**Summer Reading**

***Grades 9-10***

**What it is**

For your summer reading this year, you will choose a book you have never read and that you are interested in.  By **June 16**, have your book approved by Ms. Bachelor. You can find her before school and at morning recess in room H5.

During the first week of school, you will choose among five multiple intelligence projects to complete and present that will focus on your comprehension of the novel. This project will be presented during week two.

\*For this assignment you will find it beneficial to keep a **reading journal**. This journal will help you when you are creating your **project** based around the novel. *Those who keep a journal will earn extra points toward the overall project*.

**What you do**

* Choose a book you WANT to read!
* Have it approved by Ms. Bachelor BY JUNE 16!
* Enjoy reading your book!
* WANT TO GO THE EXTRA MILE? --- While you read, keep some notes on things that make you think or you just don’t get!
* Come to school on the 1st week back ready to create an AWESOME project based on your book!

***Decided to Keep a Journal? This is what you should do:***

**Reading Journal**

*Why do it?*

1. A reading journal is a great tool readers can use to keep track of what they’ve read. By keeping your own reading journal, you can record your reactions to what you read. This gives you a way to remember what you thought about certain characters and can help you when you are thinking about what it all means – themes, plot, etc.

2. It will be very valuable to you when it is time for you to complete your project the first two weeks of school.

*How you do it.*

* **Take notes as you read.** When you come across interesting passages and sections that leave a significant impression on you, it’s a good idea to pause and write your thoughts about it immediately. Your insights may change by the end of the book, or you may forget how that particular section made you feel. Write it down immediately. You don’t have to write formally – a sentence or two is enough. This will help you later when you are trying to complete your project and you want to find the most important or interesting scenes.
* **Note page numbers.** If you record favorite or interesting quotes in your journal, write down the page number and maybe even paragraph number where you found the excerpt. Later, if you want to find this quotation to help with your project, you will know right where to go.

*What to include.*

**Characters** – who are they and what are they like? Do they do anything that is surprising, that you think is wonderful, that you think is despicable?

**Conflict and Action** – what is the big problem in this novel? What/who is making it worse? What/who is trying to resolve it?

**Connections** – what in the novel makes you think, and what does it make you think about?

*Example*

**Page #s and Category Comments and Quotations**

**p. 3** “With his symbolic helmet numbered 451 on his stolid head, and his eyes all orange

flame with the thought of what came next…” **--- why is the helmet symbolic? What does**

**451 mean?**

**p. 3-4 Montag – fireman who burns books! What?! This is unimaginable!**

**p. 9-10**  :What are all those lights on?” “Oh, just my mother and father and uncle sitting around,

talking. It’s like being a pedestrian, only rarer.” **– why is it rare to sit around and talk or**

**walk places?**

**Summer Reading**

***Project Assignment***

***Grades 9-10***

So, you have finished your summer reading book (maybe even more than one!)? I hope you enjoyed it! Now is your turn to share what you took away from the novel by choosing one of the following projects to complete and share with your classmates. Read over the projects and choose one that calls out to you.

**Make a CD/Soundtrack for the movie with an explanation for each song choice**

Choose 4-5 important scenes in the book. Imagine these scenes played out to music. What music fits each scene – something tranquil and soft, something staccato and rapid, or perhaps something loud and intense?

* Describe the scene and the music.
* Explain why you chose the particular piece of music.
* Design an album cover for your soundtrack.

**Cast the movie/TV show**

You are the casting director of a movie or TV version of your book. Decide what actors should play the 3-4 main characters of your story.

* Explain who the characters are.
* Tell which actors you choose, why they are right for the part, and what acting experience they have.

**Create a Graphic Novel version of the book (for books that are not already graphic novels!)**

So, you are a good artist? What would a graphic novel version of your book look like? Create a graphic depiction of at least 5 sections of the novel – the exposition, rising action, climax, falling action, and resolution.

In each illustration you should include

* Setting
* Characters
* Important dialogue or narration

**Create a 30-second movie commercial/trailer/podcast**

Are you technically savvy with video and sound? Choose one of the following topics to present as a movie commercial/trailer or a podcast:

* Why this should be a movie
* An engaging summary of the novel
* TV series idea – how could you turn this book into a TV series?

**Create a new book jacket (cover)**

Though we say, “Don’t judge a book by its cover,” let’s admit it, it is something many of us do. If you have ever considered illustration, art, or marketing as a career this option could be a good choice. The task is to create a new book jacket for your novel that would be appealing to readers. The jacket includes:

* New cover illustration
* “Write-up” – summary of the novel
* A short “pitch” on why your jacket should be adopted

**Compare and contrast real social/societal problems that relate to the story**

Are you really good at seeing the Big Picture within literature, music, and movies? Are you able to make connections between a novel and the outside world? This option asks you to look at the Big Picture this book presents and compare it to the Real world.

* Choose 2-3 Big Picture issues presented in the novel
* Explain how they connect to the Real world
* Create an engaging (visuals, audio, video) presentation to share with the class

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| **Presentation for Summer Reading Rubric** | | | | | | |
|  | **Poor** **2 pts** | **Fair** **5 pts** | **Good** **10 pts** | **Excellent** **15 pts** | **Remarkable** **20 pts** |  |
| **Matches Assignment guidelines**  20 pts | Poor  Does not meet the requirements of the guidelines | Fair  Adequate demonstration of the requirements of the guidelines | Good  Good demonstration of the requirements of the guidelines | Excellent  Excellent demonstration of the requirements of the guidelines | Outstanding  Exceeds requirements of the guidelines |  |
| **Knowledge and Understanding** 20 pts | Poor  Demonstrates a very general or vague understanding of the text and subject; Use of quotes, if present, are general and obvious; Information has clearly been taken from outside sources | Fair  Demonstrates a general understanding of the text and subject; Adequate choice of quotes with some explanation; Information may have been taken from outside sources | Good  Demonstrates a strong understanding of the text and subject; Good choice of quotes, which are well incorporated and clearly explained; Information clearly belongs to the reader | Excellent  Demonstrates an excellent, original understanding of the text and subject; Excellent choice of quotes, which are effectively incorporated and well explained; Information obviously belongs to the reader | Remarkable  Chosen topics are creative and original and displays unique, personal impression of the text; Creative use of critical thinking skills, applying both abstract and concrete terms to their interpretation of the text |  |
| **Language Articulation; Organization**  20 pts | Poor  Language is colloquial; Vague or difficult to discern meaning; Clunky organization of thoughts and topics; Almost no supporting references to the text | Fair  Language and register is mostly colloquial or heightened incorrectly; Some communication and articulation; Some organization of thoughts and topics; very minimal supporting reference to the text | Good  Good use of formal literary language, some use of colloquialism; Good communication and articulation; Clear organization of thoughts and topics; Claims are supported with examples from the text; | Excellent  Appropriate use of formal literary language (no colloquial language); Clear and effective communication/articulation; Very effective organization of thoughts and topics; Claims are supported with highly relevant examples from the text; Apt vocabulary usage | Remarkable  Nuanced language use and innovative, effective organization. Examples from the text are impressively provided |  |
| **Grammar and Technical Writing**  20 pts | Poor  Many spelling, capitalization, and punctuation errors; sentence structure errors, awkward sentences and/or word choice mistakes. | Fair  Some spelling, capitalization, and punctuation errors; sentence structure errors, awkward sentences and/or word choice mistakes. | Good  Few spelling, capitalization, and punctuation errors; sentence structure errors, awkward sentences and/or word choice mistakes. | Excellent  Minimal spelling, capitalization, and punctuation errors; sentence structure errors, awkward sentences and/or word choice mistakes. | Remarkable  Flawless grammar. |  |
| **Presentation & Promptness**  20 pts | Poor  The student does not seem at all prepared to present. Did not complete assignment. | Fair  The student is somewhat prepared, but clearly rehearsal was lacking. Incomplete work. | Good  Student seems somewhat prepared but might have needed a couple more days. Handed in completed work. | Excellent  Student is completely prepared and has obviously rehearsed. Student turned in all work! | Remarkable  Student clearly went above and beyond what was expected.  /100 |  |
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