



**SUNRAY**  
ELEMENTARY SCHOOL

# Sunray Elementary School

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## ***Almost Super (2014)*** **by Marion Jensen**

Dear Parent/Guardian:

Our school is about to take part in a special, communitywide shared reading event. Every family will receive a copy of the same book – *Almost Super* by Marion Jensen – and will be asked to read it together at home over the next few weeks. I am personally asking you to make the time so that your family can participate in this special activity.

Reading aloud at home is valuable because it better prepares your child to be an effective reader, and it is also a fun, worthwhile family activity. With this program, we aim to build a Community of Readers at our school. Everyone – students, parents, teachers, even administrative staff – will all be following along together.

Your child will receive a copy of *Almost Super* on Friday, January 8. Along with this letter, you will receive a reading schedule so that you can keep up at home. Generally, you will be asked to read about 15 minutes each night. You will also be receiving a BINGO board. This is an optional board of activities your child can complete. Directions are on the back side of BINGO board.

In school, your child will be invited to answer daily trivia questions to encourage and reward attentive listening. You will soon find that your child will take pride in knowing and anticipating the details of the story. In class, students will explore the book through activities and discussion. You will want to make sure your family keeps up so that your child can be included. Throughout the month, everyone will be talking about *Almost Super*!

This is a novel program in that children of all grade levels will all be reading or listening to the same book. Strange or daring as that may seem, it actually makes sound educational sense. Reading professionals recommend reading material out loud that is beyond a child's own reading level. We also believe that you can and should continue reading chapter books with your older children, even when they are able to read by themselves. We have selected a title that can be followed and understood and enjoyed by younger students but will still captivate and stimulate older children.

I know that you'll enjoy this special reading time with your children. I hope to talk with both you and your student sometime in the days to come about Rafter and Benny Bailey and their family of superheroes. "When a whole school reads a book, there's a lot to talk about." With your help, we can build a Community of Readers at our school.

*District School Board of Pasco County*  
*District Wide Accreditation \* Southern Association of Colleges and Schools*  
*Council on Accreditation and School Improvement (SACS CASI)*  
*Kurt Browning, Superintendent*

# ONE SCHOOL, ONE BOOK

## January/February 2021 – Daily chapter assignments

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 3	January 4	January 5	January 6	January 7	January 8 <b>ONE SCHOOL, ONE BOOK KICK-OFF</b>	January 9
January 10	January 11	January 12	January 13	January 14	January 15	January 16
	<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapters 3/4</b>	<b>Chapter 5</b>	<b>Chapter 6</b>	
January 17	January 18	January 19	January 20	January 21	January 22	January 23
	NO SCHOOL	<b>Chapter 7</b>	<b>Chapters 8/9</b>	<b>Chapters 10/11</b>	<b>Chapter 12</b>	
January 24	January 25	January 26	January 27	January 28	January 29	January 30
	<b>Chapters 13/14</b>	<b>Chapter 15</b>	<b>Chapters 16/17</b>	<b>Chapter 18</b>	<b>Chapters 19/20</b>	
January 31	February 1	February 2	February 3	February 4	February 5	February 6
	<b>Chapter 21</b>	<b>Chapters 22/23</b>	<b>Chapters 24/25/26</b>	<b>Chapters 27/28</b>	<b>Chapter 29</b>	
February 7	February 8					
	<b>BINGO boards due today</b>					

<p>Choice A: On a sheet of paper, write or draw your favorite part after reading a chapter. Do this for three chapters of your choice.</p> <p>(Any three chapters)</p>	<p>Choice B: Choose a scene from one chapter. Write it in a play format or record yourself acting out the part. Send the video to your Mrs. Burke @ lburke@pasco.k12.fl.us</p> <p>(Any chapter)</p>	<p>Choice C: Write 5-8 interview questions you would ask a character from the book. Also, pretend to be that character and write the answers to the questions.</p> <p>(Any chapter)</p>	<p>Choice D: Rewrite or retell a portion of a chapter from a different character's point of view.</p> <p>(Any chapter)</p>
<p>Choice E: Think about a decision that a character made in the book. How would those events be different if the character had made a different decision? Rewrite or draw those events from the chapter to show how the story would change.</p> <p>(Any chapter)</p>	<p>Choice F: At the beginning of the book, Rafter explains that the day that was supposed to be his best day ever, turned into his worst day ever. Write to describe your best or worst day ever!</p> <p>(Chapter 2)</p>	<p>Choice G: There is quite the list of "worthless" powers mentioned in Almost Super. Create a list of 5-8 more "worthless" powers.</p> <p>(Chapter 2)</p>	<p>Choice H: Create an emblem/logo to represent yourself. The symbols and colors used should represent something special to you.</p> <p>(Chapter 5)</p>
<p>Choice I: Write a story about how you received your powers, how you used your powers for good, or a day in the life of a superhero. You could write this in comic book/graphic novel form.</p> <p>(Chapter 5)</p>	<p>Choice J: Rafter and his family eat very healthy food to help them be strong mentally and physically. Have a taste test of some of the foods his family eats <b>OR</b> Create a menu for a restaurant that superheroes would visit.</p> <p>(Chapter 11)</p>	<p>Choice K: Rafter and Benny are disappointed with their "worthless" powers. Create a story in which these seemingly "worthless" powers actually save the day!</p> <p>(Chapter 17)</p>	<p>Choice L: Make a list of items that would be necessary for a specific survival situation (desert island, Alaskan glacier, wilderness, zombie apocalypse, the moon, etc.)</p> <p>(Chapter 22)</p>
<p>Choice M: Benny brought his backpack with some key supplies that he never leaves home without (duct tape, rope, and a flashlight). Find supplies around your house. Create a super device that could be used to capture a villain.</p> <p>(Chapter 22)</p>	<p>Choice N: Being a Super-super would be the ultimate! Aside from this, which superpower would be the best to have? Create a survey. Ask 10 friends to complete your survey. Graph your results to find the favorites and least favorites!</p> <p>(End of the book)</p>	<p>Choice O: Consider ways that you can be heroic every day, even without superpowers. You can be someone's hero with kindness. Create a comic, draw a picture, or write a story to share how you could be an everyday hero!</p> <p>(End of the book)</p>	<p>Choice P: Design a CD (5-8 songs) and cover that can be the soundtrack for Almost Super. Be sure to include the reasons you chose each song and how each relates to the story's characters, plot, theme, or conflicts.</p> <p>(End of the book)</p>

Student's Name \_\_\_\_\_

Student's Grade and Teacher \_\_\_\_\_

## "Almost Super" BINGO Board

Choose 4 activities to complete in order to make a BINGO. They can be horizontal, vertical, diagonal, or four corners.

Complete each activity on your own or with your family.

After completing all four activities, list the choices below and mark them off on the front of this sheet.

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

Choice 3: \_\_\_\_\_

Choice 4: \_\_\_\_\_

**Attach all of your work to this paper.**

Return this paper and your projects to your classroom teacher.

- Boards can be returned NO LATER than **Monday, February 8, 2021.**
- **Students** who complete a BINGO board will **receive a prize** from Mrs. Burke.
- The **class** with the most BINGO boards returned will also **receive a special class prize.**

TEACHER NOTE: Place any returned papers in Mrs. Burke's mailbox.



# Read to Them<sup>®</sup>

Creating a Culture of Literacy in Every Home<sup>™</sup>

## Read-Aloud Tips for Parents

**Establish a routine: Read as a family** – Sit down as a family and decide on a daily reading time, and then consider it an appointment that needs to be kept. Some families might find that right before bed is the best time, but early risers might enjoy reading at breakfast. For younger listeners, bath time can be great! Build it into your daily routine and soon you will find that everyone is ready and waiting to hear what comes next in the story.

**Use your voice to mirror the story** – All of the books for *One School, One Book* capture a range of emotions over the course of the story. When reading aloud, mirroring the emotions felt by the characters will make the story more meaningful to your listener.

**Use your voice to act out** – Have fun with the language in your book. During suspenseful sections, *slow down* and let the suspense build. During a particularly meaningful moment, *pause* and let the impact settle. During emotion-packed scenes, drop your voice to a *whisper*. When you are reading aloud, you are performing the story. Authors don't want their stories performed in monotone!

**Use your voice to bring it to life** – Accents, funny voices, and sound effects are all great tools to use to make reading aloud more engaging. Character-specific voices or mannerisms also help listeners follow the dialogue. It might be a challenge, but it's worth the effort to make your story come alive.

**Use your voice to bring it to life** – Stop from time to time to explain an unfamiliar vocabulary word, discuss an important point, or ask your child to make a prediction. You don't want to derail the story too much, but you do want to make reading together interactive.

**Support your child's preferences** – Listening during reading time does not have to be a stationary activity. Some listeners will sit still as stones with eyes and ears fixed on you, and that's great. But other listeners stay more engaged with something in their hands like a small toy, some crayons, or a stuffed animal. Some children might listen better if allowed to walk around the room, or even bounce on the bed a bit. Work together to find the way that works best for your child.

Every child makes you part of the story.

*Every Family. Every School. Every Night.<sup>®</sup>*