

3rd-4th Grade Summer Reading

Preventing Summer Slide

Tips to Promote Reading

- ◆ Schedule weekly trips to the public library
- ◆ Let your child pick reading material that is of interest to them
- ◆ Read together with your child
- ◆ Attend story hours, readings and plays offered at your local library or bookstore
- ◆ Encourage your child to read in bed. Consider letting your child stay up late if they read in bed
- ◆ Be a model: Read, read, read in front of your child

For some children, summer is a time dedicated to playing video games, sleeping in, vacationing and relaxing as much as possible before the beginning of yet another school year. Children may argue that summer should be spent taking a break from academics and enjoy doing “nothing”. As parents and educators we need to ensure that our children do not fall into what is commonly referred to as “summer slide”.

The summer slide: it sounds fun, but it can make the transition from grade to grade really difficult. Research shows that students who do not read during the summer may experience a decrease in

their reading level. But guess what? Students who read regularly during the summer often improve their reading level and ability! Harmony students can start strong in the fall if their reading habits don’t “slide” away during the summer months. In this newsletter we have posted a list of summer reading projects for students to select from. Inside you will also find a suggested reading list, creative ways to engage your child with reading, strategies on how to help your child select texts, and parent resources you can access free online.

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AR BookFinder

Parents and students can search this site for suggested book titles based on students interest and reading level. Access the AR BookFind site here :

www.arbookfind.com/UserType.aspx

A parent’s guide to AR BookFinder can be found here:

<http://doc.renlearn.com/kmnet/R004037812GG7B98.pdf>

3rd-4th Grade Summer Reading

Students in grades 3-4 will be expected to read a minimum of 4 books and complete a project based on one of their summer reading selections. Students will also be responsible for completing a self-evaluation-reading assignment rubric (see sample on next page) upon completion of their self selected project. These projects were designed to promote creativity, engagement, and fun with reading! Students will have the choice of selecting from a variety of projects in which they will bring with them on the first day of school. The book list that has been provided is not mandatory for student's to follow. Some of the suggested titles were pulled from the 2011 HAISLN (Houston Area Independent School Library Network) recommended reading list. Please visit www.haisln.org/recommendedreadinglists.html for a complete list of titles.

Summer Reading Project Selections

Write a new ending for your story. This new ending should be at least one page in length.



Write a continuation of your story What happens in the new 'next' chapter? This should be at least one page in length.

Write a song that tells about your story. You may sing your song with or without music. This song can be pop, country, rap – the choice is yours! Be prepared to perform this for the class or have someone video your performance and bring the DVD for us to enjoy!

Graded 3-4
Summer Reading Assignment Rubric—
Self Evaluation

	Great! 4	Good 3	Okay 2	Poor 1	Incomplete 0
Rate yourself on the text you selected and read.	I read the entire text.	I read most of the text.	I read half of the text.	I read a few pages of the text.	I did not read a text.
Rate yourself on the quality of your project.	My project is wonderful!	My project is good.	I'm mostly happy with my project.	I started my project but did not complete the work.	I did not complete a project.
Rate yourself on your understanding of the text.	I understood the text perfectly!	I understood most of the text.	I understood a few parts of the text.	I understood very little of the text.	I did not read a text.
How would you rate the text?	It was perfect! I would recommend this text to others!	The text was good; I think it would be worth reading.	The text was okay.	I would not recommend reading this text.	I did not read a text.

Make a 3 minute video recording with a reenactment of one of your favorite events from the story. You may use friends and family members as actors and actresses. Please copy the video onto a DVD, or schedule a time for your parent to bring the camcorder and necessary cables for viewing.

Write a comic book that tells about your favorite part of the books. The comic strip should have a minimum of six scenes or sections. Include comic-style illustrations in either black and white or color. Include dialogue bubbles too.

Create your own comic strip or book online at:
http://superherosquad.marvel.com/create_your_own_comic
Remember to ask for parent permission first!

Make a shadow box or diorama displaying your favorite scene.

Create a life-size portrait of one of the characters from your book. The portrait should include a written piece that tells about the character. The piece should also include information about events, traits, or conflicts in the book that involve the character.

Series

Birney, Betty G - *Summer According to Humphrey*
 Bruel, Nick - *Bad Kitty Meets the Baby*
 DiCamillo, Kate - *The Mercy Watson series*
 Holt, Kimberly Willis - *Piper Reed Rodeo Star*
 Klise, Kate - *Till Death Do Us Bark*
 La Fevers, R. L. - *Flight of the Phoenix*
 Lowry, Lois - *The Gooney Bird series*
 Naylor, Phyllis Reynolds - *Shiloh*
 Nolan, Lucy - *Bad to the Bone*
 Pennypacker, Sara - *Clementine and the Family Meeting*
 Scieszka, Jon - *Spaceheadz 2*
 Roy, Ron - *Detective Camp*
 Weeks, Sarah - *Oggie Cooder*

Poetry

Dakos, Kalli - *A Funeral in the Bathroom: And Other School Bathroom Poems*
 Harley, Avis - *African Acrostics: A Word in Edgeways*
 Rosenthal, Amy Krouse - *The Wonder Book*
 Silverstein, Shel - *Every Thing On It: Poems and Drawings*

Nonfiction

Bishop, Nic - *Nic Bishop Lizards*
 Buchholz, Rachel - *How to Survive Anything*
 French, Jackie - *How to Scratch a Wombat: Where to Find It ... What to Feed It ... Why It Sleeps All Day*
 Jenkins, Steve - *Never Smile at a Monkey: And 17 Other Important Things to Remember*
 Krull, Kathleen - *Jim Henson: The Guy Who Played with Puppets*
 Markle, Sandra - *Animal Heroes: True Rescue Stories*
 McCully, Emily Arnold. - *Wonder Horse: The True Story of the World's Smartest Horse*
 Rappaport, Doreen - *Eleanor, Quiet No More: The Life of Eleanor Roosevelt*
 Moss, Marissa - *Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero*
 Peot, Margaret - *Inkblot: Drip, Splat, and Squish Your Way to Creativity*
 Tavares, Matt - *Henry Aaron's Dream*
 Taylor, Sarah Stewart - *Amelia Earhart: This Broad Ocean*

Fiction

Cronin, Doreen - *The Trouble with Chickens*
 Davies, Jacqueline - *The Lemonade War*
 Fleming, Candace - *The Fabled Fourth Graders of Aesop Elementary*
 Freeman, Martha - *The Case of the Rock'N'Roll Dog*
 Giovanni, Nikki - *The Grasshopper's Song: An Aesop's Fable Revisited*
 Grindley, Sally - *Dear Max*
 Gutman, Dan - *Nightmare at the Book Fair*
 Hamilton, Libby - *The Monstrous Book of Monsters*
 Holm, Jennifer and Holm, Matthew - *Squish #1: Super Amoeba*
 Jennings, Patrick - *Guinea Dog*
 Lowry, Lois - *The Birthday Ball*
 Lupica, Mike - *Hero*
 O'Malley, Kevin - *Once Upon a Cool Motorcycle Dude*
 Petersen, P. J. - *Wild River*
 Peterson, Lois - *The Ballad of Knuckles McGraw*
 Santat, Dan. - *Sidekicks*
 Schmidt, Gary D. - *Okay for Now*
 Selznick, Brian. - *Wonder Struck*
 Stein, Garth. - *Racing in the Rain: My Life as a Dog*
 Tan, Shaun - *Lost & Found*
 TenNapel, Doug - *Bad Island*
 Tolan, Stephanie S. - *Wishworks, Inc.*
 Vail, Rachel - *Justin Case: School, Drool, and Other Daily Disasters*
 Wallace, Bill - *Upchuck and the Rotten Willy*
 Wilson, Karma - *What's the Weather Inside?*
 Yee, Lisa - *Bobby vs. Girls (Accidentally)*
 Zuckerman, Amy - *2030: A Day in the Life of Tomorrow's Kids*

List prepared with titles from the following organizations:

HAISLN, Houston Area Independent Schools Library Network, Grades 3-4
 Summer Reading List, 2012.

<http://www.haisln.org/recommendedreadinglists.html>

With thanks to International Reading Association Children's Choices, 2012.

http://www.reading.org/Libraries/Awards/ChildrensChoices2012_web.pdf

(For additional book titles, please visit the websites above.)

Give Me Five!

Helping your child select a “just right” book is very simple. To encourage youngsters to read it is important that they select books that are of interest to them and that they don’t encounter a level of reading frustration because the text is too difficult. A smart way to guide your child in proper book selections is to incorporate the “5 Finger Rule”. First, have your child choose a book they have an interest in reading. Next, open the book to a random page and have your child read aloud or whisper read the first few lines of the page. Listen carefully and ask your child to hold up one finger for each word that they do not know or stumble upon. If your child holds up 5 fin-

gers before reaching the end of the page that is a sign that the book is too difficult. Holding up 1 finger or none signifies the text may be too easy. The magic number to look for is 2 fingers.

FIVE FINGER RULE



0-1 fingers may be too easy!



Just right!



A little hard, but could be fun to read



Difficult to read – Try reading with parents or friends



Too difficult for now – save it for next year

Making Connections

Using text connections can help your child’s reading comprehension improve as they relate text read into 3 categories: Text-to self, text-to-text, and text-to world. It’s a simple skill that takes just a few minutes to stop, think, and reflect on. Below are some sample questions you can ask your child about their reading endeavors.

Text –to– Self

- ◆ Does this book remind you of something that has happened to you before?
- ◆ How can you relate to this text?
- ◆ Can you make a connection between one of the characters and yourself?

Text –to– Text

- ◆ What happened in this book that reminds you of something that happened in another book?
- ◆ How is this book alike or different from the book you previously read?
- ◆ Does this remind you of a character from another book?

Text –to– World

- ◆ Does this book remind you of any world holidays you celebrate?
- ◆ Does this remind you of anything that is currently happening in our world today or in the past?
- ◆ Can you think of a place where this might happen?

Sizzling Summer Resources

Scholastic Summer Challenge

Visit the Scholastic book site where students can log reading hours to win digital prizes, and help set a new world record for summer reading. There is a great section for parents too!

<http://www.scholastic.com/summer/>

Read Write Think

A great free source for reading and literacy resources. Visit this site to learn more about “Bright Ideas for Summer”.

<http://www.readwritethink.org/bright-ideas/>

IRA—International Reading Association compiles outstanding book lists with categories including Children’s Choice and Teachers’ Choices.

<http://www.reading.org/Resources/Booklists.aspx>

READING ROCKETS—This online resource offers numerous articles for parents on the importance of reading, as well as booklists, and numerous activities designed to increase reading engagement and comprehension.

<http://www.readingrockets.org/calendar/summer/>