



PRINCE
AVENUE CHRISTIAN SCHOOL

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

Revised May, 2021

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.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. You may find sites such as www.squeakycleanreviews.com, www.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Grade- Specific Assignments (summer, 2021):

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 9, 2021. No assignments will be accepted after Wednesday, August 11.

ENTERING 1ST GRADE BOOK LIST

<i>Song and Dance Man</i>	Ackerman, Karen and S. Gammell
<i>Miss Nelson is Missing series</i>	Allard, Harry
<i>Billy and Blaze series</i>	Anderson, C.W.
<i>Cloudy with a Chance of Meatballs</i>	Barrett, Judi and Ronald
<i>Madeline books</i>	Bemelmans, Ludwig
<i>The Mitten (and others)</i>	Brett, Jan
<i>Clifford series</i>	Bridwell, Norman
❖ <i>Flat Stanley series</i>	Brown, Jeff
<i>Arthur series</i>	Brown, Marc
<i>Mike Mulligan and His Steam Shovel</i>	Burton, Virginia Lee
<i>Biscuit series</i>	Capucilli, Alyssa
<i>The Very Hungry Caterpillar (and others)</i>	Carle, Eric
<i>Miss Rumphius</i>	Cooney, Barbara
<i>A Ride on a Time Machine</i>	Cromer, Karen
<i>Llama Llama series</i>	Dewdney, Anna
<i>Petunia</i>	DuVoisin, Roger
<i>Are You My Mother (and others)</i>	Eastman, P.D.
<i>The Story About Ping</i>	Flack, Marjorie
<i>Dandelion</i>	Freeman, Don
<i>Corduroy series</i>	Freeman, Don
<i>Little Toot</i>	Gramatky, Hardie
<i>The Big Snow</i>	Hader, Berta
<i>Chrysanthemum (and others)</i>	Henkes, Kevin
❖ <i>Frances series</i>	Hoban, Russell
<i>Danny and the Dinosaur (and others)</i>	Hoff, Syd
<i>Harold and the Purple Crayon (series)</i>	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 series</i>	Litwin, Eric/ James Dean
❖ <i>Frog and Toad Are Friends (and others)</i>	Lobel, Arnold
❖ <i>You Are Special (and others)</i>	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 series</i>	Minarik, Else Holmelund
<i>The Day Jimmy's Boa Ate the Wash</i>	Noble, Trinkia Hakes
<i>Fancy Nancy series (I Can Read)</i>	O'Connor, Jane
<i>If You Give a Mouse a Cookie (and others)</i>	Numeroff, Laura
❖ <i>Amelia Bedelia (various stories)</i>	Parish, Peggy/ Herman
<i>Katy No-Pocket</i>	Payne, Emily
<i>The Rainbow Fish series</i>	Pfister, Marcus
<i>Curious George series</i>	Rey, H. A. or Margaret
<i>Detective Dan series</i>	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 stories</i>	Rylant, Cynthia
<i>Beginner Books/ Bright and Early Books</i>	Dr. Seuss
❖ <i>Nate the Great series</i>	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 books</i>	Willems, Mo
<i>Morris the Moose books</i>	Wiseman, B.

ENTERING 1ST GRADE BOOK LIST (Continued)

The Napping House
Harry, the Dirty Dog (or others)

Wood, Audrey
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 9, 2021.

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
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

2nd GRADE SUMMER READING RECORD

Please return this page to your child's teacher on Monday, August 9, 2021.

Name _____

	Title	Author	Date Completed	Number of pages	X= three books	Parent Initials
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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>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>Max and the Tagalong Moon</i>	Cooper, Floyd
<i>The Ring Bearer</i>	Cooper, Floyd
<i>Jump! From the Life of Michael Jordan</i>	Cooper, Floyd
<i>Coming Home: From the Life of Langston Hughes</i>	Cooper, Floyd
<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>The Cabin Faced West</i>	Fritz, Jean
<i>Stone Fox</i>	Gardiner, John Reynolds
<i>Thunder at Gettysburg</i>	Gauch, Patricia
<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>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>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>Little House on the Prairie</i> series (adapted)	Peterson, Melissa
<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	Scieszczkz, 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 9, 2021. Happy Reading!

Book 1

Title	Parent Signature

After your child has finished reading each 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 9, 2021. Happy Reading!

Book 2

Title	Parent Signature

After your child has finished reading each 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?

ENTERING 4TH and 5TH GRADE READING 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 two novels 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.commonsemmedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Sounder

True Confessions of Charlotte Doyle

The Indian in the Cupboard

Turn Homeward, Hannalee

Lucky Broken Girl

The Shakespeare Stealer

Katie Watson and the Serpent Stone

Caddie Woodlawn

A Little Princess

The Incredible Journey

The Summer of the Swans

Blood on the River

The Family Under the Bridge

Dear Mr. Henshaw

Bud, Not Buddy

The Mighty Miss Malone

Leif the Lucky

The House of Sixty Fathers

Because of Winn Dixie

The Tale of Despereaux

Hardy Boys series

The Twenty One Balloons

Thimble Summer

Inkheart

The Thief Lord

The Snow Goose

Blue Willow

My Side of the Mountain

Old Yeller

The Vanderbeekers of 141st Street

The Reluctant Dragon

The Wind in the Willows

The Winter of Red Snow: Abigail Stewart

Soul Surfer

Two Mighty Rivers: Sons of Pocahontas

Zita the Spacegirl

King of the Wind: The Story of the Godolphon Arabian

The Year of Miss Agnes

The Fourteenth Goldfish

Book of the King series

Red Rock Mystery series

Raiders From the Sea

Nancy Drew series

Big Red

Best Family Ever

Lassie Come Home

From the Mixed-Up Files of Mrs. Basil E. Frankweiler

Left Behind series

Ben and Me: ...Ben Franklin and His Good Mouse Amos

Carry On, Mr. Bowditch

A Wrinkle in Time

Prairie School

Armstrong, William

Avi

Banks, Lynne Reid

Beatty, Patricia

Behar, Ruth

Blackwood, Gary

Blume, Mez

Brink, Carol

Burnett, Frances H

Burnford, Sheila

Byars, Betsy

Carbone, Elisa

Carlson, Natalie

Cleary, Beverly

Curtis, Christopher Paul

Curtis, Christopher Paul

D'Aulaire, Ingrid

DeJong, Meindert

DiCamillo, Kate

DiCamillo, Kate

Dixon, Franklin

du Bois, William Pene

Enright, Elizabeth

Funke, Cornelia

Funke, Cornelia

Gallico, Paul

Gates, Doris

George, Jean C.

Gipson, Fred

Glaser, Karina

Grahame, Kenneth

Grahame, Kenneth

Gregory, Kristina

Hamilton, Bethany

Hanes, Mari

Hatke, Ben

Henry, Marguerite

Hill, Kirkpatrick

Holm, Jennifer L.

Jenkins, Jerry

Jenkins, Jerry

Johnson, Lois

Keene, Carolyn

Kjelgaard, Jim

Kingsbury, Karen and Russell, Tyler

Knight, Eric

Konigsburg, E. L.

LaHaye & Jenkins

Lawson, Robert

Lathan, Jean

L'Engle, Madeline

Lenski, Lois

ENTERING 4TH and 5TH GRADE READING LIST (pg 2)

<i>Strawberry Girl</i>	Lenski, Lois
<i>Ella Enchanted</i>	Levine, Gail Carson
<i>Fairest</i>	Levine, Gail Carson
<i>Chronicles of Narnia series</i>	Lewis, C. S.
<i>Gifted Hands, Kid's Edition: Ben Carson</i>	Lewis, Greg & Deborah
<i>Snow Treasure</i>	McSwigan, Marie
<i>Gentle Ben</i>	Morey, Walt
<i>Shiloh</i>	Naylor, Phyllis
<i>Mrs. Frisby and the Rats of NIMH</i>	O'Brien, Robert
<i>A Long Walk to Water</i>	Park, Linda Sue
<i>Tom's Midnight Garden</i>	Pearce, Phillipa
<i>The Copper Kids Adventure</i>	Peretti, Frank
<i>Pollyanna</i>	Porter, Eleanor
<i>Rats, Bulls & Flying Machines...the Renaissance</i>	Prum, Deborah
<i>Summer of the Monkeys</i>	Rawls, Wilson
<i>Trouble at Silver Pines Inn</i>	Repp, Gloria
<i>Henry Reed, Inc.</i>	Robertson, Keith
<i>The Little Prince</i>	Saint-Exupery, Antoine de
<i>The Cricket in Times Square</i>	Selden, George
<i>The Good Master</i>	Seredy, Kate
<i>The White Stag</i>	Seredy, Kate
<i>Starry Messenger: Galileo Galilei</i>	Sis, Peter
<i>The Sign of the Beaver</i>	Speare, Elizabeth
<i>Heidi</i>	Spyri, Johanna
<i>The Mysterious Benedict Society</i>	Stewart, Trenton Lee
<i>All-of-a-Kind-Family</i>	Taylor, Sydney
<i>Many Moons</i>	Thurber, James
<i>Banner in the Sky</i>	Ullman, James
<i>Thunderstorm in Church</i>	Vernon, Louise
<i>The Trumpet of the Swan</i>	White, E. B.
<i>Stuart Little</i>	White, E. B.
<i>Little House on the Prairie series (not adapted)</i>	Wilder, Laura Ingalls
<i>Leepike Ridge</i>	Wilson, N.D.

4th Grade Summer Reading Assignment

Hello upcoming Fourth Grader!

This summer, you will select **two** grade-level novels to read over the summer. Please see the recommended book list for suggestions.

For the first book, you will write a recommendation (see assignment on the next page).

Book Choice #1:

- Title: _____
- Author: _____

Book Choice #2:

- Title: _____
- Author: _____

For your second summer reading book, 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 second book you read.

As you are reading, think through the following questions because they will be included on your in-class project.

- What does your character look like on the outside?
- What does your character feel or act like on the inside?
 - 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?
- How does your character get along with other characters? Is your character liked or disliked by other characters?
- 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.

*Parents, please have your child read the second book towards the end of the summer, so that your child will be able to complete the in-class project without having forgotten the story and its characters.

5th Grade Summer Reading Assignment

Hello upcoming Fifth Grader!

This summer, you will select **two** grade-level novels to read over the summer. They should be books that you have not previously read. Please see the recommended book list for suggestions.

1. For the first book, 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 the book 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 book, 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.

As you are reading, 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.

- Theme (lesson learned while reading)
- Setting
- Characters and their traits
- Plot (rising action, climax, falling action)
- Favorite part of the story
- How you would change the ending
- Real-life connections (Does the story remind you of another story? Does it remind you of something in your own life?)