

Farmingdale Public School

June 12, 2017

Dear Families,

Our students have worked very hard and are leaving school this year as better readers, writers, mathematicians and researchers. Summer is a great time to read to your children and it is also a wonderful time for students to read for pleasure. Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. All children may fall victim to the "summer slide" if not provided with summer reading opportunities. This summer we are asking all students to select and read both fiction and nonfiction books at their current reading level. The choices are endless! We have identified a few good books at each level (attached) and we have also included resources below for additional ways to find books at your child's reading level. This year your child will also be able to choose the way he/she responds to the books he/she reads. Please see the attached list of directions and examples for jotting and writing long about books. You will also find a collection of math activities that will help you review what your student has learned this school year.

Resources:

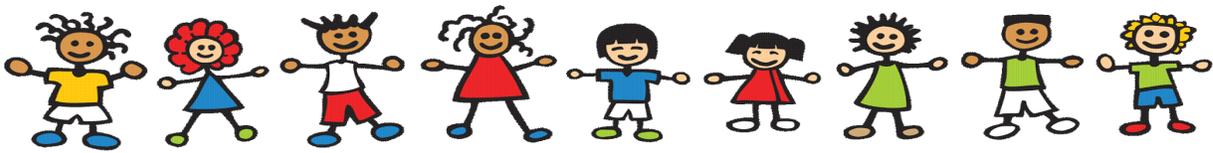
A great website to start at is www.booksource.com. If you click on the "Reading Levels" tab, you will be able to choose "Guided Reading" and then input your child's reading level indicated below. For each level you will find collections of both Fiction and Nonfiction books.

Another helpful website to check out is www.scholastic.com/bookwizard. This site can be used to find the reading level of a book you already have or to find a list of books at a certain level. When the page opens, scroll to Book Wizard and type in the title of a book. Before clicking "Search", you need to change the Reading Level System to GUIDED READING. If the title you searched is in their database, it will tell you the reading level. If the reading level of this book matches your child's reading level, you can click on "Books Alike Find Similar Books" to find a huge list of books that your child might like to read.

Zing is also a great online resource with access to tons of e-books on your child's reading level. Our class code to sign in is 8958. Check it out at <http://www.schoolwide.com/zing>. Have a happy and healthy summer! Be sure to read, read, and read some more! Not only can we prevent the summer slide, we can accelerate academic growth.

Sincerely,
Mrs. Walsh and Mrs. Swamy

My independent level for summer reading is: _____



Summer Reading Homework

Each student has selected 3 books at their reading level to read over the summer.

My independent reading level is _____.

Book 1: _____

Book 2: _____

Book 3: _____

For each book, **students should complete 4, thoughtful jots.** Students should select strategies from the reading strategy list provided to jot about while reading. These jots should be attached or written on the back of the reading log for each book.

Students must also keep a neat and accurate log of their reading for each book. Please make sure to include all information on the log form. Each book should be logged and jotted about on a separate form.

Students will turn in their completed forms, along with 3 long writes at the beginning of 4th grade.

Long Writes

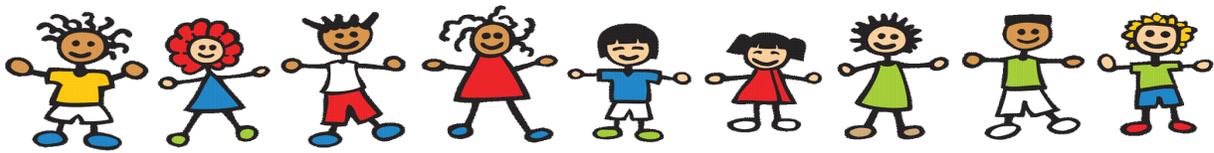
Long writes should be at least 8-10 sentences. These can be typed or handwritten.

Students should select 1 or more jot to expand on or combine to tell more about.

Long writes should include the following:

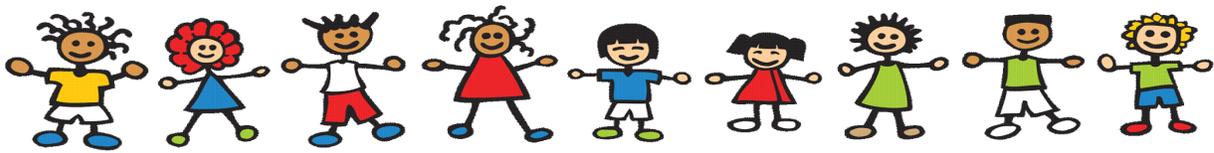
- Student thoughts about text
- Several examples from the text to support thinking
- Personal connection or what the student learns

Students need to do 1 long write for each book that they read. A sample long write is attached.



Reading Strategies Reference Sheet

Fiction Reading Strategies	Check It Off!	Nonfiction Reading Strategies	Check It Off!
Connect stories to my life (C)		Think about what you already know about the topic (AK)	
Ask questions (Q)		Use context clues to figure out unknown words (CC)	
Notice interesting parts (I)		Ask questions before, after, and during reading (Q)	
Make a movie in my mind (visualize) (V)		Notice interesting facts (I)	
Recognize the story elements. (SE) (characters, setting, plot)		Use the pictures and photographs to learn more (P)	
Infer (What I know and what the story says) (IN)		Use the headings to ask "What is this section about?" (H)	
Look at sensory details (see, taste, sound, feel, touch) (SD)		Focus on understanding bold words (BW)	
Think about characters (thoughts, actions, feelings, words) (CH)		Summarize the important parts of a section (S)	
Think about tone and mood (how the book makes you feel) (TM)		Find the main idea of a section (pop out sentence) (PO)	
Compare characters points of view (POV)		Tell the main idea and the supporting details of a section of the text (MISD)	
Think about the message and theme (big idea to learn) (T)		Compare and contrast information from two books on the same topic (CC)	
Think about what we can learn from the characters in the book and how they react to conflict and different situations (L)		Categorize and sort information on a topic (For example: ideas related to an animal's behavior) (CS)	
Compare and contrast characters and themes from different books (CC)		Research more about an idea I found interesting in a nonfiction book (RM)	



Student Name

Date

Ramona Quimby, Age 8

Beverly Cleary

I think the theme of the book Ramona Quimby, Age 8 is that people can overcome obstacles when they get help from their families. In the book, Ramona is facing many obstacles. She really wants to fit-in with her classmates and be liked by her teacher. But unfortunately many things go wrong. She tries to crack an egg on her head and makes a huge mess. She also throws up all over her classroom. Her shoes are squeaky in the classroom and a boy in her class named Danny steals her eraser and picks on her. At one point, she hears her teacher call her a nuisance and that really upsets her. Ramona always seems to feel better when she spends time with her Mom or Dad. Other characters face obstacles too. Ramona's sister Beezus wants to fit in with her friends and whines and complains when her mother won't let her attend a sleepover at another girl's house. After having to stay home, the family ends up having fun together and Beezus realizes she really doesn't like sleepovers very much in the first place. Ramona's parents face their own problems. They have to work hard but they never seem to have enough money. The car's transmission breaks and they always seem to have serious conversations. But in the end, the family always ends up talking things out and enjoying spending time together. I learned from Ramona and her family that even when times are tough, I can make it through if I lean on my family and get advice from them. I know I feel better if I am having a bad day and I get to go home and spend time with my loved ones.