

# Sherwood High School

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*Aim for Excellence*

## Eleventh Grade Summer Reading

Prior to the 2011-2012 school year, eleventh grade students are expected to read a **non-fiction** book of their own choice. Parents and students are encouraged to find books that students will enjoy reading and that reflect their own interests. Because our major research during junior year will be in response to a documentary film, we recommend (but not require) that students begin the process of choosing a documentary film for that project and choose a summer reading book on the same topic.

Summer reading books must be:

- Appropriate for school: depictions and topics ought not to offend most readers;
- Appropriate for the student's age group: titles intended for younger students will not be approved;
- Not previously read by the student;
- On a non-fiction topic (**excluding biographies**) reflecting the student's interests
- At least 200 pages in length.

**Parents will need to indicate, below, their approval of the titles their children select. Students should keep a copy of their book to use for an in-class assignment during the first week of classes. The book and the signed approval form will be due in class the second day of school.**

Students may take notes on what they read, but they will not be required to respond to the reading in writing until they return to school. On the second day of school, students will be asked to respond to one of the following prompts in class:

### 1. Lessons for the Future Reading Response:

Imagine yourself some years from now in a situation that would call on you to have the information or wisdom contained in the book you read this summer. Imagine yourself at a job or a school, or anywhere, where the opportunity to think about the questions your book raised could be of use to you. Now, write that imaginary scene from your future. Here's how:

- Describe where you are, the key features of your surroundings, and the people with you. Describe everyone's role or behavior. Set the scene as vividly as you can; help your reader get a clear picture of that scene with you.
- Then, describe the action: action that demonstrates how what you've gained from your book gets you out of a jam, enables you to land a job, helps you make an important decision, saves your life, saves someone else's life. . . .

### 2. Test-Writing Reading Response: Stump the Teacher

Today your task will be to impress your teacher with all of the knowledge that you've gained from your non-fiction book by designing a multiple-choice and short answer quiz based on the information in your book. The quiz should be about a page in length and contain both multiple choice and short-answer questions. On the back of the page provide a key with the answers.

3. Letter to the Editor/Social Issue: Let off Some Steam

Write a letter to the editor of a newspaper or magazine taking a stand on an issue that is presented in your chosen text. You must support your reasoning with facts from the text. Conclude your letter with a recommendation on why others should read this book.

**Parents: Please indicate below your approval of the book you child has selected:**

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Student name: \_\_\_\_\_

Approved Title of Book: \_\_\_\_\_

Parent name: (printed): \_\_\_\_\_

Signature \_\_\_\_\_ date \_\_\_\_\_