

Incoming Seventh Grade Summer Work

This summer you are asked to read Fair Weather by Richard Peck, and complete a few assignments. Use the “Annotating a text” information to guide you as you read.

The assignment may be done either in docs or on paper. If you type it, please use font 14 and include a full heading. If you write it out, please keep it NEAT. If you have had issues with docs in the past, for example, if the file you submit is empty, etc., consider printing out the work. An empty file is considered work not done.

Docs may be emailed to me beginning August 1. Hard copies will be due upon our return.

1. Summarize the story. Remember that a summary is written in the present tense and is completely objective. Your summary should include highlights of key character and important details about the story.
2. Create a vocabulary list as you read. Write down any word you do not know. Use context clues to help you develop a definition for the word. Write that down. Then look up the word and provide the dictionary definition. Be sure to include its part of speech. Your list should include no fewer than 15 words.
3. Upon completion, respond to the following prompt:
Members of the older generation are frequently known for the sage advice and wisdom that they pass down to their children and grandchildren. Sometimes, however, it is the younger generation that teaches valuable lessons to the elders. Analyze the relationship between Rosie and her aunt. What do Rosie and her siblings teach Euterpe? (Pronounced You-tirp) Provide text support to illustrate your argument. Be sure to include an introduction and a good, culminating conclusion.

Remember that your work is a reflection of who you are.

1. Pick up a pencil, a pen, or a post-it.

2. Read everything at least twice.

The first time, read quickly to get a sense of what the text is about. The second and subsequent times read carefully. Mark anything that you think is: A. confusing, B. interesting C. surprising, or D. important Mark anything that is unfamiliar and keep going.

3. Begin to annotate.

A. Circle, underline, or stick on a post-it for important ideas and explain their significance. B. Mark repetitions or rhetorical signals. C. Circle confusing words or phrases. Define from context or dictionary if possible. D. Note passages that seem inconsistent. E. Note passages that generate a strong positive or negative response.

4. Write questions where you made annotations. These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.

5. Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.