



Glasgow Christian Academy

**SUMMER READING
1ST – 8TH GRADE
JUNE 2011**

- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Middle School

PROVIDING **A** NETWORK OF **T**RUTH IN A **H**ERITAGE OF **E**DUICATION **R**EFLECTING **S**CRIPTURE

Glasgow Christian Academy
2880 Summit Bridge Road Bear, DE 19701-2007
Office: (302) 392-1090
Fax: (302) 836-4605



June 2011

Dear upcoming First Grade Parents,

I cannot wait to begin teaching your children next year! It is really important that we begin teaming together now to ensure they are ready for first grade. Please encourage them to continue to use and build all the wonderful skills they learned in Kindergarten, especially reading skills. Over the summer have them read books to you or an older sibling. I would suggest a book a week. In the beginning it can be a book they really like and are comfortable reading. Have them read it over and over again. This builds confidence which is a very huge factor to the success of first grade. As they read a book have them write the title of the book on any color piece of paper, cut it out, and glue it on a small poster board. This will be our "Look at what I read this summer collage".

Please also review the attached list of the "Dolch Sight Words". Making flash cards and practicing them during breakfast, lunch or dinner, right before bed, or during "adult swims" at the pool are just a few great times to make reviewing fun and easy. I suggest going through a small pile three times a week in July and August. Just 3 to 5 minutes of practice at a time will be very beneficial. This again helps build their confidence in recognizing words frequently encountered on first grade school work.

Please feel free to email me with any questions or concerns at breed@gca-de.org. I hope you have a fabulous, fun, and safe summer! Again I look forward to getting to know each one of you and your children!

In Christ,

Mrs. Reed
First Grade Teacher

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Dolch Sight Words

Pre-Primer		Primer		First	
a	blue	are	all	after	again
and	can	ate	am	an	any
away	down	be	at	ask	as
big	find	brown	black	could	by
come	funny	but	did	every	give
for	go	came	four	fly	had
help	here	do	get	from	her
I	little	eat	have	going	him
in	look	good	he	has	his
is	make	into	like	how	just
it	nine	must	new	jump	know
me	not	now	no	let	live
my	one	out	on	old	may
play	orange	pretty	our	put	of
see	purple	ran	please	round	once
three	red	ride	saw	take	open
to	run	she	say	thank	over
up	said	soon	so	think	some
we	the	there	that	warm	stop
You	two	they	this	when	them
	where	under	too		then
	yellow	was	want		walk
		went	well		were
		white	what		
		will	who		
			with		
			yes		

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June 2011

Dear Parents of children entering second grade,

Summer provides a great opportunity for your child to maintain and build their reading skills. In an effort to encourage summer reading, GCA has established a summer reading program.

The project for children entering second grade is to read books of their choice. Selections should be guided by parents for age and content appropriateness. On occasion, I encourage you to ask them about what they are reading. Ask them to retell the story and tell about the characters, settings, events, problems and solutions. After your child reads an age appropriate book, please have them color in a seed on the watermelon paper and record the title and author of the book on the reading log; both of which are attached to this letter. A chapter book entitles your child to color three seeds. I ask that your child read at least two second grade reading level books over the summer. For one of those, please complete either the Picture Walk or Story Chart reading response activities, also attached.

If your child reads more books than seeds, just continue to record the books on the reading log. On the first day of school, please turn in the colored watermelon, reading log, and reading response activity. These will be their first grades for the year.

In addition to reading, I suggest your child write in a journal once in a while. Maybe every few weeks, they can write about a vacation they went on or a fun day they had.

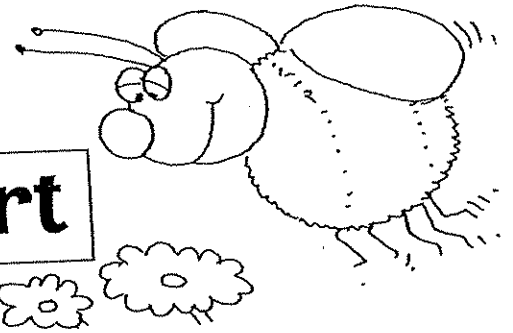
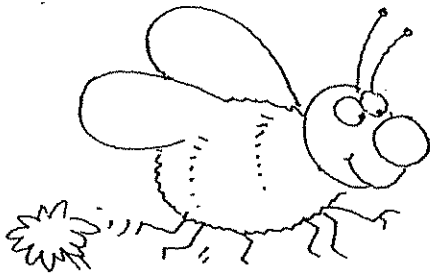
If you have any questions, please feel free to contact me at awunder@gca-de.org. I hope you have a fun filled summer!

Amanda Wunder
Second Grade Teacher

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Name _____ Date _____



PROJECT 25

Story Chart

Materials	
✓	your book
✓	Story Chart sheet
✓	pencil
✓	crayons or markers

Steps:

1. Write a sentence describing the setting.
2. List the main characters.
3. Draw pictures of the beginning, middle, and ending of the story. Write a sentence about each.
4. Circle the face that matches what you thought of the book, then tell why.
5. Share your story chart with another student who has read the same book.

Story Chart Example


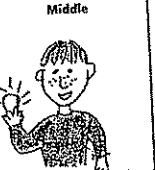

Name _____ Date _____

Story Chart

Book Title: The Ninth Nugget

Setting The setting is Wheat Ranch in Montana. There are a lot of animals at the ranch.

Characters Dink, Josh, and Ruth Rose are the main characters.

Beginning	Middle	Ending
		
<u>Dink, Josh, and Ruth Rose take a plane to Montana.</u>	<u>Josh finds a gold nugget and then it's gone.</u>	<u>The kids find out who took the gold nugget.</u>

I thought this book was great 😊 okay 😐 not good ☹️

because it was exciting when Josh found the nugget!

57

(over for story chart)

Name _____ Date _____

Story Chart

Book Title: _____

Setting _____

Characters _____

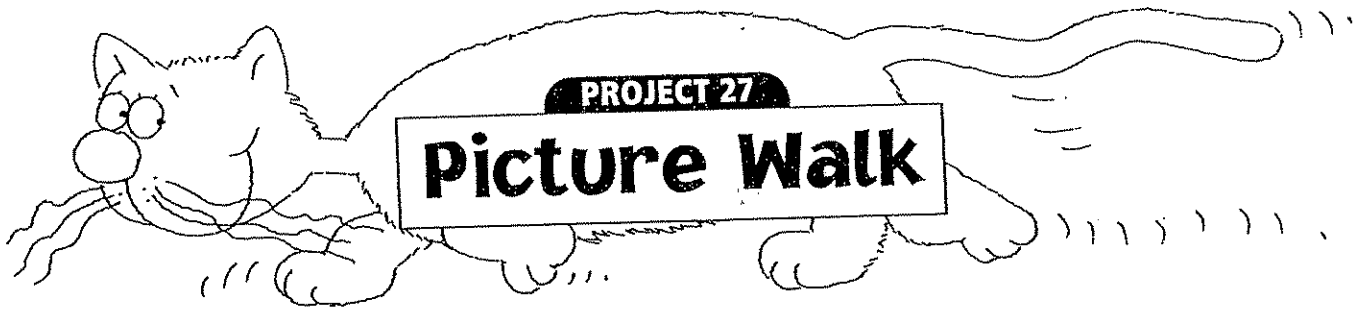
Beginning

Middle

Ending

I thought this book was great  okay  not good 

because _____



Materials

- ✓ your book
- ✓ Picture Walk sheet
- ✓ crayons or markers

Steps:

1. Write the title and author.
2. Think about how to retell the story in pictures.
3. Decide on three key events. They should retell the beginning, middle, and ending.
4. Draw a picture for each event in the order they happened.

Picture Walk Example

Name _____ Date _____

Picture Walk

Book Title: Ramona Quimby, Age 8
Author: Reverly Cleary

Middle

Beginning

Ending

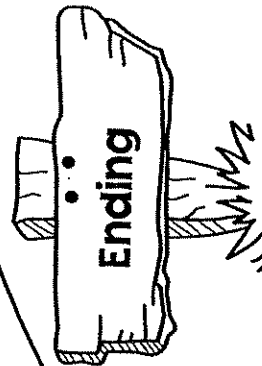
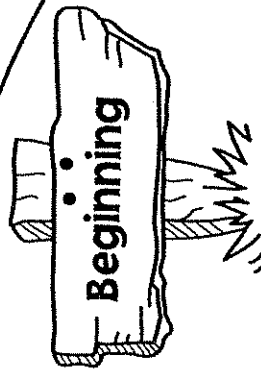
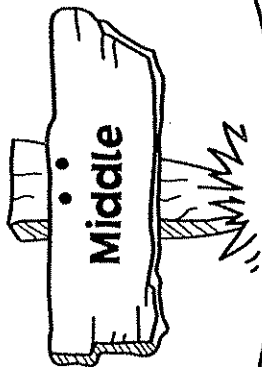
A diagram illustrating a 'Picture Walk' for the book 'Ramona Quimby, Age 8' by Reverly Cleary. It features a wavy path with three sections. The first section is labeled 'Beginning' and shows a school bus. The second section is labeled 'Middle' and shows a girl. The third section is labeled 'Ending' and shows a group of people at a table. Above the path is a cloud containing the book title and author name.

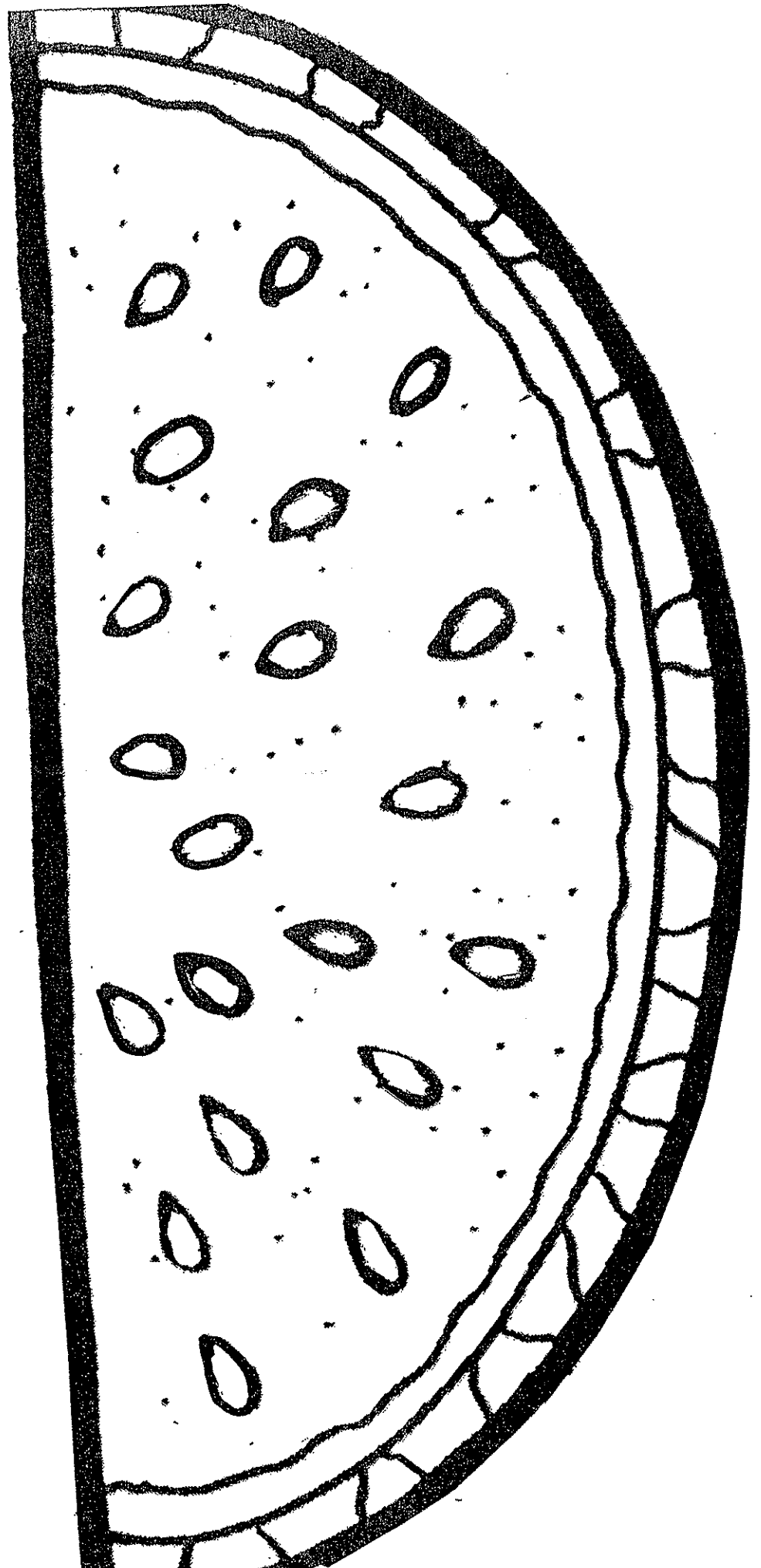
(over for chart)

Name _____ Date _____

Picture Walk

Book Title: _____
Author: _____







June 2011

Dear Future 3rd Grade Parents,

This summer, each GCA student is required to complete a summer reading assignment. The assignment will consist of reading one book along with completing a project related to the book. Depending on the needs of your child, you may read the book together, your child may read it independently, or a combination of both. Attached find a list of books to choose from as well as project details. All of the books have to do with a child entering third grade, and should be enjoyable reads. If you would like to know more about the choices, such as a summary of the plot or the number of pages, Amazon.com has information on all of the titles. I would encourage you and your child to look at all of the titles before making a choice.

Once your child has finished the book, have them complete the Character Map project. Please make sure you go over the directions with your child so they understand how to complete the assignment. Students will be required to bring their projects on the first day of school. Projects must be received on time in order to receive full credit. This will be the first reading grade earned in the first quarter, so please encourage your child to do his or her best work.

In addition, I would like each child to have a **Bible** to keep in their desk at school. NIV is preferable, but not required. Please send the Bible with them the first week of school. Feel free to spend time reading the Bible this summer as well!

GCA's goal is to keep students engaged and reading over the summer. I would encourage you to have them do additional reading that they enjoy in preparation for third grade. If you have any questions, please contact me at jsinger@gca-de.org.

Have a wonderful summer, and I look forward to getting to know all of you better in a few months!

In Christ,

Julie Singer

Mrs. Julie Singer
3rd Grade Teacher

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**Third Grade Summer Reading
2011-2012**

Please choose and read one book from the following list:

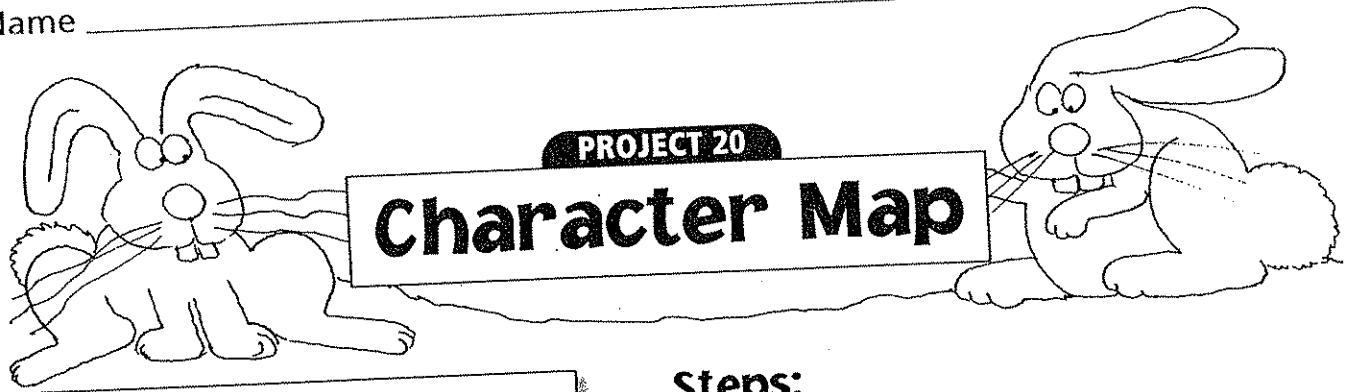
- Herbie Jones by Suzy Kline
- I Was a Third Grade Science Project by Mary Jane Auch
- Judy Moody was in a mood. Not a good mood. A bad Mood. by Megan McDonald
- Ramona Quimby, Age 8 by Beverly Cleary

Complete a Character Map for the story. Materials and instructions are attached.

Take the time to draw nice illustrations and use color. Don't forget to add detail. Also, please make sure you use complete sentences in your writing. I will be looking at how much effort you put into your work when I consider your grade.

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Materials

- ✓ your book
- ✓ Character Map sheet
- ✓ pencil
- ✓ crayons or markers

Steps:

1. Choose a character from your book.
2. In the circle, write the character's name.
3. In box 1, draw a picture showing how the character feels at one point in the book. Write a sentence about it.
4. In box 2, draw picture of something the character likes. Write a sentence about it.
5. In box 3, draw a picture of something the character does in the story. Write a sentence about it.
6. In box 4, tell whether the character seems real to you. Tell why.

Character Map Example

Name _____ Date _____

Character Map Book Title: Mufaro's Beautiful Daughters

1

Nyasha was happy as she worked in her garden.

2

Nyasha likes the snake in her garden.

Nyasha

3

Nyasha is kind to people she meets on the way to the city.

4

Does the character seem real?

yes no

Tell why or why not.

The character seems real to me because she worries when her sister runs away.

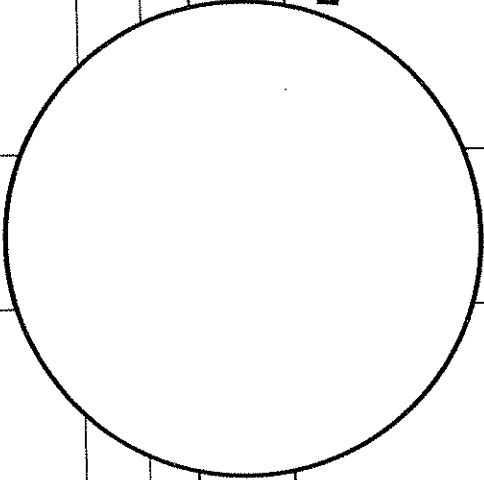
Name _____ Date _____

Character Map

Book Title: _____

2

1



4 Does the character seem real?
yes no

Tell why or why not.

3



June 2011

Dear Future 4th Grade Parents,

This summer each GCA student is required to complete a summer reading assignment. The assignment will consist of reading one book, along with completing a project related to the book. Attached find a list of books to choose from, as well as project details. If you would like to know more about the choices, such as a summary of the plot, example text, or the number of pages, Amazon.com is an excellent resource. I would encourage you and your child to look at all of the titles before making a choice.

Once your child has finished the book, have them complete the Happy Hang-ups project. Please make sure you go over the directions with your child so they understand how to complete the assignment. Students will be required to bring their projects on the first day of school. Projects must be received on time in order to receive full credit. This will be the first language arts grade earned, so please encourage your child to do his or her best work. Students may share their projects with the class. They will receive points for following directions, completion, organization, spelling, and neatness.

GCA's goal is to keep students engaged and reading over the summer. I would encourage you to have them do additional reading that they enjoy in preparation for fourth grade. If you have any questions, please contact me at lhuffman@gca-de.org.

Have a wonderful summer, and I look forward to getting to know all of you better in a few months.

In Christ,

Mrs. Leslie Huffman
4th Grade Teacher

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**Fourth Grade Summer Reading
2011-2012**

Please choose and read one book from the following list:

- American Girls Collection
- Atwater, Mr. Popper's Penguins
- Dear America Series
- Banks, Indian in the Cupboard
- Brink, Caddie Woodlawn
- Byars, Summer of the Swans
- Byars, Trouble River
- Cleary, Dear Mr. Henshaw
- Dadey, Adventures of the Bailey School Kids (series)
- Dalgliesh, The Courage of Sarah Noble
- Dixon, Hardy Boys (Series)
- Duey, Cave-in; St. Claire, Pennsylvania
- Dahl, Charlie and the Chocolate Factory
- Gardiner, Stone Fox
- Henkes, Misty of Chincoteague
- Konigsburg, From the Mixed-Up Files of Mrs. Basil E. Frankweiler
- Krensky, Paul Revere's Midnight Ride
- Lenski, Strawberry Girl
- MacLachlan, Skylark
- Keene, Nancy Drew (Series)
- Schurfranz, A Message for General Washington
- Sobel, Encyclopedia Brown, Boy Detective (series)
- Speare, The Sign of the Beaver
- Wilder, Little House Books

Complete the Happy Hang-up project for the story. Instructions are attached.

Take the time to write neatly, draw nice illustrations, and use color. Please be sure to use complete sentences in your writing. I will be looking at how much effort you put into your work when I consider your grade.

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Happy Hang-ups

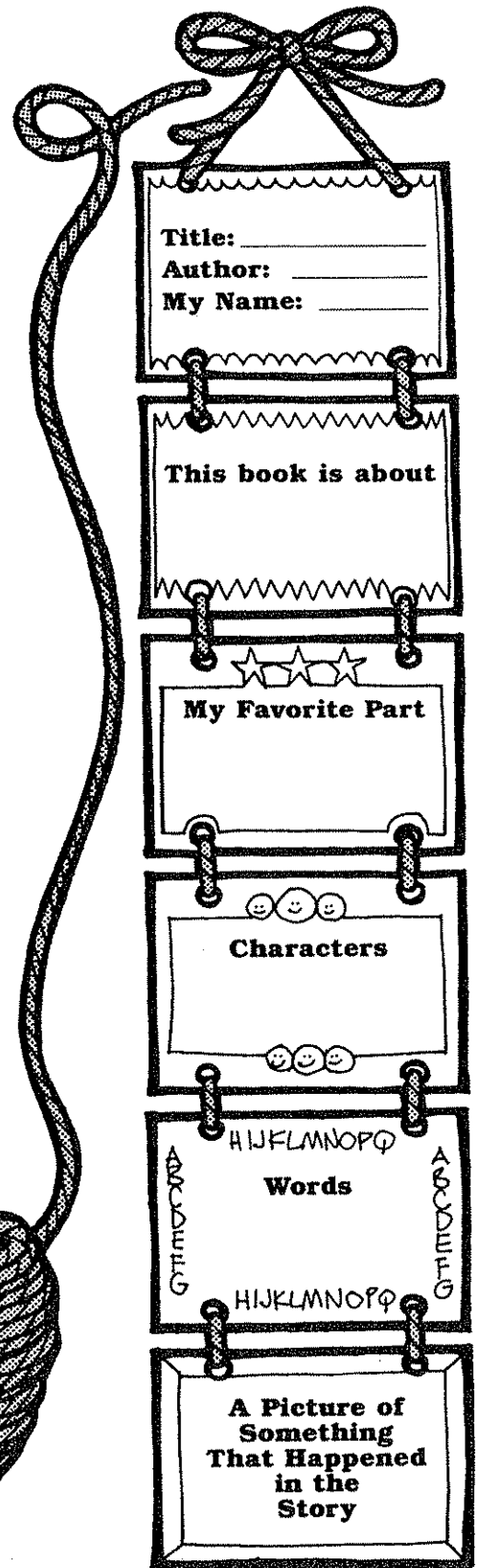
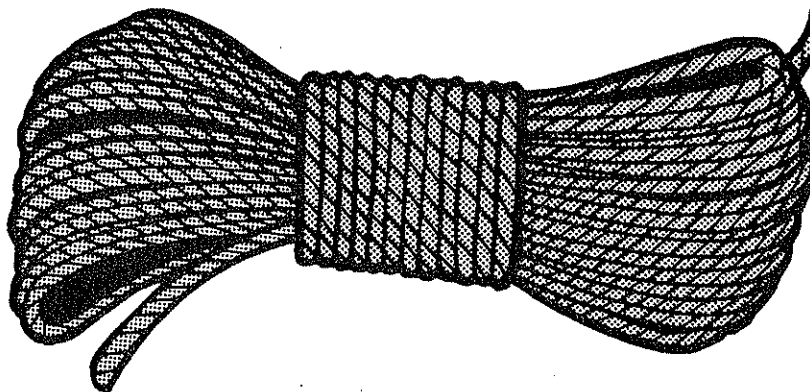
What You Need

- (6) four-by-six index cards
- a pencil
- colored pencils
- a hole punch
- yarn

What You Do

1. Punch holes in the index cards as shown. Punch two holes in the top and two holes in the bottom of the first 5 cards. Punch holes only in the top of the sixth card.
2. Tell something about your book on each card. Use your very best printing or cursive. Add color by going over your words in colored pencil. You *may* use the computer for the headings only, not your information.
3. Draw a border (in color) around the edge of each card.
4. Tie the cards together with the yarn.
5. Tie a bow at the top for a hanger

Please follow the model shown on this page. For the "Words" card, write down a list of some interesting words that the author used. You should use words for 5 of the cards and draw a small picture for the 6th card. You *may* use the computer for the headings on each card.



REVISED for 5th Grade
June 8, 2011



June 2011

Dear Parents of Fifth Grade Students:

Research states that, during the summer, students may lose as much as six weeks of growth from the school year. Reading unleashes the imagination, expands vocabulary, and improves comprehension. This summer, GCA will be requiring each student to complete a summer reading project. Each grade will be given a choice of at least five titles which were chosen based on reading level, themes, and readability. We ask that you sit down with your student and review each title for interest and appropriateness. Amazon.com, sonlight.com, CBD.com, and BN.com are all great resources for reading summaries and reviews of the novel. Check the Glasgow Church or local library as well.

Our goal is to keep students engaged and reading over the summer. We suggest that students complete their reading and the chosen project early in the summer. Procrastination can be hard on students and parents. I would also encourage all students to participate in their local library's summer reading club. New Castle County and Cecil County libraries will kick off their programs during the first week of June. Check your local library's website for more information and downloadable registration forms.

Students will be required to bring their projects on the first day of school and present them in class. Project grades will be the first grade earned in the first quarter. Students are to select ONE title from within their grade level and complete ONE of the projects listed. They are of course welcome to read more than one of the selections for pure enjoyment!

In Christ,

Mrs. JoAnn Finocchiaro
5th Grade Teacher

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Fifth Grade

Book in a Bag

- After reading the novel, the students will find five to seven items that represent symbols, plot details, or characters from the novel.
- Students will decorate the outside of their bags with images related to the novel.
- Students will write a paragraph explaining the significance of 5 – 7 items in the bag.
- Students will prepare a brief (3 – 5 minute) presentation during which they will explain the significance of each item in the bag. Note cards may be used during the presentation.

Collage

- After reading the novel, students should create a collage of images, symbols, and words from the novel.
- Collages must be at least 16 x 20 and be completely filled with pictures, letters, etc. cut from magazines and/or clip art.
- Students will write a paragraph explaining the significance of the pictures from the collage.
- Students will prepare a brief (3 – 5 minute) presentation during which they will explain their collages to the class. Note cards may be used during the presentation.

Power Point

- After reading the novel, students will create a Power Point presentation.
- Presentations should include a title page listing the novel title, author, and student name.
- Students will create at least five additional slides focusing on plot, symbols, and/or characters from the novel.
- Students will write a paragraph explaining the significance of their slides.
- Students will need to save their Power Point presentations to a USB drive. Power Point presentations will be shared with the class on the first day of school. Students may include music as part of their presentations. A CD player will be available for their use.

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BOOK OPTIONS

Incoming 5th

Beyond the Desert Gate by Mary Ray

Christian Heroes Then and Now Series by Janet & Geoff Benge (many titles available)

Flame over Tara by Madeleine Polland

Master Cornhill by Eloise Jarvis McGraw

Mr. Popper's Penguins by Richard and Florence Atwater

Phoebe the Spy by Judith Griffin and Margot Tomes

The Door in the Wall by Marguerite DeAngeli

The Secret Garden by Frances Hodgson Burnett

The Shakespeare Stealer by Gary Blackwood

The Sign of the Beaver by Elizabeth George Speare

The Westing Game by Ellen Raskin

Theras and His Town by Caroline Dale Snedeker

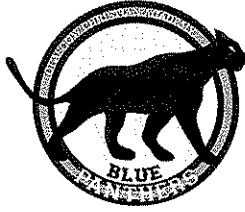
Toliver's Secret by Esther Wood Brady

Trailblazer Books Series by Dave & Neta Jackson (many titles available)

Walk the World's Rim by Betty Baker

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Our goal is to keep students engaged and reading over the summer. My suggestion as both a parent and a teacher is that students complete their projects before August. My own children will be completing their projects in June before we get too comfortable with our summer routine. Procrastination can be deadly! I would also encourage all students to participate in their local library's summer reading club. New Castle County and Cecil County libraries will kick off their programs during the first week of June. Check your local library's website for more information and downloadable registration forms.

Students will be required to bring their projects on the first day of school and present them in their Language Arts class. Project grades will be the first grade earned in the first quarter. Students are to select one title from within their grade level and complete ONE of the projects listed on the Middle School Project Sheet.

In Christ,


Lynne Schaefer

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BOOK OPTIONS

Incoming 6th

Crispin: At the Edge of the World by Avi
A Wrinkle in Time by Madeline L'Engle
Hoot by Carl Hiaasen
The True Confessions of Charlotte Doyle by Avi
Bud, Not Buddy by Christopher Paul Curtis
The View from Saturday by E.L. Konigsburg

Incoming 7th

Small Steps by Louis Sachar
The Egypt Game by Zilpha Keatley Snyder
Chasing Vermeer by Blue Balliet
Flush by Carl Hiaasen
Milkweed by Jerry Spinelli
A Time for Angels by Karen Hesse

Incoming 8th

Let the Circle Be Unbroken by Mildred Taylor
Scat by Carl Hiaasen
The Boy in the Striped Pajamas by John Boyne
The Wright 3 by Blue Balliett
Christy by Catherine Marshall
True North by Kathryn Lasky

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Middle School Project Sheet

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