

English I Honors Summer Reading

You have a choice of reading either *Nothing But the Truth* or *To Kill a Mockingbird*. Please research and discuss these novels with your parents before making a decision on which book you would like to read. I have a few copies of each novel that I will check-out to students on a first-come, first-serve basis. If you do not check-out a copy from me, you will need to purchase the novel that you decide to read or check it out from the public library.

While Nothing But the Truth by Avi is a shorter novel than *To Kill a Mockingbird*, it does not follow the traditional novel format. There is a mixture of diary entries, memos, transcripts, and conversations throughout the entire book. Some students like this style of writing while others find it more difficult to follow. If you choose this novel, please be prepared to comprehend this style of writing so you will be able to successfully answer your journal questions. Even though the author uses several different formats in order to tell the story, you can still identify characters, plot, setting, theme, and point of view just as you could if the book had a more traditional structure.

To Kill a Mockingbird by Harper Lee is a classic novel that takes readers to the roots of human behavior—to innocence and experience, kindness and cruelty, love and hatred, humor and pathos. While this novel has been assigned in high school English classes for many years, it does include some content that parents need to be aware of prior to students reading it. **Therefore, please make sure you bring the attached form back signed by your parents before school is out so I will know that your parents have approved your choice of summer reading.**

Please follow the attached instructions carefully in order to fulfill your summer reading requirements. You may complete your work by creating a Google document and sharing it with me, or you may complete your work on notebook paper. **I will expect all work by Friday, August 10, 2018. Late work will not be accepted. Students who do not turn in summer reading work by this date will not receive honors credit for the course.**

I have divided each book into three parts in order to help you as you work on the packet. Please complete each part AS YOU READ. If you choose to read the entire book and then complete the packet, you will have a more difficult time recalling the information. Again, you only have to read ONE of the books!!!

Book	Part I Pages	Part II Pages	Part III Pages
<i>Nothing But the Truth</i>	Pages 1-39	Pages 40-149	Pages 150-177
<i>To Kill a Mockingbird</i>	Pages 1-98 or Ch. 1-8	Pages 99-275 or Ch. 9-20	Pages 276-376 or Ch. 21-31

Part I: The Beginning

1. Characters – List the characters introduced in the first part of the story. Identify which character is the protagonist.
2. Exposition – Write at least a five sentence paragraph about the exposition of the book. The exposition is only included in the beginning of a story, and it includes background information. In your paragraph, make sure you include information about the characters, the setting, main events that occur in the beginning, the mood, and the tone.
3. Questions – Write 3 questions about the book that popped into your head during Part One.
4. Quote Analysis – Choose one sentence or passage from Part One of the book. Write this quote as well as the page number. Then write a short paragraph (3 sentences) about why you chose this quote. Follow the format below.

Quote (page #) – “.....”

I chose this quote because...

5. **Illustrator** – Draw an image or find a picture (free clip art if you’re using Google Docs to complete your work) of an image that came to your mind while you read Part One of the book. Write a sentence describing what the picture/illustration represents. Label it as “Illustration 1.”
6. **Definitions** – Choose five unfamiliar words and define them. If you know all of the words, five find words that you either find interesting or consider to be more challenging vocabulary words and define those particular words.
7. **Connect** – Think about experiences you have had in your life, seen in your community, or that you may have read in other books. Write at least three sentences explaining how Part I of the story relates to you, another book, and/or the rest of the world.
8. **Prediction** – Make one thoughtful prediction that you think will happen in the book you are reading. You must use the characters, setting, and any important actions or events that you read about in Part One to help you create a thoughtful prediction.

Part Two: The Middle

This section is **ONLY** about the middle part of the book. Refer to the chart on the front of this packet for the exact page number for Part Two.

9. **Narrator/Point of View** – At this point in your book, you should be aware of who is narrating, or telling, the story. Identify the narrator as well as the point of view. How do you know this information?
10. **Mood** – Mood is a feeling the author wants you to experience while you read the book. What are at least two different emotions that this story brings to mind? Please briefly explain why you experienced each emotion based on the events in the story.

11. Tone – Tone is how the author feels about what he/she is writing about. What opinion/attitude does the author have about the book he/she wrote (serious, playful, instructive, etc...). Please briefly explain your response.
12. Rising Action – This element is part of the story’s plot. What are at least three main events that have happened throughout the middle of the book?
13. Questions – Write three more questions that you’ve had while continuing to read. At this point, you should have questions about what is going on and/or what may happen.
14. Prediction – Compare your prediction from Part One to what actually happened in Part Two. Explain whether you were right or not. If you think your prediction could still occur in Part Three, you may indicate that response. Then create a prediction for Part Three indicating how you think the story will end.
15. Illustrator – Draw an image or find a picture (free clip art if you’re using Google Docs to complete your work) of an image that came to your mind while reading the middle of the book. Write one or two sentences describing what the picture/illustration represents. Label it “Illustration 2.”

Part Three: The End

This entire section is devoted to the last part of your book. You are almost finished! Refer to the chart for exact page numbers.

16. Climax – The climax is the most suspenseful part of the story. Everything in the story has been leading up to this point. Identify what you believe to be the most important action or event that occurs in your book (the climax!).
17. Falling Action – Falling Action is events that occur directly AFTER the climax. Falling Action usually does NOT have as much information as Rising Action. List at least 3 events that occur after the climax.

18. Resolution – How does the book end? Write at least three sentences explaining the end.
19. Questions – Write at least 3 questions you have about anything relating to the end of the book. These questions might pertain to characters and/or to choices the author either made or didn't make.
20. Opinion – This is your opportunity to tell about your experience reading this book. Did you like it? Was it horrible? Why? Write a 5 sentence paragraph either recommending or not recommending the book you read. Think about what you would tell someone about this book if he/she were getting ready to read it! Consider the characters, the setting, the theme (life lesson/overall message), and any part of the plot as you write this paragraph.

Summer Reading Form for Parents to Complete

Student's Name _____

I am aware that my child is reading _____
for his/her summer reading project. I am also aware that he/she has received the
packet of questions that must be thoughtfully answered either on notebook paper or
in a Google Drive Document, which students will need to share with Mrs.
Davenport via hdavenport@beargrasscharter.org by **Friday, August 9, 2019** in
order for my child to receive honors credit for English I. Finally, I understand that
my child will need to either check-out this book from the local library or purchase
it if there are no more available in the English classroom.

Parent's Signature

Date