

Required and Recommended Summer Reading and Poetry 2023

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 for 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 in advance of 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 or online 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

Kindergarten Math Preparation:

Kindergarteners should work on counting by 1's to twenty and number recognition to 20

Kindergarten Summer Reading:

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."

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

GRADE 2

Mr. Popper's Penguins by Richard Atwater (to be read aloud to your child)

Poem: "At the Seaside" by Robert Louis Stevenson

Writing Assignment- Please copy the Prayer to St. Michael in your best handwriting

GRADE 3

The Cricket in Times Square by George Selden

Poem: "A Book" by Emily Dickinson

There is no Summer Writing Assignment.

GRADE 4

The Trumpet of the Swan by E.B. White

Poem: “The Lamb” by William Blake

Writing Assignments

Picture It!

Print the attached story board and write your name at the top. Tell the story of *The Trumpet of the Swan* in pictures by drawing illustrations of the main parts of the story in the six frames of the story board. Be sure to depict the events in order! Write a few words or a quote at the bottom of each picture to explain which event is shown. Bring your story board to class! Link to Storyboard:

<https://www.chelseaacademy.org/editoruploads/files/Story%20Board.pdf>

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!

GRADE 5

Number the Stars by Lois Lowry

Poem: “The Tyger” by William Blake

Writing assignment: 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!

GRADE 6

The Book of Three by Lloyd Alexander

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

Writing assignment: 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.
- 3 Writing Assignments

GRADE 7

Kidnapped, by Robert Louis Stevenson.

Poem: "The Burning Babe" by Robert Southwell

Writing assignment: 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.

GRADE 8

Around the World in 80 Days by Jules Verne

Poem: "Crossing the Bar" by Alfred Lord Tennyson

Writing assignment: 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.

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 (**Honors and Standard**)

Poem: "On First Looking into Chapman's Homer" by John Keats Grade 9 (**Honors and Standard**)

The Life of Pico by Thomas More (**Honors**)
<https://scepterpublishers.org/products/the-life-of-pico>

Poem: "On First Looking into Chapman's Homer" by John Keats (**Honors and Standard**)

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

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

Writing Assignment (Grades 9-12) are listed at the bottom of this document

GRADE 10

Sir Gawain and the Green Knight, trans. J.R.R. Tolkien (**Honors and Standard**)

ISBN-10 : 0345277600

ISBN-13 : 978-0345277602

The Song of Roland, trans. Robert Harrison (**Honors Only**)

ISBN-10 : **0451531930**

ISBN-13 : 978-0451531933

It is recommended for students preparing for **Theology II**:

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). 5

Writing Assignment (Grades 9-12) are listed at the bottom of this document

GRADE 11

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson (**Honors and Standard**)

Poem: "On Sitting down to Read King Lear Once Again" by John Keats (**Honors and Standard**)

Honors students are required to read the following in addition to the book and poem listed above:

Jane Eyre by Charlotte Brontë. (**Honors**)

"My Love is as a Fever Burning Still" by Shakespeare (**Honors**)

Writing Assignment (Grades 9-12) are listed at the bottom of this document

GRADE 12

My Antonia, Willa Cather (**Honors and Standard**)

ISBN-10 : 1660258464

ISBN-13 : 978-1660258468

Fahrenheit 451, Ray Bradbury (**Honors and Standard**)

ISBN-10 : 9781451673319

ISBN-13 : 978-1451673319

Narrative of the Life of Frederick Douglass, Frederick Douglass (**Honors**)

ISBN-10 : 0143107305

ISBN-13 : 978-0143107309

Writing Assignment (Grades 9-12) are listed at the bottom of this document.

WRITING ASSIGNMENT - 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 4 definitions for each word as it is used in context.

- Write your own original sentence using the words.

FRENCH II

Summer work for students going into French II:

A language is a perishable skill and if you don't review, you will forget what you learned this year. Accordingly, students going on to French II have some review assignments to do over the summer.

Students are encouraged to work on this throughout the summer, and not wait until the second week of August to complete it! You should do one assignment each week (with 2 weeks of vacation); this will keep the material fresh and you will be better prepared for the first day of French II. This assignment will be graded.

In Volume 2 of your textbook, *Cours de Langue et de Civilisation Françaises* :

- Read the texts aloud; if you forgot any words, look them up! Then answer the Conversation questions in complete sentences.

Text: p. 17; p. 18-19 Conversation questions 2 - 10

Text: p. 24; p. 26 Conversation questions 2 - 8

Text: p. 32-33; p. 34 Conversation questions 2 - 8

Text: p. 41; p. 43 Conversation questions 2 – 10

Text: p. 50-51; p. 52 Conversation questions 2 - 12

Text: p. 67; p. 69 Conversation questions 2 - 10

Text: p. 77; p. 79 Conversation questions 2 - 6

Text: p. 83-84; p. 85 Conversation questions 2 – 10

Text: p. 91-92; p. 92-93 Conversation questions 2 - 11

FRENCH III

French III summer work
due date: **le 18 août** - le premier jour du cours

It is essential that you stay connected with French throughout the summer to avoid forgetting the grammar that you have worked hard to learn over the past year. If you don't use it, you'll lose it!

The practice exercises are grouped into five sections, each spanning a period of two weeks.

Work hard to stay on task and to complete each section before the indicated due date.

DO NOT wait until August to begin these exercises. If you stay on task, you will devote only a few minutes per day to this important French practice. I promise you that French III will be much easier for you if you take the time to review a bit each week.

The work you turn in **MUST** be your own work. Do **NOT** copy translations from the internet. I do encourage you to use a French-English dictionary to find words that you don't know or remember.

I will collect your summer work on the first day of school. It will count as a test grade, so please do your best.

Bon été et bonnes vacances !

Si vous avez des questions, n'hésitez pas à me contacter à l'adresse suivante :

hschueckler@chelseaacademy.org

Merci!

-Mrs. Schueckler