

Summer Reading

9th Grade



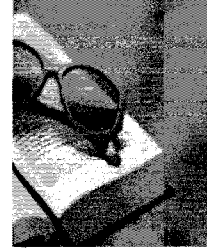
- **In this packet you will find: a list of books you can choose to read, a list of products for you to respond to each novel and ways for you to work on vocabulary for each book you read.**
- **Use this English I Packet as a guide for the requirements to record your summer reading.**
- **Look through this packet carefully to see what is required before you begin.**
- **Write all notes and responses on your own paper, perhaps a notebook, and turn in to your English teacher.**
- **During the summer you are expected to read and respond to at least three books.**

SOUTHFIELD PUBLIC LIBRARY

26300 Evergreen Road
Southfield, Michigan 48076
General: (248) 796-4200
Mon.-Thurs.: 9:30am-9:00pm
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Sundays (School Year): 1pm-5pm

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Tues.-Wed.: 12:00pm-8:00pm
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Choose from these selections:

Fiction

- *The Hitchhiker's Guide to the Galaxy* by Douglas Adams
- *Call of the Wild* by Jack London
- *Cold Sassy Tree* by Olive Ann Burns
- *Dog Song* by Gary Paulsen
- *Flowers for Algernon* by Daniel Keyes
- *The Hunger Games* by Suzanne Collins
- *The Joy Luck Club* by Amy Tan
- *The Lightning Thief* by Rick Riordan
- *The Martian Chronicles* by Ray Bradbury
- *The Pearl* by John Steinbeck
- *Romiette and Julio* by Sharon Draper
- *Taking Sides* by Gary Soto
- *Tears of a Tiger* by Sharon Draper
- *The Trouble with Lemons* by Daniel Hayes

Nonfiction

- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Friday Night Lights* by H.G. Bissinger
- *The Seven Habits of Highly Effective Teens* by Sean Covey

Reader Response Guiding Questions for Fiction:
Choose one way to respond for each novel you read that is fiction.

1. How is a character in your book similar or different to a character in another book, movie, or someone you know? Explain how the two characters are similar and/or how they are different.
2. If you could change one thing in the book, what would it be? Why would you change it? How would you change it?
3. Choose a character and explain how the character changes throughout the story. What causes the change? What lessons does the character learn?
4. If you had to persuade someone else to read this book, what would you say? Without revealing the resolution (ending), write enough about this book to make someone else want to read it.
5. Discuss the creative techniques the author used to make the story more effective (ex. flashbacks, point of view, foreshadowing, descriptive words). Explain how these techniques helped or interfered with your understanding of the story.
6. What is one conflict in the story? How was the conflict resolved? What might have happened if the conflict was not resolved?
7. What is an important lesson or message that you learned from this novel? How did the author reveal this message or lesson?

Reader Response Guiding Questions for Nonfiction:
Choose one way to respond for each novel you read that is nonfiction.

1. After having read this book, what would you do differently? How can you apply the information in this book to your life? In other words, what is the relevance of this book to readers of your generation?
2. What are the most important ideas in the book? Are they important to others or just to you? Why is that?
3. What conclusions can you draw from reading the book? What information in the text helped you draw those conclusions?
4. What information from this book would you like to share with someone else? Why?
5. What is the author's purpose for writing this book? Who is the intended audience? Use evidence from the book to support what you decided to say.

Personal Word List

People who read a lot have really large vocabularies. We can make an inference that, as you read and come in contact with a lot of new words, you learn some of these words. To help you learn some new words as you read this summer, we ask that you document some words from your reading that you do not know.

For each book, please find at least four words that are unfamiliar to you. You may use any of the formats below to gather information about the new words you find in your reading.

VOCABULARY OPTION 1

Word: _____ Book: _____ Pg. #: _____

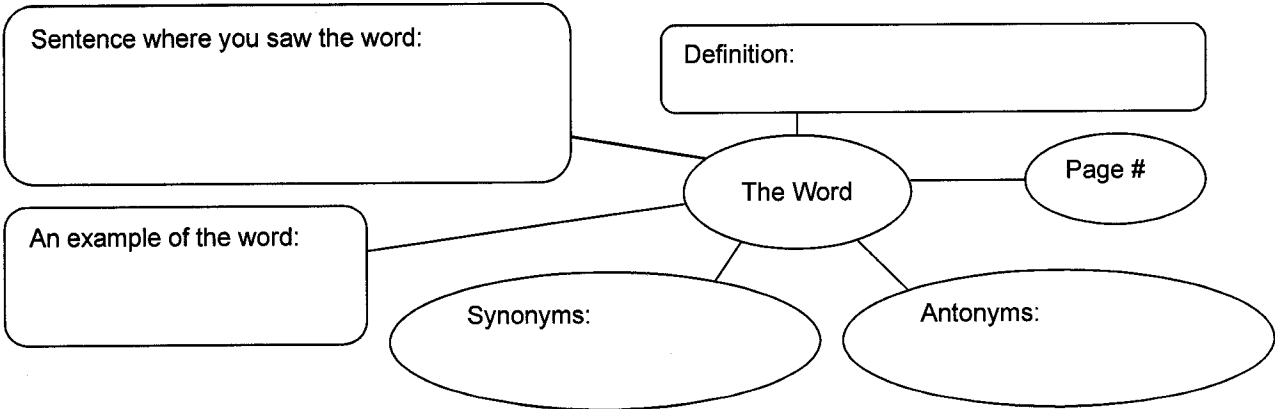
Definition: _____

Context Clues that helped me: _____

VOCABULARY OPTION 2

Vocabulary word	Definition
Personal association with the word	An illustration of the word's meaning

VOCABULARY OPTION 3



The Noun

Nouns

11a. A **noun** is a word or word group that is used to name a person, place, thing, or idea.

- PERSONS** brothers, Cindy, doctor, Ms. O'Connor
PLACES park, San Diego Zoo, store, Mid-Cities Mall
THINGS mailbox, Baltic Sea, mouse, Main Street
IDEAS truth, humor, freedom, friendship

Did you notice that some of the nouns listed above are made up of more than one word? A **compound noun** is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

- ONE WORD** baseball, notebook, windsurfing
HYPHENATED WORD self-respect, sister-in-law, runner-up
TWO WORDS South America, middle school, boiler room

TIP To decide whether a word is a noun, try placing it in the blanks in the following sentences. If the word makes sense in at least one of the sentences, then the word is probably a noun.

- EXAMPLES** I got a new _____. or I like _____.
 I got a new backpack. I like loyalty.

EXERCISE A Underline each noun in the following sentences. Remember to underline all parts of a compound noun. Hint: The title of a book is a noun.

Examples 1. Alan frequently reads books about action and adventure. [*Alan* names a person.

Books names a thing. *Action* and *adventure* name ideas.]

2. Alan and his friends recently discovered the author Will Hobbs. [The nouns in this sentence name people.]

- Will Hobbs has written many great books for young readers. [Which words name people and things?]
- What excitement the children in the stories experience! [Which words name people, things, and ideas?]
- In *Ghost Canoe*, Nathan MacAllister investigates a shipwreck.
- Nathan and his mother live with the Makah Indians near the Pacific Ocean.
- After a ship crashes on the rocks near the shore, strange events occur.
- Who is the wild, hairy man that is hiding in the caves?
- Captain Bim, a neighbor, buries treasures during the night.
- A skeleton in an old canoe is discovered in a strange place: high in a tree.

9. Nathan and Lighthouse George search for clues to these mysteries.
10. Nathan shows great bravery and self-reliance during his adventure.

Common Nouns and Proper Nouns

You may have noticed that some nouns are capitalized and others are not. A *common noun* names any one of a group of persons, places, things, or ideas. A common noun is generally not capitalized. A *proper noun* names a particular person, place, thing, or idea. A proper noun begins with a capital letter. Proper nouns are often made up of more than one word.

COMMON NOUNS bridge, girl, holiday, continent, city

PROPER NOUNS Golden Gate Bridge, Anne Frank, Hanukkah, Africa, Salt Lake City

TIP To identify a proper noun, try placing *a* or *an* in front of the noun. If *a* or *an* does not make sense in front of the noun, the noun is probably a proper noun. For example, *a San Francisco* doesn't make sense. Therefore, *San Francisco* is a proper noun.

EXERCISE B Underline each common noun once in the following sentences. Underline each proper noun twice. Be sure to underline all parts of a compound noun.

Examples 1. Gloria Byrd and Marcus Katz spent the day at Rosemont Mall. [*Gloria Byrd* and *Marcus Katz* name specific people and are capitalized. *Day* names any one of a group of days and is not capitalized. *Rosemont Mall* names a specific place and is capitalized.]

2. The two friends visited shops and looked at displays in the windows. [*Friends* names any of a group of people and is not capitalized. *Shops*, *displays*, and *windows* name any of a group of things and are not capitalized.]

11. Gloria and Christina Santos had first planned the trip to the mall. [Which nouns name specific people? Which nouns name any one of a group of places or things?]
12. At the last minute, Christina couldn't go. [Which noun names a specific person? Which noun names any one of a group of things?]
13. Gloria called Marcus, who lives nearby on Shepherd Lane.
14. Mrs. Byrd took both friends to the mall.
15. First, Gloria wanted to look at sneakers at Foot Market.
16. Next, she and Marcus browsed through the books, maps, and magazines at Skyline Bookstore.
17. Gloria found a fantastic book on the solar system.
18. Later, the two teenagers met Mrs. Byrd at the food court.
19. The book gave the girl self-confidence for her speech on the planets the next week.
20. The book was definitely cited in her report for Ms. Saunders.

The Adjective

11c. An **adjective** is a word that is used to modify a noun or a pronoun.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by telling *what kind, which one, how many, or how much*.

WHAT KIND? sunny day, blue eyes, British writer, kind person

WHICH ONE OR ONES? those students, second one, that hat, any volunteer

HOW MANY? OR HOW MUCH? some pencils, two bears, no e-mails, much happiness

NOTE The words *a, an,* and *the* are adjectives.

EXERCISE A Underline each adjective in the following sentences. Do not underline *a, an,* or *the*. Some sentences may have more than one adjective.

Examples 1. Most students in the sixth grade have had a pet. [The adjective *Most* tells how many students. The adjective *sixth* tells which grade.]

2. A Korean student has a shy crab that is called a hermit. [The adjective *Korean* tells what kind of student. The adjective *shy* tells what kind of crab.]

1. Many people have a cat or a dog as a pet. [Which word describes a noun or pronoun?]
2. Cody, however, has a white rabbit as a pet. [Which word describes a noun or pronoun?]
3. The small rabbit lives in a large pen in the bedroom.
4. A tiny doghouse serves as a cozy burrow for the rabbit.
5. Cody gives Thumper clean water every day.
6. Thumper eats fresh vegetables and special food for rabbits.
7. On quiet afternoons, Cody lets Thumper out of the pen.
8. Cody likes to pet the silky, soft fur that Thumper has.
9. During the short playtimes, Cody keeps Thumper away from dangerous places.
10. Thumper seems to enjoy the extra attention.

Adjectives usually come before the words they describe or modify. Sometimes, however, an adjective comes after the word it describes.

EXAMPLES These grapes are sour. [The adjective *sour* describes the noun *grapes*.]

The rug, bright and colorful, added cheer to the room. [The adjectives *bright* and *colorful* describe the noun *rug*.]

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EXERCISE B Underline each adjective in the following sentences. Then, draw an arrow from the adjective to the word or words it describes. Do not underline *a, an, or the*.

- Examples** 1. The river, icy and swift, lay before the two hikers. [The adjectives *icy* and *swift* describe *river*. The adjective *two* tells how many hikers.]
2. The wooden bridge was old and shaky. [The adjectives *wooden*, *old*, and *shaky* describe *bridge*.]

11. An empty cabin sat in a small meadow. [Which words describe a noun or pronoun?]
12. Nearby, the rapid river rushed between muddy banks. [Which words describe a noun or pronoun?]
13. The hikers, hungry and weary, stopped in the meadow.
14. They looked at the ancient bridge and deep water.
15. They wondered how they had gotten to the remote, lonely place.
16. The correct path through the woods wasn't clear.
17. One hiker, smart and practical, built a warm fire.
18. The other person unfolded a large map of the area.
19. One of them pulled a small compass and extra food from a backpack.
20. They ate food and drank fresh water, and they plotted a clear course home.

EXERCISE C Underline all of the adjectives in the following paragraph. Do not underline *a, an, or the*. One sentence has more than one adjective.

Example [1] In the gymnasium, the excited crowd cheered. [The word *excited* tells what kind of crowd.]

[In the paragraph's first sentence, which word tells what kind of sneakers?]

[21] As Juanita dribbled the basketball, her new sneakers squeaked. [22] She pretended to step one way, then changed directions at the last second. [23] An unlucky opponent tried to stop Juanita, but could not. [24] Juanita shot the ball and made an easy basket. [25] The smooth ball barely touched the net as it flew through the air.

Action Verbs and Linking Verbs

Action Verbs

Verbs can be identified as action verbs or linking verbs.

An *action verb* expresses either physical or mental activity.

- EXAMPLES** Dad **made** oat bran muffins for breakfast. [The verb *made* shows physical action.]
Teresa **daydreams** of adventure. [The verb *daydreams* shows mental action.]

REMINDER When you identify action verbs, remember to include any helping verbs. Helping verbs are added to the main verb to make the main verb more specific.

- EXAMPLES** **Did** you **understand** the short story's ending? [The main verb is *understand*, and the helping verb is *Did*. The verb phrase *Did understand* shows mental action.]
Mom **is mowing** the lawn. [The main verb is *mowing*, and the helping verb is *is*. The verb phrase *is mowing* shows physical action.]

EXERCISE A Underline the action verbs in each of the following sentences. Remember to include any helping verbs.

Examples 1. Are the players jogging around the track? [The verb phrase *Are jogging* expresses the action the players perform.]

2. During December, Marty constantly thinks about skiing. [The verb *thinks* expresses the action Marty performs.]

1. Thorns grow on the stem of a rose. [Which word expresses the action the thorns perform?]
2. Did the newspaper staff meet their deadline? [Which words express the action the staff performs?]
3. We named our new puppy Peanuts.
4. The flowers are blooming now.
5. Did you volunteer at the food bank?
6. The history students have not presented their reports yet.
7. On winter evenings, the farmer feeds hay to his cows.
8. Ms. Kaufmann's secretary has a message for her.
9. We have formed a plan for the autumn carnival.
10. On the bus, we usually talk about friends and activities.

Linking Verbs

A *linking verb* connects, or links, the subject to a word or word group that identifies or describes the subject.

Some Linking Verbs Formed from the Verb *Be*

am	was	have been	shall be	can be
is	were	had been	may be	should be
are	has been	will be	might be	would have been

Other Linking Verbs

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

EXAMPLES My favorite musical **is** *My Fair Lady*. [The linking verb *is* connects the subject, *musical*, to the word group, *My Fair Lady*, that identifies it.]
Dinner **had tasted** delicious. [The linking verb *had tasted* connects the subject, *dinner*, to the word, *delicious*, that describes it.]

EXERCISE B Underline the linking verbs in the following sentences. Remember to include any helping verbs. Hint: Helping verbs are verbs that are added to the main verb to make the main verb more specific.

- Examples** 1. Was Carla the winner? [The linking verb *Was* connects the subject, *Carla*, to the word, *winner*, that identifies her.]
2. He had seemed happy with his grade. [The main verb is *seemed*, and the helping verb is *had*. The linking verb *had seemed* links the subject, *He*, to the word, *happy*, that describes him.]
- Lee will be Aunt Juanita's assistant this summer. [Which words link *Lee* to *assistant*?]
 - Aunt Juanita is a landscape architect. [Which words link *Aunt Juanita* to *architect*?]
 - Photographs of her designs are special features in many landscaping magazines.
 - Her business has become a great success.
 - She was extremely busy last year.
 - Her designs look unique.
 - Has anyone ever been unhappy with her work?
 - Her backyard is a work of art.
 - Does the flowing water sound peaceful to you?
 - The flowers and herbs smell wonderful.

The Adverb

What Is an Adverb?

12b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

REMINDER A **verb** is a word or word group that expresses action or state of being. An **adjective** is a word that modifies or describes a noun or pronoun.

To *modify* a word means to describe it or make its meaning more specific. Adverbs make the meaning of a verb, adjective, or another adverb more definite. Adverbs answer the following questions: Where? How often? How long? When? To what extent? How much? How?

EXAMPLES Cindy strolled along the shore, and she **frequently** stopped to collect shells.

[The adverb *frequently* modifies the verb *stopped* and tells *how often*.]

Was the auditorium **completely** full **yesterday**? [The adverb *completely* modifies the adjective *full* and tells *how much*. The adverb *yesterday* modifies the verb *was* and tells *when*.]

EXERCISE A Underline the adverbs in the following sentences.

Examples 1. Some people make friends quickly. [The adverb *quickly* modifies the verb *make* and tells *how long*.]

2. However, I am quite shy. [The adverb *quite* modifies the adjective *shy* and tells *to what extent*.]

1. My family recently moved to a new town. [Which word tells when my family moved?]
2. I have been carefully exploring my new neighborhood. [Which word tells how I have been exploring?]
3. The Moore twins have been very friendly.
4. How often have they invited me to play sports with them?
5. They are quite fond of softball.
6. Sometimes, I go to the local library.
7. What a wonderful selection of books they have there!
8. The librarian is really helpful.
9. I could probably join the club for teen readers.
10. I have already read many of the books on the list.

Position of Adverbs

Adverbs may come before, after, or between the words they modify.

EXAMPLES Quietly, the cat was stalking a bird. [*Quietly* comes before *was stalking*, the verb phrase it modifies.]

The cat was stalking a bird quietly. [*Quietly* comes after *was stalking*, the verb phrase it modifies.]

The cat was quietly stalking a bird. [*Quietly* comes between *was* and *stalking*, the verb phrase it modifies.]

TIP Many adverbs end in *-ly*. When you come across a word that ends in *-ly*, check to see if this word describes another word. If the *-ly* word describes a verb, an adjective, or another adverb, then the *-ly* word is an adverb.

EXERCISE B Draw an arrow from the underlined adverb in each of the following sentences to the word or words it modifies. Hint: An adverb modifies each word in a verb phrase, not just the main verb. If the adverb modifies a verb phrase, be sure to draw an arrow from the adverb to each part of the verb.

Examples 1. I did not forget what happened. [The adverb *not* modifies the verb *did forget* and tells to what extent.]

2. Frequently, my neighbors have a garage sale. [The adverb *frequently* modifies the verb *have* and tells how often.]

11. My family seldom travels out of state. [*Seldom* tells how often about which word?]
12. Did all the balloons float away? [*Away* tells where about which words?]
13. The gymnast can easily perform his routines.
14. Richard was slowly pronouncing the words in German.
15. My brother is rarely sick.
16. Will your sister attend college soon?
17. He has memorized nearly all his lines for the school play.
18. I hardly recognized my cousin at the family reunion.
19. That movie was really funny!
20. We had not read *The View from Saturday*.

The Preposition

Prepositions

12c. A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

EXAMPLES The pilot climbed **into** the cockpit. [The preposition *into* shows the relationship between *climbed* and *cockpit*.]

Here is a letter **from** Julie. [The preposition *from* shows the relationship between *letter* and *Julie*.]

By using different prepositions, you can change the relationship between *walked* and *puddle* in the following sentences.

Alex walked **around** the puddle.

Alex walked **toward** the puddle.

Alex walked **through** the puddle.

Alex walked **past** the puddle.

Commonly Used Prepositions

above	before	down	of	under
across	behind	for	on	underneath
after	below	from	since	until
against	beside	in	through	up
around	between	into	throughout	with
at	by	like	to	without

EXERCISE A Underline the prepositions in each of the following sentences. Hint: Some sentences have more than one preposition.

Examples 1. Some people feel nervous around computers. [The preposition *around* shows the relationship between *nervous* and *computers*.]

2. They may need help with the commands or a lesson on the software. [The preposition *with* shows the relationship between *help* and *commands*. The preposition *on* shows the relationship between *lesson* and *software*.]

- Rosa seated herself by her mother's computer. [Which word shows the relationship between *herself* and *computer*?]
- Several items were stacked beside the monitor. [Which word shows the relationship between *stacked* and *monitor*?]
- "Where is the program you want installed on your computer?" Rosa asked her mother.
- Her mother handed her a CD inside a plastic case.
- Rosa placed the CD into the CD-ROM drive on the computer.
- After a few seconds, a dialog box appeared on the screen.

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7. She followed the prompts on the monitor.
8. Behind her chair stood her mother.
9. Finally, Rosa relaxed against the chair's back.
10. "Mom, your new computer program is ready for you."

Compound Prepositions

Some prepositions are made up of more than one word. These are called *compound prepositions*.

EXAMPLES A rose bush grew **next to** the fence. [The preposition *next to* shows the relationship of *grew* to *fence*.]

The story **according to** Janice is different. [The preposition *according to* shows the relationship of *story* to *Janice*.]

Some Compound Prepositions

according to	because of	in place of	next to	out of
aside from	in addition to	in spite of	on account of	

EXERCISE B Underline the preposition(s) in each of the following sentences. Remember to underline all words in a compound preposition.

- Examples** 1. The closet beneath the stairs is tiny. [The preposition *beneath* shows the relationship between *closet* and *stairs*.]
2. I enjoyed the book in spite of its length. [The compound preposition *in spite of* shows the relationship between *enjoyed* and *length*.]
11. Aside from one problem, the event went smoothly. [Which words show the relationship between *smoothly* and *problem*?]
 12. I found the remote control underneath the sofa. [Which word shows the relationship between *found* and *sofa*?]
 13. How many books have fallen out of my backpack?
 14. Sometimes, I eat tofu in place of meat.
 15. How beautiful those flowers look next to the gray walls!
 16. Is the bridge closed due to the flood?
 17. The building next to my school is empty.
 18. There are cabins throughout the campground.
 19. In addition to a pillow and clothes, you'll need a sleeping bag.
 20. The guy with the big smile is my best friend.

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The Conjunction and the Interjection

Coordinating Conjunctions

12d. A **conjunction** is a word that joins words or groups of words.

EXAMPLES Ask the librarian **or** your teacher for information about the essay contest.
Leah volunteers at the animal shelter, **and** she often adopts animals.

A **coordinating conjunction** joins words or word groups that are used in the same way. Coordinating conjunctions join words to words, phrases to phrases, and clauses to clauses.

Some common coordinating conjunctions are *and, but, for, nor, or, so, and yet*.

EXAMPLES shy **but** friendly [The conjunction *but* joins two words.]
doing homework **and** listening to music [The conjunction *and* joins two phrases.]
I arrived early, **so** I waited patiently. [The conjunction *so* joins two clauses.]

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. The children were restless, for they had been indoors several hours. [The conjunction *for* joins two clauses.]

1. Diego prepared a meal of chicken and rice. [Which word joins *chicken* and *rice*?]
2. Ellen was tired, yet she ran one more lap around the track.
3. The car gets good gas mileage and is reasonably priced.
4. The afternoon was beautiful, so I went for a walk.
5. The survivors of the shipwreck didn't panic, nor did they give up hope.

Correlative conjunctions

Correlative conjunctions are pairs of conjunctions. The pairs work together to join words or word groups that are used in the same way. They join words to words, phrases to phrases, and clauses to clauses.

Correlative Conjunctions

both... and
not only... but also

either... or
whether... or

neither... nor

EXAMPLES **Both** the *Pioneer* **and** the *Hunley* were submarines in the Civil War. [The correlative conjunctions *both . . . and* join two words.]
Suzette is saving money **not only** for a pet **but also** for pet supplies. [The correlative conjunctions *not only . . . but also* join two phrases.]
Either the house is haunted **or** there is a more scientific explanation. [The correlative conjunctions *Either . . . or* join two clauses.]