

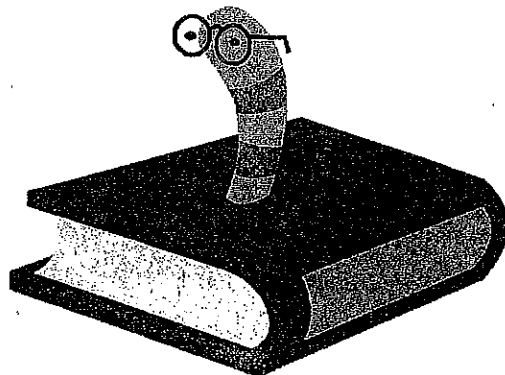
A decorative border of small, stylized pencils surrounds the entire page. The pencils are arranged in a slightly irregular, hand-drawn pattern, with some pointing towards the center and others pointing outwards. They are drawn in a simple, line-art style with some shading to indicate depth.

EPCS:

Students Entering:

First Grade

Summer Reading  
List





# Summer Reading List

## Students Entering 1<sup>st</sup> Grade

### Important Note to Parents:

Please don't become concerned over reading levels!

- ◆ In Elementary school, each child is developing on his/her own continuum and you cannot assess your child's strengths as a reader by reading level alone. To develop strength as a reader, children need lots of time to read books that are "just right" for their abilities.

### FAQ:

Will having my child read harder books help them get stronger at reading?

- ◆ It is crucially important that children do not read books that are too difficult for him/her. Research shows that reading books that are at the "frustration level" can actually stunt a readers' growth, or send them backwards in their development. Remember to help your child select books that are similar to other books they have enjoyed. Your child will have a much more enjoyable experience reading books that suit him/her best.

### FAQ:

My child really can read harder books! He/She can read all the words on the page without making any mistakes. He/She seems to know what is happening in the story too. Are you sure I shouldn't give him/her much harder books?

- ◆ "Harder books" often deal with themes and issues that are more mature. These texts may not be developmentally appropriate, even though they may seem "readable" or "decodable" by your child. Please keep in mind that just because readers can read each word on the page without error, does not mean that they are able to comprehend the various themes and plots that these texts may contain. If your child really wants to try a harder book, read it aloud together. Their ability to comprehend a story by listening to it read aloud is much higher than their ability to understand it alone. Additionally, reading together can become a nurturing activity that will bring you closer together all while promoting a shared love of reading!



Dear Students and Parents,

The following will be collected and graded  
at the beginning of the school year:

✧ You *MUST* read at least 20 books from the suggested list and record them on your reading log. Pick a variety of books from each category.

✧ You *MUST* complete 3 book reports (attached) on the following books, as these will be collected the first week of school and counted toward your child's reading and writing grade for the first marking period. Please review the attached scoring rubric and checklist.

1. *Mufaro's Beautiful Daughters* by John Steptoe
2. *The Rainbow Fish* by Mark Pfister
3. *Everybody Cooks Rice* by Norah Dooley

*Thanking you in advance for your cooperation,*

First Grade Teachers



# Fiction Books

Title

Author

Do You Want to Be My Friend?	Eric Carle
I Need A Little Help	Kathy Schulz
Play Ball	Janey Levy
School is Cool!	Colleen Adams
A Big Surprise	Kristi T. Butler
Fun With Hats	Lucy Malka
Have You Seen My Duckling?	Nancy Tafuri
A Lunch With Punch	Jo S. Kittinger
Monday With Meg	Victoria Braidich
Bugs!	Patricia McKissack
I Went Walking	Rozanne L. Williams
Joshua James likes Trucks	Catherine A. Petrie
A Rainbow of my Own	Don Freeman
The Good Bad Cat	Nancy Antle
The Mess	Patricia Jensen
Sleepy Dog	Harriet Ziefert
Things I Like	Anthony Browne
All By Myself	Mercer Mayer
Days of Adventure	Lyn Swanson-Natsues
Hot Rod Harry	Catherine A. Petrie
Sunshine, Moonshine	Jennifer Armstrong
Mufaro's Beautiful Daughters	John Steptoe
The Rainbow Fish	Mark Pfister
Everybody Cooks Rice	Norah Dooley

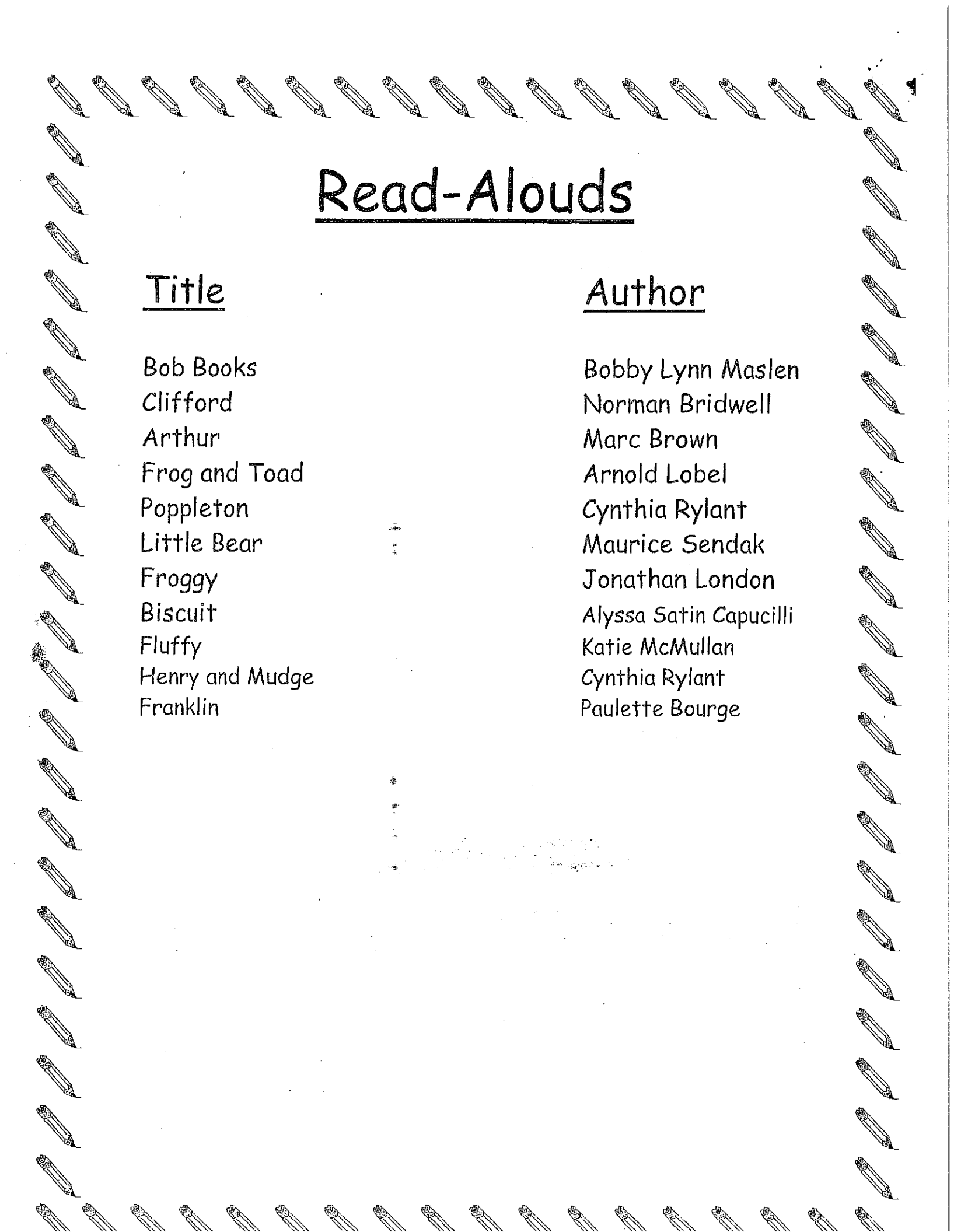


# Non-Fiction Books

## Title

## Author

The Dog	Rozanne L. Williams
Globes	Robin Nelson
I Can Read	Rozanne L. Williams
I See Patterns	Rozanne L. Williams
Animal Babies	Eds Sundance
Here is my Cat	Rozanne L. Williams
Mothers	Lola M. Schafer
Wings	Melanie S. Mitchell
Flying	Donald Crew
Getting Ready For School	Eds Sundance
I am Special	Tom Cochrane
Rain	Robert Kalan
Bears, Bears, Everywhere	Rita Millios
I Can Make Colors	Eds Rourke
I Live in the Desert	Gini Holland
Where Are You Going?	Kimberlee Graves
Animal Babies	Bobbie Hamsa
Firefighter	Jacqueline Groman
Let's Take Care of the Earth	Rozanne L. Williams
Sink or Float?	Kimberlee Graves
Springtime Addition	Jill Fuller
Fishy Tales	DK Eds
Meet the Dinosaurs	DK Eds



# Read-Alouds

## Title

Bob Books  
Clifford  
Arthur  
Frog and Toad  
Poppleton  
Little Bear  
Froggy  
Biscuit  
Fluffy  
Henry and Mudge  
Franklin

## Author

Bobby Lynn Maslen  
Norman Bridwell  
Marc Brown  
Arnold Lobel  
Cynthia Rylant  
Maurice Sendak  
Jonathan London  
Alyssa Satin Capucilli  
Katie McMullan  
Cynthia Rylant  
Paulette Bourge



# Award Winning Books

## Caldecott Medal

Make Way For Ducklings  
Frog and Toad Are Friends  
Kitten's First Full Moon  
Where the Wild Things Are  
Freight Train  
Don't Let the Pigeon Drive the Bus

Robert McCloskey  
Arnold Lobel  
Kevin Henkes  
Maurice Sendak  
Donald Crews  
Mo Willems

## Coretta Scott King Award

Each Kindness  
Ellen's Broom  
H.O.R.S.E.: A Game of Basketball Imagination  
I, Too, Am America  
Beautiful Blackbird

Jacqueline Woodson  
Kelly Starling Lyons  
Christopher Myers  
Langston Hughes  
Ashley Bryan

## Theodor Seuss Geisel Award

Up, Tall and High  
Tales for Very Picky Eaters  
Bink and Gollie  
Benny and Penny in the Big No-No!  
Are You Ready to Play Outside?  
There Is a Bird on Your Head

Ethan Long  
Josh Schneider  
Kate DiCamillo & Alison McGhee  
Geoffrey Hayes  
Mo Willems  
Mo Willems

## Pura Belpre Award

Martin De Porres: The Rose in the Desert  
Diego Rivera: His World and Ours  
The Cazuela That the Farm Maiden Stirred  
Marisol McDonald Doesn't Match  
Grandma's Gift  
Fiesta Babies





Gary Schmidt  
Duncan Tonatiuh  
Samantha T. Vamos  
Monica Brown  
Eric Velasquez  
Carmen Tafolla







## Rubric for Book Reports

	4	3	2	1	POINTS EARNED
<b>Graded Elements</b>	4 	3 	2 	1 	
<b>Content</b>	Writing explains the story well.	Writing is good, but is missing some elements of the story.	Writing is OK, but many of the elements about the story are missing.	Writing is poor and the majority of elements about the story are missing.	
<b>Spelling and Grammar</b>	All words are spelled correctly. All sentences are grammatically correct.	Most words are spelled correctly. The majority of sentences are grammatically correct.	A few words are misspelled. Some sentences are grammatically correct.	Most words are misspelled. A few sentences are grammatically correct.	
<b>Followed Directions</b>	All sentences begin with capital letters, have space between words, and have an end mark.	The majorities of sentences start with capital letters, has space between words, and have an end mark.	Some sentences begin with capital letters, have space between words, and have an end mark.	A few sentences begin with capital letters, have space between words, and have an end mark.	
<b>Appearance</b>	All directions were followed properly and completely.	Most of the directions were followed properly and are mostly complete.	Some of the directions were followed properly and some are complete.	A few of the directions were followed properly and a few were complete.	
	Handwriting is neat and legible. Drawing is complete and creative.	Handwriting is neat, mostly legible. Drawing is mostly complete and creative.	Handwriting is acceptable. Drawing is partially complete and creative.	Handwriting is not very neat or legible. Drawing is incomplete and not creative.	

**TOTAL SCORE:**

4-5 points = D  
6-9 points = C  
10-13 points = B  
14-16 points = A

**Rubric Score Percentages:**

16 = 100%	12 = 86%	8 = 76%	4 = 45%	0 = 0%
15 = 96%	11 = 83%	7 = 70%	3 = 35%	
14 = 92%	10 = 80%	6 = 65%	2 = 25%	
13 = 89%	9 = 79%	5 = 65%	1 = 15%	

**Grade:**

Name

Date

--	--

Title

Mufaro's Beautiful Daughters

Author

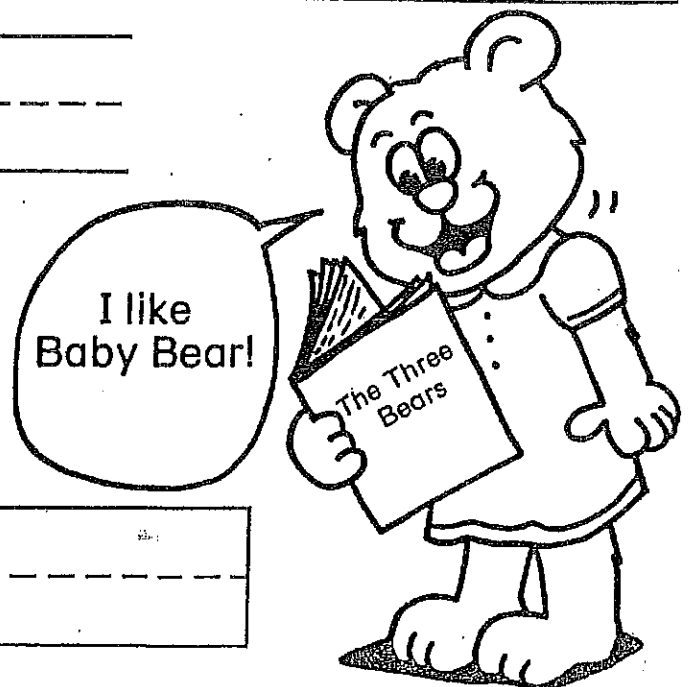
--

Write two sentences about the book.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

My favorite character

--



Name \_\_\_\_\_

Skill: Writing a summary

## My Story Report

story: The Rainbow Fish



Write what the story was about. Draw a picture to go with your sentences.

A large rectangular box with rounded corners, intended for drawing a picture related to the story. The box is currently empty.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a summary.

Name

\_\_\_\_\_

Date

\_\_\_\_\_

Title

Everybody Cooks Rice

Author

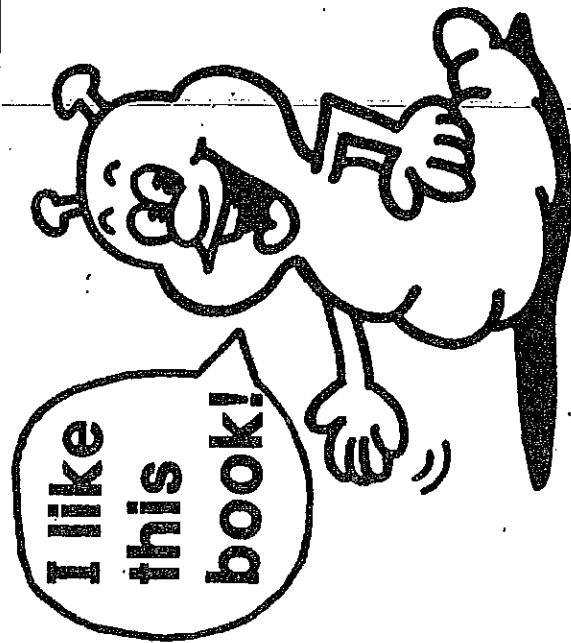
\_\_\_\_\_

Write a sentence about your book.

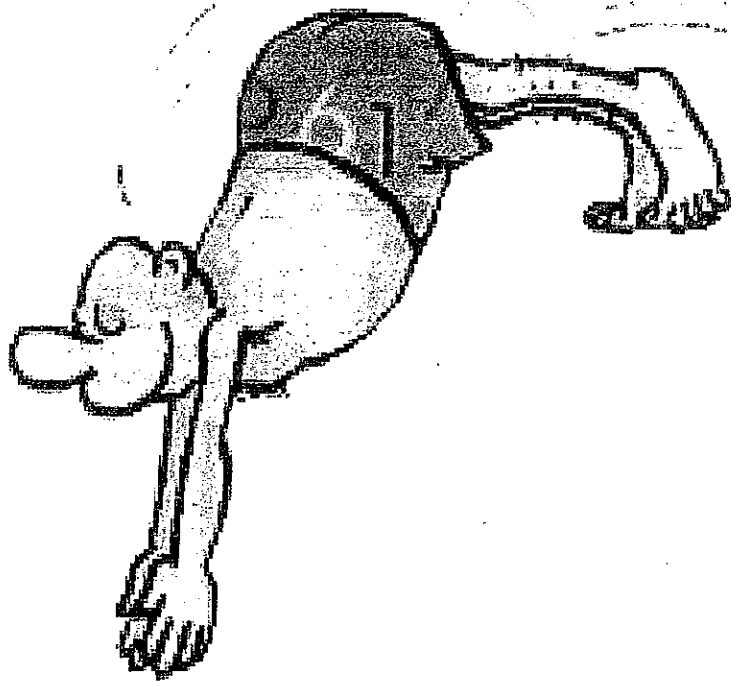
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of your favorite part in the book.

\_\_\_\_\_



Diving Optional  
into  
Second Grade  
Math



Name \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Getting Ready for Second Grade

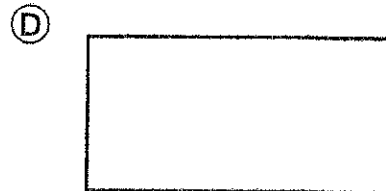
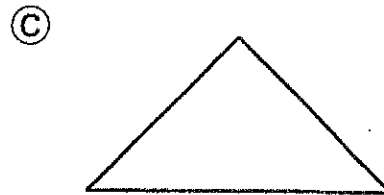
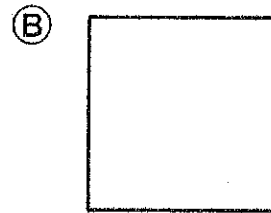
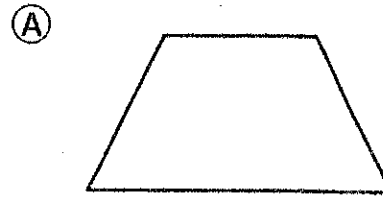
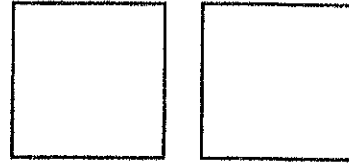
1. Use a straightedge.  
Draw line segments to make  
a polygon.

2. Name this shape. \_\_\_\_\_

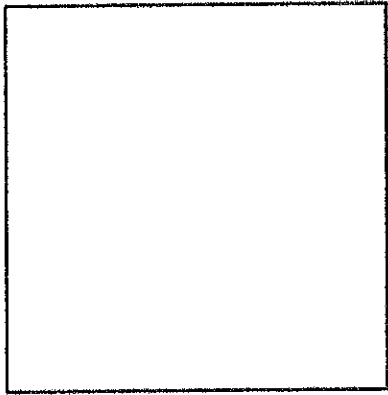


- (A) trapezoid
- (B) rhombus
- (C) hexagon
- (D) square

3. Which shape can be made by  
combining the two squares  
shown below?



4. Divide the square into fourths.  
Shade 3 fourths of the square.



5. Which shows the time that you would eat lunch.

(A)



(B)



(C)



(D)





6. Make sums of 10 pennies.

Left Hand	Right Hand
	9
8	
	5

7. Below is a quarter of a cookie. How many quarter pieces will it take to make one WHOLE cookie? \_\_\_\_\_



8. Use the word bank to help you write the name for each shape.

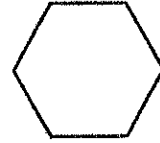
triangle	sphere	hexagon	square	cone
cylinder	circle	pyramid	cube	



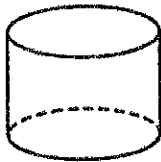
\_\_\_\_\_



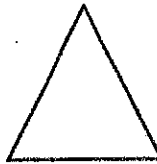
\_\_\_\_\_



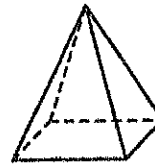
\_\_\_\_\_



\_\_\_\_\_

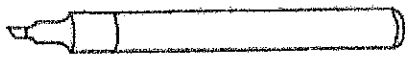
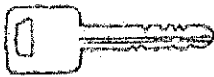


\_\_\_\_\_



\_\_\_\_\_

9. Order the 3 objects below from shortest to longest.



- Ⓐ Key, Marker, Leaf
- Ⓑ Marker, Leaf, Key
- Ⓒ Key, Leaf, Marker
- Ⓓ Leaf, Key, Marker

10. This line is about 6 cm long.

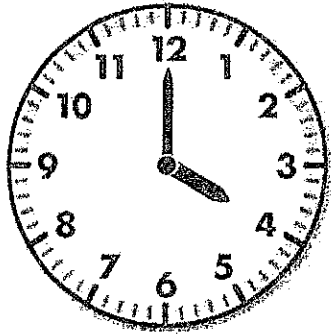


About how long is this row of paperclips?



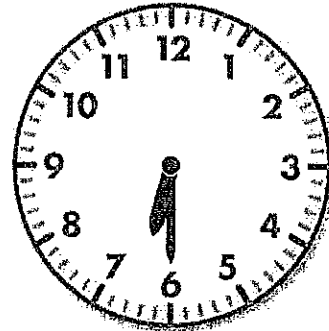
\_\_\_\_\_ cm

11. It is \_\_\_\_\_ o'clock.



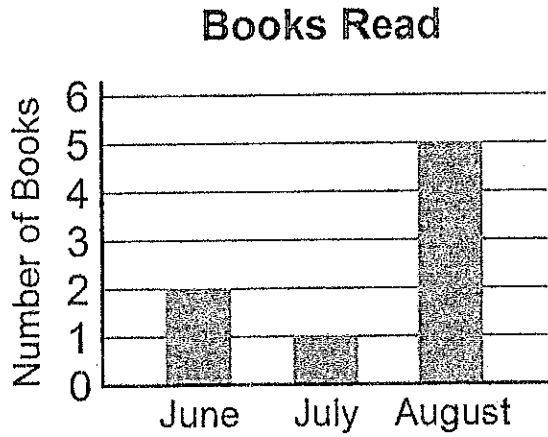
- (A) 4
- (B) 12
- (C) 5
- (D) 3

12. What time is it?



half-past \_\_\_\_\_ o'clock

13.



How many books were read for all 3 months? \_\_\_\_\_

14.

Weather	
Sunny	###-###-###-
Cloudy	###-
Rainy	###-###

Were there more sunny or rainy days?

more \_\_\_\_\_ days

15. Count by 2s. Circle your counts on the number grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

16. Use a calculator.  
Count up by 3s.

0, 3, 6, \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_,

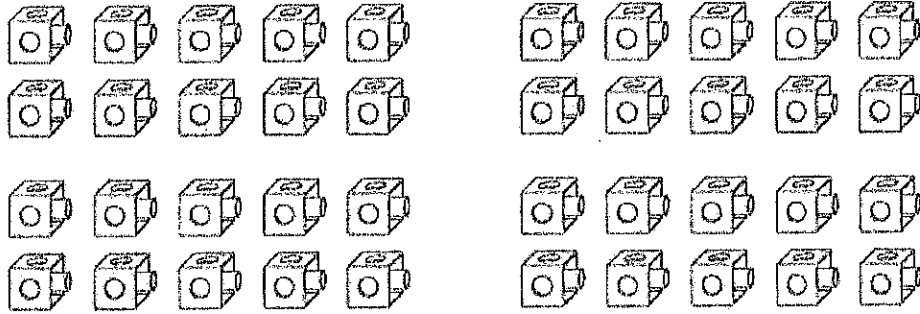
\_\_\_\_\_ , \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_,

\_\_\_\_\_

17. Use | and • to show the  
number 22.

18. A group of 10 cubes is a "ten". How many tens are there?



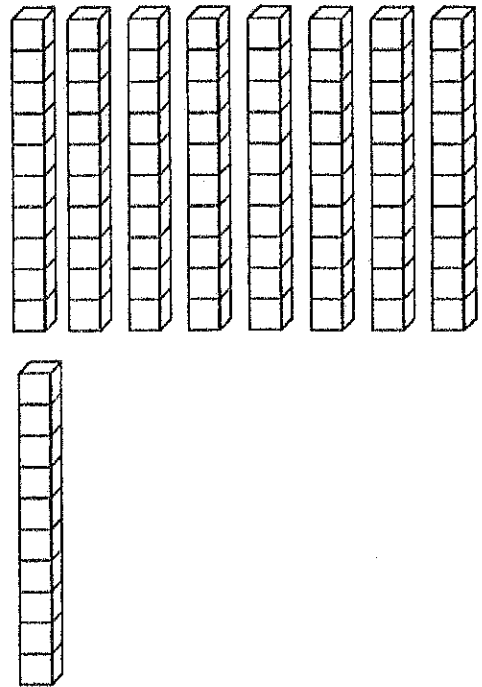
\_\_\_\_\_ ten(s)

19. How much money?



\_\_\_\_\_¢

20. What is the number shown below? \_\_\_\_\_



21. Circle the ones place.

41

4

54

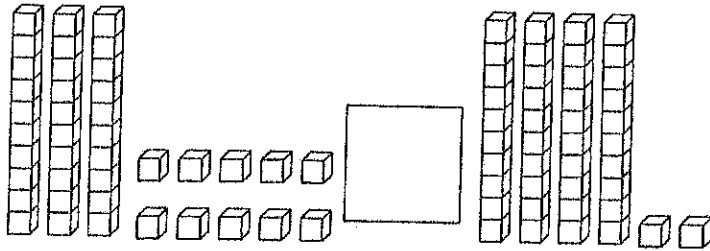
80

11

22. Circle the tens place.

151      379      40      16

23. Write  $<$ ,  $>$ , or  $=$ .



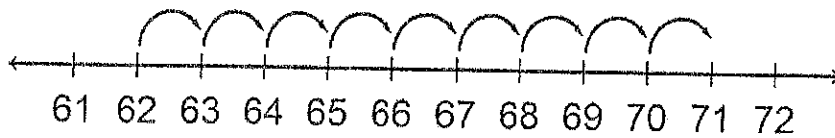
24. Write  $<$ ,  $>$ , or  $=$ .

50  49

25. Write  $<$ ,  $>$ , or  $=$ .

25  52

26. Complete.



$$62 + 9 = 71$$

$$71 - 9 = \underline{\hspace{2cm}}$$

27. Find the missing numbers.

$$86 + 10 = 80 + 6 + 10$$

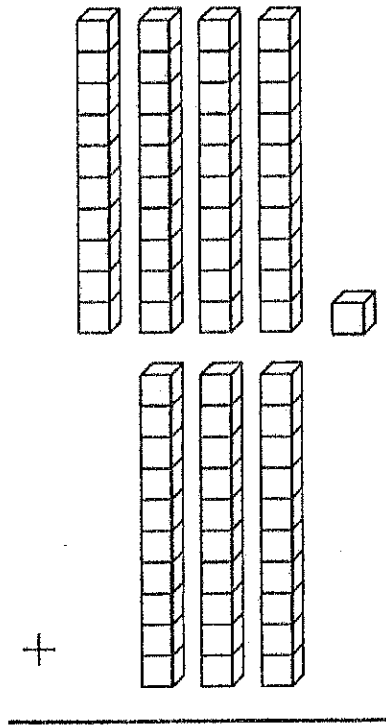
$$86 + 10 = 80 + 10 + 6$$

$$86 + 10 = \underline{\hspace{2cm}} + 6$$

$$86 + 10 = \underline{\hspace{2cm}}$$

28. Add.

$$\begin{array}{r} 41 \\ + 30 \\ \hline \end{array}$$



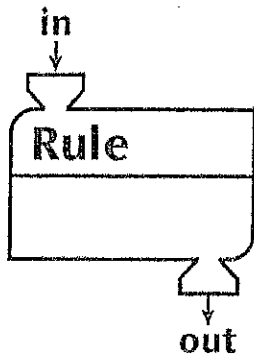


29. How much money?



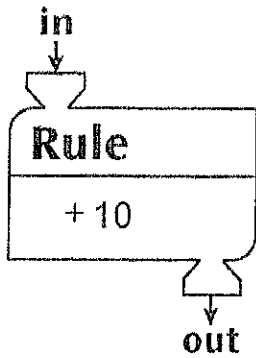
\_\_\_\_\_¢

30. Complete the table. Fill in the missing rule.



in	out
30	35
	20
7	
6	11

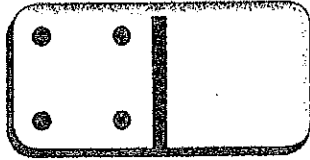
31. Fill in the missing numbers.



in	out
15	
21	
69	
74	
126	

32.

Draw the missing dots. Find the total number of dots.



\_\_\_\_\_ = 4 + 6

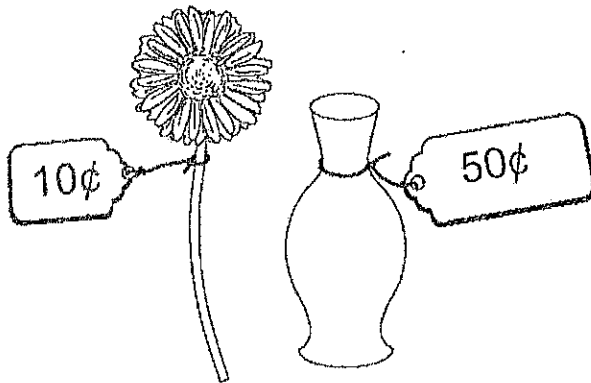
33. Draw and solve.

There are 7 fish in a river.  
4 fish swim away.  
How many fish are left?

\_\_\_\_\_ fish

34.  Use pencil and paper to answer the question.

Kurt buys 2 flowers and 1 vase.



a. How much does Kurt spend? \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

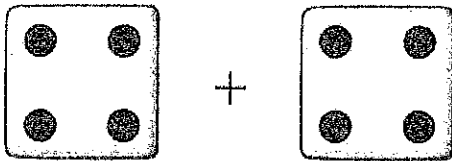
b. Show this amount with (Q), (D), (N), and (P).

35. I had 9 pennies.  
My friend gave me 4 more pennies.

Do I have more or less than 10¢? \_\_\_\_\_

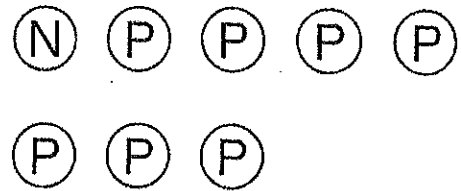
- Ⓐ more
- Ⓑ less

36. Is the sum of the dice more or less than 10? \_\_\_\_\_



- Ⓐ less
- Ⓑ more

37. a. How much money has Gabrielle saved?



\_\_\_\_\_¢

b. Show the same amount using fewer coins.

Use Ⓐ, Ⓑ,

and Ⓓ.

38. Write the fact family.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

39. I buy a toy for \$0.54.  
I pay \$1.00.  
How much change do I get?

\$ \_\_\_\_\_

40. Solve.

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

41. Solve.

\_\_\_\_\_ = 5 - 2

42. Subtract.

\_\_\_\_\_ = 3 - 2

43. Show 74¢ in two ways. Use

Ⓚ, ⓓ, Ⓝ, and

Ⓟ.

44. Add.

3 + 0 = \_\_\_\_\_

45. Write <, >, or =.

ⓓ ⓓ Ⓝ  ⓓ ⓓ Ⓝ

Ⓚ  \$0.05

\$0.01  \$0.10

46. Subtract.

6 - 1 = \_\_\_\_\_

47. Alvin has



Cynthia has



a. How much money does Alvin have? \_\_\_\_\_¢

How much money does Cynthia have? \_\_\_\_\_¢

b. Who has more money?  
\_\_\_\_\_

c. How much more money?  
\_\_\_\_\_¢

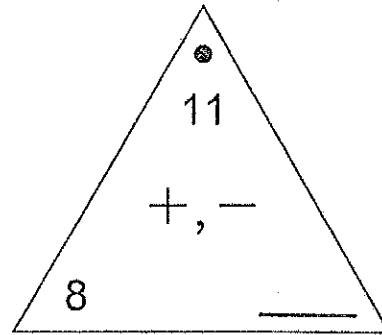
48. Add.

$$3 + 7 = \underline{\hspace{2cm}}$$

49. Solve.

$$6 + 6 = \underline{\hspace{2cm}}$$

50. Fill in the missing number.



$$8 + \underline{\hspace{2cm}} = 11$$