



**Peak to Peak  
Charter School**  
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19 May 08

Dear Parents and Guardians of incoming English I Standard Students:

My colleagues and I agree with research that shows students who read over the summer maintain or improve their literacy skills; those who don't read see their skills diminish. This letter will introduce you to your child's summer-reading responsibilities, setting up what we expect will be a successful start to the next school year.

All English I Standard students will read either *Dragonwings* by Laurence Yep or *A Wrinkle in Time* by Madeline L'Engle. For your convenience, Peak to Peak and Barnes and Noble will be holding a May book fair where families may purchase all the books needed for the upcoming school year. Watch for upcoming details from our librarians.

The historical novel *Dragonwings* plunges readers into the lives of Chinese-American immigrants by following a father and son's adventures in California in the 1900's. The main character Moon Shadow, who is eight years old when the action begins, must learn how to live in a new culture, even as he faces challenges from his own family (the dishonest Black Dog) and the environment (a terrifying earthquake).

*A Wrinkle in Time* is a fantasy about dangers in a parallel universe that threaten our own world. Only the Wallace children have discovered this danger and have the power and determination to risk stopping it. Their journey takes them and readers to unimagined destinations.

For the reading they choose, students will complete a two-sided activity sheet. This sheet can easily be downloaded from [www.peaktopeak.org](http://www.peaktopeak.org), our school's webpage. This worksheet is a place to hold key ingredients and memories from the book. (We don't expect students to memorize what they read, but we do expect them to save their thinking on paper.) When students return to school in August, students should bring the completed sheet with them. They will use that information to write us a letter about their summer-reading choice.

Please complete the confirmation slip below and return it to this year's classroom teacher. This will indicate that you and your child understand the summer-reading expectations. If you have further questions, please contact us using the information below.

Have a great summer and thanks for reading!

Sincerely,

Brian Rozinsky Jennifer Jouzdani  
English I teachers

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COULDSAY

Return to 2007-08 classroom teacher...

\_\_\_\_\_ and I read the  
(Print student name.)  
English I Standard summer-reading letter, and we understand the  
expectations:

- Read either *Dragonwings* (Yep) or *A Wrinkle in Time* (L'Engle).
- Download and complete an activity sheet.
- Bring the activity sheet on the first full day of school in August.

Parent/guardian signature

Student signature

Date

Choose ONE book and complete ONE summer-reading sheet.

**MUST-KNOWS when you read a (long or short) story – Please complete sections ① - ⑤.**

① *The first two pieces of information come right from the cover.*

Who is the author and what is the title? Circle one.      A Wrinkle in Time by Madeline L'Engle

Dragonwings by Laurence Yep

② *The next three pieces of information come from the title page or the one right after.*

Where was the story published? (Hint: It's a city.) \_\_\_\_\_

What company published the story? \_\_\_\_\_

When was the story published? (Look for the year after the ©, which means copyright date.) \_\_\_\_\_

③ *Before you start reading, you need a plan to give you an idea how long this story will take to finish.*

How many pages is the story? \_\_\_\_\_ How many minutes does it take to read one full page? (Time yourself.) \_\_\_\_\_

How many minutes will it take to read the whole story? (Multiply the numbers in the two spaces above.) \_\_\_\_\_

How many hours does this equal? (Divide the number of minutes by 60.) \_\_\_\_\_

What are the best times of day for you to do your reading? Write at least two ideas in the space below.

What are good places for you to do your reading? Write at least two ideas in the space below.

Use all of this information to create your plan for finishing the story. When you finish the book, write down how well your plan worked in the space below. (If it didn't work, explain what got in the way.)

④ *Everything you read either introduces you to new words or uses words you know in new ways. Write down as many vocabulary words you learned from this story as you can fit in the rectangle below.*

⑤ *Keep track of the basic story ingredients as you read or when you are finished with the story. Write them in the following chart.*

CHARACTERS

**Who** are the important people in the story? (Give names and a quick description.)

SETTING

**When** does the story happen? (Give specific years if you can, or at least time periods.)

SETTING

**Where** does the story happen? (List the key places.)

PLOT

**What** happens in the story? (List the main events.)

**FUN ACTIVITIES when you read a (long or short) story**

Please pick only one of the choices below, and complete the task on separate paper when you are done reading.

1. Create a new cover that would excite someone else to read the story.
2. Select a favorite passage to read aloud from the story. Bring the passage or a copy of it on the first day of school. Also, write a few sentences about why you chose that passage.
3. Make a list of who would star in a movie version of the story.
4. Design a word puzzle using information from the story. You might make a crossword, a word search, a jumble, or some other kind of puzzle. The Puzzlemaker Online website can be a useful resource – <http://puzzlemaker.discoveryeducation.com/>
5. Talk for at least 10 minutes to someone else who read the story, then write down the thoughts that you discussed.