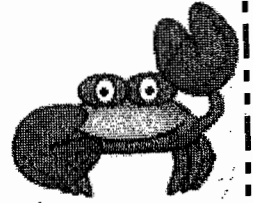


FIRST GRADE SUMMER PACKET

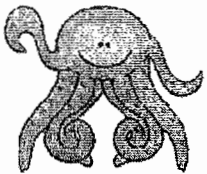
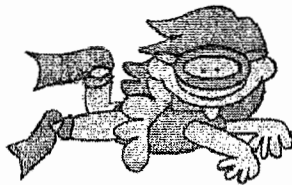


Dear Parents,

First grade teachers would say without hesitation that the best way to become a better reader is to spend time **reading**. Because we know this fact to be true, we wanted to encourage your child to continue their excellent habit of spending time reading each day as they enjoy their summer. As you can see from the data below, spending just 20 minutes of reading each day will make a dramatic difference in your child's success in the upcoming school year.

To help encourage your child, please look at the recommended reading list for the summer and we included some summer reading logs. These logs will not only help your child be accountable to reading each day, they will also be a great way to show their new teacher all the reading they enjoyed over the summer. We encourage them to show their first grade teachers in the fall!

Thank you for joining us in encouraging them to discover the value and enjoyment in reading!

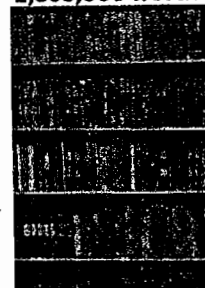


Please continue reading backside of this sheet.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads 20 minutes each day	Student "B" reads 5 minutes each day	Student "C" reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herrman, 1987)

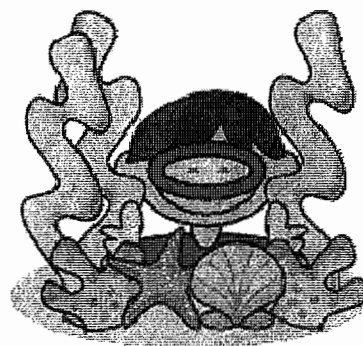
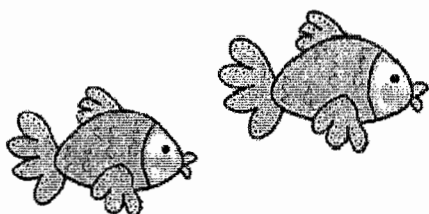
For **Math** we suggest some daily math drills to review their concepts of addition and subtraction. Flash cards or just have a notebook with 5-10 facts for them to add, then a couple a day of subtraction and at the end of the summer 5-10 of mixed addition and subtraction. Also review number facts. We provided an example for you.

Writing is also a very important skill to continue to work on. At the beginning of first grade we notice that the students lose their writing skills and are way behind where we know their kindergarten teacher left off. At this point in kindergarten your child has been working on five sentences either in early writers' stage or as developing writers. Our goal in first grade is to work on their writing skills flourish and as fluent writers. Please see chart attached for more details. We have included a daily summer journal cover along with some journal prompts to make sure children continue to work on this skill. Use your daily activities, vacations, camp or reading responses to their daily reading as topic ideas to get them motivated.

We look forward to meeting your children and we wish you and your family a very relaxing, safe, and fun-filled summer!!!

Sincerely,

The First Grade Team ☺



Titles have been selected with age appropriate reading level and content in mind; however, parents are encouraged to help their child make a selection by previewing the titles for difficulty of the text, subject matter, and content of the book. School and public libraries do not keep multiple copies of titles as a standard practice; it is not intended that the school or public library serve as the only source of the summer reading titles.

<u>Title</u>	<u>Author</u>	<u>Genre</u>
Fiction		
<i>A Picture for Harold's Room</i>	Crockett Johnson	Fiction
<i>Amelia Bedelia Goes Camping</i>	Peggy Parish	Fiction
<i>Arthur's Thanksgiving</i>	Marc Brown	Fiction
<i>Biscuit Finds a Friend</i>	Alyssa S. Capucilli	Fiction
<i>Curious George Visits the Zoo</i>	H. A. Rey	Fiction
<i>Don't let the pigeon drive the bus</i>	Mo Willems	Fiction
<i>Fire! Fire! Said Mrs. McGuire</i>	Bill Martin	Fiction
<i>I Like Me</i>	Nancy Carlson	Fiction
<i>I Will Surprise My Friend</i>	Mo Willems	Fiction
<i>If You Give A Mouse A Cookie</i>	Laura J. Numeroff	Fiction
<i>La Oruga Muy Hambrienta</i>	Eric Carle	Fiction
<i>Me Encantan Los Saturdays y los Domingos</i>	Alma Flor Ada	Fiction/Multicultural
<i>Mittens</i>	Lola M. Schaefer	Fiction
<i>My Dad</i>	Anthony Browne	Fiction
<i>One Fish, Two Fish, Red Fish, Blue Fish</i>	Dr. Seuss	Fiction
<i>Swimmy</i>	Leo Lionni	Fiction
<i>The Big Snow</i>	Elmer Hader	Fiction
<i>The Library Lion</i>	Michelle Knudsen	Fiction
<i>The Little Red Hen</i>	Byron Barton	Fiction
<i>Very Hungry Caterpillar</i>	Eric Carle	Fiction
<i>We're Going on a Bear Hunt</i>	Michael Rosen	Fiction
Expository		
<i>A Bug, A Bear, and A Boy</i>	David McPhail	Fiction
<i>Benny's Pennies</i>	Pat Brisson	Fiction
<i>Biggest, Strongest, Fastest</i>	Steve Jenkins	Fiction
<i>Click, Clack, Moo: Cows That Type</i>	Doreen Cronin	Fiction
<i>Do Like a Duck Does</i>	Judy Hindley	Fiction
<i>I Ain't Gonna Paint No More</i>	Karen Beaumont	Fiction/Multicultural
<i>I Know an Old Teacher</i>	Anne Bowen	Fiction
<i>Knuffle Bunny</i>	Mo Willems	Fiction
<i>Leo the Late Bloomer</i>	Robert Kraus	Fiction
<i>Nate the Great and the Pillowcase</i>	Marjorie Weinman Sharmat	Fiction
<i>Old Black Fly</i>	Jim Aylesworth	Fiction
<i>Rap A Tap Tap Here's Bojangles</i>	Leo Dillon	Fiction/Multicultural
<i>Sheep Blast Off!</i>	Nancy Shaw	Fiction
<i>Un Leon en la Biblioteca</i>	Michelle Knudsen	Fiction
<i>Un Poquito Más</i>	Yanitzia Canetti	Fiction
Non-Fiction		
<i>Alexander and the Horrible, No Good Very Bad Day</i>	Judith Viorst	Fiction
<i>Amelia Bedelia 4 Mayor</i>	Peggy Parish	Fiction
<i>Blueberries for Sal</i>	Robert McCloskey	Fiction
<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett	Fiction
<i>Earthdance</i>	Joanne Ryder	Fiction/Multicultural
<i>El Loro Pelon</i>	Hilda Perera	Fiction
<i>Ellington Was Not a Street</i>	Ntozake Shange	Poetry/Multicultural
<i>Franklin Goes to the Hospital</i>	Sharon Jennings	Fiction
<i>Henry and Mudge and the Big Sleepover</i>	Cynthia Rylant	Fiction
<i>La Casa Adormecida</i>	Audry Wood	Fiction
<i>La Cucarachita Martina</i>	Hector Cuenca	Folktales/Multicultural
<i>Miss Nelson is Missing</i>	Harry Allard	Mystery

Appendix B

K-12 Summer Reading Guidelines District Summer Reading List - Elementary

Web Version
Summer 2013

Titles have been selected with age appropriate reading level and content in mind; however, parents are encouraged to help their child make a selection by previewing the titles for difficulty of the text, subject matter, and content of the book. School and public libraries do not keep multiple copies of titles as a standard practice; it is not intended that the school or public library serve as the only source of the summer reading titles.

<u>Title</u>	<u>Author</u>	<u>Genre</u>
<i>Mouse Soup</i>	Arnold Lobel	Fiction
<i>Officer Buckle and Gloria</i>	Peggy Rathmann	Fiction
<i>Polar Bear Night</i>	Lauren Thompson	Fiction
<i>Poppleton Forever</i>	Cynthia Rylant	Fiction
<i>Rosa' Room</i>	Barbara Bottner	Fiction
<i>Stink and the World's Worst Super-stinky Sneakers</i>	Megan McDonald	Fiction
<i>Where the Wild Things Are</i>	Maurice Sedak	Fiction
Grade 2		
<i>101 Ways to Bug Your Parents</i>	Lee Wardlaw	Fiction
<i>A to Z Mysteries</i>	Ron Roy	Fiction
<i>Amber Brown Is Not a Crayon</i>	Paul Danziger	Fiction
<i>Beezus and Ramona</i>	Beverly Cleary	Fiction
<i>Busybody Nora</i>	Johanna Hurwitz	Fiction
<i>Cam Jansen and the Green School Mystery</i>	David A. Adler	Mystery
<i>Charlie and the Chocolate Factory</i>	Roald Dahl	Fiction
<i>Don't Say Ain't</i>	Irene Smalls Hector	Fiction/Multicultural
<i>Freaks and Shrieks (Mostly Ghostly Series)</i>	R.L. Stine	Mystery
<i>Horrible Harry and The Ant Invasion</i>	Suzy Kline	Fiction
<i>Judy Moody Saves the World</i>	Megan McDonald	Fiction
<i>Las Huellas Secretas</i>	Fabin Negrin	Fiction
<i>Mallory on the Move</i>	Laurie Friedman	Fiction
<i>No Dogs Allowed</i>	Bill Wallace	Fiction
<i>Otherwise Known as Sheila the Great</i>	Judy Blume	Fiction
<i>The Adventures of Captain Underpants</i>	Dave Pilkey	Fiction
<i>The Lemonade War</i>	Davies, Jacqueline	Fiction
<i>The New Kid at School (Dragon Slayers' Academy Series)</i>	Kate McMullan	Fantasy Fiction
Grade 3		
<i>Because of Winn Dixie</i>	Kate DiCamillo	Fiction
<i>Bluish</i>	Virginia Hamilton	Fiction/Multicultural
<i>Brendan Buckley's Universe and Everything in It</i>	Sandra T. Frazier	Fiction
<i>Bunnicula</i>	James & Deborah Howe	Fiction
<i>Charlotte's Web</i>	E.B. White	Fiction
<i>Dear Mr. Henshaw</i>	Beverly Cleary	Fiction
<i>Double Dutch</i>	Sharon Draper	Fiction/Multicultural
<i>Drita, My Homegirl</i>	Jenny Lombard	Fiction/Multicultural
<i>Federico Garcia Lorca</i>	Georgina Lazaro	Biography
<i>Gracias a Winn-Dixie</i>	Kate DiCamillo	Fiction
<i>Granny Torrelli Makes Soup</i>	Sharon Creech	Fiction
<i>Hank Zipzer</i>	Henry Winkler	Fiction
<i>Night of the Howling Dogs</i>	Graham Salisbury	Fiction
<i>No More Dead Dogs</i>	Gordon Korman	Mystery
<i>Project Mulberry</i>	Linda Sue Park	Fiction/Multicultural
<i>Sammy Keyes and the Art of Deception</i>	Wendelin Van Draamen	Mystery
<i>Tales of a Fourth Grade Nothing</i>	Judy Blume	Fiction
<i>The Gold Thread Dress</i>	Carolyn Marsden	Fiction/Multicultural
<i>The Lightning Thief</i>	Rick Riordan	Fiction
<i>The Million Dollar Kick</i>	Dan Gutman	Sports Fiction
<i>The Onts (Dripping Fang series)</i>	Dan Greenburg	Fiction
<i>The Field Guide (The Spiderwick Chronicles)</i>	Tony DiTerlizzi	Fiction
<i>The Talented Clementine</i>	Sara Pennypacker	Fiction
<i>The World According to Humphrey</i>	Betty G. Barney	Fiction

My Summer Reading Agreement

I, _____ promise to read _____
(my name)

_____ minutes each day this summer. I understand how important it is for me to spend time reading each day.

These are the places I will spend most of my time reading:

* _____ *

* _____ *

These are the books I really want to read this summer:

* _____ *

* _____ *

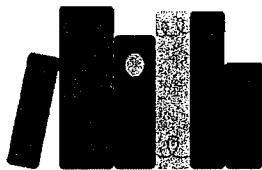
These are the places I will go to get books:

* _____ *

* _____ *

(Signature)

(Date)



Read!

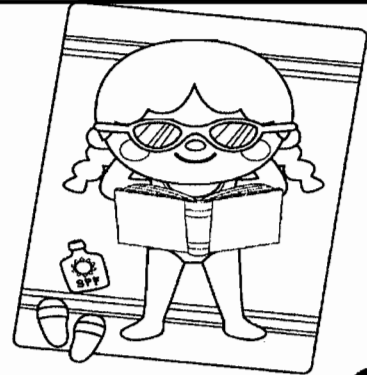
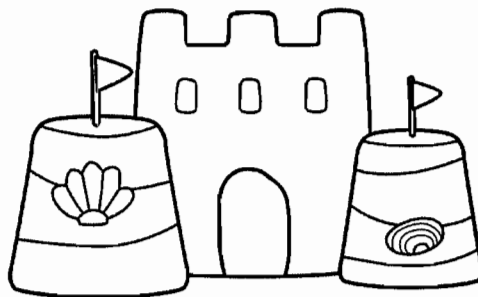


My Summer Reading Log

Name: _____

Directions: keep track of all the books you have read this summer and bring it to your new teacher next school year!

Date:	Title:	Author:	number of minutes read:



Addition

1. $2+1=$

2. $3+5=$

3. $0+5=$

4. $7+1=$

5. $5+1=$

6. $7+0=$

7. $4+2=$

8. $1+6=$

9. $8+2=$

10. $10+0=$

**Subtraction**

1. $5-2=$

2. $3-2=$

3. $5-4=$

4. $7-2=$

5. $6-4=$

6. $9-1=$

7. $4-2=$

8. $8-4=$

9. $2-0=$

10. $10-8=$

Mixed Review

1. $5+1=$

2. $10-2=$

3. $8+3=$

4. $7-4=$

5. $8+1=$

6. $7-6=$

7. $4+3=$

8. $6-5=$

9. $8+1=$

10. $10-0=$

Fact Drills

1. $2+0=$

2. $2+1=$

3. $2+3=$

4. $2+4=$

5. $2+5=$

6. $2+6=$

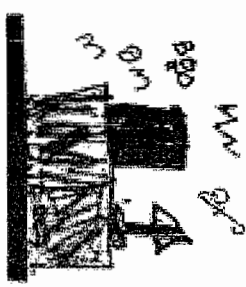
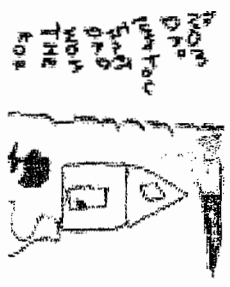
7. $2+7=$

8. $2+8=$

9. $2+9=$

10. $2+10=$



Characteristics		Developmental Stages Of Writing	
	Instructional Focus		Example
<p>Emergent Writers:</p> <ul style="list-style-type: none"> ■ understands writing communicates ideas ■ uses pictures to communicate ideas ■ scribbles, letter-like symbols, or random letters adding writing to pictures ■ does not connect letters and sounds ■ pretends to read the text ■ does not understand writing is permanent in meaning 	<ul style="list-style-type: none"> ■ oral language development: vocabulary and storytelling ■ telling stories with pictures and words ■ letter and sounds ■ knowing and using the language of writers 		
<p>Early Writers:</p> <ul style="list-style-type: none"> ■ writes more than one detail on a topic ■ chooses topics that are generally related to experience ■ has many concepts about print e.g. directionality ■ may not understand spaces around words ■ connects letters to sounds ■ has a small repertoire of high-frequency words 	<ul style="list-style-type: none"> ■ generating several details on a topic ■ readable phonetic spellings representing every sound in a word ■ conventional spelling of high-frequency words ■ concept of "word boundaries" ■ revision by "adding on" ■ <i>should be moved from writing words to sentences to groups of sentences</i> 		
<p>Developing Writers:</p> <ul style="list-style-type: none"> ■ writes many details on a topic ■ can write about topic beyond personal experience ■ begins to experiment with description and word choice ■ uses mostly simple and complex sentences ■ spells many words conventionally or uses phonetic spelling ■ uses punctuation 	<ul style="list-style-type: none"> ■ organizing information and details ■ planning – beginning, middle, end ■ expanding descriptive language ■ writing with personality and voice ■ spelling patterns and strategies ■ sentence combining 	<p>Pets Are Fun</p> <p>My pet is a puppy. His name is Spot. He is white with brown and black spots. He sleeps on my bed. He is little and soft. He comes to me when I call him. Spot.</p>	
<p>Fluent Writers:</p> <ul style="list-style-type: none"> ■ creates writing that has a flow and sounds fluent ■ writes about imaginative ideas beyond personal experience ■ prewrites using a variety of organizational and planning tools ■ accesses a variety of text forms for different purposes ■ uses descriptive language and complex sentences ■ demonstrates a writer's voice appropriate to purpose and audience. ■ has age appropriate mastery of conventions 	<ul style="list-style-type: none"> ■ increasing control of conventions ■ increasing sophistication of vocabulary and sentences ■ precise word choice energized by powerful verbs ■ figurative language ■ variety in text forms, audience, perspective ■ independent revision and editing ■ attention to writer's craft 	<p>Mrs. Stern was the meanest teacher in the world. She never let her students go on field trips or watch videos. Worst of all, while the rest of the school had parties, we sat and worked. Work, work, work! That's all we ever did. She was also boring and wore the same jet black dress everyday. She was worse than a dragon. A dragon is probably better.</p>	



Use for notebook cover

Summer Journal Ideas

- *Write about what you will do each day.
- *Write about your goals for the summer.
- *Write about ways you can become a better reader.
- *Write about what you will do with your family this summer.
- *Write about your dream summer.
- *Write about what you can do to keep your brain active.
- *Write a list of books you plan to read this summer.
- *Write about the best day you've had since school let out.
- *Write about
- *Write about what you are looking forward to next school year.
- *Write about how you will do your best in school next year.