



METUCHEN PUBLIC SCHOOLS

English, Social Studies, and ESL Departments
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Dear Parents and Students,

The Metuchen School District believes that books enrich and broaden your world. To maintain and develop reading skills over the summer, we request that all students set aside time to read and respond to a novel. Through the extension of reading into the summer months, our students will enhance vocabulary, develop critical thinking skills, and set the “start button” for literary analysis in September.

With summer vacation approaching, we are asking each student to select two books to read during the break—one from the assigned genre, and one free choice book.

Students Entering Grade...	Assigned Genre
5	Biography
6	Science Fiction/Fantasy

Be sure to select books that you enjoy and that sound interesting, but that are a bit challenging for you. The librarians at the Metuchen Public Library can help you find books that would be a good fit for you.

Students will be expected to complete response journals where they will: identify characteristics of the assigned genre, identify major events, make personal connections to the text, and connect the text to other media experiences. The intent of these journals is to assure recall of what was read and to assist students in developing critical understanding of a text. This will be completed in preparation for activities at the beginning of the school year. Attached, please find a blank copy of the journal to be used for the assignment. **Please note:**

- The space provided is the expectation for the journal. Keep within these limitations to avoid complication of the assignment.
- Neatly handwritten responses will be accepted.
- There are two different forms to complete: one for the choice book and one for the genre study book.

Because we do not want to limit the students’ reading, each student is encouraged to read books and other reading materials of their choice. The expectation is that each student read two books, and complete the accompanying assignments, but we would like to know what else each student is reading throughout the summer. Other reading materials may include other fiction books, biographies, nonfiction titles, newspapers, magazines, weblogs, wikis, and other online materials. Attached to this sheet, you will find a reading log, where you may record the other books and/or reading material that you have read over the summer.

The summer reading response journal entry form and the choice reading log are to be submitted to the student’s language arts teacher on **Tuesday, September 8, 2015**. *The teacher reserves the right to: 1) have students resubmit work that is deemed unacceptable, 2) utilize this assignment as a quiz grade for the first cycle, and/or 3) utilize this assignment as the basis for a speech or essay at the beginning of the school year.*

Enjoy reading this summer! We look forward to thoughtful discussions upon your return.

Sincerely,

Tiffany Jacobson, Ed.D.
Supervisor of English/Social Studies/ESL

Edgar Middle School
Language Arts Teachers

(EXAMPLE OF A COMPLETED LOG)

Student Name _____ Will Read Book Title _____ Stone Fox

Book Synopsis

Write a bulleted sequence of events for the book that you read. (Don't get caught up in every little detail – try to get 12-15 events total.)

- Willy tries to get Grandfather out of bed, but can't. He has Doc Smith check Grandfather.
- Willy promises to take care of Grandfather and his dog, Searchlight.
- Grandfather and Willy begin communicating with hand signals for "yes" and "no".
- Willy learns that they have money problems.
- Searchlight and Willy harvest the potato crop.
- Willy and Searchlight sled back and forth to town and school in the winter.
- Willy meets Clifford Snyder, who reveals that Grandfather owes \$500 in taxes. If he can't pay this money, they will lose the farm.
- Willy enters a dog sled race for adults, in which the winner will receive \$500.
- Willy meets Stone Fox, and learns that Stone Fox has never lost a race.
- Willy and Searchlight practice for the sled race.
- One night, while getting medicine for Grandfather, Willy meets Stone Fox's dogs and ends up getting hit by Stone Fox.
- Willy and Searchlight begin the race.
- Stone Fox is in second place behind Willy.
- Willy passes by his farm and sees that Grandfather has gotten better.
- 100 feet before the finish line, Searchlight dies.
- Stone Fox stops and checks Searchlight, and then allows Willy to carry Searchlight across the finish line and win the race.

Movie, TV Show, or Book Connection

Choose a movie, television show, or book that reminds you of something that you read within this book. Write a bulleted list of connections.

Movie/TV/Book Title: Knee Knock Rise

(Provide 3 connections with evidence from text to support)

- Willy is very determined like Eagan in Knee Knock Rise. Willy does not give up in the race to win the money for his family and Eagan does not give up in discovering the real story Megrimum.
- Annabel in Knee Knock Rise looks out for Eagan as he climbs the rise and Searchlight gives up her life to win the race for Willy and his family.
- Little Willy and his grandfather rely on a good potato crop to make money to live and the people of Instep rely on the fair for their income.

Personal Connections

What did you find in the book that relates to you? Bullet a list of connections between the book and yourself.

(Provide 3 connections with evidence from text to support)

- I connected to Willy because I would do anything to help out a family member who is in trouble.
- I have a great dog named Max, who is very strong and full of energy. My dog would do anything that Searchlight did within the book.
- I helped my mom with her garden, and I know that it is hard work to harvest what you grow. I think it must have been very difficult for Willy and Searchlight to do all of this work by themselves, without any grownups.

BONUS: Music Connection

Is there a song that you know that could represent a major theme or idea presented within your book? Identify the song and bullet any connections you make between the song and the book.

Song Title: Who Let the Dogs Out? By Baha Men

- I think this song reminds me of the sounds that the dogs would be making when they were running along in the race. The words don't seem to make much sense, but the sound of the song fits an image in the story.

Student Name: _____ Entering Grade _____

Choice Book Title: _____ Author _____

ESSENTIAL QUESTION: *How do good readers construct meaning when reading a self-selected book?*

Book Synopsis <i>Write a bulleted sequence of events for the book that you read. (Don't get caught up in every little detail – try to get 12-15 events total.)</i>	Movie, TV Show, or Book Connection <i>Choose a movie, television show, or book that reminds you of something that you read within this book. Provide 3 connections between the book and the Movie/TV Show/Book. Use evidence from text to support your connections</i> Movie/TV/Book Title: _____
	Personal Connections <i>What did you find in the book that relates to you? Provide 3 connections between the book and yourself. Use evidence from text to support your connections.</i>
	BONUS: Music Connection <i>Is there a song that you know that could represent a major theme or idea presented within your book? Identify the song and bullet any connections you make between the song and the book.</i> Song Title: _____

(EXAMPLE OF A COMPLETED LOG)

Student Name: Will Read Entering Grade 5 Genre BIOGRAPHY

Book Title: Harry Houdini Author David A. Adler and Michael S. Adler

ESSENTIAL QUESTION: *How do you classify a piece of literature as a certain genre?*

Book Synopsis

Write a bulleted sequence of events for the book that you read. (Don't get caught up in every little detail – try to get 12-15 events total.)

1. Harry Houdini was born on March 24, 1874 in Budapest, Hungary, with the name of Ehrich Weisz.
2. In 1876, the family moved to the United States.
3. During his early years, Ehrich sold newspapers and shined shoes to help support the family.
4. At 12, Ehrich hopped a freight car and ran away from home. A year later he returned to New York and continued to help support his family by working as a messenger, necktie cutter, and photography assistant.
5. About this time, Ehrich and his brother Theo began to pursue an interest in magic. As a stage name, Ehrich Weiss became Harry Houdini, after French magician Robert Houdin.
6. At 17, Ehrich, now known as Harry Houdini, left his family to pursue his magic career.
7. By the age of twenty, Harry had been performing small acts throughout New York.
8. He soon married and joined a circus where he began to develop and perfect his escape tricks.
9. Through the years, Houdini gained fame after repeatedly escaping from police handcuffs and jails.
10. After making his name in America, Harry toured Europe, where he expanded his repertoire by escaping from straitjackets and coffins.
11. In 1913, after his mother died, he started visiting spiritualists, hoping to reconnect with her. He realized everyone he met was fake and set out to expose them.
12. In 1926, a student came to Houdini's dressing room and asked if it was true that he was so strong that he could take a punch without being hurt. The student punched him, causing his appendix to rupture.
13. On October 31, 1926 at the age of 52, he died as a result of his ruptured appendix.
14. On November 4th, more than 2,000 people attended his funeral.

GENRE STUDY

What is a biography?

- A biography is a story about someone's life written by someone else.

Identify three characteristics that make this book a biography. Using examples from the book, explain why each characteristic fits the biography genre.

- **Chronological Order**- The book tells the story of the life of Harry Houdini using important dates in order from his birth to his death.
- **Important Accomplishments**- Harry Houdini's important accomplishments are highlighted in this story. For example, the authors include a detailed account of his shows in Britain in the 1900s.
- **Childhood Events**- Events from Houdini's past which helped mold him into the person he became are included in the book. An example of this is how he helped his parents financially by selling newspapers and shining shoes.

Personal Connections

What did you find in the book that relates to you? Provide 3 connections between the book and yourself. Use evidence from text to support your connections.

- Harry Houdini was a hard worker and this helped him accomplish his dreams. This reminds me of when I had to practice for two hours a day to prepare for travel soccer team tryouts. My hard work paid off when I made the team.
- Harry Houdini was very interested in magic at an early age and made it his life's passion. This reminds me of the magic show I saw at Universal Studios. It interested me so much that I bought a magic kit which I now use to play card tricks on my friends.
- Harry Houdini got very upset when he met a spiritualist that was a fake. He would often expose fakes during his shows. I, too, do not appreciate people who lie for their own personal growth. I voice my disappointment in these people.

The Author and You

When reading, it is important to understand why a particular piece was written. What was the author's purpose or message in writing this book? Explain.

Harry Houdini came from humble beginnings, but ended up being the most recognizable name in the art of magic. The author wants to show the reader that hard work and honesty pays off. Harry and his family were born in Hungary with a dream of a better life. Harry took as many jobs as needed such as shining shoes, selling newspapers, and messenger, to help his family. His early magic acts and tricks were very ordinary, so he continued to work hard at finding new acts and escape tricks which started to attract larger audiences. All of this was done for the love of his art.

Student Name: _____ Entering Grade 5 Genre Biography

Book Title: _____ Author _____

ESSENTIAL QUESTION: *How do you classify a piece of literature as a certain genre?*

Book Synopsis <i>Write a bulleted sequence of events for the book that you read. (Don't get caught up in every little detail – try to get 12-15 events total.)</i>	GENRE STUDY <i>What is a biography?</i> <i>Identify three characteristics that make this book a biography. Using examples from the book, explain why each characteristic fits the science fiction or fantasy genre.</i>
	Personal Connections <i>What did you find in the book that relates to you? Provide 3 connections between the book and yourself. Use evidence from text to support your connections.</i>
	The Author and You <i>When reading, it is important to understand why a particular piece was written. What was the author's purpose or message in writing this book? Explain.</i>

Book Title: _____ Author _____

ESSENTIAL QUESTION: *How do you classify a piece of literature as a certain genre?*

Book Synopsis <i>Write a bulleted sequence of events for the book that you read. (Don't get caught up in every little detail – try to get 12-15 events total.)</i>	GENRE STUDY <i>What is science fiction OR fantasy?</i> <i>Identify three characteristics that make this book a science fiction or fantasy. Using examples from the book, explain why each characteristic fits the science fiction or fantasy genre.</i>
	Personal Connections <i>What did you find in the book that relates to you? Provide 3 connections between the book and yourself. Use evidence from text to support your connections.</i>
	The Author and You <i>When reading, it is important to understand why a particular piece was written. What was the author's purpose or message in writing this book? Explain.</i>

Genre Overview

Fiction		
Code	Genre	Definition
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

Student Name _____

Entering Grade _____

EDGAR MIDDLE SCHOOL READING LOG SUMMER 2015

Please record the information for any reading material that you read over the summer on this chart. REMEMBER THAT YOU ARE REQUIRED TO READ TWO BOOKS OF YOUR CHOICE - ONE BOOK NEEDS TO BE IN THE ASSIGNED GENRE FOR THE ENTERING GRADE LEVEL!

Students Entering Grade...	Assigned Genre
5	Biography
6	Science Fiction/Fantasy

[illegible]

Student Name _____

Edgar Middle School
Summer Reading Response Journal Assessment

Assessment reflects the evaluation of entries related to the responses of the student's selected book.

Criteria	Possible Score	Student Score	Teacher Score
Book Synopsis 12-15 Bulleted Events 8-11 Bulleted Events 4-7 Bulleted Events 1-3 Bulleted Events 0 Bulleted Events	4 3 2 1 0		
Movie/TV/Book Connections Explicitly identifies a Movie/TV/Book 3 Connections 2 Connections 1 Connection 0 Connections Student provides cohesive support for connections Student provides some support for connections Student provides minimal support for connections Student provides no support for connections	2 3 2 1 0 3 2 1 0		
Personal Connections 3 Connections 2 Connections 1 Connection 0 Connections Student provides cohesive support for connections Student provides some support for connections Student provides minimal support for connections Student provides no support for connections	 3 2 1 0 3 2 1 0		
Music Bonus	2		
POINTS EARNED	18		
Genre Book Study Grade Choice Book Grade	_____/18 _____%		

*This may be used as a quiz grade for the first marking cycle.

Student Name _____

Edgar Middle School

Summer Reading Response Journal Assessment – **GENRE STUDY**

Assessment reflects the evaluation of entries related to the responses of the book read to meet the genre study expectation.

Criteria	Possible Score	Student Score	Teacher Score
Book Synopsis			
12-15 Bulleted Events	4		
8-11 Bulleted Events	3		
4-7 Bulleted Events	2		
1-3 Bulleted Events	1		
0 Bulleted Events	0		
Genre Study			
Student defines the genre	2		
3 Characteristics of the genre found within the book	3		
2 Characteristics of the genre found within the book	2		
1 Characteristic of the genre found within the book	1		
0 Characteristics	0		
Student provides cohesive (strong) text support/explanation	3		
Student provides some text support/explanation	2		
Student provides minimal text support/explanation	1		
Student provides no support	0		
Personal Connections #1			
3 Connections	3		
2 Connections	2		
1 Connection	1		
0 Connections	0		
Student provides cohesive (strong) support for connections	3		
Student provides some support for connections	2		
Student provides minimal support for connections	1		
Student provides no support for connections	0		
The Author and You			
Significant message identified and reasons for opinion given that reflect higher-level thinking.	4		
Significant message identified and relevant reasons for opinion given.	3		
Less significant message and general reasons for opinion given.	2		
Insignificant message; no reason for opinion.	1		
No response given.	0		
POINTS EARNED	22		
GENRE STUDY BOOK GRADE	_____/22 _____%		

*This may be used as a quiz grade for the first marking cycle.