



MARY WHITE OVINGTON PS/IS 30

Mrs. Carol Heeraman, Principal

Mrs. Ama Willock, AP

Mr. Zaher Idriss, AP

Mrs. Calliope Athanasakos, AP



***Where LEADERS ROAR!
Respect, Opportunity, Acceptance, and Resilience***

2019 Summer Reading and Writing Project--- Incoming 3rd grade

Dear Students and Parents,

Research shows that students who read over the summer do better in school in the fall. To prevent academic loss over the summer, each student will be required to read one assigned book and complete several tasks. The incoming 3rd grade students will be reading ***Juana & Lucas by Juana Medina***.

The purpose of the summer project is to encourage our students to continue reading and thinking, using the literacy skills they've learned over the past school year to give them a head start in September. The summer reading book was carefully chosen to lay a foundation for the first ELA unit of the school year. It is anticipated that the students will be able to use the knowledge gleaned through their summer reading to make the transition to the next grade easier and more pleasurable.

The students must hand in the project to their ELA teacher on the first day of school, **Friday, September 6, 2019** or on the first day a student is able to return to school. Their teacher will also conduct an "on demand" in class writing task based on the assigned book to further assess each student's individual needs.

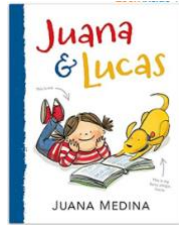
Attached, please find the information needed for the required reading and writing.

Should you have any questions, please feel free to contact our school office at **(718) 491-8440**. Thank you for your support, and we hope that your family's summer is enjoyable.

Sincerely,
C. Athanasakos
Assistant Principal

P.S./I.S. 30 Summer Reading and Writing Project

Juana & Lucas by Juana Medina



Step 1: Borrow the Book from the Brooklyn Public Library or purchase a copy for your home library.

Step 2: Read each chapter and answer the following questions.

Step 3: Read the directions and writing prompt for the **Final Task** and complete the graphic organizer in this packet.

Step 4: Write your final draft for the **Final Task** on the handout in this packet. Refer to the rubric.

Step 5: Ensure all your work (Graphic organizers and Final Draft) are stapled neatly together.

Step 6: Hand in all your summer work to your teacher on Wednesday, September 5, 2018

Places you can borrow or purchase Juana & Lucas

- **Brooklyn Public Library** (9424 4th Ave) or (5108 4th Ave) or (8202 13th Ave)
- **The Bookmark Shoppe** (8415 3rd Avenue, Brooklyn, NY)
- **Amazon.com**
- **Barnes and Noble** (Online or at 267 7th Avenue, Brooklyn, NY)

Student's Name: _____

Parent's Signature: _____

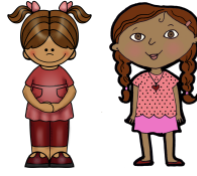
Juana and Lucas by Juana Medina



Read Chapter 1: pp. 1-9

1. Page 1, Oh! This looks like fun! What did the author do to create a fun way of reading this text?

2. Pages 4-5, What are 5 reasons Juana loves Bogotá? (Locate Bogotá on a map.)



Read Chapter 2: pp. 10-17

3. Pages 12-13, Oh! This looks a lot like the character page about Juana's dog, Lucas. What have you learned about Juana's friend Juli?

4. Pages 12-13, What do you think about the author including character pages that just give information about a character?

Read Chapter 3: pp. 18-25



5. Page 21, Here's another character page - and this time it's about Juana! Why did the author put the words: **VERY. STRONGLY** in capital letters and in their own line?

6. Why doesn't Juana like her uniform?

Read Chapter 4: pp. 27-33

7. Page 30, Using the illustration on this page, explain how Juana is feeling.

8. Have you ever been told you will learn a second language?
What do you think of learning a second language?



Read Chapter 5: pp. 34-39

9. Page 70, How do you think Juana is feeling now about learning English?

10. Page 39, The word 'tiny' on this page makes me smile and laugh. What is the author's purpose for this tiny word?



Read Chapter 7: pp. 46-51

12. Pages 47-48, Why is Juana having difficulty falling asleep?

Read Chapter 8: pp.52-61

13. What happened at the end of the chapter that caused Juana to decide this has been the worst day AND the greatest day?

Read Chapter 9: pp.62-73

14. Why did Juana work so hard to learn English? What do we know about Juana's character?

Read Chapter 11: pp. 80-89

16. Pages 88, Name two things Juana learned from her trip to Spaceland.

Name _____ Date _____

Juana and Lucas by Juana Medina
RACE Graphic Organizer for Final Task

Writing Prompt Question	What are some reasons why Juana's family, friends, neighbor and teacher told her it would be good for her to learn a second language? Use 2-3 details from the text to support your answer.
-------------------------	---

Restate and Answer the question	
Cite and Clarify <ul style="list-style-type: none">• <i>Do both your details support the question?</i>• <i>Did you explain how each detail supports the question?</i>• <i>Did you use transitional words?</i> <i>Sentence Starters</i> <ul style="list-style-type: none">• <i>According to the text...</i>• <i>The text states....</i>• <i>The author wrote...</i>	1- Cite Evidence from the text Explain the Evidence: <hr/> 2- Cite Evidence from the text Explain the Evidence:
End <i>Restate the main idea of your paragraph, or your claim or</i> <i>Leave the reader with an interesting final impression</i>	

Name _____ Class _____ Date _____

P.S./I.S. 30 Summer Reading and Writing Project

FINAL TASK

Juana and Lucas by Juana Medina

Directions: Write a complete paragraph in which you use specific evidence to support your thinking. You should use the text and the notes you collected to help you write this paragraph.

Prompt: What are some reasons why Juana's family, friends, neighbor and teacher told her it would be good for her to learn a second language? Use 2-3 details from the text to support your answer.

Parent's Signature _____

SHORT RESPONSE RUBRIC

<i>Category</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Focus on Topic	It is tightly focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea stands out and is supported by detailed information that demonstrates a deep understanding of key ideas.	It is largely focused on responding to the prompt. The focus statement or claim uses the prompt. The main idea is clear but the supporting information is general. It demonstrates understanding of key ideas.	It is somewhat focused on responding to the prompt (it may stray often and shows difficulty getting back on topic). The focus statement or claim somewhat uses the prompt. The main idea is somewhat clear but there is a need for more supporting information. It demonstrates gaps in understanding main ideas.	It shows no attempt to focus on the prompt or it substitutes a different task. The focus statement or claim somewhat uses the prompt. The main idea is not clear. There is a seemingly random collection of information. It demonstrates little or no understanding of key ideas.
Support for Topic and Elaboration	There are 3 or more relevant, telling, quality details that give the reader important information beyond the obvious or predictable. For each piece of evidence, a perceptive and insightful analysis is given. There is a superior explanation of ideas.	There are 2 - 3 details that give the reader relevant information. At least 2 out of the 3 details are well supported. For 2 out of the 3 pieces of evidence, a logical analysis is given. There is a sufficient explanation of ideas.	There are at least 2 details that give the reader relevant information, but they are poorly supported or unsupported. There is some logical analysis, but there is a somewhat limited explanation of ideas.	There are 1 or 2 details but the information is typically unclear or not related to the topic. The explanation of ideas is illogical. There is little or no attempt at explaining the ideas.
Organization	The ideas are introduced in a mostly logical and effective order and can easily be understood by the reader. There is a powerful and relevant conclusion.	The ideas are introduced in a generally logical and effective order and can be understood by the reader. There is a clear and relevant conclusion.	The ideas introduced are seldom in logical order and can sometimes be understood by the reader. There is a somewhat clear and relevant conclusion.	The ideas introduced are randomly presented or merely listed. The concluding sentence is missing or unclear and not relevant.
Conventions	The writer makes no errors in capitalization, punctuation, grammar, or spelling, so the response is exceptionally easy to read.	The writer makes 1 or 2 errors in capitalization, punctuation, grammar, or spelling, but the response is still easy to read.	The writer makes 3 or 4 errors in capitalization, punctuation, grammar, or spelling that catch the reader's attention and interrupt the flow. It distracts the reader from the content.	The writer makes more than 4 errors in capitalization, punctuation, grammar, or spelling, that catch the reader's attention and greatly interrupt the flow. It distracts the reader from the content.