

Arrupe Jesuit High School

Summer Reading Project

Reading and Writing will pave the way to your bright future!

Summer
2011

Steps in Summer Reading

√	Checklist – Steps	Page #
	1. <u>Choose 3 separate books</u> that you want to read this summer (minimum length of 100 pgs, 400 page book will not count as two.) <ul style="list-style-type: none"> • If you have not completed all of the work and read all three books, assignment is incomplete and will be returned to complete. 	
	2. <u>Take notes for all three books</u> as you read on sticky notes, or as a double-entry journal in your notebook (15 for a 100 page book, 30 for a 200 page book).	3
	3. <u>Write one essay, either about one book, or comparing two or more of the books you read, using one of the prompts given</u>	4
	4. <u>Complete the presentation and project and present your project in class</u>	5
	5. <u>Consult the Rubric</u> to make sure your project will score an excellent grade.	6

Bring your completed notebook with:

1. **Reading Notes** (adhere the sticky notes to the notebook or do them as double entry journal)
2. **Your essay**
3. **Your presentation/project ready to present**
on the first day of school next fall – **Tuesday, August 16th.**

*****No summer reading work will be accepted past Monday, August 29th.**

*****Students not finished will stay after school the first Friday, and attend 7th and Saturday school the second week of school.**

*****Summer reading will be 5% of your Q1 English grade.**

Taking Notes

Many students like to use sticky notes to record their thinking as they read to help them better understand the book. Others like a double entry or dialogue journal format, so you can feel free to choose the style you like best. If you do sticky notes, attach them to paper and include them in your summer reading folder. If you use a double entry format, use the format below and include them in your summer reading folder. Also, you can use the codes for note-taking that you have learned if you have been in Ms. Weber's class.

Quote/summary & pg.# that inspired this thinking	Importance, response, question, reflection, idea

Good readers use thinking strategies as they read to interact with the text. Here are some ways you can begin the notes you take about your book that correspond with the different thinking strategies:

Question

I wonder...
I am curious about...
Why...

Connect

This reminds me of...

Self-Monitoring

I am confused because...
Some reading problems I am having are...

Evaluate

This is important because...
My opinion about this is...

Recall

In summation...
What I remember most from today's reading is...

Visualize

I visualize...
The picture in my head looks like...

Analyze

This represents the theme of...
Looking at the author's style, I notice...
The purpose of this passage is...

Infer

I think this means...
I'm guessing that...

How many notes should I take?

However many you need to best understand your book. We are asking you to take at least 15 notes for a hundred page book and 30 notes for a 200 page book. Take them as needed, not every certain number of pages.

Essay

After reading your books, choose one of the following essay prompts and write a 3-5 page essay that is typed and in MLA format.

- Choose one theme from the book and write an thesis-based essay with 3 supporting examples of what the author was trying to each about that theme in the book.
- Choose one theme that occurred in two or all three of your books and write about what each book taught you about that theme. Discuss one book in each body paragraph.
- Write an essay comparing and/or contrasting two characters. They can both be from one book, or they can be from different books. Include a thesis that describes the overall similarity/ difference between the two characters.
- Write about the most important symbol that is revealed in your book and its purpose behind being in the novel. Discuss three examples of how this symbol is discussed throughout the book.

Write your response in standard essay format: include an introduction with a lead and a thesis, body paragraphs with supporting evidence (quotes), and a conclusion.

Essay Rubric

Essay Grade _____

Trait	A=4	B=3	C=2	F=1
Content	<ul style="list-style-type: none"> • Thesis statement includes original thought and argues a point or provides info. relevant to the prompt chosen. • In each supporting paragraph, the student directly relates the quote to the thesis statement and provides brief and relevant summary in order to introduce the quote. • 3-5 pages 	<ul style="list-style-type: none"> • The thesis statement is an original thought. • The supporting paragraphs contain information to support the thesis but don't always directly connect the quotes to the thesis. • 2 pages 	<ul style="list-style-type: none"> • The thesis statement attempts to but does not actually make a point about the prompt. It simply observes what happened in the book. • The supporting paragraphs provide information about the book but don't directly relate to the thesis statement • 1 page 	<ul style="list-style-type: none"> • There is no thesis statement. • This does not sound like an essay but a book report. • There is not enough evidence that the student really read this entire book. It appears the student may be trying to fake it. • Less than one page or 6+ pgs.
Organization	<ul style="list-style-type: none"> • Begins with an attention-grabbing lead. • Well-organized into multiple paragraphs, including an introduction, supportive body paragraphs, and a conclusion. • Uses strong transitions to help the reader follow the organization. 	<ul style="list-style-type: none"> • Begins with a good lead. • Organized into multiple paragraphs, including an introduction, body paragraphs, and a conclusion. 	<ul style="list-style-type: none"> • Tries to begin with a lead, but it could be better crafted. • The response is organized into multiple paragraphs. 	<ul style="list-style-type: none"> • No lead. • The response is poorly organized. • No transitions.
Quotes	<ul style="list-style-type: none"> • Three or more quotes are included and used as evidence to support the student's claim. • Quotes are well selected & well-explained in the essay. • Quotes are cited in MLA format. 	<ul style="list-style-type: none"> • Two quotes are included and used as evidence to support the student's claim. • Quotes are well selected, but could be explained a little better. • Attempt to cite in MLA format with errors. 	<ul style="list-style-type: none"> • One quote is included and used as evidence to support the student's claim • Quotes don't relate that well and aren't explained; are too long or short. • Cited, but incorrectly 	<ul style="list-style-type: none"> • No quotes are included as evidence • No quotes are included, or the quotes do not support the students' claim. • Quotes seem to have little if anything to do with the essay's thesis.
Spelling, Grammar, & MLA	<ul style="list-style-type: none"> • Only 1-2 spelling or grammar mistakes exist. • Perfect MLA format. 	<ul style="list-style-type: none"> • Only 3-4 mistakes exist. • Nearly perfect MLA format. 	<ul style="list-style-type: none"> • 4 or more mistakes • Tries to use MLA format, but makes a few errors. 	<ul style="list-style-type: none"> • The student needs to edit his/her paper. • No attempt to use MLA format.

Book Talk Presentation & Visual Project

You will do a book talk and visual project to be presented when you get back to school in August. The book talk assignment is as follows:

What is the purpose of a book talk?

In a reading community, it is important to share what we have learned. Telling our classmates about our book and our process reading the book will help them choose their new books. You are helping your classmates find interesting and fun books to read!

What is a book talk?

During your book talk, you must stand and present for 5 minutes on the following:

- What was the book about? *Give a brief (thirty seconds) but descriptive summary of your book without giving it completely away. (Don't ruin the best parts!)*
- Who are the main characters in your book? *Briefly discuss two of the most important characters.*
- What type of person would be attracted to this book? *Discuss issues and topics inside your book.*
- What was your experience like reading this book? How did you choose it? Did you like or dislike it right away? What insights did you take away from it? What reading strategies helped you get the most out of it?
- How would you rank this book on a scale of 1 to 10? *Why did you enjoy or dislike this book? Would you recommend it to others?*
- Share a quote or excerpt from the book that you think best represents the book as a whole. It could be something relating to the theme, something funny or sad, or a part that is an example of really good writing. Read the excerpt and explain why you chose it.
- An author devoted part of his/her life to writing this book. Was it worth it? Why? What were they trying to say to the world with the book?
- Share your project with the class.

Book Talk Presentation & Visual Project Rubric

	A	B	C	D
Presentation	*The presentation is 5 minutes in length *The student has clearly rehearsed their presentation; the presentation goes smoothly *The student speaks clearly the whole time *The student stands up straight, establishes eye contact and looks relaxed and	*The presentation 3-4 minutes long. *The student seems prepared but could have use a few more rehearsals *The student speaks clearly most of the time *The student stands up straight and makes eye contact *The student has brought in his/her book	*The presentation is 2 minutes. *The student is somewhat prepared but it was clear that rehearsal was lacking *The student often mumbles or cannot be understood *The student rarely looks up and slouches most of the time *The student has	*The presentation is one minute or less *The student does not seem at all prepared and is just making it up as they go *The student spoke so quietly that is was difficult to understand any of their presentation *The student does not look up at all and slouches

	<p>confident</p> <p>*The student has brought in notes and/or note cards</p> <p>*The student has brought in his/her book</p>		<p>not brought in his/her book</p>	
Book Talk Content	<p>* The student answers all of the required questions thoroughly and thoughtfully <u>and</u> includes additional reflective points</p>	<p>*The student answers all of the questions thoughtfully and thoroughly.</p>	<p>*The student does not answer one question and/or</p> <p>* The student does not thoughtfully answer each question. Certain answers are rushed.</p>	<p>*The student does not answer two or more of the required questions.</p>
Visual Project	<p>*Student followed all directions for project and went above and beyond the expectations.</p> <p>*The presentation of the project is animated and interesting.</p> <p>*The audience clearly feels like they have understood all parts of the project.</p> <p>*The project is creative and shows a great deal of time and effort.</p>	<p>*Student followed most directions for project and did the expectations.</p> <p>The presentation of the project is mostly animated and interesting.</p> <p>*The audience mostly feels like they have understood all parts of the project.</p> <p>*The project is mostly creative and shows time and effort</p>	<p>*Student missed some directions for project.</p> <p>*The presentation of the project quick and could have been more interesting.</p> <p>*The audience was confused about certain parts of the project.</p> <p>*The project is shows questionable time and effort.</p>	<p>*Student did not pay attention to directions.</p> <p>*The presentation of the project is so brief that the audience gets little to no understanding about the project.</p> <p>*The project is messy, poorly done and shows little to no pride in product.</p>

Along with the book talk, you need to create one of the following artistic projects for your book:

1. **A book jacket-** On the front include the author and title, a drawing or picture, and anything else you think would entice a reader to read the book. On the back write a paragraph that acts as a tag line or summary for the book that will make the reader want to read it. The tag line is trying to convince the reader that the book will be a good read (it is not a full summary of the book). Also, make up a short quote that would have come from a newspaper or online review of the book. On the inside, write a two to three paragraph summary of the book that gives the reader the scoop on the main plot line of the book. You know something like "Stupendous! A must read for everyone who loves mystery books." **(The tag line should be a paragraph)**
2. **Diorama-** Choose a scene, idea, theme or issue from one of your summer reading books which you found interesting or important. Design and build a diorama either in a shoebox, box of comparable size or on a flat piece of cardboard that depicts the scene, idea, theme or issue. Be creative in what you use to build. (No need to buy anything!) Use recycled items, items found around the house or

neighborhood, even food to create figures and images. Use paints, newspaper, and or magazines, drawings or sculptures. You will be responsible to present your diorama to the class and explain its meaning, why you chose it and how it relates to the book. Be sure to include title and author. Have what you are going to say written on no less than 5 note cards which you will turn in with your diorama. Do not read your note cards during the presentation, rather use them as a guide as you present to the class.

3. **A brochure** about your book to inform your classmates about your book and give them ideas for books they might want to read. Include in your brochure:

Front of the brochure:

- Title and author on the front of the brochure along with a picture of the book.
- A one line tag line on the front of the brochure give the reader a taste of that they will be reading

Inside the brochure:

- A book summary of one or two paragraphs
- A one to two paragraph review of the book giving a positive recommendation of the book
- A list of themes in the book (4-7 themes)
- Discussion questions for the book (3-6 questions)
- A list of 2 or 3 important characters in the book with a short paragraph describing the characters

Back of the brochure:

- An about the author with a couple paragraphs describing the authors short biography and work.

*****This packet, the summer reading book list, and a sample essay and sample brochures and book jackets are posted on the L:Drive and on Arrupe's website.**

Overall Rubric

Overall Grade _____

Trait	A=4	B=3	C=2	F=1
Book Selection	Student took time to select books that s/he enjoys or at least appreciates, that were written at an appropriate reading level, and read all three books completely.	Student enjoyed / appreciated most of the books, and they were at the right reading level, but he/she could have taken a little more time to ensure a better selection.	Student only enjoyed or appreciated one of the books, and needs to spend more time in the library or book store learning all the different types of books that are possible to read.	The student didn't seem to benefit from any of the books s/he selected. Student didn't read all three books.
Notes	<ul style="list-style-type: none"> • Student has 15-30 notes based on book length. • Student used multiple thinking strategies which are evidenced in the notes. 	<ul style="list-style-type: none"> • Student has 10-20 notes based on book length. • Student used more than one type of thinking strategy while reading and taking notes. 	<ul style="list-style-type: none"> • Student took some notes but not on a regular basis. • Student used only one type of thinking strategy while reading. 	<ul style="list-style-type: none"> • Student has no notes or notes do not show that he or she read the book. • Student did not use thinking strategies to take notes.
Essay	Received an A on the reading reflection rubric.	Received a B on the reading reflection rubric.	Received a C on the reading reflection rubric.	Received an F on the reading reflection rubric.
Book Talk Present. & Project	Received an A on the Book Talk Presentation & Project Rubric.	Received a B on the Book Talk Presentation & Project Rubric.	Received a C on the Book Talk Presentation & Project Rubric.	Received a F on the Book Talk Presentation & Project Rubric.
Neatness	<ul style="list-style-type: none"> • Notebook is neat and organized with readable handwriting. • Very few grammar errors. • Presented in a two-pocket folder. 	<ul style="list-style-type: none"> • Notebook is neat and organized with readable handwriting. • There are a few grammar errors. • Presented in a two-pocket folder. 	<ul style="list-style-type: none"> • Notebook is somewhat messy and disorganized, but readable. • There are many grammar errors. • Presented in a two-pocket folder. 	<ul style="list-style-type: none"> • Notebook is very messy, disorganized, and the handwriting is difficult to read. • Grammar errors interfere w/ meaning. • Not in a folder.