

Wish

7th Grade Summer Reading

Chapter 1

1. Write the hyperbole from page 4. _____

2. Tell 3 important details about the character.

- _____

- _____

- _____

3. If you had to choose one word to describe Howard, what would it be? _____ Give an event from the story that led you to choose this word. _____

4. Describe the setting of the story. _____

5. What is the significance of the penny? _____

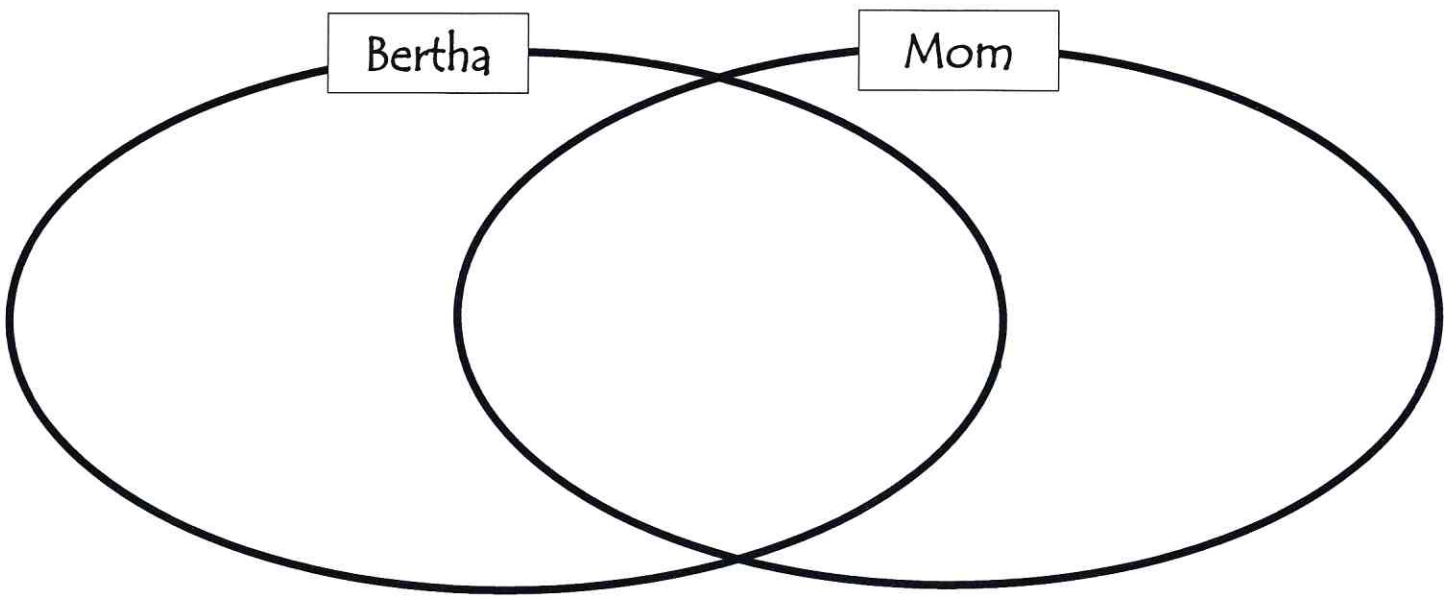
6. What do you think Charlie wished for? _____

Chapters 2

1. On page 15 the author writes: I felt like I had been tossed out on the side of the road like a sack of unwanted kittens. What kind of literary device is this? _____ Why do you think the author uses this imagery? _____

2. Describe the main problem of the story so far. _____

3. Compare and Contrast Charlie's mom and Bertha.



4. Why was Charlie feeling sorry for herself? _____

Chapter 3

1. Describe Gus. _____

2. What mistake did Charlie make? _____

3. What was the outcome of the mistake? _____

4. What was Howard's advice for Charlie when she gets mad? _____

5. Write the simile from page 29. _____

6. How are the two things being compared alike? _____

7. Use the central idea of the chapter and give it a title. _____

Chapters 4-5

1. What does Charlie see in the woods near the house? _____

2. What does she want to do? _____

3. What did Charlie have in common with the dog? _____

4. How did Charlie feel when she got to church?

a. happy

b. angry

c. embarrassed

d. sad

5. What words from the story let you know how she felt? _____

6. How did Charlie make her wish on the way home from church?

7. How did Charlie make her wish when they were riding into town?

Chapters 6-7

1. Do you think Charlie should have been angry with Bertha? _____

Why or why not? _____

2. Why did Howard say that Charlie should tell someone what was wrong? _____

3. What was Howard's advice to Charlie? _____

4. Why did Howard suddenly seem different to Charlie? _____

5. What is the theme of the story Howard's mom's needlepoint sign about the clothesline and your troubles? _____

6. Write the example of personification found on page 57. _____

Chapters 8-9

1. What does Charlie learn about her mother, that she didn't already know, in chapter 8? _____

2. What was Howard's first plan for finding Wishbone? _____

3. Why did Charlie feel she did not belong in church? _____

4. Why was Charlie mad at Howard? _____

5. How has Charlie's perspective of Howard's house changed and why?

6. Use the central idea of the chapters and give them a title.

Chapter 8: _____

Chapter 9: _____

Chapters 10-11

1. What was the second plan to catch Wishbone? _____

2. Summarize Charlie's feelings when she talks to her sister on the phone. _____

3. Why does Charlie feel like she needs Wishbone more than ever?

4. When Charlie was mad on the bus she tried something to calm herself down, but it did not work. What was it? _____

5. What did work to calm her down? _____

6. What surprised Charlie the most about Mr. Odom? _____

Chapters 12-13

1. Write the example of personification from page 89.

2. Write a summary of why Bertha and Charlie's mama do not talk to each other anymore. _____

3. Fill in the missing cause or effect.

Cause	Effect
	Charlie sat straight up in bed.
Howard called Charlie a baby.	
	Wishbone wagged his tail.

Chapters 14-15

1. Put the following events in order as they happened in the story.

_____ Charlie took Wishbone to Howard's house.

_____ Charlie was embarrassed for calling Howard a squirrel eating hillbilly.

_____ Charlie made a bologna trail to get Wishbone to the house.

_____ Charlie gave Wishbone a bath.

_____ Gus gave Charlie a dog tag for Wishbone with their phone number on it.

_____ Charlie shared a muffin with Howard on the bus.

_____ Gus was pleased to see Wishbone when he got home from work.

_____ Charlie added Wishbone to her blessing flower at church.

2. What was the miracle that happened at church? _____

3. Using the central idea create titles for these chapters.

Chapter 14 _____

Chapter 15 _____

Chapter 16

1. Write the simile from page 120. _____

2. Why does the author use this imagery? _____

3. Why did Howard not make a wish the first time?

a. He did not have anything to wish for.

b. He did not believe in wishes.

c. He did not think it would come true.

d. He wanted to give his wish to Charlie.

4. Write the example of personification from page 126.

5. Why did the author use this literary device?

6. How did Charlie's day go from bad to worse? _____

Chapters 17-18

1. What made Charlie feel a little better after her bad day? _____

2. Why didn't Bertha ask what mean thing Charlie had said to Howard?

3. Why was Charlie looking forlorn? _____

4. Explain why Charlie got upset with Jackie? _____

5. Using the central idea create titles for these chapters.

Chapter 17 _____

Chapter 18 _____

Chapters 19-20

1. Write the idiom from page 144. _____

2. Make a connection with the story. Tell of something from the story that you can relate to and what you have experienced that is similar.

3. Why didn't Howard want to make a wish? _____

4. How are Bertha and Jackie alike? _____

5. What role had Jackie previously played in Charlie's life? Was she more of a sister or mother? Explain. _____

Chapters 21-22

1. Why did Charlie feel jealous of Jackie? _____

2. Tell three things that made Charlie want to be Jackie?

- _____
- _____
- _____

3. How are Charlie and Gus alike? _____

4. What caused Charlie to get angry at dinner? _____

5. How did Howard help the situation? _____

6. How did Charlie know that Howard heard her say thank you?

Chapters 23-24

1. Match the phrase with its literary device.

Each yank of a weed was like a jab in
my heart

onomatopoeia

when Mama gets her fee on the
ground

personification

Wishbone kicked his legs and let out a
little woof

simile

I thought about how dogs love you
no matter what and my heart nearly
burst

hyperbole

watching the shadows of the
dogwood tree dance in the moonlight

idiom

2. Why did Jackie say that Charlie could not come live with her?

3. What did Charlie say to Jackie instead of I love you? _____

4. What do you think Charlie will do with the note that she wrote?

Chapters 25-26

1. Why did Charlie put the note in her lunch box? _____

2. How did Charlie and Howard react differently to people making fun of them? _____

3. How did Charlie know that Wishbone loved her? _____

4. Why didn't Howard shove people when they made fun of him?

5. What had Howard wished for? _____

6. What gave Charlie a smile on her face and hope in her heart?

Chapters 27-28

1. How has Charlie's opinion of Colby changed since the first day she came to live there? _____

2. What was different about the wish on the yellow railroad car?

3. At the beginning of the story Charlie does not think that she will be in Colby very long and cannot wait to go back home. What changes do you see in these chapters in Charlie's perspective? _____

4. What are some things that have caused this change? _____

Chapters 29-30

1. Tell if each statement is a fact or opinion.

_____ Jackie is strong and sassy-mouthed.

_____ Mama hung up on Charlie.

_____ Howard was working on a crossword puzzle.

_____ Monopoly is a boring game to play.

_____ Howard was the nicest friend anyone could ever want.

_____ Charlie did not have to move back to Raleigh.

_____ Charlie and Howard made plans to build a fort.

_____ The Blue Ridge Mountains are beautiful.

2. What is the theme of chapter 29? _____

3. Why is Charlie not moving back to Raleigh? _____

4. Why do you think Howard is so confident that Charlie will not have to move back to Raleigh? _____

Chapter 31

1. How are Jackie and Howard alike? _____

2. What was the first thing Charlie did when Bertha told her the good news? _____

3. What was the second thing Charlie did? _____

4. How did Howard know that Charlie would not have to move back to Raleigh? _____

5. What had Charlie been wishing for all along? _____

Book Review Rubric

CATEGORY	5	3	1	0
Focus on Chosen Topic	The entire writing is related to the book that the student chose.	Most of the writing is related to the book but wanders off occasionally.	The student provides little to no information that connects to the book chosen.	No attempt has been made to relate the book report to the book chosen.
Content	Provides relevant and specific details for the book report; these details are described thoroughly.	Provides relevant details with good supporting details for the book report.	Provides insufficient content and supporting details for the book report.	Provides minimal to no content related to the book report.
Organization	The book report is very well organized. Ideas flow in a logical sequence with clear transitions.	The book report is pretty well organized. Some ideas seem out of place. Good transitions are used.	The book report is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged, making the book report impossible to follow.
Style	Sentence structures are varied and language is precise; there are no run-on sentences or fragments.	Some varied sentence structures with precise language; there are 1-3 run-on sentences or fragments.	Limited variety of sentences and language is simplistic or limited; there are 4-6 run-on sentences or sentence fragments.	Language and sentence structure is repetitious; numerous run-on sentences and sentence fragments cause the book report to be unreadable.
Requirements	All of the requirements (genre, setting, main characters, point of view, problem/solution, summary etc.) were met.	Almost all (about 75%) the requirements were met.	Most (about 50%) of the requirements were met, but many were not.	Many requirements were not met.
Conventions (Spelling and Punctuation)	There are 1-3 spelling or punctuation errors in the book report.	There are 4-6 spelling or punctuation errors in the book report.	There are 7-9 spelling and punctuation errors in the book report.	The book report has more than 10 spelling and punctuation errors.
Completion of Book Report Form	All elements of the book report form are completed thoroughly and thoughtfully.	Approximately 75% of the book report form is completed.	Approximately half (50%) of the book report form is completed; it is completed haphazardly.	The book report form is missing or not completed.
Effort	The book report is completed in a thoughtful and reflective manner by the student; quality effort is evident.	The book report is completed in a thoughtful manner overall but some effort seems to be lacking.	The book report lacks effort and is completed haphazardly.	No effort is made to complete the book report as required.

TOTAL POINTS: _____/40