

Summer Reading!

What better way to increase brain power and maintain skills over the summer than reading a few great books! Students are assigned a book list and literacy activities.

Then when you return in September, bring your assignments to your new teacher and you will earn your first three "A's" of the new school year!

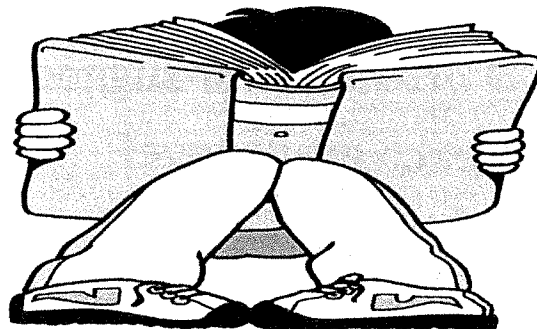
Your new teachers are excited to have this opportunity to see your ideas and get to know you a little better the first week of school.



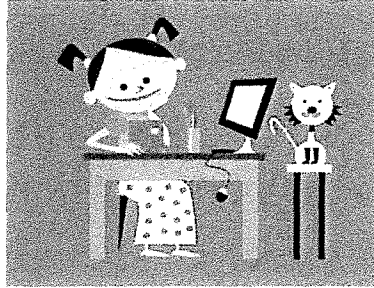
*Visit our website @ dces.info for suggested book lists for each grade level

Summer Reading List for Incoming Third Graders

1. Anne Barrows *Ivy and the Bean* series
2. Beverly Cleary *Ramona* series, *Henry Huggins* series, *The Mouse and the Motorcycle* series
3. Laura Ingalls Wilder *Little House on the Prairie* series
4. Matt Christopher sports series or any sports themed book
5. E.B. White *Charlotte's Web* or *Stuart Little*
6. Paula Danziger *Amber Brown* series
7. Jack Prelutsky or Shel Silverstein poetry series
8. Ron Roy *A to Z Mystery* series
9. Any biography of your child's choice
10. Gertrude Chandler Warner *The Boxcar Children* series
11. Patricia Hermes *My America* series
12. Judy Blume *Freckle Juice*
13. Patrick Catling *The Chocolate Touch*
14. Mary Pope Osborne *The Magic Tree House* series
15. Debbie Dadey and Marcia Thornton Jones *The Bailey School Kids* series
16. Any Science themed book of your child's choice
17. Suzy Kline *Horrible Harry* series
18. Jeff Kinney *Diary of a Wimpy Kid* series
19. Any mystery book of your child's choice
20. *Junie B. Jones* series
21. Any animal themed book (horses, dogs)
22. *American Girls* series



Reading Websites for the Primary Grade Student



<http://www.starfall.com/>

<http://pbkids.org/lions/>

<http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>

<http://kids.nationalgeographic.com/kids/>

<http://www.jumpstart.com>

<http://bookadventure.com/>

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.storylineonline.net/>

Parents,

Please note that if your child is struggling to complete these books on their own, it is appropriate to use the *Paired Reading* technique (see attached directions). For some children audiobooks are beneficial and appropriate.

Remember, the goal is to have your child engaged in literacy throughout the summer.

Have Fun!

Suggested Activities

PAIRED READING: HOW TO DO IT

Reading Together

1. You and your child both read the words out loud together. Read at the child's speed. You are modeling good reading for your child.
2. As you read together, your child must read every word. To make sure your child is looking at the words, it will help if one of you *points* to the word you are both reading with a finger or card. It's best if your child will do the pointing.
3. When a word is *read incorrectly* you just say the word and then your child immediately repeats the word.
4. Show interest in the book your child has chosen. Talk about the pictures. Talk about what's in the book as your child goes through it. It's best if you talk at the end of a page or section, or your child might lose track of the story. Ask what things might happen next. Listen to your child – don't do all the talking.

Time

1. Try very hard to do Paired Reading every day for 5 minutes. If the student wants to read longer, a total of 15 minutes is long enough.
2. Select a time that's good for both you and your child. Don't make your child do Paired Reading when he/she really wants to do something else.
3. For days when you are not available, you may want to train someone else to be a substitute. Grandparents, older brothers and sisters, aunts, baby-sitters can be excellent reading role models, too.

Place

1. Try to find a place that's quiet. Children are easily distracted by noise. Turn off the T.V., radio, and stereo.
2. Try to find a place that's private. No one else should be in the room. Many families find this is a great opportunity for one parent to spend time with just one child.
3. Try to find a place that's comfortable so both readers can concentrate on the story without having to shift around. Try to associate warm and snuggly feelings with reading.

Reading Alone

1. When you are reading together and child feels confident, your child might want to read alone. You should agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying "be quiet" or similar words might make your child lose track of the meaning of the story.)

When signaled, you immediately stop reading aloud and feel glad that your child wants to be an independent reader.

2. When the student comes to an *unknown word*, wait *five seconds* to allow time for word attack skills to be used. If the word is mastered, be sure to praise the accomplishment. However, if the student is unable to work it out after five seconds, you say the word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.

If a word is *misread*, you say the word correctly; the student repeats the word; and both of you read out loud together until the child signals again.

3. You may *not be able to finish* a book or chapter in one sitting. When you start the next day, briefly discuss what happened so far in the story and start reading where you left off.
4. If you finish a book before the end of the time, read the book again. Repeated reading is very good practice. It builds confidence and comprehension.
5. If the book has not been completed by the end of the week, it's O.K. The child is not expected to read every book alone. The focus of Paired Reading is enjoyment and reading together.

Points to Remember

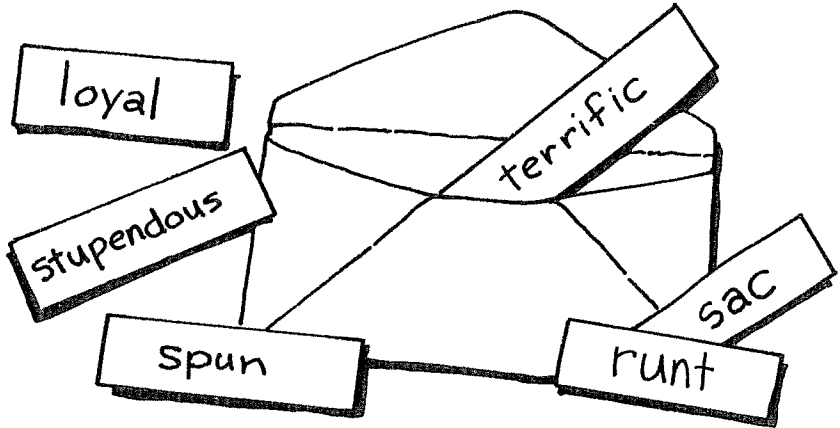
- Pointing
- Pace
- Discuss
- Wait 5 seconds
- Child repeats word
- Praise
- Signal

My Book Box

Make a book box about a book you read.

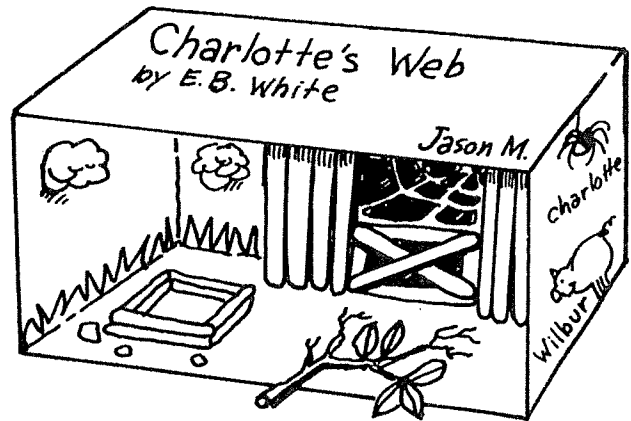
You need:

- a shoebox or other small box
- colored construction paper
- white paper
- crayons
- glue
- an envelope
- pebbles, twigs, cotton, or other objects to make scenery



Directions:

1. Line the inside of the box with light-colored construction paper. Use crayons to add details for a background scene.
2. Use pebbles, twigs, cotton, or other objects to build a three-dimensional scene relating to the book inside the box.
3. Cover the outside of the box with different colors of construction paper.
4. Write the title, author, and your name on white paper to fit on the top of the box. Glue it on.
5. Write a summary of the book to fit on the back of the box. Glue it on.
6. Draw and label the characters to fit on one end of the box. Glue them on.
7. Cut ten strips of white paper to fit inside the envelope. Write ten important words from the story on the strips. Put them in the envelope. Glue the envelope on the other end of the box.

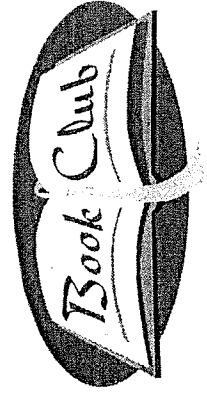
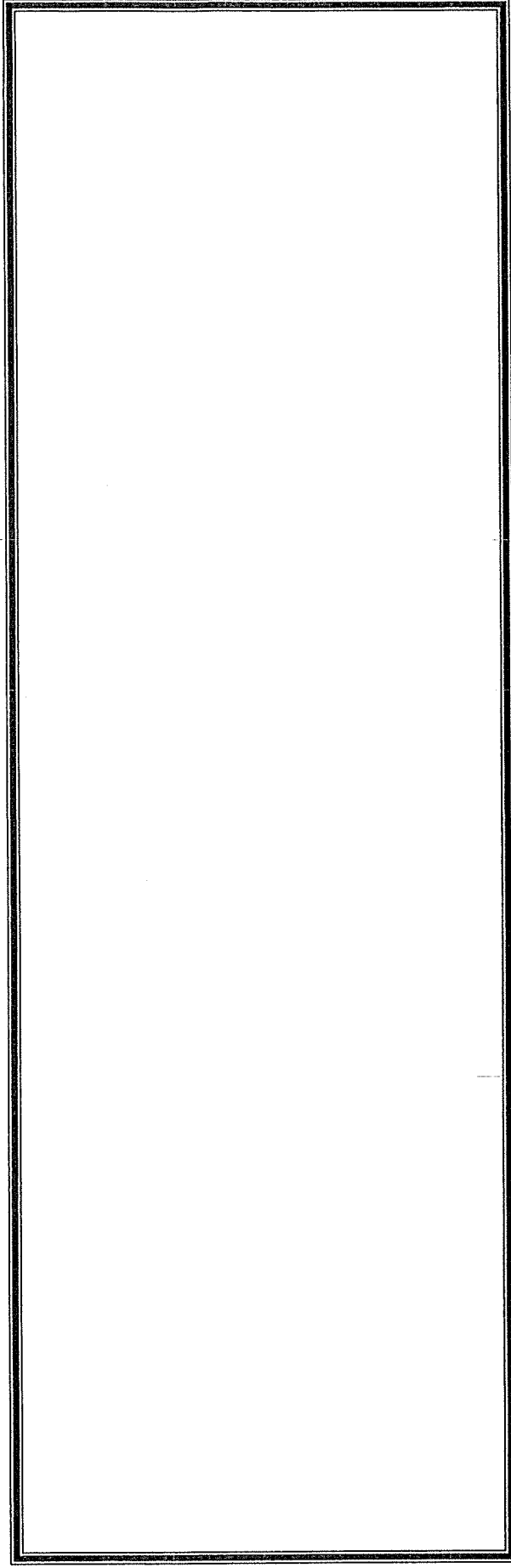


Jot down any special instructions from your teacher here.

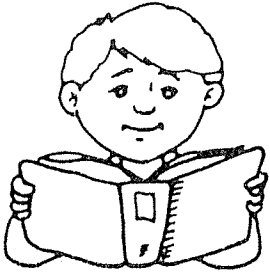
Book Project

Brainwork! Use the ten words in the envelope to write a poem or paragraph about the book.

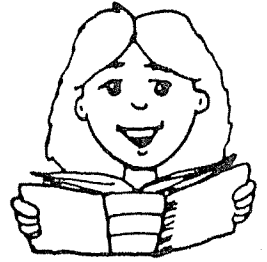
Design a Bookmark:



Include Title of your book, Author, Main Character, and Main Idea



Fiction Book Report



Title _____

Author _____

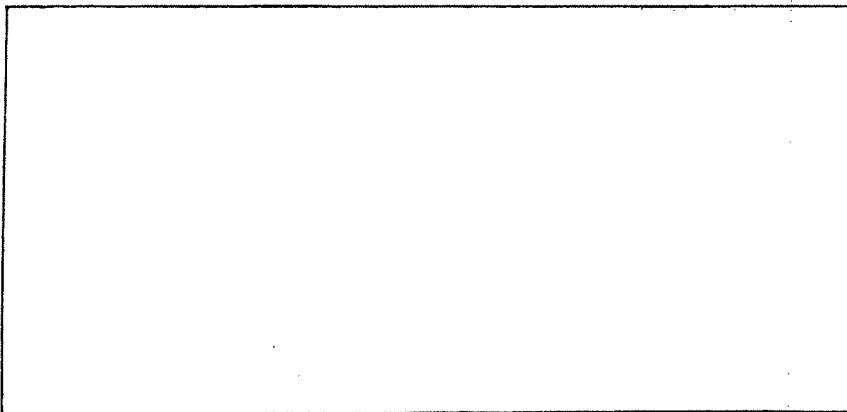
Describe where and when the story takes place. _____

Write a summary of the plot. _____

Describe your favorite character in the book. Tell why you like this character. _____

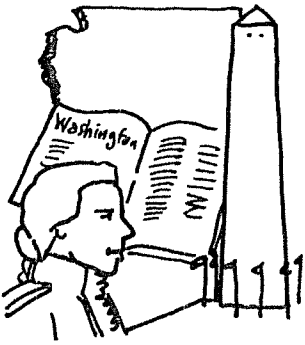
If you could change something about the book or the story, what would it be and why? _____

Would you recommend this book to a friend? _____ Why or why not? _____



Draw a colorful picture of an important event in the book.
Write a caption below.

Brainwork! If you were to take the part of a character in this book, whom would you choose and why?



Nonfiction Book Report



_____ title

_____ author

Write the subject and a short description of the book. _____

Why did you choose to read this book? _____

Write five important facts you learned from reading the book.

One book cannot tell everything there is to know about a subject. Write a question about the subject that the book did not answer. _____

How much more do you know about the subject now than you did before you read the book? (Check one.)

- the same
- very little more
- some more
- very much more

Illustrate your subject.

Brainwork! Choose and do one activity about your book: Make a book jacket. Make a poster. Make a bookmark for yourself and one for a friend.