

## 20/21 Summer Reading List for Incoming 3rd Graders

Choose two books from the list below to read this summer. Students should be ready to take an AR test on the books that they read. \*They may read more than two books.\*

### Reading List of Choices:

- The Magic Tree House Books by Mary Pope Osborne
  - Any Junie B. Jones Book by Barbara Park
  - The Littles by John Peterson
- Mr. Poppers Penguins by Richard and Florence Atwater
  - Any A-Z Mystery Book by Ron Roy
  - Charlotte's Web by EB White

**Have fun with reading this summer!**

Can you come back to school having read in all of these places?

Read a book in the sunshine	Read a book in your pajamas	Read a book with a friend	Read a book with your family
Read a book on a picnic	Read a book while taking a bath	Read a book on a rainy day	Read a book in the library
Read a book to your pet or stuffed animal	Read a book while wearing a hat	Read a book while eating a snack	Read by a window
Read a book under a blanket and with a flashlight	Read a book under the table	Read a book while in a car	Read in a fort

## Incoming 4th Grade Summer Reading 2020

Dear Parents of Rising 4<sup>th</sup> Graders,

Now that you have completed third grade, here is a list of books for summer reading. These books may be found in your local library, bookstore, or may be purchased at Amazon.com. They should read two books from the attached list. The students will take an AR (accelerated reader) test within the first two weeks of the 2020-2021 school year for demonstrating comprehension of the book.

If you have any questions, you may text or call me at 843-683-6822.

Sincerely,

Mrs. Denise Boyles

### Title and Author

Crenshaw by Applegate, Katherine.....	3.8 level (256 pages)
The Secret School by Avi.....	4.1 level (168 pages)
The Tale of Despereaux by DiCamillo, Kate.....	4.7 level (276 pages)
A Dolphin Named Bob by Twig C. George.....	5.9 level (80 pages)
Wonder #1 by Palacio R.J.....	4.8 level (316 pages)
Midnight Rider by Harlow, Joan Hiatt .....	5.1 level (384 pages)
Slacker #1 by Korman, Gordon.....	5.2 level (240 pages)
Wild Wingsby Lewis, Gill .....	4.1 level (287 pages)
Shiloh #1 by Naylor, Phyllis Reynolds.....	4.4 level (145 pages)
The Kite Fighters by Park, Linda .....	5.5 level (144 pages)
Secrets At Sea by Peck, Richard .....	4.2 level (238 pages)
Sideways Stories from Wayside School by Sachar, Louis ....	3.3 level (141 pages)
Frozen Stiff by Shahan, Sherry .....	4.8 level (160 pages)
The Trouble with Tuck #1 by Taylor, Theodore .....	5.5 level (128 pages)
A Crooked Kind of Perfect by Urban, Linda.....	3.9 level (224 pages)

## 2020 Summer Reading List Rising Grades 5-7

Choose and read 2 books from this list:

- Write a **summary** for each book. See the attached form. Your plot paragraph (what happened in the book) should be 5 sentences or more.
- Take an AR(accelerated reader) test on each book within the first two weeks of school
- Do NOT choose a book you already have read and taken a test on.

<u>Title</u>	<u>Author/Reading level</u>
Black Star, Black Dawn	Scott O'Dell 4.3
The Crossover	Kwame Alexander 4.3
M. C. Higgins, the Great	Virginia Hamilton 4.4
Hattie Big Sky	Kirby Larson 4.4
Number the Stars	Lois Lowry 4.5
Olive's Ocean	Kevin Henkes 4.7
Hello, Universe	Erin Entrada Kelly 4.7
Walk Two Moons	Sharon Creech 4.9
Bud, Not Buddy	Christopher Paul Curtis 5.0
The Silent Boy	Lois Lowry 5.1
Mrs Frisby and the Rats of NIMH	Robert C. O'Brien 5.1
Farmer Boy	Laura Ingalls Wilder 5.2
Black Stallion	Walter Farley 5.2
The Cay	Theodore Taylor 5.3
Touching Spirit Bear	Ben Mikaelson 5.3
Souder	William H. Armstrong 5.3
Island of the Blue Dolphins	Scott O'Dell 5.4
Jason's Gold	Will Hobbs 5.5
Jacob Have I Loved	Katherine Paterson 5.7
Justin Morgan Had a Horse	Marguerite Henry 5.8
Everything on a Waffle	Polly Horvath 5.8
Flowers for Algernon	Daniel Keyes 5.8
Call It Courage	Armstrong Sperry 6.2
The Door in the Wall	Marguerite de Angeli 6.2
Rabbit Hill	Robert Lawson 6.4
A Single Shard	Linda Sue Park 6.6
Incredible Journey	Sheila Burnford 7.6
The Call of the Wild	Jack London 8.0
The Wind in the Willows	Kenneth Grahame 8.2

Summer Reading Book Summary                      Name \_\_\_\_\_

Title/Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Setting:

Characters:

Plot: (sequence of events)

Would you recommend this book? Why or why not?

## 2020-21 Summer Reading English I

Every English I student must read *Whirligig* by Paul Fleischman. (Extra credit will be given to all students who turn their book into Mrs. Crosby on the assignment due date.)

A written exam will be given on the content of the novel. There will be class discussions on the novel the first week of class.

Projects are due the Friday of the first full week of school.

After reading the novel, please choose one of the following projects for your graded assignment:

1. Build a whirligig that represents a character in the story. You must include 10 notecards that explain how certain details on the whirligig represents different aspects of the character in the story. These details should not just include physical attributes of the character. (Example: If the character is sad, you could include a tear on the face of the whirligig. The notecard should list the tear as a feature and then explain why the character is sad in the story.)
2. You have been given the task of setting four whirligigs in four different places in the world. You must type a page for each whirligig. (12 pt. Font, Times New Roman, double-spaced) For each whirligig, answer the following questions:
  - Why did you choose the location?
  - What will the whirligig look like?
  - What is the purpose of the whirligig?
  - What do you hope people will feel when they see the whirligig?

If you have any questions, please text Mrs. Crosby at (843)226-3279.

Have a great summer break!

## 2020-21 English II Summer Reading

Each student must read *The Kite Runner* by Khaled Hosseini. (Students who turn in the book to Mrs. Crosby will receive extra credit.)

There will be a content test the first week of school. We will have class discussions.

Choose one of the following options for your graded summer reading project (Projects are due the Friday of the first full week of school.):

### Option 1:

Design a cover for the novel that represents the central theme of the novel. It may not duplicate the original cover. It must be the size of ½ of a poster board. It should include the title and the author. It should be creative, colorful, and tidy. Type a one page essay (12 point font, double-spaced, Times New roman) detailing the theme. Explain how the author conveyed the message throughout the novel.

### Option 2:

Type a 5-7 sentence paragraph per each bullet point explaining the literary elements: (12 point font, Times New Roman, double-spaced)

- Setting- Explain the setting and how it is important to the plot.
- Theme- What message is the author trying to convey?
- Exposition- The major characters are introduced.
- Rising Action- The author really gets into the conflict of the story.
- Climax- This is where the conflict comes to a boiling point.
- Falling action/resolution- What is the outcome? How is the conflict resolved?

If you have any questions, please text Mrs.Crosby 843-226-3279.

Happy Summer!

## 2020-2021 English III Summer Reading

All summer reading projects are due the Friday of the first full week of school.

All English III students must read *The Great Gatsby* by F. Scott Fitzgerald.

We will take a content test on the novel the first full week of school. We will have class discussions.

Please choose one of the following options as a graded assignment for reading:

Option 1:

You must present the major literary components of the novel on a tri-fold board:

Theme: Explain at least three themes of the novel. Each theme should have an illustration and a 3-4 sentence explanation.

Plot chart: Give a short explanation of the exposition, rising action, climax, falling action, and resolution.

Symbols: Identify three symbols in the story. Illustrate each symbol and explain its importance in the story.

Illustrate a character: Choose an important character in the novel. Describe the growth or lack of growth the character experiences through the events of the novel. Include an illustration.

Three elements of your choice: Include three extra bits of information from the novel. This can be a recap of a favorite scene, you include several new vocabulary words you learned while reading, etc. Be creative. Decorate the board to represent the novel.

Option 2:

Write a prologue and an epilogue to the novel. Each element should be two typed pages. (A total of four pages, double-spaced, 12 point font, Times New Roman). If the story includes these elements, make sure yours is original and unique. Elements of the story and characters should be apparent in your writing. Include the setting, protagonist/antagonist, theme, and main conflict.

## 2020-2021 English IV Summer Reading

All English IV students will be required to complete the summer reading. All students will read *Murder on The Orient Express* by Agatha Christie. Students who turn the book in to Mrs. Crosby will receive extra credit.

A content test will be given in the first week of school. We will have class discussions.

Please choose one of the following options for your summer reading project:

Option 1:

Model of the Orient Express. The model must be 3-D. The model must be detailed. You are an English IV student. This work should be tidy, creative, and comprehensive. Mark at least six important locations from the book on your model. Include a notecard with each marked location explaining the importance of the location. Your model should have a key.

Option 2:

Create a three page newspaper. The newspaper should have a title that is clever and related to the novel. The newspaper should have a lead story about the events of the novel. This should include interviews from at least two characters. Be factual. The newspaper should include two ads that are advertising items relevant to the novel. You must create one comic strip that is relevant to the novel. You may include a couple of bios and pictures. The newspaper must be printed and turned into Mrs. Crosby by the project due date.

Happy Summer! Please remember that you are an English IV student. Your work should reflect your maturity as a student. You will be graded accordingly.

If you have questions, please text Mrs. Crosby at 843-226-3279.

## 2020-21 English V Summer Reading

All summer reading projects will be due the Friday of the first full week of school. All English V students must read *The Bonesetter's Daughter* by Amy Tan.

All students who turn their books in to Mrs. Crosby will receive extra credit.

A content test will be given the first full week of school. We will have class discussions.

There is one option for the summer reading project. Comprehensive instructions may be found below:

Oral History is the collection of living people's testimonies about their own experiences. Oral historians typically interview and record primary sources and then verify the information against historical context.

For this assignment, you will conduct a short interview of someone (this person must be over the age of 65) who has experienced a significant life event. This could be an event that is important in history, or just an event that is important to that person or to your family. It does NOT have to be a major historical breakthrough!

The purpose of this assignment is to gain practice in first-hand research using primary sources and to understand the role that personal accounts play in history and literature. As LuLing tells her own story and her mother's story in *The Bonesetter's Daughter*, readers learn not only about this family, but also about the history and culture of WWII-era China and the relatable cultural ties between generations. In the novel, part of daughter Ruth's job as a writer is to help to translate and communicate this story for generations to come.

Your project will include the following components:

- 1.) Image of your subject
- 2.) Brief bio of your subject (Put the image and the bio on the same page. The bio should be well-developed. It should be at least two paragraphs in length. Paragraphs at your level are 7 to 10 sentences.)
- 3.) Revised and edited transcript of snapshots from your interview (2-3 pages total)

**Brainstorming:** Begin thinking about who you could interview, and what stories that person could tell.

**Planning:** Contact your top choice to ask permission to interview and record. Set up a time and method for the interview (phone, FaceTime, in-person, etc.) When you have a source who has agreed to be interviewed, begin some preliminary background knowledge of the historical area or experience that you will be asking about.

**Organizing:** Determine a list of interview questions. Remember, your goal is to help your subject tell a story! Questions should be open-ended, so as to elicit stories rather than one-word answers. You will also need to be flexible and ask follow-up questions or clarification questions during your interview.

**Conduct your interview.** At the start of your interview, be sure that your subject knows that he/she is being recorded, and that the interview will not necessarily be private. Explain the purpose of your assignment and how you intend to present the material.

*Tips for Interviewing: - Start your recording with a statement about who, when, and where you are recording - Listen actively and intently - Silence is okay! Allow your interviewee some time to think. - Ask one question at a time. - Phrase questions to elicit open-ended responses. (Write questions that cannot be answered “yes” or “no.”) - Start with easier, less probing questions. Ask tougher questions toward the middle of the interview (if they are needed at all). - Use encouraging verbal statements throughout, such as “That’s so fascinating!” - Wrap up the interview with lighter talk – don’t just drop your interview in the middle of an intense discussion! - Be sensitive to the interviewee’s emotions, and withhold your own judgment. - Thank your interviewee after the interview. You might also consider sending a handwritten thank you note afterwards.*

**Instructions for Formatting and Submission:**

- 1.) Create a Google doc for the assignment. Use MLA basic formatting structure.
- 2.) Type an appropriate title at the top. Also include your subject’s name.
- 3.) On the line below your title, include your “byline” and the date. For example: as told to Your Name, November 5, 2017
- 4.) Write the transcript of the conversation in an interview format.

Happy Summer! Please remember that you are an English V student. This work should be well-written, thoughtful, and comprehensive. If you have questions, please text Mrs. Crosby at 843-226-3279.

