



Required and Recommended Summer Reading and Poetry 2022

One of the pleasures of summer reading is to be able to read and re-read at your own pace, savoring favorite passages and carrying around the book's ideas with you while riding your bike, sitting around a campfire, or mowing the lawn. The books on the summer reading list were chosen for their literary merit and proven record of inspiring and delighting readers. We hope that Chelsea students will find many interesting and worthwhile things to think about from reading these works.

Reading and Memorization Assignments

Students are responsible for memorizing the poem or poems and reading the book or books listed next to the grade they are entering in the fall. Please look at the writing assignments outlined below before reading your book. Both the poetry and the reading/writing assignments should be completed for the first day of school. **Students in grades 4 - 12 should plan to bring their summer books with them to class for the first few weeks of school. Because the texts will be a significant part of the first quarter in English, students should use the recommended editions as noted on the school book list, unless noted differently below. Kindle editions do not suffice. Upper School students should expect to take a test on the summer text(s) during the first week of school.**

Kindergarten

Read to your child as much as possible over the summer. If you need a little extra motivation, join your local library's summer reading program. The Samuels Library in Front Royal has one.

Familiarize your child with the following: The Hail Mary, "The Pledge of Allegiance"

Grade 1

A Bear Called Paddington by Michael Bond (to be read aloud to your child)

Your child should be able to recite: The Our Father

Familiarize your child with the "The Pledge of Allegiance."

Grade 2

A Bear Called Paddington by Michael Bond (to be read aloud to your child)

Your child should be able to recite: The Prayer to St. Michael, "The Pledge of Allegiance"

Grade 3

Encyclopedia Brown: Boy Detective by Donald Sobol

Poem: "A Book" by Emily Dickinson

Grade 4

The Trumpet of the Swan by E.B. White

Poem: "The Lamb" by William Blake

Grades 5

Number the Stars by Lois Lowry

Poem: "The Tyger" by William Blake

Grade 6

The Book of Three by Lloyd Alexander

Poem: "The Cat" by Mary Mapes Lodge (memorize the first three stanzas)

(https://docs.google.com/document/d/1aewMb0fUvKxuBqX_j50qulVfP2YdJkTR5xFB7nnWgQM/edit)

Grade 7

The Lion, the Witch, and The Wardrobe by C.S. Lewis

Poem: "The Burning Babe" by Robert Southwell

Grade 8

Around the World in 80 Days by Jules Verne

Poem: "Crossing the Bar" by Alfred Lord Tennyson

Grade 9

Moral Epistles by Seneca (specifically: I, II, III, VI, IX, XV, XXII, XXXIV, XLIV, LVI)

https://www.stoics.com/seneca_epistles_book_1.html

Poem: "On First Looking into Chapman's Homer" by John Keats

Grade 9 Honors

Moral Epistles by Seneca (specifically: I, II, III, VI, IX, XV, XXII, XXXIV, XLIV, LVI)

https://www.stoics.com/seneca_epistles_book_1.html

The Life of Pico by Thomas More

Poem: "On First Looking into Chapman's Homer" by John Keats

Poem: Sonnet CXVI ("Let me not to the marriage of true minds") by William Shakespeare

Grade 10

Sir Gawain and the Green Knight trans. by J.R.R. Tolkien

Poem: Sonnet LXXIII ("That time of year thou mayst in me behold") by William Shakespeare

Grade 10 Honors

Sir Gawain and the Green Knight trans. by J.R.R. Tolkien

Life of St. Benedict by Gregory the Great

Poem: Sonnet LXXIII (“That time of year thou mayst in me behold”) by William Shakespeare

Poem: “Holy Sonnet 10: Death Be Not Proud” by John Donne

Grade 11

Tale of Two Cities by Charles Dickens

Poem: “On Sitting down to Read King Lear Once Again” by John Keats

Grade 11 Honors

Tale of Two Cities by Charles Dickens

Silas Marner by George Eliot

Poem: “On Sitting down to Read King Lear Once Again” by John Keats Poem: Sonnet CXLVII (“My Love Is as a Fever, Longing Still”) by William Shakespeare

Grade 12

The Narrative of the Life of Frederick Douglass by Frederick Douglass

Poem: “The Caged Skylark” by Gerard Manley Hopkins

Grade 12 Honors

The Narrative of the Life of Frederick Douglass by Frederick Douglass

So Big by Edna Ferber

Poem: “The Caged Skylark” by Gerard Manley Hopkins

Poem: “The World is Too Much with Us; Late and Soon” by William Wordsworth

Writing Assignments (K)

Draw a picture of something kind or helpful you did this summer.

Writing Assignments (Grade 1)

Draw a picture of something kind or helpful you did this summer.

Writing Assignments (Grade 2)

Copy the Prayer to St. Michael in your best handwriting

Writing Assignments (Grade 3)

1. Copy the Prayer to St. Michael in your best handwriting.

2. Choose your favorite Encyclopedia Brown case. Write the answers to the following questions on a piece of paper in your best handwriting:

What is the mystery or problem in your favorite case? How does Encyclopedia Brown solve the mystery?

Writing Assignments (Grade 4)

Picture It!

Create a “story board” on sheets of drawing paper with your name, the date, and the book’s title and author.

Tell the story of your book in pictures by drawing illustrations of the main parts of the story on six frames (six sheets of paper) to create your story board. Be sure to depict the events in order and number your pages! Write a few words or a quote at the bottom of each picture to explain which event is shown. Bring your storyboard to class!

Guess Who?

Choose a character; *keep it secret!* What clues can you give your classmates to help them discover the identity of your secret character? (HINT: Make a list of some of your character’s words and actions.) Be ready to give your clues in class!

Writing Assignments (Grade 5)

On a separate sheet of lined paper, write your name, the date, the title of your book, and the author.

Story Outlining: For each chapter, write one to two sentences to tell about the main events. Write your one to two sentences right after reading each chapter and add to the page as you complete the book.

Guess Who? Choose a character; *keep it secret!* What clues can you give your classmates to help them discover the identity of your secret character? (HINT: Make a list of some of your character’s words and actions) Be ready to give your clues in class!

Writing Assignments (Grade 6)

On a separate sheet of lined paper, write your name, the date, the title of your book, and the author. All work should be handwritten and turned in on the first day of class.

1. *Vocabulary:* Find five words that are unfamiliar to you in your summer reading book. Copy the sentence in which the word appears. Look up the words and write the definition for the word as it is used in the sentence you copied.

2. *Analysis:* Write a letter to a friend describing the book you read. What was the best part? Was it the characters? The plot? The setting? The descriptions? Give examples. You may critique aspects you did not like, but the critique must be specific.

Writing Assignments (Grades 7-8)

On a separate sheet of lined paper, write your name, the date, the title of your book, and the author. All work should be handwritten and turned in on the first day of class.

1. *Character*: Write a paragraph which describes how one character changes over the course of the book. How is it shown? Give clear examples.
2. *Plot*: Chart or list 5-7 major plot points/turning points of the book. Clearly label each plot point including page numbers and explain the significance of each point.
3. *Dialogue*: Copy an excerpt of dialogue that helps reveal something significant about the character. Pay attention as much to what is said as to what is left out. Explain your choice.
4. *Vocabulary*: Find ten words that are unfamiliar to you in your summer reading book. Copy the sentence in which the word appears. Look up the words and write the definition for the word as it is used in the sentence you copied. Make your own sentence with each word.

Writing Assignments (Grades 9-12)

Students should be prepared to take a test on the assigned text(s) during the first week of class.

Reading Response Journal

Each Reading Response should be hand written on a separate piece of paper. You will write three Reading Responses for each book that you read (six for honors students).

Write the date of your journal entry at the top of the page. For each Reading Response, choose a passage that resonates with you in a particular way. It does not have to be long. Copy the passage, including the page reference from the approved text. The three entries **must** be spread evenly throughout the text(s) with one near the beginning, one in the middle, and one near the end. Write a page-long reflection that illustrates how you are interacting with the text. **This is not a plot summary**. Some ideas for reflection:

- How is a character changing?
- Do characters or events in the book remind you of another novel or short story? Someone you know? Why?
- Is the author presenting ideas that surprise or intrigue you? How do they connect with you particularly?
- How does the author use literary devices to express ideas or clarify characters?

Vocabulary

Choose ten unfamiliar words from your reading. Copy the sentence in which the word appears. The words do not have to come from the passage you chose for reflection. Write the

definition for each word as it is used *in context*. Write your own original sentence using the words.

Recommended Reading

It is recommended for students preparing for Theology I (Grade 9)) to read paragraphs 26-184 in *The Catechism of the Catholic Church* (https://www.vatican.va/archive/ENG0015/_INDEX.HTM).

It is recommended for students preparing for Theology II (Grade 10) to read St. Paul's *Letter to the Hebrews*.

Furthermore, students preparing for Theology II should read one chapter of G.K. Chesterton's *The Everlasting Man*: "The Witness of the Heretics" (Part II, Chapter IV). While reading from a printed version is preferable, there is no need to purchase the whole book. Chesterton's works are in the public domain and available for free from many online sources (e.g. http://www.gkc.org.uk/gkc/books/everlasting_man.html#chap-II-iv).