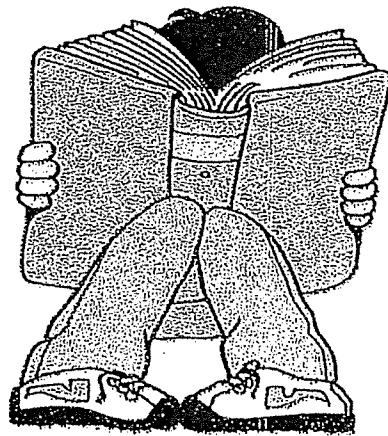


Summer Reading!

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.

Choose 3 books to read from the list. 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

4th Grade Summer Reading Spectacular

Over summer vacation each student is required to read three books and complete an activity for each book. Your child may choose only one of the science experiment books. The other two books and activities must come from either the fiction or nonfiction section. They do not have to do a science experiment book. They can choose to do all three activities based on books from fiction and nonfiction. *The three activities will be handed into their new teachers at the beginning of the school year.*

Activity Choices

- ❖ Vocabulary Quilt
- ❖ Story Tree
- ❖ Experiment Write-up (only one)
- ❖ Character Comparison
- ❖ Letter to a Character
- ❖ Book Report
- ❖ Post Card

Science Experiments (choose only one):

Diehn, Gwen. Science Smart: Cool Projects for Exploring the Marvels of the Planet Earth

Gardner, Robert. Science Project Ideas about the Sun

Science Project Ideas about the Moon

4th Grade

General

- Walter, Mildred Pitts. *Justin and the Best Biscuits in the World*
Say, Allen. *The Lost Lake*
Mochizuki, Ken. *Baseball Saved Us*
Lawson, Robert. *Ben and Me*, *Mr. Revere an I*, or *Rabbit Hill*
Lowry, Lois. *Number the Stars*
Howe, Deborah and James. *Bunnicula: A Rabbit-Tale of Mystery*
Kellog, Steven. *Paul Bunyan*
Coerr, Eleanor B. *Sadako and the Thousand Paper Cranes*
Walter, Mildred Pitts. *Alec's Primer*
Kellog, Steven. *Paul Bunyan*
Peet, Bill. *Cowardly Clyde*, *The Whingdingdilly*, or *Farewell to Shady Glade*
Martin, Ann. *A Dog's Life*
Estes, Eleanor. *The Moffats*
Bruchac, Joseph. *Code Talker*, *Gluskabe and the Four Wishes*.
Bloom, Judy. *Tales of a 4th Grade Nothing*
Dahl, Roald. *Danny the Champion of the World* or *Charlie and the Chocolate Factory*
Henry, Marguerite. *Misty of Chincoteague*
Davies, Jacqueline. *Lemonade Wars*
Paulsen, Gary. *Lawn Boy* and *Lawn Boy Returns*
Lubar, David. *Punished*
Barrow, Randi. *Saving Zasha* and *Finding Zasha*
Yolen, Jane. *Mightier Than the Sword: World Folktales for Strong Boys* and *Not One Damsel in Distress: World Folktales for Strong Girls*
Hiaasen, Carl. *CHOMP!*

Poetry

- Smith, Charles R. Jr. *Short Takes* (Basketball Poems)
Korman, Gordan. *The D- Poems of Jeremy Bloom* and *Last Place Sports Poems* (Silly Poems)
George, Kristine O'Connell. *Toasting Marshmallows* (Nature Poems)
Prelutsky, Jack. *New Kid on the Block* (Silly Poems)

Series

- I Survived*
39 Clues
Childhood of Famous Americans
The Boxcar Children

The Hardy Boys
Geronimo Stilton

Science

Diehn, Gwen. *Science Smart: Cool Projects for Exploring the Marvels of the Planet Earth*

Asimov, Isaac. *The Sun and Its Secrets*

Gardner, Robert. *Science Project Ideas About the Sun*
Science Project Ideas about the Moon

Jones, Charlotte. *Mistakes that Worked*

Schreiber, Anne. *Volcanoes!*

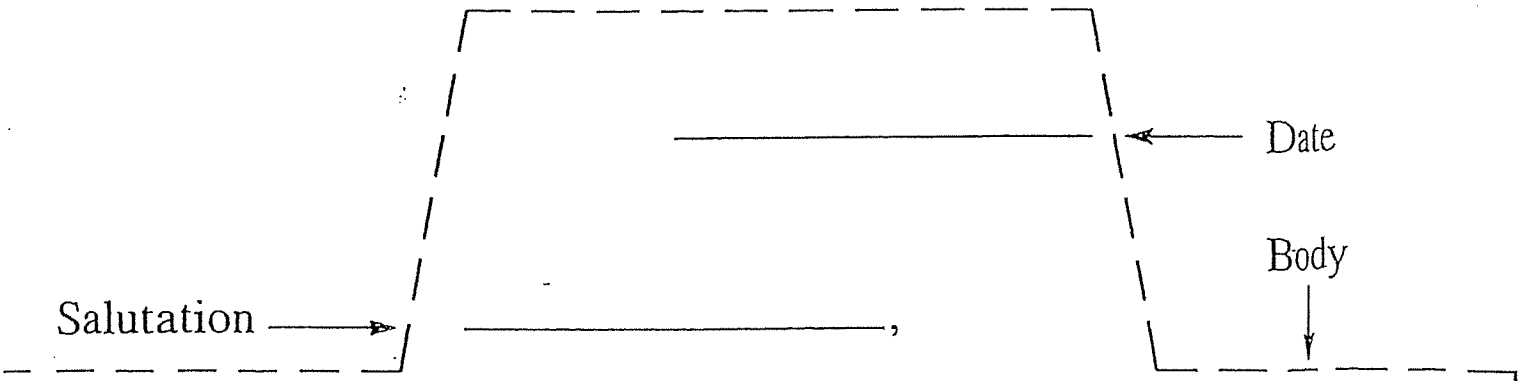
4th Grade Websites

- Time Magazine: interesting current affairs articles that are kid friendly.
<http://www.timeforkids.com/>
- RIF Reading Planet: Meet authors and illustrators, learn about new books and old favorites, illustrate a story, write a story, review books, submit articles, and games.
<http://www.rif.org/kids/readingplanet/bookzone/diterlizzi.htm>
- Giggle Poetry: read and rate poetry with the gigglemeter, printable poetry plays, and poetry writing.
<http://www.gigglepoetry.com/>
- National Geographic Explore Edition: games and articles (click on “teacher resources” and “download current issue” to read an online copy of the magazine). <http://ngexplorer.cengage.com/pioneer/index.html>

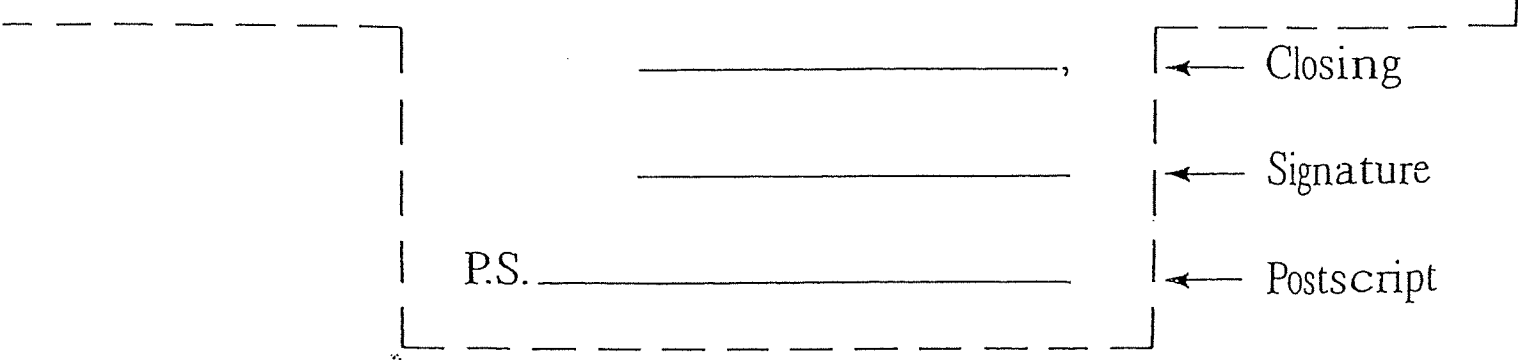
Letter to a Character

Directions:

1. Write a friendly letter to any character from the book.
2. Write five sentences telling them what you liked best about the story.
3. Write one sentence telling them one part of the story you would change.
4. Ask them two questions you had about their actions or about the story.
5. Cut out the letter around the dotted lines.
- ~~6. Fold the flaps into the center and close it with a sticker or piece of tape.~~
7. Turn the letter over and address it to the character.
8. Draw a stamp in the top right corner.



Blank lined area for the main body of the letter.



Vocabulary Quilt

Materials:

- 3-5 sheets of construction paper
- Scissors
- Glue
- Ruler
- Pencil
- Markers

Directions:

1. Choose some different color sheets of construction paper. Cut out four rectangles 3 ½ inches tall and 4 ½ inches long.
2. Choose four words from your story that you did not know and look them up in the dictionary.
3. Write one word at the top of each rectangle. Use fancy lettering like bubble letters, dot letters, or cursive. Use pencil first then trace the word over with markers.
4. Under each word, write the sentence that the word was in.
5. Take an uncut sheet of construction paper. Glue the word rectangles onto it so they look like patches on a quilt. Flip the paper over and write your name and the title and author of your book.

Front Quilt

<p>Word</p> <p><u>The sentence from the book</u> <u>that the word was in.</u></p>	<p>Word</p> <p><u>The sentence from the book</u> <u>that the word was in.</u></p>
<p>Word</p> <p><u>The sentence from the book</u> <u>that the word was in</u></p>	<p>Word</p> <p><u>The sentence from the book</u> <u>that the word was in</u></p>

Quilt Back

<p>Student's Name</p> <p>Book Title:</p> <p>Author:</p>

Name: _____

Character Comparison

Comparing and contrasting is when you look at two people, places, or things and tell how they are the same and how they are different. Compare is how something is the same. Contrast is how something is different. Compare and contrast yourself with a character from the story. Give 3 ways you and the character are different and 3 ways you are the same. Don't forget to put your name and your character's name.

Draw a picture of yourself.

Name: _____

Draw a picture of the character.

Name: _____

Book Title: _____

Author: _____

Contrast (ways you are different)

1. _____

2. _____

3. _____

Compare (ways you both are the same)

1. _____

2. _____

3. _____

Contrast (ways the character is different)

1. _____

2. _____

3. _____

Name _____

Experience the Experiment



Experiment Guide Sheet

This guide sheet will help you plan your experiment and think about what you will learn from the results. Use it before, during, and after your experiment.

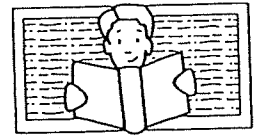
The form is a large rectangular frame with a decorative border of scientific and nature illustrations. Inside the frame, there are three main sections for writing:

- Title of experiment and the name of the book from which it came:** This section is followed by two horizontal lines for writing.
- ASK: What do I want to find out from this experiment?** This section is followed by three horizontal lines for writing.
- PREDICT: Your experiment will cause something to happen. What will the cause and effect be in your experiment?** This section is followed by three horizontal lines for writing.

The border illustrations include: a test tube with bubbles, a microscope, a book with a diagram, a round-bottom flask with a stopper, a magnifying glass, a butterfly, a basket, a flower, a seedling, a pair of glasses, a telescope, a star, a cell diagram, a globe, and various small shapes like circles and squiggles.

Name _____

Experience the Experiment (cont.)



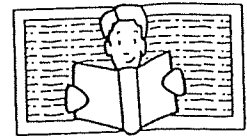
LIST: Write the steps you will follow when doing your experiment.

1. _____
2. _____
3. _____
4. _____
5. _____

WATCH: Tell what happened during the experiment.

CONCLUDE: What did you learn from your experiment?
How was your prediction true or not true?

Name _____



Story Tree

A Story Tree can't be planted; it needs to be built. You can build a Story Tree by following the directions below. Write each item in the correct space on the tree frame.

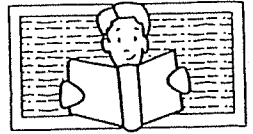
A large rectangular frame is drawn on the page. The frame's border is decorated with alternating trees and open books. Inside the frame, the word "Write:" is followed by a numbered list of eight prompts. The frame is set against a background of small circles, representing a field or garden.

Write:

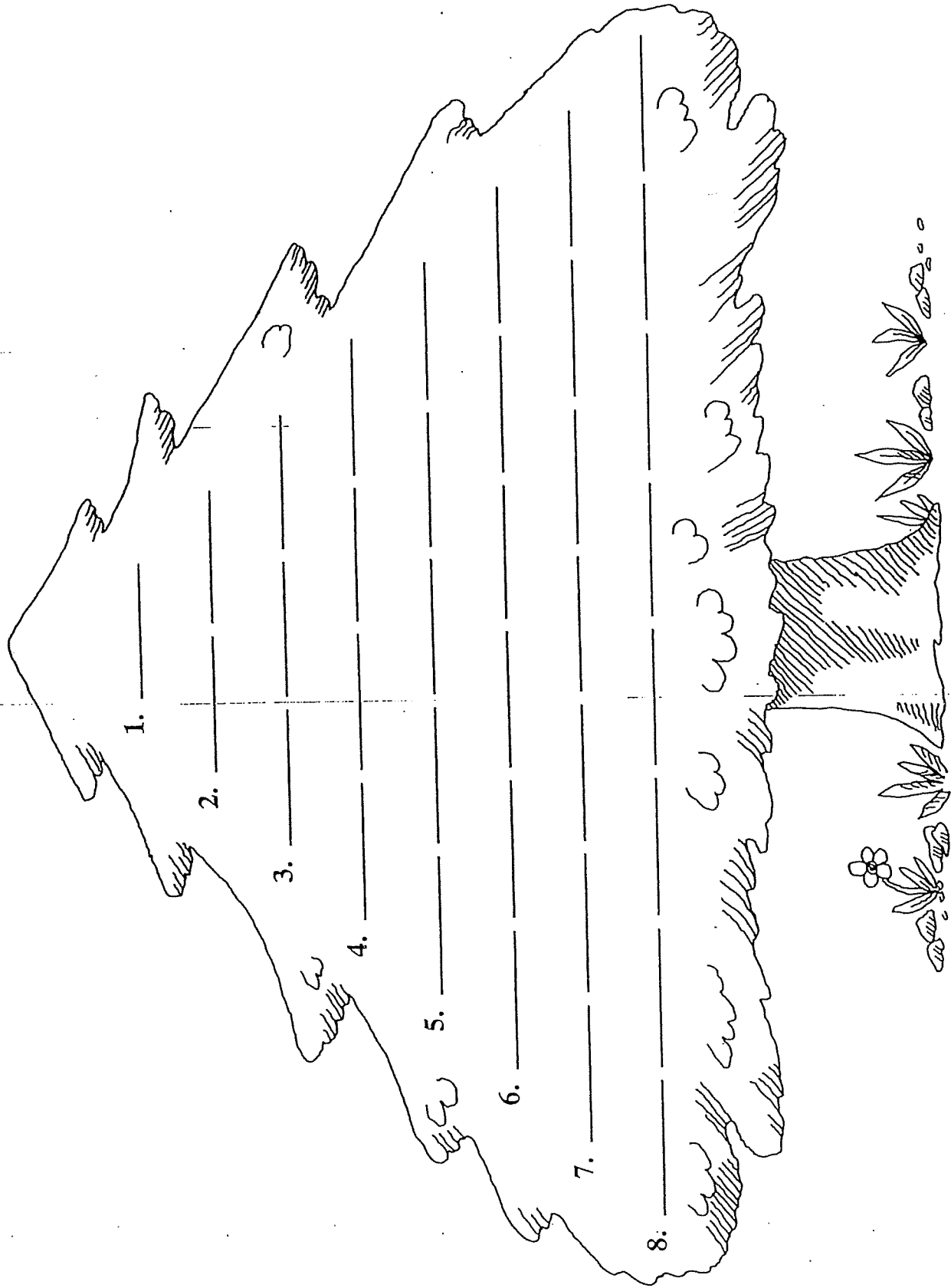
1. the name of the main character
2. two words that describe the main character
3. three words that describe where the story takes place (setting)
4. four words telling what the main character wanted in the story
5. five words telling what happened that almost stopped the main character from getting what she or he wanted in the story
6. six words telling how the main character got what she or he wanted in the story
7. seven words that describe the best part of the book
8. eight words telling why you would or would not tell a friend to read this book

Name _____

Story Tree (cont.)

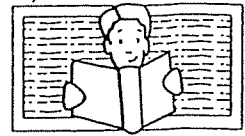


Book title _____ Author _____



Name _____

Posting Postcards



Creating a postcard is a way of telling a mini-story. The message is like the plot of the story, and the picture shows the setting. After you have read your book, follow these directions to create a postcard.

A large, hand-drawn illustration of a postcard. The postcard is rectangular and has a landscape scene drawn on it, featuring a cactus, a building, and some trees. The postcard is surrounded by various stamps and a pencil. On the left side, there is a stamp with a face and the number '15'. Below it is a stamp with 'USA' and '10'. At the bottom left, there is a stamp with 'PI 2' and a drawing of a house. On the right side, there is a stamp with 'AIRMAIL' and a drawing of an airplane. Below it is a stamp with a face and the number '29'. At the bottom right, there is a stamp with 'USA' and '13'. A pencil is drawn across the top of the postcard, and another pencil is drawn across the bottom right. The postcard is surrounded by small decorative elements like stars and squares.

1. Pretend you are one of the characters from your book, and decide what picture you will draw on the front of your postcard. This picture should show a place from your book.
2. On the back of the card on the upper left-hand side, tell a little about your picture.
3. On the back of the card on the lower left-hand side, write a message as if you are the character in your book.
4. Write an address on the right-hand side of the back of the card.
5. Draw a stamp in the space where the stamp should go.
6. Cut the postcard out along the lines. Fold the postcard in half and tape or glue the sides together.

Hi!
Hi!
Hi!
Hi!
Hi!
Hi!
Hi!
Hi!
Hi!
Hi!

Bob Smith
1234 5678
91011 1213
1415 1617

1. Pretend you are one of the characters from your book, and decide what picture you will draw on the front of your postcard. This picture should show a place from your book.

2. On the back of the card on the upper left-hand side, tell a little about your picture.

3. On the back of the card on the lower left-hand side, write a message as if you are the character in your book.

4. Write an address on the right-hand side of the back of the card.

5. Draw a stamp in the space where the stamp should go.

6. Cut the postcard out along the lines. Fold the postcard in half and tape or glue the sides together.

Dear Dad,
I'm having a great time.
Love,
Amy

Mr. Arnold
1234 5678
91011 1213
1415 1617

Name _____

Posting Postcards (cont.)



Book title _____ Author _____

Front of postcard: Draw picture

A large dashed rectangular box intended for drawing a picture on the front of a postcard. It occupies most of the upper and middle portions of the page.

Picture description

A solid rectangular box located on the back of the postcard, intended for writing a message. It is positioned on the left side of the back section.

Message

A solid rectangular box located on the back of the postcard, intended for a postage stamp. It is positioned on the right side of the back section.

Stamp

Address

Three horizontal lines on the back of the postcard, intended for writing an address. They are located below the 'Address' label.

Back of postcard

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