



SUMMER READING 2018
Incoming Elementary Students (Grades 1-5)

SUMMARY

Red Lion Christian Academy desires all students and staff to spend time in God's Word. For summer **2018**, the entire school will read the **Epistle of James**. 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 the **Epistle of James** 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 **Epistle of James** – 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 and 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.

Student's Name: _____

Grade: _____

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

Directions: Select one passage found in the **Epistle of James**. 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?

SUMMER READING – Incoming First Grade Students

Directions: Incoming first grade students must read at least three Scholastic Readers and select a favorite. 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 the Scholastic Readers for their various reading levels, subject matters, and easy access at libraries/stores.

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 at least three books from this list over the summer. One of the books should be a small chapter book. Complete the reading log for all the books you read. (Parents may help fill in the log.) Complete the attached story map for one of the books you read. Return to your teacher the first day of school. Happy reading!

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.

Readers

Brett, Jan, The Mitten or The Umbrella

Brown, Marc, Arthur (Series) Books

Daigliesh, Alice, The Courage of Sarah Noble

De Paola, Tomie, The Legend of the Blue Bonnet, Strega Nona (Series), Pancakes for Breakfast

Keats, Ezra Jack, Googles, Whistle for Willie, or The Snowy Day

Polacco, Patricia, Chicken Sunday or Thunder Cake

Prolutsky, Jack, The Frog Wore Red Suspenders

Rey, H.A., Curious George Books

Silverstein, Shel, The Giving Tree

Steig, William, Dr. De Soto

Williams, Vera, A Chair For My Mother

Wood, Audrey, The Napping House

Yolen, Jane, Owl Moon

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 from this list over the summer. Complete the following story map for the books you read. Return to your teacher on the first day of school. Enjoy!

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, Oliver- 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. Draw a picture of one scene from the story.

Book Options:

Magic School Bus Series: Any book is acceptable but the specific titles below link to the curriculum.

Magic School Bus Series: #1, The Truth about Bats by Eva Moore and Ted Enik

Magic School Bus Series: #16, Butterfly Battle by Nancy White and Hope Gangloff

Magic Tree House Series: #22, Revolutionary War on Wednesday by Mary Pope Osborne

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 (Counts as two books due to length and relevance to history lessons.)

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 one book from this list over the summer and complete one of the three project options. Projects must be submitted on the first day of school.

Book Options:

Chronicles of Naria 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 Lemonade War by Jacqueline Davies

The Perilous Road by William O. Steele

Understood Betsy by Dorothy Canfield Fisher

FOURTH GRADE PROJECT OPTIONS

Book in a Bag

- Find five objects that represent symbols, plot details, or characters from the novel.
- Decorate the outside of a bag with images related to the novel (front and back). Include the student's name, the title of the book, and the author on the bag.
- Write one paragraph (5-7 sentences) explaining the significance of the items in the bag.
- Prepare a brief (3-5 minute) presentation explaining the significance of the items in the bag. Note cards may be used during the presentation.

Collage

- Create a collage of images, symbols, and words representing the novel.
- Use a 16 x 20 inch poster board. (No tri-fold boards please.)
- Collages must be completely filled with pictures, photos, letters, etc. cut from pre-printed materials like magazines, newspapers, etc. or printed from the internet or clip art. Include the student's name, the title of the book, and the author on the front of the collage.
- Write one paragraph (5-7 sentences) explaining the significance of the pictures on the collage.
- Prepare a brief (3-5 minute) presentation explaining the significance of the pictures on the collage. Note cards may be used during the presentation.

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 favorite parts of the story, 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 their slides.

SUMMER READING – Incoming Fifth Grade Students

Directions: Incoming fifth grade students must read one book from this list over the summer and complete the writing project. Projects must be submitted on the first day of school. *These selections are excellent preparation for upcoming 5th grade history curriculum.

Writing Assignment: Write a five paragraph book report using the following outline. Each paragraph should consist of 5 - 7 sentences. The book report may be neatly handwritten or typed.

- Introduction - Title, author, genre, theme, setting, and main characters
- Body Paragraph #1 - Overview of the main events from the beginning of the story
- Body Paragraph #2 - Overview of the main events from the middle of the story
- Body Paragraph #3 - Overview of the main events from the ending of the story
- Conclusion - Summarize your favorite parts of the story, your opinion of the book, and to whom you would recommend this book and why.

Book Options:

Anne of Green Gables by L.M. Montgomery

Caddie Woodlawn by Carol Ryrie Brink

Chronicles of Narnia by C.S. Lewis (any book in the series)

Frindle by Andrew Clements

Little Pilgrim's Progress by Helen L. Taylor (from the John Bunyan's Classic)

Miracles on Maple Hill by Virginia Sorenson

Pippi Longstocking by Astrid Lindgren

The Great Depression Adventure Series #42 by JoAnn A. Grote

A Little Princess by Frances Hodgson Burnett

Restart by Gordan Korman

By the Great Horn Spoon! by Sid Fleischman

The Secret Garden by Frances Hodgson Burnett

The Shakespeare Stealer by Gary Blackwood

The Trumpet of the Swan by E.B. White

War Strikes by Norma Jean Lutz

Women Win the Vote, by JoAnn A. Grote