



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

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

**Revised May 2025**

Dear Rising First through Fifth Grade Parents,

I trust that your summer is beginning as successfully as you have anticipated it would. I am sure that all of you have great plans for the weeks ahead. In fact, I know that many of you are lying on “some beach, somewhere” as you read this email. Have a great time!

I am writing to inform you about our school’s summer reading expectations for students entering first through fifth grade. All- inclusive summer reading packets are accessible through our website ([princeave.org](http://princeave.org)). You cannot miss the link for the packet if you go to the home page. The packet provides complete, easy-to-follow directions for each grade’s assignments.

These assignments will be your child’s first graded assignment for the 2025-2026 school year.

<b>Grade Level</b>	<b>What is to be turned in</b>	<b>Due Date(s)</b>
<b>1<sup>st</sup></b>	Completed reading log of all books read	Friday, August 1 Monday, August 4
<b>2<sup>nd</sup></b>	Completed reading log of all books read	Friday, August 1 Monday, August 4
<b>3<sup>rd</sup></b>	For each of two books, write a well-structured, neatly written paragraph that follows the guidelines provided in the packet.	Friday, August 1 Monday, August 4
<b>4<sup>th</sup></b>	For an assigned book, write a recommendation according to the guidelines given and be prepared to complete a response project in class the first week of school.	Friday, August 1 Monday, August 4
<b>5<sup>th</sup></b>	For an assigned book, write a recommendation according to the guidelines given and be prepared to complete a response project in class the first week of school.	Friday, August 1 Monday, August 4

New students who complete the enrollment process before June 30 will follow the above timeline. Students completing the enrollment process between July 1 and August 1 will be given an extended due date of September 2 to complete the assignment(s).

Reading is such an enjoyable activity in which to engage any time of year, but especially during the leisurely days of summer. We hope that you and your students discover many great adventures through books over the next 10 weeks.

Happy Reading,

Becky Callaway

Lower School Principal

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. For students in grades one through three, a 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.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research\\_Brief\\_03\\_-\\_Kim.pdf](http://c.ymcdn.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. For students in grades one through three, you may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com) or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student. For students in grades four and five, the school has selected the titles (one per grade) that students will read and respond to.

### **Grade- Specific Assignments**

#### **Grades 1 & 2 (remembering and understanding)**

In 1<sup>st</sup> and 2<sup>nd</sup> 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 (1<sup>st</sup> grade) or twenty-five (second grade) books from the school list.

#### **Grade 3**

In grade 3, 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 on the first full day of school, Monday, August 4, 2025. No assignments will be accepted after Wednesday, August 6.

#### **Grade 4-5**

In grades 4-5, students have mastered basic reading skills and can read independently. Students are to read the assigned novel. Students are asked to fill out the summer reading form and provide details about the book they read; parents are asked to verify the reading with their signature. These forms are due on the first full day of school, Monday, August 4, 2025. No assignments will be accepted after Wednesday, August 6.

## ENTERING 1<sup>ST</sup> 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

*Morris the Moose* books

Wiseman, B.

ENTERING 1<sup>ST</sup> 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**

# **1<sup>st</sup> 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 4, 2025.

Name \_\_\_\_\_

	Title	Author	Read TO my child	Read WITH my child	Read BY my child	X= simple chapter book
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

## ENTERING 2<sup>ND</sup> 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
Longer Books	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**



## **2<sup>nd</sup> GRADE SUMMER READING RECORD**

Please return this page to your child's teacher on Monday, August 4, 2025.

Name \_\_\_\_\_

	Title	Author	Date Completed	Number of pages	X= three books	Parent Initials
1						
2						
3						
4						
5						
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12						
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22						
23						
24						
25						

## ENTERING 3<sup>RD</sup> 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 &amp; 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
❖ Children's Books 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	Scieszczk, 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade teacher the first day of school, Monday, August 4, 2025. 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade teacher on the first full day of school: Monday, August 4, 2025. 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?

## 4<sup>th</sup> Grade Summer Reading Assignment

## The Cricket in Times Square

Hello upcoming Fourth Grader!

This summer, you will be required to read the novel, *The Cricket in Times Square* by George Selden. Over the summer, you will need to read the novel and write a short summary and recommendation (see outline below).

## Summary

**Write a short summary, 7 to 10 sentences, for the novel. The following are questions you may use as a guide to write your summary.**

- What happened during the beginning, middle, and end of the book?
- Who was the main character?
- What problem/s did he or she face? What did he or she want?
- Who or what was keeping them from solving the problem?
- How was the problem solved?

[illegible]

## 4<sup>th</sup> Grade Summer Reading Assignment

## Recommendation

**Write a recommendation for the book you read in 3 to 5 complete sentences. In your recommendation, please include:**

- Would you recommend this book? Why or why not?
- Who would you recommend it to?

[illegible]

## **Rising 5<sup>th</sup> Grader Summer Reading Assignment**

Hello upcoming Fifth Grader! This summer, you will read The Lion, the Witch, and the Wardrobe, by C.S. Lewis, and complete the assignment below.

For the assignment, you will write a paragraph about the book. Choose a well-developed character from the story. Compare and contrast the character in the 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 in the story.
- Use examples from the story to explain your choices.

### **Exemplar:**

Suzy Smith (*student name*)  
Mrs. Mayne OR Ms. Tarleton (*teacher name*)  
Language Arts (*class name*)  
August 4, 2025 (*date*)

#### Character Comparison

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.

- Students may type or write their paragraph neatly on notebook paper.
- Include an MLA Heading. (example above)
- Include a title. (using the example title is sufficient)
- Double spaced (if writing on notebook paper, skip lines)

At the beginning of school, we will take a few weeks to discuss and assess what the students read over the summer. In class, we will complete various assignments and assessments as we discuss the novel together. We have copies of the book for students to use in class, so students may check the book out from a local library to read over the summer rather than purchasing the book if necessary.