



ELEMENTARY SUMMER READING PROGRAM 2018-2019

Dear Elementary Parents,

We believe that summer reading is important in order to help students retain and enhance their reading skills over the summer months. Our goal is to foster a love of reading and help our students become life-long readers and learners.

Please check out the summer reading requirements carefully, as we have changed some of the required reading from last year. We hope the Summer Reading challenge will help your child have fun while continuing to foster a love of reading. Students should color in the box as they complete each activity and turn the form in to their teacher on the first day of school. Every student that brings in a completed HCA Summer Reading Challenge sheet at the beginning of the school year will be invited to a "Celebrate Reading" party at the end of the first week of school. For added fun, we are encouraging you to send a picture of your child's favorite or most creative place to read over the summer to the email address listed on the challenge sheet. We will show our photos at the celebration.

The summer reading program is as follows:

- Rising 1st through 5th graders will be required to read one book and complete a short assignment and/or take a quiz at the end of the first week of school. Each grade has different requirements, so please check carefully as to what is required for your child.*
- In addition to the required reading, students are encouraged to participate in the HCA Summer Reading Challenge. A list of suggested titles is attached, but your student is not limited to this list. The goal is for them to engage in reading and retain their reading skills.*

I look forward to seeing all the creative places your child finds to read this summer! Enjoy your summer and happy reading!

Warmly,

Traci Jones

HCA Elementary Principal

ELEMENTARY SUMMER READING PROGRAM ASSIGNMENTS

2018–2019

All reports should include:

- your first and last name
- your grade (2018–2019)
- the date
- title of the book (underlined)
- author

REQUIREMENTS per GRADE LEVEL:

Rising Kindergarten – No required reading

- Complete the HCA Summer Reading Challenge

Rising 1ST Grade: *Amelia Bedelia Makes a Friend*, by Herman Parrish

- On your own paper, write one sentence each describing the beginning, middle, and end of the book.
- Complete the HCA Summer Reading Challenge

Rising 2nd Grade: *Flat Stanley*, by Jeff Brown

- Write one paragraph (four to five sentences) on the attached form describing what the book is about.
- Tell why you liked or did not like the book and draw a picture of your favorite part.
- Complete the HCA Summer Reading Challenge. (Take a picture with the Flat Stanley you created)

Rising 3rd Grade: *The World According to Humphrey*, by Betty G. Birney

- Write one paragraph (four to five sentences) on the attached form describing what the book is about.
- Tell why you liked or did not like the book and draw a picture of your favorite part.
- Complete the HCA Summer Reading Challenge.

Rising 4th Grade: *The Invention of Hugo Cabret*, by Brian Selznick

- Complete the attached Summer Reading form in your best handwriting (cursive preferred). Be sure to use complete sentences.
- Be prepared for a quiz over the book at the end of the first week of school.
- Complete the HCA Summer Reading Challenge.

Rising 5th Grade: *No Talking*, by Andrew Clements

- Complete the attached Summer Reading form in your best handwriting (cursive preferred). Be sure to use complete sentences.
- Be prepared for a quiz over the book at the end of the first week of school.
- Complete the HCA Summer Reading Challenge.



HCA Summer Reading Challenge

How many of these challenges can you complete over the summer? Once you have completed a challenge, color in the picture. Do them all for a special treat when you come back to school. Send a picture of yourself reading at your FAVORITE place to admin@hcaga.org, write HCA Summer Reading Challenge in the subject line!

Read on Vacation 	Read Under a Table 	Read in the Sand 	Read on a Rainy Day 
Read Aloud with a Funny Accent 	Read with a Flashlight 	Read to a Pet 	Read a Magazine 
Read at the Library 	Read at the Pool 	Read in Bed 	Choose your own FUN PLACE to Read 
Read to a Stuffed Animal 	Read in the Car 	Read while Eating Ice Cream 	Read with a Friend 

Students Entering 2nd and 3rd Grade Reading Form

Name _____

Fiction Reading Response

Title

Author

What happened in your story? Write a summary.

What do you think about the story? Write your opinion.

What was your favorite part of the story? Draw it.



Name: _____

Date: _____

Summer Reading Response Form

Students Entering 4th Grade

Please complete this book report on The Invention of Hugo Cabret. Cursive writing is preferred.

Name of Book: _____

Author: _____

Main Characters: _____

Setting of the Book: _____

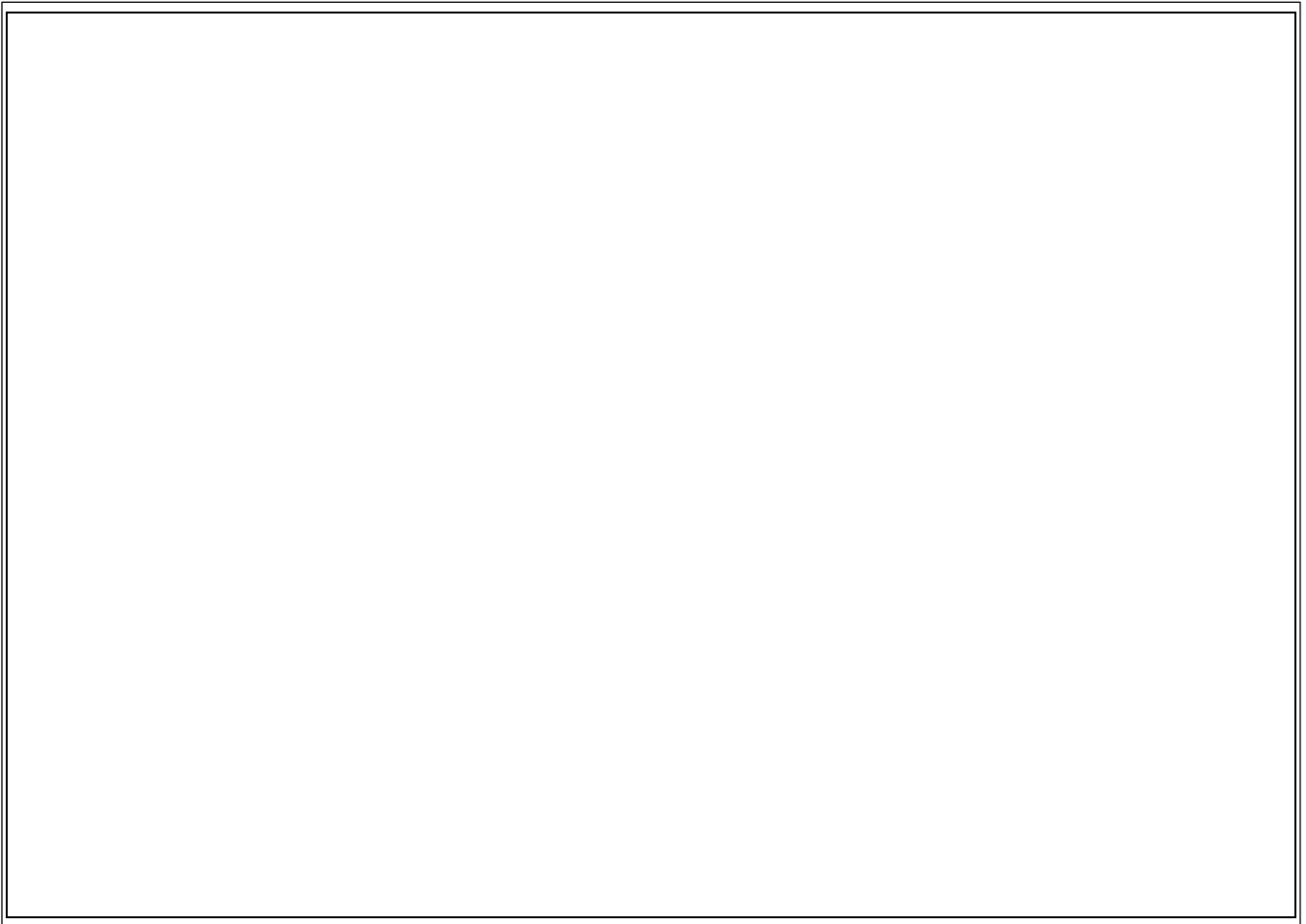
Plot: Beginning: _____

Middle: _____

End: _____

What did you like best about this book and why? _____

In the space below, draw a picture to illustrate your favorite part of the book.



Summer Reading Project

Name _____

Rising Fifth Graders

Date _____

Please use your best handwriting, cursive preferred. When possible answer in complete sentences using proper capitalization and punctuation.

Title of Book: _____

Author: _____

Main Characters (write a short description of each):

_____ -

_____ -

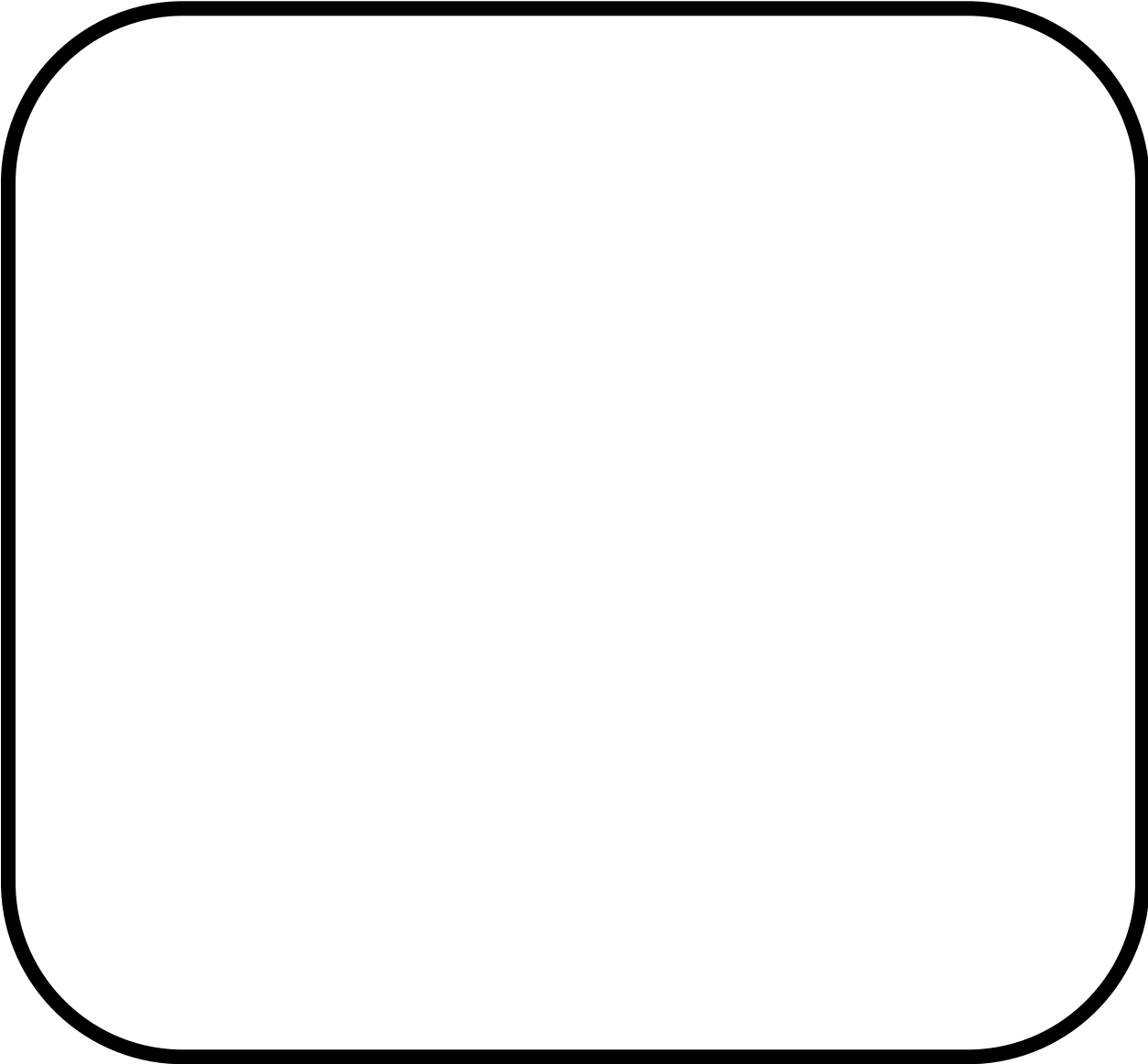
_____ -

_____ -

_____ -

Setting of the Book (where does the story take place):

Use this page to illustrate and color your favorite part of the story and then describe your illustration on the lines at the bottom of the page.





Rising 6-8th Grade Summer Reading:

REQUIREMENTS for 6-8th **Bible** classes: While reading, think about the ideas and spiritual truths the author presents. Students should reflect upon the views presented and consider how they might change their lives in response to the reading. There will be in class writing assignments the first week of school. Students will be evaluated on both the understanding of the book and quality of the writing.

99 Thoughts for Junior Highers: Biblical Truths in Bite Size Pieces

By Mark Oeastreicher and Brooklyn Lindsey

Available on the following sites:

<https://www.group.com/product/9781470710286-99-thoughts-for-junior-highers.do?sortby=ourPicksAscend&refType=&from=fn>

<https://www.amazon.com/99-Thoughts-Junior-Highers-Bite-Sized/dp/1470710285>

<https://www.christianbook.com/99-thoughts-for-junior-highers/brooklyn-lindsey/9781470710286/pd/710287>



Rising 6th Grade Summer Reading

Required Novel: *Hoot* by Carl Hiaasen

Required Assignment: Read *Hoot* and complete the graphic organizer (see next page). Students should be prepared to discuss, start a paper, and/or be tested over the novel, *Hoot* the first week of class.

The purpose of the HCA Summer Reading Program is to engage students in classic and modern literature that encourages and promotes a life-long interest in reading for both purpose and enjoyment. Each novel is chosen on the basis of the thematic connection to the first units studied in each grade level.

In middle school, students will place emphasis on the literary elements used in our daily literature. These elements provide insight and understanding that will further a student's comprehension of the novels they read and author's purpose for writing. One component that allows for this understanding is the use of graphic organizers.

Graphic organizers are diagrams, foldables, and/or cut & paste worksheets that assist with breaking down story information including literary devices and text structure. These organizers allow students to better comprehend the stories or novels they have read and actively engage themselves in classroom discussions.

Directions: Complete the graphic organizer (next page).

- 1. PLOT STRUCTURE:** While reading *Hoot*, complete the **plot structure** worksheet that highlights the characters, setting, and basic plot elements of the novel.
- 2. THEME:** The theme of the novel is the **central idea** or main **life lesson** that develops and is understood as the character, plot, conflict & resolution develop. Themes are implied, not stated and often novels may have more than one theme. Complete the graphic organizer (next page) on **themes**: think about how cause & effect relationships also determine the theme.

Plot Diagram for _____

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action

Falling Action

Climax:

10. _____
11. _____
12. _____
13. _____

Resolution:

Exposition

- Protagonist:
- Antagonist:
- Setting – Time:
- Setting – Place:
- Internal Conflict:
- External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Irony:

Name _____



Rising 7th Grade Summer Reading

Required Novel: *The Giver* by Lois Lowry

Required Assignment: Read *The Giver* and complete the graphic organizer (see next page). Students should be prepared to discuss, start a paper, and/or be tested over the novel, *The Giver* the first week of class.

The purpose of the HCA Summer Reading Program is to engage students in classic and modern literature that encourages and promotes a life-long interest in reading for both purpose and enjoyment. Each novel is chosen on the basis of the thematic connection to the first units studied in each grade level.

In middle school, students will place emphasis on the literary elements used in our daily literature. These elements provide insight and understanding that will further a student's comprehension of the novels they read and author's purpose for writing. One component that allows for this understanding is the use of graphic organizers.

Graphic organizers are diagrams, foldables, and/or cut & paste worksheets that assist with breaking down story information including literary devices and text structure. These organizers allow students to better comprehend the stories or novels they have read and actively engage themselves in classroom discussions.

Directions: Complete the graphic organizer (next page).

- 1. PLOT STRUCTURE:** While reading *The Giver*, complete the **plot structure** worksheet that highlights the characters, setting, and basic plot elements of the novel.
- 2. THEME:** The theme of the novel is the **central idea** or main **life lesson** that develops and is understood as the character, plot, conflict & resolution develop. Themes are implied, not stated and often novels may have more than one theme. Complete the graphic organizer (next page) on **themes**: think about how cause & effect relationships also determine the theme.

Plot Diagram for _____

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action



Climax:

10. _____
11. _____
12. _____
13. _____

Falling Action



Resolution:

Exposition

- Protagonist:
- Antagonist:
- Setting – Time:
- Setting – Place:
- Internal Conflict:
- External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Irony:

Name _____



Rising 8th Grade Summer Reading

Required Novel: *The Outsiders* by S.E. Hinton

Required Assignment: Read *The Outsiders* and complete the graphic organizers (see attachments). Students should be prepared to discuss, start a paper, and/or be tested over the novel, *The Outsiders* during the first week of school.

The purpose of the HCA Summer Reading Program is to engage students in classic and modern literature that encourages and promotes a life-long interest in reading for both purpose and enjoyment. Each novel is chosen on the basis of the thematic connection to the first units studied in each grade level.

In middle school, students will place emphasis on the literary elements used in our daily literature. These elements provide insight and understanding that will further a student's comprehension of the novels they read and author's purpose for writing. One component that allows for this understanding is the use of graphic organizers.

Graphic organizers are diagrams, foldables, and/or cut & paste worksheets that assist with breaking down story information including literary devices and text structure. These organizers allow students to better comprehend the stories or novels they read and actively engage themselves in classroom discussions.

Directions: Complete the two (attached) graphic organizers.

1. PLOT DIAGRAM: While reading *The Outsiders*, complete the **plot diagram** worksheet that highlights the five major plot components and the author's theme. Students will need to include **three** examples for **symbolism**, **foreshadowing**, and **irony**. Please use an additional sheet of paper, if necessary.

2. CHARACTER ANALYSIS: Describe the (main) **protagonist** in *The Outsiders* by considering his thoughts, words, feelings, choices, and actions. Think of his personality traits and his role in the story when completing the worksheet on **character analysis**.

DIRECTIONS: On a separate piece of paper, create a character analysis for one of the main characters from *THE OUTSIDERS*. Make a chart or draw a picture that includes the character's traits, his/her role in the book, along with details to explain how the character develops throughout the book. Include page numbers to support your descriptions. For ideas to creating a "character analysis", research the topic on google or Pinterest. BE CREATIVE!

CHARACTER ANALYSIS

1). Personality Traits of the Character

When you write a character analysis, you will be expected to describe a character's personality. You will receive clues about a character's personality through his or her:

- Words
- Actions
- Reactions
- Feelings
- Movements
- Thoughts
- Mannerisms

2.) Character Role

When you write a character analysis, you must also define each character's role

Protagonist: The protagonist of a story is often called the main character. The plot revolves around the protagonist. There may be more than one main character.

Antagonist: The antagonist is the character who represents a challenge or an obstacle to the protagonist in a story. In some stories, the antagonist is not a person!

3.) Character Development (Growth and Change)

When you are asked to write a character analysis, you will be expected to explain how a character changes and grows. Most characters go through changes as a story unfolds.

Static: A static character never changes. A loud, obnoxious "background" character who remains the same throughout the story is static. A boring character who is never changed by events is also static.

Dynamic: Unlike a static character, a dynamic character does change and grow as the story unfolds. Dynamic characters respond to events and experience a change in attitude or outlook.

Flat Character: A flat character has one or two personality traits that don't change. The flat character can play a major or a minor role.

Round Character: A round character has many complex traits-and those traits develop and change in a story. A round character will seem more real than a flat character, because people are complex!

Stock or Stereotype Character: A character who represents a stereotype is a stock character. These characters exist to maintain widespread belief in "types," such as hot-tempered redheads, stingy businessmen and absent-minded professors.

Plot Diagram for _____

9. _____
8. _____
7. _____
6. _____
5. _____
4. _____
3. _____
2. _____
1. _____

Rising Action

Falling Action

Climax:

10. _____
11. _____
12. _____
13. _____

Resolution:

Exposition

- Protagonist:
- Antagonist:
- Setting – Time:
- Setting – Place:
- Internal Conflict:
- External Conflict:

Author's Theme:

Symbolism:

Foreshadowing:

Irony:

Name _____



Rising 9th -12th Grade Summer Reading:

REQUIREMENTS:

While reading, think about the ideas and spiritual truths the author presents. Students should reflect upon the views presented and consider whether their views have been confirmed or changed because of the reading. **There will be in class writing assignments the first week of school.** Students will be evaluated on both the understanding of the book and quality of the writing.

9th Grade: *Crazy Love* by Francis Chan

10th Grade: *I Am Not But I Know I Am* by Lou Giglio

11th Grade: *Mere Christianity* by C.S. Lewis

12th Grade: *What's So Amazing about Grace* by Philip Yancey



Rising 9th -12th Grade Summer Reading: The purpose of the HCA Summer Reading Program is to engage students in classic and modern literature that encourages and promotes a life-long interest in reading for both purpose and enjoyment. Each book is chosen on the basis of the thematic connection to the first units studied in each grade level or class.

REQUIREMENTS for 9th – 12th **English** classes:

*Read and **annotate** (see “Why and How to Annotate” on next page) the required novel

*Be prepared for an in class assessment or essay on **the first day of school.**

9th Grade Novel: *To Kill a Mockingbird*

10th Grade Novel: *The Great Gatsby*

British Literature: *Beowulf* translated by Seamus Heaney *read only the first 800 lines

Advanced Composition: *The Shack* by William Paul Young

See the following for information on AP classes:

AP Human Geography

Summer Assignment. Read *Prisoners of Geography* by Tim Marshall <http://www.amazon.com/Prisoners-Geography-Explain-Everything-About/dp/1501121464>

After reading, complete the following tasks.

- **Write a 1 page paper** in which you do the following:
 - Provide a summary of the book, highlighting the key points in Marshall’s book about the importance of physical geography as it pertains to a country’s interactions with its neighbors.
 - Provide your opinion of Marshall’s key argument (as stated above). Do you agree or disagree with Marshall? Why? Make sure to use at least three specific references from the book to validate your argument and use MLA citations to cite the passages from the book you use.
 - Your 1 page paper should be done in 12 pt, Times New Roman font, **single spaced**, and with normal margins.
- **Ten Additional Paragraphs:** Choose one of the regions used by Marshall in the chapters of his book. Using this region, find 5 current events (within the last year) that take place in that region.
 - For each current event, do the following:
 - Provide a brief summary of the event. (1 paragraph)
 - Discuss whether or not this event supports or undermines Marshall’s key ideas expressed in the book. (1 paragraph)
 - Provide an MLA citation of the current event you used

AP Language & Composition

There is a separate handout for summer work for this course.

Why and How to Annotate a Book*

Students can easily improve the depth of their reading and extend their understanding over long periods of time by developing a systematic form of annotating. Such a system is not necessarily difficult and can be completely personal and exceptionally useful.

What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

Tools: Highlighter, Pencil, and Your Own Text

1. **Yellow Highlighter:** A highlighter allows you to mark exactly what you are interested in. Equally important, the highlighter emphasizes without interfering. Before highlighters, I drew lines under important spots in texts, but underlining is laborious and often distracting. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

2. **Pencil:** A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes. Use the pencil to indicate purpose of your highlighting. While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

3. **Your Text:** Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a book/novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, do the following, if useful or necessary:

- At the end of each chapter or section, briefly summarize the material.
- Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
- Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

*Adapted from an article by Nick Otten, Clayton High School, Clayton, Missouri

AP LANGUAGE AND COMPOSITION with AMERICAN LITERATURE

Summer Reading Assignment

Most literature courses focus on “what does a work mean?” AP Language, however, focuses on the controlling idea of “how does a work come to mean?” Keeping this in mind, a major component of the AP Language and Composition curriculum is careful and critical analysis of literature. Through close reading, students will deepen their understanding of the way writers use language to create meaning. You (the reader) should be constantly asking yourself questions to analyze language and meaning.

Questions to consider while you read:

Why did the author choose this narrative format?

What do these characters represent on a larger scale? Think BIG PICTURE! Why did the author choose particular words and phrases?

Who is the speaker, and what is the author’s purpose in writing this text? What is the tone of the text?

In order to increase your reading and interpretive skills, you must complete the following three assignments:

1. Read Nathaniel Hawthorne’s *The Scarlet Letter*

Actively read this novel by answering the questions above as well as paying particular attention to the timeless themes it explores—the nature of sin, guilt, and penitence, the clash between our private and public selves, and the spiritual and psychological cost of living outside society. You will be tested on this novel within the first two weeks of the semester. If you have already read this novel, please re-read with the focus on the questions above.

2. Read Truman Capote’s *In Cold Blood*.

As you read, remember, this is a non-fiction book about a true event. (1) Take notes on the characters involved in the story. Who does Capote seem to focus on? What information does he provide about the characters? Does Capote appear to have a bias to any particular characters? Does he leave you with questions about others? Concentrate on Perry Smith, Richard (Dick) Hickock, Bobby Rupp, Alvin Dewey. Don’t ignore the other characters, though. (2) Part of your notes should include how you feel about the characters in the story and what event, actions, and descriptions you base these feelings on. Do you find that your feelings change one way or the other through the story? (3) Write down three specific passages (with page numbers), and explain how they shaped your opinion on the way Truman Capote treats the characters and the topic of the story.

Using Times New Roman, 12 point font, double spaced, type your responses to the questions listed above. These are due the first day of school.

3. Create a reading journal and discussion journal about issues in our culture this summer.

These journals are to help you understand the ongoing discussion and argument in our nation. The reading journals and discussion activities will help you practice the close reading techniques and critical thinking skills you need to master AP (college level) English assessments. The AP Language curriculum requires you to comprehend much more than just what happens. Please note these documents will also serve as instructional tools for rhetorical analysis during the first weeks of school. Within the scope of this class this year, you must work to understand and provide oral and written commentary on HOW the author uses diction and style to convey meaning and WHY these conversations are important to our understanding of the world.

THE JOURNAL: Typed, 12 point font, double spaced Times New Roman word document

This assignment requires you to read three opinion columns by three different columnists over three different national (U.S) issues that are under current discussion (within the last two months). These must be opinions not news articles. You may use Internet sites such as the ones below to locate writing by your columnists, or go directly to prominent newspapers or weekly magazines. There are many Op/Ed websites to choose from, these are just two examples.

The Drudge Report: <http://www.drudgereport.com>

The Creators Syndicate: <http://www.creators.com/>

The focus of your reading should be the central argument that the author is making. Report on your three articles in the following manner:

5 POINTS PRE'CIS STATEMENT

In your own words summarize the article. This includes identification of the subject, author, central argument and main appeal used in the column. (100-150 words)

- ethos—appeals to the audience's sense of ethics/character
- pathos—appeals to the feelings and emotions of the audience to change their attitudes
- logos—appeals to the audience's reason through use of facts, statistics etc.

5 POINTS - PERSONAL RESPONSE

Write about your impression of the topic and the author's viewpoint. Consider your emotional reaction, positive and negative factors, connections to your own interests and experiences. DO NOT SIMPLY GIVE A THUMBS-UP, THUMBS-DOWN RECOMMENDATION! (100-150 words)

5 POINTS KEY PASSAGE

Find a key interesting, memorable, or provocative quotation (phrase, sentence, paragraph) that you find significant. Copy the passage correctly (use quotation marks). Explain the significance of this quote and why you found it captivating. (100-150 words)

15 POINTS Each ENGAGE IN CONVERSATION

Discuss the essay's main argument idea with three people in different age groups. Example: a peer (this does not have to be someone in your class but someone in your age group range (high school or college), a parent or person of the next generation, an older adult (a grandparent or similarly older perspective). Record the conversations in terms of when and with whom you discussed each idea. Report the other peoples' thoughts about the argument. Do these people agree with you, the author, or have an entirely different viewpoint about this issue? (limit your response to 300 words for each column you discuss)

TOTAL POINTS FOR JOURNAL: 90

This assignment will be due the first day of class. TURN IN A PAPER COPY OF YOUR JOURNAL WITH EACH COLUMN ATTACHED TO THE RESPONSE.