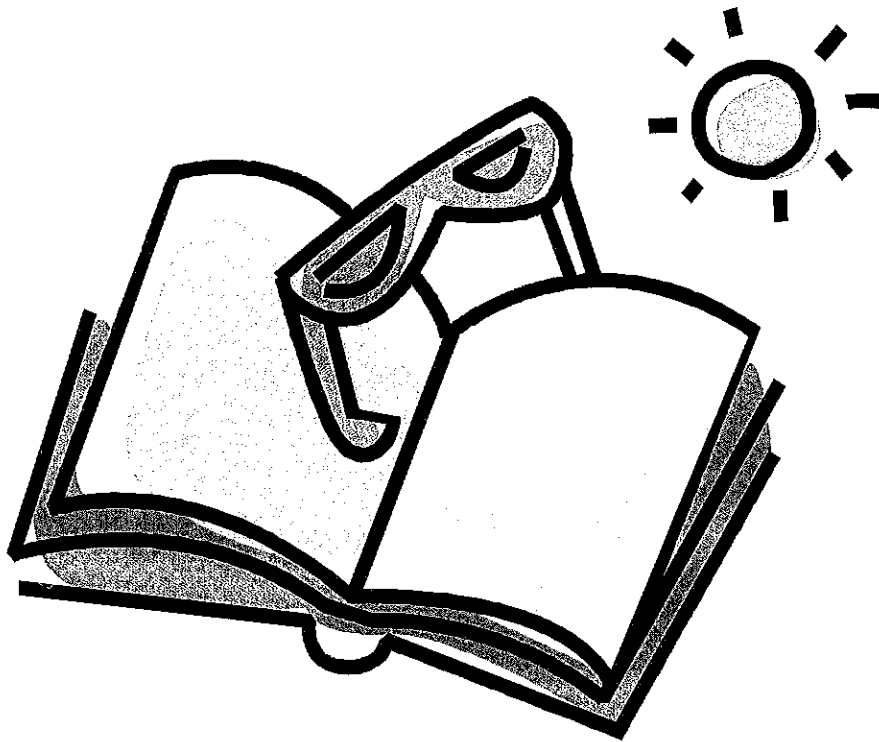


Second Grade Summer Reading List 2017



Englewood on the Palisades
Charter School

June 2017

Dear Students and Parents,

The summer is a great time to enjoy reading. We have put together a suggested reading list for you to choose from to complete your summer reading assignments.





- ✓ Choose 10 non-chapter books or 5 chapter books to read, and fill your reading log as you finish each one. Please make sure you pick at least 2 books from the "Books We Will Be Reading This Year" list.
- ✓ Complete the attached book report forms for the three required reading books listed on the next page. **DO NOT COPY SENTENCES FROM THE BOOKS. THESE BOOK REPORTS ARE REQUIRED. THEY ARE DUE THE FIRST DAY OF SCHOOL AND WILL BE COUNTED TOWARD YOUR LANGUAGE ARTS GRADE! IF YOU DO NOT HAND THEM IN ON THE FIRST DAY YOU WILL GET A ZERO.**

We look forward to hearing about the books you read over the summer! Have a happy and safe summer!!

Sincerely,
The Second
Grade Teachers

Rubric for Summer Book Reports

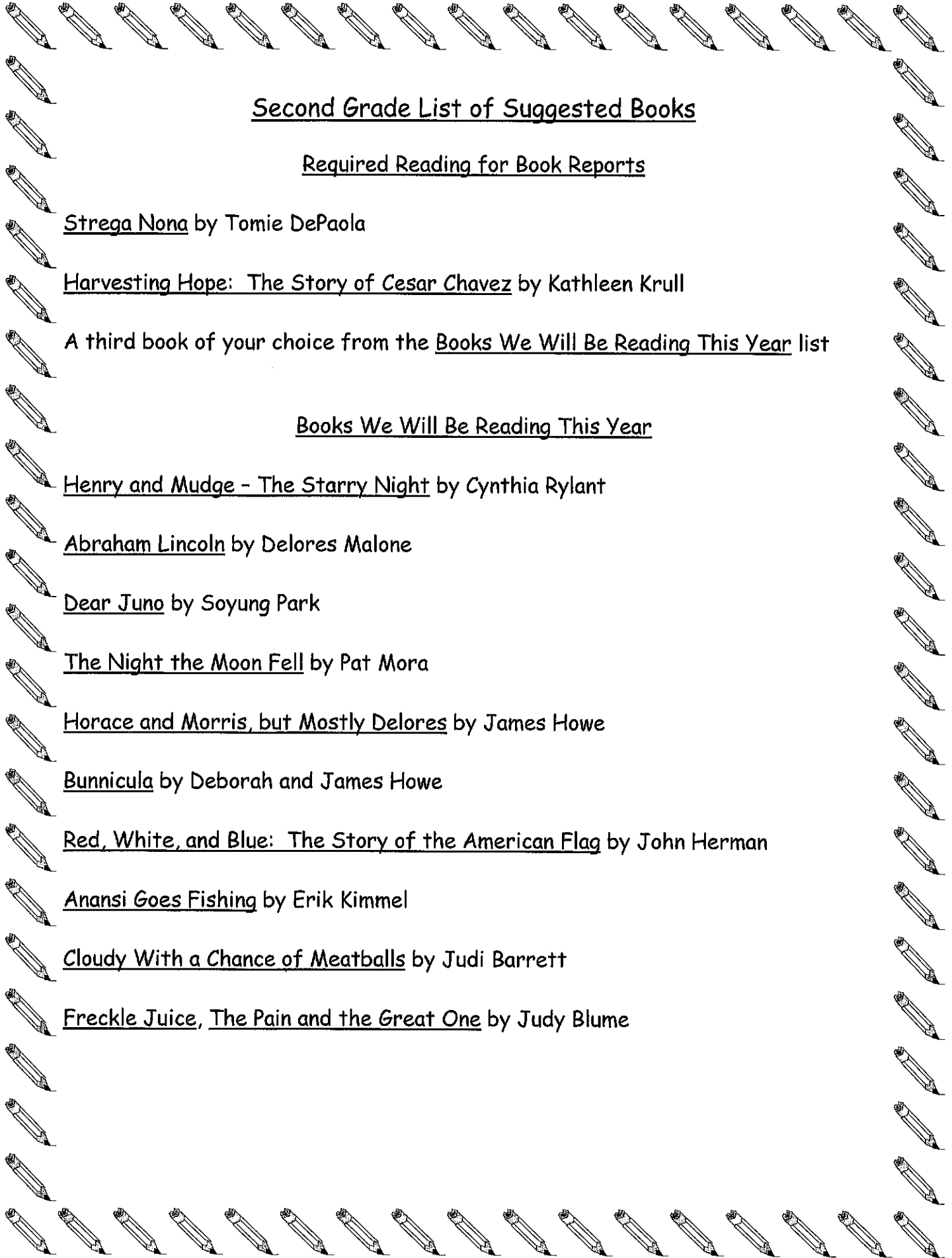
Name: _____ Assignment: _____

	4 	3 	2 	1 	Points Earned
Graded Elements	Writing explains the stories well.	Writing is good, but is missing some elements of the stories.	Writing is OK, but many of the elements about the stories are missing.	Writing is poor and the majority of elements about the stories are missing.	
Spelling and Grammar	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.	
Followed Directions	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.	
Appearance	All directions were followed properly and completely. Handwriting is neat and legible.	Most of the directions were followed properly and are mostly complete. Handwriting is neat, mostly legible.	Some of the directions were followed properly and some are complete. Handwriting is acceptable.	A few of the directions were followed properly and a few were complete. Handwriting is not very neat or legible.	

TOTAL SCORE:

Rubric Score Percentages:

16 = 100%	12=80%	8 =60%	4=40%	0=0%
15=95%	11=75%	7=55%	3=35%	
14=90%	10=70%	6=50%	2=30%	
13=85%	9 =65%	5=45%	1=25%	



Second Grade List of Suggested Books

Required Reading for Book Reports

Strega Nona by Tomie DePaola

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

A third book of your choice from the Books We Will Be Reading This Year list

Books We Will Be Reading This Year

Henry and Mudge - The Starry Night by Cynthia Rylant

Abraham Lincoln by Delores Malone

Dear Juno by Soyung Park

The Night the Moon Fell by Pat Mora

Horace and Morris, but Mostly Delores by James Howe

Bunnicula by Deborah and James Howe

Red, White, and Blue: The Story of the American Flag by John Herman

Anansi Goes Fishing by Erik Kimmel

Cloudy With a Chance of Meatballs by Judi Barrett

Freckle Juice, The Pain and the Great One by Judy Blume



Non-Chapter Books

Lon Po Po: A Red Riding Hood Story From China by Ed Young

Henry's Freedom Box by Ellen Levine

Snowflake Bentley by Jacqueline B. Martin

Smoky Night by Eve Bunting

Rosa by Nikki Giovanni

Goin' Somewhere Special by Patricia McKissack

Underground by Share W. Evans

Are You Ready To Play Outside? by Mo Willems

Henry and Mudge and the Great Grandpas by Cynthia Rylant

Book Fiesta by Pat Mora

Borreguita and the Coyote: A Tale From Ayutla, Mexico by Verna Aardema

The Rooster Who Went to His Uncle's Wedding by Alma Flor Ada

Abuela by Arthur Daros

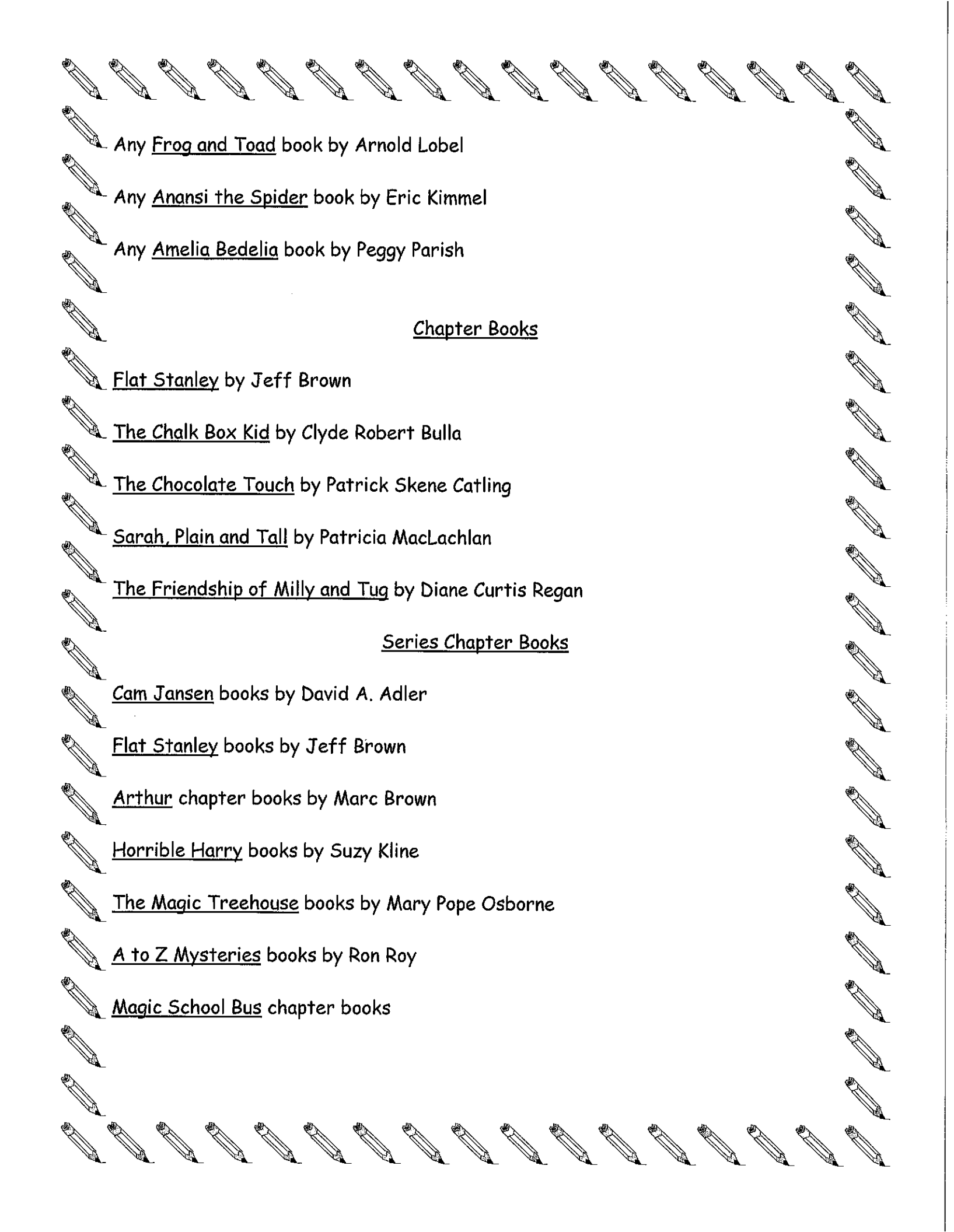
Time Train by Paul Fleishman

Roxaboxen by Barbara Cooney

How to Make Apple Pie and See the World by Marjorie Priceman

Theodore and the Talking Mushroom by Leo Lionni

Any Arthur book by Marc Brown



Any Frog and Toad book by Arnold Lobel

Any Anansi the Spider book by Eric Kimmel

Any Amelia Bedelia book by Peggy Parish

Chapter Books

Flat Stanley by Jeff Brown

The Chalk Box Kid by Clyde Robert Bulla

The Chocolate Touch by Patrick Skene Catling

Sarah, Plain and Tall by Patricia MacLachlan

The Friendship of Milly and Tug by Diane Curtis Regan

Series Chapter Books

Cam Jansen books by David A. Adler

Flat Stanley books by Jeff Brown

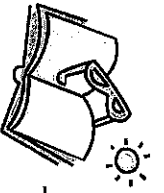
Arthur chapter books by Marc Brown

Horrible Harry books by Suzy Kline

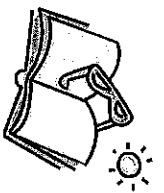
The Magic Treehouse books by Mary Pope Osborne

A to Z Mysteries books by Ron Roy

Magic School Bus chapter books



_____ 's Summer Reading Log



Fill in the reading log as you complete your summer reading requirement.

TITLE	AUTHOR	CHAPTER BOOK?
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__
		Yes__ No__

Parent Signature _____

Sequence Circle

Children will retell a story using transition words to convey the passage of time or sequence of events.

MATERIALS: copies of page 31, pencils, crayons

WHEN TO USE: after reading

DIRECTIONS:

- 1 Have children fill in the title, then identify the four main events in the story. (This will take practice and modeling for young children. Identifying the beginning and ending first may help.)
- 2 Have children begin with the top left quarter and write the first key event, beginning with the words "First..." or "In the beginning..."
- 3 Children follow the arrows and record the next two key events in sections two and three respectively. They should preface each statement using transition words such as *next* and *then* to note the sequence of events. Then, they record the ending in the last remaining quarter, beginning with "Finally..." or "In the end..." Children can illustrate each quarter.
- 4 Use the organizer to encourage discussion:
 - ⊗ How did the first event impact the second event? How did the second event impact the third?
 - ⊗ How does the author let you know time is passing? (Phrases like *That night*, *All the next day*, *At last* help show the passage of events.)
 - ⊗ There are other events that we did not include. Why are the events you chose considered important?

Name: Carolyn Date: November 10

Sequence Circle

Title: Frog and Toad Together

First Frog gives toad seeds to plant.	Then Toad plants the seeds but they don't grow.
Finally the seeds started to grow! The End!	After Toad read stories and played music.

Tip

* Children may choose to illustrate before, or instead of, writing. This is a helpful way for many children to organize the sequence in their minds. They may then use the illustration to guide a verbal response.

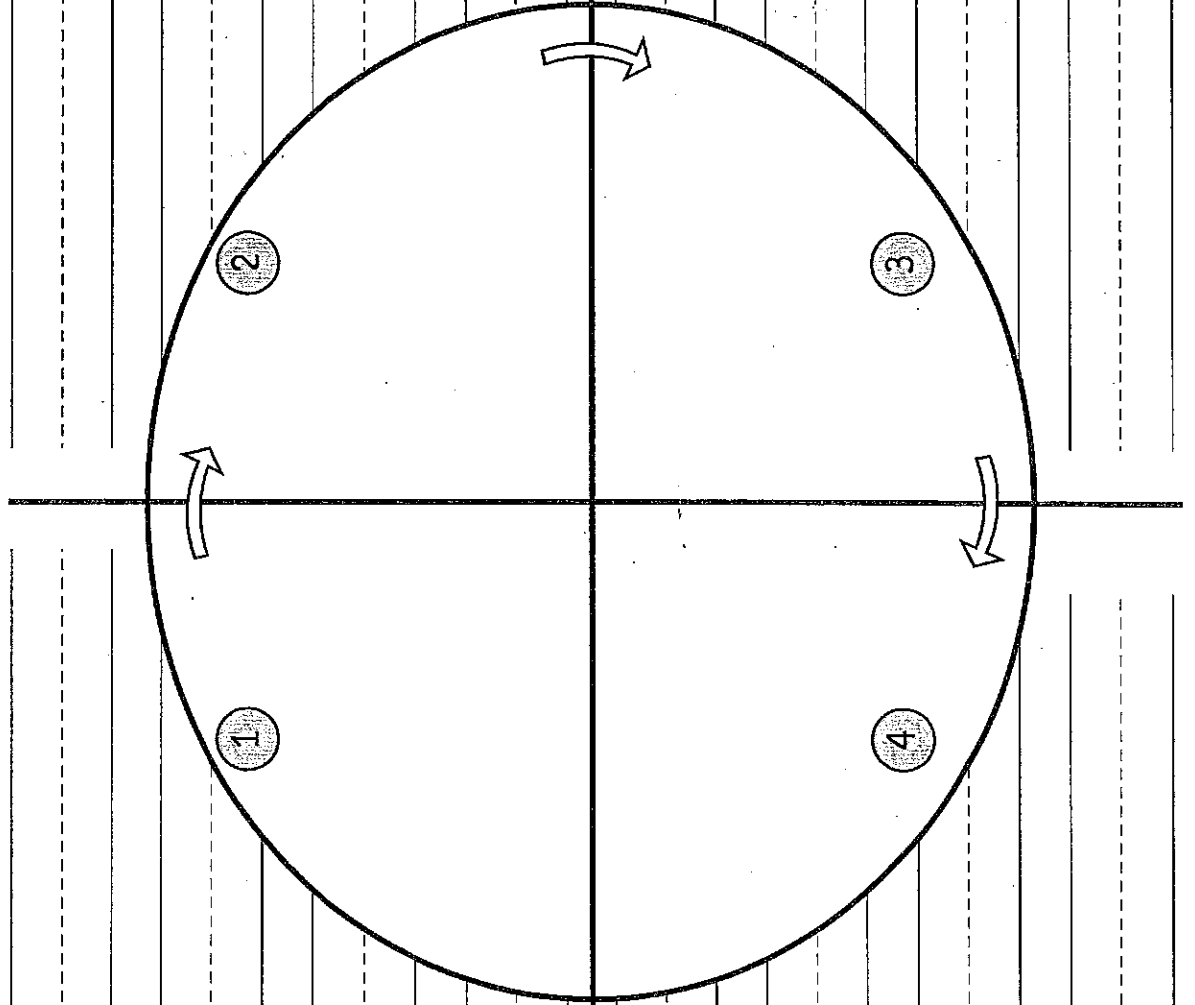
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A great book for this organizer is:
Frog and Toad Together by Arnold Lobel
 (HarperCollins, 1971)

Name: _____ Date: _____

Sequence Circle

Title: _____



Balloon Retelling

Children will retell a story, using the structure of beginning, middle, and end.

MATERIALS: copies of page 35, pencils

WHEN TO USE: after reading

DIRECTIONS:

- 1 Together, identify the key points of the story. Decide on the important parts of the beginning. Children record this information in the "Beginning" balloon.
- 2 Help children complete the "Middle" balloon by writing or drawing about what took place in the middle of the story.
- 3 Children fill in the "End" balloon with information about the story's conclusion.
- 4 Use the organizer to encourage discussion:
 - ⊗ How did you decide what was important?
 - ⊗ Did the "Beginning" impact the "Middle" and "End" balloons?

Name: Danielle Date: April 7

Balloon Retelling

Title: Corduroy

Middle
Corduroy goes searching for his missing button.

Beginning
Corduroy wants to be taken home. A little girl, Lisa, sees him.

End
Lisa takes him home. They become friends.

First Graphic Organizers: Reading © Scholastic Teaching Resources

Tips

- * Have children change the ending, then discuss the differences between the real ending and the new ending.
- * Provide the option of illustrating, rather than writing, the beginning, middle, and end of the story.

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A great book for this organizer is:
Corduroy by Don Freeman
 (Viking Penguin, 1968)

Name: _____ Date: _____

Balloon Retelling

Title: _____

Middle

Beginning

End

Character Report

Using text references and inferencing skills, children gain a deeper understanding of character.

MATERIALS: copies of page 25, pencils

WHEN TO USE: after reading

DIRECTIONS:

- 1 Be sure children have an understanding of verbs and adjectives. Then, begin with a discussion of a given character. Have children record the title and character on the lines, then draw the character's face. Then have them list specific actions of the character under the "verbs" heading.
- 2 Have children generate a word list to describe the character, recording the "adjectives" under the adjective heading. (Some of the descriptors might be directly from the book, but many will be inferred.)
- 3 Use the organizer to encourage discussion:
 - ⊗ What behaviors or situations in the story support the adjectives you chose?
 - ⊗ How do the verbs you listed relate to the adjectives you listed?

.....
A great book for this organizer is:
Amazing Grace by Mary Hoffman
 (Penguin Putnam, 1991)

Name: July Date: November 4

Character Report

Title: Amazing Grace

Character: Grace

<p>verbs actions the character does</p> <p>acted _____</p> <p>pretended _____</p> <p>danced _____</p> <p>walked _____</p> <p>dreamed _____</p> <p>hoped _____</p> <p>thought _____</p> <p>wanted _____</p>		<p>adjectives words that describe the character</p> <p>young _____</p> <p>proud _____</p> <p>creative _____</p> <p>feisty _____</p> <p>imaginative _____</p> <p>dramatic _____</p> <p>amazing _____</p>
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First Graphic Organizers: Reading * Scholastic Teaching Resources

Tip

* Provide simple scenarios to help develop inferencing skills. For example: *The girl ran into the room with a big smile. She raised her hands in the air and shouted, "Yes, we won!"* How did the girl feel? Explain to children that the text did not tell us the girl's feelings directly but we inferred from her behavior that she was happy. Say, *Let's look at the story we read and do the same thing for the character. How can we better understand and describe the character?*

