

PARNASSUS



PREPARATORY SCHOOL

Classical Schooling for the Art of Life

2019 SUMMER LEARNING PACKET

for students entering the

School of Rhetoric

1R – 4R

in 2019 - 2020

Your summer learning packet includes the following:

-) **Required Assignments**
-) **Reading Lists**
-) **Suggested materials to prepare for next school year**

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Required Assignments (Listed by Grade Level)



First Level Rhetoric (1R)

Required Summer Novel: *The Epic of Gilgamesh*

- J During the first weeks of school, we'll discuss *The Epic of Gilgamesh* and delve more deeply into the language, culture, and context of the work.
- J We encourage your child to continue reading 60 minutes per day, at least three days a week, throughout the summer. Your child should use the provided Reading Log form to track his or her reading during the summer. For ideas on additional suggested book titles please see the Suggested Summer Reading List section. Your child can turn in his or her completed reading log to qualify for our special celebration and recognition of students who met or exceed this reading requirement.

Math Requirement:

Students entering Algebra I or Geometry in 1R will complete a math packet given to them by their math teacher during the last week of school. The goal is to have your child complete either the Parnassus' math packet or a purchased math workbook over the summer. Remember to bring the completed math exercises on the first day of school.



Second Level Rhetoric (2R)

Required Summer Novel: *Sir Gawain and the Green Knight*, translated by Burton Raffel

- J During the first weeks of school, we'll discuss *Sir Gawain and the Green Knight* and delve more deeply into the language, culture, and context of the work. An optional study guide is available from the main office. The study guide is not required but may help your child to better understand the novel and prepare for the class discussions and test.
- J We encourage your child to continue reading 60 minutes per day, at least three days a week, throughout the summer. Your child should use the provided Reading Log form to track his or her reading during the summer. For ideas on additional suggested book titles please see the Suggested Summer Reading List section. Your child can turn in his or her completed reading log to qualify for our special celebration and recognition of students who met or exceed this reading requirement.

Math Requirement:

Students entering Geometry in 2R will complete a math packet given to them by their math teacher during the last week of school. The goal is to have your child complete either the Parnassus' math packet or a purchased math workbook over the summer. Remember to bring the completed math exercises on the first day of school.



Third Level Rhetoric (3R)

Required Summer Novel: *The Great Gatsby* by Scott F. Fitzgerald

- J During the first weeks of school, we'll discuss *The Great Gatsby* and will take a test on the novel. An optional study guide is available from the main office. The study guide is not required, and it will not be collected, but its completion is strongly encouraged as a way for your child to better understand the novel and prepare for the class discussions and the test.
- J We encourage your child to continue reading 60 minutes per day, at least three days a week, throughout the summer. Your child should use the provided Reading Log form to track his or her reading during the summer. For ideas on additional suggested book titles please see the Suggested Summer Reading List section. Your child can turn in his or her completed reading log to qualify for our special celebration and recognition of students who met or exceed this reading requirement.



Fourth Level Rhetoric (4R)

Required Summer Novel: *The Abolition of Man* by C.S. Lewis

- J During the first weeks of school, we'll discuss *The Abolition of Man* by C.S. Lewis. This is a highly complex work and we will closely examine various sections during our discussions.
- J We encourage your child to continue reading 60 minutes per day, at least three days a week, throughout the summer. Your child should use the provided Reading Log form to track his or her reading during the summer. For ideas on additional suggested book titles please see the Suggested Summer Reading List section. Your child can turn in his or her completed reading log to qualify for our special celebration and recognition of students who met or exceed this reading requirement.

SOR Honors Biology

Please note that students interested in taking Honors Biology in the fall must read the first three chapters of the Honors Biology textbook and complete the study guide. Please see Principal Hamiel for additional details.

Supplemental Reading Information

The Importance of Summer Learning & Reading

Over 100 years of research regarding the 'summer learning loss' or the 'summer slide' is well documented and confirms that most students lose about two months of grade level equivalency in mathematical skills and more than two months in reading achievement. Summer after summer of learning losses have greater consequences later in life including high school placements, dropout rates, and whether students attend and complete college! Parnassus takes summer learning seriously. The requirements and suggestions in this packet will help you avoid the summer slide!

Ready or not, the end of the school year and the start of summer vacation are just around the corner. No doubt you are astounded at the amount of content your child has covered in just one year's time, but with summer break looming, you are probably eager to have your children extend their learning over the upcoming months. Summer reading is an easy, inexpensive, and enjoyable way for families to do just that! If books are chosen well and a few simple fluency-building techniques are used, reading comprehension and retention can continue to improve. Similarly, vocabulary development and content knowledge, which are critical for reading comprehension, can also be furthered through effective summer reading.

In the next pages we will include information regarding required readings, as well suggested book titles, math practice books, Spanish and Latin materials and suggested websites for practicing these languages and for keeping up with math skills.

Book Choices

Most children relish the extra freedom that comes with summer break, but it is amazing how much a simple reading list can provide a little needed (and often welcomed) structure for children during the summer break. The first step to creating a successful summer reading program in your home is to start with a written reading list for your child. You and your child can collaboratively establish this list. Many families also enjoy taking part in a public library summer reading program over the summer months to provide some structure to their reading. To help make the process easier, we have divided books into three simple categories below. You will probably find that left to their own devices, children are likely to choose heavily from the third category of books, the "desert books." Just as we would steer our children away from a steady diet of desserts toward a healthier diet, so too must we steer them toward healthier book choices. For that reason, helping your child choose heavily from the first two categories below and sparingly from the third, will provide a good balance and give them the opportunity for building reading comprehension and knowledge.

Categories:

1. **Fiction or non-fiction books** that are at or slightly above your child's reading level are suggested for comprehension building. A great place to start is the Parnassus Preparatory School reading list included in this packet. Often children want to revisit old favorites that they have previously read or books that are new to them from the list, but which are now below their reading level. Because of the high quality of these works of literature, these books should be included as an addition to the more challenging selections on their summer reading list. Use the reading list as a gauge for reading level, or speak with your child's teacher.
2. **Content-based books** are non-fiction books such as biographies or books written about an area of history, math, science, music, or art that has sparked your child's interest. Some of the books will be above your child's reading level, but can make wonderful books to read aloud.
3. **"Dessert Books"** are often contemporary books that children enjoy reading and can be generally read without much effort or assistance. These books typically lack challenging vocabulary and often use relatively simple grammatical writing structures. They are called "dessert books" because they are a

small treat with minimal nourishment. They may be perceived as fun to read, but do little to develop our children's growing minds. It is easy for children to select summer reading from this category to the exclusion of the first two categories.

Annotation Guide – How & Why to Annotate a Text

Annotating a literary text (or any text) is a valuable skill for students to learn. Annotating can be defined as the process of taking notes directly on the literary text that you are reading (if the book is your own) or using other strategies to annotate such as using stick notes, note cards, or making notes on a separate notebook. This is a skill that we would like you to continue to practice as you read your required novel this summer.

Why Annotating Is Useful

Taking notes inside a text while reading, when the text is your own (or using stick notes/note cards/notebook) is particularly useful because it forces your brain to interact with the text while reading. Annotating a text provides you with the opportunity to become cognitive of your brain's work because you are writing down thoughts as they occur to you. Also, it allows you to keep track of significant plot events, characters, conflicts, literary techniques, and themes so that you can return to them more easily at a later time. In fact, studies show that after a six-week time lapse, students with an annotated text can recall all of the key information in that text after a 15- to 30-minute review session. Finally, as the old adage goes, writing it down is learning it twice. The physical act of transcribing your thoughts while reading cements the information into your memory; once this is done, you can access it later.

Before You Begin

Using your own text: If you are using your own text, you may decide to annotate directly on the text. Alternatively, you can also use stick-notes, note-cards, or a notebook as mentioned earlier.

Using the school or library text: If you are using a text that is not yours, you need to be careful not to take notes directly in the text. Annotating on stick-notes and note-cards accomplishes the same goal. You may also decide to use a notebook with plenty of room for writing down your thoughts. Make sure to include in your notes the page number and paragraph number to help you locate the passage you were interested in at a later date.

Pencil: A pencil is better than a pen because you can make changes. As you re-read your notes, you may find a mistakes, temporary comments, or incomplete notes you want to correct or add clarity.

How to Annotate

Annotating is a skill, and like most skills, it requires practice to develop. Below is a list of suggestions on how to annotate a text. Once you get comfortable with it, you may decide to develop your own parameters for annotation. The goal here is to give you a framework to begin.

As you read the annotation suggestions below, keep in mind if you own the book or not:

1. Mark key lines: Any time you read a passage that is significant to the plot or character development, underline it and write a brief note to yourself describing the passage and/or why it is important.
2. Ask questions: If a passage or scene is confusing, or if you want to know more about what is occurring, mark the passage or scene and jot your question. Then you can bring the question to class discussion for clarification.
3. React to what you read: If something in the text strikes you, surprises you, troubles you, or even makes you laugh, mark it and write your reaction down. Often these passages are intentionally written by the author to elicit such a response.
4. Track themes: As you read, you will begin to discern the text's threads or themes. Once you notice them, you should begin to mark them every time they occur. This is especially valuable when it comes time to write an essay on the book.
5. Notes at the end of each chapter: If the book is broken up into chapters, you should take a few minutes at the end of each chapter to list the top four or five most important plot events. When you remember a key plot event, but do not remember where in the text it occurs, or when you cannot recall which event occurs before which, you have a resource for easy reference in your notes rather than having to thumb through the entire book, mining it for one specific piece of plot.

At the beginning, you may find this process a bit laborious, but with some practice, it will become second nature to you. Ultimately, if you stick with it and concentrate on being an active note-taker while reading, you will find that you comprehend texts more fully and are better prepared to discuss and write about what you have read.

Accessing Summer Books

The required summer books are available at Parnassus to be checked out over the summer. Books will be checked out on a first come, first served basis. The maximum length for the book to be checked out is two weeks. This way we can accommodate the needs of other scholars who may need to check out the books. (A couple titles are available at Hennepin County Libraries). If you would like to start your child's classical library, you can find these books at Barnes and Nobles (store and online), Amazon.com, sometimes at Half-Price Books stores, and at other online stores. Some titles are available for free at Amazon.com for the Kindle e-reader or free Kindle app.

Recommended Reading List for School of Rhetoric



Recommended Works of Fiction

Graves, <i>I, Claudius</i>	De Tocqueville, <i>Democracy in America</i>
Eliot, <i>The Cocktail Party</i>	Milton, <i>Paradise Lost</i>
<i>Song of Roland</i> (Dorothy Sayers ed.)	Wordsworth, <i>The Prelude</i> , Book IX, X, IX (on France)
Marlowe, <i>Faustus</i>	Tolstoy, <i>War and Peace</i>
Eliot, <i>Murder in the Cathedral</i>	Dostoyevsky, <i>The Brothers Karamazov</i> ,
Pirandello, <i>Henry IV</i>	Hardy, <i>The Return of the Native</i>
Brecht, <i>Galileo</i>	Conrad, <i>Heart of Darkness</i>
Reade, <i>The Cloister and the Hearth</i>	Dickens, <i>Oliver Twist</i>
Janet Lewis, <i>The Wife of Martin Guerre</i>	Tuchman, <i>The Proud Tower</i>
Spenser, <i>Faerie Queene</i>	Trotsky, <i>The Russian Revolution</i>
Jane Austin – <i>Pride and Prejudice</i>	Yeats, Selected Poems
James Fennimore Cooper – <i>The Last of the Mohicans</i>	Joyce, <i>Portrait of the Artist as a Young Man</i>
Nathaniel Hawthorne – <i>The House of the Seven Gables</i>	<i>The Scottish Chiefs</i>
Ben Franklin - <i>Autobiography of Ben Franklin</i>	Shakespeare (All), <i>A Midsummer Night's Dream</i>



Recommended Biographies & Nonfiction

Aldis, Dorothy: <i>Nothing is Impossible</i>	Patterson, Lillie: <i>Frederick Douglas: Freedom Fighter</i>
Collins, David R: <i>Charles Lindbergh: Hero Pilot</i>	Stonaker, Frances Benson: <i>Famous Mathematicians</i>
Daugherty, James: <i>Daniel Boone</i>	Syme, Ronald: <i>Cartier: Finder of the St. Lawrence</i>
Foster, Genevieve: <i>Theodore Roosevelt: An initial Biography</i>	<i>Columbus, Finder of the New World</i>
Franklin, Benjamin: <i>The Whistle</i>	<i>Magellan: First Around the World</i>
Goodsell, Jane: <i>The Mayo Brothers</i>	Tobias, Tobi: <i>Maria Tallchief</i>
Graff. Stewart and Polly Anne: <i>Helen Keller</i>	Wilder, Laura Ingalls: <i>On the Way Home</i>
Holt, Rackham: <i>George Washington Carver: An American Biography</i>	<i>West from Home</i>
Hunter, Edith Fisher: <i>Child of the Silent Night</i>	
Johnston, Johanna: <i>Harriet and the Runaway Book</i>	
Judson, Clara Ingram: <i>Soldier Doctor</i>	
Krensky, Stephen: <i>Conqueror and Hero: The Search for Alexander</i>	
Kurelek, William: <i>A Prairie Boy's Winter, A Prairie Boy's Summer</i>	
Lasker, David: <i>The Boy Who Loved Music</i>	
McNeer, May and Lynd Ward: <i>John Wesley</i>	
Neimark, Anne E.: <i>Touch of Light: The Story of Louis Braille</i>	

Resources for Spanish & Latin Practice

Ideas for Summer Spanish Practice and Exposure

It is a good idea to find opportunities for your children to use and be exposed to Spanish, so they will retain more over the summer months. It is important with language acquisition to give them as much consistent or periodic exposure and practice as possible. The more you are able to do this, the bigger the strides they will make with the language! Here are some ideas:

1. Check out storybooks, CDs, or DVDs in Spanish from one of the local libraries for Spanish listening practice.
2. Practice Spanish vocabulary periodically with your child in an interesting way using the Spanish vocab lists from the school year. For example you can make up a suitcase of clothing, or a box of plastic foods that you can have them identify in Spanish, or pictorial flashcards. Turn it into any kind of a game that comes to mind. Practice the verb tense endings in this to continue practice and memorization.
3. Have your children practice Spanish on online Spanish sites or Spanish touch device programs. There are many sites available for different age and proficiency levels some are free and some charge a fee. You can do a web search for information about the most popular to see what fits your needs.
4. Check out the multitude of educational and entertaining Spanish links at www.uni.edu/becker/Spanish3.html
5. Listen to some of the Hispanic musicians whose CDs are available with Spanish lyrics. José – Luis Orozco is an example of a recording artist of children’s music with bilingual lyrics who has his own recording label.
6. If you are planning a summer vacation for your family, consider doing so with Spanish practice in mind. The best way to practice Spanish, of course, is to travel with your children to a Spanish speaking country or an area of the U.S. where Spanish is spoken, so they can be surrounded by the language and culture - the less touristy the area the better for a more authentic experience.
7. Enroll your son or daughter in one of the Concordia Language Villages Youth Day Camps around the Twin Cities area. Check out their website for particulars. They also offer week or two week camp programs in the Bemidji area.

Useful Links:

<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.quia.com/shared/spanish/>
<http://www.spaleon.com/index.php>
<http://www.wordreference.com>

Websites for Practicing Spanish:

www.studyspanish.com
www.conjuguemos.com
<http://teacher.scholastic.com/activities/adventure/index.htm>
<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.trentu.ca/academic/modernlanguages/spanish/masarriba/>
http://www.quia.com/shared/index_top50.html

Spanish Memorization Practice:

Spanish Verb Tense Endings and Their Subject Pronouns:

Returning students in the School of Rhetoric should have the present indicative tense endings and subject pronouns memorized thoroughly. Students beginning their second year of study should have the present indicative and preterite indicative endings memorized thoroughly. Students entering their third year of Spanish study should have all three tense endings memorized thoroughly. Summer is a great time to practice. Remember... ¡Práctica hace maestro! (Practice makes a master.)

Present Indicative Tense: I talk, I am talking, I do talk

Subject pronouns:	Subj. pronouns in Spanish:	-ar verb endings	-er verb endings	-ir verb endings
1. I	Yo	(habl)-o	(com)-o	(viv)-o
2. You (fam. sg.)	Tú	-as	-es	-es
3. He, She, You (form. sg.)	El, Ella, Usted	-a	-e	-e
1. We	Nosotros/as	-amos	-emos	-imos
2. You (fam. pl.)	Vosotros/as	-áis	-éis	-ís
3. They(m), they(f) You (form. pl.)	Ellos, Ellas, Ustedes	-an	-en	-en

Preterite Indicative Tense: I talked, I did talk

Subject pronouns:	Subj. pronouns in Spanish:	-ar verb endings	-er /-ir verb endings
1. I	Yo	(habl)-é	(com)-í
2. You (fam. sg.)	Tú	-aste	-iste
3. He, She, You (form. sg.)	El, Ella, Usted	-ó	-ió
1. We	Nosotros/as	-amos	-imos
2. You (fam. pl.)	Vosotros/as	-asteis	-isteis
3. They(m), they(f) You (form. pl.)	Ellos, Ellas, Ustedes	-aron	-ieron

Imperfect Indicative Tense: I was talking, I used to talk

Subject pronouns:	Subj. pronouns in Spanish:	-ar verb endings	-er /-ir verb endings
1. I	Yo	(habl)-aba	(com)-ía
2. You (fam. sg.)	Tú	-abas	-ías
3. He, She, You (form. sg.)	El, Ella, Usted	-aba	-ía
1. We	Nosotros/as	-ábamos	-íamos
2. You (fam. pl.)	Vosotros/as	-abais	-íais
3. They(m), they(f) You (form. pl.)	Ellos, Ellas, Ustedes	-aban	-ían

Latin & Greek Review & Practice:

Beginning Latin Lessons

<http://www.nationalarchives.gov.uk/latin/beginners/tutorial/default.htm>

National Latin Exam Practice Site:

The National Latin Exam organization just launched a Latin Practice site with different levels (Intro, Latin I, Latin II, etc.) with translation practices. The site can be accessed at:

<http://quiz.nle.org/>

<http://www.nle.org/pract.html>

Wheelock Latin Textbook:

Wheelock Online Exercises: <https://web.uvic.ca/hrd/latin/wheelock/>

Latin Worksheets and Games

<http://headventureland.com/>

<http://www.learninggamesforkids.com/vocabulary-games/foreign-languages/literal-latin-memory-game.html>

<http://www.quia.com/shared/latin/> (this site requires some filtering such as: activity type, topic to study, textbook used - it has our Grammar as well as our Logic and Rhetoric textbooks)

Greek Practice

<http://atticgreek.org/>

<http://ucbclassics.dreamhosters.com/ancgreek/>

<http://web.uvic.ca/hrd/greek/vocab/>

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PARNASSUS



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Summer Reading Contest – School of Rhetoric

Reading Requirements to qualify for the special celebration:

1R – 4R: 20 books of at least 350 pages (ex. *The Picture of Dorian Gray*)

After your child has completed his or her books and recorded them in the Reading Log below:

1. Parents/legal guardians must submit an entry online on the Parnassus' website on the Parents page
2. Online submission of entries must be completed **by August 23rd by 5pm.**
3. **Only students with an online entry electronically signed by the parent/guardian and who bring**

back the completed/signed Reading Log will qualify

4. The completed and signed Reading Log must be turned in to your homeroom teacher by **August 23rd**

Student Name:		Grade Level:	
	Book Title	Author	Total Pages
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

TOTAL NUMBER OF BOOKS READ:

TOTAL NUMBER OF PAGES READ:

Student Signature: _____

Parent Signature: _____