



PRINCE
AVENUE CHRISTIAN SCHOOL

Lower School (Entering grades 1-5)
Summer Reading List

Revised March 2023

Dear Lower School Parents,

It is our sincere desire that the PACS summer reading program will develop in your child a love for reading while maintaining the current levels of skills that your child has worked to achieve during the school year. We hope that the summer assignment will be a “stress-free” time for you to discover and dialogue together about books. We hope that you will enthusiastically support this program and make reading a daily part of your child’s summer. Happy reading!

Why Read?

Research proves students who read during the summer break period will increase fluency, vocabulary, and comprehension. According to one three-year study “children who do not read in the summer lose two to three months of reading development while kids who do read tend to gain a month of reading proficiency. This creates a three to four month gap every year. Every two or three years the kids who don't read in the summer fall a year behind the kids who do" (“Summer” 1).

How to Read:

According to a series of studies conducted by J. Kim, professor of education at Harvard, the most significant gains in reading levels occur when adults were involved to guide reading skills and understanding. He states that “younger children have to expend more effort simply to understand the words” (“How” 1-2). When a child reads with an adult who helps decode the words accurately and quickly enough, the child can then focus on the overall meaning of the text; this is how fluency is mastered.

Other strategies to foster the improvement of reading skills include the following:

- Asking questions about the story:
“What is this story about?”
“Where is this story happening?”
“What do you think will happen next?”
- Asking your student to summarize the story
- Rereading hard-to-understand passages

Choosing Your Book:

Another key to student success is ensuring the student’s reading level, comprehension ability, and the difficulty level of the text are aligned. One quick way to assess whether a book is at the appropriate level is to use the “five finger rule.” The student should choose a book that he or she wants to read. Open to any page and begin reading. As the child comes to words he can’t pronounce or doesn’t understand, put up a finger. If the reader puts up five fingers, put the book back. It’s too hard.

References:

“Summer Reading is Key to Maintaining or Improving Students' Reading Skills." *ScienceDaily*. ScienceDaily, July 2010. Web. 4 Feb. 2015. <http://www.sciencedaily.com/releases/2010/07/100721112234.htm>

“How to Make Summer Reading Effective.” National Summer Learning Association. 14 Nov. 2014. Web 4 Feb. 2015. http://c.vmcn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf

Overview: Prince Avenue Lower School Summer Reading Program

Philosophy:

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student's current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable, and "tear free."

Book lists:

Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com or www.thrivingfamily.com helpful as you discern the best publication for your student.

Grade- Specific Assignments (summer, 2023):

Grades 1 & 2 (remembering and understanding)

In 1st and 2nd grades, students are required to read twenty or twenty-five books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student's end-of-year reading level. Students and parents will complete a chart in which they record twenty (1st grade) or twenty-five (second grade) books from the school list.

Grade 3-5

In grades 3-5, students have mastered basic reading skills and can read independently. Students are to choose two books to read from the appropriate grade-level reading lists. Students are asked to fill out the summer reading form and provide details about the books they read; parents are asked to verify reading with their signature. These forms are due the first full day of school, Monday, August 7, 2023. No assignments will be accepted after Wednesday, August 9.

ENTERING 1ST GRADE BOOK LIST

<i>Song and Dance Man</i>	Ackerman, Karen and S. Gammell
<i>Miss Nelson is Missing</i> series	Allard, Harry
<i>Billy and Blaze</i> series	Anderson, C.W.
<i>Cloudy with a Chance of Meatballs</i>	Barrett, Judi and Ronald
<i>Madeline</i> books	Bemelmans, Ludwig
<i>The Mitten</i> (and others)	Brett, Jan
<i>Clifford</i> series	Bridwell, Norman
❖ <i>Flat Stanley</i> series	Brown, Jeff
<i>Arthur</i> series	Brown, Marc
<i>Mike Mulligan and His Steam Shovel</i>	Burton, Virginia Lee
<i>Biscuit</i> series	Capucilli, Alyssa
<i>The Very Hungry Caterpillar</i> (and others)	Carle, Eric
<i>Miss Rumphius</i>	Cooney, Barbara
<i>A Ride on a Time Machine</i>	Cromer, Karen
<i>Llama Llama</i> series	Dewdney, Anna
<i>Petunia</i>	DuVoisin, Roger
<i>Are You My Mother</i> (and others)	Eastman, P.D.
<i>The Story About Ping</i>	Flack, Marjorie
<i>Dandelion</i>	Freeman, Don
<i>Corduroy</i> series	Freeman, Don
<i>Little Toot</i>	Gramatky, Hardie
<i>The Big Snow</i>	Hader, Berta
<i>Chrysanthemum</i> (and others)	Henkes, Kevin
❖ <i>Frances</i> series	Hoban, Russell
<i>Danny and the Dinosaur</i> (and others)	Hoff, Syd
<i>Harold and the Purple Crayon</i> (series)	Johnson, Crockett
<i>The Snowy Day</i>	Keats, Ezra Jack
<i>Leo the Late Bloomer</i>	Kraus, Robert
<i>The Story of Ferdinand</i>	Lear, Edward
<i>Frederick</i>	Lionni, Leo
<i>Pete the Cat</i> series	Litwin, Eric/ James Dean
❖ <i>Frog and Toad Are Friends</i> (and others)	Lobel, Arnold
❖ <i>You Are Special</i> (and others)	Lucado, Max
<i>The Lost Lamb and the Good Shepherd</i>	MacKall, Dandi Daley
<i>Jonah and the Fish</i>	MacKall, Dandi Daley
<i>Make Way for Ducklings</i>	McCloskey, Robert
❖ <i>Little Bear</i> series	Minarik, Else Holmelund
<i>The Day Jimmy's Boa Ate the Wash</i>	Noble, Trinkia Hakes
<i>Fancy Nancy</i> series (I Can Read)	O'Connor, Jane
<i>If You Give a Mouse a Cookie</i> (and others)	Numeroff, Laura
❖ <i>Amelia Bedelia</i> (various stories)	Parish, Peggy/ Herman
<i>Katy No-Pocket</i>	Payne, Emily
<i>The Rainbow Fish</i> series	Pfister, Marcus
<i>Curious George</i> series	Rey, H. A. or Margaret
<i>Detective Dan</i> series	Roland, Timothy
<i>Another</i>	Robinson, Christian
<i>When's My Birthday?</i>	Robinson, Christian
<i>Rain</i>	Robinson, Christian
<i>Just in Case You Want to Fly</i>	Robinson, Christian
<i>Last Stop on Market Street</i>	Robinson, Christian
❖ <i>Henry and Mudge</i> stories	Rylant, Cynthia
Beginner Books/ Bright and Early Books	Dr. Seuss
❖ <i>Nate the Great</i> series	Sharmat, Marjorie
<i>Win or Lose I Love You</i>	Terkeurst, Lysa
<i>It Will Be Okay: Trusting God Through...</i>	Terkeurst, Lysa
<i>Piggy/Gerald/Pigeon</i> books	Willems, Mo
<i>Morris the Moose</i> books	Wiseman, B.

ENTERING 1ST GRADE BOOK LIST (Continued)

The Napping House

Wood, Audrey

Harry, the Dirty Dog (or others)

Zion, Gene

❖ Denotes simple chapter books

See Next Page for Reading Record

1st GRADE SUMMER READING RECORD

❖ Simple chapter books count as THREE books (note with X on chart)

Please return this page to your child's teacher on Monday, August 7, 2023.

Name _____

	Title	Author	Read TO my child	Read WITH my child	Read BY my child	X= simple chapter book
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ENTERING 2ND GRADE BOOK LIST

<i>Cam Jansen</i> series	Adler, David
<i>Madeline</i> books	Bemelmans, Ludwig
<i>Berenstain Bears</i>	Berenstain, Jan & Stan
<i>Flat Stanley</i> series	Brown, Jeff
<i>Rachel Yoder</i> series	Brustetter, Wanda
▪ <i>A Lion to Guard Us</i> (and others)	Bulla, Clyde Robert
▪ <i>The Adventures of Old Mother West Wind</i> series	Burgess, Thornton
<i>The Best Loved Doll</i> (and others)	Caudill, Rebecca
<i>Hair Love</i>	Cherry, Matthew A.
▪ <i>Henry Huggins/Ramona/Mouse and Motorcycle</i> series	Cleary, Beverly
▪ <i>Magic School Bus</i> series	Cole, Joanna
<i>Hardy Boys Secret Files</i>	Dixon, Frank
<i>Betsy and Billy</i>	Haywood, Carolyn
<i>Chrysanthemum</i> and others	Henkes, Kevin
<i>Imagination Station</i> series	Hering, Marianne
<i>Frances</i> books	Hoban, Russell
<i>Danny and the Dinosaur</i> (and others)	Hoff, Syd
<i>Tale of Three Trees</i>	Hunt, Angela
<i>Goggles</i>	Keats, Ezra Jack
<i>Hi, Cat!</i>	Keats, Ezra Jack
<i>Peter's Chair</i>	Keats, Ezra Jack
<i>Nancy Drew Clues Crew</i>	Keene, Carolyn
<i>The Story of Ferdinand</i>	Leaf, Munroe
▪ <i>Cul-de-sac Kids</i> series	Lewis, Beverly
<i>Swimmy</i>	Lionni, Leo
<i>Frog and Toad</i> series	Lobel, Arnold
▪ <i>Betsy-Tacy</i> series	Lovelace, Maud Hart
▪ <i>Mrs. Piggle Wiggle</i> series	MacDonald, Betty
<i>Blueberries for Sal</i>	McCloskey, Robert
<i>Little Bear</i> books	Minarik, Else Holmelund
<i>Thank You, Omu!</i>	Mora, Oge
any book	Murphy, Elspeth Campbell
any book	Numeroff, Laura
▪ <i>Animal Friends</i> series	Oke, Janette
▪ <i>Magic Treehouse</i> series	Osborne, Mary Pope
<i>Amelia Bedelia</i> series	Parish, Herman (not Peggy)
▪ <i>The Littles</i> series	Peterson, John
<i>Curious George</i>	Rey, H. A. or Margaret
▪ <i>Grandma's Attic</i> series	Richardson, Arleta
<i>Detective Dan</i> series	Roland, Timothy
▪ <i>A to Z Mysteries</i> series <i>Calendar Mysteries</i> & others	Roy, Ron
<i>Henry and Mudge</i> series	Rylant, Cynthia
<i>Longer Books</i>	Seuss, Dr.
<i>Lyle, Lyle, Crocodile</i>	Waber, Bernard
▪ <i>Boxcar Children</i> series	Warner, Gertrude Chandler
<i>Sara Morton's Day</i> (and others)	Waters, Kate
▪ <i>Little House on the Prairie</i> series	Wilder, Laura Ingalls
<i>Harry the Dirty Dog</i> series	Zion, Gene
▪ <i>American Girl</i> books	Various authors
<i>I Can Read Books</i> –level 3	Various authors

- Denotes more challenging books
- Challenging books count as THREE books (note with X on chart)

See Next Page for Reading Record

2nd GRADE SUMMER READING RECORD

Please return this page to your child's teacher on Monday, August 7, 2023.

Name _____

	Title	Author	Date Completed	Number of pages	X= three books	Parent Initials
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25						

ENTERING 3RD GRADE BOOK LIST

<i>Promised Land Diaries</i> (various titles)	Adams, Anne T & Edwards
<i>Animal Ark</i> series	Baglio, Ben M.
❖ <i>The Penderwicks</i>	Birdsall, Jeanne
<i>Paddington</i> series	Bond, Michael
<i>King and Kayla</i> series	Butler, Dori Hillstad
<i>The Chocolate Touch</i>	Catling, Patrick Skene
Biographies	Children's Press
<i>Matt Christopher Sports Series</i>	Christopher, Matt
<i>Henry Huggins/Ramona/ Mouse & Motorcycle</i> series	Cleary, Beverly
<i>Magic School Bus</i> (series-chapter books)	Cole, Joanna
<i>Mercy Watson</i> series	DiCamillo, Kate
❖ <i>The Hardy Boys The Secret Files</i> series	Dixon, Frank
<i>Hank the Cowdog</i> series	Erickson, John R.
❖ <i>The Moffats</i> series	Estes, Eleanor
<i>Meet Yasmin!</i>	Faruqi, Saadia
<i>The Cabin Faced West</i>	Fritz, Jean
<i>Thunder at Gettysburg</i>	Gauch, Patricia
<i>Princess in Black</i> series	Hale, Shannon and Dean
<i>The Ox Cart Man</i>	Hall, Donald
<i>Betsy and Billy</i> series	Haywood, Carolyn
❖ <i>Misty of Chincoteague</i> (and others)	Henry, Marguerite
Dog stories, cat stories, other titles	Herriot, James
<i>The Bobbsey Twins</i> series	Hope, Laura Lee
❖ <i>Sugar Creek Gang</i> series	Hutchens, Paul
<i>Nancy Drew Clues Crew</i>	Keene, Carolyn
❖ <i>Nancy Drew</i> series	Keene, Carolyn
<i>Babe: The Gallant Pig</i> (and others)	King-Smith, Dick
❖ <i>Mandie</i> series	Leppard, Lois Gladys
❖ <i>Cul-de-sac Kids</i> series	Lewis, Beverly
<i>Ling and Ting</i> series	Lin, Grace
❖ <i>Pippi Longstocking</i> series	Lindgren, Astrid
❖ <i>Betsy-Tacy</i> series	Lovelace, Maud Hart
❖ <i>Mrs. Piggle Wiggle</i> series	MacDonald, Betty
<i>Caleb's Story</i>	MacLachlan, Patricia
<i>Skylark</i>	MacLachlan, Patricia
<i>Lu Lu</i> series	McKay, Hilary
<i>Owls in the Family</i>	Mowat, Farley
<i>Bloodhounds Inc.</i>	Myers, Bill
Any book	Murphy, Elspeth Campbell
❖ <i>Shiloh</i> series	Naylor, Phyllis Reynolds
❖ <i>The Borrowers</i>	Norton, Mary
❖ <i>Children's Books</i> series	Oke, Janette
<i>The Littles</i>	Peterson, John
<i>The Magic Treehouse</i> series	Pope, Mary Pope Osborne
<i>Grandma's Attic</i> series	Richardson, Arleta
<i>A to Z Mysteries, Calendar Mysteries</i>	Roy, Ron
<i>Time Warp Trio</i> series	Scieszka, Jon
<i>Encyclopedia Brown</i> series	Sobol, Donald
Any historical biography title	Stanley, Diane
<i>Geronimo Stilton</i> series	Stilton, Geronimo
<i>Boxcar Children</i> series	Warner, Gertrude Chandler
<i>Charlotte's Web/ Wilbur's Adventures</i>	White, E.B.
<i>The Castle in the Attic</i>	Winthrop, Elizabeth
<i>American Girl</i> series	Various authors
<i>A New Coat for Anna</i>	Ziefert, Harriett
❖ Denotes more challenging books	

See Next Page for Reading Assignment

Summer Reading Logs

Students Going into 3rd Grade (Book #1)

Name _____

Due Date _____

Parents,

Your child will need to read **two** different chapter books this summer. Please list the title and your signature for each book for the appropriate form. These logs will be a useful tool in tracking your child's reading and his/her responses. Please return your child's Summer Reading Logs to your child's 3rd grade teacher the first day of school, Monday, August 7, 2023. Happy Reading!

Book 1

Title	Parent Signature

After your child has finished reading this book, please have him/her answer the following responses. The lines where your child will write the responses are included. Please note that there is a different story element response for each book.

Write **4 complete sentences** about one of the **CHARACTERS** in the book you read. The following are questions you may use as a guide to answer just **4** of them.

- What is the character's name?
- What is he/she like? Describe the character.
- What was his/her part in the story? If there was a problem in the story, how did he/she handle it?
- Have you ever done or wanted to do something similar that this character does in the story?
- What would you change about this character if you were the author to this story?

1. _____

2. _____

3. _____

4. _____

Self-Check: Did I write 4 complete sentences? Are my sentences about a **CHARACTER** in the story? Did I put a capital letter and period in each sentence? Are all my words spelled correctly?

Students Going into the 3rd Grade (Book #2)

Name _____

Due Date _____

Parents,

Your child will need to read two different chapter books this summer. Please list the title and your signature for each book for the appropriate form. These logs will be a useful tool in tracking your child's reading and his/her responses. Please return your child's Summer Reading Logs to your child's 3rd grade teacher on the first full day of school: Monday, August 7, 2023. Happy Reading!

Book 2

Title	Parent Signature

After your child has finished reading this book, please have him/her answer the following responses. The lines where your child will write the responses are included. Please note that there is a different story element response for each book.

Write **4 complete sentences** about the **PLOT** in the book you read. The following are questions you may use as a guide to answer just **4** of them.

- What happened in the story?
- Was there a problem in the story? What was it?
- If there was a problem, how was it resolved?
- What do you think is the most important part of the story?
- What was your favorite part of the story?
- Did the story end the way you thought, or were you surprised?

1. _____

2. _____

3. _____

4. _____

Self-Check: Did I write 4 complete sentences? Are my sentences about the **PLOT** in the story? Did I put a capital letter and period in each sentence? Are all my words spelled correctly?

Rising 4th Grader Summer Reading Book List

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose to read one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonssensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student. **Please be sure that your student brings his or her copy of the book with them to school for the first two weeks to use for the in-class project we will complete.**

<i>Sounder</i>	Armstrong, William
<i>True Confessions of Charlotte Doyle</i>	Avi
<i>The Indian in the Cupboard</i>	Banks, Lynne Reid
<i>Turn Homeward, Hannalee</i>	Beatty, Patricia
<i>Lucky Broken Girl</i>	Behar, Ruth
<i>The Shakespeare Stealer</i>	Blackwood, Gary
<i>Katie Watson and the Serpent Stone</i>	Blume, Mez
<i>Caddie Woodlawn</i>	Brink, Carol
<i>A Little Princess</i>	Burnett, Frances H
<i>The Incredible Journey</i>	Burnford, Sheila
<i>The Summer of the Swans</i>	Byars, Betsy
<i>Blood on the River</i>	Carbone, Elisa
<i>The Family Under the Bridge</i>	Carlson, Natalie
<i>Dear Mr. Henshaw</i>	Cleary, Beverly
<i>Bud, Not Buddy</i>	Curtis, Christopher Paul
<i>The Mighty Miss Malone</i>	Curtis, Christopher Paul
<i>Leif the Lucky</i>	D'Aulaire, Ingrid
<i>The House of Sixty Fathers</i>	DeJong, Meindert
<i>Because of Winn Dixie</i>	DiCamillo, Kate
<i>The Tale of Despereaux</i>	DiCamillo, Kate
<i>Hardy Boys series</i>	Dixon, Franklin
<i>The Twenty One Balloons</i>	du Bois, William Pene
<i>Thimble Summer</i>	Enright, Elizabeth
<i>Inkheart</i>	Funke, Cornellia
<i>The Thief Lord</i>	Funke, Cornellia
<i>The Snow Goose</i>	Gallico, Paul
<i>Blue Willow</i>	Gates, Doris
<i>My Side of the Mountain</i>	George, Jean C.
<i>Old Yeller</i>	Gipson, Fred
<i>The Vanderbeekers series</i>	Glaser, Karina
<i>The Reluctant Dragon</i>	Grahame, Kenneth
<i>The Wind in the Willows</i>	Grahame, Kenneth
<i>The Winter of Red Snow: Abigail Stewart</i>	Gregory, Kristina
<i>Soul Surfer</i>	Hamilton, Bethany
<i>Two Mighty Rivers: Sons of Pocahontas</i>	Hanes, Mari
<i>Zita the Spacegirl series</i>	Hatke, Ben
<i>King of the Wind: The Story of the Godolphon Arabian</i>	Henry, Marguerite
<i>The Year of Miss Agnes</i>	Hill, Kirkpatrick
<i>The Fourteenth Goldfish</i>	Holm, Jennifer L.
<i>Book of the King series</i>	Jenkins, Jerry
<i>Red Rock Mystery series</i>	Jenkins, Jerry
<i>Raiders From the Sea</i>	Johnson, Lois
<i>Nancy Drew series</i>	Keene, Carolyn
<i>Big Red</i>	Kjelgaard, Jim
<i>Best Family Ever</i>	Kingsbury, Karen and Russell, Tyler
<i>Lassie Come Home</i>	Knight, Eric
<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>	Konigsburg, E. L.
<i>Left Behind series</i>	LaHaye & Jenkins
<i>Ben and Me: ...Ben Franklin and His Good Mouse Amos</i>	Lawson, Robert
<i>Carry On, Mr. Bowditch</i>	Lathan, Jean
<i>A Wrinkle in Time</i>	L'Engle, Madeline

Prairie School
Strawberry Girl
Ella Enchanted
Fairest
Gifted Hands, Kid's Edition: Ben Carson
Snow Treasure
Gentle Ben
Shiloh
Mrs. Frisby and the Rats of NIMH
A Long Walk to Water
Tom's Midnight Garden
The Cooper Kids Adventure
Pollyanna
Rats, Bulls & Flying Machines...the Renaissance
Summer of the Monkeys
Trouble at Silver Pines Inn
Henry Reed, Inc.
The Little Prince
The Cricket in Times Square
The Good Master
The White Stag
Starry Messenger: Galileo Galilei
Heidi
The Mysterious Benedict Society
All-of-a-Kind-Family
Many Moons
Banner in the Sky
Thunderstorm in Church
The Trumpet of the Swan
Stuart Little
Little House on the Prairie series (not adapted)
Leepike Ridge

Lenski, Lois
Lenski, Lois
Levine, Gail Carson
Levine, Gail Carson
Lewis, Greg & Deborah
McSwigan, Marie
Morey, Walt
Naylor, Phyllis
O'Brien, Robert
Park, Linda Sue
Pearce, Phillipa
Peretti, Frank
Porter, Eleanor
Prum, Deborah
Rawls, Wilson
Repp, Gloria
Robertson, Keith
Saint-Exupery, Antoine de
Selden, George
Seredy, Kate
Seredy, Kate
Sis, Peter
Spyri, Johanna
Stewart, Trenton Lee
Taylor, Sydney
Thurber, James
Ullman, James
Vernon, Louise
White, E. B.
White, E. B.
Wilder, Laura Ingalls
Wilson, N.D.

Rising 4th Grader Summer Reading Assignment

Hello upcoming Fourth Grader!

This summer, you will select **one** grade-level novel to read over the summer to complete the **two** assignments below. It should be a book you have not previously read before. Please see the recommended book list for suggestions.

For the book you choose, you will write a recommendation (see outline below).

Book Choice:

- Title: _____
- Author: _____

Write a recommendation for the book you read in 7 to 10 complete sentences. In your recommendation, please include:

- Did you like or dislike this book?
- What was your favorite or least favorite part of the book?
- Would you recommend this book? Why or why not?
- Who would you recommend it to?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



Rising 4th Grader Summer Reading Assignment

Along with the recommendation you will write for the book you read; you should be prepared to do an in-class project during the first week of school. You will need to bring a brown paper bag and 10 items that represent a character from the book you read. Your teacher will notify your parents when you need to bring the ten items to school. Use the questions provided to take notes as you read the book. These notes will help you complete the in-class project.

<p>What does your character look like on the outside?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What does your character feel or act like on the inside?</p> <ul style="list-style-type: none">• The author reveals what the character is like on the inside through their actions, words, thoughts, and feelings, and other character's reactions to the character. How does the character's actions, words, thoughts, and feelings show what the character is like on the inside?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>How does your character get along with other characters? Is your character liked or disliked by other characters?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How has your character changed throughout the book? What experiences did he/she go through that changed him/her? Items that would represent your character.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

***Parents, please be sure that your student brings his or her copy of the book with them to school for the first two weeks to use for the in-class project we will complete.**

Rising 5th Grade Summer Reading Book List

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose to read one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com or www.thrivingfamily.com helpful as you discern the best publication for your student.

<i>Sounder</i>	Armstrong, William
<i>True Confessions of Charlotte Doyle</i>	Avi
<i>The Indian in the Cupboard</i>	Banks, Lynne Reid
<i>Turn Homeward, Hannalee</i>	Beatty, Patricia
<i>Lucky Broken Girl</i>	Behar, Ruth
<i>The Shakespeare Stealer</i>	Blackwood, Gary
<i>Katie Watson and the Serpent Stone</i>	Blume, Mez
<i>Caddie Woodlawn</i>	Brink, Carol
<i>A Little Princess</i>	Burnett, Frances H
<i>The Incredible Journey</i>	Burnford, Sheila
<i>The Summer of the Swans</i>	Byars, Betsy
<i>Blood on the River</i>	Carbone, Elisa
<i>The Family Under the Bridge</i>	Carlson, Natalie
<i>Dear Mr. Henshaw</i>	Cleary, Beverly
<i>Bud, Not Buddy</i>	Curtis, Christopher Paul
<i>The Mighty Miss Malone</i>	Curtis, Christopher Paul
<i>Leif the Lucky</i>	D'Aulaire, Ingrid
<i>The House of Sixty Fathers</i>	DeJong, Meindert
<i>Because of Winn Dixie</i>	DiCamillo, Kate
<i>The Tale of Despereaux</i>	DiCamillo, Kate
<i>Hardy Boys series</i>	Dixon, Franklin
<i>The Twenty One Balloons</i>	du Bois, William Pene
<i>Thimble Summer</i>	Enright, Elizabeth
<i>Inkheart</i>	Funke, Cornellia
<i>The Thief Lord</i>	Funke, Cornellia
<i>The Snow Goose</i>	Gallico, Paul
<i>Blue Willow</i>	Gates, Doris
<i>My Side of the Mountain</i>	George, Jean C.
<i>Old Yeller</i>	Gipson, Fred
<i>The Vanderbeekers series</i>	Glaser, Karina
<i>The Reluctant Dragon</i>	Grahame, Kenneth
<i>The Wind in the Willows</i>	Grahame, Kenneth
<i>The Winter of Red Snow: Abigail Stewart</i>	Gregory, Kristina
<i>Soul Surfer</i>	Hamilton, Bethany
<i>Two Mighty Rivers: Sons of Pocahontas</i>	Hanes, Mari
<i>Zita the Spacegirl series</i>	Hatke, Ben
<i>King of the Wind: The Story of the Godolphon Arabian</i>	Henry, Marguerite
<i>The Year of Miss Agnes</i>	Hill, Kirkpatrick
<i>The Fourteenth Goldfish</i>	Holm, Jennifer L.
<i>Book of the King series</i>	Jenkins, Jerry
<i>Red Rock Mystery series</i>	Jenkins, Jerry
<i>Raiders From the Sea</i>	Johnson, Lois
<i>Nancy Drew series</i>	Keene, Carolyn
<i>Big Red</i>	Kjelgaard, Jim
<i>Best Family Ever</i>	Kingsbury, Karen and Russell, Tyler
<i>Lassie Come Home</i>	Knight, Eric
<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>	Konigsburg, E. L.
<i>Left Behind series</i>	LaHaye & Jenkins
<i>Ben and Me: ...Ben Franklin and His Good Mouse Amos</i>	Lawson, Robert
<i>Carry On, Mr. Bowditch</i>	Lathan, Jean
<i>A Wrinkle in Time</i>	L'Engle, Madeline
<i>Prairie School</i>	Lenski, Lois

Strawberry Girl
Ella Enchanted
Fairest
Gifted Hands, Kid's Edition: Ben Carson
Snow Treasure
Gentle Ben
Shiloh
Mrs. Frisby and the Rats of NIMH
A Long Walk to Water
Tom's Midnight Garden
The Cooper Kids Adventure
Pollyanna
Rats, Bulls & Flying Machines:...the Renaissance
Summer of the Monkeys
Trouble at Silver Pines Inn
Henry Reed, Inc.
The Little Prince
The Cricket in Times Square
The Good Master
The White Stag
Starry Messenger: Galileo Galilei
Heidi
The Mysterious Benedict Society
All-of-a-Kind-Family
Many Moons
Banner in the Sky
Thunderstorm in Church
The Trumpet of the Swan
Stuart Little
Little House on the Prairie series (not adapted)
Leepike Ridge

Lenski, Lois
Levine, Gail Carson
Levine, Gail Carson
Lewis, Greg & Deborah
McSwigan, Marie
Morey, Walt
Naylor, Phyllis
O'Brien, Robert
Park, Linda Sue
Pearce, Phillipa
Peretti, Frank
Porter, Eleanor
Prum, Deborah
Rawls, Wilson
Repp, Gloria
Robertson, Keith
Saint-Exupery, Antoine de
Selden, George
Seredy, Kate
Seredy, Kate
Sis, Peter
Spyri, Johanna
Stewart, Trenton Lee
Taylor, Sydney
Thurber, James
Ullman, James
Vernon, Louise
White, E. B.
White, E. B.
Wilder, Laura Ingalls
Wilson, N.D.

Rising 5th Grader Summer Reading Assignment (page 1 of 2)

Hello upcoming Fifth Grader!

This summer, you will select **one** grade-level novel to read over the summer to complete the **two** assignments below. It should be a book that you have not previously read. Please see the recommended book list for suggestions.

1. For the first assignment, you will write a paragraph about the book. Choose a well-developed character from your story. Compare and contrast the character in your story to yourself. (8-12 sentences)
 - Include at least **two** similarities.
 - Include at least **two** differences.
 - Write about character traits and personality, not just physical appearance.
 - Write about how the character responds and how you would respond to different situations and events.
 - Use examples from the story to explain your choices.

Exemplar:

One of the characters in Exodus is Miriam. She and I are similar because we are both curious and helpful. She followed her brother down the river to see where he was going and make sure he was okay. I would do that, too, even though I don't have a baby brother. Another similarity is that we both like to sing and dance. She celebrated crossing the sea with singing and dancing, and I would celebrate the same way. A difference between us is that I have never been a slave like she and her family were in Egypt. We both come from families with three kids, but she is the middle child and has only brothers, while I am the youngest of three sisters. Our cultures are different because she lived so long ago in a different part of the world. However, we both worship the same God. The last similarity is that we can both complain sometimes. She complained about her brother being more special, and I can relate to that. I have complained about my sisters or friends getting more attention or special treatment at times when I didn't think it was fair.

2. For your second summer reading assignment, you should be prepared to do an in-class project during the first week of school. **You will need to bring an empty cereal box with you to school. You will also need your copy of the book to use for reference.**

As you are reading this summer, think of the following things because they will be included on your cereal box book report. Feel free to take notes as you read about these things to make the classwork easier on you or use the attached graphic organizer to take notes so you don't forget anything. You can use this graphic organizer as you are completing the in-class project.

These are **notes** and do not need to be complete sentences. This is just something you can refer to when completing the in-class project to help you recall what you read. All of the information on the graphic organizer directly relates to the in-class project.

Rising 5th Grader Summer Reading Assignment (page 2 of 2)

Where and when does the story take place?	
What lesson or lessons did you learn while reading?	
Who is the main character? Give 3-4 traits about that character.	
Name 3-4 other characters and at least 1 trait for each	
Summarize the beginning of the story	
Summarize the middle of the story	
Summarize the end of the story	
What is your favorite part of the story?	
How would you change the ending?	
Does this story remind you of another story or of something in your own life?	