2018-2019 High School Summer Reading List and Assignments

***9th grade ONLY***

Each student will be required to read TWO books over the summer.

Directions: Students are to read both, the school wide novel, and one novel from the reading list.

**Assignment 1** - The project for the school wide novel is to participate in the Ready Player One Summer Reading Blog at [https://kccreadyplayerone.edublogs.org](https://kccreadyplayerone.edublogs.org). Follow the directions on the blog and be sure to blog for EACH chapter for full credit; all comments will be reviewed before they are posted.

**Assignment 2** - The project for the book of choice from the attached reading list is to create an alternative book report using the BINGO card below. Complete 5 in a row or 4 corners for your book of choice.

Feel free to contact Ms. Cox at acox@kidscen.org with questions!

**Schoolwide Book #1 (ALL STUDENTS) - Assignment 1**

*Ready Player One*

Reading Level: Ages 14-17
ISBN: 978-0307887443
Lexile level: 990L

Summary: In the year 2045, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he's jacked into the virtual utopia known as the OASIS. Wade's devoted his life to studying the puzzles hidden within this world's digital confines—puzzles that are based on their creator's obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them.

But when Wade stumbles upon the first clue, he finds himself beset by players willing to kill to take this ultimate prize. The race is on, and if Wade's going to survive, he'll have to win—and confront the real world he's always been so desperate to escape.
Choose a book from the following list as your second novel.

Assignment #2 - Summer Reading List

* Unwind by Neal Shusterman
* Shift by Jennifer Bradley
* Rot and Ruin by Jonathan Maberry
* Stormbreaker by Anthony Horowitz
* Revenge of the Witch by Joseph Delaney
* The House of the Scorpion by Nancy Farmer
* A Boy Called Twister by Anne Schraff
* Seven the Series by various authors
* A Matter of Trust by Anne Schroff
* The Curious Incident of the Dog in the Night-Time by Mark Haddon
* The Lovely Bones by Alice Sebold
* Looking for Alaska by John Green
* Fahrenheit 451 by Ray Bradbury
* Mexican Whiteboy by Matt de la Pena
* The Fault in Our Stars by John Green
* The Outsiders by S. E. Hinton
* Monster by Walter Dean Myers
* Graceling by Kristin Cashore
* Girls Like Me by Tanya Savory
* A Wrinkle in Time by Madeleine L’Engle
* The Giver by Lois Lowry
* The Kite Runner by Khaled Hosseini
* To Kill a Mockingbird by Harper Lee
* The Hunger Games by Suzanne Collins
* The Tragedy of Romeo and Juliet
* Animal Farm by George Orwell
* The Book Thief by Markus Zusak
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<th>Create a book trailer video.</th>
<th>Create a word search about the book (20 words).</th>
<th>Create a poster to advertise your book.</th>
<th>Write a newspaper story about an event in the book.</th>
<th>Create a board game to go along with the book.</th>
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<td>Create a new cover for the book (include flaps).</td>
<td>Write a poem or spoken word piece about the book.</td>
<td>Create a comic strip or cartoon on ToonDoo.com</td>
<td>Write a song or rap about the book.</td>
<td>Create a journal, and write five journal entries as one of the characters.</td>
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<td>Write your own song that represents the book.</td>
<td>Build a model that represents your favorite part of the book.</td>
<td>FREE SPACE</td>
<td>Research topics that are mentioned in your book and put together a fact sheet.</td>
<td>Using classtools.net, make a Fakebook page for the main character(s) in the book.</td>
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<td>Create a cast of characters and script/musical then record a dramatized summary of the book.</td>
<td>Create an alternate ending for your book; it must be a complete chapter.</td>
<td>Create a collage about your book.</td>
<td>Write a book review about the book.</td>
<td>Venn Diagram: Compare and contrast yourself to one of the characters.</td>
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<td>Create and illustrate a timeline of events in the book using the Prezi Online presentation tool at <a href="http://www.prezi.com">www.prezi.com</a>.</td>
<td>Create a Soundtrack with 8 songs for the book; save the songs to a flash drive to share. Explain why each song was chosen.</td>
<td>Create a detailed map of the setting in the book. Label places where events occurred.</td>
<td>Create a Wordle (wordle.net) of terms/characters from the book.</td>
<td>Create a pizza box book report to present on Friday of the first week of school (see attached directions)</td>
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Pizza Box Book Report

- **The Box Top**: Here, you will introduce the title of the book. This is where you can get creative and have fun with the title, slogan, lettering, illustrations, etc. Among the creative things you can do is highlight a few of the most important facts about the book. (Slogans: such as The Best Pizza in Town! - often seen on pizza boxes, or Hand-Tossed by… in the spot where you can write your name and the author’s name.

- **Inside the Box Top**: Here you will write 10 vocabulary words from your book. They should be words that are important to know when reading this book. You will also explain what each word means.

- **The Pizza**: Now to the real meat of the lesson! Each pizza slice will represent each component of a fictional book. You will have a circular piece that you will glue on the bottom of the inside of the box illustrating each of the slices that you write about. You will then need to use Velcro, or some other way to attach the written slice on top so that it can move but not get lost or misplaced.

  **Characters Slice**: You will list the most important characters in the story and provide a brief description of each of them. Tell us which character is the antagonist and protagonist.

  **Plot Slice**: You will list each part of the plot diagram on this slice. You will elaborate more on each component during your presentation.

  **Setting Slice**: Write where this story takes place. If it takes place in multiple places, list them. Give details about the setting.

  **Theme Slice**: What is the author trying to tell us? What is the underlying message? Some examples of themes are: - Things are not always as they appear to be- Love is blind

  **Point of View Slice**: Who is telling the story? The main character (First Person), the author (third person—uses; he, she, they) …list some of their characteristics.

  **Conflict Slice**: There are four kinds of conflict. Write down which type is in this story and explain what the conflict is to the class.

  1) Man vs. Man (physical)
  2) Man vs. Circumstances (classical)
  3) Man vs. Society (social)
  4) Man vs. Technology
  5) Man vs. Self (internal)
  6) Man vs. Nature
  7) Man vs. God
Due Dates:

This grade will be one of your first English grades. The blog and BINGO activities will be your first test grade. Responses to the blog will be reviewed throughout the summer.

The final due date and the date for delivery of all BINGO projects are as follows:

Submit your project on time and receive 100 extra bonus points!

Late Submission: August 27, 2018
Submit your project no later than this date. No bonus points will be awarded!
# Summer Reading Assignment Project Rubric

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<td>Selects appropriate</td>
<td>Demonstrates little understanding of significant characters, events, or ideas in book</td>
<td>Demonstrates age-appropriate understanding of significant characters, events, or ideas in book</td>
<td>Demonstrates above-average understanding of significant characters, events, or ideas in book</td>
<td>Demonstrates complete and fluid understanding of significant characters, events, or ideas in book</td>
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<td>characters, events,</td>
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<td>or ideas</td>
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<td>Uses a format appropriate to the type of project</td>
<td>Demonstrates weak skill in constructing a project that is clear and respectful of book’s themes, ideas, purpose, etc.</td>
<td>Demonstrates some skill in constructing a project that is clear and respectful of book’s themes, ideas, purpose, etc.</td>
<td>Demonstrates strong skill in constructing a project that is concise, clear, probing, and respectful of the book’s themes, ideas, purpose, etc.</td>
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<td>Demonstrates clear understanding of the book</td>
<td>Demonstrates some understanding and appreciation of the book’s imagery, symbolism, importance, and purpose</td>
<td>Demonstrates above-average understanding and appreciation of the book’s imagery, symbolism, importance, and purpose</td>
<td>Demonstrates great understanding and appreciation of the book’s imagery, symbolism, importance, and purpose</td>
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<td>Connects project to the book’s major concepts/events and general theme or purpose</td>
<td>Shows a connection of the project to the book’s major concepts/events and general theme or purpose</td>
<td>Creatively or clearly shows an obvious connection of the project to the book’s major concepts/events and general theme or purpose</td>
<td>Creatively and clearly shows an obvious connection of the project to the book’s major concepts/events and general theme or purpose</td>
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<td>Communicates correctly and effectively</td>
<td>Speaks, writes, or presents the book in a disorganized way that doesn’t explain ideas to other students; Uses spelling, grammar, &amp; vocabulary with some errors</td>
<td>Speaks, writes, or presents the book in a way that explains ideas to other students; Uses spelling, grammar, &amp; vocabulary with some errors</td>
<td>Speaks, writes, or presents the book in a very organized and engaging way that explains ideas to other students; Uses mostly correct spelling, grammar, &amp; vocabulary</td>
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<td>Displays visuals effectively</td>
<td>Below average visual appeal. Little or no artistic quality.</td>
<td>Average visual appeal, some artistic quality. Interesting visual presentation</td>
<td>Above-average visual appeal, some artistic quality. Creative, and interesting visual</td>
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“Dedicated to the well-being and educational success of every child.”