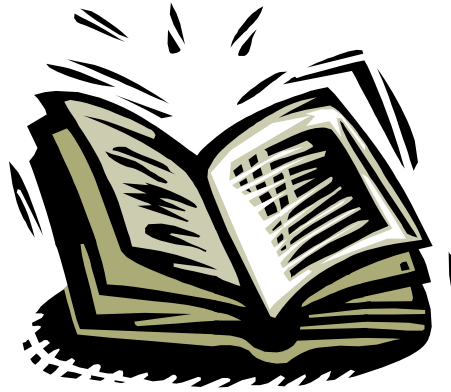


FRAMINGHAM PUBLIC SCHOOLS
2009
Fuller Middle School
ESL/Bilingual Summer Reading Program
For Students Entering Grade 7 & 8



Students entering ESL 1 & 2

- *Jacob Have I Loved* by Katherine Patterson(Available in Spanish)
- *Baseball in April* by Gary Soto(Available in Spanish)
- *Maniac Magee* by Jerry Spinelli(Available in Portuguese)

Students entering ESL 3:

- *Stone Fox* by John Reynolds Gardiner
- *Going Home* by Nicholosa Mohr

Students entering ESL 4:

- *Music of the Dolphins* by Karen Hesse
- *The Skin I'm In* by Sharon G. Flake
- *Note: Students entering ESL 4 may also choose from the Fuller Mainstream Grade 7 & 8 Summer Reading lists.

Students entering ESL 5:

- *Students entering ESL 5 should choose from the Fuller Mainstream Grade 7 & 8 Summer Reading lists.*

The summer reading program is designed to foster the enjoyment of reading, to expose students to a variety of genres, and to encourage independent readers. Over the summer, students entering ESL 3 and 4 in grades 7 and 8 will read two books that have been selected by next year's ESL teachers. Students will complete one assignment for each book which will be collected and assessed by their new ESL teacher during the first week of school. The assignments include one story map and one book project. This summer reading packet can also be found on the Fuller Middle School website.

ESL/Bilingual Summer Reading Program Fuller Middle School



Book One

Expectations:

- Complete the story map by recording the book title and genre, description of the main characters, plot, theme and setting. (See attached)
- The story map will be checked and used for in-class assessment the first week of school.



Book Two

Expectations:

- Create a project using the list below that demonstrates your understanding of the novel. Projects will be submitted within the first week of school.

Project Choices

- Character Sketch – Draw a picture of the main character. On a separate sheet of paper, write a paragraph describing the main character’s physical appearance, personality, and what they did in the book.
- Poster – Create a poster about the novel. Illustrations can be pictures from magazines, hand drawn images, and glued objects to show what the book was about. Write a caption to explain each illustration.
- Write and perform a play acting out a favorite scene in the novel.
- Create a power point presentation, 7-10 good slides, which includes the following: title and author, setting, main characters, summary of the plot, and recommendation.
- Create a model of a favorite or important scene in the book.

Name _____

Story Map – Book #1

Main Character

Three physical traits

1.

2.

3.

Three personality traits

1.

2.

3.

Setting

Where and when does the story take place?

Plot

Conflict: What is the main problem in the story?

Rubric for Summer Reading Project – Book #2

Grade	Criteria
A	Content reflects deep understanding of the book; project displays excellent effort; all directions are followed; work is neat; illustrations are clear and carefully drawn.
B	Content reflects clear understanding of the book; project displays good effort; directions are followed; work is neat; illustrations are clear and carefully drawn.
C	Content reflects fair understanding of the book; project displays some effort; most directions are followed; work is generally neat; illustrations are fairly clear and fairly well drawn.
D	Understanding of the book is unclear; project displays little effort; few directions are followed; work is somewhat neat; illustrations are unclear and poorly drawn.
F	Student displays no attempt.

Note: Points will be deducted for lateness.