

# The King's Christian High school

## Summer Reading 2017

Timothy 2:15



Dear High School Students and Parents,

We know you are looking forward to a relaxing summer before beginning the pressures of another school year....and what better way to relax than to lose yourself in a classic tale of adventure and imagination?

One of our goals at The King's Christian School is to help students realize the benefits of reading. We believe you want to be successful in whatever you undertake in life. In order to become a more knowledgeable individual, a better reader, and a stronger writer who can impact the world for Christ, take some time each day this summer to practice one of the simplest, most time-proven methods for a lifetime of success - **READ!**

**IMPORTANT:** Every student is expected to **READ AND ANNOTATE** the summer reading books according to the annotation directions included with this document. They can expect a test and / or additional writing assignments based on this book. Failure to complete the summer reading assignment will result in grade reductions for the first quarter.

Students will be tested on ALL required selections listed below; in addition, they may be asked to write about the selections.

9<sup>th</sup> Grade English All Sections: : *The Giver* by Lois Lowry (ISBN-10: 0544336267)

10<sup>th</sup> Grade English All Sections: *Running for my Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games* by Lopez Lomong (ISBN-10: 1595555153)

11<sup>th</sup> Grade College Prep English: *The Martian* by Andy Weir  
(Copies will be provided by the school & distributed in English class before the school year ends; new students must pick up a copy in the office.)

11<sup>th</sup> Grade AP English:  
"I Know Why the Caged Bird Cannot Read: How American High School Students Learn to Loathe Literature" by Francine Prose,  
*The Martian* by Andy Weir (Copies of *The Martian* will be provided by the school & distributed in English class before the school year ends; new students must pick up a copy in the office).

12<sup>th</sup> Grade College Prep English: *Ender's Game* by Orson Scott Card (ISBN · 0-312-93208-1)

12<sup>th</sup> Grade AP English:  
"The Thing in the Forest" by A.S. Byatt,  
*How to Read Literature Like a Professor* by Thomas C. Foster,  
No Fear Shakespeare's *The Tempest* by William Shakespeare

If you have any questions, incoming freshmen and sophomores may e-mail Mrs. Bowman (sbowman@tkcs.org); Juniors & seniors may e-mail Miss Reid (sreid@tkcs.org).

# How to Annotate



**Annotating a text** is NOT simply underlining or highlighting important sentences. It means **MAKING NOTES** to yourself. The purpose is to help digest the information you are reading. One of the most common complaints about annotating is that it slows down the reading process. That is the point! Slow down so you can really process the information. By taking the time to underline, question, predict, etc, as you read, you understand the text on a much deeper level! If you

annotate texts as you read, you cannot help but pay attention to what you are reading. Also, it will be easier to find the important information if it is marked. Once you get in the habit of annotating, reading will become a much more **meaningful** and **memorable** experience.

## Where should I start?

As you read, view the text as if it were a person talking to you. If you are confused, stop and write a question in the margins about what confuses you. If you passionately agree with a statement (or disagree), tell the author how you feel by writing your opinion next to the passage. Use the margins and white space to make your notes

## What should I mark?

- **Characterization:** What are the characters key traits? How do you know this? As you read look for clues in the characters' actions, words, thoughts, and other details. Does the character grow and change? how? **MARK IT!** Highlight key quotes that identify characters.
- **Figurative Language:** Look for examples of imagery, simile, metaphor, personification, symbolism, allusion, hyperbole or any other type of figurative language you notice.
- **Setting:** What do you learn about the time, the place, the culture and the atmosphere?
- **Plot events:** Identify elements of including the (inciting force, rising, action, climax, falling action, resolution).
- **Make connections.** If there are words, phrases, or ideas that connect, draw an arrow to physically connect the two ideas. If a particular part reminds you of something, make note of it next to the passage
- **New Vocabulary:** Circle new words and define them.

It's often helpful to use symbols to mark each of these items; if you do, make a key that identifies your symbols, and use it as a bookmark or copy it into the front cover of your book!

Attached is an example of a well-annotated book.

"Oh single, my dear, to be sure! A single man of four-  
fifty or five thousand a year. What a fine thing for our girls!"

"My dear Mr. Bennett," replied his wife, "how can you be so  
simple? You must know that I am thinking of his situation."

exaggerate by  
saying that  
one of her  
daughters  
will marry  
him

"Is that his design in settling here?"  
"Design! nonsense, how can you talk so! But it is very likely  
that he may fall in love with one of them, and therefore you  
must visit him as soon as he comes."

"I see an occasion for that. You and the girls may go, or you  
may send them by themselves, which perhaps will be still better,  
for as you are as handsome as any of them, Mr. Bingley might  
like you the best of the party."

"My dear, you flatter me. I certainly have had my share of  
beauty, but I do not pretend to be any thing extraordinary now.  
When a woman has five grown up daughters, she ought to give  
over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think  
of."

"But, my dear, you must indeed go and see Mr. Bingley when  
he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establish-  
ment it would be for one of them. Sir William and Lady Lucas  
are determined to go, merely on that account, for in general you  
know they visit no new comers. Indeed you must go, for it will  
be impossible for us to visit him, if you do not."

diligent  
rehearsal

"You are over-scrupulous, surely. I dare say Mr. Bingley will  
be very glad to see you; and I will send a few lines by you to  
assure him of my hearty consent to his marrying which ever he  
chooses of the girls; though I must throw in a good word for my  
little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better  
than the others; and I am sure she is not half so handsome as  
Jane; nor half so good humoured as Lydia. But you are always  
giving her the preference."

"They have none of them much to recommend them," replied

he, "they are all silly and ignorant like other girls; but Lizzy has  
something more of spirit than her sisters."

"Mr. Bennett, how can you abuse your own children in this  
manner? You take delight in hurting me. You have no compassion  
on my poor nerves."

"You mistake me, my dear. I have a high respect for your  
nerves. They are my old friends. I have heard you mention them  
with consideration these twenty years at least."

"All you do not know what I suffer."

"But I hope you will get over it, and live to see many young  
men of four thousand a year come into the neighbourhood."

"It will be no great loss, if twenty such should come and  
will not visit them."

"Depend upon it, my dear, that when there are twenty, I will  
visit them all."

Mr. Bennett was so odd a mixture of quick parts, sarcasm,  
humour, reserve, and caprice, that the experience of three  
and twenty years had been insufficient to make his wife under-  
stand his character. Her mind was less difficult to develop. She  
was a woman of mean understanding, little information, and  
uncertain temper. When she was discontented she blurted her  
self out. The business of her life was to get her daughters  
married, in which was money and news.

Chapter 3  
- Introduction to Mrs. Bennet  
- Mrs. Bennet's role in society is  
- what they want  
- Mr. Bingley is very rich and  
- is going to move into Netherfield  
- Park, a mansion  
- ideal man + Mrs. Bennet would  
- like him to marry 1 of her 5  
- Establishment of Mr & Mrs  
- Bennett + brief of their daughters