

May 2016

Dear Parents,

Summer is on the horizon. That means lazy days, feet in some sand, or on the pool deck, or back porch, and time to relax and try new things. With that in mind, this year's summer reading is an exercise for students in choosing their own learning adventure. They can choose to expand their knowledge of something they've already studied in school, or they can choose a topic that they've never had the opportunity to learn about. In either case, it should be something that holds their interest, and that they'd be willing to talk about with others.

How will this work?

1. Students will **choose a topic area** to investigate over the summer, and share that choice with their advisor via email **by May 27**.
2. They will **choose one book** to read that pertains to their chosen topic, and then **3 other sources** of information to further their understanding and appreciation for their topic – documentary, film, article, podcast, TED talk, etc. The book can be fiction or non-fiction, and should be an appropriate reading level for the student. Other sources may be found in school or public library databases, through searches online, or discussion with family members, mentors, etc.
3. Students will **create a bibliography** using MLA standard format **that includes annotations** about what they learned from each source.
4. Bibliographies will be **shared with advisors via email by August 16**.
5. Once they've read their books and used their other sources, students will **prepare a brief presentation** of 2-3 minutes to share what they learned.

When we return for the 2016-17 year, there will be one day when advisees meet with mixed age advisee groups. Each student will have 2-3 minutes to share with the group what they read, and what they learned from the reading and other sources. Presentations should focus on the learning, and may include a critique of the particular book chosen.

Assessment:

A rubric for the bibliography and one for the presentation are attached to this document.

Students who do not adequately complete the summer reading assignment will be placed on hold.

Help for completing summer reading successfully:

1. Need help identifying interests?
2. Help finding a book to connect to an interest? Help finding other sources to use?
3. Need help creating a bibliography?
4. Need help creating a presentation? (Be bold, venture beyond the PowerPoint)

If your student would like in-person help, or would like to check out a book, the library will be open on the following schedule:

Wednesday July 6 from 9-11 a.m.

Thursday, July 14 from 3-5 p.m.,

Tuesday, July 19 from 8-11 a.m.

Monday, July 25 from 11 a.m. -1 p.m.

Thursday, July 28 from 5-7 p.m.

In case you were wondering, here's a brief explanation of why we changed from one assigned title and questions, to this format:

Research shows that student reading over the summer is important to keep building skills. It also shows us that student choice is the best predictor of reading engagement and persistence. By asking students to take charge of their own learning and reading, we hope to foster lifelong skills and practices, not just school day compliance. Exploring a new topic can take many forms, and encouraging students to find multiple resources builds on their personal learning preferences as well as allowing them to exercise selection and evaluation skills. We encourage families to get involved with the summer learning and reading as well. Make your own investigation of a topic you've been curious about, or delve deeper into some hobby or interest that's been hovering on the edges of your mind. Questions? Suggestions? Contact librarian Monica Williams-Mitchell williamsmitchellmm@elderhs.net

Best wishes for a relaxing and enjoyable summer!



Assistant Principal
Dean of Academics



School Librarian

See following pages for example bibliography and rubrics

Eddie Elder

Summer Reading Project

Mr. Altiora

16 August 2016

Topic: Making and Learning

Bibliography

Martinez, Sylvia Libow, and Gary Stager. *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Torrance, CA: Constructing Modern Knowledge, 2013. Print.

I have long been a reader of Gary Stager's ideas about education, and the importance of hands-on and authentic learning experiences. Though it required a little persistence to get through some chapters, I feel like I have a better grasp of the fundamentals of the maker movement. I love this quote: "Our focus needs to be on dismantling the artificial boundaries between subject areas erected in the late 19th century" because it identifies one of the major reasons for what some have referred to as the "game of school" where actual learning has little to do with one's success.

Robinson, Ken. "Do Schools Kill Creativity?" TED2006. 9 Apr. 2016. *TED: Ideas worth Spreading*. Web. 10 May 2016.

One of my all time favorite TED talks, because it is so true. Education has largely succeeded in discouraging creativity in students and in faculty. Though it is easy and even entertaining to listen to, this talk really doesn't explore concrete ways to encourage creativity in school. It does explore, however, how we need to be looking at intelligence and encouraging students who are not necessarily academically oriented in the traditional sense.

Sparks, Sarah D. "Emotions Help Steer Students' Learning, Studies Find; Scholar Sees Passion as Mind's 'rudder'" *Education Week* 35.29 (2016): 7. *Student Resources in Context [Gale]*. Web. 10 May 2016.

"Students can learn how to take interest in subjects that aren't immediately entertaining."

This is vindicating for me. This brain research shows that passion can be learned, developed and nurtured into being. You don't have to be born an "arts kid" or a "computer kid" to become deeply interested in something. This is good news for all educators and for all of education.

SEE NEXT PAGES FOR RUBRICS

Bibliography : Summer Reading

Teacher Name: **Elder High School Library**

Student Name: _____

CATEGORY	Credit	No Credit
MLA format	Sources are accurately documented in MLA (7th ed.) format.	No effort has been made to create citations in MLA format
Amount of Information	At least 4 sources, including one book are cited.	Fewer than 4 sources are listed.
Annotations	Annotations provide description and evaluation of the source	Annotations are missing, not descriptive, or provide no evaluation of the source.

Date Created: **May 09, 2016 08:43 am (CDT)**

Oral Presentation Rubric : Summer Reading

Teacher Name: Elder High School Library

Student Name: _____

CATEGORY	Acceptable	Not yet ready
Preparedness	Student is completely prepared and has obviously rehearsed.	Lack of preparation is evident
Content	Conveys the theme of what was read, provides a summary and evaluation of the book	Presentation lacks detail, description of works read, does not communicate what was learned.
Speaking basics	Maintains adequate eye-contact, enthusiasm, conveys confidence and makes good use of visual	Eye contact, enthusiasm, and confidence lacking; visual aids confusing or non-existent.

Date Created: May 09, 2016 09:03 am (CDT)