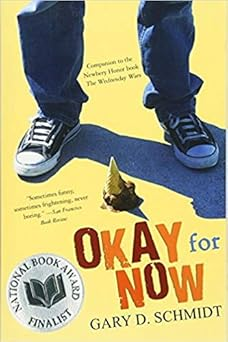
CCS Summer Reading 2025

English 1

**Required Reading: *Okay for*** ***Now* by Gary D. Schmidt**

**ISBN: 0544022807** **Used books are fine.**

**Students need a physical copy of the book for annotating AND to bring to class the first two weeks of school to use in class discussions and activities.**



**About Summer Reading**

Students entering 9th grade are required to read a book chosen by the CCS English Department. This book will serve as part of the curriculum for the beginning of the school year. After reading the book, students must prepare the assignment described below and submit the assignment no later than the third day of school. This assignment will count as the very first **quiz** grade in English class, and **if it is not presented in class by the third day of school, it will be graded as a zero.** **No late assignments will be accepted**. ***There will be a test over the book during the first week of school.***

9th grade students will submit a typed document to Google Classroom using this log-in information.  **Be sure you join the correct class (English 1 or English 1 Honors). If you are not sure, please contact the counselor, Mrs. Cindy Balsam (**[**cindy.balsam@communitychristianschool.net**](mailto:cindy.balsam@communitychristianschool.net)**) to find out which class you are in before you submit the assignment.**

Go to Google Classroom and choose “join a class.”Use the codes below to enroll in the correct class. If you need assistance joining, please watch this instructional video: <https://www.youtube.com/watch?v=NqF-DZ0jIkE>

**Google Classroom Code for English 1: uibcvxkx**

**Google Classroom Code for HONORS English 1: 76hzy3pm**

**—---------------------------------------------------------------------------------------------------------------**

**Assignment Instructions: Read the entire summer reading assignment document. Complete each step of the assignment.**

**STEP ONE:  
Purchase** y**our own copy of *Okay for Now* by Gary D. Schmidt (ISBN: 0544022807). Read the book and annotate.** Students should make personal annotations throughout the text. Yes, that means you should WRITE IN YOUR BOOK. **I want to see your annotations during the first week of school.**These annotations should include:

-Reactions and personal insights (what surprised you, made you laugh or made you mad, made you think, etc.)

-Analysis of themes, motifs, and symbolism (note repeated patterns, references, etc.)

Character development observations (make notes about how Santiago changes)

-Questions that arise as you read (write questions in the margins, things to ask in class or look up on your own)

-Significant passages and quotations (if a certain passage or quote “speaks” to you, highlight/underline it and in the margin tell why this grabbed your attention)

**STEP TWO:** Answer each of the following questions. Make sure you **include a chapter heading,** **type the question** and **thorough answers to *all parts* of each question.** **\*Reminder: must be typed.**

# Chapter One: The Arctic Tern

1.Why does the Swieteck family have to move to Marysville, New York?

2.What piece of baseball memorabilia does Doug’s brother take from him and trade for a pack of cigarettes?

3.What piece of baseball memorabilia does Holling give to Doug before Doug moves to Marysville?

4.What does Doug see in the library that captures his interest and imagination? 5.Who is Lil?

What does her father do for a living?

# Chapter Two: The Red-Throated Diver

1.Who is Mrs. Merriam? Who is Mr. Powell?

2.What artist is responsible for the drawings in the large book of birds?

3.Who is Mrs. Windemere? What question does Lil keep asking her dad about Mrs. Windemere on the Saturday of Doug’s first delivery day?

4.Describe Mrs. Windemere’s property. What does Mrs. Windemere do for a living? How does Mrs. Windemere personify Creativity?

5.What does Mr. Powell leave for Doug on top of the case in the library?

6.What gift from her mother does Lil deliver to The Dump? What does Doug’s jerk brother do to the gift?

7.What vision does Doug imagine that he describes as “almost like seeing a ghost”?

# Chapter Three: The Large-Billed Puffin

1.What is the “school theme for the year” for Washington Irving Junior High School?

2.What is a “ditto”? (You’ll probably have to look this up.) 3.What is strange about Principal Peattie’s speech patterns?

4.Of what crime is the jerk brother suspected?

5.How does this situation with the jerk brother affect Doug’s relationships with adults in town?

6.According to Mr. Ferris, what is “the basic principle of physical science,” and how does it apply to Doug’s situation?

7.What are “the most important parts” of the letter from Vietnam that Lucas had a friend write for him?

# Chapter Four: The Black-Backed Gull

1.What happened to the plates of the Arctic Term, the Large-Billed Puffins, the Red-Throated Diver, and the Brown Pelican? Why?

2.What book is Doug’s English class reading? Of whom does the protagonist of the book remind Doug?

3.Which of Doug’s teachers figures out that Doug cannot read, something that “no teacher had figured out before”?

4.Under what pretense does Mrs. Cowper begin working with Doug after school, teaching him how to read?

5.What does Doug carry with him when he delivers groceries this weekend? In what way does this item influence his interactions with the adults he encounters?

6.Of what second crime is the jerk brother suspected?

7.What does the reader suspect about Lucas from comments that the jerk brother and Doug’s mother make in this chapter (and from references to “sounding like Lucas” that Doug makes earlier in the novel)?

8.What happens when Doug’s shirt gets ripped off in gym class? How does this explain Doug’s constant refusal to stay on his assigned team, the “skins”?

# Chapter Five: The Yellow Shank

1.What kind of trouble does Doug get into in the last two weeks of October? What is his punishment? How has Doug’s demeanor changed in his classes? How do his teachers react? 2.What is the one reason that Doug’s father chooses to go to the Annual Ballard Paper Mill Harvest-Time Employee Picnic?

3.How does the reality of the picnic differ from Doug’s father’s predictions?

4.What prizes are being offered to the winners of the Trivia contest? Who wins the contest, and how are the prizes distributed? Do either of the winners get any of the prizes? 5.In what way is Doug responsible for the Yellow Shank being returned to the book?

6.How does Doug’s brother demonstrate his admiration for the fact that Doug “still got guts”?

7.How does Doug’s demeanor change at school in the month of November? How does this affect his relationships with his teachers and classmates?

8.Where does Doug take Lil, and why? What happens that Doug considers to be “even better” than making a perfect ringer shot?

# Chapter Six: The Snowy Heron

1.For what is the “dark woods” a metaphor? (This means it stands as a symbol for something else or has a meaning other than the actual words.)

2.For what reason does Principal Peattie call Doug to his office? What will Doug’s punishment be?

3.What memory keeps Doug from feeling fully engaged in his life? What information is the reader initially missing about this memory?

4.What do the boys in Doug’s wrestling class do to show solidarity with him?

5.What happens to Lucas on the way from the bus stop to back to the car?

6.What does the reader eventually learn that Principal Peattie said to Doug at the end of their meeting in his office? To what does Doug compare the feeling of having been told this?

7.Who is Christopher? Why does the reader only learn this information now? (Think about what may have changed in the way that Doug views this character.)

8.What does Doug discover on the So-Called Gym Teacher’s clipboard? What does this discovery reveal about the man’s experience in Vietnam?

9.What does Doug offer to do for Coach Reed? What does Coach Reed’s acceptance of this offer indicate about the changed dynamic between the two?

# Chapter Seven: The Forked-Tailed Petrel

1.What classic novel is the basis for Mrs. Windermere’s new stage play?

2.In what class is Doug put in a group for students who have shown “excellence and promise”?

3.What does Lucas keep bringing up that eventually causes Doug to tell him to “shut up” and accuse him of “not even trying”?

4.What surprises Doug about Mr. Russell?

5.What does Mrs. Merriam have in common with the Swieteck family?

# Chapter Eight: The Brown Pelican

1. Why is Christopher again questioned by the police?
2. What bargain does Doug make with Principal Peattie?

3.What happened to Doug’s Yankee jacket?

4.How does Doug act heroically while babysitting for the Daughertys?

# Chapter Nine: The Great Esquimaux Curlew

1.What happens on the opening night of the play?

2.Who is in the audience on opening night?

Chapter Ten: The Arctic Tern

1. How does Coach Reid help Lucas?

2. Explain the context of this quote: “We were both chumps. But you know what? It’s not so bad when you are chumps together.”

3.What truth about Doug’s father is revealed?

4.What do you think will happen to Lil?

**General (answer these questions *after you have read the whole novel)****:*

1.In what year does this novel take place?

2.What major war is taking place at the time of the novel?

3.What is the protagonist’s favorite baseball team and player?

4.When the protagonist’s father’s “hands flash out,” what is really happening?

5.What do the names of the chapters represent? In what way does this mirror the content of each chapter?

6.Several characters are never given names, or their names are withheld for a large majority of the novel. Why do you think that these particular people are not named?

7.What are some examples of the narrator forcing the reader to make assumptions, rather than presenting straight-forward plot points? Why might the author have made this choice?

8.The idea that “things belong in the class to which they have been assigned” is repeated several times throughout the novel. In what contexts do you think that this is true? In what contexts is this untrue? How does Doug’s journey either prove or disprove this idea? 9.In what ways have our laws developed to help Americans with disabilities? How would Lucas’ story have been different had he lived in America now, with our current laws? Would this have changed Doug’s story, too?

**STEP THREE: Read the information about academic integrity.**

**A Note on Academic Integrity at CCS:**

**A student’s homework and in-class assignments fulfill the instructor’s intentions in a specific class:**

A. Individual assignments must be represented by individual work. There are to be no “study groups” for this type of assignment.

B. In no case is direct copying allowed.

**Plagiarism of any kind will not be tolerated and will result in a zero on the assignment. Plagiarism is defined as presenting the work or ideas of another as one’s own. This includes:**

A. Direct copying of another person’s (living or dead) work **and/or** allowing another person to copy your work

B. Using any portion of another person’s material or ideas **without proper documentation**

(i.e. internal citation/parenthetical documentation and Works Cited)

1. Paraphrasing another person’s original material **without proper documentation**
2. The use of AI (artificial intelligence) programs to create answers instead of doing the work yourself

**List of online sources that MUST NOT be used for papers in English class:**

ChatGPT (**or any other AI apps/programs**) Wikipedia.com Yahooanswers.com

Pinkmonkey.com Ehow.com Gradesaver.com Answers.com Shmoop

Sparknotes.com Cliffnotes.com Bookrags.com Spark Notes

***\*Basically, just do your own work using your own brain.***

**STEP FOUR: Sign the acknowledgement.**

**Acknowledgment statement: Students and parents should sign this form to acknowledge completion of the summer reading assignment. Students should initial beside each item.**

**I completed the summer reading assignment as directed.**

\_\_\_\_ I purchased my own copy of the book and annotated (made notes in it) as I read.

\_\_\_\_ I read the entire book.

\_\_\_\_ I answered all the comprehension questions as directed: typed the question and answered all parts.

\_\_\_\_ I am aware that I need to bring my annotated copy of the book to class for the first two weeks of class.

\_\_\_\_ I am aware that the summer reading assignment counts as a quiz grade.

\_\_\_\_ I am aware that there will be a test over the summer reading novel during the first week of school.

\_\_\_\_ I am aware that I will need to participate in class discussions and/or group activities about the summer reading novel during the first two weeks of school.

\_\_\_\_ I have read and understand the academic integrity policy.

\_\_\_\_ I attest that the work I am turning in is my own. I adhered to the academic integrity policy.

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

Student signature Parent signature

**STEP FIVE:** Submit your completed assignment to Google classroom using the code listed on page 1 by the third day of class.