



Union County T.E.A.M.S. Charter School and High School/College Leadership Academy
515-517 West 4th Street Plainfield, NJ 07060 908.754.9043 * FAX 908.754.7790

July 9, 2015

SUMMER PACKET LETTER

Dear Incoming **Second Grade** Students and Parents/Guardians,

Happy Summer!!! We trust by now that you are staying cool and enjoying your days off from School. Summer is a great time to relax but it is also a time to read and practice your skills in order to be prepared for the upcoming school year. We have prepared a standards-based Summer Packet with Language Arts and Math activities to support us in decreasing summer learning loss and increase critical thinking.

This Summer Packet is designed to provide students with practice for reading comprehension, Writing, and basic math problem solving. You will have to print the packet out to complete.

Parents/Guardians will need to offer assistance towards pacing your child for the remainder of July and the month of August with (do **NOT** wait to the last minute):

1. ■ Reading the required books
2. ■ Completing **TWO** Reading Response Journals
3. ■ Completing the reading log with the additional books that your child reads
4. ■ Completing the math calendar

Summer Packets are due on **September 14, 2015** to your Homeroom Teacher. Your child will receive recognition and reward for completing the packet

If you have any questions, please feel free to call the school at 908-754-9043.

Happy Reading, Writing and Problem Solving!!!!

Your Partner in Teaching and Learning,

Brian A. Albanese

Director of Instruction/Principal K-8

REMINDER: FIRST DAY OF SCHOOL IS THURSDAY, SEPTEMBER 3, 2015

**Union County TEAMS Charter School
Summer Reading Packet**

Incoming Second Graders (Leaving First Grade)

Incoming Second Graders are required to read **TWO** different books from the list below to complete the provided assignment below. You may visit the local library or bookstore to find your books for summer reading. *Students are encouraged to read several books and complete the attached reading log to list all books that they read. Submit your Summer Reading Log to your teacher.*

Get Ready For Second Grade, Amber Brown by Paula Danziger

Zin! Zin! Zin! A Violin by Lloyd Moss

Sheep in a Jeep by Nancy Shaw

If You Give A Mouse a Cookie by Laura Numeroff

Ronald Morgan Goes to Bat by Patricia Reilly Giff

Henry and Mudge and the Happy Cat by Cynthia Rylant

Bringing the Rain to Kapiti Plain by Verna Aardema

Abiyoyo by Pete Seeger

Cloudy With a Chance of Meatballs by Judie Barrett

Horrible Harry by Suzy Kline

If A Bus Could Talk by Faith Ringgold

Tar Beach by Faith Ringgold

Students are welcome to read other Second Grade level books not listed above.

Reading Assignment #1

Complete the attached Reading Response for **one** of your required books.

Creative Reading Assignments/Activities #2

Select ONE assignment below to complete using your remaining required book. Students should practice reading/presenting his/her project to a family at home because they will present in class. Each assignment will count towards your child's 1st Marking Period Reading Grades (see grading rubric):

1. Create a character or animal from the story using clay, cardboard, or any other materials that you decide on. Your character can be life sized. You may also design a costume for you to dress up as a character. Write a short paragraph in the character's voice to introduce the character to the class. Be Creative. Be prepared to present your Character to your class and read the paragraph in the Character's voice. Practice!Practice!Practice!
2. Create a storyboard book report on a large poster board. There should be 5 parts written neatly and in complete sentences. The parts are 1-title of the book, 2-characters, 3-setting, 4-plot (brief summary), 5-problem/conflict (what is the problem in the story), and 6-solution (how was the problem solved).
3. Create a diorama to recreate a scene from your book using a shoebox or other small box. You may use clay or other figurines and materials. Be creative.
4. Compose a song to describe your book. The song should include the title, characters, and parts from the book. Be prepared to sing you song for your class. Make certain you neatly write the lyrics to your song on a blank sheet of paper.

All assignments must have the student's first and last name and title of the book labeled somewhere on the project. Use the attached rubric as a guide for completing your assignments/activities. Happy Reading ☺.

Reading Response

Student's Name: _____

Book Title: _____

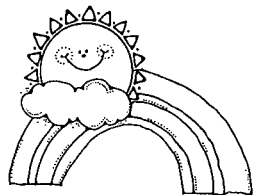
Author: _____

This response may be completed in any order as you read, but you must fill in each section.



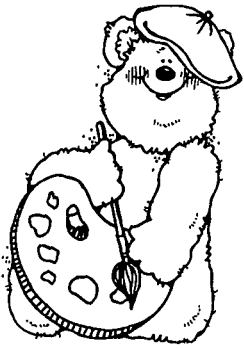
PREDICT

Write one or two sentences that predict what the book will be about. Base your response on the title or any other information contained in this text.



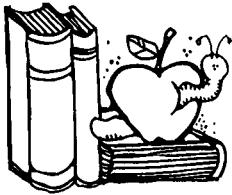
CLARIFY

Write down any words, phrases, or ideas that you do not understand as you read. After you have written down the words or ideas that need clarification, try to figure out what they mean by using the context clues (other words in the sentence or paragraph). Do not use a dictionary. You may ask a family member for help if you are not able to clarify a word. If you do not need to clarify any words, phrases or ideas, write NONE in the space provided.



VISUALIZE - MAKE A PICTURE IN YOUR MIND

After you finish reading, draw a picture of what the passage makes you see in your imagination. Draw it on this paper in the space below.



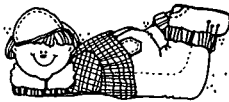
QUESTION - ASK "TEACHER-LIKE" QUESTIONS

Pretend you are the teacher and are going to give a test about what you have just read. Write three "teacher-like" questions about the book. "Teacher-like" questions are questions that your second grade teacher may ask you about this book.

1.

2.

3.



SUMMARIZE

Complete this summary frame about the book you have just read.

The book is about _____

The story begins with _____

_____. The story discusses (or develops) the idea that

_____ and ends with _____

Student Name: _____

Second Grade Summer Reading Log



Complete this log along with your activities and return it to your classroom teacher, sure each book entry is signed by a parent/guardian. Print more copies if needed.
HAPPY READING!

Make


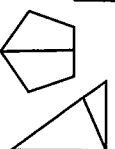



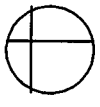

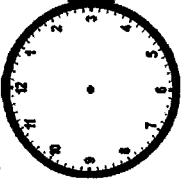
Date	Book Title	Author	Parent Signature
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		

PRESENTATION GRADING RUBRIC for the CREATIVE READING ASSIGNMENT

All presentations from the Summer Reading Packets will be graded using the rubric below.
 Parents/Guardians: Use the rubric as your guide for assisting your child with practicing his/her presentation.

STUDENT NAME: _____		Oral Presentation			
	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	
Eye Contact	<ul style="list-style-type: none"> • Speaker looks at the audience almost all of the time. • Speaker makes direct eye contact with most of the members of the audience at some point in the talk. 	<ul style="list-style-type: none"> • Speaker looks up for most of the talk. • Speaker sporadically direct eye contact with members of the audience. 	<ul style="list-style-type: none"> • Speaker looks at the audience part of the time. • Speaker makes little direct eye contact with members of the audience. 	<ul style="list-style-type: none"> • Most of the time, the speaker is not looking at the audience. 	
Voice	<ul style="list-style-type: none"> • Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. • The speaker uses Standard English, using correct vocabulary for the subject area and language appropriate for the audience. 	<ul style="list-style-type: none"> • A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand. • The speaker uses Standard English, using correct vocabulary for the subject area. 	<ul style="list-style-type: none"> • Several parts of the talk are unclear or inaudible to some members of the audience, OR one portion is unclear or inaudible to most of the audience. • The speaker occasionally uses nonstandard English and uses some terms incorrectly. 	<ul style="list-style-type: none"> • Several portions of the talk are unclear or inaudible to most of the audience. • The speaker frequently uses nonstandard English and uses terms incorrectly. 	
Preparation	<ul style="list-style-type: none"> • Student is well prepared and has obviously rehearsed. • Student can present without reading from his/her notes. Student has memorized most of their presentation. • Speaker makes smooth transitions between parts of the talk. 	<ul style="list-style-type: none"> • Student seems pretty prepared but may need more rehearsals. • Student read his/her notes somewhat throughout the presentation. • Most transitions between parts of the talk are smooth. 	<ul style="list-style-type: none"> • Student is somewhat prepared, but it is clear that the student did not rehearse. • Student frequently reads his or her notes. • Unnecessary delays or pauses exist in the talk 	<ul style="list-style-type: none"> • It is obviously that the student does not prepare at all. • Student reads his or her notes through the entire presentation • Unnecessary pauses or awkward delays may occur 	
Knowledge of Subject	<ul style="list-style-type: none"> • Speaker demonstrates a thorough knowledge of subject matter • Speaker can answer questions with certainty. 	<ul style="list-style-type: none"> • Speaker demonstrates an adequate knowledge • Speaker answers the majority of questions. 	<ul style="list-style-type: none"> • Speaker demonstrates some knowledge • Speaker is able to answer some questions. 	<ul style="list-style-type: none"> • The speaker demonstrates little or no knowledge. 	
Visual Aid	<ul style="list-style-type: none"> • Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation. 	<ul style="list-style-type: none"> • Visual aids supported the presentation effectively. They clarified and reinforced the spoken message. 	<ul style="list-style-type: none"> • Visual aids were occasionally appropriate and related to the spoken message 	<ul style="list-style-type: none"> • No visual aids were used 	
Score					
Comments:					

Student Name: _____ Incoming Grade 2 Summer Math Calendar
 ~ July and August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Friday</p> <p>Review the numbers that are 10 more and 10 less.</p> <p>10 less _____</p> <p>10 more _____</p> <p>15 _____</p> <p>36 _____</p>	<p>Write $<$, $>$ or $=$ in the blank below.</p> <p>15 _____ 32</p> <p>50 + 3 _____ 60 - 7 _____</p>	<p>Write a subtraction word problem for another family member to solve.</p>	<p>Fill in the missing numbers.</p> <p>46, _____, 49, _____</p> <p>_____, 25, _____, 29, 31</p>	<p>FREEDAY</p>	<p>Drake had 18 crayons. He gave 2 crayons to Nicky. How many crayons does he have now?</p> <p>_____</p>	<p>Identify the number that makes the equation true.</p> <p>$27 + 4 =$ _____</p> <p>15 47 31</p>
<p>Write the numbers that are 10 more and 10 less.</p> <p>10 less _____</p> <p>10 more _____</p> <p>15 _____</p> <p>36 _____</p>	<p>Jane had 3 pens. Chris gave her some more pens. Then Jane had 9 pens. How many pens did Chris give Jane?</p> <p>_____</p>	<p>Determine if the equation is true or false.</p> <p>$6 + 8 = 16$</p> <p>True False</p> <p>Explain your thinking.</p>	<p>Draw a square.</p>	<p>Jane baked 16 cakes. She baked 7 fewer cakes than Serene. How many cakes did Serene bake?</p> <p>_____</p>	<p>Write the correct time.</p> 	<p>Dave saved three nickels, one quarter and two dimes. How much money did he save altogether?</p> <p>_____</p>
<p>Circle the shape with two equal shares. Explain your thinking.</p>  	<p>A _____ has 2 wheels.</p> <p>A _____ has 4 wheels.</p> <p>How many wheels are on 1 bike and 2 wagons?</p> <p>_____</p>	<p>Write four related facts using the three numbers [7, 4, 11]</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p>	<p>List the objects from 1 (shortest) to 3 (longest)</p> 	<p>Solve for the unknown.</p> <p>_____ + 7 = 14</p> <p>18 - _____ = 8</p>	<p>Identify two attributes that could be used to describe this shape.</p> 	<p>Harris has 6 stickers. He buys 3 more stickers every day. How many does it take him to collect 18 stickers altogether?</p> <p>_____</p>
<p>Draw a triangle.</p>	<p>Circle the number that is 10 less than 47.</p> <p>56 37 57 32</p>	<p>Write $<$, $>$ or $=$ in the blank below.</p> <p>45 _____ 40 + 5</p> <p>25 _____ 35 - 7</p>	<p>Write an addition word problem for another family member to solve.</p>	<p>Circle the shape partitioned into 4 equal parts. Explain.</p>  	<p>Complete the equations.</p> <p>$8 + 6 =$ _____</p> <p>$13 - 4 =$ _____</p> <p>$10 + 4 =$ _____</p> <p>$18 - 5 =$ _____</p>	<p>There are 15 scarves. 6 of them are green and the rest are yellow. How many yellow scarves are there?</p> <p>_____</p>
<p>Solve for the unknown.</p> <p>_____ + 4 = 12</p> <p>20 - _____ = 6</p>	<p>Rope P is 14 units long. Rope Q is 8 units shorter than rope P. How long is rope Q?</p> <p>_____</p>	<p>I wake up at</p> 	<p>CHALLENGE</p> <p>Yesterday was Monday. What is four days after tomorrow? Explain your thinking.</p>	<p>The design of the activities on this calendar is meant to support instruction in the Common Core State Standards in both its content and presentation. Therefore, the activities are not to be done as independent problems, but to be worked on with a parent, guardian or other brother or sister. Talking about the problem is an important part of completing each activity. On the next pages of this calendar are recommended math websites for more reinforcement of math concepts and computation. You may need to use additional sheets to complete the problem. Please be sure to label each problem with the correct date.</p>		