

# FOURTH GRADE PARENT SURVIVAL GUIDE:

Mr. Mack, Ms. Moore, Mr. Karver, & Mrs. Cichetti

**READ ME: Dated and urgent materials inside!**



**PARENTS, PLEASE KEEP THIS INFORMATION IN A PROMINENT PLACE AT HOME ALL YEAR LONG!!**

**Questions?** Please write me a note or call me at school. The phone number at North Chevy Chase is 301-657-4950

## TABLE OF CONTENTS

|                 |   |
|-----------------|---|
| p. 3.....       | A Wish for Your Child   |
| p. 4 .....      | Classroom Rules   |
| p. 5 .....      | Parent/Teacher Communication  |
| p. 6 .....      | Friday Folder Procedure   |
| p. 7 .....      | Author of the Month Program (Moore's RDG/LA classes)  |
| p. 8 .....      | Book Projects (Moore's RDG/LA classes)  |
| p. 9 .....      | Author of the Month Program (Cichetti's RDG/LA classes)   |
| p. 10 .....     | Book Projects (Cichetti's RDG/LA classes)   |
| p. 11 .....     | Ideas for Monthly Book Projects   |
| p. 12 .....     | Field Trip Schedule and Payment Information   |
| p. 13 .....     | Birthday Celebrations   |
| pp. 14-15 ..... | 2011-2012 Wish Lists  |
| p. 16 .....     | Cursive Handwriting   |
| p. 17 .....     | 4 <sup>th</sup> Grade Homework Procedures   |
| p. 18 .....     | Curing Homework-itis  |
| pp.19-20 .....  | Science   |
| p. 21 .....     | Fourth Grade Math   |
| p. 22 .....     | Fifth Grade Math  |
| p. 23 .....     | Student Supplies for Moore's Classes  |
| p. 24-26 .....  | Nightly W.E.B. Assignment Information (please return signed statement of understanding to your child's reading teacher) |
| p. 27 .....     | Parent and Student W.E.B. Procedures  |
| p. 28 .....     | Suggestions for W.E.B. Entries  |
| p. 29-31 .....  | Parent Survey About Reading (please return to your child's reading teacher)   |

# A WISH FOR YOUR CHILD:

*“If I had influence with the good fairy who is supposed to preside over the christening of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life as an unfailing antidote against the boredom and disenchantments of later years that are artificial, the alienation from the sources of our strength.*

*If a child is to keep alive her/his inborn sense of wonder without any such gift from the fairies, she/he needs the companionship of at least one adult who can share it, rediscovering with her/him the joy, excitement, and mystery of the world we live in... I sincerely believe that for a child and for the parent seeking to guide her/him, it is not half so important to know as to feel.”*  
*--Rachel Carson, A Sense of Wonder*



# Classroom Rules

There are some classroom rules that we expect every child to follow. These classroom rules can be summarized with one word: RESPECT! Aretha Franklin sang about respect, and the children in the fourth grade classrooms will live and learn with respect. All children are expected to respect themselves, each other, adults, and the materials/learning environment. If these simple rules are followed, your child will love coming to school and learning the fourth grade curriculum. We are sure that respect is already a rule in your home, so it should not be difficult to transfer this rule to school.

We are looking forward to teaching a group of enthusiastic, respectful learners. Please help make our dream, and your child's dream, come true!



# Parent/Teacher Communication

The fourth grade team wants you to know that we are committed to open communication between home and school, and we want you to feel free to contact us with any questions or concerns that you have. The NCC newsletter, *From All of Us* (FAOU), will be sent home on every other Friday. Each quarter we will post an overview of the units that we are working on in the FAOU. In addition, parents may expect bi-weekly communication with more specific information on classroom activities and upcoming events.

Each Friday, students will collect all MCPS-approved newsletters, notices, and corrected papers and place them in their Friday Folder to bring home. There will be a place on the Friday Folder for parents to initial each week to let us know that you have received and reviewed the Friday Folder material. Please help your child to remember to place the Friday Folder in her/his backpack so that the folder is returned to school on Monday.

A lot of information will be transmitted through your child's assignment book. Your child will be given time **each day** to copy her/his assignments from the homework section of the chalkboard. Please make checking your child's assignment book part of your nightly routine. Assignment books are to stay in the rings of your child's binder so that these books will not get lost.

Thanks so much for your cooperation!

## Contact info:

| Teacher       | E-mail address                |
|---------------|-------------------------------|
| Mr. Mack      | chad_a_mack@mcpsmd.org        |
| Ms. Moore     | jacqueline_a_moore@mcpsmd.org |
| Mr. Karver    | ncckarver@yahoo.com           |
| Mrs. Cichetti | barbara_j_cichetti@mcpsmd.org |

# Friday Folder Procedure

Your child will be given a Friday Folder to facilitate communication between home and school. The Friday Folder will contain all graded materials/activities completed by your child during the week. **Please remove all of your child's papers from the Friday Folder, review the papers with your child, initial the appropriate dated box on your child's Friday Folder, and place the Friday Folder back inside your child's backpack.** The papers are yours to keep once you have removed them from the Folder. The Friday Folder needs to be returned to me on the first day of the following school week. If your child brings home incomplete work, or would like to redo work for a higher grade, please have her/him finish or redo the work over the weekend. Completed and/or revised work may be returned to me via the Friday Folder. I want you to always have the most current information about how your child is doing in school. The Friday Folder will be a useful tool for you to use when monitoring your child's progress.

Thank you!



# Author of the Month Program (Moore's Reading/LA)

Throughout this school year your child will be exposed to many different authors. A different author will be highlighted each month. There will be a space set aside in the classroom to display works by the Author of the Month. When your child inevitably tells you that she/he "just can't find anything to read" for the required nightly reading and written literature response, you may refer to the Author of the Month list below for suggestions. These authors all have at least some of their books in the collections of our area's local libraries. The Author of the Month program may also be useful when your child is selecting books for book projects. We hope you enjoy discovering (and in many cases rediscovering) examples of great children's literature!

## MONTH

## AUTHOR

September  
October  
November  
December  
January  
February  
March  
April  
May  
June

Roald Dahl  
Priscilla Cummings  
Yoshiko Uchida  
Nikki Giovanni and Shel Silverstein  
Seymour Simon  
Virginia Hamilton  
David Macaulay  
E. B. White  
Phyllis Reynolds Naylor  
Bette Bao Lord



# Book Projects (Moore & Karver)

Children will be expected to turn in one book project every other month. The students will be responsible for **poetry recitations** for October, December, February, April, and June. More information about the poetry recitations will be sent home at a later date. Book projects will be **due** on the **last Tuesday of the Book Project months** (with the exception of September for the Roald Dahl summer project, due 9/16/2011). The children will be given a list of different kinds of book projects. Examples of a book project are 1) interviews with a character, 2) writing a screenplay for a book, 3) writing a poem to summarize a book, 4) creating book cover posters, etc. The projects may be typed or handwritten, and each child should always be prepared to present her/his project orally.

A different genre of literature will be covered each month. PLEASE help your child select books that CORRESPOND to the correct genre for the book project month. Reading a book for a book project is a great way to fulfill the nightly reading and written literature response requirements.

| <b><u>MONTH</u></b> | <b><u>GENRE</u></b> | <b><u>SUGGESTED BOOK LENGTH</u></b>         |
|---------------------|---------------------|---|
| September           | Fantasy             | 60 - 80 pp. (project deadline is 9/16/2011) |
| November            | Autobiography       | 60 - 80 pp.                                 |
| January             | Realistic Fiction   | 60 - 80 pp.                                 |
| March               | Non-Fiction         | 70 - 100 pp.                                |
| May                 | Mystery             | 70 - 100 pp.                                |



**SUBJECT:** Author of the Month Program (Cichetti's Reading/LA classes)

Throughout this school year your child will be exposed to many different authors. A different author will be highlighted each month. There will be a space set aside in the classroom to display works by the Author of the Month. When your child inevitably tells you that she/he "just can't find anything to read" for the required nightly reading and written literature response, you may refer to the Author of the Month list below for suggestions. These authors all have at least some of their books in the collections of our area's local libraries. The Author of the Month program may also be useful when your child is selecting books for book projects. We hope you enjoy discovering (and in many cases rediscovering) examples of great children's literature!

**MONTH**

**AUTHOR**

September  
October  
November  
December  
January  
February  
March  
April  
May  
June

Roald Dahl  
Yoshiko Uchida  
Priscilla Cummings  
Eloise Greenfield  
Jane Yolen  
Patricia Polacco  
Virginia Hamilton  
Katherine Paterson  
Seymour Simon  
Phyllis Reynolds Naylor



## **SUBJECT: Mrs. Cichetti's Book Projects**

Children will be expected to turn in one book project every other month. The students will be responsible for **poetry recitations** for October, December, February, April, and June. More information about the poetry recitations will be sent home at a later date. Book projects will be **due** on the **last Tuesday of the Book Project months** (with the exception of September). The children will be given a list of different kinds of book projects. Examples of a book project are 1) interviews with a character, 2) writing a screenplay for a book, 3) writing a poem to summarize a book, 4) creating book cover posters, etc. The projects may be typed or handwritten, and each child should always be prepared to present her/his project orally.

A different genre of literature will be covered each month. PLEASE help your child select books that CORRESPOND to the correct genre for the book project month. Reading a book for a book project is a great way to fulfill the nightly reading and written literature response requirements.

| <b><u>MONTH</u></b> | <b><u>GENRE</u></b> | <b><u>SUGGESTED BOOK LENGTH</u></b>         |
|---------------------|---------------------|---|
| September           | Fantasy             | 60 - 80 pp. (project deadline is 9/16/2011) |
| November            | Non-Fiction         | 60 - 80 pp.                                 |
| January             | Autobiography       | 60 - 80 pp.                                 |
| March               | Realistic Fiction   | 70 - 100 pp.                                |
| May                 | Mysteries           | 70 - 100 pp.                                |

# IDEAS FOR MONTHLY BOOK PROJECTS

**Directions:** Review this list of book project ideas. Choose one type of project to complete for your book. **Remember, book projects are due on the last Tuesday of book project months. ALL projects must include the author and title of your book. Experiment with *different types of projects* throughout the year.**

1. Write a **summary** of the book. **Include:** title, author, setting, main character(s), conflict, and a summary.
2. Write a **song** about the book.
3. Make a **map of the setting** of the book. Include a **legend** and a **scale**.
4. **Rewrite a chapter of the book** using yourself as an added character in the story.
5. Create a **diorama**.
6. Create a set of **trading cards** for the main characters in the book. Include a picture and a label for each character on the front of each card. Include **character trait** information and **physical trait** information about the character(s) on the back of the card.
7. Put yourself in the shoes of a main character in your book. Then write an "**autobiography**" for that character.
8. Create a **time line** for the book that you read. Include interesting illustrations and clear labels.
9. Write a **play script** for this book.
10. Using vocabulary words from your book, create a **quilt** that tells the story of your book. Choose **at least twelve** vocabulary words that you want to share with your classmates.
11. **Rewrite** the ending of your book.
12. Use a clean, empty cereal box to create an illustrated story box for your book. Include **DETAILED captions** for each picture on the box.

# Fourth Grade Field Trip Schedule

Below is a list of dates for our field trips this year. Our hope is that having this list early may help you get time away from work so that you can come on a trip with your child as a chaperone. We have worked very hard to find trips that will be meaningful, exciting learning experiences for the children.

This year we are trying to avoid check cashing fees at the bank, so we are requesting that if possible you write **one check for \$125.00**. You are always welcome to write your check for a few dollars extra to help children with financial needs. All checks must be made out to North Chevy Chase Elementary School.

If you would prefer to pay trip by trip, the cost for each individual trip is \$25.00. The trips actually cost approximately \$40 per child, but our wonderful NCCPTA is picking up the difference to reduce the financial stress on each family.

When field trip information comes home, please adhere to due dates for permission slips and money so that we can plan effectively for each trip. It might be a good idea for you and your child to create a **“field trip fund”** at home, especially considering the high cost of fuel. Work together to decide how much money your child should add to her/his field trip fund each day. This is a great opportunity to teach your child to practice fiscal responsibility and how to save for an important event.

We will need chaperones for each of our trips. Chaperones are allowed to go on the trips for free, but this means that NCCES has to pick up the cost for each chaperone’s ticket price. If you decide to chaperone a trip, please consider making a donation to cover the cost of your attendance. Thanks!

| <b>DESTINATION*</b>                              | <b>DATE</b>            |
|--|------------------------|
| Jefferson Patterson Park & Flag Ponds State Park | 9/23/2011              |
| Newseum  | 12/16/2011             |
| Baltimore Museum of Industry                     | 1/27/2012              |
| Hard Bargain Farm/National Colonial Farm         | 4/20/2012 OR 4/27/2012 |
| Annapolis: Three Centuries tour                  | 6/6/2012               |



# Birthday Celebrations

If you choose to send in something for your child's birthday, please be sure that you **DO NOT send in food**. It is not a requirement to celebrate birthdays in school. Here are some alternative items that have worked well for birthday celebrations in the past: brightly colored pencils, erasers, craft items, stickers, coupons to local restaurants and stores (example: a coupon for a free ice cream cone).

Below are a few suggestions for where to get these types of items:

Oriental Trading Company (<http://www.orientaltrading.com/>)

The School Box (Nicholson Lane in Rockville)

Crown Educational Supplies (Gaithersburg)

Bruce Variety (Arlington Road in Bethesda)

We appreciate your cooperation!



# Wish List 2011-2012

**Ms. Moore** can always use:

- reams of brightly colored copy paper
- extra hardcover, thick composition books
- boxes of tissues and bleach wipes
- lined 3-hole punched notebook paper (for writing)
- chaperones for field trips
- Your support!

**Mrs. Cichetti** can always use:

- books for the Classroom Library, especially books about Maryland/field guides for plants and animals that are found in Maryland
- rubber stamps, especially Maryland-related stamps
- glue sticks
- extra stickers
- sharpened #2 pencils
- safety goggles
- small white boards & low odor white board markers
- hand lenses
- large shoe boxes
- **sandwich-sized ziploc-style plastic bags**
- **gallon-sized ziploc-style plastic bags**
- **empty, clean, 2 liter plastic bottles with the labels removed—NEEDED RIGHT AWAY!**
- chaperones for field trips
- colored pencils & Sharpie permanent markers
- extra hardcover thick composition books
- double pocket folders
- wide-ruled notebook paper
- boxes of tissues and bleach wipes
- Your support!

**Mr. Karver** can always use:

- ❖ paper towels
- ❖ headphones for the computers

- ❖ magazines
- ❖ books for the Classroom Library, especially books about Maryland/field guides for plants and animals that are found in Maryland
- ❖ boxes of tissues and bleach wipes
- ❖ bottles of hand soap
- ❖ bottles of white glue (ex. Elmer's)
- ❖ glue sticks (for use in glue guns)
- ❖ parents, relatives, or family friends whose career(s) relate to ecosystems and geology who would be willing to speak to the students about their jobs
- ❖ extra stickers
- ❖ Sharpie permanent markers (multiple colors)
- ❖ clear plastic cups (9 or 10 oz. in size)
- ❖ extra #2 pencils
- ❖ reams of wide-ruled paper
- ❖ handheld pencil sharpeners
- ❖ reams of brightly colored copy paper
- ❖ low odor dry erase markers
- ❖ **empty, clean, CLEAR 2 liter plastic bottles with the labels removed—NEEDED RIGHT AWAY!**
- ❖ Your support!

**Mr. Mack** can always use:

- ✓ paper towels
- ✓ boxes of tissues and bleach wipes
- ✓ bottles of hand soap
- ✓ graph paper
- ✓ Sharpie permanent markers
- ✓ extra stickers
- ✓ Boxes of #2 Pencils
- ✓ Your support!

## Cursive Handwriting

The students learned how to write in cursive last year in the third grade. By November of the fourth grade year, all children should be able to complete both their classwork and their homework in cursive. A copy of the cursive alphabet can be found at

[http://www.abcteach.com/free/z/zlfont\\_alphabet\\_dots\\_practice\\_cursive.pdf](http://www.abcteach.com/free/z/zlfont_alphabet_dots_practice_cursive.pdf) .

Please print out a copy of the cursive reference sheet on this website and place it in an area of your home where your child studies and completes her/his homework.

# Homework Procedures for Fourth Graders

Your child will have math, reading (Literature Response Log), and spelling homework every night, Monday through Thursday. Your child will receive an official North Chevy Chase assignment notebook. The cost per assignment book is \$4.00. Please send in a check made out to NCCES for this amount, and be sure to write "Assignment Book" on the memo line of your check. The assignment notebook system will allow you to more easily monitor what your child should be doing for homework. If you and your child carefully go through her/his assignment notebook each evening, there will be no "surprises" when report card time rolls around at the end of each nine week period. There may be occasional homework exceptions (religious holidays, state/county testing), but these exceptions will be rare. On the evenings of P.T.A./school events (for example: Spring Fling, Technology Expo, etc.) the amount of homework will be scaled down, but there will still be homework. There is an area in each assignment block for parents to sign to show that you are aware of your child's assignments.

There will be homework assigned in science and social studies, but not on a nightly basis. Please check your child's assignment book for information about long term projects in the different subject areas.

The homework that will be assigned has been designed to bolster what your child is learning in class each day. *If you ever have any doubts as to what your child has for homework at night, ask to see her/his assignment notebook.* **It is your child's responsibility to write down her/his assignments each day, and she/he should be bringing their assignment notebook to and from school every day.** Your child is allowed to use the 15 minute time for Nightly Reading/Literature Response to read books for the monthly book projects. Also, it is PERFECTLY fine to do homework in advance, as long as your child is sure of the assignment. Your child will be sure of every assignment if she/he pays attention in class and legibly copies homework information into an assignment notebook. Procrastination usually proves to be painful. I don't know of many parents who enjoy "finding out" about their child's homework at 10:00 p.m. the night before the assignment is due. If your child needs a HW accomadation (ex. fewer spelling words, permission to use a computer, etc.) please let the teacher know ASAP.

## Math Homework

Math homework will be assigned nightly Monday-Thursday. Students should work for 30-45 minutes nightly on math HW. If your child completes her/his HW in class or in under the allotted time at home, please have her/him log on to our NCC website and play a math game to practice their basic facts. If HW is not completed in 30-45 minutes, parents should sign the front of the HW page and record how long the child worked on the assignment. Full HW credit will be given for assignments that include a parent signature.

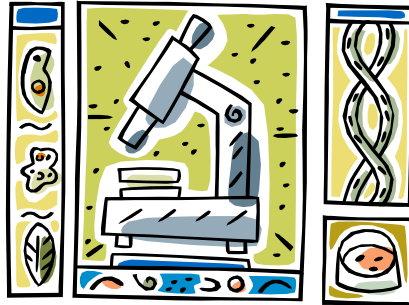


# Curing Homeworkitis – Advice to Students

- 1) Be sure to know what your assignment is each day. If you have a question, ask your teacher **BEFORE** you leave for home. Your homework will be posted on the left-hand side of the chalkboard in our classroom. Copy your assignments into your NCC Assignment Book **EVERY DAY**.
- 2) Be honest with yourself. How much time will your homework really take? Leave yourself enough time to do your very best.
- 3) Block out the t.v., bumptious brothers and sisters, and your computer/game system. Go to your private study space so that you won't get distracted.
- 4) Try to do your homework at the same time each day – **BEFORE** you're tired. Learn to stay out of the clutches of your television, and set play times with your friends that do not conflict with your designated homework time.
- 5) You are welcome to work on your assignments in advance if you need to free up some time on weekday evenings.



# Fourth Grade Science



Science in fourth grade will be a blast. The science curriculum consists of four units that coincide with the four marking periods of the year. Each unit has been carefully designed to align with voluntary state curriculum, which will be tested in the Fifth grade. The new curriculum includes many of the traditional activities that Fourth grade students have completed in the past along with some new topics and activities.

**Life science** will be the first unit of the year. In this unit the students will use model ecosystems to study the diversity of life, ecology and the flow of matter and energy.

**Environmental science** will be the unit of study in the second quarter. In this unit the students will continue to use the model ecosystems to study adaptations of plants and animals and environmental issues.

**Chemistry** will be the third quarter unit of study. In this unit the students will study changes of state and their application to weather, and also the conservation of matter.

**Geology** will be the final unit of study this year. In this unit the students will study the materials that shape the Earth, erosion, and fossils.

Many resources exist that can further enrich the curriculum being done at school. Students might choose to conduct library or internet research on a topic of interest. It is also fun to conduct experiments at home to discover the answers to some of the questions that the students might have formulated.

Science will prove to be an inquisitive and insightful place. We will follow the established rules and procedures in the classroom. In addition, a few safety rules will be explained in class to assure a safe lab environment for everyone. Students will occasionally have science homework. This will be sent home when it allows for practice or review of material learned in class. Students will also be assessed periodically on their knowledge of content and processes learned in class. Be on the lookout for quiz dates written in the student's assignment books. Please feel free to contact us with any questions you might have about the science curriculum. The best way to reach us is through e-mail.

Sincerely,  
Mrs. Cichetti  
Mr. Karver

| <b>Marking Period</b> | <b>Science Unit</b>          |
|-----------------------|------------------------------|
| <b>1</b>              | <b>Life Science</b>          |
| <b>2</b>              | <b>Environmental Science</b> |
| <b>3</b>              | <b>Chemistry</b>             |
| <b>4</b>              | <b>Geology</b>               |



## FOURTH GRADE MATH UNITS

Following is an overall list of the math units covered in Fourth Grade Math and the order in which they will be taught.

### **Unit One**

Place Value  
Data Analysis  
Geometry



### **Unit Two**

Number Computation  
Number Patterns and Relationships

### **Unit Three**

Common and Decimal Fractions  
Probability

### **Unit Four**

Multiplication and Division  
Elapsed Time

### **Unit Five**

Measurement  
Transformations

# FIFTH GRADE MATH UNITS

Following is an overall list of the math units covered in Fifth Grade Math and the order in which they will be taught.

## **Unit One**

Number Theory  
Mathematical Relationships

## **Unit Two**

Plane Geometry  
Relationships of Plane to Solid Figures



## **Unit Three**

Whole Numbers and Decimal Fractions  
Decimal and Common Fractions and Percents

## **Unit Four**

Data and Statistics

## **Unit Five**

Measurement  
Transformation Geometry

## **Unit Six**

Probability  
Mathematical Properties

# Student Supplies

I would like to ask each parent to please consider providing their child with the following items\*:

- 6** thick, black & white\*\* composition books (not spiral notebooks)
- 1** three ring binder (please, no Mead Trapper Keepers)
- 1** package of notebook paper
- 1** box of colored pencils
- 2** boxes of unopened facial tissues (one for homeroom and one for the science lab)
- 10** #2 wooden pencils
- 1** zipper pencil case (please get a sturdy case that will fit easily into a three ring binder)
- 1** set of fine tipped markers

Scissors, glue, and crayons would also be great to have on hand. Shop around if you can so that you can find the best bargains. Parents who have difficulty with procuring the items on this list may contact us at school, 301-657-4950. Good luck!

\*Please do NOT send in any bottles of soap or hand sanitizer. I have already have a very large supply.

\*\*The marbled covers of the composition books also come in neon colors and patterns. These are perfectly fine for the classroom, too.



# The W.E.B. Program:

## Required nightly reading and written literature response

**W.E.B. (Wonderfully Exciting Books)** is an important component of the daily reading program. Your child will be self-selecting books from the North Chevy Chase Media Center, public libraries, and your home library for the independent reading portion of this program. The W.E.B. program is designed to support the M.C.P.S. reading curriculum, and the study of the fourth grade core books that will be covered during class time.

Your child and her/his reading and language arts teacher will have frequent opportunities to discuss what has been read independently. The W.E.B. book will be used for reading at home. Your child is welcome and encouraged to use nightly W.E.B. time to read for their book project (book projects are due for the months of November, January, March, and May). A record of your child's daily reading and written response will be kept in your child's Literature Response Log. Your child is responsible for carrying their Literature Response Log to and from school on a daily basis.

**All students will have reading/writing homework every night, Monday through Thursday. ALL** students are expected to read for at least fifteen (15) minutes every night. After reading, students are expected to write at least **three sentences** about what they have just read in their Literature Response Logs every night. Your child's written response may take many forms: a summary, comments about a character(s), questions about the plot, etc. Parents are expected to sign their child's written response every night. **This is required homework:** no written response = no homework credit, no parent/guardian signature = no homework credit. If your child is exceptionally tired one night, you may read to your child and have her/him dictate their response. Your child may

also choose to read to a younger sibling and respond to the book or to the sibling's reaction to the book.

Completion of homework is recorded in the Learning Skills portion of your child's report card.

Over the school year, consistent daily reading will expose your child to various authors' styles, and will improve your child's fluency, vocabulary, comprehension, and writing. Our main goal is that your child will enjoy reading, and that she/he will choose to read for pleasure.

Please join with us in helping to create an environment where your children can enjoy books for a lifetime. Together we can build a community of readers.

Thank you for your help, support, and cooperation with the W.E.B. program!

Ms. Jacqueline Moore  
Mrs. Barbara Cichetti

---

\* \* \* Please indicate that you have read the preceding letter. Return ONLY the lower portion of this page to school with your child by Thursday, September 1<sup>st</sup>, 2011. Thank you!

Student's Name: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



# The W.E.B. Program:

## Required nightly reading and written literature response

**W.E.B. (Wonderfully Exciting Books)** is an independent, nightly reading/writing program designed to support the M.C.P.S. reading curriculum and the study of fourth grade core books covered in class. All students will have required reading/writing homework every night, Monday through Thursday.

### Students need to:

1. Read for at least **fifteen minutes** each night.
2. **Write three sentences** in their "W.E.B. Logs" in response to what they read. Be sure to write the date each night.
3. Bring their logs to their parents and remind them to initial the writing response.
4. **Bring their logs to school every day** for the teacher to check.

### Parents need to:

1. **Sign their child's written response every night** in the margin of the log.
2. **Remind their child** to bring their W.E.B. Log to school **EACH DAY** for a teacher check.

If your child is exceptionally tired one night, you are welcome to read to your child and have him/her dictate the response. Your child may also choose to read to a younger sibling and respond to the book or to the sibling's reaction to the book.

The idea is to have all students doing regular nightly reading and responding to literature. When children write about what they read, they are able to "make meaning" by expressing personal thoughts, strong emotions, and making real-life connections so that reading becomes a rewarding personal journey. In class, I'll be doing lessons with my students on various ways to write a response. Take a look at the next page for a list of response ideas.

# W.E.B. RESPONSE IDEAS

1. Write a summary.
2. Make a prediction.
3. Write feelings and thoughts about the actions of a character. (For example: I was annoyed with Sam for letting Jack copy his homework. I think he shouldn't let Jack boss him around. He did all that work and Jack just copied it and got credit. I don't think that was fair.)
4. Ask a question.
5. If the reader has had similar experiences to the character, explain these experiences.
6. If a character in the book reminds the reader of a character in another book, explain the similarities.
7. The reader may criticize the author's writing. (For example: I wish the author would have more conversation between the characters. There's too much description.)
8. The reader may write a letter directly to the character as though he/she were a friend. The letter may contain advice, a warning, or encouragement.

So, the nightly W.E.B. homework for your child is:

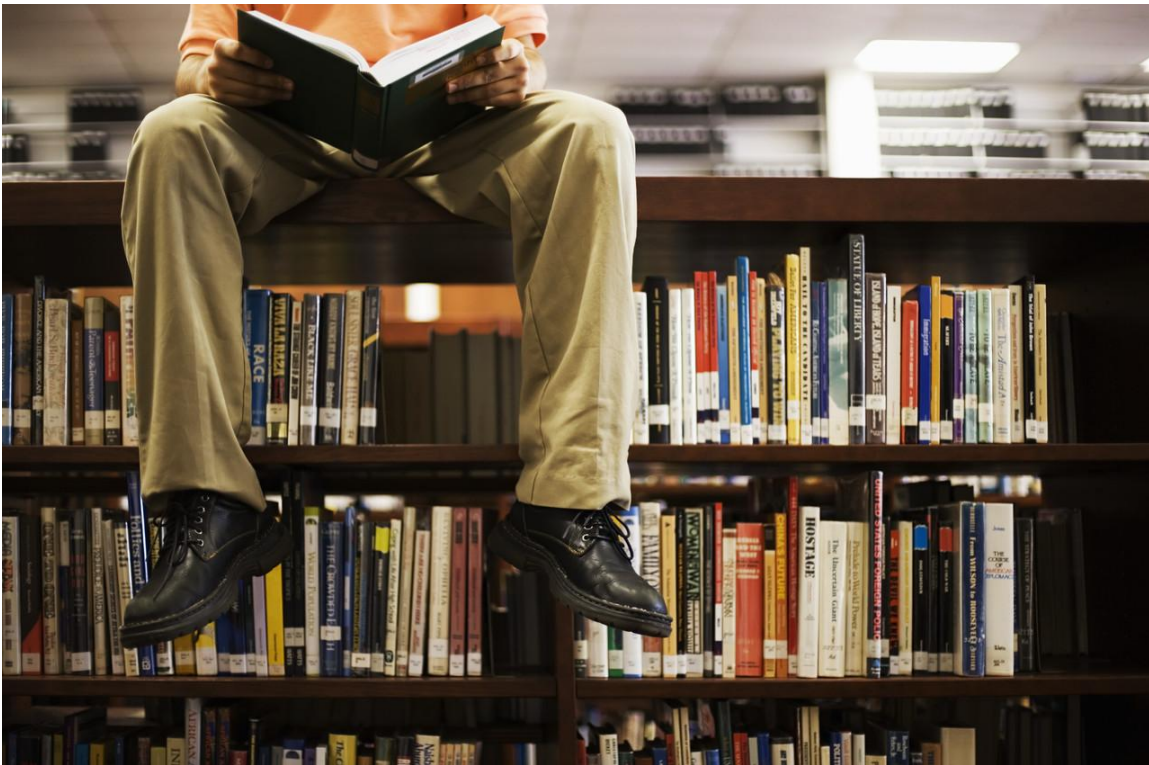
1. READ AT LEAST 15 MINUTES EVERY NIGHT!
2. DATE AND WRITE AT LEAST 3 SENTENCES IN THE W.E.B. LOG!
3. PARENTS MUST INITIAL THE RESPONSES EACH NIGHT!
4. STUDENTS MUST REMEMBER TO BRING THE LOGS TO SCHOOL EVERY DAY FOR THE TEACHER TO CHECK!

Thanks so much for the extra organizational effort that it will take to help this W.E.B. program succeed. Together we will build a community of readers!

# Reading Survey

As a parent, you obviously know your child very well. We would like to know more about your child's reading habits so that we can better help her/him. Please take the time to complete the following reading survey so that we will have a better understanding of your child. The surveys need to be returned by **Friday, September 2<sup>nd</sup>**, so that your input can be used when planning instruction for your child.

Thank you!



**Parent Survey About Reading**- Please detach and return this to school via your child by Friday, September 2<sup>nd</sup>, 2011. If you need more space to write, please attach extra paper. Thank you!

Child's name: \_\_\_\_\_

Parent/Caregiver's name: \_\_\_\_\_

What impresses you the most about your child in this area (reading strengths)?

---

---

---

---

---

---

---

---

What do you think are the influences that contributed to these strengths?

---

---

---

---

---

---

---

---

What concerns you about your child as a reader? (difficulties, needs)

---

---

---

---

---

---

---

---

List or describe your child's reading interests.

---

---

---

---

---

---

---

---

Which particular books and authors are your child's favorites? How can you tell?

---

---

---

---

---

In what everyday situations do you see your child read something OTHER than books (magazines, newspapers, trading cards, etc.)?

---

---

---

---

---

In what ways do you and other family members share reading and books with your child?

---

---

---

---

---

---

---

