

English II Honors

The Seven Habits of Highly Effective Teens by Sean Covey
ISBN: 978-1-4767-6466-5

AND

Life of Pi by Yann Martel
ISBN-10 : 9780156027328
ISBN-13 : 978-0156027328

Students will be assessed on their reading within the first week of school. Included here to guide your reading and understanding of each novel is a *Universal Questions* list for each selection to be answered and turned in on the first day of school along with annotations.

Universal Questions to be asking yourself while you read (and help to guide your reading and understanding of the novels as you do). These should be completed and due for the first day of class:

The 7 Habits of Highly Effective Teens

- What areas in your life right now, leading up to the 2022-23 school year, do you feel that you are moving through and completing successfully?
- What areas in your life right now, leading up to the 2022-23 school year, do you feel that you are having maybe “less” success at the moment?
- What parts of *The 7 Habits of Highly Effective Teens* resonates (or “hits home” and rings true) for you as you are reading? What parts “speak” to your life right now, and why?

The Life of Pi

- In Part I of *Life of Pi*, the main character (Pi) experiments with many different religions and, ultimately, explains that he’s going to tell us a story within these pages “fantastic enough to give [us] faith in God.” What does Faith mean, personally, to you?
- What “unbelievable” or “fantastical” elements occur in Part II during his ocean voyage? (Would some of these things happen in real life, do you think?? Explain/support with details from the text.)
- What two stories does Pi tell the two Japanese Ministry of Transport Officials after his rescue? (And what are the parallels or similarities between the two?) Which one do you think is the real one –and why do you so, according to the story?

Additionally, students should select 20 significant annotations they found throughout the reading of the text (figurative language, characterization, shifts/changes in development, challenges or conflicts, setting, unfamiliar phrasing or vocabulary, questions the reader may have or be

confused about, themes or recurring messages in the text, text connections/similarities/references to other books/TV/movies/personal experiences/the world around you).

**For The 7 Habits of Highly Effective Teens, your annotations may be less “literary” and more “personal connections” or reactions. That is fine – just follow the instructions making notes, reactions, and personal connections.*

For additional **annotation help**, you may use the following resource links:

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/index.html

<https://learningcenter.unc.edu/tips-and-tools/taking-notes-while-reading/>

<https://learningcenter.unc.edu/tips-and-tools/annotating-texts/>

You will download and use the chart included as your template. Each of the 20 entries must include:

- 1) the page number and example referenced
- 2) a description of your annotation (question on the text, example of symbolism, a connection to another story/movie/example in history), etc.
- 3) your personal notes, analysis, or reflection on this annotation example (i.e., “I don’t understand why Ron is being mean to her here – I thought he liked Hermione?”; or, “This is the third time the color red is being mentioned in this chapter – I think it means something... Danger? Warning?”). This may be turned in in chart form.

All assignments will be due upon the first day of school, and may be submitted either electronically or “hard-copy”/printed. Reading Assessment/Test will take place within the first week of school.

August 1st and later transfer students will be allowed an extension for summer reading work, which must be made up on or before Friday, Sept 23rd (and discussed, determined, and scheduled with your teacher).