Law

*A Corner of the Universe*, Ann M. Martin

*The Moorchild*, Eloise Jarvis McGraw

*The Blue Sword*, Robin McKinley

*The Hero and the Crown*, Robin McKinley

*An American Plague*, Jim Murphy

*A Single Shard*, Linda Sue Park

*Esperanza Rising*, Pam Munoz Ryan

*Rump: The True Story of Rumpelstiltskin*, Liesl Shurtliff

*Counting by 7's*, Holly Goldberg Sloan

*Liar and Spy*, Rebecca Stead

*Surviving the Applewhites*, Stephanie S. Tolan

## GRAMMAR

One two-sentence grammar review exercise every two weeks for a total of five exercises over the summer.

Returning-to-Legacy students will be given a hard copy of the exercises during the last week of school, and parents will also receive a digital copy via email. With our rigorous grammar curriculum in middle school, the goal of summer grammar is to create a smooth transition for students when they return.

New-to-Legacy students will not complete the summer grammar exercises; however, they should come on the first day of school being able to identify and understand the function of the following parts of a sentence: subjects, action verbs, prepositional phrases, adjectives/articles, adverbs, and direct objects. Students who have not mastered these grammatical structures should work on them over the summer, providing as smooth an academic transition as possible.

Purchase your books at  to donate a portion of your purchase to LCA.