



## William H. Turner Technical Arts

### Eagles Summer Reading Activities

#### Grade 9-12 & AP/Honors English

Contact Ms. Ramirez at ([framirez@dadeschools.net](mailto:framirez@dadeschools.net)) if you have any questions and/or concerns.

**Grade 9<sup>th</sup> Required Novel:** *To Kill a Mockingbird*, by **Harper Lee**

**Grade 10<sup>th</sup> Required Novel:** *The Hate You Give*, by **Angie Thomas**

**Grade 11<sup>th</sup> & 12<sup>th</sup> Regular English and AP/Honors Required Novel:** *Brown Girl Dreaming*, by **Jacqueline Woodson**

In order to improve vocabulary and language skills, maintain reading skills over summer break, develop fluency and independent reading skills, and become better life-long readers, a summer reading program is in place for **9-12 grade** students. The activities are reflective of different learning styles and focus on high-order tasks as required by Language Arts Florida Standards.

Please review the **required** summer reading text for the English course you will be taking next 2021-2022 school year. The assigned reading **MUST** be completed by the **FIRST DAY OF SCHOOL**.

#### Required Activities:

Review the attached on how to Annotate a Text and complete the Annotation Guide as you read your assigned novel. You will bring this assignment on the first day of school. In addition, complete **ONE** of the activities below for the book you read.

1. On a poster board, make a timeline of at least 10 major events in the book you read. Be sure the divisions on the timeline reflect the time period in the plot. Use drawings, words or magazine cutout to illustrate and explain the events along the timeline.
2. Create a mandala with many levels to connect different aspects of the books, its historical time, and culture. Write an explanation (500 words or more) of your mandala.
3. Create a 5 songs soundtrack to match the novel you have read. Create an album cover and list 5 songs that you would include on the soundtrack. For each song, explain why the song fits a particular character or part of the book. This would include relating specific song lyrics to the book. This will require 4-5 sentences of explanation per song.
4. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stone, old toy pieces, or any other object to create your sculpture. Then write an explanation (no less than 500 words) of how this character fits into the book.
5. Construct a diorama (three-dimensional scene which includes models of people, building, plants, and animals) of one of the main events of the book. Include a detailed written explanation (500 words or more) of how this information contributes to an understanding of the book.

6. You are a reporter. Write a front-page news story (500 words or more), or record a report live from the scene (no less than 1 minute long).
7. Some characters are interesting, and you can relate to, while others possess a specific personality that is intriguing. Select one of those characters that possess specific personality that is intriguing and explain how and why it is intriguing (500 words or more). Use evidence from the text to support your answer.
8. There are scenes and lines that are unforgettable. Select 2 scenes and 2 lines from the book you have read and explain how and why you feel they are unforgettable (500 words or more). Use evidence from the text to support your answer.
9. Imagine that you are the author of the book you just read. Suddenly the book becomes a best seller. Write a letter to a movie producer to convince that person to make your book into a movie. Explain why the story, characters, conflicts, etc..., would make a good film. Suggest a filming location and the actors to play the various roles.
10. Create a collection of 6 memes that match or represent moments in the plot. Clearly justify and explain why each meme you choose represents a scene or character. Be sure memes are appropriate for the school/educational setting. Explanations should be 4-5 sentences.
11. Create a figurative language collection with at least 6 examples and pictures/images of figurative language or descriptive imagery used in the book by the narrator. Include an explanation of each example's impact on the story or reader. Explanations should be 4-5 sentences.

**\*\*Assessment:** Upon your return to school, your reading will be assessed by your English teacher through one of the following methods: essay, exam, or other activity.

**\*\*\*Don't forget to bring all your annotations and selected activity to class the first day of school.**

## Annotating Text

<p><b><i>What is text annotation?</i></b></p>	<p>Text annotation is a form of close reading that includes:</p> <ol style="list-style-type: none"> <li>1. Writing brief summaries in the text's margins</li> <li>2. Listing or numbering multiple ideas (causes, effects, reasons, characteristics)</li> <li>3. Using symbols to identify author's word choice and making a side note of its meaning/purpose</li> <li>4. Underlining/highlighting key ideas or concepts</li> </ol>
<p><b><i>Why is text annotating important?</i></b></p>	<p>Text annotation can have several advantages for the reader. It will:</p> <ol style="list-style-type: none"> <li>1. Improve your concentration so you will not become distracted and have to reread the text.</li> <li>2. Provide an immediate self-check for your understanding of the text's key ideas.</li> <li>3. Assist you in getting ready for tests/writing topics on the material.</li> <li>4. Negate the need of time spent in rereading the chapters.</li> <li>5. Help you state ideas and concepts in your own words.</li> </ol>
<p><b><i>What should I look for to annotate properly?</i></b></p>	<ol style="list-style-type: none"> <li>1. Imagery</li> <li>2. Key Details</li> <li>3. Vocabulary/unfamiliar words</li> <li>4. Author's word choice</li> <li>5. Figurative Language</li> <li>6. Plot</li> <li>7. Characterization</li> <li>8. Connections throughout the story</li> </ol>
<p><b><i>How should I annotate text?</i></b></p>	<ol style="list-style-type: none"> <li>1. While reading, note the organization of the chapter (<i>subheadings, pictures, graphs, etc.</i>)</li> <li>2. Read one or more paragraphs. Then STOP. The amount of text you can read will vary from text to text, according to difficulty and organization.</li> <li>3. Think about the key ideas that you have read—what is the author arguing, or how is the author supporting the argument?</li> <li>4. Briefly write the key ideas in the margin, looking for the following: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Causes and effects</li> <li>• Character traits</li> <li>• Similarities and differences</li> <li>• Names, dates, or other important information</li> </ul> </li> <li>6. Go on to the next section or paragraph. Remember, not every paragraph will have a key concept that should be annotated, but every page or section usually does.</li> </ol>

As you read, identify and explain AT LEAST TWO OF EACH of the following throughout the novel (minimum of 16):

**Imagery**

**Figurative Language**

**Characterization**

**Key Details**

**Plot**

**Connections throughout story**

**Vocabulary/Unfamiliar words**

**Author's word choice**

Chapter & Page #s	Annotation	Explanation & Significance




*Created by Flavia Ramirez*