

Alice E. Grady Elementary School



Summer Reading Program

Grades 4, 5 & 6

Grady Library Summer Hours

Do you need books for Summer Raider Reading?

Join us at The Grady Library and borrow some great reads!

The Grady Library will be open on a limited basis during the month of July.

Ms. Sparber and Ms. Wygant will be available to help you select books, listen to you read, and read with you!

Schedule

July 7 (Thursday) 1:00 - 4:00 P.M.

July 14 (Thursday) 1:00 - 4:00 P.M.

July 21 (Thursday) 1:00 - 4:00 P.M.

July 28 (Thursday) 1:00 - 4:00 P.M.

Children must be accompanied by an adult.

Horario de la Biblioteca de Grady Durante el Verano

¿Necesita libros para completar su deberes de Lectura de Verano?

¡Únase en la Biblioteca de Grady y pida prestado algún libro que desee!

La Biblioteca de Grady estará abierta con un horario limitado durante el mes de julio.

¡La Sra. Sparber y Sra. Wygant estarán disponibles ayudarlo a seleccionar libros, le escucharán leer, y pueden leer con usted!

Horario

5 de Julio (martes) 1:00 - 4:00 P.M.

12 de Julio (martes) 1:00 - 4:00 PM.

19 de Julio (martes) 1:00 - 4:00 P.M.

26 de Julio (martes) 1:00 - 4:00 P.M.

Estudiantes tienen que ser acompañado por un adulto.

Alice E. Grady Elementary School
Summer Reading Program
Raider Readers 2011

Dear Student:

Welcome to our school's summer reading program! Your teachers want you to keep reading, so relax and cool off with a good book during those long, hot, lazy days of July and August.

We have provided you with a list of suggested titles that we think are great to read, but you can also get suggestions from the librarians at the public library, or from your teachers and friends. You can also search and download books for summer reading from the websites listed in the summer reading list.

Here's the way it works – use the checklist below to help keep track of your work!

- Choose your first book to read
- After you have read the book, complete the graphic organizer that you will find in this packet
- Use the book and your imagination to create **one** project from the list
- Keep reading all summer, and make sure that you enter everything into the reading log

When school starts again, bring your project and your reading log to the library by September 16. Your project will be displayed for all to see, and you will be invited to a special party where you will be honored as a Summer Raider Reader!

Remember – Read a lot of books and enter them in your log, but you only have to complete **one** project!

With wishes for a wonderful summer,
Ms. Sparber and Mrs. Wygant

Alice E. Grady Elementary School
Programa de Lectura de Verano
Raider Readers 2011

Estimado Estudiante:

Bienvenido a nuestro programa de lectura del verano. Sus maestros desean que se mantenga leyendo durante el verano. Pues relájese y póngase cómodo con un libro durante esos días calientes y perezosos de julio y agosto.

Hemos proveído una lista de títulos sugeridos que pensamos son excelente para leer. También puede conseguir sugerencias de los bibliotecarios en la biblioteca pública, o de sus maestros y amigos. Usted puede también buscar y transferir los libros para la lectura del verano de los sitios de web enumerados en la lista de libros para leer durante el verano.

¡Trabaja de esta manera – utilice la lista de comprobación abajo para ayudar a no perder su enfoque con su trabajo!

- Elija su primer libro para leer
- Después que haya leído el libro, complete al organizador gráfico que usted encontrara en este paquete
- Utilice el libro y su imaginación para crear un proyecto de la lista
- Manténgase leyendo todo el verano y asegúrese de anotando todo en el registro de lectura

¡Cuando comiencen las clases, favor de traer su proyecto igual a su registro de libro a la biblioteca escolar el 14 de septiembre. ¡Su proyecto será exhibido para que todos lo vean!

Su organizador será utilizado durante la discusión sobre el libro elegido. ¡También será invitado a una celebración especial donde le honrarán como lector “Summer Raider Reader”!

¡Recuerde – **HÁGALO OTRA VEZ EN 2010!!!!**

Con deseos para un verano maravilloso,
Ms. Sparber and Mrs. Wygant

What is leveled reading?

“Leveled reading removes the “one size fits all” approach to reading, giving each child the opportunity to develop essential skills at his own pace. Leveled reading allows teachers and parents to use a more personalized and precise approach to monitor a child’s progress and help him learn to read.”

-Deborah Wilburn, Scholastic Books.

What are those letters next to the books on the summer reading list?

The summer reading list has recently been “leveled” where the information is available. Each book has been assigned a letter, A-Z. These letters are derived from careful analysis of the text and content. These letters represent the grade of reading difficulty. A = kindergarten level and Z = sixth grade level.

How do I help my child select books to read over the summer?

Your child’s final report card will give you both the independent (where a child can read on his or her own) and instructional (where a child may need some help) reading levels. You can use these levels to guide you in your book selection.

What does each level represent?

AB = Kindergarten and beginning first grade

CD = Early first grade

EFG = Mid grade one

HI – Late grade one

J = Early grade two

KL = Late grade two

MN = Early grade three

OP = Late grade three

QRS = Grade four

TUV = Grade five

WXYZ = Grade six

¿Qué es lectura nivelada?

La lectura nivelada le da cada niño/a la oportunidad de desarrollar sus habilidades esenciales a su propio paso. La lectura nivelada permite a profesores y padres usar un sistema más personalizado y exacto de supervisar el progreso de un niño/a y ayudarlo a aprender a leer.

- Según Deborah Wilburn, Scholastic Books

¿Cuáles son aquellas letras al lado de los libros sobre la lista de lecturas de verano?

La lista de libros recientemente ha sido “nivelada.” Cada libro ha sido asignado una letra de A – Z. Estas letras vienen de un análisis del texto y el contenido. Estas letras representan el nivel de dificultad. A = el nivel de jardín de infancia y la Z = el nivel de lectura de sexto grado.

¿Cómo ayudo a mi hijo/a seleccionar libros apropiados a su nivel para leer durante el verano?

El reporte de calificaciones de su niño/a para este año académico, le dará el nivel independiente (donde un niño puede leer solo) y el nivel de instrucción (más difícil; su niño/a necesitara su ayuda). Usted puede usar estos niveles para seleccionar un libro.

¿Qué nivel es representado por cada letra?

AB = Jardín de infancia y comenzando el primer grado.

CD = Principio del primer grado

EFG = Medio año del primer grado

HI = Al fin del primer grado

J = Principio del segundo grado

KL = Al fin del segundo grado

MN = Principio del tercer grado

OP = Al fin del tercer grado

QRS = Cuarto grado

TUV = Cinco grado

WXYZ = Sexto grado

REALISTIC FICTION

Alvarez, Julia. **HOW TIA LOLA CAME TO VISIT STAY. (R)** When Tia Lola comes from the Dominican Republic to help out Miguel's family, at first she is an embarrassment, but soon becomes a beloved addition to the family and the town.

Armstrong, William. **SOUNDER. (T)** An African-American sharecropper family struggles to survive when the father is jailed for stealing food to feed them. Responsibility falls on the shoulders of the oldest boy to be "the man in the family."

Bauer, Marion. **ON MY HONOR. (S)** Joel's best friend drowns when they are both swimming in a river that they had promised never to go near. Joel is devastated and terrified at having to tell both sets of parents the terrible consequence of their disobedience.

Blume, Judy. **TALES OF A FOURTH GRADE NOTHING. (Q)** Peter finds his two year old brother is complicating his life.

Cleary, Beverly. **RAMONA'S WORLD.(O)** Read all about 4th grader Ramona and her baby sister. (Series)

Clements, Andrew. **A WEEK IN THE WOODS. (T)** The fifth grade's annual camping trip in the woods tests Mark's survival skills and his ability to relate to a teacher who appears to be out to get him.

Clements, Andrew. **LUNCH MONEY. (R)** Twelve year old Greg who has always been good at moneymaking projects, is surprised to find himself teaming with his lifelong rival to create a comic book to sell at school.

Creech, Sharon. **GRANNY TORRELLI MAKES SOUP. (R)** Twelve year old Rosie is furious at Bailey, her best buddy and neighbor, a boy who is better than a brother, until her grandmother comes over to make soup and pasta and tells her stories about her own childhood friends.

Danzinger, Paula. **AMBER BROWN IS NOT A CRAYON (N).** The year she is in third grade is a sad time for Amber, because her best friend Justin is getting ready to move. (Series)

DiCamillo, Kate. **BECAUSE OF WINN-DIXIE. (R)** Opal knows how it is to be friendless in a new town with no mother for comfort. Enter the solution: a mangy stray dog with a big smile.

Giff, Patricia Reilly. **PICTURES OF HOLLIS WOODS. (V)** A troublesome orphan pursues her dream of finding a foster home where she truly belongs. Now living with an eccentric artist who she immediately bonds with, she remembers the only other time she was happy in a foster home, with a family who truly seemed to care about her.

Hesse, Karen. **MUSIC OF DOLPHINS. (V)** After rescuing an adolescent girl from the sea, researchers learn that dolphins have raised her. The researchers attempt to rehabilitate her to the human world.

Haiiaasen, Carl. **HOOT. (V)** Roy Eberhardt is the new kid at Trace Middle School in Coconut Grove, Florida. Mother Paula's All-American Pancake House is scheduled to be built over a burrow of endangered miniature owls. Roy is determined to save the owls.

Horvath, Polly. **EVERYTHING ON A WAFFLE.** (V) Eleven-year-old Primrose lives in a small fishing village in British Columbia and has lost her parents at sea. The story recounts her experiences and the unpredictability of life as she learns about human nature and copes with her loss through friendship and love.

Konigsburg, E.L. **FROM THE MIXED UP FILES OF MRS. BASIL E. FRANKWEILER.** (S) Claudia and her brother run away to the Metropolitan Museum of Art in NYC. In the museum, Claudia falls in love with a statue and tries to unravel the mystery surrounding it.

Korman, Gordon. **NO MORE DEAD DOGS.** (U) Wallace Wallace is an eighth grade football hero who finds himself in trouble at school. As punishment, he must attend play rehearsals where, in spite of himself, he is drawn into the production.

Korman, Gordon. **SCHOOLED.** After living an isolated life with his grandmother, a former hippie, Cap is sent to a foster home where he must attend public school. His simple home-schooled life on the commune, with no TV or companionship besides his grandmother, have ill prepared him for interaction with other middle-schoolers. If you like **SCHOOLED**, you should try **STARGIRL**, by Jerry Spinelli.

Lord, Cynthia. **RULES.** (R) This book is narrated by Catherine, a twelve-year-old girl with an autistic younger brother, who tries to make him understand the world through a series of rules. Through her relationship with Jason, a nonverbal boy in a wheelchair who uses cards to

communicate, she realizes what it is like to be different, and is finally able to accept both her brother and her friend.

McDonald, Megan. **JUDY MOODY GETS FAMOUS.** (N) When a third grade classmate gets her picture in the paper for winning a spelling bee, Judy is determined to find a way to become famous herself. (Series)

Martin, Ann M. **A DOG'S LIFE: THE AUTOBIOGRAPHY OF A STRAY.** (Q) Told from her own point of view, this is the story of Squirrel, a stray dog, tracing her life from birth to old age. It is a tale that will melt the hearts of dog lovers, young or old.

Naylor, Phyllis Reynolds. **SHILOH.**(R) When he finds a lost beagle in the hills behind his West Virginia home, Marty, tries to hide it from his family and the dog's real owner, who has mistreated the dog. (Series)

Paulsen, Gary. **HATCHET.** (R) When the pilot of a small, two-person plane has a heart attack and dies, 13 year old Brian has to crash land in the forest of a Canadian wilderness. He has little time to realize how alone he is, because he is so busy just trying to survive. (Series) If you like the Hatchet series, you should try the **DIVE** and **EVEREST** series, by Gordon Korman.

Robinson, Barbara. **THE BEST SCHOOL YEAR EVER.** (P) By the author of another favorite, **THE BEST CHRISTMAS PAGEANT EVER**, this book continues the adventures of the six Herdman kids, who don't bend the rules, but break them in a series of hilarious incidents.

Sacher, Louis. **HOLES. (V)** After being wrongly accused of stealing sneakers, Stanley Yelnats IV is sent to Camp Green Lake, a juvenile detention home where the boys are required to dig holes in the hot sun, and Stanley finds out why.

Winkler, Henry and Lin Oliver. **THE HANK ZIPZER SERIES. (R)** The protagonist of this series, which is up to 15 humorous novels, is an under-achieving and misunderstood fourth grader who wants to do the right thing, but often misses the mark and gets himself into hilarious situations. The first book in the series is **NIAGARA FALLS, OR DOES IT?** If you like these books, you may also want to try **JOEY PIGZA SWALLOWS THE KEY**, by Jack Gantos.

FANTASY AND SCIENCE FICTION

Banks, Lynn Reid. **THE INDIAN IN THE CUPBOARD. (R)** A classic where a plastic Indian is placed in a “magic” cabinet and comes to life. Action figures are brought to life with one turn of the key, while another turns them back into toys.

Baker, E.D. **THE FROG PRINCESS. (U)** A twist on the classic fairy tale, this story follows the adventures of Princess Emerald and the talking prince-turned-frog that she kisses one day in the swamp.

Collins, Suzanne. **GREGOR THE OVERLANDER. (T)** The first in a series in which 11-year old Gregor and his little sister fall down the laundry chute into an underground world of rats, giant insects, and a beautiful princess.

They find themselves in battles and adventures while on a quest foretold by an ancient prophecy.

Dahl, Roald. **CHARLIE AND THE CHOCOLATE FACTORY. (R)** The fantastic tale of a child’s dream come true. Charlie’s golden ticket gives him the chance to win a candy factory.

DiCamillo, Kate. **THE TALE OF DESPEREAUX. (R)** A small mouse with huge ears falls in love with a princess, and is banished by the Mouse Council to the dungeon, where he is delivered wearing the red thread of death, to be finished off by the rats.

Ferris, Jean. **ONCE UPON A MARIGOLD. (X)** Cristian, raised in the forest by a troll named Edric, decides its time to see the world and find the princess that he loves. Part adventure story, and part modern-day fairy tale, this story is one to read!

Funke, Cornelia. **THE INKHEART TRILOGY. (R)** The engrossing fantasy adventure where a young girl and her father have the ability to read the characters out of books to form stories within the story. A group of evil characters make for very exciting reading.

Hale, Shannon. **PRINCESS ACADEMY. (T)** When it is announced that the prince will choose a bride from their village, Mimi and the other girls enter the Princess Academy to learn how to be a princess.

Jacques, Brian. **REDWALL. (V)**
Animal adventure tales set in Redwall Abbey. Magical, mystical and the stuff of legends. (Series)

Kessler, Liz. **THE TAIL OF EMILY WINDSNAP. (S)** During a swimming lesson, seventh-grader Emily discovers a terrible and wonderful secret – she is half mermaid! Share her adventures.

Levine, Gail Carson. **ELLA ENCHANTED. (V)** The classic Cinderella story is a springboard for this humorous story about a young girl with a curse that forces her to obey every command.

Lewis, C.S. **THE LION, THE WITCH AND THE WARDROBE. (T)** Four English school children find their way through the back of a wardrobe into the magic land of Narnia and assist Asian, the golden lion, to triumph over the White Witch, who has cursed the land with eternal winter.(Series)

Martin, Ann M. **THE DOLL PEOPLE. (Q)** A family of porcelain dolls that has lived in the same house for one hundred years is taken aback when a new family of plastic dolls arrives and doesn't follow the Doll Code of Honor.

Ibbotson, Eva. **ISLAND OF THE AUNTS. (N-R)** The Aunts, Myrtle, Etta and Coral are getting older, and it's not easy taking care of their island of needy, and sometimes magical inhabitants, so they decide to kidnap two children to help them.

Norton, Mary. **THE BORROWERS.(S)** Miniature people who live in an old country house by borrowing things from the humans are

forced to emigrate from their home under the clock. (Series)

Riordan, Rick. **THE LIGHTNING THIEF. (S)** The first book of the Percy Jackson and the Olympians series, Percy and his friends must find and return Zeus' stolen property in order to bring peace to Mount Olympus.

Rowling, J.K. **HARRY POTTER AND THE SORCERER'S STONE. (V)** Rescued from the outrageous neglect of his aunt and uncle, a young boy with a great destiny proves his worth while attending Hogwarts School for Wizards and Witches. (Series)

Scieszka, Jon. **SUMMER READING IS KILLING ME. (N)** Joe, Sam, and Fred are trapped inside their summer reading list. (Series).

STARS WARS BOOKS. (R-V)
Various titles and authors. A long time ago in galaxy far, far away.... Follow the adventures of Luke Skywalker, Obi-Wan Kenobi and others.

DIARIES AND JOURNALS

DEAR AMERICA SERIES.(T-Z) By various authors. Written in diary format, this historical fiction series allows readers to experience the daily lives of girls during our nation's history.

Filipovic, Zlata. **ZLATA'S DIARY: A CHILD'S LIFE IN SARAJEVO.(X)**
Zlata's personal narrative concerning her life before and after the war in Bosnia provides insight and questions about life, death, and the loss of childhood.

Kinney, Jeff. **DIARY OF A WIMPY KID. (N-R)** A novel in cartoons that follow the problems of Greg Heffley, alternating between home and school. Follow it up with the second and third books in the series. The fourth book is due out in October 2009.

Klise, Kate. **REGARDING THE FOUNTAIN, REGARDING THE SINK, REGARDING THE BATHROOMS, REGARDING THE TREES, and LETTERS FROM CAMP. (V)** A variety of stories told through letters, memos, newspaper articles, journal entries, legal documents and even shopping receipts. There are mysteries, lessons in friendship and environmental awareness, as well as wit and adventure.

Martin, Ann M. and Paula Danziger. **P.S. LONGER LETTER LATER and SNAIL MAIL NO MORE. (U)** Twelve year old best friends Elizabeth and Tara*Starr are crushed when one moves out of state. Their family stories as well as their own growing and changing relationship is told at first through their frequent letters and later, in emails.

MY NAME IS AMERICA SERIES. (T-Z) By various authors. Written in journal format, this historical fiction series allow readers to experience the daily lives of boys during our nation's history.

HISTORICAL FICTION

Avi. **THE TRUE CONFESSIONS OF CHARLOTTE DOYLE. (V)** Prim and proper Charlotte must make the long, transatlantic from England to Rhode Island by herself on a ship with a

mutinous crew and a scary captain, who puts her through many hardships, including accusing her of murder.

Beatty, Patricia. **CHARLEY SKEDADDLE. (U)** A young boy from NYC enlists in the Union army as a drummer boy after his brother is killed at Gettysburg and "skedaddles" away from the Army and hides in the Blue Ridge Mountains.

Choldenko, Jennifer. **AL CAPONE DOES MY SHIRTS. (T)** Moose Flanagan and his family move to Alcatraz Island, where Moose's father works as an electrician in the famous prison. Moose befriends Piper, the warden's daughter, who has a knack for getting him in trouble, but also teaches him some valuable life lessons.

Curtis, Christopher Paul. **BUD, NOT BUDDY. (T)** After escaping from an evil foster family, Bud, a 10-year old orphan during the Great Depression, sets off across Michigan to find his father, and has lots of adventures along the way.

Curtis, Christopher Paul. **THE WATSONS GO TO BIRMINGHAM – 1963. (U)** The life and everyday routines of the Watsons, an African-American family living in Flint, Michigan, are drastically changed after they go to visit grandma in Alabama in the summer of 1963.

Giff, Patricia Reilly. **LILY'S CROSSING.(S)** During the summer spent at the beach in 1944, Lily's friendship with Albert, a young Hungarian refugee, causes her to see the war and her own world differently.

Giff, Patricia Reilly. **NORY RYAN'S SONG.(P)** When a terrible blight attacks Ireland's potato crop in 1845, twelve year old Nory Ryan's courage and ingenuity help her family and neighbors survive.

MacLachlan, Patricia. **SARAH PLAIN AND TALL.(R)** A widowed father of three in Kansas advertises for a wife. Sarah, a woman from Maine, responds to the ad.

Park, Linda Sue. **WHEN MY NAME WAS KEOKO. (V)** A brother and sister tell their story of what their lives were like in the 1940's during the Japanese occupation of Korea. Each one reacts differently to events, but both resist the enemy. If you liked this book, go for **A SINGLE SHARD (U)**, also by Linda Sue Park, the story of Tree Ear, a 13-year old orphan in medieval Korea..

Paulsen, Gary. **TUCKET'S GOLD.(S)** Francis Tucket and his two young friends brave the worst—outlaws, rattlesnakes, and thunderstorms—to reach the Oregon Trail to be reunited with family. (Series)

Philbrick, Rodman. **MOSTLY TRUE ADVENTURES OF HOMER P. PHIGG. (X)** When mean Uncle Squinton sells off Homer's brother to the Union Army during the Civil War, Homer takes off to find him and rescue him, having many "misadventures" along the way, but survives with courage, some luck, and his ability to tell "tall tales".

Ryan, Pam Munoz. **ESPERANZA RISING.(V)** After fleeing from Mexico, pampered thirteen year old Esperanza and her mother end up in a

1930's California migrant camp. Esperanza's response to this fall from privilege transforms her from a spoiled child into a strong adolescent.

SPORTS

Christopher, Matt. **THE WINNING STROKE. (Q)** Twelve year old Kristy joins the school swim team and triumphs after swimming headfirst into the pool wall during her first race. Look for other sports books by this author. (series)

Cohen, Barbara. **THANK YOU, JACKIE ROBINSON.(P)** An all consuming love for the Brooklyn Dodgers and Jackie Robinson unites a young boy with an old man in the 1940's.

Feinstein, John. **LAST SHOT.(T)** After winning a basketball reporting contest, eighth graders Stevie and Susan Carol are sent to cover the Final Four tournament where they discover that a talented player is being blackmailed into throwing the final game.

Gutman, Dan. **BABE AND ME. (S)** In this baseball card series, 13 year-old Josh Shostak travels back in time where he meets sports stars of the past, and experiences both history and adventure.

Hurwitz, Johanna. **BASEBALL FEVER. (O)** Ezra searches for a way to make his father understand his obsession with baseball.

Lupica, Mike. **TRAVEL TEAM.(X)** After he is cut from his travel basketball team—the very same team that his father once led to national prominence—12 year old Danny Walker forms his own

team of cast offs that might have a shot at victory.

Ritter, John H. **THE BOY WHO SAVED BASEBALL.**(U) A modern baseball story about the fate of the town of Dilliontown, which will be based on the outcome of a baseball game between the locals and a well-equipped summer camp team.

Tocher, Timothy. **LONG SHOT.**(M) When 11 year old Laurie learns that her dad has accepted a job in another town, she is disappointed and angry. She will have to leave her best friend and star position on the school basketball team Will she make the basketball team in her new school?

MYSTERY

Balliet, Blue. **CHASING VERMEER.** (S) Petra and Calder, two sixth graders, meet during a museum field trip and end up working together to solve the mystery of a missing Vermeer painting.

Bellairs, John. **THE HOUSE WITH THE CLOCK IN ITS WALLS.** (S) The first of a chilling mystery series for those who want a scary book.

Clements, Andrew. **WE THE CHILDREN.** (The first in the new series, Benjamin Pratt and the Keepers of the School, Ben and his friend Jill discover the secret history of their school. They must stop a developer from turning it into an amusement park.

DiTerlizzi, Tony. **THE SPIDERWICK CHRONICLES, BOOK 1; THE FIELD GUIDE.** (Y) In the first book of the series, 9 year old Jared and his twin Simon, and their 13 year old sister,

Mallory, having just moved with their mother to Great-aunt Lucinda's creepy old house, find a mysterious poem and an old book, a field guide to real faeries, that may help explain all the malicious mischief that has been going on in the house. (series)

Dixson, Franklin W. **THE HARDY BOYS MYSTERIES.**(T) Join Frank and Joe Hardy, the dynamic brother detectives as they solve action packed and suspenseful mysteries. (series)

Howe, James. **BUNNICULA.** (Q) The pet rabbit sucks juice from vegetables, but only Harold, the dog and Chester, the cat, know about it. (series)

Selznick, Brian. **THE INVENTION OF HUGO CABRET.** (N-R) The orphan Hugo lives in walls behind the clock in the busy Paris train station. He has a secret, and his survival depends on keeping it. Don't be discouraged by the length of this book, it is half pictures and totally absorbing text. A must-read if you haven't already.

Simon, Seymour. **EINSTEIN ANDERSON LIGHTS UP THE SKY.** The science sleuth solves ten puzzles related to the solar system, the stars, the weather, and the elements. (series)

Sobol, Donald. **ENCYCLOPEDIA Brown.**(P) Leroy (Encyclopedia) Brown and friends help his Dad, the Chief of Police solve crimes. (series)

Various authors. **39 CLUES.** (Q-S) Amy Cahill and her brother Dan travel the world collecting clues to solve the secrets of their family history. Each book in the series is written by a different author.

Wright, Betty Ren. **THE MOONLIGHT MAN.** (S) Jenny Joslin and her family move to Crescent Lane. Is a ghost really haunting their home? Help solve the mystery.

NON-FICTION

Bishop, Nic. **FROGS, SPIDERS, LIZARDS, MARSUPIALS or BUTTERFLIES AND MOTHS.** Each book draws the reader into another world with great information and fantastic photographs.

Bridges, Ruby. **THROUGH MY EYES.** (W) Examine up close the effects of the Civil Rights Movement on the life of Ruby Bridges, who in 1960, as a first grader, helped to integrate the New Orleans public schools, passing a mob of demonstrating segregationists every day on her way to class.

Kehret, Peg. **SHELTER DOGS: AMAZING STORIES OF ADOPTED STRAYS.** (W) Eight short stories for animal lovers about abandoned dogs and their adoptions, and how they went on to become service dogs, actors and heroes.

St. George, Judith. **SO YOU WANT TO BE PRESIDENT?** (S) The author leads her audience through the good and bad points of the presidency. Delightful and hilarious illustrations.

St. George, Judith. **SO YOU WANT TO BE AN INVENTOR?** (S) A funny look at history, focusing on inventors and their inventions. Includes fascinating facts about the origins of famous inventions. Great illustrations.

Simon, Seymour. **EARTHQUAKES.** (T) Read all about earthquakes... what causes them and the damage they can do. Look for other books by this author.

All **biographies** are great to read. At the library, look up your favorite person in history or a cool celebrity to find a book about his or her life.

WEBSITES TO READ A BOOK ONLINE – You can download and read an eBook by going to one of the following websites:

www.textproject.org - Summer Reads Project - good for at-risk readers

Reading Rockets
www.readingrockets.org
Scholastic Summer Challenge
<http://www.scholastic.com/summer/>

National Summer Learning Association
www.summerlearning.org

Book Projects/Proyectos de Libros

REMEMBER - YOU ONLY HAVE TO COMPLETE **ONE** PROJECT FOR SUMMER READING!

*Recuerde: Tienes que completar solamente **un** proyecto para la lectura de verano*

After choosing and reading a book, each student selects a book project from the list below. Complete one project and bring the completed fiction or non-fiction graphic organizer, project, and log back to school in September.

Después de elegir y leer un libro, cada estudiante seleccionara un proyecto de libro de la lista mas abajo. Complete un proyecto y traiga el organizador grafico de ficción o no ficción completo, el proyecto y el registro de libros a la escuela en septiembre.

Grade recommendations are listed next to each project.

Las recomendaciones de grado apropiado para el proyecto son mencionadas al lado de cada proyecto.

1. Book In A Bag, An Envelope, An Oatmeal Box... All grades

1. Un libro en un bolso, un sobre, una caja de avena.... Todos los grados

After choosing and reading a book, each student selects a book report container. The container could be a plastic bag, a manila envelope, a can, or anything else that might be appropriate for a book. Students decorated their containers to convey some of the major details, elements, or themes found in the books.

When the containers are completed, students work on the contents of their containers. They were instructed to include the following:

Questions Write ten questions based on the book. Five of the questions can be about general content, but the other five must require more thinking.

Vocabulary Create a ten-word glossary of unfamiliar words from the book.

Things Include five things that have a connection to the story.

Después de elegir y de leer un libro, cada estudiante selecciona un envase por ejemplo: una bolsa plástica, un sobre de manila, un lata, una caja o cualquier otra cosa que es apropiada para hacer un informe sobre el libro. Los estudiantes adornaran sus envases para demostrar algunos de los detalles, los elementos, o los temas principales encontrados en los libros.

Cuando los estudiantes han terminado con este proyecto, los estudiantes trabajaran en el contenido de sus envases. Ellos recibieron instrucciones para incluir lo siguiente:

Preguntas *Escriba diez preguntas sobre el libro. Cinco de las preguntas pueden ser sobre el contenido en general, pero las otra cinco preguntas requerían más pensamiento.*

Vocabulario *Crea un glosario de las diez palabras desconocidas en el libro.*

Cosas *Incluye cinco cosas que tengan una conexión a la historia.*

2. Character Trait Diagram. All grades

Diagrama de Personaje de Carácter Todos Grados

Each student creates a Venn diagram to illustrate similarities and differences in the traits of two of the main characters in a book just completed. (A student might elect to create a Venn diagram showing similarities and differences between the book's main character and the student!)

Cada estudiante crea un diagrama de Venn para ilustrar semejanzas y diferencias en los personajes de dos caracteres principales en un libro apenas terminado. (El estudiante puede crear un diagrama de Venn demostrando lo mencionado pero comparando las semejanzas y diferencias entre el carácter y su mismo!).

3. Surfing The Net Grades 3 – 6

Surfeando el Internet Grados 3 - 6

Where did the story take place? When did it take place? Each student surfs the Net to find five Internet sites that others might check out before they read the book so they will know more about the book's setting or time period.

¿Adonde tomo lugar la historia? ¿Cuándo tomo lugar? Cada estudiante surfeara el Internet en busca de cinco sitios de Web en cual otras personas pueden visitar para obtener mas información sobre el escenario de la historia.

4. Write a Letter to the Author All grades

Escriba una carta al autor Todos los grados

After reading a book, each student shares reactions to the book in a letter written to its author. If a student writes to an author who is still alive, you might actually mail the letter.

Después de leer un libro, cada estudiante compartirá su reacción del libro en una carta al autor. Si el estudiante escribe una carta a un autor que esta vivo, es posible enviar la carta por correo.

5. Interview a Character. All grades

Entrevistar un carácter. Todos los grados

Each student composes six to eight questions to ask a main character in a book just completed. The student also writes the character's response to each question. The questions and answers should provide information that shows the student read the book without giving away the most significant details.

Cada estudiante compone seis a ocho preguntas para un carácter principal en el libro.

Luego, el estudiante contestara las preguntas como el carácter. Las preguntas y respuestas deben proporcionar información que demuestra que el estudiante leyó el libro sin incluir los detalles más significativos.

6. Ten Facts. All grades

Diez hechos. Todos los grados

Each student creates a "Ten Facts About [book title]" sheet that lists ten facts he or she learned from reading the book. The facts, written in complete sentences, must include details the student didn't know before reading the book.

Cada estudiante creara un lista de los "Diez Hechos sobre [Titulo del Libro] que acaba de aprender después de leyendo este libro. Los hechos, escrito en oraciones completas, debe incluir detalles que el estudiante no sabia antes de leer el libro.

7. Script It! Grades 3 – 6

¡Escriba una escritura! Grados 3 - 6

Each student writes a movie script for a favorite scene in a book just read. At the top of the script, the student can assign real-life TV or movie stars to play each role. The student might also work with classmates to perform the favorite scene.

El estudiante escribe una escritura de película sobre una escena preferida en un libro leído. Al principio de la escritura, el estudiante puede asignar a estrellas de la vida real, de la TV, o de cine para desempeñar cada papel. El estudiante puede también trabajar con los compañeros de clase para realizar la escena preferida.

8. Concentration. All grades

Concentración. Todos los grados

Each student will need 30 index cards to create a Concentration-style game related to a book just finished. The student chooses 14 things, characters, or events that played a part in the book and creates two cards that have identical pictures of each of those things. The two remaining cards are marked Wild Card! Then the student turns all 30 cards facedown and mixes them up. Each student can choose a partner with whom to play according to the rules of Concentration.

Cada estudiante necesitará 30 tarjetas de índice para crear un juego de Concentración relacionado a un libro leído. El estudiante elige 14 cosas, caracteres, o acontecimientos que tomaron parte en el libro y crea dos tarjetas que tengan cuadros idénticos de cada uno de esas cosas. ¡Las dos tarjetas que sobran serán marcado "Wild Card"! Después el estudiante da vuelta boca abajo a las 30 tarjetas y las mezcla. Cada estudiante puede elegir a un compañero con quien jugar según las reglas de concentración.

9. What Did You Learn? Grades 3 – 6

¿Que has aprendido? Grados 3-6

Each student writes a summary of what he or she learned from a book just completed. The summary might include factual information, something learned about people in general, or something the student learned about himself or herself.

Cada estudiante escribe un resumen de lo que él o ella aprendió de un libro apenas leído. El resumen puede incluir la información factual, algo aprendida sobre gente en general o algo el estudiante aprendió sobre su mismo.

10. What did you learn list. Grades K – 2

¿Lista de lo que has aprendido? Grados K – 2

Each student creates a list of 10 things they learned from the book they read. This list could include factual information, information about the characters, setting, or something the student learned about himself or herself while reading the book.

El estudiante creará una lista de 10 cosas que aprendió del libro leído. Esta lista puede incluir la información factual, información sobre los caracteres, el escenario, o algo el estudiante aprendido sobre su mismo mientras leyendo el libro.

11. Glossary and Word Search. All grades

El Glosario y Palabras para Buscar Todos los grados

Each student creates a glossary of ten or more words that are specific to a book's tone, setting, or characters. The student defines each word and writes a sentence from the book that includes that word. Then the student creates a word search puzzle that includes the glossary words. Students can exchange their glossaries and word searches with others in the class.

El estudiante crea un glosario de diez o más palabras que son específicas al escenario, tono, o caracteres del libro. El estudiante definirá cada palabra y escribirá una oración del libro que incluye esas palabras. Luego, el estudiante creará un rompecabezas incluyendo las palabras del glosario. Los estudiantes pueden intercambiar sus glosarios y el rompecabezas con otros en la clase.

12. In the News! Grades 2 – 6

¡En la Noticias! Grados 2 - 6

Each student creates the front page of a newspaper that tells about events and characters in a book just read. The newspaper page might include weather reports, an editorial or editorial cartoon, ads, etc. The title of the newspaper should be something appropriate to the book.

El estudiante creará la página principal de un periódico que hable de acontecimientos y los caracteres en un libro leído. La página del periódico puede incluir informes del tiempo, un editorial, anuncios, etc. El título del periódico debe ser algo apropiado y relacionado al libro.

13. Create a Comic Book. Grades 2 – 6

Cree una Revista de Cómicas. Grados 2 - 6

Each student can turn a book, or part of it, into a comic book, complete with comic-style illustrations and dialogue bubbles.

El estudiante puede convertir un libro leído, o una parte del libro, en un cómic, completo con las ilustraciones al estilo de un cómic incluyendo las burbujas del diálogo.

14. Characters Come to Life! All grades

¡Caracteres Vivos! Todos los grados

Each student creates life-size "portraits" of one of the characters from a book just read. The portrait should include a written piece that tells about the character. The piece might also include information about events, traits, or conflicts in the book that involve that character. Hang the students' portraits in a class gallery.

El estudiante creará un "retrato" de tamaño real de uno de los caracteres de un libro leído. El retrato debe incluir una parte escrito que hable del carácter. La escritura puede incluir información sobre los acontecimientos, conflictos sobre el carácter en el libro carácter. Cuelgue el retrato hecho por el estudiante en una galería de la clase.

15. Picture Books. All grades

Libros Ilustrado. Todos los grados

After reading a book, each student creates a picture book version of the story.

Después de leer un libro, cada estudiante creará un libro ilustrado del libro leído.

16. Character Trait Chart. Grades 3- 6

Personajes de Caracteres. Grados 3- 6

Each student creates a chart with three columns. Each column is headed with the name of one of the book's characters. As the student reads the book, he or she can keep a record of the traits each character possesses and include an incident that supports each trait.

El estudiante creará una lista con tres columnas. Cada columna se dirige con el nombre de un carácter del libro. Mientras el estudiante lee el libro, él o ella pueden anotar en cada columna una descripción del personaje de cada uno de los tres caracteres y incluye un incidente que apoya cada descripción.

17. "Dear Diary." Grades 3 – 6

"Estimado Diario." Grados 3 - 6

Invite each student to create a diary or journal and write at least five entries that might have been written by a character in a book just read. The entries should share details about the story that will prove the student read the book.

Invite a cada estudiante a crear un diario y escriba por lo menos cinco oraciones que puede haber sido escritas por un carácter en un libro leído. Las oraciones deben compartir los detalles sobre la historia que probará que el estudiante leyó el libro.

18. Sell It With A Promotional Poster. Grades K - 2
Véndalo con una Cartel Promocional. Grados K - 2

Make a poster to help sell the book you have just read. What do you think you would see in a book store that was selling this book? Include a picture of an exciting scene and the main characters.

Haga un cartel para ayudar a vender el libro que usted acaba de leer. ¿Qué piensa usted ver en un almacén de libro que tiene este libro en venta? Incluya un dibujo de una escena emocionante y de los caracteres principales.

19. Book Review. All grades
Crítica de Libros. Todos los grados

Thumbs up or thumbs down? Would this be a book you would recommend to others? Write a brief description of the book and what was great, good, or not so good about the book.

¿Dar el visto bueno o no? ¿Es un libro que usted recomendaría a otros? Escriba una descripción breve del libro y incluye comentarios que hacen el libro excelente, bueno, o no tan bueno.

20. Picture of your favorite part of the book. Grades K – 2
Dibujo de la parte preferida del libro. Grados K – 2

Draw a picture of your favorite part of the book. Be sure to include lots of details!

Dibuje un cuadro de su parte preferida del libro. ¡Esté seguro de incluir detalles!

21. Create your own project! All grades
¡Crea un proyecto! Todos los grados

Come up with your own idea to show you read and understood a book. Be creative!

Invéntese su propia manera de demostrar que leyó y comprendió el libro leído. ¡Sea creativo!

Summer Reading Fiction Graphic Organizer

Name _____

Name of book
Author of book
Characters
Setting
Problem
Solution
Lesson learned/ Moral of story

Summer Reading Non-Fiction Graphic Organizer

Name _____

Name of Book
Author of Book
What is the book about?
What new words or terms did you learn in this book? What do these words or terms mean? 1. 2. 3. 4..
What are some facts you learned form this book? 1. 2. 3. 4.

Lectura del Verano
Organizador gráfico para lectura ficción
Nombre _____

Nombre del Libro
Autor del Libro
Caracteres
Localización del Libro
Problema
Solución
Lección aprendido/ Moraleja del libro

Lectura del Verano

Organizador gráfico para lectura no ficción

Name _____

Nombre del Libro
Autor del Libro
¿De qué se trata el libro?
¿Cuál palabras nuevas has aprendido en este libro? ¿Qué significan estas palabras or frases? 1. 2. 3. 4..
¿Cuales son algunos hechos usted aprendió en este libro? 1. 2. 3. 4.

