

Plant a seed...READ!

June 2009

Dear Parents and Students,

Summer is a great time for kids to read. With no school and no homework, there are usually plenty of extra hours to fill. Encourage your child to fill those hours with reading. Studies have shown that children who read during their summer vacation retain more of what they have learned throughout the school year and are better prepared for that first day of school in the fall. A love of reading will provide a lifetime of pleasure and learning.

You can encourage children to become avid summer readers by giving them lots of reading choices. Provide books, magazines, and newspapers. Have them read silently or aloud to you or to a brother or sister. Read while your child reads to make it a fun family activity. Plan weekly trips to your public library to select new books and to participate in their programs.

This year's summer reading program is called **Plant a Seed ... and Read**. With so much literature available on so many topics, I encourage you students to read books from a variety of genres.

All students entering Kindergarten through Eighth grade are strongly urged to participate in the summer reading program. By reading over the summer, the students will keep their reading skills sharp and nourish a healthy pastime.

This packet contains a list of suggested authors for each elementary grade cluster, the required books for students entering the Fourth through Eighth grades, a reading card on which the students in grades Kindergarten through Five can record their titles, and the writing assignments for the

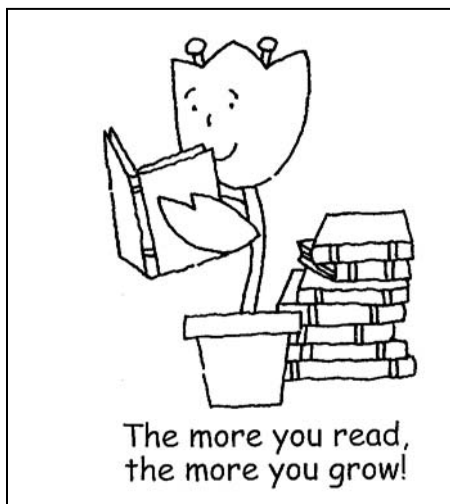
required reading for students entering grades Four through Eight. Again this year, students entering grades Five through Eight can pick their required book(s) from a short list of titles.

I would recommend that students who do not know how to read be read to for at least fifteen minutes a day. This will provide you with great quiet time together, while reinforcing their developing language and reading skills. For all of you readers, I would recommend reading a half hour to an hour every day.

During the first week of school, all students should turn in their summer reading written assignments and/or cards/lists. Acknowledgements will be given to all who participate.

Remember:

- Students must read books on their reading level.
- A parent/guardian must sign the reading card.
- Students entering Grades Four through Eight must read the required title(s) and complete the written assignments.
- Please, color the reading card as they will be displayed outside the Library.
- This summer reading packet is available on the school's website.



Have a wonderful summer
full of fun, sun and
reading!

Mrs. Buckley, Librarian

**St. Bridget School 2009 Summer Reading
Students Entering Grade 8**

Students must read three (3) of the following titles.

The True Confessions of Charlotte Doyle, by Avi (Historical Fiction)

Thirteen-year-old Charlotte Doyle, the only passenger aboard a seedy ship on a transatlantic voyage from England to America in 1832, becomes caught up in a feud between the murderous captain and his mutinous crew.

And Then There Were None , by Agatha Christie (Mystery)

Ten strangers--each with a sordid past--are summoned by an absent millionaire to a private island off the coast of Devon and begin to die one by one upon arrival.

King of Shadows, by Susan Cooper (Historical Fiction, Fantasy)

While in London as part of an all-boy acting company preparing to perform in a replica of the famous Globe Theatre, Nat Field suddenly finds himself transported back to 1599 and performing in the original theater under the tutelage of Shakespeare himself.

Summer of My German Soldier, by Bette Greene (Historical Fiction)

When German prisoners of war are brought to her Arkansas town during World War II, twelve-year-old Patty, a Jewish girl, befriends one of them and must deal with the consequences of that friendship.

Across Five Aprils, by Irene Hunt (Historical fiction)

Young Jethro Creighton grows from a boy to a man when he is left to take care of the family farm in Illinois during the difficult years of the Civil War.

House of the Scorpion, by Nancy Farmer (Science fiction)

MATTEO ALACRÁN WAS NOT BORN; HE WAS HARVESTED.

His DNA came from El Patrón, lord of a country called Opium — a strip of poppy fields lying between the United States and what was once called Mexico. Matt's first cell split and divided inside a petri dish. Then he was placed in the womb of a cow, where he continued the miraculous journey from embryo to fetus to baby. He is a boy now, but most consider him a monster — except for El Patrón. El Patrón loves Matt as he loves himself, because Matt is himself.

As Matt struggles to understand his existence, he is threatened by a sinister cast of characters, including El Patrón's power-hungry family, and he is surrounded by a dangerous army of bodyguards. Escape is the only chance Matt has to survive. But escape from the Alacrán Estate is no guarantee of freedom, because Matt is marked by his difference in ways he doesn't even suspect.

Summer 2009 Reading Assignments for Grade 8

Read three novels from the list of required summer reading titles.

Novel #1 – Book Report

For one of the novels, write a *two-page book report, typed, double-spaced*

Report FCA's: 1. Format: Two pages (no more), typed, double-spaced (5 points)

2. Content: Includes an introductory paragraph, summary of 2-3 paragraphs, and concluding paragraph (60 points)
3. Mechanics: Complete sentences and no spelling errors (10)

Your report should have a cover that is illustrated with a favorite scene from the book.

- Cover FCA's:
1. Title and author are on the cover (5 points)
 2. Colorful illustration (10 points)
 3. Neat, detailed work (i.e., effort is apparent) (10 points)

Novel #2 – Point of View

For the second novel, choose a character that is not the main character and retell an important scene in the story from his or her point of view. Create an illustration to go with the retelling.

- FCA's:
1. The retelling has a beginning, middle, and ending
 2. The writing is typed, 1-2 pages, double-spaced
 3. Illustration is neat, detailed, and colorful (may be on paper or poster board)

Novel #3 – Character Analysis

For the third novel, write a character analysis of the main character. Create an illustration to go along with the analysis.

- FCA's:
1. The writing is typed, 2-3 pages, double-spaced.
 2. Illustration is neat, detailed, and colorful (may be on poster board or paper)

Other Assessment:

During the first week of school, students should be prepared to discuss and be assessed on the three novels they have read. Study questions for the 8th grade novels will be posted on Ms. Fannon's TeacherWeb site. You can link to the TeacherWeb through the Parent Resources page on St. Bridget School's website.