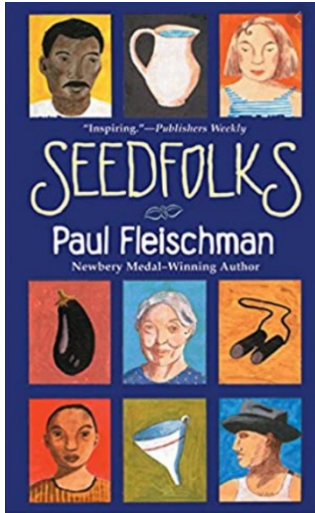


**Mrs. Tramp's 2020 Summer Reading Packet**  
**Grade 7**

Throughout your summer vacation, you will need to read *Seedfolks* by Paul Fleischman and complete the attached assignments. This summer work will be due in your English Language Arts class the first day of class. **Please read the following for your summer reading assignment:**



Summary from [www.goodread.com](http://www.goodread.com)

**Seedfolks**  
By Paul Fleischman

A Vietnamese girl plants six lima beans in a Cleveland vacant lot. Looking down on the immigrant-filled neighborhood, a Romanian woman watches suspiciously. A school janitor gets involved, then a Guatemalan family. Then muscle-bound Curtis, trying to win back Lateesha. Pregnant Maricela. Amir from India. A sense of community sprouts and spreads.

Newbery-winning author Paul Fleischman uses thirteen speakers to bring to life a community garden's founding and first year. The book's short length, diverse cast, and suitability for adults as well as children have led it to be used in countless one-book reads in schools and in cities across the country.

Summary of Reading Assignments:

- Activity 1: How Our Choices Impact Our Community** (*Defining Choices*)
  - Activity 2: Choices and Character Traits** (*Maintaining a Dialectical Journal*)
  - Activity 3: How One Person's Choices Impact a Community** (*Paragraph reflecting on the choice a character made and the impact it had on a community.*)
  - Activity 4: My Choices and Traits** (*Individual Home/ Community Project*)
- All work is expected to be neat, legible, and complete.
  - All work is expected to be answered in a detailed and thoughtful way.
  - All work is expected to be submitted the first day of school to your Accelerated English teacher.

**Please email me if you have any questions. Please look for an invitation to our Microsoft Teams Page. I will be setting this up over the summer (Near the end of June). You can also use this platform to reach out for help with assignments from both myself and your other peers.**

**Looking forward to working with you all!**

**Mrs. Tramp**

[MarisaT@spokaneschools.org](mailto:MarisaT@spokaneschools.org)

**Grade 7 Accelerated 2020 Summer Assignment**  
**Activity 1: How Our Choices Impact Our Community**  
*Defining Choices*

**Student Target:** To reflect on statements about how our choices impact our community.

**Instructions:** At the beginning of the school year, you will explore the concept of choices. Read the following statements before you begin reading *Seedfolks*. Mark down whether you strongly disagree, disagree, agree, or strongly agree. Go with your first thought and then explain your choice.

1. It is easy for an older person to make a difference in your community.

**Strongly Disagree      Disagree      Agree      Strongly Agree**

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2. One person can make a difference in his/her community.

**Strongly Disagree      Disagree      Agree      Strongly Agree**

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3. People who do good things always know exactly whom they will affect.

**Strongly Disagree      Disagree      Agree      Strongly Agree**

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4. People listen to each other and respect others' opinions.

**Strongly Disagree      Disagree      Agree      Strongly Agree**

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5. It is easy for you to make a difference in your school.

**Strongly Disagree      Disagree      Agree      Strongly Agree**

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6. How do you define the word choice? When you hear the word ‘choices,’ what thoughts come to mind?

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7. Name at least three choices you make on a daily or weekly basis. Explain why you make/ made that choice. Explain the consequences of your choice, positive or negative.

Example:

**(POSITIVE) Choice:** Getting up on time when your alarm clock goes off.

**Consequence:** You have enough time to eat breakfast in the morning and you do not miss your bus.

**(NEGATIVE) Choice:** Coming home and playing video games all night instead of homework.

**Consequence:** You did not get your chores or your homework done. Your parents take away video games and you receive a bad grade on your homework assignment.

Choice Made	Consequences of the Choice (Positive OR Negative)
1.	
2.	
3.	

## Grade 7 Accelerated 2020 Summer Assignment

### Activity 2: Choices and Character Traits

#### *Maintaining a Dialectical Journal*

**Student Target:** To critically read a text for a specific purpose and to respond to a specific passage with comments, questions, or insights to foster active involvement with a text.

**Instructions:** Review the following sample character traits and the sample dialectical journal entry. Maintain a dialectical journal while you read *Seedfolks*. You must complete a journal entry for each of the 13 characters. (Have a **minimum** of 13 journal entries). **This needs to be done on separate notebook paper or it can be typed.**

#### Sample Character Traits:

able	courageous	gentle	mean	sharp
active	cowardly	giving	messy	short
adventurous	cross	glamorous	miserable	shy
affectionate	cruel	gloomy	mysterious	silly
afraid	curious	good	naughty	skillful
alert	dangerous	graceful	nervous	sly
ambitious	daring	grateful	nice	smart
angry	dark	greedy	noisy	sneaky
annoyed	decisive	grouchy	obedient	sorry
anxious	demanding	grumpy	obnoxious	spoiled
apologetic	dependable	guilty	old	stingy
arrogant	depressed	happy	peaceful	strange
attentive	determined	harsh	picky	strict
average	discouraged	hateful	pleasant	stubborn
bad	dishonest	healthy	polite	sweet
blue	disrespectful	helpful	poor	talented
bold	doubtful	honest	popular	tall
bored	dull	hopeful	positive	thankful
bossy	dutiful	hopeless	precise	thoughtful
brainy	eager	humorous	proper	thoughtless
brave	easygoing	ignorant	proud	tired
bright	efficient	imaginative	quick	tolerant
brilliant	embarrassed	impatient	quiet	touchy
busy	encouraging	impolite	rational	trusting
calm	energetic	inconsiderate	reliable	trustworthy
careful	evil	independent	religious	unfriendly
careless	excited	industrious	responsible	unhappy
cautious	expert	innocent	restless	upset
charming	fair	intelligent	rich	useful
cheerful	faithful	jealous	rough	warm
childish	fearless	kindly	rowdy	weak
clever	fierce	lazy	rude	wicked
clumsy	foolish	leader	sad	wise
coarse	fortunate	lively	safe	worried
concerned	foul	lonely	satisfied	wrong
confident	fresh	loving	scared	
confused	friendly	loyal	secretive	
considerate	frustrated	lucky	selfish	
cooperative	funny	mature	serious	

List from NCTE.org

**Dialectical Journal**

**Student Name:**

**Book Title:**

Text (Page #)	Character Name and Trait	Insight/Reaction//Interpretations
<p><i>Cite specific examples of the choices made by a variety of characters. Include page numbers</i></p>		<p><i>Explain the choice being made by the character in the quote you chose. How does this demonstrate/ show the character's trait? Predict whether the choice will have a positive or negative impact.</i></p>
<p>"I volunteer!" I gasp, "I volunteer as tribute!" Page 22</p>	<p>Katniss Everdeen Brave/ Selfless</p>	<p><b>(Explain)</b> Katniss, trying to save her younger sister's life, offers to take her place as a tribute. She knows her skills with archery and hunting will give her a fighting chance at potentially winning the Games. <b>(Character Trait)</b> This choice demonstrates how Katniss is trying to be brave and selfless. She would never be able to forgive herself if something happened to her younger sister. <b>(Predict)</b> I think that Katniss will have an easy time training for the games and will win very easily. Her sister will be relieved that she does not have to participate and thinks it's better for Katniss to go instead of her.</p>

## Grade 7 Accelerated 2020 Summer Assignment

### Activity 3: How One Person's Choices Impact a Community

*Paragraph reflecting on the choice a character made and the impact it had on a community*

**Student Target:** On a separate piece of paper, in a paragraph, reflect on which character, their choice(s) and the consequence of their choice(s), had the most significant impact on the community. Use the rubric to ensure you are meeting exemplary writing.

**Instructions:** Review your Dialectical Journal and the character traits activity (Activity 2). Based on your work and the reading, which character's choice(s) had the most significant impact on the community? Describe the consequence of the choice(s) on the community or the character. In other words, did it have a positive or negative impact on the community? How did the choice impact or change the character?

Begin your response with a strong topic sentence that states your answer to the prompt. Then, support your topic sentence with evidence from the text and provide a thoughtful commentary.

	Exemplary	Proficient	Emerging	Incomplete
<b>Content, Organization and Style</b>	<p>The writing skillfully addresses the prompt/topic and contains all components of a paragraph.</p> <ul style="list-style-type: none"> <li>• Clear and focused topic sentence that clearly guides the reader.</li> <li>• Supporting details are directly related to topic and each other.</li> <li>• Develop the topic with relevant, well-chosen:               <ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Commentary</li> <li>• Concrete details</li> <li>• Elaboration</li> <li>• Quotations</li> <li>• Transitions</li> </ul> </li> <li>• Concluding sentence that includes a universal idea, or the "So What?"</li> </ul>	<p>The writing addresses the prompt/topic and contains components of a paragraph.</p> <ul style="list-style-type: none"> <li>• Topic sentence is focused and guides the reader</li> <li>• Supporting details are related to the topic.</li> <li>• Develop the topic with relevant, well-chosen:               <ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Commentary</li> <li>• Concrete details</li> <li>• Elaboration</li> <li>• Quotations</li> <li>• Transitions</li> </ul> </li> <li>• Concluding sentence that attempts to include a universal idea, or the "So What?"</li> </ul>	<p>The writing does not adequately address the prompt/topic and does not contain all parts of a paragraph.</p> <ul style="list-style-type: none"> <li>• Topic sentence states the main idea</li> <li>• Details are evident but do not relate to the topic sentence.</li> <li>• Topic is developed with weak facts, incomplete definitions, commentary, transitions, lacks details, elaboration, information, and examples.</li> <li>• Concluding sentence may be missing or just restates the topic sentence.</li> </ul>	<p>The paragraph is incomplete and/or does not address the prompt/topic. It is missing one or more of the following:</p> <ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Details</li> <li>• Commentary</li> <li>• Transitions</li> <li>• Elaboration</li> <li>• Concluding sentence</li> </ul>
	<b>2</b>		<b>1</b>	<b>0</b>
<b>Conventions</b>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Consistently follows the rules</p>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Generally follows the rules</p>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Mostly does not follow the rules</p>	

## Grade 7 Accelerated 2020 Summer Assignment

### Activity 4: My Choices and Traits

#### Individual Home/Community Project

How can you help in your home and community?

**Student Target:** To complete their own individual home/ community project and to reflect on how their choices can impact their community.

Using the ideas and guide provided, create a plan for one week in which you will help various people at home and in your community. For each day, focus on ONE activity you will do to make a difference. As you go through the week, respond to the prompts, and reflect on the impact you have seen. Remember, these are only suggestions; you may come up with your own.

#### Example Ideas:

- Take out the trash
- Help with laundry
- Wash the dishes.
- Walk the dog.
- Clean up around your neighborhood.
- Help a neighbor your family knows (Ask your parents first!)
- Volunteer to help with something.
- Do not say anything mean or negative for one day.
- Do a chore without being asked.
- Spend time with someone who is older (like your grandparents and help them with chores).
- Volunteer to babysit without payment
- Write letters to family members.
- Offer to mow the lawn.

**Record your ONE activity for the day:**

Monday	Tuesday	Wednesday	Thursday	Friday

**Journal Prompts:** Answer each prompt with complete sentences. At the end of each day, reflect on your ONE activity for the day and explain how you felt. If you need more space, complete these on a separate sheet of paper.

**Monday: What did you do to make a difference today? Who appreciated it?**

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**Tuesday: What is something new you learned today in connection to this project?**

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**Wednesday: Is it better to make a difference anonymously or with a lot of recognition?**

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**Thursday: If every person did what you did today, how would that make a difference?**

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**Friday: Can an individual make a difference that will last?**

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