

New Rochelle High School
10th Grade Summer Reading

Your tenth-grade English teachers look forward to meeting you next year! In preparation, this summer you will read *Every Day* by David Levithan..

***Every Day* by David Levithan**

"Every day a different body. Every day a different life. Every day in love with the same girl. Every morning, A wakes in a different person's body, a different person's life. There's never any warning about where it will be or who it will be. A has made peace with that, even established guidelines by which to live: Never get too attached. Avoid being noticed. Do not interfere. It's all fine until the morning that A wakes up in the body of Justin and meets Justin's girlfriend, Rhiannon. From that moment, the rules by which A has been living no longer apply. Because finally A has found someone to be with - day in, day out, day after day" (<http://www.davidlevithan.com>).

During the first week of school, you will take a reading check on *Every Day*. In addition, your class will meet in literature circles to discuss the book. In a literature circle each student performs a different role. To prepare for these roles, we would like you to do the following:

5, 4, 3, 2, 1

5 Word Wizard

Look up and define **five advanced vocabulary words** from the book that your group will not know. Along with each word, include the context sentence, the page number, and the appropriate definition of the word.

4 Discussion Director

Write **four questions** that will guide a thoughtful group discussion and keep the group on task. What were you wondering about while you were reading? Did you have questions about what was happening? What larger issues were raised in the book that the group should discuss?

For example, here are some questions you might want to ask about *Lord of the Flies* in a literature circle:

- Is Ralph a better leader than Jack and, if so, why?
- Do you agree with Golding's statement that everyone has the potential for evil within them? If so, why?

3 Connector

Find **three connections**. These can be between the book and you and/or between the book and the wider world. This means connecting the reading to your own past experiences, to happenings in school or our community, to stories in the news, to historical events, or to other books. (Think text-to-self, text-to-world, text-to-text.)

2 Literary Luminary

Highlight **two special sections or quotations** in the text for your group to discuss. Summarize the passage or write the quotation (include page numbers), then explain why you selected each one.

1 Review

Write a one- paragraph review of the book. In your review, provide a rating on the scale of 1 to 5 stars, and support your opinion with examples from the beginning, middle, and end of the book.