

WHY WE HAVE SUMMER READING & WRITING

Reading and writing are life-long skills that are necessary for one's success and personal enrichment. Research strongly suggests that writing, like most skills, improves with practice and decreases when we don't engage in it for even a short time. Therefore, consistent with its commitment to prepare all students for success during school and after graduation, Montgomery County Public Schools (MCPS) expects all students to read and write during the summer.

OVERVIEW OF SUMMER READING AND WRITING AT CABIN JOHN

Cabin John Middle School (CJMS) believes that summer is a time for recreational learning. To that end, all Cabin John ESOL 2-3 STUDENTS ARE EXPECTED TO COMPLETE THE PACKET. Students must also obtain a parent or guardian signature in order to verify that the student has answered these questions on their own. These answers will be collected the first week of school, counted as a homework assignment, and later used in conjunction with formative assessments in ESOL Class. Due Date and deadline for this assignment is the second day of school. Students may choose to write a paragraph about what they read.

All ESOL 2-3 CJMS students are expected to complete Summer Reading and Writing, including those who transfer to into CJMS over the summer or during the first week of school. Because this information will be posted on the CJMS website throughout the summer, every ESOL 2-3 student should have met these Summer Reading and Writing expectations by the first day of school. Likewise, students who transfer from CJMS are expected to contact their new school(s) for information about Summer Reading and Writing expectations

Read two non-fiction articles and write a summary for each one. Read two works of fiction and write summaries for each one. Review parts of speech.

Non-fiction Sources

- Washington Post kids page (http://www.washingtonpost.com/lifestyle/kidspost)
- Time for Kids magazine (http://www.timeforkids.com/news)
- Scholastic News (http://teacher.scholastic.com/activities/scholasticnews/index.html)
- Scholastic Storyworks OR Scholastic Action—look for articles marked as non-fiction (http://storyworks.scholastic.com) (http://action.scholastic.com)
- BBC for Kids (http://www.bbc.co.uk/newsround/)

Summer Reading & WRITING 1

Non-Fiction Guidelines: Choose an article that interests you and write a summary of it. The summary should be at least 7-8 sentences long.

When you write about the article answer these questions:

1.	Topic	Sentence	answers	the	following	questions
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<u>title</u> What is the title of the article?	<u>source:</u> Where did you get the article? (Newspaper, the Internet, or a magazine)
author: Who is the author of the article?	(main idea): Who or what is the article about?

Now write your topic sentence in the	box below following the format:	

In the article entitled "(title)" from source, the author, name of the author, (verb: explores, investigates, discusses) (main idea)

2. For the supporting sentences find details that support the main idea with examples:

• Detail 1 to support the main idea:	 Author's examples for this detail: 			
Write sentences for detail 1:				
First, (the author/writer) (verb) (<u>Detail 1</u>	with examples)			
• Detail 2 to support the main idea:	 Author's examples for this detail: 			
Write sentences for detail 2:				
The reading also (verb: includes, compares	s, describes) (<u>Detail 2 with examples</u>)			

• Detail 3 to support the main idea:	Author's examples for this detail:
Nrite sentences for detail 3: In addition, (the reporter, researcher) (v <u>vith examples)</u>	verb: explains, describes, reports, states) (<u>Detail 3</u>
Concluding sentences answer the follow	wing questions:
 What information surprised you? 	- ·
	our life?
·	ı have learned? Why?
	ou read?
concludes that (conclusion) Write the conclusion:	
Combine all the sentences above into a po	aragraph to summarize the article you read.

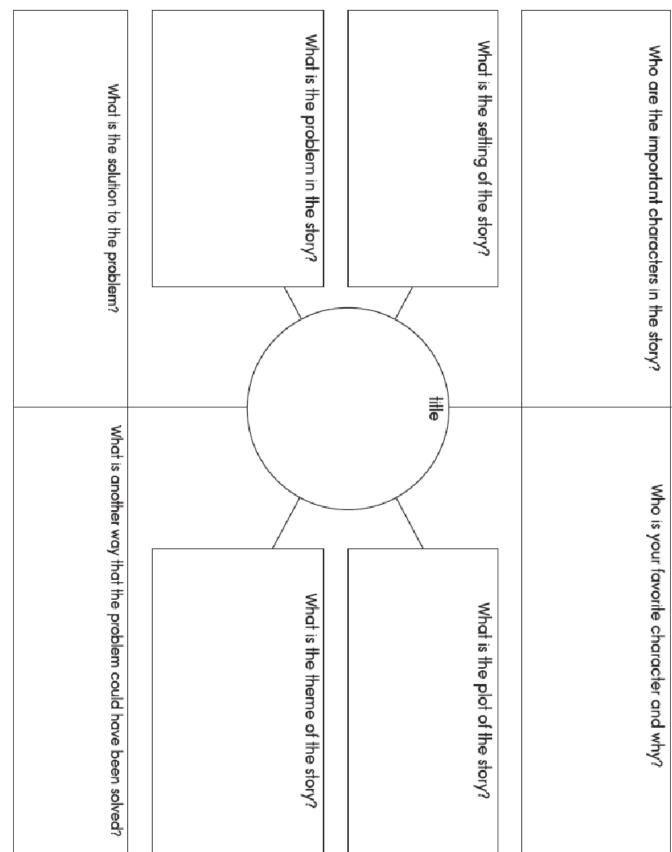
Parent Sianature:	Date:
	er these questions:
<u>itle</u> What is the title of the article?	<u>source:</u> Where did you get the article? (Newspaper, the Internet, or a magazine)
nuthor: Who is the author of the article?	(main idea): Who or what is the article about?
Now write your topic sentence <u>in the b</u>	ox below following the format:
discusses) (main idea)	e, the author, <u>name of the author,</u> (verb: explores, inves etails that support the main idea with examples:
Detail 1 to support the main idea:	Author's examples for this detail:

Write sentences for detail 1: First, (the author/writer) (verb) (<u>Detail</u>	1 with examples)
• Detail 2 to support the main idea:	Author's examples for this detail:
Write sentences for detail 2: The reading also (verb: includes, compar	es, describes) (<u>Detail 2 with examples</u>)
• Detail 3 to support the main idea:	Author's examples for this detail:
Concluding sentences answer the follows:	owing questions:
What information surprised you? Llow convey use this information in	verm life?
How can you use this information in What is the most important thing was	
,	ou have learned? Why?
• What is the most interesting thing y	you read?
Now write your concluding sentence in the concludes that (conclusion)	ha hay balaw fallawina tha fammat. Finally the autho
	he box below following the formation rinally, the author
Write the conclusion:	me box below following the format. Finally, the autho
	ne box below following the format. Finally, the autho
	ne box below following the format. Finally, the author

Combine all the sentences above into a paragraph to summarize the article you read.		
Parent Signature:	_ Date:	

Summer Reading & WRITING 3

Read a book and fill out the graphic organizer for the different parts of the story.



Nouns are words that denote a person, place, or thing. In a sentence, nouns answer the questions who and what

- Example: The *dog* ran after the *ball*.
- In the sentence above, there are two nouns, dog and ball.

Adjectives are words that describe or modify a noun or pronoun in the sentence.

- the tall professor
- <u>a solid</u> commitment
- <u>a month's</u> pay
- <u>a six-year-old</u> child

• the unhappiest, richest man

Adjectives answer the following questions:

- Which one? this, that
- What kind of? red, large, cloudy
- How many? six, many, several

Verbs are words that denote action, or a state of being, in a sentence.

- Example 1: Beth *rides* the bus every day.
- Example 2: Paul was an avid reader.
- In example 1, *rides* is the verb; it describes what the subject, Beth, does. In example 2, *was* describes Paul's state of being and is therefore the verb.

Adverbs are words that modify

- a <u>verb</u> (He drove <u>slowly</u>. How did he drive?)
- an <u>adjective</u> (He drove a <u>very</u> fast car. How fast was his car?)
- another <u>adverb</u> (She moved <u>quite</u> slowly down the aisle. How slowly did she move?)

Adverbs answer the question how, when, where, how often.

- where? there, here, outside
- when? now, then, later, immediately
- how? quickly, slowly, gracefully

 how often? how long? often, frequently, twice

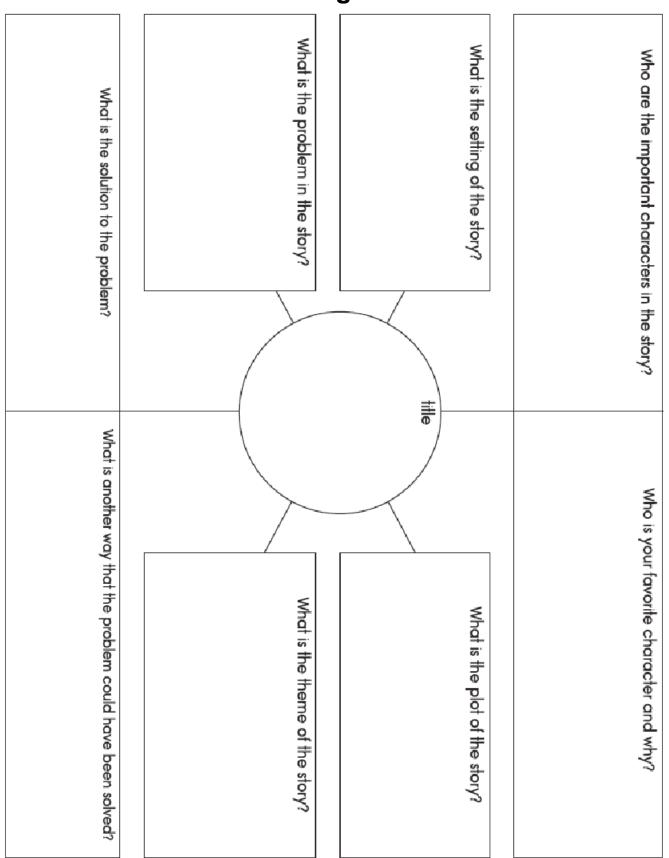
Using the story you just read fill out the chart below using the definitions of the different parts of the speech.

Nouns Verbs Adjectives Adverbs

<u>NOUNS</u>	<u>VERBS</u>	<u>ADJECTIVES</u>	<u>ADVERBS</u>

Parent Signature:	Date:
information if you want.	

Summer Reading & WRITING 4



Using the story you just read fill out the chart below using the definitions of the different parts of the speech. $\,$

Nouns Verbs Adjectives Adverbs

<u>NOUNS</u>	<u>VERBS</u>	ADJECTIVES	<u>ADVERBS</u>
♥ Directions: Put all you information if you wan	our answers above into nt.	a paragraph. Feel free	e to add more

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Parent Signature:	_ Date: