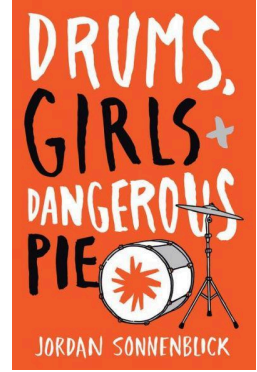


**North Shore Hebrew Academy**  
**7<sup>th</sup> Grade Summer Reading Assignment**



**Dear Students and Parents,**

**Over the summer, all students entering seventh grade will be reading the novel Drums, Girls and Dangerous Pie by Jordan Sonnenblick.**

**The book will be available for purchase at Barnes & Noble on Northern Boulevard in Manhasset. It can also be found online.**

**<https://www.barnesandnoble.com/w/drums-girls-and-dangerous-pie-jordan-sonnenblick/1100294623#/>**

**<https://www.amazon.com/Drums-Girls-Dangerous-Jordan-Sonnenblick/dp/0545722861>**

**Before, during and after reading, you should use the attached information to guide your reading and better help you understand the novel. Be prepared to hand in your assignments and annotated books on the first day of school.**

**In addition to the novel, students will be responsible for a list of vocabulary words. These words are linked [here](#) and attached to this document.**

**Students will have an assessment on both items upon entering school in September.**

**If you have any questions or concerns, you may email me at: [nwilensky@nsha.org](mailto:nwilensky@nsha.org)**

**We look forward to a wonderful and productive year together!**

## **Before Reading the Novel:**

**Under parental supervision, watch the video:**

**The OC – Summer's Grief**

**(<https://www.youtube.com/watch?v=iIfg2wXv6vk>)**

**Read the information below**

**Complete the Five Stages of Grief document as you read**

**[Google Document](#)**

## **While You Read the Novel:**

- **Be sure to highlight and annotate (write notes directly in the book) in sections of the novel that connect to the article you have read, as well as sections of the novel that provide you with information about the setting (time, place or mood), character development (descriptions of physical or emotional aspects of a character), plot elements (how the story develops throughout the novel) and themes (messages the author is teaching).**
- **Complete the following question in a Google Doc. Type in Times New Roman 12-point font and double space.**
- **Use the following heading:**
  - **Name**
  - **Date**

**When You Have Completed Reading the Novel, Answer the Following:**

**Mrs. Galley encourages Steve by stating, “Instead of agonizing about the things you can't change, why don't you try working on the things you can change.” (page 184)**

**Write a clear eight-sentence paragraph in complete sentences explaining why this quote is important. Give three details from the novel to support your idea. Be sure to mention how the articles you read before the novel helped you to understand the novel better.**

## **FIVE STAGES OF GRIEF**

When going through a traumatic event (i.e. death of a loved one, terminal illness, traumatic injury, *etc.*), people tend to react similarly. There are five stages most of us go through. Some people may skip a step altogether. The length of time in each step varies.

### **Stage One      DENIAL**

At first, people may deny the event is happening. People may also SECLUDE from (or draw away from) their usual contacts (friends/family/*etc.*)

### **Stage Two      ANGER**

In this stage, the person is angry at different people: angry at the cause (including the dead person), angry at themselves, and angry at the world or society. The anger occurs even if the incident was unavoidable.

### **Stage Three      BARGAINING**

In this stage, the person gets in touch with God. Example: “If you take this away, I’ll be nicer to everyone and give back to charity...”

### **Stage Four      DEPRESSION**

At this point, the person is depressed. Depression takes many forms (not just sadness). He/she may be sad. There may be undertones of anger. But, mostly, the person feels numb. They no longer care about hobbies, interests, work, or happiness; he/she may sleep more and be more withdrawn than usual.

## **Stage Five      ACCEPTANCE**

The anger, sadness, and numbness wear off. The person begins to accept the loss. This is not happiness or satisfaction with the result. The person begins to move on- he/she accepts the situation and starts to adjust. He/she moves on as a person and attempts personal growth.

# Five Stages of Grief for Steven Alper

*Find specific examples from the novel that show Steven experiencing each stage of grief. Your example may be a direct quote of something he says or an explanation of something he does. A page number is provided for one of the two required examples.*

**Stage one** \_\_\_\_\_ (page 64)

Example

#1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example

#2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Stage two** \_\_\_\_\_ (page 132)

Example

#1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example

#2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Stage three** \_\_\_\_\_ (page 79)

Example

#1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example

#2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Stage four** \_\_\_\_\_ (page 150)

Example

#1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example

#2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Example

#1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example

#2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 7th Grade Vocabulary List with Definitions & Parts of Speech

1. **Concrete** (*adjective*) – real; something you can see or touch
2. **Abstract** (*adjective*) – an idea or feeling that doesn't have a physical form
3. **Indicate** (*verb*) – to point out or show
4. **Respond** (*verb*) – to say or write something as an answer
5. **Previous** (*adjective*) – happening before something else
6. **Inference** (*noun*) – a conclusion based on evidence and reasoning
7. **Meaningful** (*adjective*) – important or has a purpose
8. **Substantiate** (*verb*) – to prove something with evidence
9. **Oppose** (*verb*) – to disagree with or fight against
10. **Qualify** (*verb*) – (1) to meet the requirements for something; (2) to limit or make less strong
11. **Extend** (*verb*) – to stretch out or make something longer
12. **Compile** (*verb*) – to gather things into one place or list
13. **Clarify** (*verb*) – to make something easier to understand
14. **Articulate** (*verb*) – to speak clearly or explain your thoughts well
15. **Interpret** (*verb*) – to explain the meaning of something
16. **Validate** (*verb*) – to show that something is correct or true
17. **Context** (*noun*) – the words or situations around something that help explain its meaning
18. **Coherence** (*noun*) – when all parts of something fit together clearly and make sense
19. **Interpretation** (*noun*) – the way someone understands or explains something
20. **Demonstrate** (*verb*) – to show clearly by example or explanation

21. **Evaluate** (*verb*) – to think carefully and decide how good or important something is
22. **Content** (*noun*) – the ideas or information in a book, speech, or other work
23. **Establish** (*verb*) – to create or set something up; to make something known and accepted
24. **Analyze** (*verb*) – to study something closely to understand it better
25. **Significant** (*adjective*) – important or meaningful
26. **Verify** (*verb*) – to check if something is true or correct
27. **Justify** (*verb*) – to give good reasons for something
28. **Accordingly** (*adverb*) – in a way that fits with what was just said
29. **Account** (*noun*) – a report or explanation of something that happened
30. **Mutualism** (*noun*) – a relationship where both species help each other
31. **Symbiosis** (*noun*) – a close relationship between two species that helps at least one of them
32. **Essential** (*adjective*) – very important or necessary
33. **Nonessential** (*adjective*) – not necessary or not important
34. **Merit** (*noun*) – being worthy of praise or reward
35. **Emphasize** (*verb*) – to give special attention or importance to something
36. **Obtain** (*verb*) – to get something
37. **Acquire** (*verb*) – to get something through effort
38. **Prior** (*adjective*) – earlier; before something else
39. **Whereas** (*conjunction*) – used to show a difference or contrast between two things
40. **Nevertheless** (*adverb*) – despite that; even so
41. **Furthermore** (*adverb*) – also; in addition
42. **Eventually** (*adverb*) – after a period of time; in the end

43. **Subsequently** (*adverb*) – happening later or after something else

44. **Therefore** (*adverb*) – for that reason; as a result

45. **Simultaneously** (*adverb*) – happening at the same time

46. **Consequently** (*adverb*) – as a result

47. **Moreover** (*adverb*) – also; in addition

48. **Deliberate**

- (*verb*) – to think about something carefully

- (*adjective*) – done on purpose

49. **Calculate** (*verb*) – to figure out the answer using math

50. **Excessive** (*adjective*) – more than necessary or normal