



Dear Middle School Parents:
Assalamu Alaikum

As summer vacation is near, I would like to congratulate everyone on the completion of another successful year. Summer is a great time for fun and relaxation, but it is also an ideal time to review and brush up on academic skills with reading as a priority. Students who do not review tend to regress in the fall upon returning to school.

Reading in the summer can be enjoyable and beneficial, especially without the stress of the school's year's daily homework. It is an ideal time to teach students to love to read especially since reading a book can improve so many skills. Studies show that those who read tend to have stronger skills in the following areas: comprehension, writing, vocabulary, spelling, and even oral communication. Reading is especially key in middle school when the textbook reading levels tend to become more challenging. A good reader will succeed in all academic areas since comprehension is the basis of all subjects.

This year all middle school students will be required to complete **three** assigned readings during the summer months, each with its own assignment. Students will have until the first Monday of the school year to complete their assignments. The novels will be discussed in class and will be an integral portion of the curriculum for the first few weeks. All students will be graded on this assignment; therefore it is critical that all students use the summer to their benefit. Even those traveling overseas can read for about 20-30 minutes a day. The airplane rides are an ideal time to catch up.

Students should use sticky notes to highlight important ideas and events in the novel. Please refer to the attached document regarding bookmarking and marking up the text.

Please refer to the attached documents for the books and assignments. Please do not limit your child to the three novels during the vacation. It is recommended that your child complete 3 additional books during the summer,

making sure to vary the genres. If you have any questions or would like some suggestions, please feel free to email me at emana@alhamraacademy.org. You may also refer to the town of Shrewsbury Middle school summer reading list options.

Thank you for your cooperation and involvement in working to make your child a successful reader. And remember, kids who see parents reading are more likely to read and develop a love for it!

Jazakum Allahu Khairan



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Reading/LA teacher for 6th and 7th

Summer Reading 2019

Students Entering Grade 7

Following is a list of the required summer reading for 6th graders entering the 7th grade. Please make sure the reading assignments have been completed by the first Monday after returning to school. You will be required to do the activities listed below specific to the novels. You will be graded on these assignments for the 1st quarter of the 2019-2020 school year. Please keep in mind that all of you need to work on your reading comprehension skills and reading is the only way to accomplish it. Remember don't limit yourselves to just these books. Read additional ones also. Refer to the Shrewsbury Public Schools Summer Reading Lists for suggestions.

Required Novels: You must read these!

I. Fiction

***Where The Red Fern Grows* by Wilson Rawls**

In *Where the Red Fern Grows*, Billy and his precious coonhound pups romp relentlessly through the Ozarks, trying to "tree" the elusive raccoon. In time, the inseparable trio wins the coveted gold cup in the annual coon-hunt contest, captures the wily ghost coon, and bravely fights with a mountain lion. Then the victory over the mountain lion turns to tragedy. This unforgettable classic belongs on every child's bookshelf.

-Amazon.com-

Activity #1: Design a Flyer

After reading the story, design a flyer advertising the Annual Coon-Hunt Contest. Make sure to address the questions: Who? What? Where? When? Why or How? Your flyer should include prizes and illustrations. Be detailed and neat.

II. Fiction

***Roll of Thunder, Hear My Cry* by Mildred D. Taylor:**

Set in Mississippi at the height of the Depression, this is the story of one family's struggle to maintain their integrity, pride, and independence in the face of racism and social injustice. And it is also Cassie's story—Cassie Logan, an independent girl who discovers over the course of an important year why having land of their own is so

crucial to the Logan family, even as she learns to draw strength from her own sense of dignity and self-respect. ---Amazon.com----

Activity #2: Writing a Newspaper Article

After reading the conclusion of the story, write and illustrate a newspaper article about the events of the night T.J. gets arrested at the end of the novel. Explain the details of why he is in trouble and make predictions about what will happen to him next. Write from the perspective of white news reporter of that time. Make sure to use 5+ examples from the text.

Please make sure your article is neat and organized!

III. Quran

Surat Furqan(#25)

Read the surah in its entirety. In verses 63-77, there is a focus on the slaves of Rahman (Ibad al Rahman).

Activity #3: Paper

Type a 1-2 page paper (double spaced- size 12) which answers the following points:

- What characteristics make someone worthy of being slaves of Rahman? Focus on five characteristics.
- Focus on five characteristics and prioritize them in order of importance in your personal life. Number one is the most important characteristic to you.
- Which do you consider to be the most challenging characteristic? What steps would you take to implement the most challenging of those characteristics?



Bookmarking and Marking up the Text

- ✓ After you've read a book, what do you remember? Do you remember enough to do well on a test?
- ✓ Would an essay that you might write about the book contain specific, detailed and appropriate examples?
- ✓ What kind of contributions could you make to a graded discussion?
- ✓ What does the teacher stress in class? What questions might appear on tests and writing assignments?

Each of these activities could be used as a test of the books in middle school, high school and in college. In middle and high school, students often finish reading the book the night before it is due, and it is still fresh in their memories when they are tested on it. Review is necessary, but not crucial. In college, however, students often read a list of 5-20 books with one evaluation of all of them occurring at the end of the semester.

How would college students review all of these books? Would it be necessary for them to reread all of them?

As rereading an entire syllabus is impossible and ridiculous, an excellent review process must be used instead. "Bookmarking" and "marking up the text" are two such review techniques.

Bookmarking involves placing many paper markers in the book as it is read. Sticky notes work well, as they do not fall out. As the students read, they mark the place of anything that looks important. If they wish, students may add written notations such as "new character" or "symbol of evil" to the bookmarks. These written notes may be added later, if students do not wish to stop reading. After they finish reading the book, the students should go back through the book, discarding those bookmarks that no longer seem important. Although the book still appears to be "bristling" with papers, what is left are carefully selected pages that may be reviewed in a short time.

Marking up the text is useful as a reading aid as well as an aid to review. As the students read, they should carefully look for important elements involving plot, character, symbol, language, theme, and so on to underline or circle, writing an appropriate note in the margin. Watching for these elements as one reads is a way of staying alert and thinking about what is being read. Students should not mark up the page too much; being selective is a thinking process that helps to "teach" the novel. A heavily marked book is difficult to review, because it is messy and confusing to the eye.

Some students like to use a highlighting marker while reading. This is not a good way to mark up the text, because it is too easy to switch to autopilot, automatically highlighting line after line until the entire page is a new color. These readers aren't paying very good attention to selecting the most important elements, and there is nothing specific to review later. When bookmarking and marking up the text, students should be aware of course themes and connections.