

# Summer Reading Program

Why Summer Reading??

1. Because our minds are like muscles—without exercise, your mind will atrophy!
2. Reading increases your vocabulary and critical thinking skills, which are crucial for the increased difficulty level on the S.A.T.'s
3. Consistent reading will improve your writing—the more good sentences you read, the better sentences you will write!

How to break up the reading:

1. Take the number of days you can read.
2. Divide by the number of pages in the book.
3. Read the set number of pages per day until the book is finished.
4. Do not wait until the week before school starts to read, remember, this is a **TEST GRADE!!**

## Program Guidelines:

Please read 2 books for your grade level. The first book is required, and the second one can be of your choice (from the list, or another book approved by parent and teacher). While reading your books complete the following activities (for the required book). Turn in your completed activities for a test grade on the **first day of school**. Please choose 2 books that you have not read before. If you have already read the required title, then you may read another title from the list that is at least 200 pages in length.

Note: Use of book summaries (internet or otherwise) or helps such as SparkNotes are not allowed!! This will be considered plagiarism.

## Summer Reading List

### ***Rising English 11***

#### ***Required- The Great Gatsby, Fitzgerald***

*Uncle Tom's Cabin, Stowe*

*My Antonia, Cather*

*The Killer Angels, Shaara*

*The Crucible, Miller*

*Fahrenheit 451, Bradbury*

Any title by John Maxwell (at least 200 pgs.)

*The Old Man and the Sea, Hemingway*

*The Adventures of Huck Finn, Twain*

*The Age of Innocence, Wharton*

*The Good Earth, Buck*

### ***Rising English 10***

#### ***Required-The Odyssey, Homer***

*All Creatures Great and Small, Herriot*

*Rebecca, Du Maurier*

*Mythology, Hamilton*

*The Lord of the Rings Series, Tolkien (any)*

*The Count of Monte Cristo, Dumas*  
(abridged version of at least 200 pages)

*The Once and Future King, White*

*Romeo and Juliet, Shakespeare*

*Lord of the Flies, Golding*

*The Iliad, Homer*

*To Kill a Mockingbird, Lee*

### ***Rising English 9***

#### ***Required-The Hiding Place, Ten Boom***

*The Story of My Life, Keller*

*Watership Down, Adams*

*At Home in Mitford, Karon*

*Up From Slavery, Washington*

*The Screwtape Letters, Lewis*

*The Hobbit, Tolkien*

*Call it Courage, Sperry*

*Hound of the Baskervilles, Doyle*

*A Separate Peace, Knowles*

*Profiles in Courage, Kennedy*

**Please choose unabridged adult versions (not children's, youth, or abridged—shortened titles) of the above texts.**

#### **Reading Activities:**

**Please complete the following for the required book- Using a marbled Composition book:**

- I. Journal (approximately) 2 pages each on at least five (5) of the following topics. Use complete paragraphs with a topic sentence, at least 3 detail sentences, and a summarizing sentence. Please use each topic only once. Grammar does count!**

**Adhere to the following grade guidelines: Rising 9<sup>th</sup>-minimum word count of 200**

**Rising 10<sup>th</sup> -minimum word count of 250**

**Rising 11<sup>th</sup>-minimum word count of 300**

**\*\*\*This is for each of the five topics, not total!!**

1. Comment on the author's style, referring to particular words, phrases or passages. What do you notice about the author's writing that sets he or she apart?
2. Pick a passage that contains a specific literary device and make a comment as to the effect that device has on the passage as a whole.
3. Comment on a character. What traits does he or she have that are getting in the way or contributing to his or her success? Does this character remind you of someone you know? Talk about more than surface characteristics.
4. Comment on your reaction to the story itself. How do you respond to the action? If you are enjoying it, why? If you are not enjoying it, why not?
5. Write about how you fit into the story. Can you relate to some of the struggles?
6. Describe the tone (attitude of the speaker or the author towards the subject) of a certain chapter or section. What point is the author trying to convey to the reader?
7. Talk to a character. Ask the character a question, scold them, advise them...pretend the character is someone who will listen to you.

## **II. Vocabulary Exercise:**

**Choose 10 words from the book for which you do not know the definitions.**

**Define them in your journal, and then write a new (compound or compound-complex) original sentence relating to the book. Be sure that the sentence gives a context clue to the meaning of the word.**

**III. List 3 significant quotes and write a paragraph (for each) about why they are important. A significant line is not randomly chosen. It should be one that is important to the story, that helps you understand a character, or that relates to a major theme from the book.**

**That's it! Complete the above for the required book only that you read. You will also need to sign a form saying that you read two books this summer. Remember to read two books from your grade level, or you may read a book that is one grade level above the grade you are entering. If you have difficulty locating a title, please contact the school office. Don't make a substitution because you are not able to locate a required book. If you have any questions, contact the school office at (804) 262-8256.**

**Happy Reading,  
Mrs. Sasser**