

Middle School 181 Literacy Department  
2013 Summer Reading

Grade 7

Theme: Mapping your life- Making choices

**Novel**- We Beat the Street by: Sharon Draper

- ✓ Students are responsible for reading the novel and answering all questions in the packet.

**Poem**- “Choices” by Allen Steble

- ✓ Read the Poem and answer the questions.

**Informational texts** – Read the texts

- ✓ “Good and Plenty” and “Stop Bullying”
- ✓ Use the texts to answer the questions

**Grammar**-

- ✓ Capitalization
- ✓ Punctuation
- ✓ Clauses
- ✓ Prepositional phrases

## **We Beat the Street by Sharon Draper**

Once you have completed reading the book answer each question on a separate sheet of paper.

**1. We Beat The Street is a true story, a biography. How does the blending of real events into story form make for a successful telling of the lives of real people?**

**2. As you first meet Sampson, what kind of person does he seem to be? What seem to be his strengths and weaknesses? What personality traits does he have that make him potentially able to be a success? What strengths do you find in his family and home life? What negatives do you observe?**

**3. As you first meet Rameck, what kind of person does he seem to be? What seem to be his strengths and weaknesses? What personality traits does he have that make him potentially able to be a success? What strengths do you find in his family and home life? What negatives do you observe?**

**4. As you first meet George, what kind of person does he seem to be? What seem to be his strengths and weaknesses? What personality traits does he have that make him potentially able to be a success? What strengths do you find in his family and home life? What negatives do you observe?**

**5. How are the teenage years of the three young men similar to teens today? How is it different? What extra challenges did they face as teenagers?**

**6. Describe the horrors of the brief prison incarcerations of Rameck and Sampson. How do those experiences change them for the better?**

**7. Describe the program at Seton Hall as described in the book. What is it about that program that allowed the three young men to become successful? What difficulties did they still have to overcome?**

**8. What is the attitude of the three young men concerning learning, studying, and acquiring knowledge? How did they deal with friends who looked down on them or made fun of them for excelling in school or for dreaming of college?**

**9. Discuss the strengthening friendship among the three young men as they go to medical school.**

**10. Describe the feelings of the three doctors as they graduate from medical school. What have the three doctors learned about themselves, their past and their future as they complete medical school?**

**11. Explain the theme of the book. Use specific examples from the text to support your answer.**

**Writing Activity:**

**1. Write a persuasive essay that argues ONE of the following points:**

- **It is more important to keep the respect of friends than to get good grades."**
- **Failing in school is really not cool."**
- **Going to college is a possible goal for everyone."**
- **Positive peer pressure is more important than negative peer pressure."**

Use **We Beat the Street** as a guide to help you write your essay. Think about some of the obstacles that the main characters had to face and how you can apply them to your own life.

**2. Write a poem about one of the following topics, or any topic of your choosing that fit the themes of the book:**

- **The Power of Me**
- **Learning to Live**
- **Living and Making it**
- **Success**
- **Survival**

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## Poems About Life's Choices



### Choices

by, Allen Steble

We all have a choice  
to live a lie  
or be ourselves  
to laugh and cry  
or to follow someone else

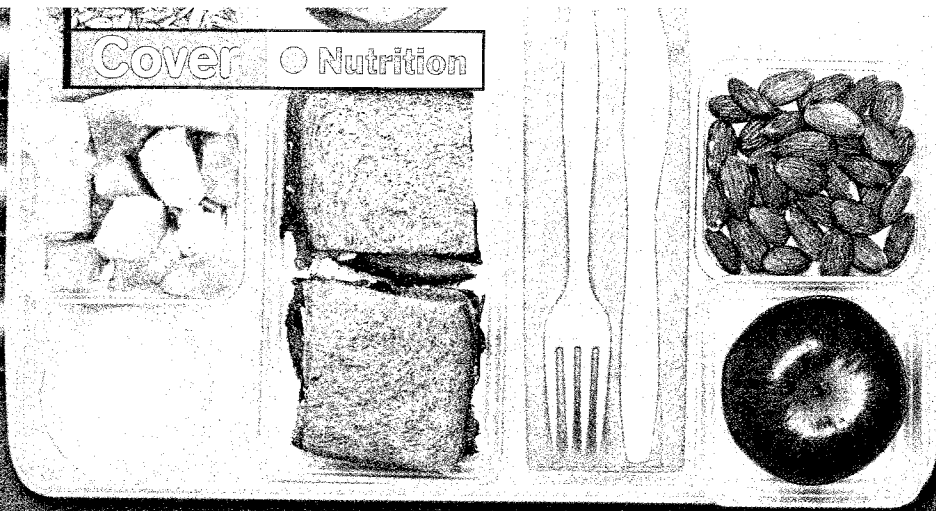
to look up and smile  
or bow down and frown  
to walk the whole mile  
or take off our crown

We have a choice  
to shout out loud  
or chant a whisper  
to fly through the clouds  
or to be blown like paper

to conquer our fear  
or hide in the shadow  
to the wise words hear  
or be thrown out the window

We all have a choice  
to climb our highest mountain  
or fall into our deepest hole





# Good and Plenty

The USDA recently issued guidelines to make school lunches healthier. Some of the changes have gone down more easily than others.

In September, nearly 32 million kids across the country saw big changes on their school-lunch trays. There were more fruits and vegetables, but smaller meat and grain portions. “You’ve got less meat on a smaller bun,” Linette Dodson told TFK. She is the nutritionist for schools in Carrollton, Georgia. “The change caught everyone’s attention.”

The U.S. Department of Agriculture (USDA) established the new school-lunch guidelines to address rising childhood-obesity rates. The rules limit portion sizes, calories, fat and salt. Some kids, mostly high schoolers and athletes, complained that the leaner meals left them hungry.

The limits on meats and grains forced schools to add snacks such as pudding and Jell-O to meet calorie requirements. “I would rather give kids more whole grains and lean proteins than foods that might not be as healthy,” Dodson explains. “Fruits and veggies are great, but it would take a lot of broccoli and apples to meet the calorie targets.”

In December, the USDA responded by relaxing the rules. Now schools can serve bigger meat and whole-grain portions, as long as these do not exceed calorie limits set for each grade level. “We understand that these changes are difficult, so we want to be flexible,” U.S. Secretary of Agriculture Tom Vilsack told TFK. “But we need to educate folks about why eating healthful foods is important from a health care and educational standpoint.”

## Cooking Up Excitement

Other changes to school lunches have been easier to swallow. Following USDA guidelines, schools have found healthier ways to serve up lunchtime favorites. Fries and chicken nuggets are now baked, not fried. Everything from pizza crust to hot-dog buns to the breading on chicken nuggets is

made from whole grains.

Some schools have found ways to persuade kids to eat more fruits and vegetables. Think a kid won’t try roasted rutabaga soup? Have a chef visit the school to cook and serve it. Want students to try a new vegetable, such as kale or cauliflower? Have them grow it themselves in a school garden. How do you keep foods from going from tray to trash? Have students taste-test new recipes before adding them to the menu.

Fifth grader Mahli Fleckenstein relishes the changes. She eats all kinds of vegetables grown in the garden at West Salem Elementary, in Wisconsin. She has also given a thumbs-up to roasted Brussels sprouts and dried cranberries. Her favorite part of the lunch makeover? “There are so many different fruits to try,” she says. “I’m a big fan of fruit.”

Michelle Kloser, nutrition director for West Salem schools, isn’t surprised that kids can develop an appetite for healthy fare. “The key is to get kids involved,” she says. “Give them choices. Let them be a part of your school’s decision making. You’ll see how excited they can get about nutritious foods.” —By Brenda Iasevoli

### POWER Words

**lean** adjective: having little fat  
**relish** verb: to enjoy greatly

### Think

What do you think of the new school lunch? What can you do to encourage your school to serve healthy fare you will enjoy?

## What's for Lunch?

A school-lunch menu should offer food that is both nutritious and tasty. Schools must provide fruits, vegetables, whole grains and fat-free or low-fat milk. Here's your chance to create a menu. Pick an item from each category. Then give a reason why you chose each food.



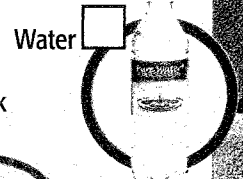
▲ YUM! The cafeteria at West Salem Elementary serves tasty fruits and vegetables.

▼ THEY GREW IT! West Salem students will eat this cabbage.

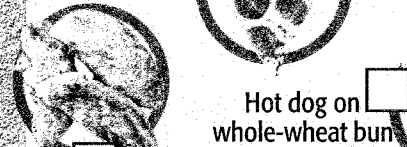


PHYLLIS OLSON

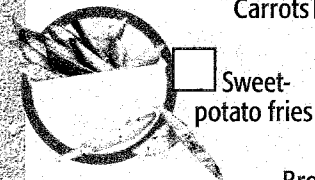
### Drink



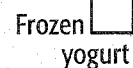
### Main Course



### Side Dish



### Dessert

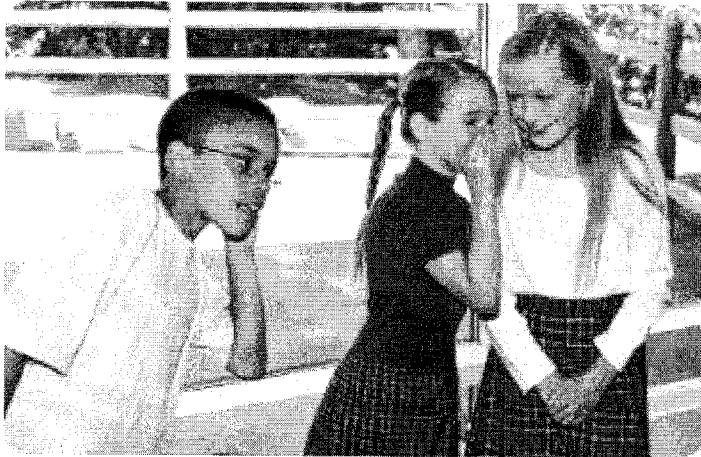


What are kids eating for lunch around the world? See a slide show at [timeforkids.com/international](http://timeforkids.com/international).





# Stop Bullying!



photos.com

Teasing and name-calling are forms of bullying.

Victims of bullying. That is why states across the country have enacted anti-bullying laws. **Enact** means "to sign into law." Some schools already have rules to stop bullying. However, many lawmakers felt those rules were not tough enough.

Maine is the 18th state to enact such a law. The law requires schools to create a plan to prevent and deal with bullying. All adults who work with students must be trained to handle bullying problems.

## Tips to Fight Bullying

If you are being bullied, you can do something about it! Here are three tips from the National Center for School Safety.

### **No!**

If you are being bullied, tell the bully in a firm voice that you do not like what he or she is doing.

### **Go!**

Walk away quickly.

### **Tell!**

Find an adult right away, and tell the adult what happened.

Kids who tease and threaten others are bullies. Now there are new laws to stop them.

Drew Landry from Maine knows what it's like to be bullied. When Drew was in sixth grade, he was bullied by an eighth grader. "It was hard to get through," Drew told *Weekly Reader*. With the help of his parents and school officials, the bullying has stopped.

Drew is not alone. Many kids are

## No More Bullies!

A bully picks on another person again and again. Many kids think of bullying as hitting or pushing, but it is more than that. It often takes the form of name-calling, teasing, and threatening.

Drew wants to make sure no other kids are bullied. He spoke in front of lawmakers to support Maine's new law. "I helped change the law to help other kids feel better about themselves," says Drew. "The new law also makes me feel safer."

Informational text – Theme: Mapping Your Life- Making choices

Use the text “ Stop Bullying” to answer the following questions

1. What is the author’s purpose for writing this article? What choices do you think he would like students to make? Use evidence from the text to support your responses.

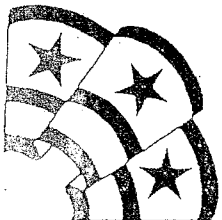
2. Explain why Drew made the decision to speak in front of law makers to support Maine’s anti-bullying law. Use specific evidence from text.

Person is the quality of a noun through which the speaker, the one spoken to, or the one spoken about is indicated.

1. The first person refers to the speaker.
2. The second person refers to the one spoken to.
3. The third person refers to the one spoken about.

On the line before each sentence, write the person of the underlined noun.

- \_\_\_ 1. The Declaration of Independence was signed on July 14, 1776.
- \_\_\_ 2. We, Americans, were given many freedoms through this document.
- \_\_\_ 3. Students, have you seen the document at the Smithsonian Institute?
- \_\_\_ 4. Yes, our class visited this museum last May.
- \_\_\_ 5. In 1775, the Continental Congress was formed.
- \_\_\_ 6. The representatives met the following year to continue their efforts towards independence.
- \_\_\_ 7. We, colonists, wanted complete freedom from England.
- \_\_\_ 8. The Declaration of Independence told why the colonies wanted to be free.
- \_\_\_ 9. Class, do you know the reasons why we wanted our freedom?
- \_\_\_ 10. Pupils, do you know the wrongs that were suffered by the colonists?
- \_\_\_ 11. The Declaration of Independence stated the colonies would become an independent nation.
- \_\_\_ 12. Thomas Jefferson did most of the writing with the help of John Adams and Benjamin Franklin.
- \_\_\_ 13. We, citizens, are indebted to these men and those who signed.
- \_\_\_ 14. Fifty-six men signed the Declaration.
- \_\_\_ 15. We, countrymen, have greatly benefited from the Declaration of Independence.



■ An **antonym** is a word that has the opposite meaning of another word. EXAMPLES: stop—go; yes—no; hot—cold

**A. For each underlined word, write an antonym from the box.**

- |                              |       |           |
|------------------------------|-------|-----------|
| 1. <u>dull</u> knife         | _____ | knife     |
| 2. <u>hard</u> cheese        | _____ | cheese    |
| 3. <u>correct</u> answer     | _____ | answer    |
| 4. <u>spend</u> money        | _____ | money     |
| 5. <u>remember</u> groceries | _____ | groceries |
| 6. <u>neat</u> room          | _____ | room      |
| 7. <u>finish</u> chores      | _____ | chores    |
| 8. <u>old</u> clothes        | _____ | clothes   |
| 9. <u>bottom</u> line        | _____ | line      |

begin  
forget  
messy  
new  
save  
sharp  
soft  
top  
wrong

**B. Rewrite the paragraph using an antonym for each underlined word.**

The little game was that evening. Scott and Jeff wanted to wear dirty uniforms. They believed that looking bad to the other team would help them win. They dirtied their uniforms at the same time. They used bleach to fade the colors. When they finished washing the uniforms, they discovered they had been right. Their uniforms were now the opposite color as those of the other team!

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- A sentence that gives a command is called an **imperative sentence**.

EXAMPLES: Sit down. Read your book.

- A sentence that shows surprise or emotion is called an **exclamatory sentence**.

EXAMPLES: Oh, you scared me! We won the game!

A. Write imperative if the sentence gives a command. Write exclamatory if the sentence shows surprise or emotion.

- \_\_\_\_\_ 1. You go first, Jack.
- \_\_\_\_\_ 2. Tell me if it's safe.
- \_\_\_\_\_ 3. I'm scared!
- \_\_\_\_\_ 4. Keep your voice down.
- \_\_\_\_\_ 5. I can't see!
- \_\_\_\_\_ 6. I'm lost!
- \_\_\_\_\_ 7. Be quiet.
- \_\_\_\_\_ 8. Come down here, Pete.
- \_\_\_\_\_ 9. I'm falling!
- \_\_\_\_\_ 10. Hurray, I'm out!
- \_\_\_\_\_ 11. Close the window.
- \_\_\_\_\_ 12. Watch out for that car.

B. Pretend that you are walking with a friend in a deep, dark forest. Write three imperative sentences and three exclamatory sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- Capitalize each word in a place name.  
EXAMPLES: Chicago, Germany, Utah, Howard School,  
Main Library, Missouri River
- Capitalize days of the week, months of the year, holidays,  
and names of monuments.  
EXAMPLES: Tuesday, February, Valentine's Day,  
the Lincoln Memorial

**A. Rewrite these sentences using capital letters where needed.**

1. Our family will spend memorial day in washington.

\_\_\_\_\_

2. We hope to see the white house and the washington monument.

\_\_\_\_\_

3. We also want to see the smithsonian institution.

\_\_\_\_\_

4. The potomac river forms a border between  
washington and virginia.

\_\_\_\_\_

5. The lincoln memorial is amazing to see at night.

\_\_\_\_\_

6. The vietnam memorial gets many visitors.

\_\_\_\_\_

7. There are many amazing sights in washington.

\_\_\_\_\_

**B. Answer these questions. Use capital letters where needed.**

1. When were you born?

\_\_\_\_\_

2. What is your address? Include the city and state.

\_\_\_\_\_

3. What is your favorite holiday?

\_\_\_\_\_



Name \_\_\_\_\_

DEVELOP THE CONCEPT

# Clauses and Complex Sentences

A clause is a group of words with a subject and a verb. A **dependent clause** begins with a word such as *because* or *when*. It cannot stand alone as a sentence. An **independent clause** can stand alone.

**Dependent Clause**      when I was eight

**Independent Clause**      My family visited Yosemite.

A sentence made up of a dependent clause and an independent clause is a **complex sentence**.

**Complex Sentences**      When I was eight, my family visited Yosemite.

My family visited Yosemite when I was eight.

Other words that often introduce a dependent clause are *since*, *although*, *if*, *until*, *unless*, *as*, *after*, and *before*. When a dependent clause comes first in a complex sentence, it is followed by a comma.

**Directions** Write *I* if the underlined group of words is an independent clause. Write *D* if it is a dependent clause.

1. People visit Yosemite because it is so beautiful. \_\_\_\_\_
2. When you see El Capitan, you'll be amazed. \_\_\_\_\_
3. If you go there, visit Yosemite Falls. \_\_\_\_\_
4. You will probably see a bear before you leave. \_\_\_\_\_
5. After I returned, I read a book about the park. \_\_\_\_\_

**Directions** Combine each pair of simple sentences. Use the word in ( ). Write the complex sentence.

6. I'll visit all the national parks. I'm grown up. (when)

7. I'm only ten years old. I have to travel with my family. (since)



**Home Activity** Your child learned about clauses and complex sentences. Encourage him or her to show you how words such as *because*, *when*, *although*, and *if* can link simple sentences to form complex sentences.

# Clauses and Complex Sentences

**Directions** Make complex sentences by choosing clauses from the box to combine with the clauses below. Write your sentences on the lines. Use correct capitalization and punctuation.

Indians were living there	if you get too close
you will want to return	because it is so beautiful
it is still mostly wilderness	

1. When explorers reached Yosemite, \_\_\_\_\_

\_\_\_\_\_

2. Many people visit Yosemite \_\_\_\_\_

\_\_\_\_\_

3. Although millions of tourists visit the park, \_\_\_\_\_

\_\_\_\_\_

4. A mule deer can be dangerous \_\_\_\_\_

\_\_\_\_\_

5. After you have visited once, \_\_\_\_\_

\_\_\_\_\_

**Directions** Think of a place you would like to visit. Write three complex sentences about the place. Use the words in ( ).

6. (because) \_\_\_\_\_

\_\_\_\_\_

7. (if) \_\_\_\_\_

\_\_\_\_\_

8. (when) \_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child learned how to use clauses and complex sentences in writing. Ask your child a *why* question. Have him or her write a complex sentence to answer it. Ask your child to explain why the answer is a complex sentence.

# Clauses and Complex Sentences

**Directions** Mark the letter of the independent clause in each group.

1. **A** when the tourists arrived  
**B** if you are camping  
**C** it is bigger than Rhode Island  
**D** although there are many cars
2. **A** unless you want an angry bear  
**B** don't tease the animals  
**C** until they can smell you  
**D** as we were driving by
3. **A** before we went to sleep  
**B** since we had our backpacks  
**C** after we ate lunch  
**D** we pitched our tent
4. **A** we went too near the falls  
**B** because we were soaking wet  
**C** when the wind blows hard  
**D** if you want to stay dry

**Directions** Mark the letter of the word that completes each sentence.

5. \_\_\_ there are bobcats, we didn't see any.  
**A** Although  
**B** And  
**C** Until  
**D** As
6. I've been starving \_\_\_ we arrived here.  
**A** or  
**B** but  
**C** since  
**D** because
7. We stopped hiking \_\_\_ we got too cold.  
**A** or  
**B** unless  
**C** although  
**D** when
8. \_\_\_ you go out at night, you might see an owl.  
**A** If  
**B** Until  
**C** But  
**D** Although
9. \_\_\_ we go to bed, we safely store our food.  
**A** Unless  
**B** Before  
**C** Or  
**D** After
10. \_\_\_ I was hiking, I saw a large brown animal.  
**A** And  
**B** As  
**C** Until  
**D** If



**Home Activity** Your child prepared for taking tests on clauses and complex sentences. Have your child find complex sentences in a newspaper article. Ask him or her to identify the independent and dependent clauses in each sentence.

# Prepositions and Prepositional Phrases

A **preposition** begins a group of words called a **prepositional phrase**. A prepositional phrase ends with a noun or pronoun called the **object of the preposition**. The preposition shows how the object of the preposition is related to other words in the sentence. A prepositional phrase can be used to tell *where, when, how, or which one*.

**Preposition**

We took a rocket into outer space.

**Prepositional Phrase**

into outer space

**Object of the Preposition**

space

### Common Prepositions

*about, above, across, after, along, around, at, behind, below, beneath, between, by, for, from, in, into, of, on, over, through, to, under, upon, with, without*

**Directions** Write the prepositional phrase in each sentence. Underline the preposition. Circle the object of the preposition.

1. Can you jump across that gully?

\_\_\_\_\_

2. Don't trip over a rock.

\_\_\_\_\_

3. Gravity on the moon is very weak.

\_\_\_\_\_

4. Earth is in the sky!

\_\_\_\_\_

5. At night the temperature here is very cold.

\_\_\_\_\_

**Directions** Each sentence below contains two prepositional phrases. Underline the prepositional phrases.

6. The race to the moon ended in triumph.

7. Astronauts from the United States landed on the moon.

8. They drove in buggies and even swung at golf balls.



**Home Activity** Your child learned about prepositions and prepositional phrases. Ask your child to name some common prepositions and to show you how they combine with nouns or pronouns to make prepositional phrases.

Name \_\_\_\_\_

# Prepositions and Prepositional Phrases

**Directions** Improve the paragraph below by finding the prepositional phrase from the box that best fits in each sentence. Write the phrases on the lines below.

into great cities	between Earth and the moon	for other living creatures
on the moon	through the solar system	under the moon's surface

(1) People should build settlements \_\_\_\_\_. (2) Then they could easily explore outer space \_\_\_\_\_. (3) They could also dig for minerals \_\_\_\_\_. (4) A shuttle service \_\_\_\_\_ would carry people and supplies. (5) After a few years, these moon settlements would grow \_\_\_\_\_. (6) People living there would think nothing of traveling \_\_\_\_\_.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Directions** Write a paragraph agreeing or disagreeing with the following statement: *People should explore the moon.* Use prepositional phrases to strengthen your argument. Underline the prepositional phrases you use.

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**Home Activity** Your child learned how to use prepositions and prepositional phrases in writing. Ask your child to write a brief description of his or her bedroom. Have your child underline the prepositional phrases he or she uses.

Name \_\_\_\_\_

# Prepositions and Prepositional Phrases

**Directions** Mark the letter of the preposition that completes each sentence.

1. Do you want to do a space project \_\_\_\_\_ me?  
 A of  
 B since  
 C with  
 D against
2. I want to learn more \_\_\_\_\_ the moon.  
 A which  
 B between  
 C across  
 D about
3. NASA has a good site \_\_\_\_\_ the Internet.  
 A all  
 B on  
 C between  
 D behind
4. Let's go \_\_\_\_\_ the library this afternoon.  
 A without  
 B of  
 C to  
 D beneath

**Directions** Mark the letter of the word that is the object of a preposition.

5. People once thought there might be life \_\_\_\_\_ on the moon.  
 A moon  
 B People  
 C life  
 D on
6. The moon's climate is too harsh for \_\_\_\_\_ living things.  
 A moon's  
 B things  
 C living  
 D harsh
7. At night the temperature is much too \_\_\_\_\_ cold.  
 A cold  
 B night  
 C temperature  
 D at
8. No creatures could survive under \_\_\_\_\_ those conditions.  
 A creatures  
 B survive  
 C under  
 D conditions



**Home Activity** Your child prepared for taking tests on prepositions and prepositional phrases. Have your child write a list of prepositions. Say a preposition from the list and ask your child to say a sentence using that word in a prepositional phrase.

Name \_\_\_\_\_

# Prepositions and Prepositional Phrases

**Directions** Write the prepositional phrase in each sentence. Underline the preposition. Circle the object of the preposition.

1. Can you jump over this rock? \_\_\_\_\_
2. You can jump high on the moon. \_\_\_\_\_
3. Without Earth's gravity we are much lighter. \_\_\_\_\_
4. We could stand beneath a full Earth. \_\_\_\_\_
5. Can you read a book by Earthlight? \_\_\_\_\_
6. One moon day lasts for 28 Earth days. \_\_\_\_\_
7. That would be a long day in school! \_\_\_\_\_

**Directions** Each sentence below contains two prepositional phrases. Underline the prepositional phrases.

8. For centuries scientists have gazed at the skies.
9. Is there somewhere else in the universe with intelligent life?
10. One day astronauts may fly at the speed of light.
11. Perhaps they will find signs of life in a distant galaxy.
12. For people on Earth that would be a great discovery.



**Home Activity** Your child reviewed prepositions and prepositional phrases. Have your child look through a newspaper or magazine article to find examples of prepositions and prepositional phrases.