

Name: _____ ELA Teacher: _____

CSASMS Summer Reading

BINGO CHALLENGE



Complete as many boxes as possible this summer. If you complete five in a row, across or diagonally, and return your bingo card to your ELA teacher, you will be entered in the bingo challenge drawing! If you fill more boxes, you are an amazing reader!

Interview a Family Member About What They Liked to Read in Middle School	Visit the Public Library	Read for 30 Uninterrupted Minutes Without Checking a Device or Screen	Try a New Genre You Don't Normally Read	Write a One Sentence Review of Your Book Using Only Emojis
Find a Moment When a Character was a Risk-Taker	Sign Up for the Metro Public Library Summer Reading Program	Read Every Day for a Week	Recommend a Book to a Friend or Family Member	Read a Poem or Novel-In-Verse
Complete the Guided Notes Questions for Your Assigned Big Read Book	Read a Book Your Friend Loves	READ YOUR ASSIGNED BIG READ BOOK	Create a Playlist that Represents a Character in a Book, then Listen to Music while you Read	Read Outdoors and Reflect on How Your Environment Affects Your Focus
Read Before Bed Three Nights in a Row	Discuss a Book Character with Traits from the IB Learner Profile with a Friend or Family Member	Read a Non-fiction Book or Article	Read a Book Set in a Culture Different From Your Own	Complete an Audio Book or a Read-Aloud
Read a Classic	Record Your Reading Minutes in Beanstack or Paper Reading Log	Create a Work of Art Inspired by your Favorite Book	Discuss a Book with a Family Member or Friend	Make a List of 5 Books You Want to Read This Summer

Name _____ Grade _____

Grade

[illegible]

Name: _____

7th Grade Summer Reading: *A Wrinkle in Time* — Levels of Inquiry Questions

As you read *A Wrinkle in Time*, you will respond to questions for each chapter using the **Levels of Inquiry**.

Expectations:

- Answer **all questions** for each chapter
 - Write your responses in **complete sentences**
 - Use **specific details from the text** to support your thinking
 - Take your time—focus on **quality over speed**
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Levels of Inquiry:

♦ Level 1: In the Text (Literal)

- The answer is **directly stated** in the text
- You should be able to **point to where you found it**

♦ Level 2: Between the Lines (Inference)

- The answer is **not directly stated**
- You must **make connections** and explain your thinking using clues from the text

♦ Level 3: Beyond the Lines (Thematic)

- The answer connects to **big ideas or themes**
 - You will connect the text to **larger ideas about life or the world**
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Chapter 1: Mrs. Whatsit

Level 1 (Comprehension - Read in the lines): What is Meg doing when the storm begins?

Level 2 (Inference - Read in between the lines): Why does Meg feel like she doesn't belong at school or at home?

Level 3 (Theme - Read beyond the lines): How does feeling "different" shape a person's identity?

Chapter 2: Mrs. Who

Level 1 (Comprehension - Read in the lines): What unusual ability does Charles Wallace demonstrate in this chapter?

Level 2 (Inference - Read in between the lines): Why might Charles Wallace communicate differently from other children?

Chapter 3: Mrs. Which

Level 1 (Comprehension - Read in the lines): What important information do the children learn about Mr. Murry?

Level 2 (Inference - Read in between the lines): What is Meg's family's reaction to having Calvin around?

Chapter 4: The Black Thing

Level 1 (Comprehension - Read in the lines): What do the children see when they travel through space?

Level 2 (Inference - Read in between the lines): Why does Meg feel like she wants to protect Charles Wallace from the dark thing?

Level 3 (Theme - Read beyond the lines): Can darkness or evil take different forms in the world—beyond people?

Chapter 5: The Tesseract

Level 1 (Comprehension - Read in the lines): What is a tesseract?

Level 2 (Inference - Read in between the lines): Why are figures like Pasteur, Rembrandt, Jesus, and Marie Curie mentioned?

Level 3 (Theme - Read beyond the lines): Meg calls herself a moron when she is trying to understand tessering. How do people respond when they encounter ideas they don't understand?

Chapter 6: The Happy Medium

Level 1 (Comprehension - Read in the lines): What does Meg learn about Calvin through the crystal ball?

Level 2 (Inference - Read in between the lines): Why is sameness emphasized on Camazotz?

Level 3 (Theme - Read beyond the lines): Is conformity ever beneficial, or is individuality always more important?

Chapter 7: The Man with Red Eyes

Level 1 (Comprehension - Read in the lines): What does Charles Wallace think the man with the red eyes is trying to do to the children?

Level 2 (Inference - Read in between the lines): Why does Charles Wallace risk everything to better understand the man with the red eyes?

Chapter 8: The Transparent Column

Level 1 (Comprehension - Read in the lines): Where do the children find Meg's father?

Level 2 (Inference - Read in between the lines): What does the little boy with the ball teach us about the values and ideas of this community?

Chapter 9: IT

Level 1 (Comprehension - Read in the lines): What is IT and how does it control people?

Level 2 (Inference - Read in between the lines): Why is Charles Wallace more vulnerable to IT's control?

Level 3 (Theme - Read beyond the lines): How can power be used to control others in real life?

Chapter 10: Absolute Zero

Level 2 (Inference - Read in between the lines): How does Meg feel toward her father once they find him?

Chapter 11: Aunt Beast

Level 2 (Inference - Read in between the lines): What is the significance of Aunt Beast's name?

Level 3 (Theme - Read beyond the lines): What does the novel suggest about empathy and understanding those who are different?

Chapter 12: The Foolish and the Weak

Level 1 (Comprehension - Read in the lines): How does Meg ultimately save Charles Wallace?

Level 3 (Theme - Read beyond the lines): What does the novel suggest about love as a form of strength?

Summer Choice Board Directions

You will complete ONE activity from the choice board based on your reading of *A Wrinkle in Time*.

Choose one activity that interests you. Follow all directions for that task.

Show a clear understanding of the novel through your project.

 1. Character Soundtrack • Create a 6-song playlist for Meg. • Explain how each song connects to her journey • Include 1 direct quote for each song choice. IB: Communicator, Reflective	 2. Visual Representation • Create artwork of: - The tesseract, - Camazotz, or - The Black Thing • Include a one-page artist's statement explaining your choices. IB: Thinker, Communicator	 3. Science Connection • Research: -Time travel -Dimensions, or -Black holes • Create a slideshow explaining the science behind the novel. IB: Inquirer, Knowledgeable
 4. Alternate Ending Write 3 pages that presents an alternate ending. What if Meg failed? What if Charles Wallace stayed controlled? IB: Risk-taker, Thinker	 5. Monologue Performance Write, perform, and film a one page monologue from: -Meg -Charles Wallace -Mrs. Whatsit IB: Communicator, Open-minded	 6. Theme Collage Create a collage representing: • Love vs. control • Individuality vs. conformity You must include at least two quotes from the text and a paragraph explaining. IB: Reflective, Thinker
 7. Personal Connection Journal Write 3 journal entries that connect the novel to your life. What personal insight have you gained? IB: Reflective, Caring	 8. Ethical Debate Write 300 words or more exploring this question: "Is it ever okay to control others for the 'greater good'?" IB: Principled, Thinker, Inquirer	 9. Create Your Own Planet Design an original planet inspired by the book, include a labeled map, description of the inhabitants, and what life is like. IB: Thinker, Reflective, Open-minded

IB Learner Profile Reflection (Required for all)

Include a short reflection (1 paragraph):

Which IB Learner Profile traits did you demonstrate?

How did this activity help you better understand the novel or yourself?

Classic Novel Project

In addition to the *Classen Big Read*, 6–8th grade students are to choose a classic novel to read over the summer.

- Students are expected to read a novel from the approved list
- You may find these books in many formats: print, ebooks, audio books, or graphic novels
- As you read, identify 5 quotes/passages that you connect to in some way (no two quotes/passages from the same chapter)
- Write the quotes on paper
- Cite each quote by including the author's last name and the page number you found it on in parentheses after the quote/passage.
- Explain why you were drawn to each quote/passage in 3-5 sentences.

****Note:** A quotation does not have to be dialogue (something a character says), it can be any text from the book.

Example: "A pang of fear and loss, like an echo of Gollum's misery, smote Bilbo, and forgetting even to draw his sword he struck his hands into his pockets. And there was the ring still, in his pocket, and it slipped on his finger" (Tolkien 88).

I like this quote because it happens during an exciting moment. I really like how it starts off because it shows that Bilbo understands Gollum's misery and is now experiencing his own fear. I also like the word smote and think it sounds funny.

The novels selected for this year's *Choice Read* are considered by scholars to have literary merit and artistic value. Students will be expected to participate in class discussions, literary analysis, and class presentations for *both* texts. Specific instructions and project guidelines will be assigned by your teacher at the beginning of the school year.

The Classics

These books will help prepare you for your high school experience.
Choose one (or more if you would like) to read during Summer Break.

Peter Pan by J.M. Barrie

The Secret Garden by Frances Hodgson Burnett

Pollyanna by Eleanor H. Porter

Anne of Green Gables by Lucy Maud Montgomery

Little Women by Louisa May Alcott

Little Men by Louisa May Alcott

20,000 Leagues Under The Sea by Jules Verne

The Hobbit by J.R.R Tolkien

The Magician's Nephew by C.S. Lewis

Wizard of Oz by L. Frank Baum

The Adventures of Sherlock Holmes by Sir Arthur Conan Doyle

Around the World in 80 Days by Jules Verne

Treasure Island by Robert Louis Stevenson