Norup International School 2024 Summer Reading 📚

<u>Assignment:</u> 6th - 8th grade Norup students are required to read at least <u>TWO</u> novels over the summer and fill out the <u>Norup Summer Reading 2024</u> <u>GoogleForm</u> for each book. We expect you will read many more!

Summer Reading Tips 🌞

Create a to-be-read list. Browse resources online (<u>What should I read next?</u> is a great resource!), and/or head to a local bookstore or library to find books that interest you. Finally, tackle that really challenging book, the series that you've been wanting to read, or any 'just-right' books that interest you! Use our curriculum's '<u>Courses of Study</u>' document, and/or ask friends/teachers!

Y Set a goal. How many books will you read over the summer?

Track the books you read. Make your own reading log, use a calendar, make a <u>digital</u> <u>bookshelf</u>, or create a <u>Goodreads account</u> (with parent permission)!

Visit places where books are present. Go to the library and our local bookstores and browse! Sign up for your public library's reading challenge or make it a routine every week to go and get new books. Go with friends or family to make it more fun!

(...) Make it social. Make reading a social aspect of your summer: create a book club with a friend(s)/family where you can discuss books, swap books, choose new reads, etc. and have fun!

We audio books. Borrow audiobooks from our local libraries. Relax and listen. Create, tinker, color, or go for a walk and listen! With all of the research correlating audiobooks with further reading success¹, this is a winning situation.

Create a routine. Make reading a natural part of the day. Create ownership over the habit. We encourage our students to read first thing in the morning before they get up or as the last thing they do before falling asleep. Whatever the routine may be, find a cozy place and read.

¹ Wolfson, Gene. "Using Audiobooks to Meet the Needs of Adolescent Readers." American Secondary Education, vol. 36, no. 2, 2008, pp. 105–114. JSTOR, www.jstor.org/stable/41406113.