

Summer Reading 2011 Intro

Advanced English 10

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The summer is upon us and many students are breathing a sigh of relief. Final exams are over. They can take a break from tedious homework assignments. Best of all, they don't have to sit in those hard desks for a couple months.

However, there is one thing every student should be doing regardless if they are attending school or not – Reading Books!

Our goals are to encourage students to become life-long readers who read critically, insightfully, and enjoyably; to unify our students around a common connection to literature, and to give our faculty and staff an opportunity to model the behavior of life-long readers.

Reading is the one area that will affect an adolescent the most. His or her ability to read fluently will help

- Increase vocabulary
- Allow you to glimpse into different cultures
- Improve concentration and focus
- Improve memory
- Improve writing skills (you begin to mimic good writing by reading good writing)
- Reduce stress
- Improve creativity
- Improve social skills by learning how decisions affect others
- Improve reasoning skills by reading how characters overcome problems
- Builds your expertise in subjects
- change your life (the written word can have a profound effect)

On top of that, the summer is the number one reason for skill loss. Students forget over 50% of what they learned over the long summer months.

According to Scholastic Instructor, an online teacher publication, ***–the best predictor of summer loss or summer gain is whether or not a child reads during the summer. Young readers who don't continue to read over the summer — especially those who are reluctant or at-risk — are likely to lose crucial ground. One summer off can sometimes mean a whole school year of struggling academic performance.***

So, to combat summer loss, the incoming 10th grade Advanced English class will read three novels and complete a few assignments for each.

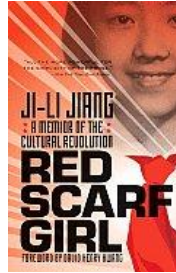
The summer break is three months long, so we shall tackle one book a month. The completion of the book and the assignments are due at the end of the month.

The novels are listed below with [links for parents to check out the book contents on CommonSenseMedia](#) and links to Amazon.com. The novels were chosen after thorough research and teacher collaboration. I wanted to choose novels that are completely different types (genres) of books that offer different challenges, but all revolve around teenagers and the issues teens deal with growing up.

After reading about each novel and clicking on their links, [choose one novel from each section](#).

Novels

Choose ONE from NON-FICTION



RED SCARF GIRL – Non-Fiction – [CHECK IT OUT HERE!](#) – Teacher supplied or purchase online for around [\\$2.00 on Amazon.com](#)

In her memoir of growing up in Shanghai during China’s Cultural Revolution, Ji-Li Jiang paints a clear and devastating portrait of a brutal political movement that ruined many lives — and had a deep impact on her own family. The engaging story makes young readers want to know more about the subject.

OR



MY FORBIDDEN FACE – Non-Fiction - [CHECK IT OUT HERE!](#) – Purchase online for around [\\$1.00 on Amazon.com](#).

Latifa was only 16 when the Taliban overran Kabul, changing her life dramatically. On the morning of September 26, 1996—the day the Taliban took Kabul—Latifa, her sister, Soraya, and their father drove to Aryana Square and saw the body of the murdered former president, Najibullah. The Taliban began issuing edicts, forbidding women to leave their houses without a close male relative to escort them; forcing them to wear *chadris*, which cover their entire bodies; and refusing to allow them to work. Latifa, Soraya, and their mother suffered greatly, falling into depression. Their mother, a doctor, continued to see patients secretly, and Latifa eventually started an underground school for girls, an action that put both her and her students at great risk. Latifa and her parents left Afghanistan to be interviewed by the French magazine *Elle*, but when they tried to return, they discovered that the Taliban had declared them enemies of the state. A moving firsthand account with a real sense of immediacy.

Choose one from SCIENCE-FICTION/FANTASY



DIVERGENT – Fiction, Fantasy – [CHECK IT OUT HERE!](#) – Purchase on [Amazon.com](#) for around \$10.00

In the Chicago of the distant future, society has willingly segregated itself into five — factions:” Abnegation (the selfless), Amity (the kind), Candor (the honest), Dauntless (the brave), and Erudite (the intelligent). All 16-year-olds take an aptitude test revealing their true faction and then choose one to join — regardless of which one they were born into. When Abnegation-born Beatrice Prior’s results are inconclusive, her tester informs her she’s a —divergent” and should never mention her results to anyone. Believing herself too selfish to be any good in Abnegation, she chooses Dauntless, where she rechristens herself Tris. During the dangerous bloody Dauntless initiation process, she develops feelings for her handsome, mysterious instructor Four, who never fails to challenge her to perform her best, even as others grow jealous of her unexpected skills. And Tris begins to realize being a Divergent has both advantages and disadvantages.

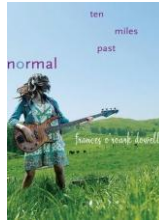
OR



UNWIND – Fiction, Science-Fiction, Mystery – [CHECK IT OUT HERE!](#) – Purchase for around \$3.50 from [Amazon.com](#).

In the future, a war has been fought between the pro-life and pro-choice armies. Their final settlement: the Bill of Life, which ends abortion but allows parents to choose to have their children “unwound” between ages 13 and 18. “Unwinding” is the transplanting of every part of the teens’ bodies; since every bit of their bodies is still “alive,” they haven’t technically been killed, right? When Connor discovers that his parents have signed an order for his unwinding, he tries to escape. Eventually meeting up with Risa, another escaping Unwind, and Lev, whose life has been tithed to the church, Connor tries to keep them all one step ahead of the police. But Lev may have other ideas.

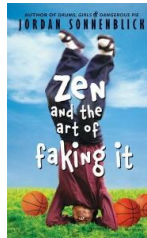
Choose one FICTION – DRAMA – COMING-OF-AGE



TEN MILES PAST NORMAL – Fiction, Coming-of-age – [CHECK IT OUT HERE!](#) - Purchase for around [\\$5.00 on Amazon.com](#)

In elementary school, living on a farm was a social boon for Janie Gorman. But now that she's a high school freshman, being Farm Girl means she's different. *Weird* different. She's the girl who comes to school smelling like goat poop, or with hay in her hair. She desperately wants to feel she's "living large," as her best friend Sarah's older sister advocates. Janie and Sarah join the Jam Band, hoping to find a way to fit in and meet cute boys, and work together on an intriguing project about unsung heroes of the civil rights movement living in their community. What she learns helps put her embarrassment in perspective, and realize that normal is overrated.

OR



ZEN AND THE ART OF FAKING IT – Fiction, Coming-of-age – [CHECK IT OUT HERE!](#) - Purchase for around [\\$.01 \(yes, a penny\) on Amazon.com](#)

Eighth grader San Lee moves to Pennsylvania with his mother and starts yet another new school. His father is serving time for some cons performed across the country, dragging the family along each time. Being the new kid, San is trying to figure out who to pretend to be to fit in with his peers. He impresses his teacher and classmates with his answers on Zen so he becomes San, the Zen kid at school. He sits on a rock meditating before school, wears socks with sandals in winter, and professes not to need any "earthly attachments." Except he has a big crush on a female classmate. They work on a project together, share details about their lives (his are all lies), but he thinks the attraction is largely based on him being an expert on Zen. They volunteer together at a soup kitchen and teach the B level school basketball team how to use Zen in the game. San's new life is going well, but of course eventually his lies will have to catch up with him.

When you purchase your own copy, you can annotate inside of it. With shipping included, all three should cost around \$20.00. Not bad for three great books and it costs less than two tickets to the movies with snacks and probably 1/3 of a monthly cell phone bill!

So, you chose the books, now what?

Well, lesson number one on how to be a great student is to avoid procrastination at all costs. So, you will need to complete one novel per month and submit your assignments online by the deadlines below.

There is a series of journal entries to complete for each novel. Each entry should be typed and emailed to me at mrdaley@mrdaley.com or printed out and dropped off at the school in an envelop addressed to me by the due dates below.

1. **NON-FICTION** – 5 entries – Read book and all entries completed and turned in **by June 30, 2011**
2. **SCIENCE-FICTION** – 5 entries – Read book and all entries completed and turned in **by July 31, 2011**
3. **COMING-OF-AGE** – 5 entries – Read book and all entries completed and turned in **by August 26, 2011**

The first few weeks of class revolve around the summer books. We will be taking a test on the novels, discussing literary elements found in the texts, and writing comparison essays on the novels.

It is important that you read each book carefully.

And most importantly, have fun with the books!

Remember to email me at mrdaley@mrdaley.com if you have any questions.

The Reading Journal

Bring reading to your life

STEPS TO SUCCESS

Relax

Read

Reflect

Write

Repeat

How to complete the journal entries

Step #1 - Thumb through the book and divide the book into five sections, preferably after chapters or sections and not in the middle of them. You will complete a journal entry for each section. So, you will have five journal entries per novel.

Step #2 - Choose a journal entry from the options on the next page to write about (#1 thru #13)

Each entry should be one page - double-spaced. Do not choose an option that you do not feel you can write about for a page. It is ok to write more than one page.

Once you choose an journal prompt for a novel, you cannot do that option again for that novel. However, you can complete that prompt again for the next novel.

Step #3 - Complete Step #14 for every section. This means that after you have completed the novel, you will have recorded 15 vocabulary words and defined them.

Complete Step #14 every time directly below your journal entry.

Journal Format

Proper heading

Name

Date

Book Title

Page Numbers

Journal Prompt # chosen

Text Format

Times New Roman or Arial

12 point font

Margins - Normal 1" all sides

Double Spaced

Writing Format

Main idea that reflects the journal prompt chosen.

For instance, if I chose #11, I may start the entry like this...

There are a few characters I admire in this novel, but also a few that I cannot stand.

Supporting details - explain and give details to back up your main idea. This should be the bulk of your response.

Conclusion - Give your final thoughts on the subject in a sentence or two

In addition to class reading assessments, you will evolve your writing ability by keeping a Reading Journal.

Here are a few ways to complete it:

1. What emotions did the book invoke: laughter, tears, smiles, anger? Record some of your reactions to the section of reading.
2. Sometimes books touch you, reminding you of your own life, as part of the larger human experience. Are there connections between the book and your own life? Or, does the book remind you of an event (or events) that happened to someone you know? Does the book remind you of what happened in another book you've read?
3. Would you like to be one of the characters (acquire a personality trait)? Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?
4. Does the book leave you with questions you would like to ask? What are they? Would you like to direct your questions at a particular character? What questions would you like to ask the author of the book?
5. Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? Is there anything that the author could have done to make what happened (or didn't happen) more clear?
6. Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses.
7. What are your favorite lines/quotes? Copy them into your reading log/journal and explain why these passages caught your attention.
8. Does this section of the reading change the way for think about the world or the people in it? What did you learn that you never knew before?
9. Who else should read this? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?
10. Write a brief summary or review of the section. What happened? Capture what it is about the book that stands out (or doesn't stand out).
11. Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?
12. Sometimes the author includes figurative language to make the reading more interesting. Can you find any great examples? How does the use of figurative language enhance the story?
13. What lesson(s) do you think the author is trying to teach? What themes do you find? What is the author's purpose? Does the author wish to preserve or reform our culture?

14. Record 3 Vocabulary words and page numbers for each reading section and look them up in a dictionary. **PARAPHRASE (simplify) the definitions into your own words. - **!!!! ALWAYS COMPLETE THIS STEP !!!!****

READING SCHEDULE and DUE DATES - Make yourself a schedule!

◀ May							~ June 2011 ~							July ▶							
Sun			Mon			Tue			Wed			Thu			Fri			Sat			
									1			2			3			4			
5			6			7 Last day of school!			8			9			10			11			
12			13			14			15			16			17			18			
19			20			21			22			23			24			25			
26			27			28			29			30 Non-Fiction Assignments due			Notes: mrdaley@mrdaley.com						

~ July 2011 ~

August ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31 Sci-Fi / Fantasy Assignments due	Notes: mrdailey@mrdailey.com					

~ August 2011 ~						
◀ July						September ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 Coming-of-age Assignments due	27
28	29	30	31	Notes: mrdaley@mrdaley.com		