

**BCS Summer Reading Assignment
For Incoming 9th Graders
Due to Sheryl on the first day of classes in Sept 2009.
You must do all three parts of this assignment.
If you have questions, email sherylbyfield@hotmail.com.**

Hello BCS student entering 9th grade,

BCS is a community of readers and learners. We hope our school is helping you develop lifelong reading and learning habits - and that these are twelve month a year habits. NY State requires all students to read 25 books per year and summer is the perfect time for you to get started on next year's reading.

You must do all three parts of the assignment. Have a great summer!

Part I: Reading

Please select at least TWO of the following books to read over the summer. Borrow them from the library or go to the bookstore.

The Tale of Despereaux by Kate Dicamillo

Dope Sick by Walter Dean Myers

Twisted by Laurie Halse Anderson

Go Ask Alice by Anonymous

A Hero Ain't Nothin' But A Sandwich by Alice Childress

That Was Then, This Is Now by S. E. Hinton

Part II: Activities after Reading

For each of the books that you read, choose one of the following assignments to demonstrate that you clearly understood the book.

Adapted from 103 Things to do Before/During/After Reading

by Jim Burke

<http://www.englishcompanion.com/assignments/reading/103readingactivities.htm>

The following collection of reading activities first appeared in the appendix of The English Teacher's Companion (Boynton-Cook 1998)

- **Write a dramatic monologue** for a character in a scene: what are they thinking/feeling at that moment--why?
- **Moviemaker**: write a one page "pitch" to a producer explaining why the story would or would not make a great movie.
- **Trailer**: movie previews always offer a quick sequence of the best moments that make us want to watch it; storyboard or narrate the scenes for your trailer. Focus on verbs.
- **Movie Review**: students write a review of a movie based on a story.
- **Dear Author**: after reading a book the student(s) write the author via the publisher (who always forwards them).
- **Surf the Net**: prior to, while, or after reading a book check out the web and its offerings about the book, its author, or its subject.
- **Draw!**: translate chapters into storyboards and cartoons; draw the most important scene in the chapter and explain its importance and action.
- **Second Chance**: talk or write about how it would change the story if a certain character had made a different decision earlier in the story (e.g., what if Huck had not run away?)
- **Notes and Quotes**: draw a line down the middle of the page; on one side write down important quotes; on the other comment on and analyze the quotes.
- **Sing Me a Song**: write a song/ballad about the story, a character, or an event in the book.
- **Write Your Own**: using the themes in the story, write your own story, creating your own characters and situation. It does not have to relate to the story at all aside from its theme.
- **That Was Then, This Is Now**: after reading the text, create a Before/After list to compare the ways in which characters or towns have changed over the course of the story. Follow up with discussion of reasons.

Part III: Critical Lens Essay

1) Choose one of the following quotations from the selection of quotes below.

QUOTES:

“In a dark time, the eye begins to see,…”

— Theodore Roethke, *The Collected Poems of Theodore Roethke*, 1966

“Good people ... are good because they’ve come to wisdom through failure.”

—William Saroyan as quoted in “Room for Hate—and Hope”
from *New York Journal-American*, August 23, 1961

“The bravest of individuals is the one who obeys his or her conscience.”

— J.F. Clarke (adapted)

“All conflict in literature is, in its simplest form, a struggle between good and evil.”

“It is not what an author says, but what he or she whispers, that is important.”

— Logan Pearsall Smith (adapted)

“You must look into people as well as at them.” Chesterfield

2) Then...

Write the quotation at the beginning of your introductory paragraph. Then explain what you think the author meant when s/he said this quote. In this first paragraph you will also explain why you agree or disagree with the quotation.

In your next paragraph, write about how one book (include title and author) relates to this quote. Don’t summarize the story. Refer to one specific moment from the story that relates to this quote. After you have referred to the moment, explain how that moment supports what is being said in the quote you selected.

In the next paragraph, write about another way in which the book relates to the quote. Again, don’t summarize. Refer to another (one more) specific moment from the story that relates to the quote. After you have referred to the moment, explain how that moment supports what is being said in the quote you selected.

In the last paragraph, summarize the meaning of the quote as well as how the quote connects to the book. In the conclusion, pull together what you have already said. The conclusion must be a whole paragraph, not one sentence.