



# Watertown Middle School

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Dear Parents and Guardians of Watertown Middle School Students:

***All young people experience learning losses when they do not engage in educational activities during the summer.*** Research shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of summer vacation (Cooper, 1996).

Over the next few weeks, your student will be receiving an outline of the requirements for summer reading and writing. Watertown Middle School's "One School, One Book" for the summer of 2010 will be Peak by Roland Smith.

In the fall of 2010 your child's new English teacher will collect the assignments from students during the week of September 13th. The projects will be graded and will also be used in homeroom activities. **Since this grade will be recorded in both English and reading classes as their first major grade for the first school term, students will be rewarded for their summer efforts.** In addition to reading and completing assignments on Peak, we will be asking students to read 2-3 books at their reading level and come back to school prepared to write/complete a project on one or more of the books. Please refer to the suggested reading lists on the Watertown Middle School website.

In addition to assigned summer reading, we encourage students to inquire about teen summer reading programs at their public libraries. Public libraries are in a remarkable position to expose students to great quantities and varieties of print and meaningful language opportunities that are crucial to reading achievement. Books on tape, literary movies, periodicals and alternative literature forms are all language rich and comprehension and vocabulary building opportunities. Students may enjoy the freedom of choice in reading afforded them by a summer vacation as well. The National Reading Panel reported in the year 2000, "The more students read the better their fluency, vocabulary, comprehension and writing."

Please join us in supporting your child's continued progress in the areas of reading and writing. Our best wishes for a safe and relaxing summer!

Watertown Middle School  
Summer Reading Packet  
*Peak*

**Directions:**

- 1) Read this entire packet **before** you begin reading the book.
- 2) As you read *Peak*, complete the activities in this packet.
- 3) Be sure to schedule ample time for each activity. Answers should be complete and thorough well before the first day of school!

**Major Character** Peak Marcello is the main character in this novel because he goes through the most changes, and it is his voice we hear as we read the story.

1) List Peak's characteristics and traits, both inside and out, as you read through the story - use nouns and adjectives. You should be able to come up with at least 20 words to describe Peak. An example has been done for you.

<b>Major Character:</b>	<b>PEAK</b>
1) List of Characteristics and Traits: (at least 20 - not including the four examples)	Example: ✓ fourteen ✓ climber ✓ smart ✓ writer

Find at least 6 quotes from the book that **describe how Peak** thinks, feels, acts, talks and views the world. An example has been done for you.

<b>PAGE #</b>	<b>QUOTE</b>	<b>What does this show about Peak?</b>
36	<i>"To get up a rock wall you study the outside, trying to pick the best footholds and handholds, guessing where you're going to encounter problems."</i>	<i>This shows that Peak thinks strategically and carefully plans out every move while he's climbing so that he is safe. He is also a problem solver and tries to anticipate where the problems will be.</i>

PAGE #	QUOTE	What does this show about Peak?

### Minor Characters

There are many other characters in *Peak*. To help you understand the minor characters, create a complete chart about each minor character below. An example has been done for you:

Character:	Their relationship with Peak:	How they affect who Peak is and who he becomes:
The "Two Peas" (Patrice and Paula)	<ul style="list-style-type: none"><li>✓ Peak's twin half sisters</li><li>✓ Share the same birthday with Peak</li></ul>	<ul style="list-style-type: none"><li>✓ He wants to be a good role model for them</li><li>✓ He begins to make decisions based on what they may think.</li><li>✓ They adore and idolize him</li></ul>
Peak's Mom		
Rolf		
Sun-jo		

Joshua Wood		
Zopa		
Holly Angelo		
Captain Shek		

## Setting

As you read the book, take sensory detail notes (your five senses) about the following places in the novel:

Place:	Sensory Details	Draw a picture of the place:
Courtroom		
Kathmandu		
Base Camp		
ABC Camp		
"Top of the World"		

### Conflicts

There are many major and minor conflicts throughout the novel. As you read the book, keep track of at least 4 major or minor conflicts and complete the chart below. An example has been done for you. Fill in the blanks when you get to the end of the book....we don't want to give it away!!!

Explain the CONFLICT	Who was involved?	Resolution
Josh and Peak's mom. You get the feeling throughout the book that she is at odds with Josh. Also, she is worried about her son and if she has been a good mother, and hopes that she has made the right decisions for Peak over the years.	Peak's mom, Josh, and Peak	Peak realizes how much his _____ and his _____ means to him. At the end of the novel he decides to _____  and be with _____ because they are so important to him.

## **BREAKING NEWS!!!**

Holly Angelo wrote freelance articles and went to Mt. Everest looking for a hit story about Peak's climb to the top of Mt. Everest. Throughout the novel she continually asks Peak for an interview when his experience was over. Think about the "big story" she would publish in a leading New York newspaper.

What questions would she ask Peak by the novel's end? Come up with at least 5 questions that Holly would ask and also provide Peak's response to each question. Questions must be written in sentence form. If you ask a question that requires a "yes" or "no" response, please explain your answer.

For example:

Holly: Did you enjoy this experience?

Inappropriate response:

Peak: Yes

Appropriate response:

Yes, Holly. Being from parents who are world class climbers, this opportunity allowed me to experience the challenge of mountain climbing. I was introduced to many types of equipment and mountain climbing scenarios that challenged both my physical and mental abilities. I also learned plenty about myself and my family.

**This part of the assignment must be typed in Times New Roman 12 point font and double spaced. Please check spelling, grammar, and punctuation.**