



Jackson Public School District Summer Reading Guidelines 2011

(Students in IB, APAC, and AP please see information from your host school.)

Research shows that students who read throughout the summer continue to grow academically. Those who do not read can lose up to three months of academic growth. Summer Reading 2011, *One Jackson, Many Readers*, is an expansion of a unique collaboration between the Jackson Public Schools, the Jackson Hinds Library System, the United Way of the Capital Area, the City of Jackson, and multiple community partners.

Join the summer reading program and help meet the following goals:

- Engage 30,000 readers with 100,000 books
 - Create a city-wide culture of reading that includes students and adults
 - Bring students back to school with academic gains instead of academic loss.
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- ✓ Students who read at least three books and complete Reader Response Logs will be invited to participate in a school celebration in August. Students who read high numbers of books will be eligible for additional incentives.
 - ✓ Each student is required to read the one book title identified for the grade level he/she will enter in August 2011.
 - ✓ Each student is also required to read at least two additional books of his/her choice. Students *may* choose from the list of recommended readings for their grade level. They may choose books from the public library or another source.
 - ✓ Students are encouraged to enroll in the summer reading program at any branch of the Jackson Hinds Library System (JHLS). Books read in the library program will count for JPS as well. *Set a high goal and read lots of books this summer!*
 - ✓ Each student is required to complete at least 3 Reader Response Logs (RRLs), one for each book that is read. RRLs can be submitted electronically or brought to school in August. Additional RRLs can earn extra credit.
 - ✓ Students will complete one assessment (either a written test or a project) on the book **required** for their grade level during the first two weeks of school in August and will receive a test grade. The assessment will be done in class under the direction of their teacher. Projects are NOT to be completed over the summer.
 - ✓ Adults are invited to become JPS summer readers as well! Read at least three books, one selected from the required list.

Additional information: Any JHLS public library, United Way, www.jackson.k12.ms.us or JPS Office of Curriculum and Instruction: 601.960.8302

JPS SUMMER READING 2011: Reader Response Log (K-2)

Student's Name _____ **Grade** (August 2011) _____ **School** _____

Title of Book _____

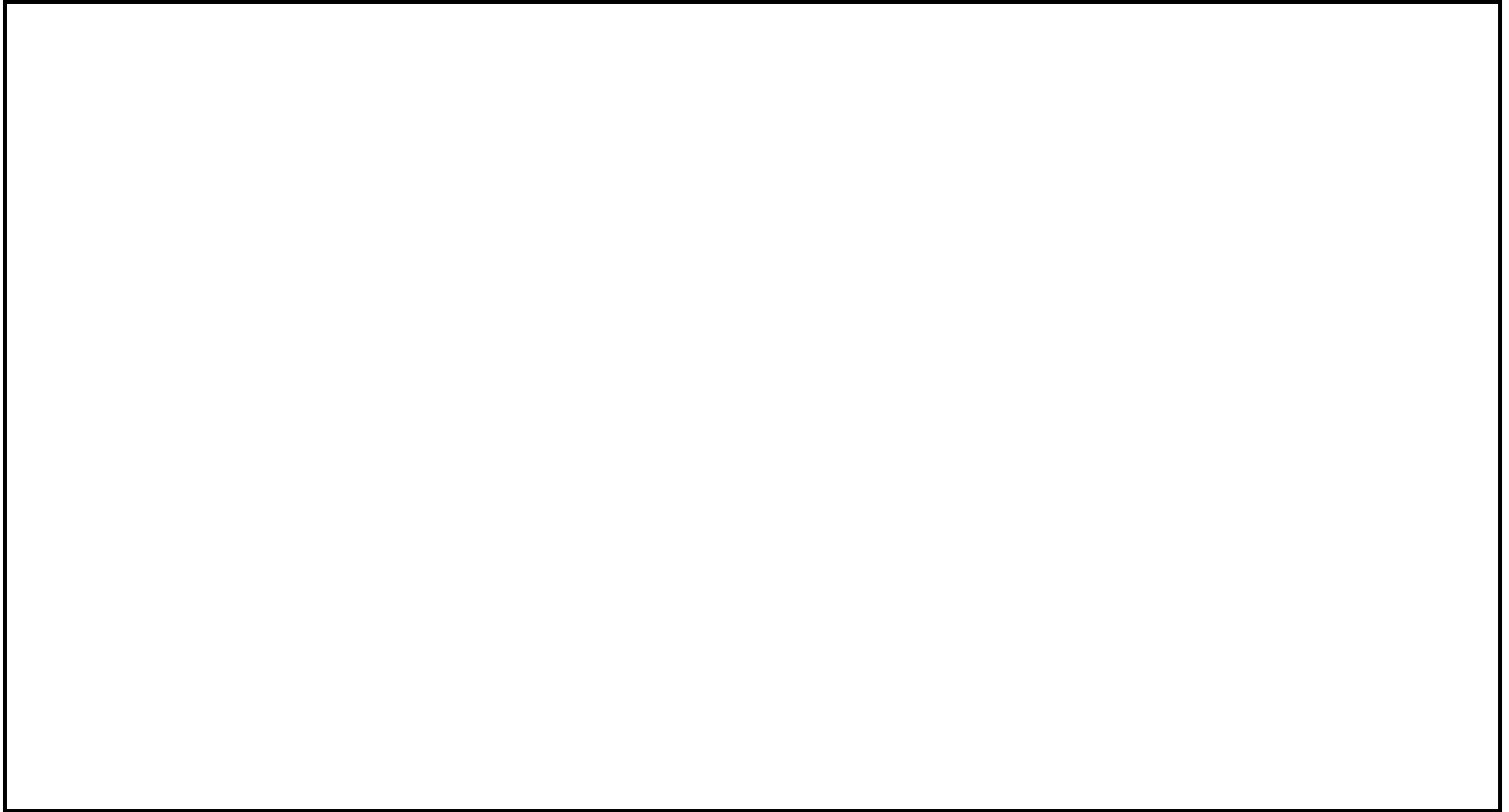
Author _____ **Illustrator** _____

Parent's Signature _____

Discuss the answers to these questions with an adult:

- 1. Who were the characters and where did the story take place?**
- 2. What were some important events from the story?**
- 3. What was the problem in the story and how was it solved?**
- 4. What was your favorite part of the story and why?**

Draw a picture in the box.



Write about what your picture is about.



JPS SUMMER READING 2011: Reader Response Log (Grades 3-12)

| | | |
|--|----------------|-----------------|
| Student's Name: | | RESPONSE |
| Student's Grade (Aug. 2011) | School: | |
| Title of Book: | | |
| Author: | | |
| Illustrator: | | |
| Parent's Signature: | | |
| Guiding Questions: Choose one or more. | | |
| <p>You may use this form or recreate it electronically or recreate it by hand on regular paper. You may download a copy from www.jackson.k12.ms.us. You may submit it electronically or bring it to school with you in August.</p> <ul style="list-style-type: none"> • Did you or a character in the book learn a lesson from the story you read? Tell who learned the lesson, what lesson was learned, and how that lesson affected that person's life. • Write about a character in this story that you liked or disliked. Discuss the reasons why you did or did not like this character. Did your feelings about this character change as you read more of the story? • What was the big problem in this story and how was it solved? What might have happened if the problem had not been solved? • Why was the setting particularly important in this story? Discuss three or more reasons and refer to specific examples. • Did you like the resolution of the book? If you could rewrite or change the ending, what would you have the characters do differently? What would be the outcome of their actions? • Did this book remind you of an experience from your own life? Did you handle your experience in a similar manner, or did you handle your experience differently than the characters who are in the book? What suggestions can you give the characters to help them to make better decisions about their experiences? | | |



Jackson Public School District

Summer Reading

Required Books 2011

(Students in IB, APAC, and AP please see additional list.)

| Grade | Book Titles |
|--------------|---|
| Kindergarten | <i>Brown Bear, Brown Bear What Do You See?</i> / Bill Martin Jr. This book introduces a new animal on each page in a rhyme. "Blue Horse, Blue Horse, What do you see? I see a green frog looking at me." This pattern is continually repeated until the pre-reader can join in predicting the next rhyme. |
| First | <i>Peter's Chair</i> / Ezra Jack Keats Peter is feeling ignored because of a new baby sister. He is upset to see his baby bed painted pink and his infant toys passed down to the new baby. His toddler chair helps him work through his new family dynamics. |
| Second | <i>Something Beautiful</i> / Sharon Dennis Wyeth A young African American girl, who dislikes the appearance of her neighborhood, asks people in her community to name "something beautiful." She embraces the responses of the community to create a plan of action and a vision for the future. |
| Third | <i>Sheila Rae, The Brave</i> / Kevin Henkes Sheila Rae is a brave mouse, not afraid of anything. She stands face to face with her imaginary horrors. Sheila Rae decides on a new challenge, going home from school a new way. She becomes lost and frightened but is rescued by an unexpected ally. |
| Fourth | <i>Wayside School is Falling Down</i> / Louis Sachar Wacky and unbelievable events are the norm at Wayside School, particularly in Mrs. Jewls' class on the thirtieth floor. In addition to academics, the children learn to value themselves and each other, all while having fun. |
| Fifth | <i>The Watsons Go to Birmingham – 1964</i> / Christopher Paul Curtis Kenny, age 9, narrates the story. His middle-class black family travels from their home in Flint, Michigan, to Birmingham, Alabama, to visit their grandmother. There they become a part of history when a bomb explodes at the church. |
| Sixth | <i>Bud, Not Buddy</i> / Christopher Paul Curtis After his mother's death, Bud lives in an orphanage and then in a foster home. He runs away to search for his father. On his journey during the Great Depression, he faces many set backs and is helped by many strangers. |
| Seventh | <i>Tears of a Tiger</i> / Sharon M. Draper Andy is a young black man who was the driver in a car accident that killed his best friend. He faces guilt, heartache, and anger. The book's structure is a series of media articles, letters, and conversations that portray the tragedy of bad choices. |
| Eighth | <i>Gifted Hands</i> / Ben Carson This autobiography of Benjamin Carson captures the early life struggles of Ben's family and the forces that motivated him to become a world-renowned neurosurgeon. |
| Ninth | <i>The Outsiders</i> / S.E. Hinton Ponyboy is a sensitive 14-year-old boy with a tough exterior. He and his brothers are part of a loosely organized gang that battles another gang of more affluent boys. The book explores stereotypes, friendship, loyalty, and heroism. |
| Tenth | <i>The Secret Life of Bees</i> / Sue Monk Kidd Lily Owen, a 14-year-old Caucasian girl, runs away from her abusive father to South Carolina to seek answers about her deceased mother. She is taken in by an African-American family of sisters who are bee keepers. |
| Eleventh | <i>I Know Why the Caged Bird Sings</i> / Maya Angelou This book is the autobiography of Maya Angelou's young life in the segregated South. It depicts the strength of her character and the struggles of growing up, as well as the forces that helped her cope with loneliness, trauma, and society's prejudices. |
| Twelfth | <i>Runaway Jury</i> / John Grisham In this courtroom drama, the widow of a lifelong smoker who died prematurely of lung cancer is suing Big Tobacco. The jury is composed of people who have dirty little secrets. |

Note: Book descriptions were adapted from <http://www.amazon.com>, March 8, 2011.

ALL STUDENTS ARE ALSO REQUIRED TO READ AT LEAST TWO ADDITIONAL BOOKS OF THEIR CHOICE. FOR MAXIMUM BENEFIT AND INCENTIVES, READ MANY, MANY BOOKS!

Jackson Hinds Library System has multiple copies of books for free check out. Local bookstores carry copies for sale. Paperback copies, both used and new, are available on-line at sites such as half.com and amazon.com. Chapter books are available in electronic versions.

If you have questions, contact JPS Curriculum and Instruction: 601.960.8302.

**Jackson Public School District
Summer Reading—Advanced Academics
Required Books 2011**

The host school will provide students with the assignment(s) and grading rubric for each book.

ADVANCED PLACEMENT (AP)

AP® English

| Grade | Title of Book | Author |
|-------|--|--------|
| 11 | <i>Assigned by the AP English Language and Composition teacher</i> | |
| 12 | <i>Assigned by the AP English Literature and Composition teacher</i> | |

ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)

Elementary—Power APAC

| Grade | Title of Book | Author |
|-------|--|----------------------|
| 4 | <i>Matilda</i> | Roald Dahl |
| | <i>Maniac Magee</i> | Jerry Spinelli |
| | <i>Pictures of Hollis Woods</i> | Patricia Reilly Giff |
| 5 | <i>A Single Shard</i> | Linda Sue Park |
| | <i>Lion, Witch, & the Wardrobe</i> | C.S. Lewis |
| | <i>Where the Red Fern Grows</i> | Wilson Rawls |

Middle School—Chastain, Peeples, Powell Middle Schools

| Grade | Title of Book | Author |
|-------|-------------------------------------|-------------------------|
| 6 | <i>Roll of Thunder, Hear My Cry</i> | Mildred D. Taylor |
| 7 | <i>The Great Gilly Hopkins</i> | Katherine Paterson |
| 8 | <i>Witch of Blackbird Pond</i> | Elizabeth George Speare |

High School—Forest Hill and Murrah High Schools

| Grade | Title of Book | Author |
|-------|-------------------------------|------------------|
| 9 | <i>Old Man and the Sea</i> | Ernest Hemingway |
| 10 | <i>A Gathering of Old Men</i> | Ernest J. Gaines |

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

Primary Years Program (PYP)—Davis Magnet

| Grade | Title of Book | Author |
|-------|------------------------------|------------------|
| K | <i>Whoever You Are</i> | Mem Fox |
| 1 | <i>David Gets in Trouble</i> | David Shannon |
| 2 | <i>Me on the Map</i> | Joan Sweeney |
| 3 | <i>Roxaboxen</i> | Alice McLerran |
| 4 | <i>Maniac Magee</i> | Jerry Spinelli |
| 5 | <i>Call It Courage</i> | Armstrong Sperry |

Middle Years Program (MYP)—Northwest and Siwell Middle Schools, Jim Hill High School

| Grade | Title of Book | Author |
|-------|---------------------------------|---------------------|
| 6 | <i>Bound</i> | Donna Jo Napoli |
| 7 | <i>Alejandro's Gift</i> | Richard Albert |
| 8 | <i>Mid Summer Night's Dream</i> | William Shakespeare |
| 9 | <i>Nervous Condition</i> | Tsitsi Dangarembga |
| 10 | <i>The Poisonwood Bible</i> | Barbara Kingsolver |

Diploma Program (DP)—Jim Hill High School

| Grade / Course | Title of Book | Author |
|----------------|--------------------------|---------------------|
| 11 | <i>Siddhartha</i> | Herman Hesse |
| | <i>Candide</i> | Voltaire |
| 12 | <i>King Lear</i> | William Shakespeare |
| | <i>To the Lighthouse</i> | Virginia Woolf |
| TOK | <i>The World Is Flat</i> | Thomas L. Friedman |