Summer Reading Assignment – English I
Students Entering Grades 9

Our summer reading program encourages students to read throughout the summer and is meant to reinforce the literature program during the school year. We strongly recommend that you become an active reader while reading these summer selections—take notes and highlight key passages as you read the assigned stories. This behavior will help you become a more capable reader and your notations will serve as a valuable tool when studying for tests.

Before next fall, each student is responsible for having read the books assigned to his or her class. Testing and writing about these books will be done during the first week of school and will not be prefaced by a review. The examinations over the novels will test the students' comprehension of the main ideas relating to each novel. Each test will count as a MAJOR GRADE. It is important that each student complete the reading of the book(s) over the summer, as the test will be administered on the second or third day of school.

General Directions:

You will be reading two (2) books this summer.

Hiroshima by John Hersey.

Answer the following questions in a well detailed paragraph.
1. Why is it important that we read stories like *Hiroshima*?"
2. What impact on society does a book like *Hiroshima* have?
3. Why do you think John Hersey wrote *Hiroshima? The*

   second book must be read from **Group B**

Group B
   ➢ *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
   ➢ *Parable of the Sower* by Octavia Butler
   ➢ *The Curious Incident of the Dog in the Night* by Mark Haddon
   ➢ *1984* by George Orwell

REFLECTION TIME

In a typed response, write a personal reflection of your book choice from Group B, which must include the following:

1. Why did you choose this book? Explain.

2. Did it live up to or down to your expectations? Explain.

3. Would you recommend your choice to someone else? Why or why not? Your responses

   to the questions must be presented in paragraph format.

NOTE: During the first week of school, you will be tested on your book choices.

FUNDAMENTALS OF POETRY WEB QUEST ASSIGNMENT

Students should search the web or a poetry dictionary (If you use the web, remember to find valid sources and do not use Wikipedia) and understand the general concepts of the following terms. Students should write the definitions and one example of each of these terms. Students will be tested over these terms in a multiple-choice/matching format.

WEB QUEST ANSWERS MUST BE HANDWRITTEN

RHYMED VERSE

BLANK VERSE

FREE VERSE

ALLITERATION

ONOMATOPOEIA

ASSONANCE

CONSONANCE

REFRAIN

REPETITION

SIMILE

METAPHOR

PERSONIFICATION

SYNECDOCHE

ANTITHESIS

APOSTROPHE

DRAMATIC IRONY

IRONY OF SITUATION

VERBAL IRONY

OXYMORON

PARADOX

METONYMY

SYMBOL

ALLEGORY

OVERSTATEMENT (HYPERBOLE)

UNDERSTATEMENT (LITOTES)

Department: *Algebra Success in Twenty Minutes a Day* is strongly recommended for all incoming 9th graders.

9th Grade Summer Mathematics Book

Algebra Success in 20 Minutes a Day

Algebra Success reviews the basic algebra concepts essential to success in ninth grade math. This book should be used to refresh your understanding and strengthen your skills between June of eighth grade year and September of ninth grade year. The book includes a pre-test, post-test, numerous examples with step-by-step solutions, and an answer key. Each ninth grader is encouraged to invest at least 20 minutes a day for 20 days on **Algebra Success**. Your level of success (as measured by your performance on the pre-test and post-test) may require you to invest more time in the workbook. Your goal must be to master the topics outlined below.

The philosophy of the mathematics department is that every student's mathematics course will be a rigorous, challenging, and rewarding experience. We want you to excel at Cathedral Christian Academy with a love and appreciation for mathematics and an understanding of it that will serve you well throughout your education. **Algebra Success** is an excellent tool to ease the transition into our mathematics curriculum and to ensure a productive ninth grade mathematics experience.

20 Minutes for 20 Days of Summer

	Topic ~ Lesson	Suggested Exercises
Day 1	Pre-Test	#1 – 20
Day 2	Pre-Test continued	#21 – 40
Day 3	Operations on Integers ~ Lesson 1	#1 – 95 odd numbers
Day 4	Algebraic Expressions ~ Lesson 2	#1 – 40 odd numbers
Day 5	Combining Like Terms ~ Lesson 3	#1 – 38 odd numbers
Day 6	Solving Basic Equations ~ Lesson 4	#15 – 50 odd numbers
Day 7	Solving Multi-Step Equations ~ Lesson 5	#1 – 20 odd numbers
Day 8	Solving Multi-Step Equations ~ Lesson 5 continued	#23 – 33
Day 9	Solving Equations with Variables on Both Sides of an Equation ~ Lesson 6	#5 – 15 odd numbers
Day 10	Solving Equations with Variables on Both Sides of an Equation ~ Lesson 6 continued	#27 – 37 odd numbers
Day 11	Using Formulas to Solve Equations ~ Lesson 7	#1 – 30 odd numbers
Day 12	Graphing Linear Equations ~ Lesson 8	#1 – 25 odd numbers
Day 13	Graphing Linear Equations ~ Lesson 8 cont.	#33 – 43
Day 14	Solving Inequalities ~ Lesson 9	#5 – 25 odd numbers
Day 15	Graphing Inequalities ~ Lesson 10	#5 – 15 odd numbers
Day 16	Solving System of Equations ~ Lesson 12	#10 – 31 odd numbers
Day 17	Multiplying Polynomials ~ Lesson 14	#5 – 25 odd numbers
Day 18	Factoring Polynomials ~ Lesson 15	#1 – 25 odd numbers
Day 19	Factoring Polynomials ~ Lesson 15 continued	#27 – 50 odd numbers
Day 20	Post Test	#1 – 35 odd numbers