



Sustained Silent Reading (SSR)

May

Please choose a book from the list below to read during SSR time at school and at home. You may need to find these books at your local library due to the limited number of copies in your school library. You are to have your SSR book in your possession **EACH** day you are in school. This means you are responsible to bring it home for nightly reading and then back to school every morning! Your SSR book will be due **May**. At this time, you will tell me the title so I can keep a record of your monthly book choice as well as check for reading level appropriateness.

For the SSR book you read, you will be required to complete a reading log and a mini-project to share what you learned from your book. May's reading log and mini-project will be due on the first school day of June. This means you will have an entire month to read your book and complete your project! SSR requirements are reflected in your reading grade so it is imperative that you keep up with the work as much of it is done outside of school time. If you have any questions, please feel free to ask. Happy Reading!

Book Selection:

Reading multicultural literature can help us gain a better understanding of people from other countries and ethnic backgrounds. This month, you will select a *multicultural* novel for your SSR Project. Please use the attached book list to help make your selection.



Website:

<http://elmhurstpubliclibrary.org/middle-school/books-more/>

Click on:
"Multicultural Books
for Middle Schoolers"
under EPL booklists

Name _____

Culture Kits



To learn about another person's culture, you have to be aware of how that person behaves (what she or he does) and what that person believes.

All the people of the world have many things in common, including families, schools, governments, a form of religion, and celebration days. What makes up a person's culture is what that person does and what that person believes about his or her family, school, government, religion, and celebration days.

① Pick one multicultural fiction book.

② Pick one non-fiction book about the same culture.

To create a Culture Kit, follow these steps:

1. Choose and read a nonfiction book about a family or person from a culture other than your own. (Your teacher or school librarian can help you choose a book.)

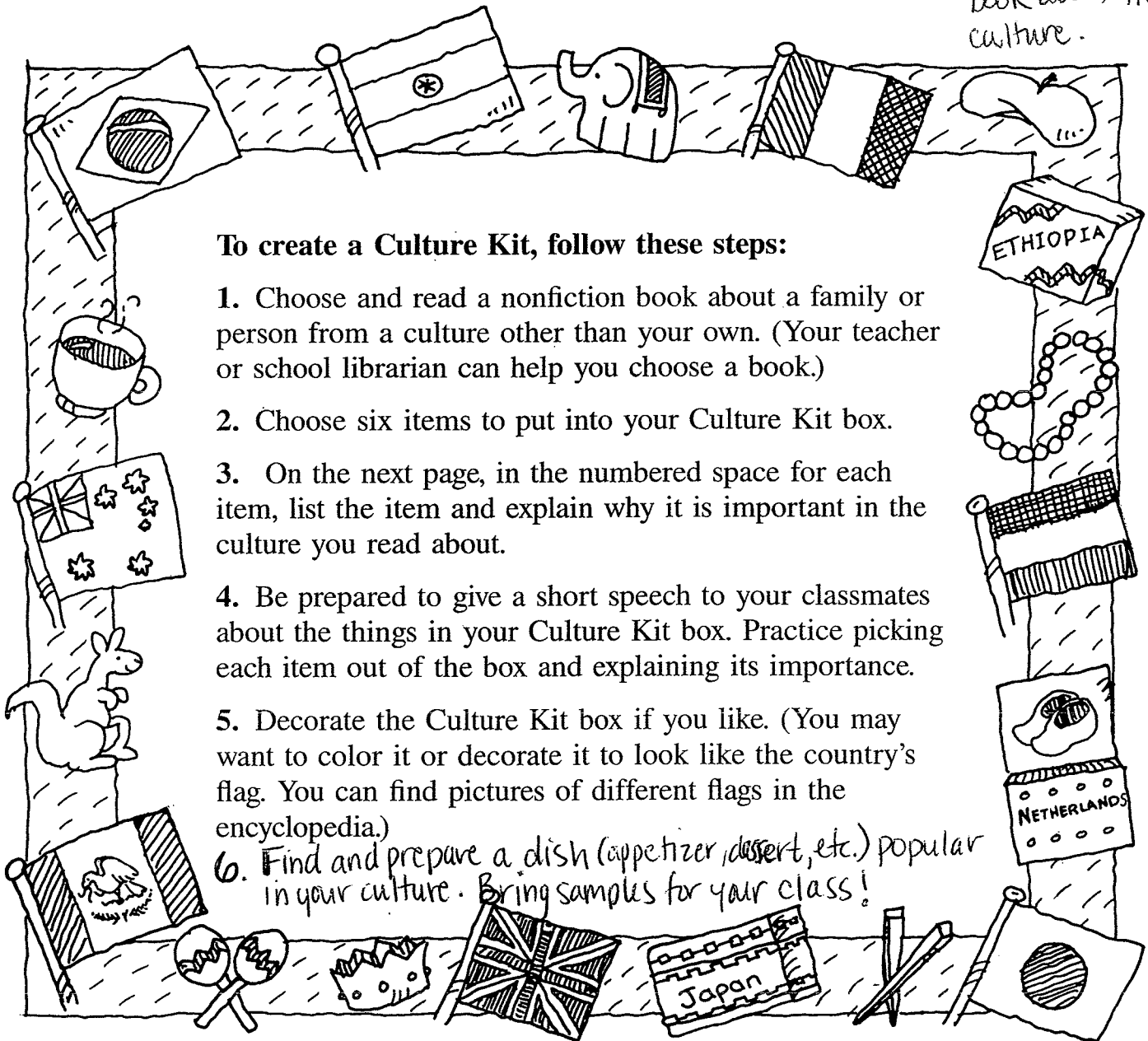
2. Choose six items to put into your Culture Kit box.

3. On the next page, in the numbered space for each item, list the item and explain why it is important in the culture you read about.

4. Be prepared to give a short speech to your classmates about the things in your Culture Kit box. Practice picking each item out of the box and explaining its importance.

5. Decorate the Culture Kit box if you like. (You may want to color it or decorate it to look like the country's flag. You can find pictures of different flags in the encyclopedia.)

6. Find and prepare a dish (appetizer, dessert, etc.) popular in your culture. Bring samples for your class!

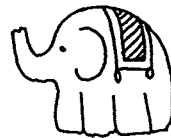


Name _____

Culture Kits (cont.)



Below, write the name of each item in your Culture Kit and explain why it is important in the culture you've read about.



Book title _____ **Author** _____

Item 1: _____ It is important because _____

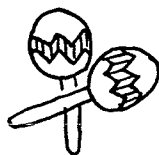
Item 2: _____ It is important because _____

Item 3: _____ It is important because _____

Item 4: _____ It is important because _____

Item 5: _____ It is important because _____

Item 6: _____ It is important because _____



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Calendar



MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 * Early Release 12:00 Dismissal	6
7	8	9	10	11	12	13
14 Mothers Day!	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 Memorial Day No School!	30	31			

parent

Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Movements seem fluid and help the audience visualize. Student displays relaxed, self-confident nature about self, with no mistakes.	Consistent use of direct eye contact with audience, but still returns to notes. Made movements or gestures that enhances articulation. Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displayed minimal eye contact with audience, while reading mostly from the notes. Very little movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes.	No eye contact with audience, as entire report is read from notes. No movement or descriptive gestures. Tension and nervousness is obvious; has trouble recovering from mistakes.
BODY LANGUAGE				
POISE				
COMMENTS:				

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Occasionally shows positive feelings about topic. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Shows some negativity toward topic presented. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Shows absolutely no interest in topic presented. Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.
ELOCUTION				
COMMENTS:				

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration. Student presents information in logical, interesting sequence which audience can follow.	Student is at ease with expected answers to all questions, without elaboration. Student presents information in logical sequence which audience can follow. Presentation has no more than two misspellings and/or grammatical errors.	Student is uncomfortable with information and is able to answer only rudimentary questions. Audience has difficulty following presentation because student jumps around. Presentation has three misspellings and/or grammatical errors.	Student does not have grasp of information; student cannot answer questions about subject. Audience cannot understand presentation because there is no sequence of information. Student's presentation has four or more spelling and/or grammatical errors.
ORGANIZATION				
MECHANICS				
COMMENTS:				