

***Pleasant View School***  
“Splash” into Summer Reading  
Kindergarten Summer Reading Packet

As-Salamu Alaikum PVS Friends,

Welcome to Kindergarten! We are so excited about our new Kindergarten friends. This packet has your summer reading list and activities. Enjoy your summer and don't forget to READ ☺

Love,  
Mrs. Lindsey and Mrs. Natalie

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Student Name:

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Date:

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# Expectations for Students

## During the summer break, students should

- read assigned books for your grade level
- complete the reader response log for at least one of the two books read to assist you in understanding the books and in developing the chosen project

## After the summer break students should

- turn in your reader response log(s) to your teacher
- complete your summer reading project by the deadline (**August 17, 2011**) with your parents and teachers guidance
- take the Accelerated Reader test. Students may take the test during the first two weeks of the school.

## Guidelines for Summer Reading

### Each students is required to do the following

1. Read at least **two** books during the summer from the list below.
2. Complete a reader response log for **one** of the books. Please note: The reader response logs are due the second week of school
3. Take the Accelerated Reader (AR) test for the designated book at your grade level.
4. Complete or begin working on your performance- based activity or storyboard about **one of your books**. All summer reading projects will be due by August 17.

## Summer Reading List

1. The Foot Book	By: Dr. Seuss
2. Biscuit goes to School	By: Alyssa Satin Capucilli
3. Brown Bear, Brown Bear, What do you see?	By: Bill Martin
4. Chicka, Chicka, Boom Boom	By: Bill Martin

## Suggested Summer Reading Activities

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

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 (Beginning, middle, and end)

2. Construct a comic strip the retells the 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

4. Make a paper bag puppet of your favorite character from the story and write two sentences about the character. Be prepared to read your sentences and show your puppet in the classroom. Follow the guidelines on the attached worksheet and answer questions.

### **PAPER BAG PUPPET -- CREATING A STORY CHARACTER**

**OBJECTIVE** To make a paper bag puppet of a character in a story we read.

**MATERIALS** paper bag or sock, crayons or markers, other materials appropriate to make a hand puppet

#### **PROCEDURE**

1. Select a character for your hand puppet from a story you enjoyed.

**What story** have you selected?

**What character** have you selected?

**Why** did you select this character?

2. Tell your family member about the story and the character you selected. Explain what the character did in the story and what he, she, or it is supposed to look like.

3. Gather materials that you can use to turn a paper bag or an old sock into your hand puppet. Check with your family member to make sure the materials you are using are not needed for something else.

4. Make your hand puppet as original as possible. On the puppet's face try to capture an emotion that the character had in the story.

5. Show your hand puppet to your family member and ask for suggestions or reactions.

**Who is helping you?**

**What was his or her reaction to your puppet?**

6. Make any improvements that you think will help improve your puppet.

7. Bring in your puppet to class ( sometime near the end of August: an exact due date will be given

during the first week of school)

## **DISCUSSION**

Discuss these questions with your family member.

1. Ask **your family member** to give you five words that **describe your puppet**. List them.

1.

2.

3.

4.

5.

2. Do you agree? What words would **you** use to **describe the puppet**?

(a)

(b)

(c)

## **NOW TRY THIS!**

Be prepared to tell your teacher and classmates why you selected this character for your hand puppet. Be prepared to explain the expression you put on the puppet's face. Write your ideas here.

## **Parent Feedback**

As-Salamu Alaikum Kindergarten Parents,

I would love to hear your comments and how your child reacted to the activity. Use the space below to provide feedback. Thank you.

Warmest Regards,  
Mrs. Lindsey

\_\_\_\_\_ 1. My child understood the homework and was able to discuss it.

\_\_\_\_\_ 2. My child and I enjoyed the activity.

\_\_\_\_\_ 3. This assignment helped me know what my child is going to be learning in language arts.

Any other comments:

Parent Signature: \_\_\_\_\_

# Reader Response Log Guidelines

The objectives of this activity foster students' understanding of the books they will read during the summer. Students will respond personally and analytically to the required texts and genres. Students should discuss the books with others such as their parents, friends, relatives, or teachers for better understanding. Responses should be neatly handwritten. Log entries should be turned in during the second week of school.

Directions: Complete a reader response log for at least one of the books read to assist you in understanding the books and developing your chosen project. A parent must sign the reading logs. The reading log worksheet is attached.

STUDENT NAME	Summary of Reflection
Book Title:	This Picture reminds me of ...
Author:	
Illustrator:	
Date:	
Grade:	
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>	

Reader Response Log

## Rubric for Kindergarten Summer Reading Project

Student's Name: \_\_\_\_\_

Project Title: \_\_\_\_\_

### Number of Responses:

- 1 = weak, underdeveloped
- 2 = fair, partially developed
- 3 = acceptable, adequately developed
- 4 = good, well developed
- 5 = strong, fully developed

1. Responses are recorded regularly.

1 2 3 4 5

2. Responses are full and complete.

1 2 3 4 5

3. Responses demonstrate:

- close, careful reading of text(s)

1 2 3 4 5

- personal connections with text(s) (beyond simple plot summaries)

1 2 3 4 5

- reflection on significant issues, themes, and concerns raised in text(s)

1 2 3 4 5

- willingness to respond to range of styles and genres

1 2 3 4 5

- insightful, perceptive reading of text(s).

1 2 3 4 5

4. Responses have been used as starting points for other writing.

Yes No

5. When appropriate, responses offer evidence of a revised perspective (i.e., looks back, reflects upon, builds on).

Yes No

Comments: