

June 10, 2009

Dear Parents,

Although our students are not attending school in the summer we believe that continued progress toward academic excellence is made when our students read. We know families are busy in the summer. Every effort has been made to provide meaningful summer reading assignments.

Please take a few moments and review your son or daughter's summer reading requirements. We have provided you with this information at this time so you will have time to adequately accomplish the requirements. Beyond these assignments, we recommend you foster opportunities for your son or daughter to read. We have included information for the public library and encourage you take advantage of all the reading resources they provide.

The packet that follows provides the grade level guidelines for book selection. Also included for each grade level are the ways a teacher will assess summer reading. If a project or paper is required, the details for those assignments are listed under the grade level. Several grade levels have included forms that should be returned the first day of school. We are pleased to note that the Middle School requirements allow students to use an online resource from the National Council of Teachers of English.

If you have questions or need to discuss the information in this packet contact me at (704) 541-1742, ext. 205 or by email at beth.farina@unitedfaith.org.

In His Service,

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United Faith Christian Academy Summer Reading 2009

We encourage you to take advantage of the free books available through your local public library. The Public Library of Charlotte & Mecklenburg County gives rewards based on the number of hours read. More information is available at www.plcmc.org/summerread. Students who live outside of Mecklenburg County may use the Public Library of Mecklenburg County provided they show their student identification.

Grades TK-1

There is no required reading list for grades TK through 1 but we have included a **reading list** to provide guidance. Early readers should be read to regularly. Early and emergent readers need books suited to their developing reading skills. A reading log is enclosed to record the books you read this summer. On the back of the reading log is a rating sheet for five books. Please select five books from what you read this summer and fill out the rating sheet. Bring the reading log/rating sheet with you when you come the first day of school.

Grade 2

Although there is no required reading list for second grade we have included a **reading list** as a guide for selecting age appropriate books. A reading log is enclosed to record the books you read this summer. On the back of the reading log is a rating sheet for five books. Please select five books from what you read this summer and fill out the rating sheet. Bring the reading log/rating sheet with you when you come the first day of school. Students will be able to share some of their favorite books with their class when they return to school.

Grade 3

Rising third graders need to read throughout the summer. Find books that interest you! The books must follow these guidelines:

- Have one hundred pages or more.
- Be approved by your parent.
- Be a book you have not read before.

Keep track of the books you read on the reading log. After you return to school, you will create a diorama based on one of your favorite books from your summer reading log.

Grade 4

This summer you should read at least three books. The two required books for summer are Because of Winn Dixie by Kate DiCamillo and Mr. Poppers Penguins by Richard Atwater. Please fill out the “Book Report Form” for one of the required books and create a “Summer Reading Collage” for the other required book. Forms for each are included. Mrs. Hall has provided a possible reading list of suggestions for your third book selection or you may choose another book with your parent’s permission.

Grade 5

Rising fifth grade students are required to read Charlie and the Chocolate Factory by Roald Dahl. Students will follow one of the following prompts, type their writing using complete sentences and bring the assignment with them the first day in the fall.

Option 1: Finding a golden ticket to visit Willy Wonka’s chocolate factory was a dream for many people. The children who found one each did it in a different way. However, their manners were less than admirable when they visited the Chocolate Factory. Select one of the five children who visited the Factory and write their apology letter to Willy Wonka for their bad behavior.

Option 2: You are a detective and have been asked to solve a two part case. Did Willy Wonka plan the situations that would tempt the children to misbehave based on what he knew about the children? Did the children who misbehaved get what they deserved? Write a letter to your boss explaining from your investigation of the book the answers to these to questions. Remember to use examples from the book to prove your answers to these questions.

Grade 6

Students should choose **one** of the four books listed below. Students will select two of the characters from the book they choose. Using the characters you selected and the online program at http://www.readwritethink.org/materials/trading_cards/ you will create a character trading card for each of your two characters. Print the cards out and bring them to school with you. The public library has computers, internet service and printers available in the event that you are unable to do this assignment at home.

Johnny Tremain, Esther Forbes
The Call of the Wild, London

The Swiss Family Robinson, Wyss
Wind in the Willows, Grahame

Grades 7- 8

7th grade: *Anne of Green Gables* by Lucy Maud Montgomery

8th grade: *A Wrinkle in Time* by Madeleine L'Engle

Read the book for your grade. Select four characters from the book. Complete four character cards using the online program at http://www.readwritethink.org/materials/trading_cards/. Print the cards out and bring them to school with you. The public library has computers, internet service and printers available in the event that you are unable to do this assignment at home.

MIDDLE SCHOOL (6th - 8th) EXTRA CREDIT:

Students who go beyond the required reading into optional reading will be rewarded with an extra credit "debit card" to be used on the test(s) of their choice. Points will be rewarded as follows: ten points will be earned for each additional book read (with completed response journal) up to a maximum of forty points. Students may apply these points to test scores during the school year (ie: redeem five points to change an 89 to a 94), with the used points being deducted from the card until the balance is zero. 6th-8th grade students may read any books of at least 200 pages which have been approved by their parents. Double entry reaction journals should be kept for each additional book read. These journals must contain a quotation or paraphrase on the left side of the page and a brief reaction to that section (feelings evoked by the passage or student's opinion regarding the passage) on the right side of the page. Each journal should have 2-3 excerpts/reactions per chapter, and the student's reactions must contain an average of twenty-five words. The journals should reflect the student's encounter with the entire book, not just a part.

Grades 9-12

9 th Grade-	<i>Lord of the Flies</i> by William Golding
10 th Grade	<i>1984</i> by George Orwell
11 th Grade	<i>The Scarlet Letter</i> by Nathaniel Hawthorne
12 th Grade	<i>Cry, the Beloved Country</i> by Alan Paton
12 th Grade AP	<i>Cry, the Beloved Country</i> by Alan Paton <i>Pride and Prejudice</i> by Jane Austen (Both books are required for AP English.)

Your summer reading will serve as a springboard for your first formal essay of the school year. We will spend time in class analyzing the style, tone, plot, setting, characters, organization, symbolism, imagery, and themes of each novel and discuss how the author's attitudes and certain biblical truths are revealed. After a thorough understanding of the novel has been achieved, we will practice the writing process by developing an original, arguable thesis and supporting that thesis with relevant concrete details within the novel as well as insightful personal commentary.

Please sign the honor statement at the end of this document when you have finished reading your selection and bring it with you on the first day of class.

Suggested Reading Lists

TK-1

BOB Books
Dr. Seuss Books
Bark, George Feiffer
If You Give a Pig a Pancake – Laura Numeroff
Guess How Much I Love You? – S. McBratney
Is Your Mama a Llama? – Guarino

Goodnight Moon, Runaway Bunny- Brown
Little Red Hen – Cardone
Little Bear Books – Minarik
Danny & The Dinosaur Books- Hoff
Jump, Frog, Jump-Kalan
Noisy Nora – Wells
Click, Clack, Moo-D. Cronin

Grade 2

Bringing the Rain to Kapiti Plain Aardema
Bugs! Greenberg
First Day Jitters Danneberg
Grandfather's Journey Allen Say
Howay for Wodney Wat Lester
Hop on Pop Dr. Seuss
I Am America Charles R. Smith Jr.
Little Bear Minarik
Mike Mulligan and His Steam Shovel Burton
Millions of Cats Gag
Mr. Putter and Tabby Bake the Cake Rylant
My Teacher for President Winters
Stand Tall, Molly Lou Melon Lovell
Stellaluna Cannon
Magic Tree House Series Osborne

The Other Side Woodson
Things That Are Most in the World Barrett
Cam Jansen Adler
Aunt Eater Loves A Mystery Cushman
Chato's Kitchen Soto
Cloudy With A Chance of Meatballs Barrett
George Speaks King-Smith
I Dream of Trains Angela Johnson
Miss Daisy is Crazy! Gutman
Miss Nelson is Missing! Allard
Momma Where Are You From? Greene
Pa Lia's First Day Edwards
Junie B. Jones Series Park
A to Z Mystery Ron Roy
Wolf Becky Bloom

Grade 4

Fudge-o-mania, Tales of a Fourth Grade Nothing- Blume
Frindle, A Week In the Woods- Clements
The B.F.G.-Dahl
The Tale of Despereaux-DiCamillo
Harriet The Spy- Fitzhugh
The Borrowers-Norton
Wayside School is Falling Down, Sideways Stories From Wayside School-Sachar
Where The Sidewalk Ends-Silverstein
Chocolate Fever- Robert Smith

Summer Reading Log for TK –Grade 2

Name _____

Grade _____

Title of Book

Author

**Parent
Signature**

Date

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.			

TK-2 Book Rating Sheet

Name _____

Book Title _____

I thought this book was



great



okay



not good

because _____

Book Title _____

I thought this book was



great



okay



not good

because _____

Book Title _____

I thought this book was



great



okay



not good

because _____

Book Title _____

I thought this book was



great



okay



not good

because _____

Book Title _____

I thought this book was



great



okay



not good

because _____

4th Grade Summer Reading Forms

Student's Name: _____

Books you read:

1. _____
2. _____
3. _____
4. _____
5. _____

Parent's signature: _____

4th Grade Summer Reading Book Report Form

Name: _____ Date: _____

- Title of Book _____
- Author's Name _____
- Number of pages _____

Setting: Time & Place

Main Characters: Give a brief description of each character.

1. _____
2. _____
3. _____
4. _____

What is the book about?

What's the most interesting part of the book to you?

Did you like the book? Why or Why not? _____

This book was... Circle one.

Easy to read just right to read a little difficult too hard

I have read this entire book. Student signature: _____ date_____

4th Grade Summer Reading Collage Assignment

A collage is a group of pictures arranged in any way that fits on paper that explains in pictures where the story takes place, who are the most important characters, and what happened in the book.

Materials Needed:

½ sheet poster board (white or any color)

Markers

Pictures cut from magazines, newspapers, etc.

Glue

Instructions:

Divide the ½ sheet poster board into 3 sections.

Write the title of the book and its author at the top of the poster board

Place pictures in each section that identify the part of the story

1. **Setting** – the time (year, season, days/weeks, weather) that the story took place and the place (town, city, country, homes, south, north, hills, swamps, mountains)
2. **Characters**- find pictures that look like 3 of the major (most important) characters in the story (hair style, types of clothing, shoes, belts, tall skinny, short, large)
3. **Plot** – find pictures that explain what happens in the story (an argument, a wedding, searching for something lost, being a friend, moving to a new place, adventures, hiking)

On loose leaf (neatly written or typed in 12font) answer the following in complete sentences.

Once the writing assignment is complete, glue it to the back of the poster.

Where did the story take place? Give the time (when) and place (where) most of the story happens.

Write the names of 3 important characters in the story. Write a description of each one that tells what the character is like (happy, sad, scared, adventurous, intelligent...) and what each looks like (red hair, green eyes, freckles, tall...)

Using 5 to 7 sentences tell what happens in the story. Was it an adventure? Was it a mystery? Was it true to life? What happened? What was the most the exciting part of the story?

Grades 9-12

Summer Reading Honor Statement

I, _____, completed reading _____
during the summer of 2009.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Grade 12 (AP)

Summer Reading Honor Statement

I, _____ completed reading _____
and _____ during the summer of 2009.

Student Signature _____ Date _____

Parent Signature _____ Date _____