

TRINITY LUTHERAN SCHOOL, Burr Ridge, Illinois
First Grade Summer Reading
Mrs. Hammes

Attached you will find a list of recommended reading material for the summer, as well as a list of suggested reading-related activities. New first graders do not have to do the actual reading. They may listen as someone else reads to them. **The best way to help your child learn to read is to READ TO HIM or HER!**

You may also read books that are not on this list, but please note that the assignment described below is to be from a book on the list.

You may certainly contact me via Fast Direct, our school information system, if you have any questions or comments about this information.

REQUIRED SUMMER ASSIGNMENT:

Have your child copy one sentence from his/her favorite part of **A BOOK OR STORY FROM THE LIST** and draw a picture to illustrate that part on the worksheet provided. Make sure the worksheet is labeled with your child's name and the title and author of the book. We will discuss and display these papers when we return to school in August.

You may drop off this worksheet at school during the month of August and place it in my mailbox in the office, or your child may hand it to me on the first day of school.

Happy reading!

Mrs. Debbie Hammes

Recommended Reading for New First Graders
Trinity Lutheran School, Burr Ridge, Illinois
(either for reading by children or reading to them)

Bemelmans, Ludwig. *Madeline*.
Brown, Margaret Wise. *Goodnight Moon*.
Carle, Eric. *The Very Hungry Caterpillar*.
dePaola, Tomie. *Strega Nona*.
Freeman, Don. *Corduroy*.
Hoban, Russell. *Bedtime for Frances*.
Johnson, Crockett. *Harold and the Purple Crayon*.
Piper, Watty. *The Little Engine That Could*.
Potter, Beatrix. *The Tale of Peter Rabbit*.
Rey, H.A. *Curious George*.
Sendak, Maurice. *Where the Wild Things Are*.
Seuss, Dr. *The Cat in the Hat*.
Seuss, Dr. *One Fish, Two Fish, Red Fish, Blue Fish*.
Seuss, Dr. *Green Eggs and Ham*.
Zion, Gene. *Harry the Dirty Dog*.

Also recommended are various versions of "fairy tales," especially those by the Brothers Grimm and Hans Christian Andersen, and other traditional folk tales. Look for versions with illustrations you like. Be aware of the fact that in the retelling of these tales, various authors will change endings. You will probably want to pre-read before reading aloud to your child, and find a version with which you are more familiar. I recommend the following stories:

Little Red Riding Hood
Hansel and Gretel
Goldilocks and the Three Bears
The Three Billy Goats Gruff
Mother Goose Nursery Rhymes

Is your child ready to try a "chapter book"? Again, children may READ or be READ TO. Here are some suggestions.

Simple chapter books for beginners:

Frog and Toad series by Arnold Lobel
Henry and Mudge series by Cynthia Rylant
Nate the Great series by Marjorie Weinman Sharmat

A bit more challenging:

Junie B. Jones series by Barbara Park
Magic Treehouse series by Mary Pope Osborne

And try these authors as well for beginning chapter books and parent read-aloud chapter books:

Laura Ingalls Wilder (*Little House* series)
Beverly Cleary
E.B. White

SUGGESTED ACTIVITIES FOR READING PRACTICE

Using a newspaper, magazine, catalog, or piece of “junk” mail, have your child:

- circle specific high-frequency words (a, an, the, is, on, to, etc.)
- look for words beginning with or containing a specific letter or sound
- identify capital and lower case letters

Take a clipboard in the car and have your child:

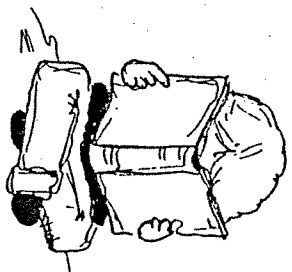
- look for familiar words on signs and record them on paper as you drive (On long trips, you may need to help spell words if they are not visible long enough to copy. On short trips, stoplights will be helpful!)
- write the alphabet, then look for at least one word beginning with each letter and record it

Have your child find and read or copy familiar words on trips to the mall, the grocery store, the doctor’s office, etc. Start a “collection” of new, unfamiliar words as well!

When reading to your child (or when he/she is reading to you):

- point to the words, tracking left to right
- stop to summarize the story so far (use the words first, next, last)
- predict what is going to happen next
- make up a new ending for a familiar story
- name the characters and the setting
- make connections to your own family life and your child’s own experiences
- have your child tell what his/her favorite part of the story was
- listen for words that rhyme

Name _____



This Was My Favorite Part!

Find a book you like. Copy a sentence from your favorite part of the story. Draw a picture to show what is happening.

Story Title _____

Author _____
