

2017 Summer Reading at Notre Dame Bishop Gibbons School English Department

Contents :

Middle School	pages 1-2
The Assignment	
How to Choose a Book	
Project-based Responses	

High School

Grade 9	page 3
Grade 10	page 3
Grade 11	page 4
Grade 12	page 4
How To Annotate a Text	page 5
How to Keep a Dialectic Journal	page 6

Middle School (grades 6-8)

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The Assignment

Choose **TWO** chapter books (fiction or non-fiction) you have not already read but believe you can enjoy. Read them, and select a project-based response for **ONE** of the books. When you return to school in September, your English teacher will give you the date (usually 2nd or 3rd week of September) for presentation of your project. **You should also expect to write or explain how and why you chose both of your books and your project, and the challenges (if any) you faced while doing them.**

How to choose a book: (Remember, the goal is for you to actually find a book you like and can read!)

There are gazillion great books out there, and so many factors influence which books will cause any reader to say "This is a great book." Some people like certain genres (mystery, science fiction, fantasy, dystopias, historical fiction, and biographies). Some people like certain styles (first person, fast paced action, descriptive, informal, classic, sad, funny). Some people like certain topics (sports, science, and history). We want you to find the books that speak to you. Here are some tips on how to pick a good book:

Read another book by an author you already know and enjoy

Read a sequel or related book to a book you read in school

- If you go to Amazon and type in the title of a book you have already enjoyed, you will find a feature that recommends "Frequently Bought Together" or "Customers Who Bought This Also Bought...." titles. These other titles appealed to people who also liked your book. It's a good bet these titles will appeal to you too.

Ask others for advice:

- Ask friends and family who know you and your interests or abilities to make a suggestion.
- Go to the library or bookstore and ask the librarian or bookseller in the Young Adult section to make some suggestions.
- Go on line to goodreads.com's Top 100 Middle School Must Reads. If a cover or title appeals to you, click on the title to get a brief description of the book. If you are still interested, go to amazon.com and type in the title. Once you find the title, click again for more specific product info. In many cases, you can "Look Inside" and actually "test read" several pages to determine if you like the writing style and level of difficulty. You can also read other readers' reviews and questions about the book.

Project-based Responses

Just as different books appeal to different people, so do different projects that involve different skills. Some people like to act; others draw, write, build, research. Below are listed several suggestions for your projects. You may

design a project not listed below, but **do not write a book report**. Your project **MUST** be visually engaging so as to invite others to share in your books in some way.

1. *Drawing Response*: Select at least 10 moments from the book and illustrate them. You might
 - make a "coloring book" that your teacher can photocopy for classmates to use while you answer questions or tell them about your book.
 - or, create posters of your book that can hang in our library or hallways.
 - or, make a comic book or "graphic novel" format of the book
 - or, make a display board that mimics a Facebook or Instagram page, where you "post" a profile and picture of a character in the book. Include appropriate text-based "friends," "recent activities," "information," and if possible, "Ads" showing products and/or services your character might be interested in.

2. *Acting Response*:
 - Come to school on the assigned day with a costume and some props related to a character in the book. Be ready to "get into character" and be interviewed by your teachers and classmates
 - Or, make a video version of a scene in the book, or film yourself in character being interviewed by a "reporter" who is covering a "major development" in the story. (For this project, you may seek the help of others. If you have a schoolmate or two reading the same book, you may work together on this project. You may also use friends and family who do not attend NDBG)

3. *Building Response*
 - Create a 3D shadow box or diorama of a scene or setting in the book. Your display should include a poster or booklet of text quotes that informed your design
 - Or, Design a board game relevant to your book. You must create Directions which include an Objective (how to win) and Rules of Play. You must supply a game board (perhaps adapted from Monopoly or Trivial Pursuit), tokens, playing cards or whatever pieces classmates will need to play the game

4. *Research Response*

Select some aspect of something referenced in or associated with the book that you want to know more about and do some research on that topic. Figure out an interesting way to share your research with your classmates. You might research a historical event, place, person, or technology that was mentioned in the book. You might want to research more about the author. Or, if your book is one that has stirred up controversy, look into the issues surrounding the controversy.

 - Prepare a "Newspaper" page displaying several articles, ads, editorials reporting on the topic
 - Or, make a video newscast - show yourself as an anchorperson orally reporting on the topic
 - Or, interview (and film or record) an expert or eyewitness on the topic. For example, if you read a book about a person with a disability, you might interview someone with the disability, a health care professional who knows about this topic, or a family member of someone who has struggled with this topic. You might approach it from multiple perspectives.
 - Or, prepare relevant graphic posters and or power point images, graphs, maps, timelines related to your research.

Again, the goal is for you to create a response to the book that is visually appealing. You want to create a response that will encourage a conversation with others about your book and its effect on you.

HIGH SCHOOL SUMMER READING REQUIREMENTS.

Grade 9

Welcome to high school! It isn't going to be easy but it is going to be fun. This year we will be building upon the skills that you've learned throughout your academic career to improve upon your understanding of literature and how it is used, as well as how to write various forms of texts. As a student in ELA 9, you will read and analyze a variety of texts from novels to plays and short stories and continue to build and expand your vocabulary.

During the summer you will read *Lord of the Flies*, a popular classic among high school students and teachers. **You will need to buy a copy of the book, either new or used, so that you may write in it.**

- *Lord of the Flies* by William Golding
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. See directions for How to Keep a Dialectic Journal below.

Grade 10 and 10H

During this year you will lay the groundwork for some important standardized tests as well as to build upon the skills that you have acquired throughout your academic career. During the year you will be taking your PSAT 10 and working towards taking the English regents. In order to prepare, you will be reading several novels, short stories, poems, a variety of non-fiction, and analyzing the author's craft in a selection of alternative texts such as songs and images. In addition, you will continue to expand your vocabulary through our weekly vocabulary program.

The year ahead will be challenging but rewarding. You to write often, reflect, and of course, read. There will be projects, presentations, and papers but we will take the time to listen to each other and enjoy literature! Working together we will also have time for many of the activities that you may have heard about such as acting out Shakespeare's *Macbeth* and the Poetry coffee house.

Completing your summer assignments before school starts will help you get ready to learn. Your teacher will assume you have done these assignments and will rely on these texts for September classroom instruction and activities.

- *Animal Farm*, a novel by George Orwell
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. See directions for How to Keep a Dialectic Journal below. Make an entry approximately every 15 pages (8 entries)
 - *Read and annotate excerpts from, Paradise Now (handed out as a packet to incoming 10th graders)*

Grade 11 (both ELA and AP Language students will read these texts and do the accompanying assignments)

Welcome to English 11! This year you will take the SATS, ACTs, the Comprehensive NYS Common Core exam – if you haven't already- and maybe the AP exam. All of these tests will evaluate your reading, writing, and critical thinking skills to determine how ready you are for college. The skills you need are not anything you can cram for at the last minute. These are skills that build through practice and reflection; therefore we expect you to build and sharpen those skills throughout the summer so you don't lose ground, and that you have a jump start on the texts we will study in September. Both novels are also relevant to your required Junior year Religion course, *Morality*. You can expect that you will have assignments and tests in September that presume you have completed the readings and journal entries.

- *The Catcher in the Rye*, a novel by JD Salinger
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. Make an entry approximately every 15 pages (14 entries). See directions for How to Keep a Dialectic Journal below.

- *The Adventures of Huckleberry Finn*, a novel by Mark Twain
 - This book can be a challenge: the author uses dialect that some students find a challenge to understand. You might find it helpful to
 - download an audio version of the book to listen to as you **read (you still need to annotate a hard copy of the book, but listening while you read is a good help– see below)**.
 - Watch a 10 minute cartoon of the story from Spark Notes at <https://www.youtube.com/watch?v=8sBQg4fZ-ho> (**you still have to read the book, but this might stimulate interest and help you know the basic plot and characters**)
 - Watch a 90 minute movie version found on PBS.org at (**again, you still have to read the book, but this might stimulate interest and help you know the basic plot and characters**) <http://www.pbs.org/video/2262350299/>
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. Make an entry approximately every 15 pages (20 entries). See directions for How to Keep a Dialectic Journal below.

Grade 12 (All students – ELA and AP Literature will read these texts and do the accompanying assignments)

- *Antigone* by Sophocles. This is one of the oldest known plays in Western Civilization, and part of the Theban trilogy. Despite its age, the play is easy to read but stirs up many topics worthy of good discussion.
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. Make an entry for each of the 5 scenes. See directions for How to Keep a Dialectic Journal below.

- *Montana, 1948* by Larry Watson. A short contemporary novel.
 - Annotate the text by writing in the book or using post-it notes. See directions for How to Annotate below.
 - Maintain a dialectic journal. You should use same notebook you use for *How to Read...* assignment. Make an entry approximately every 15 pages (10 entries). See directions for How to Keep a Dialectic Journal below.

How To Annotate a Text

While annotating, you are making notes about the text as you read. Your annotations will slow you down to a more careful and reflective experience and keep you focused on what you are reading. Annotations will help you remember details, questions, or observations and connections you have made. You may write in the margins, underline, or use post its. But it is not helpful to just highlight everything. So how do you know what to annotate? Some strategies apply to all books we want to understand better (all books we read in and for school!), and some apply to looking for clues to why are reading the text in the first place. Here are some things your English teachers expect you to note or do as you read:

- Define words, phrases, or slang or dialect that are unfamiliar to you. Circle key words that are repeated or seem to pop out at you as a strong word choice.
- Make connections to other texts you have read or seen, including movies, news reports (“This reminds me of...”)
- Draw a picture on a post it if it helps you visualize a scene or character
- Paraphrase, or summarize in your own words
- Enter a question where you got confused or the details don’t just add up
- Identify literary techniques that the author is using – especially figurative language, imagery, tone, dialogue, point of view, flashback /fantasy/dream
- Identify theme passages – those parts of the book that point beyond the plot to a bigger, more universal insight into the human condition.

Here is a quick YouTube link: [How to Annotate a Text - YouTube ▶ 2:02](https://www.youtube.com/watch?v=BrlUkc5hPzs)

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How To Keep A Dialectic Journal

You will keep a dialectical journal as you read the novel. A dialectical journal is another name for a double-entry journal or a reader-response journal. In your journal, have a conversation with the text and with yourself.

Dialectical Journal Requirements

1. Each entry must be approximately a half-page in length.
2. Divide the page into two columns. On the left, enter a quote from the text that you are going to write about. Give page number. On the right, write about 60 words responding to the quote
3. Your entries MUST be handwritten.
4. Be sure to elaborate with specific examples from the text as you express your thoughts.
5. Make clear connections to the prompt selected.

Journal Prompts

The following are **possible** starter sentences for your response to quoted passages in your journal:

1. I do not understand...
2. I noticed that...
3. I now understand...
4. This character reminds me of myself...
5. I think the setting is important because...
6. I think the relationship between _____ and _____ is interesting because...
7. I really like this (idea, person, attitude, etc.) because...
8. Something I noticed (appreciated, wondered, etc.) is...
9. My favorite passage (or quote) is _____ because...
10. I like (dislike) _____ because.

Here is what your journal entry should look like:

Source: www.latinacademy.org

<p style="text-align: center;">Dialectical Journal Example Taking Notes (quotations taken from The House on Mango Street)</p>	<p style="text-align: center;">Making Notes (response to the quotations selected)</p>
<p>August 22, 2009 “The house on Mango Street is ours, and we don’t have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn’t a landlord banging on the ceiling with a broom” (Cisneros 3).</p> <p><u>Citation includes the author’s last name and page number where quote was found.</u></p>	<p>I noticed that she is listing experiences people who rent homes and apartments might have experienced as well. This might pull those readers closer to her through common experience. It also serves to pull the reader who has never rented into her narrative. She lists multiple inconveniences and negative aspects of this lifestyle (paying rent, sharing yard, having to be quiet) and this begins to create an image. While Esperanza’s family no longer has to deal with these problems their neighbors on Mango Street do. It provides a window into a lifestyle.</p>
<p>August 25, 2009 “But my mother’s hair, my mother’s hair, like little rosettes, like little candy circles all curly and pretty because she pinned it in pincurls all day, sweet to put your nose into when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed” (Cisneros 6).</p>	<p>Something I concluded here is that the long list of similes and metaphors describing her mother’s hair must be important. She describes her father’s hair in one sentence – as well as the hair of the other family members. The repetition of “holding you” is a clue as well. She obviously has a strong connection to her mother and it must be the most important relationship in her life – at least in her family. Other evidence of this closeness is the association of a smell – the smell of bread – with her mother. Olfactory memories are some of the strongest. It reminds me of smell associations I have. Like Coppertone sunscreen and the trip my family and I took to Pie de la Cuesta just before we moved away from Mexico. Every time I smell it I am transported back to that carefree time – and for this reason I keep buying it. Warm bread connotes comfort and care. It takes time and patience to bake bread – just like being a mom.</p>