

Covenant Day School 2010
Summer Reading List for
Rising Sixth Graders

Students are required to read:

Where the Red Fern Grows Wilson Rawls

Students are also required to read one other book that is a Christian biography that they have not previously read or has not been read to them:

The Christian biography must come from the following series:

Heroes of Faith (Barbour Publishing)

Men of Faith, Women of Faith, or Women and Men of Faith (Bethany House Publishers).

**Books that are excluded from the list above are:

Free Indeed: African American Christians and the Struggles for Equality

Well with My Soul: Four Dramatic Stories

Great Hymn Writers

Some Gave All: Four Stories of Missionary Martyrs

Christian Heroes Then and Now (YWAM Series)

The student will complete a double entry response journal for *Where the Red Fern Grows*. You child may do this on notebook paper, or he or she may prefer to use the computer. In the double entry response journal, the student will cite eight meaningful passages from each book evenly spaced throughout the book, using one sheet of paper per entry. On the top half of the page, the student will write an excerpt directly from the book and note the page number. On the bottom half of the page, he or she will write a personal response to that passage. This response may be in varied forms: the student may explain how the selected passage makes him/her feel, tell how the passage relates to an event in the reader's life, explain the significance of the passage as it relates to the novel as a whole, or predict how the passage relates to the remainder of the novel. These are examples; the term "response" means that the student should respond or react to the book passage in some way.

Sixth graders personal responses (not including the quoted passage) should total around 300-400 words per book.

Christian Biography Notes

While you are reading your Christian Biography this summer, you will record information using the OUTLINE below. Record all information for each category on a separate sheet of notebook paper with the category title listed at the top of the page. List the page number beside each piece of information you record. Include as much information about each part of their lives that seem significant. If information in a certain category is not included in your book, then do not be concerned about it.

MAIN POINT OUTLINE FOR CHRISTIAN BIOGRAPHY

1. CHILDHOOD:

(birth date & place, parents, siblings, early education, hobbies, sickness, jobs, difficulties, etc.)

2. ADULT LIFE:

(education, college, jobs, marriage & children, training for their ministry, conversion to Christianity, calling to the ministry, etc.)

3. PEOPLE OF EVENTS THAT INFLUENCED HIS/HER LIFE (if known):
(parents, teachers, missionaries, God's calling, events, etc.)

4. CHARACTERISTICS:

PHYSICAL (tall, short, muscular, frail/sickly, petite, disabled, hair & eye color) PERSONALITY (godly, persevering, stubborn, honest, reliable, compassionate, intellectual, shy, influential, prideful, rebellious, etc.)

5. ACCOMPLISHMENT:

(cared for sick/orphans, preached the gospel, wrote books, made speeches, wrote songs or music, martyrdom, translated Bibles, founded churches, organizations, ministries, statues, holidays, scholarships, honorariums, important documents, etc.) What did he/she do that was important for God & the church.

6. UNUSAL OR INTERESTING ADDITIONAL FACTS (if known):

It is most important that you record the page number for each piece of information. This will be needed once you begin working on your project.

Covenant Day School 2010
Summer Reading List for
Rising Seventh Graders
(updated 6/2/2010)

Families of Rising Seventh Graders,

It's hard to believe how quickly your child's first year of middle school flew by. I hope this summer will be a wonderful time of refreshment and enjoyment for your family.

I need to make you aware of an important change regarding summer reading. I had chosen a selection by Sir Arthur Conan Doyle, *The Adventures of Sherlock Holmes*. However, there are several different collections of short stories involving the famed sleuth. It can be confusing trying to identify the correct collection. So I am suggesting a change: keeping the author, changing the title to *The Hound of Baskervilles* by Doyle. If you have already purchased *The Adventures of Sherlock Holmes* then your child can read this collection of short stories, and it will be fine. If not, it may be easier for you to locate the novel as well as your child may enjoy the flow of the novel more. With either choice, this will still allow us to enjoy the characters of Holmes and Watson, and engage in the mystery genre. Regarding the novel, I will be using the Barnes and Noble Publishers, but any edition will be fine. If you have any questions, please don't hesitate to contact me.

Serving Him,

Michelle Embry

-----Students are required to read:

The Hound of Baskervilles or The Adventures of Sherlock Holmes by Sir Author Conan Doyle

Students are also required to read one other book from the list below that they have not previously read or has not been read to them:

Book Title	Author
A Break with Charity	Ann Rinaldi
Anne of Green Gables	Lucy M. Montgomery
The True Confessions of Charlotte Doyle	Avi
The Diary of Anne Frank	Anne Frank
Silas Marner	George Elliot
*Artemis Fowl	E. Colfer
The Wednesday Wars	Gary Schmidt
Treasure Island	Robert L. Stevenson
The Adventures of Tom Sawyer	Mark Twain
The Call of the Wild	Jack London

*Any book in the Artemis Fowl series is acceptable.

The student will complete a double entry response journal for each book. One composition book will work for both books, or your child may prefer to use the computer. In the double entry response journal, the student will cite eight meaningful passages from each book evenly spaced throughout the book, using one sheet of paper per entry. On the top half of the page, the student will write an excerpt directly from the book and note the page number. On the bottom half of the page, he or she will write a personal response to that passage. This response may be in varied forms: the student may explain how the selected passage makes him/her feel, tell how the passage relates to an event in the reader's life, explain the significance of the passage as it relates to the novel as a whole, or predict how the passage relates to the remainder of the novel. These are examples; the term "response" means that the student should respond or react to the book passage in some way.

Seventh graders personal responses (not including the quoted passage) should total between 300 and 400 words per book.

Covenant Day School 2010
Summer Reading List for
Rising Eighth Graders

Students are required to read:

Safely Home by Randy Alcorn

Students are also required to read one other book from the list below that they have not previously read or has not been read to them:

<u>Book Title</u>	<u>Author</u>
<i>Emma</i>	Jane Austen
<i>20,000 Leagues Under the Sea</i>	Jules Verne
<i>The Killer Angels</i>	Michael Shaara
<i>Jane Eyre</i>	Charlotte Bronte
<i>Watership Down</i>	Richard Adams
<i>Gulliver's Travels</i>	Jonathan Swift
<i>The Hound of Baskervilles</i>	Arthur Conan Doyle
<i>Oliver Twist</i>	Charles Dickens
<i>Summer of the Monkeys</i>	Wilson Rawls
<i>Summer of My German Soldier</i>	Bette Greene
<i>Peter and the Starcatchers</i>	Dave Barry and Ridley Pearson
<i>The Devil's Arithmetic</i>	Jane Nolan
<i>Hangman's Curse</i>	Frank Peretti
<i>Joni</i>	Joni Eareckson-Tada
<i>*Out of the Silent Planet</i>	C.S. Lewis

*Any of the Lewis' Space Trilogy is acceptable.

The student will complete a double entry response journal for each book. One composition book will work for both books, or your child may prefer to use the computer. In the double entry response journal, the student will cite eight meaningful passages from each book evenly spaced throughout the book, using one sheet of paper per entry. On the top half of the page, the student will write an excerpt directly from the book and note the page number. On the bottom half of the page, he or she will write a personal response to that passage. This response may be in varied forms: the student may explain how the selected passage makes him/her feel, tell how the passage relates to an event in the reader's life, explain the significance of the passage as it relates to the novel as a whole, or predict how the passage relates to the remainder of the novel. These are examples; the term "response" means that the student should respond or react to the book passage in some way.

Eighth graders personal responses (not including the quoted passage) should total around 400 words per book.