

FOX RIVER COUNTRY DAY SCHOOL

Lower School Summer Reading Expectation Grades K-2

Reading is the foundation on which almost all subsequent learning takes place. It is one of the most challenging achievements we ever accomplish and one of the most important. Reading opens windows and doors to the world. It is our goal at Fox River County Day School to build a foundation for life-long learning and to open windows and doors for our students. Our summer reading goal for students entering kindergarten through second grade is for all students to read a minimum of **20 minutes** each day. Enclosed in this packet, please find a grade level list of recommended reading.

Vacation is a great time for reinforcing the joy of reading. And summer reading can be a wonderful family pursuit. Research about how much children lose ground over the summer is well documented. Harris Cooper of Duke University notes, "Overall, children experience an average summer learning loss across reading and mathematics of about one month" (1996). By contrast, "Reading four to five books a week over the summer has a positive impact on fall reading achievement comparable to attending summer school" (Kim, 2004). While we certainly expect your children to enjoy themselves and relax during the summer months, it is also imperative that they keep their minds engaged and active to retain all the meaningful skills and strategies developed and refined during the 2008-2009 school year.

We know summer is a busy time and we feel this goal can be achieved a variety of ways. Here are some examples of alternatives for packing summer reading into a busy and exciting summer day, borrowed from the National PTA:

- **License to read.** On [car trips](#), make it a game to point out and read license plates, billboards, and interesting road signs.
- **Better than TV.** [Swap evening TV](#) for a good action story or tale of adventure.
- **Look and listen.** Too tired to read aloud? Listen to a [book on tape](#) and turn the book's pages with your children. You'll still be reading with them!
- **Pack a snack, pack a book.** Going someplace where there might be a long wait? Bring along a snack and a bag of favorite books.
- **Recipe for reading.** The next time you cook with your children, read the recipe with them. Step-by-step instructions, [ingredients](#), and measurements are all part of words in print!
- **Shop and read.** Notice and read signs and labels in the supermarket. Back home, putting away groceries is another great time for reading labels.
- **Your long-distance lap.** Away on a business trip? Take a few books with you, call home, and have your child curl up by the phone for a [good night story](#).
- **A reading pocket.** Slip fun things to read into your pocket to bring home: a comic strip from the paper, a greeting card, or even a fortune cookie from lunch. Create a special, shared moment your child can look forward to every day.
- **A little longer?** When your child asks to stay up a little longer, say yes and make it a 20-minute [family reading](#) opportunity.

A few questions about reading

How often should my child be reading?

Every day! Many research studies in the field reinforce this idea. Students who read every day may have improved test scores, are more successful in school, and find that learning comes more easily. Read with your children every day, and gradually encourage them to read to themselves daily. Feel free to continue to read aloud even as your children grow. Read-aloud time provides opportunities for conversation that you won't want to miss!

How can I encourage my child to read?

Your example is one of the most powerful motivators for your child. When children see their favorite adults reading, they are witnessing the value placed on reading and learning. Talk with your children about books and articles you are reading. Help your child set aside reading time each day; try making this time feel like a special treat by looking forward to it together.

**"Children are made readers
on the laps of their parents."**

Emilie Buchwald

How involved should I be with summer reading?

Whether your child is reading independently or not, take an interest in what she or he is reading. Your interest validates the worth of reading. Try asking these types of questions.

Before: "What interests you about this book? What do you think it might be about?"

During: "What's going on in the book? Is it turning out the way you thought it would? What do you think will happen next? Which character do you relate to? Do any of the characters remind you of people you know? How?"

After: "Can you summarize the book? What did you like about it? What other books does it remind you of? Would you recommend this book to a friend or relative? What character would you like to spend time with? What was the most exciting / interesting / surprising / puzzling part of the book?"

My child is just getting the hang of reading. Should I help him when he's reading aloud?

Reading at home should be a joyous time. If your child makes a mistake during reading, simply make the correction and move on. If your child becomes frustrated with mom or dad taking on the roll teaching reading, it may take the pleasure out of a previously treasured time, and it may be better to leave the skill work to school. Take a break and read aloud instead. Sometimes the time of day makes a difference, too. Emerging readers will do better reading aloud when they are rested and fresh.

How can I help my child find books that are "just right"?

Some children feel most comfortable reading books that are slightly below their school reading level. If books are too difficult, reluctant readers can become discouraged and turned off to reading. If your child wants to read a book beyond a comfortable reach, read it together. A book is reachable if she can read 90% of the words without help. Sometimes strong readers want to read books whose level is several years beyond their chronological age. In these cases, adult discretion is important. Strong readers can run the risk of being exposed to content that may be more sophisticated than the developmental readiness of the child. Ask your public librarian for guidance in finding appropriate content for accelerated readers.

**"Beware the man
of one book." -**

Latin Proverb

Top Ten Titles by Grade Level

Lower School Teachers have compiled a “Top Ten List” of high quality children’s literature. Please begin by using the list of your child’s assigned grade level for the 2009-2010 school year. This list can be a great spring board for the first summer trip to the library. While these books are highly recommended by lower school teachers, there are many other types of books your child may be interested in and by all means encourage them to read and enjoy books that motivate and inspire them to read! Your child may also find a series of books that they absolutely love to read. This is also a great way to learn about character development, so feel free to let them go back for more. Some popular series for K-2 include, *Franklin*, *Arthur*, *Clifford*, *Junie B. Jones*, *Magic Tree House*, *Nate the Great*, *Jake Drake*, *Cam Jansen* and many more. Still looking for more titles and resources? Please visit our school website www.frcds.org

Kindergarten List*

Title	Author
<i>The Three Bears</i>	Barton, Byron
<i>Inch By Inch</i>	Lionni, Leo
<i>Ten Black Dots</i>	Crews, Donald
<i>The Village of Round and Square Houses</i>	Grifalconi, Ann
<i>Is it Red? Is it Yellow? Is it Blue? An Adventure in Color</i>	Hoban, Tina
<i>Napping House</i>	Wood, Audrey
<i>Anno’s Counting Book</i>	Mitsumasa, Anno
<i>Harold and the Purple Crayon</i>	Johnson, Crocket
<i>The Wheels on the Bus</i>	Zelinsky, Paul O.
<i>Biscuit Books</i>	Capucilli, Alyssa

First Grade List*

Title	Author
<i>Arthur Books</i>	Brown, Marc
<i>Little Rabbits Loose Tooth</i>	Bate, L
<i>Corduroy</i>	Freeman, Don
<i>Blueberries for Sal</i>	McCloskey, Robert
<i>Henry and Mudge Series</i>	Rylant, Cynthia
<i>If You Give a Mouse a Cookie</i>	Numeroff, Laura
<i>Tyrannosaurus Was a Beast</i>	Prelutsky, Jack
<i>Napping House</i>	Wood, Audrey
<i>The Lion and the Mouse and Other Aesop Fables</i>	Orge, Doris
<i>Bedtime for Frances</i>	Hoban, Russell

Second Grade List*

Title	Author
<i>Cam Jansen Books</i>	Adler, David
<i>Amber Brown Books</i>	Danzinger, Paula
<i>Amelia Bedelia Books</i>	Parish, Peggy
<i>Cowgirl Kate and Coco</i>	Lewin, Betsy
<i>Pinky and Rex</i>	Howe, James
<i>Any Calendar Club Mysteries</i>	Star, Nancy
<i>The Kids of Polk Street School series</i>	Giff, Patricia Reilly
<i>The Cobble Street Cousins series</i>	Rylant, Cynthia
<i>Judy Moody books</i>	McDonald, Megan
<i>The Magic Treehouse Series</i>	Osborne, Mary Pope

*For all grades, Caldecott and Newbery Award books make wonderful family read aloud books when your child is ready.

By all means, if your child is more comfortable reading books at a level different from his or her grade level, parents should use individual discretion in selecting books. The purpose is to encourage and nurture a love of reading and have children make connections with books.