

Farmingdale Public School

To the Families of incoming 6th, 7th, and 8th graders,

Our students have worked very hard and are leaving school this year as better readers, writers, 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. For this summer's reading assignments we have asked students to choose **2** books to read from our classroom libraries.

Assignment:

We have assigned 16 appropriate reading entries (8 from each book). Our students are very familiar with our expectations of reading response entries. We have attached Reading Response Choices that students can choose from to create their entries. Also attached is the rubric by which they will be scored. Students must choose a variety of responses from the 20 choices given.

Entries can be:

- In a reading composition notebook
- Typed up and stapled together
- Neatly hand-written and placed in a binder
- Be creative!

Book Talk

In September students will be asked to complete a book talk about one of the books they have read. A book talk is a short spoken presentation that offers the audience enough information to make them want to read a book. We have attached "How to Rock a Book Talk." In addition, we have modeled book talks.

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.

Educationally yours,

Virginia Renehan
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Michelle Prochnow

Feel free to contact us if you have any questions.

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Reading Response Choices

1. *Did reading this book make you look at anything in a new way? What was it? Explain using specific quotes or examples from the text.*
2. *Which characters change the most in the book? Give specific examples of how they change and what causes them to change.*
3. *Where in the book did the author describe something really well? What did you specifically like about the description? Use a quote or an example.*
4. *What feelings and thoughts did you experience as you read this book? Explain and cite (quote) what caused your feelings or thoughts?*
5. *Whose point of view does the author tell the story through? Give examples from the text that show your reader the point of view and what you thought about it.*
6. *How is this book like another book you have read? Compare it to another book using examples from both books.*
7. *How is this book different from other books you have read? Compare it to another book that was different by using examples from the text.*
8. *What was the problem in the story and how was it resolved. Explain using details from the text.*
9. *Does this setting remind you of a place you know? How are the two places alike? How are they different? Use specific examples of each.*
10. *Give an example of how this book made you look up some additional information to deepen your understanding of the story. (A time you looked up a word you didn't know or an event or time period mentioned in the book).*
11. *What connections did this book allow you to make with a movie or television show you have seen? Explain in detail.*
12. *Describe a place where the text took an unexpected turn or took you by surprise. Be specific.*

13. *What would you describe as the theme of this book? Give specific examples from the text that caused you to arrive at this theme or big idea.*
14. *Describe an example in the text that caused you to make a connection to your own life or experience. Add specific details of both.*
15. *Describe an example in the text that caused you to make a connection between the book and something that is going on in the world now.*
16. *If you are wondering why something happened in the text, what specifically made your wonder? What do you think could possibly happen?*
17. *Explain why you think a character acted a particular way. Give reasons why you think he or she did.*
18. *What is the mood of the story? What feeling does the story produce in you as you read it? Give examples from the text.*
19. *What would a character in your book have in his or her backpack? Give specific reasons and examples as to why they would carry these items.*
20. *You have twenty dollars to buy a present for a character in your book. What will you buy and why did you choose it? Give examples from the text.*

How to set up your Reading Entries

Date:

Title of Book:

Pages Read:

Times Read:

Entry 1:

Reading Response Choice

Answer the question in complete sentences in a well-thought out paragraph. Restate the reading response choice. Make sure to include text evidence and support from the book.

Reading Entry Example

6/10/16

Title of Book: Tuck Everlasting by Natalie Babbitt

Pages Read: 56-76

Times Read: 7:15pm- 7:45pm

Entry 1:

The feeling that I experienced as I read this section of the book was nervousness. I was nervous for Winnie because the Tucks took her, and she is in a strange home. The Tucks' home was not like her "touch me not" cottage. The home was very messy. I'm sure Winnie never had breakfast for dinner either. She is probably very confused. I wonder how long Winnie will be with the Tucks. After dinner, Tuck takes Winnie out to the pond. He says, "Life, Moving, growing, changing, never the same two minutes together." I believe he is comparing life to water. He is trying to make Winnie realize that she should not want to be like them and stay young forever. I also feel he is trying to show her why it is important for her to keep their secret.

Reading Entry Template

Date:

Title of Book:

Pages Read:

Times Read:

Entry :

Reading Response Notebook Rubric Student

Date _____

5 (Advanced)	4 (Proficient)	3 (Basic)	1-2 (Below Basic)
<p>Quality Entries show evidence of reflection about what you're reading. Specific examples and quotations are used. You always attempt deeper thinking and make connections in your writing.</p> <p>Practice There is always evidence of applying what you learn in mini lessons.</p>	<p>Quality Entries include some reflection about what you're reading. A specific example or quotation is used. You usually attempt deeper thinking and make connections in your writing.</p> <p>Practice There is often evidence of applying what you learn in mini lessons.</p>	<p>Quality Entries do not show reflection about what you're reading. Specific examples and quotations are not used. Sometimes you attempt deeper thinking and/or connections in your writing.</p> <p>Practice There is some evidence of applying what you learn in mini lessons.</p>	<p>Quality Your journal has more summaries, drawings, or blank pages than reflective writing. Entries are confused. They do not make sense to the reader.</p> <p>Practice There is partial or no evidence of applying what you learn in mini lessons.</p>
<p>Responsibility You always write in your journal when assigned. Your entries always meet, or exceeding your commitment of time spent reading.</p> <p>Neatness Entries are always labeled with book title, author, date, page #s and time read. Your journal looks like you truly treasure reading, thinking, and writing.</p> <p>Spelling, Punctuation, and Word Choice You reread your journal with an editor's eye -- paying attention to errors, marking revisions when necessary. Someone else can easily read your entries.</p>	<p>Responsibility You usually write in your journal when assigned. Your entries usually reflect your commitment of time spent reading.</p> <p>Neatness Entries are usually labeled with book title, author, date, page #s and time read. Your entries are usually neat, clean, and well-cared for.</p> <p>Spelling, Punctuation, & Word Choice You usually reread your journal with an editor's eye (paying attention to errors, marking revisions when necessary). Someone else can usually read your entries.</p>	<p>Responsibility You sometimes write in your journal when assigned. Your entries sometimes reflect your commitment of time spent reading.</p> <p>Neatness Some entries are labeled with book title, author, date, page #s and times read. Some of your entries are neat, clean, and well-cared for.</p> <p>Spelling, Punctuation, and Word Choice Sometimes you reread your journal with an editor's eye. It's often difficult for someone else to read your entries.</p>	<p>Responsibility You seldom write in your journal when assigned. Your seldom reflect your commitment of time spent reading.</p> <p>Neatness Entries are seldom labeled with book title, author, date, page #s and times read. Journal looks as though you do not treasure writing.</p> <p>Spelling, Punctuation, and Word Choice You do not reread your journal with an editor's eye. It's very difficult for someone else to read your entries.</p>

How to Rock a Book Talk

The No-Pain Way to Give a Presentation

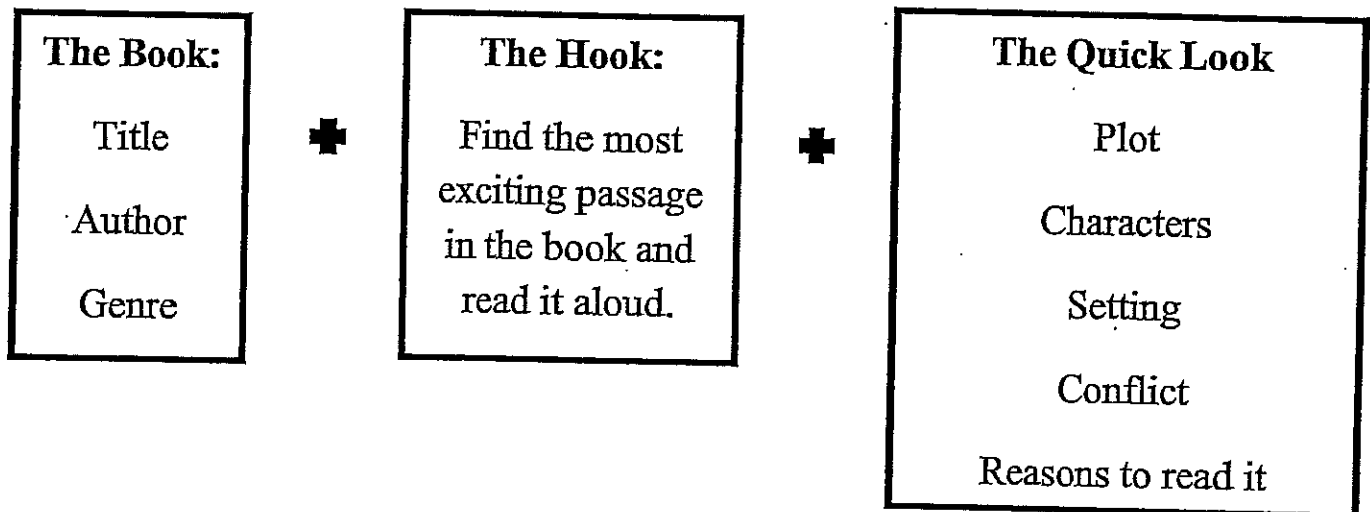
Do:

Choose a worthy book.
Intrigue your listeners.
Read a passage aloud.
Draw attention to the best parts.
Show the book.

Don't:

Spoil the ending.
Book talk a book that you didn't like.
Book talk a book you haven't read.
Summarize the entire plot.
Talk too much...leave them curious!

The Formula



Tips for Great Presentations:

Be calm. Try to speak in a natural and friendly voice.

Be honest. Book talks are about sharing great books. Tell your audience what you liked best about your book! And don't share one you didn't like or haven't read.

Be resourceful. Ask your teachers, parents, or librarian to help with ideas.

Be prepared. Practice your presentation! You can make notes to help you remember what you want to say.

Book Talk Assignment

Your Book Talk assignment involves delivering a 3-5 minute book talk to the class about the novel you have read for independent reading. The object of a book talk is to convince the listener to read the book you are recommending. This book talk is essentially a persuasive speech to convince the listener that they should read a specific book. A book talk is very similar to a trailer for a film, which shows you just enough information to convince you that you should watch the movie

Your presentation may include a **visual aid**, such as a drawing, collage, map, original book cover, etc to present to the audience. You may use notes to make your presentation, but you may not read your entire presentation.

Part 1

Introduction: Find an interesting, exciting, or mysterious quote to start off your presentation. This quote will get the reader's attention. Don't just pick any old quote... choose carefully and deliberately to try to capture the attention of the audience. Also explain why you chose the quote.. Clearly introduce your book by giving the name and author of the book.

Middle: The middle of the presentation will cover the setting, characters, and plot of the book. Tell a little where the book is set, what kind of action or conflict is involved in the book, and what it is about in general. Do not just list the characters and the setting.

Resolution: Convince the reader that you loved this book and that this is the book they want to read next.

Rubric for Book Talk

Criteria	Level 4	Level 3	Level 2	Level 1
Introduction attracts audience	Exceptional creative beginning with an excellent quote	Creative beginning with a good quote	Not a very creative or interesting beginning with a quote	Not a very good beginning with no quote
Maintains eye contact	Always maintains eye contact and engages audience	Almost always maintains eye contact	Sometimes maintains eye contact	Never maintains eye contact
Discusses the plot, setting, and characters	Thorough and interesting summary of these elements.	Somewhat thorough and interesting summary of these elements	Average summary of the elements	Does not summarize these elements or is missing a component.
Discusses the theme (Gr 8)	Correctly discusses theme and makes an educated argument for the theme of the novel	Correctly discusses theme but fails to elaborate on the importance	Discusses theme but is incorrect or not very thorough in their elaboration of theme	Does not discuss theme or makes a very general statement about the theme.
Discusses strategy (Gr 7)	Gives clear and concise explanation of strategy used and how it helped understanding	Gives explanation of strategy used and how it helped understanding	Gives some explanation of strategy used and how it helped understanding	Gives little/unclear or no explanation of strategy used and how it helped understanding
Conclusion makes us want to read the book (or not read the book)	Very enticing conclusion – draws the listener to read the book	Somewhat interesting conclusion- listener might want to read the book	Concluded but did not draw the listener to read the book	Very boring conclusion or no conclusion at all.
Demonstrates enthusiasm for the book	Very enthusiastic and knowledgeable	Somewhat enthusiastic and knowledgeable	Shows average enthusiasm and understanding	Not enthusiastic at all
Audible	Voice is clear, words are pronounced correctly and tempo is good.	Voice is mostly clear and audible, Pronunciation is mostly correct.	Sometimes hard to understand or hear the student. Mispronounces common words.	Spoken word is too soft, mumble, speaking much too fast or slow.
Visual aid (optional)	Visual aid is well done, colorful, and very helpful to the presentation	Visual aid is colorful, and helpful to the presentation	Visual aid is completed and might be helpful to the presentation	Visual aid is not done or very poorly done
Stays within time limit	Within time limit 3-5 minutes			Too short or too long

Feedback: