

Pleasant View School
First Grade Summer Reading Program



Each student is required to do the following:

1. Read at least **two** books from the list below during the summer.
2. Complete a reader response log for at least one book. Please note that the reader response log is due the second week of school.
3. Complete or begin working on your performance-based activity or storyboard about one of your books. All summer reading projects will be due by then end of September.

Summer Reading List

Students must select **two (2)** books to read from the list below. First grade students will not be tested using the Accelerated Reader (AR) program nor will they be required to complete a writing assignment.

Title	Author
Itchy, Itchy Chicken Pox	Grace Maccarone
Click, Clack, Splish, Splash	Doreen Cronin
The Doorbell Rang	Pat Hutchins
Junie B. Jones, The First Grader (at Last!)	Barbara Peck



Guiding Questions for Readers

Because good readers often pose questions about texts that require different levels of thinking and interpretation, the following is a list of guiding questions that students may use to monitor their reading comprehension before, during, and after reading a text.

1. Did you or a character in the book learn a lesson from the story you read? Who learned the lesson? What lesson was learned? How did the lesson affect the person's life?
2. What is the author's purpose for writing this book? (i.e. for entertainment, to inform)
3. What was the big problem in this story and how was it solved? What might have happened if the problem had not been solved?
4. What is something new that you learned from reading this book?
5. Think of a character in the story who reminds you of someone else you know. Write or tell how the two people are similar and/or how are they different?
6. If you want to persuade someone to read this book, what would you say to make them want to read it?
7. Did this book remind you of an experience from your own life? Did you handle your experience in a similar manner or did you handle your experience differently than the characters who are in the book?



What suggestions can you give the characters to help them to make better decisions about their experiences?

Suggested Summer Reading Activities

Each student will complete **one activity** from the list below to show his/her comprehension of the book he/she chose.

1. Construct a mobile discussing each story element, and present an oral interpretation. The mobile should include the following elements:
 - Title
 - Author
 - Main characters
 - Setting
 - Plot summary (the beginning, middle, and end)
2. Construct a comic strip that retells an entire story, and be ready to present an oral interpretation of your comic strip.
3. Create and use a storyboard. (Refer to the Summer Reading Project Rubric*). The storyboard should include the following elements:
 - Title
 - Author
 - Main characters
 - Setting
 - Plot summary
 - Conflict
 - Solution or resolution
 - Author's purpose
 - Tone or mood

Reader Response Log Guidelines

The objectives of this activity foster students' understanding of the books they will read during the summer. Teachers expect to see growth in students' abilities to respond to and communicate about literary works and other texts. Students will respond personally and analytically to the required texts and genres, depending on their grade levels. Students will keep record of their growth in reading by writing responses in their log(s).

Students should discuss the books with others, such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten (or typed in Times New Roman font.) Log entries should be turned during the second week of school.

Each student will complete a reader response log for at least one of the books read to assist him/her in understanding the books and in developing his/her chosen project. A parent must sign the log(s). Use the sample on the following page.

Rubric for Summer Reading Project

Category	Scoring	Point Total
Clarity of Writing	Lowest Highest	20 Points
Uses proper grammar and mechanics	1 2 3 4 5 6 7 8 9 10	
Uses vocabulary appropriate for grade level and audience	1 2 3 4 5 6 7 8 9 10	
Creativity	Lowest Highest	15 Points
Exhibits originality of subject or idea	1 2 3 4 5	
Displays imagination in manner of production/presentation	1 2 3 4 5	
Demonstrates clever, inventive and effective expression of ideas	1 2 3 4 5	
Quality of Project	Lowest Highest	30 Points
Represents real student and effort	1 2 3 4 5 6 7 8 9 10	
Exhibits appropriate grade level work	1 2 3 4 5 6 7 8 9 10	
Creates visually appealing (i.e., neatness, illustrations, coversheets, handwriting) product	1 2 3 4 5 6 7 8 9 10	
Depth of Written Expression	Lowest Highest	30 Points
Places proper emphasis on important items	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	
Completely portrays concepts of the book	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	
Interest Evoked	Lowest Highest	5 Points
Encourages others to read this book or not to read this book with supported rationale	1 2 3 4 5	
Total Project Points		

Reading Response Log Grade 1

Student's Name:	Summary or Reflection This picture reminds me of...
Title of Book:	
Author:	
Illustrator:	
Date of Entry:	
Grade of Student:	
Parent's Signature:	
<p style="text-align: center;">My Favorite Picture in the Book</p> <p>Draw a picture of your favorite character, place, or thing in the story. You may use another sheet of paper if needed.</p>	