



**AVOYELLES**  
— Parish Schools —

**ENGLISH 1**  
**&**  
**ENGLISH 2**  
**SUMMER READING**  
**2024**



# Avoyelles Parish Schools

221 Tunica Drive West  
Marksville, Louisiana 71351

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Assistant Superintendent

Dear Ninth and Tenth Grade Students and Parents,

We aim to ignite a love of reading in all of our children in Avoyelles Parish. This summer we are sending free books home with your child to continue to grow our readers. Just reading 20 minutes a day will grow their vocabulary by 1.8 million words a year. The reading gift your child received today contains some of the books listed below. It contains some family activities that we hope you will dive into with your child. Use the activities in the journal to connect with what you are reading and engage in conversations with others. Invite your family and friends to read with you and talk about the topics in the books. **Your child is required to choose ONE book and return pg. 13 Word Workout and four additional activities from the reading journal upon arrival at school next year to be graded.**

Ninth and Tenth Grade Summer Reading List
Lord of the Fly Fest by Goldy Moldavsky
Game Over by M. C. Ross
White Smoke by Tiffany D. Jackson
The Library of Broken Worlds by Alaya Dawn Johnson
The Honeys by Ryan La Sala

Note: Some packets may have other Scholastic Books not on the list. They are still approved and can be used.

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



Have a great summer!

## **DEAR STUDENT,**

Good news! Your school has partnered with Scholastic to give you a great set of books to read over the summer. These books are a gift for you to enjoy, share with others, and keep. Inside this packet, you will find:

- ▶ Interesting and fun books
- ▶ Activity Sheets that go with each book
- ▶ A Summer Reading Journal

The goal of My Books Summer is for you, your family, and your friends to engage with books in a way that is fun and interactive. Reading can be so much more than the words on a page when you use the text as a springboard for conversations and ideas.

As you read, take a look at the Activity Sheet that goes with the book. Complete the different sections in any order and at any pace that is comfortable for you. Ask your family to read the Activity Sheets with you, and see whether you can turn a single book into an experience for you and your family.

The Summer Reading Journal is another way for you to get the most out of what you are reading. The journal can be used with any book in this packet or any book in general. Enjoy your summer, and happy reading!

## **DEAR FAMILY,**

Even though your child is now an independent reader, there are still many ways to enjoy literature together. Sometimes you may read a book together; other times, your child may read independently. You might simply scan the title and read the information on the back cover. Whether you read alongside your child or have conversations with him or her about the book, partnering together can make reading more fun and meaningful.

Use the Activity Sheets provided in the My Books Summer packet as a way to talk with your child about what they are reading. Share any connections that you may have to the stories, and ask your child questions about the books. Use the conversations that stem from these books as a window into your child's world. Enjoy the experience of connecting with your child in a way that promotes learning, conversation, and family engagement.

**HAPPY READING!**

## ***Lord of the Fly Fest***

by Goldy Moldavsky

### **Before Reading**

Have you ever listened to a true-crime podcast? If so, do you think they are exciting and fun? Dark and exploitative? Both? Explain your answer. If you haven't listened to one, this book might make you want to!

### **While Reading**

As you read, pause and write or think about the following questions:

- After Chapters 1–9: Where's Rafi, and why? What's the problem? What do Rafi, River, and Jack find? How did Rafi fall prey to Fly Fest's social media accounts? What does her ticket buy her, and what *doesn't* it buy her? Why does she need everyone to stay on the island?
- After Chapters 10–18: How does Rafi manipulate the influencers? Why do the influencers refer to her as one of the "uglies or poors"? How does Peggy gain power? Once they get online, why don't the influencers call for help? How does Jack gain power over the influencers? Why does Peggy refuse to give Rafi the internet?
- After Chapters 19–27: What does Rafi decide about River's "easygoing, sunny" disposition? What does River confess about Tracy? Why does Jack think being beautiful is important? What does Rafi do—and not do—when she finally gets online?
- After Chapters 28–36: What happens when Rafi posts her podcast? Why does she finally agree to a makeover? Why does Rafi say no when River says she can interview him?

### **After Reading**

How does the author use the pinkeye epidemic as a metaphor? What point is she making about power?

#### **Literacy Tip**

*Lord of the Fly Fest* is a satirical reimagining of the classic novel *Lord of the Flies*, set in the present day. The author uses the novel as a jumping-off point, exploring its themes through a contemporary lens focused on influencers, social media, podcasting, and a spectacularly failed music festival.

## ***Lord of the Fly Fest***

by Goldy Moldavsky

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### **Write It**

"At the core, River was just like everybody else. He was selling a story, desperately hoping you looked anywhere but at the real him." (pp. 176–177)

Write a personal response to the quote above by answering the following questions: What story do you sell about yourself, and why? Who buys it? Who doesn't? How do you feel about the people who don't buy it? How is this story different from the real you?

## Game Over

by M. C. Ross

### Before Reading

Read the text on the front and back covers of the book. How does the image on the cover support the information in the text? What do you notice about the details of the image?

### While Reading

As you read, pause and think or write about these questions:

- After Tutorial–Level 7: What is HIVE, and how does it affect people? What was the first big Update? What is one hour in HIVE equivalent to?
- What’s strange about what happened to Kara’s mom? On the day of the big Update, how does Kara know something is wrong?
- After Levels 8–14: What does Kara learn about Jason? Why does Jason need Kara? What does Jason believe about HIVE, and why?
- What do NPCs have to do with Jason’s theory? What do Jason and Kara learn from Eric Alanick’s speech? How and why are people transforming in HIVE?
- After Levels 15–21: What does Jason realize about “Terms and Conditions”? Why does Jason think Eric Alanick is being held hostage?
- What is important about the HIVE Simulator? How does Gus propose they find the bugs, and why?
- After Levels 22–29: What does “Save the head of the HIVE” mean? Why does Aaron sacrifice himself? Who has been leaving the messages in HIVE? What is Eric Alanick’s master plan?

### After Reading

Why do you think it’s difficult for Kara to admit that she doesn’t like HIVE? What leads her to finally admit it? What are her reasons for not liking it?

#### Literacy Tip

Many of the games in the book have names that are funny twists on real games, such as *Brawl of Duty* (instead of *Call of Duty*) and *Dance Pants Evolution* (instead of *Dance Dance Revolution*).

## ***Game Over***

by M. C. Ross

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### **Write It**

Summarize Kara's plan for stopping Eric Alanick. What makes the plan elegant and meaningful? How does Kara make a statement about equality while also disrupting Eric's plan for world domination?

## **White Smoke**

by Tiffany D. Jackson

### **Before Reading**

How can horror stories be more than just scary? In what ways can horror be used to explore a theme or make a statement?

### **While Reading**

As you read, pause and think or write about these questions:

- After the Preface–Chapter 5: What is established in the preface? What is the first strange thing that Mari learns about the house? What does Mari feel guilty about and why? How does this affect her family? Why is Mari wary of Yusef? How is she using him?
- After Chapters 6–13: How does Piper manipulate her father at Mari's expense? What makes Mari suspicious of Mr. Sterling? How does she confront him?
- How did a bedbug infestation lead Mari to addiction? What does Mari figure out at the open house? What does Mari learn from Erika?
- After Chapters 14–20: What is Devil's Night? What does Mari uncover when researching Seth Reed? How does Mr. Sterling send Mari a warning?
- Who is Ms. Suga, according to Yusef, and how and why was her family targeted?
- After Chapters 20–26: What is Sammy and Mari's plan to prove that Piper is possessed? What does Mari discover about Ms. Suga, Jon Jon, and the basement? And about Mr. Sterling?

### **After Reading**

In literature, especially in mythology, a hero's journey is a story that follows a hero on an adventure of some kind. During the journey, the hero usually has to face and overcome many challenges. And by the end, the hero often returns home changed in some way. How is Mari's journey a hero's journey? Who is she—emotionally and mentally—at the beginning of the book? How has she changed by the end? What led to this change?

#### **Literacy Tip**

Notice how deftly, or skillfully, the author establishes background information—without spelling it out—on the very first page (p. 3), including that Mari takes meds and is moving away from a place she loves, and that Alec is Piper's father but not Mari's father.



## ***White Smoke***

by Tiffany D. Jackson

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### **Write It**

How does the author use the horror genre to explore systemic racism? What role does systemic racism play in the Sterling Foundation's plan, the Sterling Laws, and the history and "haunting" of Mari's house? How does Mari uncover—and plan to expose—all of this?

## ***The Library of Broken Worlds***

by Alaya Dawn Johnson

### **Before Reading**

What is AI (besides the abbreviation for Artificial Intelligence)? How do you feel about it? Do you use it in any form? Why or why not?

### **While Reading**

As you read, pause and think or write about these questions:

- After pages 1–106: Who is the narrator, and to whom is she speaking? What is the Library?
- How are Nadi and Freida connected? What happened with Samlin? What can Freida do in the Library? Why are Nadi and Quinn in conflict? What is Joshua fighting for? In what ways does Freida help—and hurt—Joshua?
- After pages 107–219: Why are Nergüi’s search options limited? What is *wetware*, and how is it used as a caste system?
- What is Freida struggling with, identity-wise? Why does Freida go to Huehue? What does Nadi reveal about Freida’s true purpose?
- After pages 220–334: Why didn’t Nadi tell Freida who—and what—Freida is? How does Nadi orchestrate her death for a greater purpose?
- Why does Quinn arrest Freida? What does he want from her? How does Quinn measure the value of a life?
- After pages 335–431: What is “the lonely attempt”? Why does Freida need to get to a tesseract? What does she learn about Nergüi? How does Freida get the virus?

### **After Reading**

How is this a story of access and privilege? And intolerance and oppression?

#### **Literacy Tip**

You may find this a challenging read, owing to the author’s remarkable gift for world-building—including world-specific language and logic—and the use of nonbinary pronouns *ze/zir* and *ey/eir*. If you find you’re struggling after several chapters, go back and read the first 14 pages again. They contain important information that will be easier to process once you’re familiar with the world.

## ***The Library of Broken Worlds***

by Alaya Dawn Johnson

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### **Write It**

Read and think about the two quotes below. How do the concepts of “radical truth,” “radical trust,” “radical vulnerability,” and “radical love” both help and hinder Freida on her quest? How might you define these terms for yourself? What do you think of them? Do any of them play a role in your life? If yes, which one(s) and how? If not, why not?

“Radical love is a practice, not a goal you achieve.” (p. 107)

“If it was unforgivable what they did to you, wouldn’t it still be unforgivable to do it to someone else?”  
(p. 426)

## ***The Honeys***

by Ryan La Sala

### **Before Reading**

Look closely at the cover of the book. How does the cover design use contradiction (when two or more things oppose, or are opposite from, one another) to give you a sense of foreboding, or a feeling that something bad or evil might happen? Look at the treatment of the title and tagline as well as the image.

### **While Reading**

As you read, pause and think or write about these questions:

- After Parts 1–2: What can you infer about Mars’s parents from the fact that they replace the chandelier so quickly? How do Mars’s parents feel about his fluidity?
- Why does Mom let Mars wear makeup to Caroline’s funeral? What do the Honeys do at the funeral?
- Why does Mars go to Aspen? Why does Mars struggle with Wendy’s speech at Embers? What happens during Manhunt? Why does Mars describe himself as a “beast of cunning and misdirection”?
- After Parts 3–4: What makes Mars and Wyatt’s relationship complex? How does Mars exercise power over Wendy?
- What is “performative heterosexuality”? What happens during the tile game? What does Mars realize about how the girls in Cabin H behave? What happens to Mars’s memories of Sierra?
- After Parts 5–6: What does Mars start researching and why?
- What do Wyatt and Mars discover about Brayden—and the Honeys? How do the Honeys use the boys as drones? How do the Honeys explain themselves?
- What is the truth about Mars’s parents and Caroline?

### **After Reading**

How does the author use sound as well as visual images to give readers clues about who—and what—the Honeys are?

#### **Literacy Tip**

To subtly let the reader know that the Honeys have access to Mars’s thoughts, the author occasionally has one of them respond as if Mars has spoken aloud when he hasn’t—as on page 217, when Mars is thinking about the Honeys’ sense of self-possession, and Bria replies.

## ***The Honeys***

by Ryan La Sala

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### **Write It**

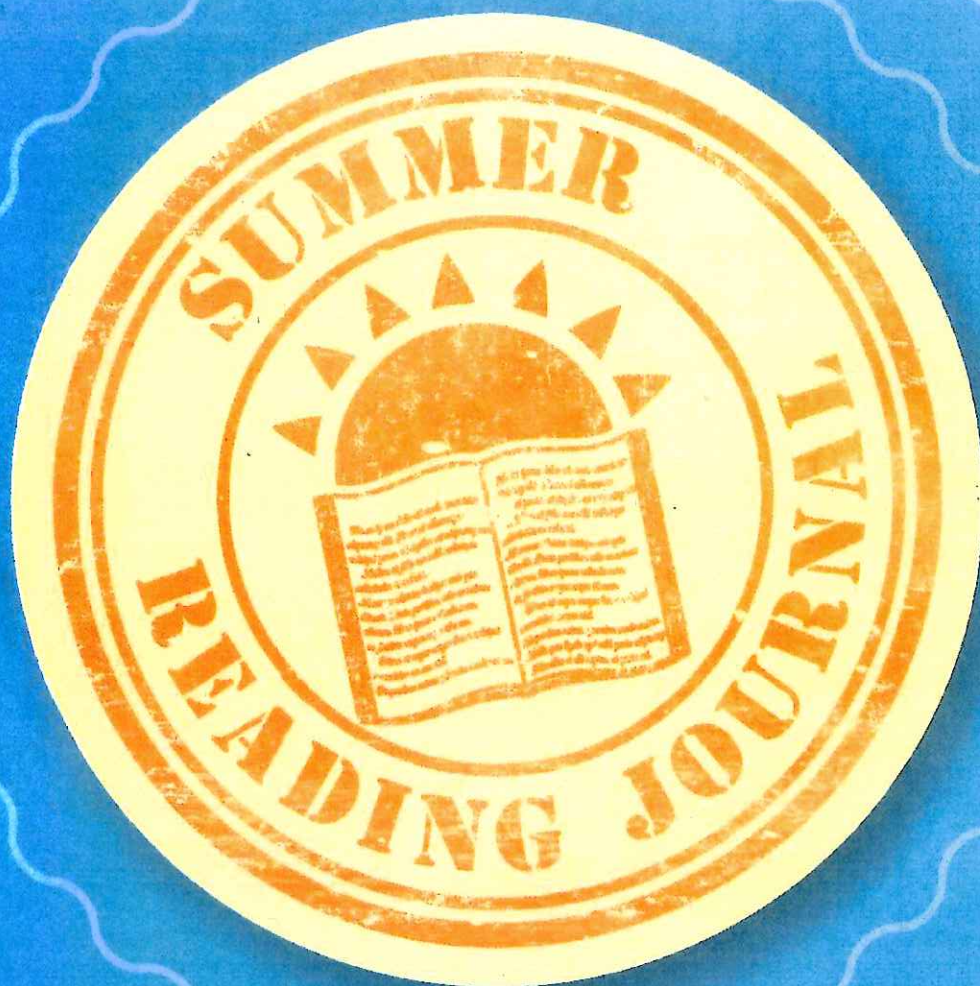
Pick the quote below that most resonates with you, or means something to you. Write a brief personal essay explaining why. How does it connect to your life or the life of someone you love? What does it help you understand about yourself or that person? What feelings does the quote raise for you? Alternatively, pick a quote and write about why you don't connect with or understand it.

"It is up to you to demand people see you as *you*, or they will almost always decide you are someone else." (pp. 33 and 34)

"Long ago I had to learn that my body isn't who I am; who I am is how I feel." (p. 59)

"People have these specific ideas of what a boy is, or a girl is, and it's so exhausting to play along. People make themselves so unhappy trying to get it right. But it's not even real. So I reject all of it. I'd rather be happy and adrift." (p. 210)

Grades  
6-12



 SCHOLASTIC

# Welcome to My BOOKS Summer

## Dear Student,

This Summer Reading Journal is intended to be used with books that you already have in your home or that you check out from your local library. Use the activities in the journal to connect with what you are reading and spark family conversations. Invite your family to read with you, and encourage them to talk about the topics in each book. Books can be amazing starting points for shared experiences of laughter, imagination, and insight! Use the following tips to enhance your reading experience.

**BEFORE READING:** It is important to think about what you are going to read before beginning. This can set the stage for a more powerful reading experience.

- **Investigate the front cover.** How does the title relate to the image on the cover? What do you think this book will be about?
- **Discuss what you know about the topic.** For nonfiction books, think about questions you hope are answered in the text.

**DURING READING:** Thinking about the subject matter and text while you are reading can lead to a deeper understanding of the book.

- **Read stories and sections of stories multiple times.** You can discover subtleties and deeper meanings in the text with each reading.
- For longer books, **pause at section or chapter breaks** to monitor your own understanding. Can you explain what has happened in the book? What do you think will happen next? Look up any words or ideas you may not know.
- Pay attention to **plot and character development** as you read. Think about how different characters change throughout the book and how events in the plot affect each character. Consider which events impact the resolution of the book.

- **Discuss the author's craft.** Did the author use a particular style to tell the story? Did the author use any literary devices that require you to think beyond the literal meaning of the text? What message is the author conveying with similes, metaphors, idioms, and irony? Think about why the author made these decisions.
- **Look beyond the text.** Look for photographs, illustrations, and images that provide deeper meaning to the story.

**AFTER READING:** The impact and experience of reading a book do not end when the last page is turned. Thinking about and discussing ideas from a book after reading add new levels of meaning and understanding.

- **Discuss personal connections.** Have you ever had an experience like the main character? Have you ever visited a place like the setting of the book? Imagine what it would be like to be a character in the story.
- **Find the common thread that ties the story together.** In fiction stories, look for a theme. What events support the theme? In nonfiction stories, look for the main idea. What evidence supports the main idea?
- **Think about how you feel about what you have read.** You may read stories about important social issues or injustices from the past. Sometimes these topics can be difficult to read or think about. It can be helpful to write down your reaction to a book after reading, or to discuss these feelings with a friend or family member.

Most importantly, make reading a thoughtful experience that extends beyond the pages of the book. Talk about what you are reading with family and friends. Think critically and creatively about what you have read, and enjoy the adventure of reading!

**Happy Reading,**  
**Your Friends at Scholastic**

Designed by Lindsey Dekker and Brian LaRossa.  
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# Ready, Set, Text

Pretend you are texting with a friend. Answer each question to tell your pal about a book you just read.

Title \_\_\_\_\_ by \_\_\_\_\_

Read any good books lately? What?

Tell me about the main character. Would I like this person?

What was the tone of the story? How did it make you feel?

Should I read this book? Why or why not?

**EXTRA!**

On a separate sheet of paper, keep the pretend conversation going. Pose more questions about the book and answer them as texts.

# Decisions, Decisions, Decisions

There are usually crucial points in life that require people—whether real or fictional—to make important decisions. Choose two people or characters from a book you read, and write about a moment of decision for each of them. Then write about the outcomes of those decisions. Include page numbers to show where in the book you found the information you cite.

Title \_\_\_\_\_ by \_\_\_\_\_

<p><b>Character 1</b></p>	<p><b>Moment of Decision</b></p> <p>Page _____</p>	<p><b>Outcome</b></p> <p>Page _____</p>
<p><b>Character 2</b></p>	<p><b>Moment of Decision</b></p> <p>Page _____</p>	<p><b>Outcome</b></p> <p>Page _____</p>



Right or wrong decision? Choose one of the decisions. On another sheet of paper, write a paragraph telling whether you think the person or character made the right or wrong choice.

## The Way I See It . . .

Who's telling the story? The point of view—the perspective from which a story is told—affects how much is revealed about the characters and events in a story. Answer the questions below to explore the point of view of a book you read.

Title \_\_\_\_\_ by \_\_\_\_\_

1. Who's telling the story? \_\_\_\_\_

\_\_\_\_\_

2. What evidence from the text can you cite that makes that clear? \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

3. Why do you think the author chose to tell the story from that viewpoint? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now write a paragraph explaining how the story would be different if it were told from another character's perspective.



# Tweet, Tweet

Time to broadcast your opinion to the world! Compose four tweets to tell about a book you read, adding a fitting hashtag for each. Challenge yourself to make the tweets super exciting. And remember, the Twitter character limit is 140 characters.

Title \_\_\_\_\_ by \_\_\_\_\_

**Describe the main character to a T:**



**Tell when and where the book is set:**



**Briefly recap the book's plot:**



**Blast a blurb that will make everyone on Earth want to read it:**



**EXTRA!**

Having fun? On a separate sheet of paper, compose more tweets about the same title.

# Incredible Quotation

Read any good biographies lately? Find two important quotations from a book you read. Then complete the chart below.

Title \_\_\_\_\_ by \_\_\_\_\_

<p><b>Quotation</b></p>          <p>Speaker _____ Page _____</p>	<p><b>This quotation made me think ...</b></p>          
<p><b>Quotation</b></p>          <p>Speaker _____ Page _____</p>	<p><b>This quotation made me think ...</b></p>          

# Find That Feeling

A book has the power to make you feel happy, sad, relieved, surprised—and every other emotion in between! Browse through a book you recently read and see if you can find an event that made you feel each emotion below. Describe the events in your own words and add page numbers for reference.

Title \_\_\_\_\_ by \_\_\_\_\_

I felt...	Event	Page(s)	Why I felt this way
happy			
sad			
relieved			
surprised			



What OTHER emotion did the book make you feel? On a separate sheet of paper, write about it.

## Switch Position

Pick an informational book you read in which the author took a stand and made his or her opinion known. First, write a paragraph in which you agree with the author. Be sure to back up your claims by citing information from the text. Then, switch your position and write a paragraph that disagrees with the author. When you're done, check the box to tell how you REALLY feel.

Title \_\_\_\_\_ by \_\_\_\_\_

Write a paragraph in which you **AGREE** with the author:

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Write a paragraph in which you **DISAGREE** with the author:

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Now tell how you REALLY feel:  I agree with the author.  I disagree.



# Read All About It!

You're an ace reporter who's just been handed a cool assignment: Retell the plot of a book in the form of a newspaper article. Be sure to stick to the facts and answer these six key questions: *Who? What? Where? When? Why? How?* When your article is complete, give it an attention-grabbing headline. Now, get writing—you're on a deadline!

Title \_\_\_\_\_ by \_\_\_\_\_

*Daily  
Edition*

# The Book Time

*All the Fiction  
That's Fit to Print*

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Write your headline here.

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On a separate sheet of paper, write an imagined "exclusive interview" with a key character from the same book.

# Guess Who's Coming to Dinner?

Imagine you could invite one of the characters in your book to dinner. Which character would you choose? Write four questions you would ask him or her.

Title \_\_\_\_\_ by \_\_\_\_\_

Character \_\_\_\_\_

Question 1: \_\_\_\_\_  
\_\_\_\_\_

Question 2: \_\_\_\_\_  
\_\_\_\_\_

Question 3: \_\_\_\_\_  
\_\_\_\_\_

Question 4: \_\_\_\_\_  
\_\_\_\_\_

In a short paragraph, explain why you chose the character you did.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXTRA!**

What food should be served at the dinner? On a separate sheet of paper, decide what your character would like to have for dinner and tell why.

# The Kind of Person Who...

How would you describe the characters in a book you read? Choose three characters and complete each of the sentences below.

Title \_\_\_\_\_ by \_\_\_\_\_

1. \_\_\_\_\_ is the kind of person who ...  
character's name

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2. \_\_\_\_\_ is the kind of person who ...  
character's name

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3. \_\_\_\_\_ is the kind of person who ...  
character's name

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**EXTRA!**

On a separate sheet of paper, write a paragraph about the kind of person who would like to read the book you read and explain why.

# Word Workout

Give your vocabulary a workout! Keep track of the BEST new words you learned from books this summer.

	Word	Definition
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



Love words? Start a word journal in which you write down all your favorites.

# My Reading Log

Time to kick back and read! Record the titles and genres of each new book you devour. Then rate it with one to five stars.

	Title of Book	Fiction or Nonfiction	How I Felt About It
1			★ ★ ★ ★ ★
2			★ ★ ★ ★ ★
3			★ ★ ★ ★ ★
4			★ ★ ★ ★ ★
5			★ ★ ★ ★ ★
6			★ ★ ★ ★ ★
7			★ ★ ★ ★ ★
8			★ ★ ★ ★ ★
9			★ ★ ★ ★ ★
10			★ ★ ★ ★ ★

Name \_\_\_\_\_

Grades 6-12

**My BOOKS**  
Summer

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