

St. Thomas Aquinas Catholic School
Summer Reading Lists and Assignments
2010-2011

Parents:

Plan Now to Prevent Summer Learning Loss!

I Summer Learning Loss

Research has shown that all students experience learning losses when they do not engage in educational activities during the summer. A report out of Johns Hopkins last year suggested that on average students lose approximately 2.6 months of grade level equivalency in mathematics computation skills during the summer months. Those young people who IM, text-message and use email often lose ground in Language Arts skills- particularly spelling and writing. While summer sports, camping and activities provide an important and healthy “break” for our students, we are asking parents to make a summer plan for educational activities that will help prevent some of this learning loss which puts your child/ren at a disadvantage when school opens in August.

In addition to the required summer reading which is listed below by grade level, we encourage parents to make sure that your children are reading **all** summer. It would also be helpful to encourage your child to keep a journal of summer activities that you talk about periodically. Summer visits to museums and historic locations will broaden the knowledge and cultural base for students and also are a springboard for writing. Following the required reading guidelines, you will find some suggested resources will reinforce the learning from the past academic year. You may also want to review materials your child brings home as there may be unfinished pages that can be completed. With the presidential primaries approaching, it is important for all students to be aware, at age-appropriate levels, of our election process. In recent years as television channels have increased, students throughout the U.S. seem to have less and less knowledge of current events and geography because they have so many other choices.

Finally, if your child has struggled with multiplication tables (which should be mastered by Grade 4), handwriting, using scissors, folding, coloring and other basic skills, the summer is the perfect opportunity to provide daily practice to improve in these important areas. We encourage you to spend some time before the end of June to make a plan and articulate it to your child/ren. Thank you for partnering with us to help prepare the next generation to truly by lifelong learners!

II Summer Reading for STAS Students

Following this general section you will find reading lists, selected by our teachers, containing books which are either required or suggested. Please print out the lists which apply to your child/ren. We recommend that your child takes some notes on an index card as they complete each book so that they are ready to discuss the book when they enter their new class.

III Other Recommendations

SKILL BOOKS YOU MAY ORDER

The following workbooks will reinforce and sometimes present age-appropriate skills for elementary school students. The books are listed in order of our recommendation with Summer Skills leading the list. Summer Skills can be ordered online through the website listed below. Summer Bridge and Summer Smarts are available through local bookstores and online.

Summer Skills (Different levels for students completing PK-Grade 7)

Math, Language Arts, Spanish I (appropriate for students entering Grades 6-8), French I (appropriate for students entering Grades 6-8), Keyboarding \$18.00

Please Note: Order the book for the grade level your child has just completed!

http://www.summerskills.com/ordering_parents.htm

Summer Bridge Math (Different levels for students *entering* Grades 1-6) Published by Carson Dellosa

Summer Bridge Reading (Different levels for students *entering* Grades 1-6)

Summer Rainbow Bridge (Different levels for students *entering* Grades 1-6- these books cover a wide variety of subjects)

Summer Smarts Series (Different Levels to *prepare* for Grades 1-5)

FREE WEBSITES

www.AAAMath.com

www.rainforestmaths.com

www.coolmath.com

www.funbrain.com/math

www.xpmath.com

www.mathplayground.com

www.numernut.com

www.aplusmath.com

www.learningplanet.com

FREE WORKSHEET GENERATOR WEBSITES

www.sgbox.com/mathworksheets.html

www.themathworksheetsite.com

WEBSITES REQUIRING A SUBSCRIPTION

www.bigbrainz.com (There is also a free version available for download)

www.heymath.com – Cost is \$99.99 for a parent.

SOFTWARE

Often parents ask us for software suggestions. These two companies have some excellent selections:

Fast Math – Tom Snyder – www.tomsnyder.com (many other subject areas as well)

Key Skills – Sunburst – www.sunburst.com (many other subject areas including typing)

LISTS OF AWARD WINNING BOOKS

The books found on the lists below are generally available at libraries and retail bookstores. It is important for young people to be exposed to a variety of well-written literature. Caldecott and Newbery Award Winning and Honor Books are among the best. Since we recognize the importance of educating our youth to live in a diverse and global society, the Coretta Scott King Award Winning Books (African American Culture) and Pura Belpre Award Winning Books (Latino Culture) are worth exploring. The Town Librarians can also help students discover books from a wide-range of cultures.

Caldecott Awards

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecotthonors/caldecottmedal.cfm>

Newbery Awards

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberyhonors/newberymedal.cfm>

American Library Association Website: www.ala.org

Coretta Scott King Awards (African American Culture)

Pura Belpre Awards (Latino Cultural Experience)

Entering Pre-Kindergarten (3s and 4s)

Pre-Kindergarten Summer Reading List (3's and 4's) (Suggested Books for parents to read)

As you know, it is very important to read to your child to get them ready for school. To help ease any anxiety a child may be experiencing, I have compiled a list of some suggested books that may help your child with the transition from home to school.

<u>Title</u>	<u>Author</u>
Don't Go!	Jane Breskin Zalben
See You Later, Mom!	Jennifer Northway
My First Day at Nursery School	Becky Edwards
First Day	Joan Rankin
Little Bunny's Preschool Countdown	Maribeth Boelts
Best Best Friends	Margaret Chodos-Irvine
Ready, Set, Preschool!	Anna Jane Hays
My Preschool	Anne F. Rockwell
My Shining Star	Rosemary Wells
The Gym Day Winner	Grace Maccarone
Will I Have A Friend?	Miriam Cohen
The Kissing Hand	Audrey Penn

Entering Kindergarten

Students entering kindergarten in September have a wide range of knowledge, abilities, and development. To prepare your child for success in learning to read we have some suggested reading activities for summertime fun.

The most meaningful summertime activity is to read to your child every day. Choose any book that will be of interest to your child both fiction and non fiction.

- Check out books or books on CD/tape from the library. Your child can read along with the story independently or you can read/listen together.
- Have a designated reading time to look forward to each day, for example, quiet time after lunch or before bedtime.
- After reading, have a “book talk” with your child by talking about the things you both liked, disliked, the illustrations (how do they help you figure out what is happening?), the ending (could you think of a different ending?).
- Read books by the same author and discuss how the stories are the same and different, which one is your child’s favorite? Suggested authors: Dr. Seuss, Kevin Henkes, Cynthia Rylant, Eric Carle, Bill Martin, Jr., Robert McCloskey, Bernard Weber.
- Discuss connections with the story or characters. Does the story remind your child of something that happened to her/him? If not, how would she/he react or behave if the same thing did happen?
- Have your child summarize the story by telling you what happened at the beginning, middle, and end.
- Have your child draw a picture of his/her favorite part of the story.
- Rhyming stories, such as Dr. Seuss books, are a fun way to learn about language. In these books, point to each word as you read to develop an understanding of one-to-one correspondence.

Make sure to keep reading time fun time. Reading should be an enjoyable activity, not a chore. If your child seems to be losing interest in story time, get him/her more actively involved in the choice of books, switch from fiction to non-fiction, or try a different time of day for reading.

In addition to reading to your child, your child will benefit from family outings to the zoo, aquarium, nature center, museums, plays, and concerts. The more experiences your child has, the more prior knowledge he/she will have to activate connections and interest in reading.

Entering Grade One

Dear Parents,

Now that your child is learning to read, it is important that he or she continue to use the skills that each has acquired. Reading skills, like any others, are maintained and improved by practice. Therefore, your child should continue to read over the summer to reinforce these reading skills. Regular visits to the library and participation in the library reading program are a fun way to encourage reading. Please follow the link to the Fairfield Public Library for additional suggestions for summer reading (K/1):

<http://www.fairfieldpubliclibrary.org/summer-reading.htm>

However, taking time to sit down and read with your child is still the best way to insure reading success. The attached list will give you more suggestions for excellent books.

Best wishes for a happy, healthy and reading-filled summer.

Sincerely,

The First Grade Teachers

For extra reading practice, we would suggest that your child re-read the letterbook stories that have been sent home. Also, the Bob Books (Scholastic, Inc.) are great for beginning readers. If they have

mastered these, then they could start reading the beginning readers such as: Dick and Jane, Dr. Seuss, the Biscuit Books... (Author: Alyssa Satin Capucilli), and Now I'm Ready For Beginning Readers Series... (Author: Nora Gaydos).

Entering Grade 1 - Page 2 of 3

Entering Grade One – Suggested Summer Reading List

<u>Title</u>	<u>Author</u>
Henry and Mudge...Series	Cynthia Rylant
Barkley Chester Scruffy Sammy The Seal Oliver	Syd Hoff
Corduroy A Pocket for Corduroy	Don Freeman
Clifford...Series	Norman Bridwell
Caps For Sale	Esphyr Slobodkina
If You Give A Mouse A Cookie	Laura Joffe Numeroff
Ten Apples Up on Top!	Theodore LeSieg
Giggle, Giggle, Quack	Doreen Cronin
Goodnight Moon	Margaret Wise Brown
Brown Bear, Brown Bear The Very Hungry Caterpillar The Very Busy Spider	Eric Carle
Frog and Toad are Friends	Arnold Lobel
Tiny Book...Series	Cari Meister
Mouse Goes Out	Phyllis Root
The Big Red Sled	Jane E. Gerver

For more advanced readers:

Little Bear Little Bear's Friend	Else Holmelund Minarik
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Father Bear Comes Home

Amelia Bedelia
Come Back, Amelia Bedelia
Play Ball, Amelia Bedelia
Scruffy
Dinosaur Time

Peggy Parish

REMEMBER TO READ, READ, READ!!!

Entering Grade 1- Page 3 of 3

SUMMER READING PROGRAM ACTIVITIES CHOICE LIST

Suggested Reading Activities (optional)

These suggested activities reinforce comprehension and writing skills. They can be done in a regular spiral-bound notebook for any of the stories.

- Illustrate your story
- Create a new book cover
- Create a bookmark
- Design a poster advertising the book
- Write about your favorite character
- Give a puppet show at home
- Give a postcard, then write to a character
- Cut out magazine pictures and words; make a collage about the book

Entering Grade 2



Dear Parents,

As you know it is important for your child to continue to read each day during the summer vacation so that the skills he/she has worked so hard to learn in First Grade will not slip away! If you follow the link below to the Fairfield Public Library, you will find a list of suggested books, authors and series. The librarians may also be able to help suggest other books that your children will enjoy! Please use the Summer Reading Log (attached) to record the books your child reads. You may make extra copies of the book log if you need to! Please return the Summer Reading Log to your child's second grade teacher when school begins.

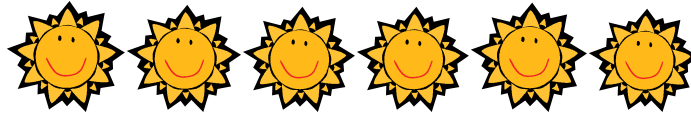
Best Wishes for a happy and restful summer!

Second Grade Teachers

Fairfield Public Library Summer Reading Lists (2/3):

<http://www.fairfieldpubliclibrary.org/summer-reading.htm>

My Summer Reading Log



Name _____

#	Date	Title	Author
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Parent Signature: _____

Entering Grade 3 - Page 1 of 2

Entering Grade Three

Where would you like to go this summer? What would you like to do? Well, books can take you to those places, put you in great adventures, and let you meet new friends. To assist you in the selection of grade appropriate books, authors and series to read this summer, we are providing you with a link to the Fairfield Public Library's Summer Reading List (Grade 2/3):

<http://www.fairfieldpubliclibrary.org/summer-reading.htm>

Please note that these are only suggestions - there are many other books for your children to read, we encourage you to visit the public library or local bookstores for more ideas.

You will be asked to read a minimum of six books, and that only two titles be selected from the same author. We will write our first book report, based on one of your summer reading books, in the first few weeks of school.

So, while relaxing on the warm sand at the beach or sitting in the cool shade of a tree in your own backyard, open up a book and travel to those far away places. We know you will meet many new and interesting people and will have some of the greatest adventures of your life!

Third Grade Teachers

Entering Grade 4

Thomas Aquinas Summer Packet For Students Entering Fourth Grade

Students must read three books from the list of suggested authors or from the Fairfield Public Library's suggested books, authors or series list for grades 4/5 (see link below).

Students must complete the list of attached questions for the type of book they read.

- Students should respond to the questions as thoroughly as possible. Responses can be typed or written neatly on white lined paper.
- The written reports must be turned in to the teacher no later than Tuesday, September 7, 2010.

Reports will be the first Reading and Language Arts grade for the new school year.

Students are encouraged to join the Summer Reading Game sponsored by the Fairfield Public Libraries.

Any student who brings in their Summer Reading Record from the library will be given special recognition.

Suggested Authors

Chris Van Allsburg
Judy Blume
Betsy Byers
Matt Christopher
Ann Nolan Clark
Beverly Cleary
Roald Dahl
Meindert DeJong
Phyllis Flowers
Jean C. George
Virginia Hamilton
Suzy Kline
E. I. Konigsburg
Joseph Krumboltz
Alan Kurzeil

Robert Lawson
Lois Lowry
Patricia MacLachlan
Ann M. Martin
Phyllis Reynolds Naylor
Gary Paulsen
Louis Sachar
Paul Showers
Donald J. Sobol
Elizabeth Speare
Mary Stolz
Phil Strong
Mildred D. Taylor
E. B. White
L. E. Wilder

Link to the Fairfield Public Library Reading Lists:

<http://www.fairfieldpubliclibrary.org/summer-reading.htm>

Use these questions for FICTION only.

Student's Name: _____ Grade: _____
Name of book: _____
Author: _____

Use these questions if you read a *FICTION* book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. Write a brief summary of the book.

In your summary be sure to answer:

- *Who is the story about?*
- *What is the most important thing that happened in the story?*
- *Where does the story take place?*
- *When does the story take place?*
- *How do the characters solve their problems?*

2. Using information from the book, tell how your life is similar or different from the main character's life.

• *Be sure you use specific events from the story to explain your answers. Don't just write, My life is the same because I am a girl/boy. Instead, you must write about specific events in the story.*

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

• **If you write that the events are believable, give specific examples or events from the story to compare with real life. If you think it is not believable, be sure to write about the event you found unbelievable.**

SCORING RUBRIC FICTION

1. Write a brief summary of the book.

1 Response effectively summarizes the book. Most of the main points are included. Information is relevant and specific or a mix of general and specific.

2 Response marginally summarizes the book. Some of the main points are included. Some information is relevant and specific or a mix of general and specific.

3 Response is unsatisfactory. Most of all information is incorrect, irrelevant or vague. Key points are omitted.

2. Using information from the book, tell how your life is similar or different from the main character's life.

1 Response presents a reasonable explanation of how the student's life is similar or different from the main character's life. Response includes information directly from the text and/or makes reference to information from the story as well as the student's own experience as support.

2 Response presents a marginal explanation of how the student's life is similar or different from the main character. Response includes general information or the student's own experience as support.

3 Response is vague and/or irrelevant.

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

1 Response presents a reasonable argument on one side or the other and supports it with information directly from the text and/or makes reference to information from the story.

2 Response presents a mostly reasonable argument on one side or the other and supports it with general information.

OR

Response presents a reasonable argument with no support from the story.

3 Response merely states yes or no.

OR

Response is vague and/or irrelevant.

Use these questions for NON-FICTION only.

Student's Name: _____ Grade: _____
Name of book: _____
Author: _____

Use these questions if you read a *NON-FICTION* book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. What could be another title for this book? Use details from the book to explain your choice.

• *Be sure you use specific facts from the book to explain your answers. Don't just write, I think this title is good because the story was about _____. Instead, you must write specific facts that support your new title.*

2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.

• *There are probably many important facts in your non-fiction book. Choose one of the facts that you find most interesting. Discuss that fact in detail. Write all you learned about that particular fact.*

3. Imagine you are going to write a letter to the author of your book.

• *Write two new things that you learned from the book. Write two things you did not understand or would like more information about.*

SCORING RUBRIC - NON-FICTION

1. This book is called _____. What could be another title for it? Use details from the book to explain your choice.

1 Response presents a reasonable or creative title that tells what the book is about and explains this title with specific, relevant details from the book.

2 Response presents a title that is generally related to the book and explains it with general or specific details from the book.

OR

Response presents a reasonable or creative title that tells what the book is about but does not support it.

3 Response is vague and/or irrelevant.

2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.

1 Response identifies the information in the passage that was most important to the student and presents a reasonable argument for its importance.

Response includes a mix of specific and general information as support.

2 Response identifies the information in the passage that was most important to the student but does not present an argument or support.

3 Response is vague and/or irrelevant.

3. Imagine you are going to write a letter to the author of your book. Write two things you learned and two topics you would like to know more about.

1 Response includes four reasonable statements that are written in good, complete sentences.

2 Response includes two reasonable statements that are written in good, complete sentences.

3 Response is vague and/or irrelevant.

Entering Grade 5

SUMMER READING LIST

All incoming 5th graders are required to read three books this summer. One book is chosen by the 5th grade teachers. The other two books are student choices from a list. Students must choose one book from each list (A and B).

Required Selection: Number the Stars by Lois Lawry

Student Choices

List A - Fiction	List B - Non-Fiction
The Whipping Boy by Sid Fleischman	Boy: Tales of Childhood by Roald Dahl
The Lion, the Witch, and the Wardrobe by C.S. Lewis	Alone Across the Arctic by Pam Flowers
A Wrinkle in Time by Madeline L'Engle	Stonewall by Jean Fritz
Shiloh by Phyllis Reynolds Naylor	My Life with Chimpanzees by Jane Goodall
The Borrowers by Mary Norton	Sequoyah's Gift by Janet Klausner
Dacey's Song by Cynthia Voight	Rascal by Sterling North
James and the Giant Peach by Roald Dahl	Wild Horses I Have Known by Hope Ryden
Call it Courage by Armstrong Sperry	
Dear Mr. Henshaw by Beverly Cleary	

Students must complete an assignment for each of their three books. All assignments will be graded.

For the required selection, students must create a 22" x 28" poster advertising the book. The poster must include the title, author, setting, characters and summary of plot. It should also be colorful and neat. These posters will be displayed in the classroom during the first week of school.

For the student choices, a critical review of each book must be typed. The required format is size 12 Times New Roman font, double spacing and the margins on the page should be 1". Each review should fill one entire page. The students should explain what they liked or disliked about the book and give descriptive details to support their answer. These reviews will also be graded.

All three assignments are due on the first day of school.

ENTERING GRADES 6, 7, 8

2010 Summer Reading for Students Entering Sixth, Seventh, and Eighth Grades

Dear Students,

Welcome to Middle School!

Please read four books this summer (or more!). Select and read **two** books from among the titles listed for the grade that you will enter in September. The **third and fourth** books will be your choice. Any book that you enjoy will be fine (note, however: no books on tape, no movies, and no comic books). Be aware of the page requirements: **at least** 150 pages for students entering 6th grade; 200 pages for students entering 7th grade; and 250 pages for students entering 8th grade. Also be aware that two books (whether from the list or not) must be of specific genres. You will do some writing for each of the four books, so be sure to read and follow all of the directions **carefully**.

1. One of the books you read this summer, whether free choice or from the list, must address the issue of diversity. The book should address at least one of the following issues: racial, religious, or ethnic diversity, or mental or physical disability.
2. One of the books you read this summer, whether free choice or from the list, must be non-fiction, such as history, science, biography or autobiography, or a collection of essays or poetry.
3. No “double-dipping.” So if you read a biography of someone like Dr. Martin Luther King, Jr., you must decide whether to count it as non-fiction (biography) OR as addressing racial diversity.
4. Purchase a marble-back “journal” to write in (it may NOT be a spiral-bound notebook); **it must be college ruled; journals that are not college ruled will not be accepted**. You will use your journal during the summer as well as during the school year, so purchase it right away. Use a black waterproof marker and put your first and last names and the grade you will enter in September on the front cover. Label the journal **English Writing Journal**.
5. Write TWO responses for each of the two books you select to read from your grade’s list (four responses) PLUS write TWO more responses for one of your free choice books. This is a total of SIX JOURNAL RESPONSES. Journal topics can be found on the next page. Select six **different** journal response assignments. BE SURE to identify the title and author of the book, and write the assignment at the top of the page. Also, ALWAYS use a fresh page in your journal for every assignment. Write neatly. Each entry should be **at least** one and a half pages in length – at least two if you are entering eighth grade. In addition to the writing, you may illustrate your response. Bring your journal with you on the first day of school. Your journal will be graded.
6. The remaining two books may be from your grade list, or they may be your own choice. If the books are not from your grade’s list, please remember to follow page requirements or the work will not be accepted (minimum of 150, 200, or 250 pages). Please do not read books from a grade level higher than yours.
7. You will write two journal responses to the third book, and you will make a “book jacket” for the fourth book. Directions are attached. Follow them **carefully** and bring the book jacket with you on the first day of school. This will be graded.

Enjoy your summer reading! We are looking forward to seeing all of you in the fall and hearing about the wonderful books you discover during the vacation.

Best wishes for a great summer,

Mrs. Greenfield and Ms. Turcsany

Please select and read two (or more) of the following books:

<u>Entering Sixth Grade</u>	<u>Entering Seventh Grade</u>	<u>Entering Eighth Grade</u>
<i>Walk Two Moons</i> Sharon Creech	<i>Kira-Kira</i> Cynthia Kadohata	<i>The Hitchhiker's Guide to the Galaxy</i> Douglas Adams
<i>Penny From Heaven</i> Jennifer Holm	<i>Al Capone Does My Shirts</i> Gennifer Choldenko	<i>The Color of Water</i> James McBride
<i>A Single Shard</i> Linda Sue Park	<i>Crispin: Cross of Lead</i> Avi	<i>The Secret Life of Bees</i> Sue Monk Kidd
<i>A Secret Garden</i> Frances Hodgson Burnett	<i>Chinese Cinderella</i> Adeline Yen Mah	<i>Tasting the Sky: A Palestinian Childhood</i> Ibtisam Barakat
<i>Roll of Thunder, Hear My Cry</i> Mildred Taylor	<i>Gathering Blue</i> Lois Lowry	<i>Cosmos</i> Carl Sagan
<i>Surviving the Applewhites</i> Stephanie S. Tolan	<i>Lizzie Bright and the Buckminster Boy</i> by Gary D. Schmidt	<i>The Outsiders</i> S. E. Hinton

Journal Writing

Journal writing is interesting and personal. It is spontaneous and imaginative. Creative. Amusing. Thoughtful. Journal writing is similar to diary writing; it is your response to a piece of literature, to events in your life or the world, or to anything that inspires, upsets, frightens, thrills, excites you. When reflecting on literature, avoid telling a story's plot in laborious detail; "book reports" are just that: **reports**, and they tend to be dull. Journal writing is NEVER dull. Instead, consider what the book made you think about, or how you felt about certain aspects of the story and the ideas in it. Did you laugh? Did you cry? Be sure to use the "I" pronoun in ALL journal writing. Tell us what YOU think ... and WHY.

One caveat (that's Latin for "warning"): while we strongly encourage personal, artistic, and creative response in all journal writing, and while we recognize that a journal is the place to give your imagination wings, we also expect that your journal will be neat and legible, and that you will observe the conventions of spelling and grammar (unless you are knowingly breaking the rules for a good, creative reason. More on that when we get together in the fall).

Following are the journal assignments for the two books you have selected from your grade's list. Choose any SIX of the following assignments (two per book on the list PLUS two more for one of your free choice books). Hint: write the journal responses immediately after you finish the book;

don't put them off until the day before school begins. It will be easier to write, and your work will be more authentic (and a lot better, as well).

Each journal entry should be *at least* one and a half pages of writing ... preferably more, particularly if you are entering the eighth grade (yours should be *at least* two full pages). DO NOT TYPE your entries and tape them into the journal; they must be handwritten on the journal page itself. NOTE: the space that it takes you to copy the assignment does NOT count as part of the journal. If you wish to embellish your journal entry with an original illustration, that is great; we applaud and encourage artistic and creative response, but it is not a substitute for the actual writing.

Be aware that we will collect and grade your journal periodically throughout the school year. The six summer reading responses will be graded.

Journal Assignments

Be sure to write the assignment on the top of each entry and identify the title and author, as well as the number of pages, of the book to which you are responding.

Write each response on a separate page of your journal. Date each entry.

Reminder: You will be writing six journal entries. You may use each assignment only once.

1. Imagine that you are the “antagonist” (the “bad” guy). Describe the “protagonist” (that’s the “good” guy), using language the antagonist might use ... or do the reverse.
2. Write a diary entry for the protagonist. Select a significant event in the book and relate the events of one day (do not relate the entire story, just a single day’s events). As you “are” the protagonist, be sure to tell it from his or her point of view; try to capture his or her “voice”.
3. Select a specific incident in the book and write about how you felt when you read it.
4. Explore how the setting (the time and place of the story) affects the characters and/or the events in the novel.
5. What is the main idea (theme) of this book? Why is it important?
6. Write a letter to the author and explain why you liked (or did not like) the book. Be specific and mention events or characters that you felt were particularly interesting.
7. Write a letter to one of the characters in the book. Discuss some part of the story that particularly touched you.
8. Relate the events in the novel to something you know about from the news, from personal experience, from a movie, etc. How is real life reflected in literature?
9. Imagine you are the author and you decide to change one small part of the ending. What one change would you make and why? How would that change affect the story?
10. Write a missing “chapter” for the book.
11. Write a poem about one of the themes (or ideas) that is significant in this book.
12. Write an introduction to the book. What happened before the story began?
13. Write a postscript to the book. What can you imagine happening after the book is finished?
14. Write your thoughts for a sequel to the book.
15. Imagine you are a film director preparing to shoot one important scene in the book. What would be happening in that scene, and how would you film it?
16. How does this book address issues of racial, religious, or ethnic diversity? What lesson did you learn?
17. How does this book address issues of mental or physical disability? What lesson did you learn?
18. What scientific discovery or advancement did you learn about? What makes it significant?
19. What period in history or historical event does your book address? What makes it significant?
20. What makes the subject of your biography or autobiography important? What did you learn about his or her accomplishments? Is this person admirable? Why?

Book Jacket Guidelines

For one of your free choice books, please make a book jacket (or book cover) to help everyone else understand it. Your goal is to create an interesting, attractive, and visually exciting representation of the book you have chosen. Remember, you may be the only person in the class who has read it, so it is important that your book jacket makes the rest of us want to read the book!

When we get together in September, each of you will take turns presenting your book jackets to the class, explaining briefly the story of the novel, and why we should read it. Your book jacket should be so interesting and your presentation so enthusiastic that someone else will want to read that book!

Note: the book jacket you design does NOT have to fit your book, and you do NOT have to bring in the actual book with the jacket that you make. Your book jacket should be fairly large, so that you can write and draw on it. Also, you may type some of your work (such as the author's biography) on computer paper and glue it (neatly) onto the book jacket if you would rather not write directly on the construction paper. Your book jacket should be neat, imaginative, creative, and expressive. Take time with this assignment so that you can be proud of the finished product. It will be graded.

A word of warning: all work must be original. You may not copy any material at all, including the synopsis, author's biography, cover art, etc. You may not use computer generated art or trace an image. All work must be your own and created for this project.

Here are the directions for your book jacket:

1. Take a large piece of construction paper and fold it like a book so that there are flaps on the inside, just like the ones you see on a hardbound book, and also a narrow "spine" along the center back.
2. On the "front" cover, write the title of the book (underlined), the author, the number of pages, and your name and grade. Draw a picture that reflects ideas in the book, or make a collage or other artistic representation of the book. Please note: you may NOT use any sort of Clip Art, picture from the Internet, or other artificial artistic response. The illustration must be your own, original art work. You may NOT copy the cover of the book.
3. On the "back" cover, write a short synopsis of the book. That means that you need to tell the main events of the story. Use complete sentences.
4. On the "spine," write the title and make a small drawing that is symbolic of something important in the book.
5. On the "inside front cover," make up at least three brief "reviews" of the book. For instance, you might invent a review that would read: I couldn't put *Treasure Island* down! Robert Louis Stevenson's exciting adventure tale kept me turning pages. I loved his use of dialect to bring the characters to life. A classic and a must-read! – *Teen People*. Remember, you are making these up; don't copy actual reviews.
6. On the "inside back cover," write a short biography of the author. You will need to do some research to get this information ... but you must paraphrase the information so that it is your writing, and not copied from someone else. If possible, include a picture of the author with his or her biography. Very important: DO NOT copy information, and **BE SURE to cite your source**. If you find the information on a web site, copy the web address as your citation. If you found it on the book itself, say so. In no case may you simply copy information and present it as your own work. That is plagiarism and is unacceptable.

Have fun! ☺