



SUMMER READING 2021
Incoming Elementary Students (Grades K-5)

SUMMARY

Red Lion Christian Academy desires all students and staff to spend time in God's Word. For summer **2021**, the entire school will read the **book of Romans**. Students will also complete traditional reading assignments which are specific to each grade level.

Reading in general has incredible value. The reader decodes letters into words, converts words into complete thoughts and concepts, and paints a supporting mental picture of what is being read. Readers travel back in time, visit foreign lands, learn through the trials and triumphs of the characters, and experience different cultures. Reading is serious exercise for the brain and certainly as a school we want our students to maintain and build mental strength over the summer.

Of utmost value, we intend our students to experience God through his Word and come to know, love, and serve Jesus more and more each day. By reading **Romans** as a school, we will experience God in and through his Word together. Isaiah 55:10-11 declares that God's word will always produce fruit. John 1:1 proclaims Jesus as the living Word. May we encounter Jesus and experience the fruit of Scripture this summer and always.

Enjoy and be blessed!

VOCABULARY TIP – Books often have new, unfamiliar vocabulary. Consider downloading an APP for easy access to the meaning of new vocabulary words while reading. This is a great tool for use throughout all school years. Dictionaries work as well, but devices and APPS are appealing today.

OVERVIEW OF REQUIREMENTS

1. Bible Reading

Read the **book of Romans**— preferably as a family. Some children will be familiar with what they read however the passages may be hard to understand. Help explain passages, but be encouraged that it is the Holy Spirit that brings true understanding to each individual believer and this occurs in God’s perfect time. Be on the lookout for a passage that has special meaning to your child as this is what will be used for the bible worksheet (see below). The ESV is the preferred Bible for Red Lion students but please feel free to read through the Bible in the version preferred by your family for this assignment.

2. Bible Worksheet

As students read, have them select one passage that is special and stands out to them. Use this passage to complete the attached worksheet. Students must submit this completed worksheet to their teacher on the **first day of school**. It will be the first bible project grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count in the writing and drawing sections.

3. Traditional Summer Reading

Incoming first through fifth grade students will read two books. One will be “Teacher’s Choice” and the second will be “Student’s Choice.”

- Student’s Choice - Students will complete a supporting project/writing assignment as defined by grade level. Students must submit their traditional summer reading assignments on the **first day of school**. It will count for one language arts **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count.
- Teacher’s Choice - The first week of school, teachers will do activities from the book as well as give a test. The test will include elements of setting, characters, plot, resolution, and your personal opinion about the book.

Student's Name: _____

Grade: _____

BIBLE WORKSHEET – Summer Reading (1st-5th)

Directions: Select one passage found in **Romans**. Use this passage to answer the following questions and draw a picture of the passage on an 8 ½ x 11” piece of paper. Remember to put your name on the drawing. Grade appropriate content, effort, and neatness counts.

Title/Brief Description of Passage:

Verses:

Where did this passage take place?

Who are the main characters in this passage?

What made this passage special to you?

Summarize what happened in five to seven nicely written sentences (incoming 4th-5th graders only):

SUMMER READING – Incoming Kindergarten Students

Directions: Incoming kindergarten students must read at least one book per month of June, July, and August.

Sight Words: In addition to reading, create flashcards with the following "Sight Words". Review a portion of the words throughout the summer for three to five minutes at a time, a few times per week. These words will be encountered frequently in kindergarten.

June: Rhyming Books:

1. Llama Llama Red Pajamas by Anna Dewdney
2. Fox in Socks by Dr. Seuss

July: Alphabet Review and Sound Recognition:

1. Alphabet Under Construction by Denise Fleming
2. Chicka Chicka Boom Boom by Bill Martin Jr.

August: Sight Word Practice/Preparing for Kindergarten

1. Pete the Cat: Rocking in My School Shoes by James Dean
2. The Night Before Kindergarten by Natasha Wing

Incoming Kindergarten Sight Words List:

a	do	I	my	that
am	down	in	not	the
and	find	is	one	three
are	for	it	of	to
at	funny	jump	play	two
away	go	like	red	up
big	have	little	run	we
blue	he	look	said	where
can	help	make	see	yellow
come	here	me	she	you

Additional summer reading list for Kindergarten

1. Naughty Little Monkeys by Jim Aylesworth
2. Counting Crocodiles by Judy Sierra
3. Alphabet Adventure by Audrey Wood
4. Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
5. Chicka Chicka Boom Boom by Bill Martin Jr
6. Rhyming Dust Bunnies by Jan Thomas
7. How Do Dinosaurs Count to Ten? by Jane Yolen
8. Eating the Alphabet by Louis Ehlert
9. Rainbow Fish by Marcus Pfister
10. This Kissing Hand by Audrey Penn
11. Bob Books (set 1)

SUMMER READING – Incoming First Grade Students

Directions: Incoming first grade students must read at least three books from the series below. Based on their favorite reader, students must draw a picture and write three to five sentences about the book. Parents please encourage your child to read as much as possible. The first grade teachers recommend these series of books for their various reading levels, subject matters, and easy access at libraries/stores. This will be the first Reading grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Happy reading!

- Pete the Cat
- Henry and Mudge
- Frog and Toad

Dolch Sight Words: In addition to reading, create flashcards with the following "Dolch Sight Words". Review a portion of the words throughout the summer for three to five minutes at a time, a few times per week. These words will be encountered frequently in first grade reading. Students may also continue to review the sight words learned during kindergarten at Red Lion Christian Academy.

DOLCH SIGHT WORDS

Pre-Primer		Primer		First	
a	blue	are	all	After	Again
and	can	ate	am	An	Any
away	down	be	at	Ask	As
big	find	brown	black	Could	By
come	funny	but	did	Every	Give
for	go	came	four	Fly	Had
help	here	do	get	From	Her
I	little	eat	have	Going	Him
in	look	good	he	Has	His
is	make	into	like	How	Just
it	nine	must	new	Jump	Know
me	not	now	no	Let	Live
my	one	out	on	Old	May
play	orange	pretty	our	Put	Of
see	purple	ran	please	Round	Once
three	red	ride	saw	Take	Open
to	run	she	say	Thank	Over
up	said	soon	so	Think	Some
we	the	there	that	Warm	Stop
you	two	they	this	When	Them
	where	under	too		Then
	yellow	was	want		Walk
		went	well		Were
		white	what		
		will	who		
		with	yes		

SUMMER READING – Incoming Second Grade Students

Directions: Incoming second grade students must read two books over the summer. One of the books will be teacher's choice and one student's choice. Complete the attached story map for the Student's choice. Return to your teacher the first day of school. This will be the first Reading grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count in the writing section. Happy reading!

Teacher's Choice:

Incoming second grade students must read Absent Author by Ron Joy (part of the A-Z mystery series). The first week of school, teachers will do activities from the book as well as give a test. The test will include elements of setting, characters, plot, resolution, and your personal opinion about the book.

Student's Choice:

Incoming second grade students must read one book from the list below and complete the following story map for the book they read. The story map worksheet must be submitted on the first day of school.

Story Map Instructions: 1) Write the title and author of the book. 2) Think about how to retell the story in pictures. 3) Decide on three key events. They should retell the beginning, middle, and ending of the story. 4) Draw a picture for each event in the order it occurred. 5) Write a complete sentence about each picture.

Easy Chapter Books

Amelia Bedelia (Series) by Peggy Parish

Flat Stanley (Series) by Jeff Brown

Freckle Juice by Judy Blume

Frog and Toad by Arnold Lobel

Henry and Mudge (Series) by Cynthia Rylant

Little Bear by Else Holmelind Minarik

Nate the Great (Series) by Marjorie Weinman Sharmat

Chapter Books

A to Z Mystery (Series) by Ron Roy

Dear America (Series)

The Cul-de-sac Kids (Series) by Beverly Lewis

The House on Walenska Street by Charlotte Herman

The Littles (Series) by John Lawrence Peterson,

Little Pear by Eleanor F. Lattimore

Magic Tree House (Series) by Mary Pope Osborne

The Boxcar Children (Series) by Gertrude Warner

STORY MAP - SECOND GRADE

Student Name _____

Title _____

Author _____

Beginning

Middle

Ending

SUMMER READING – Incoming Third Grade Students

Directions: Incoming third grade students must read two books over the summer. One of the books will be teacher's choice and one student's choice. Complete the attached story map for the Student's choice and return to your teacher the first day of school. This will be the first Reading grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count in the writing section. Happy reading!

Teacher's Choice:

Incoming third grade students must read Freckle Juice by Judy Blume. The first week of school, teachers will do activities from the book as well as give a test. The test will include elements of setting, characters, plot, resolution, and your personal opinion about the book.

Student's Choice:

Incoming third grade students must read one book from the list below and complete the following story map for the book they read. The story map worksheet must be submitted on the first day of school.

Story Map Instructions:

1. Write the title and author of the book.
2. Note the setting (the location and time frame in which the story takes place).
3. List the main characters and give a brief description of each one (ie: Nate the Great - a boy who enjoys solving mysteries, Nate- a boy who follows Oliver, Sludge - Oliver's dog).
4. Note the problem presented in the story (ie: Finding the missing beach bag).
5. Note the solution. What is the outcome of the story? How do the main characters solve the problem? I.e.: Nate and Oliver retrace their steps, look for clues, and interview characters until the beach bag is found.
6. Note your personal opinion. Would you recommend the book?
7. Draw a picture of one scene from the story.

Book Options:

My America Series: Westward to Home: Joshua's Diary, The Oregon Trail, 1848

Henry Huggins by Beverly Cleary

Phoebe the Spy by Judith Berry Griffin

The Cabin Faced West by Jean Fritz

The Matchlock Gun by Walter D. Edmonds

The Mouse and the Motorcycle by Beverly Cleary

The Skippack School by Marguerite de Angeli

Toliver's Secret by Esther Wood Brady

STORY MAP - THIRD GRADE

Student Name _____

Title _____

Author _____

Draw a scene from the book.

Setting	Characters
Problem	Solution

SUMMER READING – Incoming Fourth Grade Students

Directions: Incoming fourth grade students must read two books over the summer. One of the books will be teacher’s choice and one student’s choice. Complete the PowerPoint presentation for the Student’s choice book and send the presentation to your teacher by email or turn in a flash drive on the first day of school. This will be the first Reading grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count in the writing section. Happy reading!

Teacher’s Choice:

Incoming fourth grade students must read The Lemonade War by Jacqueline Davis. The first week of school, teachers will do activities from the book as well as give a test. The test will include elements of setting, characters, plot, resolution, and your personal opinion about the book.

Student’s Choice:

Incoming fourth grade students must read one book from the list below and complete a PowerPoint presentation. Project must be submitted on the first day of school.

Book Options:

Chronicles of Narnia by C.S. Lewis: Any book in the series

Little House on the Prairie by Laura Ingalls Wilder

Mountain Born by Elizabeth Yates

My Fox Ate My Homework by David Blaze

Robert Fulton Boy Craftsman by Marguerite Henry

Tale of Despereaux by Kate DiCamillo

The Hundred Dresses by Eleanor Estes

The Perilous Road by William O. Steele

Understood Betsy by Dorothy Canfield Fisher

FOURTH GRADE POWERPOINT PROJECT

Power Point

- Create a PowerPoint presentation giving an overview of the novel (5-7 slides). Except for the introduction and conclusion, slides should be mainly visual presentations with only some text. Slides should engage the audience (other students and the teacher) with graphics that tell about the story.
- Start with a title slide; include title of book, author, student's name and grade.
- Add at least five more slides focusing on the setting, characters, and main events.
- End with a concluding slide which summarizes your opinion of the book, and to whom you would recommend this book and why.
- Write one paragraph (5-7 sentences) explaining the significance of the slides you chose to create. This can be typed or handwritten and will be turned in the first day of school.

SUMMER READING – Incoming Fifth Grade Students

Directions: Incoming fifth grade students must read two books over the summer. One of the books will be teacher’s choice and one student’s choice. This will be the first Reading grade and will be equal to a **test grade**. Points will be deducted for assignments turned in late. Grade appropriate content, effort, and neatness will count in the writing section. Happy reading!

Project must be submitted on the **first day of school**.

Teacher’s Choice:

Incoming fifth grade students must read The Trumpet of the Swam by E.B. White. When students have completed reading the book, they then must choose one of the four options for Trumpet of the Swam. The project is due the first week of school. Students will present their project during the first weeks of school and will count as a test grade.

Student’s Choice:

The second book is a student self-selected text from the list of books below. The assignment for this book is the BOOK CARD project. These will be kept in the classroom reading center for all students to read and enjoy. This project will also count as a test grade.

Project Choices for Required Reading – *Trumpet of the Swan*

When you have completed reading this book, choose one of the following four project choices. You will present this to the class during the first few weeks of school. This project will count as a reading test grade.

Option one – Design a new cover!

- Create a new cover of the book using a different image of the characters or setting that represent essential information.
- Include a one page written reflection on your views of the book, characters, themes, plot, etc. This is the back cover of the book.
- Must be in color, no pencil or eraser markings.
- Your cover and reflections should be on white copy paper.

Option two – Comic creator! Create a miniature graphic novel (comic)

- Include 5 important scenes that summarize the novel on five different pieces of paper.
- Each page should include illustrations, dialogue, and a two sentence (minimum) caption explaining the scene.
- This may be hand-drawn or digitally created.

Option three – Be a critic! Create a book review

- Include a summary (characters, settings, problem, solution, theme). This should be no less than one page.
- Rate the book and tell the reader why they should read it. This can be one paragraph.

Option four – Design a Collage!

- Create a collage on a poster of pictures/items that represent the elements of the book. The pictures can come from magazines or you can print off images you think represent the text.

Student's Choice

Read one book from the list below and complete **BOOK CARDS**. This assignment is due the **first day of school and will count as a reading test grade.**

Book Options:

- *Bud, Not Buddy* by Christopher Paul Curtis (Reading level 5.0)
- *Frindle* by Andrew Clements (Reading level 5.4)
- *The Invention of Hugo Cabret* by Brian Selznick (Reading level 5.1)
- *The One and Only Ivan* by Katherine Applegate (Reading level 4.7)
- *The Rising Tiger* by Kate DiCamillo (Reading level 4.0)
- *The Secret Garden* by Francis Hodgson Burnett (Reading level 5.6)
- *Julie of the Wolves* by Jean Craighead George (Reading level 5.2)
- *Matilda* by Roald Dahl (Reading level 4.8)
- *The Toothpaste Millionaire* by Jean Merrill (Reading level 5.0)
- *Island of the Blue Dolphins* by Scott O'Dell (Reading level 5.4)
- *Caddie Woodlawn* by Carol Ryrie Brink (Reading level 5.1)

Book Card Requirements:

- * These index cards **MUST** be the **large 5x8 inch size**.
- * Write or type on one side of the card only. Students may type their information and glue the typed page onto the index card.
- * Write your name on the back of **EACH** card.
- * Then hole punch the upper **LEFT** corner and put the cards on a lose-leaf binder ring clip. The students must be able to flip the cards to read them.

#1 – Title Card – Write the title, underline the title, put the author's name, and your name. Draw and color an illustration that represents the book

#2 – Setting Card – Write at least 4 sentences to describe the setting/settings of your book.

HINT!! – The setting is the time and place of the story. Is it set a long time ago or now? Does it take place in another country or in an imaginary place? How much time passes in the story – A day? A year? A lifetime?

#3 – Plot Summary Card – Summarize the main events of the book. Write at least 8 – 12 complete sentences.

HINT!! The plot is what happens. You want to summarize what the story is mostly about. What is the main event or conflict? What things lead up to it? What happens as a result? How does the story end?

#4 – Character Card – List the major characters by name and write a 1 or 2 sentence description of each character.

HINT!! – The characters are who the story is about. The main character is called the protagonist. Who are the other important characters? Do they help or hinder the protagonist? Is there an antagonist? Why are they important?

#5 – Conflict Card – Explain the MAIN conflict of the book and tell how it is resolved in 4 - 5 sentences.

HINT!! The conflict is the problem in the story? There may be one big conflict and several smaller ones. Focus on the main conflict. Think about the types of conflict – person vs. self, person vs. person, person vs. society, person vs. unknown, person vs. nature, person vs. machine, etc. Choose one to explain for the conflict in the book. If you need more help, go to www.teachertube.com (<http://www.teachertube.com>) and type in “Conflict in Literature” by M. Kane, this is a 4:19 minute video.

#6 – Theme Card – Explain a theme of the book in 4 – 5 sentences.

HINT!! The theme is the main lesson/moral of the story. Some examples might be the importance of friendship or how to be courageous in a difficult situation. Tell what you think the theme is and how you know.

Give TWO examples of the theme you chose. How is it demonstrated in the story? If you need more help, watch this video “Identifying Theme” by Christine Mygrant, it’s about 4 minutes.

#7 – Point of View – Choose the type of point of view from which the story is told and explain in 2 – 3 sentences how you know – 1st person, 2nd person, 3rd person, etc.

HINT!! Watch these fun videos, “Point of View Song” by Jake Scott and “Person, a point of view” (first, second, third) by Latin Loaded, about 2 minutes.

#8 – Book Review Card – In 5 – 7 sentences, write your overall opinion and impression of this book. Be sure to give detailed support (reasons why) for your opinion.

HINT!! Some questions you might want to answer are:

- Do you like the story? Why or why not?
- What was the best part of the book? Why?
- How did the story make you feel? Did you feel different things at different points in the story?
- Would you recommend it to friends?
- Would you read other books by this author?
- What new things did you learn from this book?