

D.P.S. SUMMER READERS 2017

June, 2017

Dear Parent or Guardian:

Throughout our current school year, a team of D.P.S. teachers and I continued to meet to develop our school-wide, incentive based, summer reading program that will assist students in maintaining their reading fluency and comprehension skills, build confidence and avoid summer regression.

Summer vacation affords our students opportunities to enrich their reading interests and expand important literacy skills. Our building level program will be offered to encourage all students to read throughout July and August.

Here's the plan for all students who are entering kindergarten through grade five:

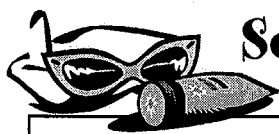
1. Choose books off of the Grade Level Suggested Summer Reading List. You may supplement these titles with:
 - Recommendations from your teachers
 - Recommendations from your community librarians
 - Select a book that is has a high level of personal interest.
2. Prepare one bookmark for each book you read.
 - Respond to each book on a bookmark. Use the suggested list of prompts on the back of the bookmark.
 - Write legibly and use full sentences, unless you are asked to draw, label or list.
 - Students will receive a raffle ticket for each completed bookmark. Prizes will be drawn during the month of September.
3. Complete our DPS Bingo board! Each type of Bingo will have a different incentive that can accumulate!
 - 4 Corners= Homework Pass
 - Regular Bingo= Ice Cream Certificate
 - L, +, T, X= Free Book + 2nd homework Pass
 - Outer Edge 16= Pass to the Great Escape
 - Cover All= Pizza Party w/Field Day Games

****** EACH BINGO BOX REPRESENTS ONE DAY OF READING**

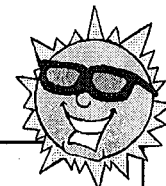
4. Bring all completed bookmarks and your Bingo board to your new classroom teacher by Friday, September 8, 2017. Participating students will receive recognition for participating in our building level program.

Wishing you a wonderful summer filled with book adventures!

Mr. Alvey and the Summer Reading Team



Second Grade Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started! Please note that the reading level of the books suggested varies. If your child is already reading, have him or her read a page of the book aloud to you to see if it is a good fit. If they struggle with more than a few words on the page, it is probably too difficult, but the book would still be a great book to read aloud to your child.

School Stories

- *Amazing Grace* by Mary Hoffman
- *Arthur's Prize Reader* by Lillian Hoban
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
- *Fish Face* by Patricia Reilly Giff
- Junie B. Jones series by Barbara Park
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Miss Nelson Is Missing* by Harry Allard
- Polk Street Gang series by Patricia Reilly Giff

Books About Friends

- *A Bargain for Frances* by Russell Hoban
- *The Beast in Ms. Rooney's Room* by Patricia Reilly Giff
- *Fox on the Job* by James Marshall
- *Frog and Toad Together* by Arnold Lobel
- *Horrible Harry and the Green Slime* by Suzy Kline
- *Pinky and Rex* by James Howe

Historical Fiction

- American Girls series
- *Deputy Dan and the Bank Robbers* by Joseph Rosenbloom
- *Kamishibai Man* by Allen Say

Classics to Read Aloud

- *Alice in Wonderland* by Lewis Carroll
- *Just-so Stories* by Rudyard Kipling
- *Paddington Bear* by Michael Bond
- *Winnie the Pooh* by A. A. Milne
- *The Wizard of Oz* by L. Frank Baum

Caldecott Awards and Honor Books

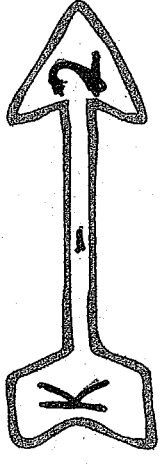
- *The Funny Little Woman* by Arlene Mosel
- *Many Moons* by James Thurber
- *The Ox-Cart Man* by Donald Hall
- *The Story of Jumping Mouse* by John Steptoe
- *Sylvester and the Magic Pebble* by William Steig
- *When I Was Young in the Mountains* by Cynthia Rylant

Learning to Read Stories

- Berenstain Bears series by Jan and Stan Berenstain
- Cam Jansen series by David A. Adler
- Hello Reader!
- I Can Read Books
- Junie B. Jones series by Barbara Park
- Puffin Easy-to-Read
- Step Into Reading Levels 1-4
- *The Stories Julian Tells* by Ann Cameron

Enjoy!

ASKING THE RIGHT QUESTIONS



When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

Student Name: _____

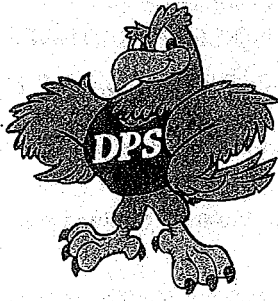
Teacher Name: _____



Grade 2/Grade3 Bingo Board

EACH BINGO BOX REPRESENTS ONE DAY OF READING

B	I	N	G	O
Read a book you borrowed from the library or a friend Date: _____ Parent Initial: _____	Read a fiction story Date: _____ Parent Initial: _____	Read with a grown-up Date: _____ Parent Initial: _____	Read a book about community members Date: _____ Parent Initial: _____	Read a magazine article Date: _____ Parent Initial: _____
Read a Biography Date: _____ Parent Initial: _____	Read with a Friend Date: _____ Parent Initial: _____	Read in your pajamas Date: _____ Parent Initial: _____	Read outside on a blanket or beach towel Date: _____ Parent Initial: _____	Read a book that became a movie or TV show Date: _____ Parent Initial: _____
Read in a tent or fort Date: _____ Parent Initial: _____	Read to a stuffed animal or pet Date: _____ Parent Initial: _____	Read the entire directions from your favorite game Date: _____ Parent Initial: _____	Read a recipe (For fun: ask an adult to help you make the food item) Date: _____ Parent Initial: _____	Read a Non-fiction story Date: _____ Parent Initial: _____
Read a fable, fairy tale, or fantasy story. Date: _____ Parent Initial: _____	Read a book about your favorite sport Date: _____ Parent Initial: _____	Read a book about an animal Date: _____ Parent Initial: _____	Read a poem or poetry book Date: _____ Parent Initial: _____	Read a book in a comfy chair or pillow fort Date: _____ Parent Initial: _____
Read a chapter book Date: _____ Parent Initial: _____	Read in your pajamas Date: _____ Parent Initial: _____	Read under the stars with a flashlight Date: _____ Parent Initial: _____	Read a newspaper article Date: _____ Parent Initial: _____	Read a brochure from a place you visited. (City, Theme Park, etc.) Date: _____ Parent Initial: _____



Student Name: _____

Class: _____ September Grade: 2 3

Title: _____

Author: _____

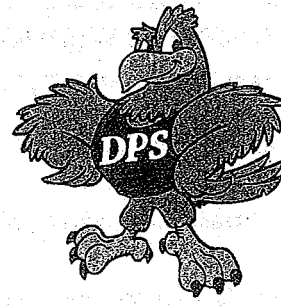
Response # : _____

1. *Phylogenetic relationships*—The phylogenetic relationships among the 10 species of *Phragmites* were determined using the maximum parsimony method. The analysis was performed using the program PAUP 4.0 (Swofford, 1999). The analysis was based on the 1000 characters of the DNA sequence data. The characters were ordered by increasing homoplasy (Farris, 1990). The analysis was performed using the heuristic search method with 1000 random starting trees. The trees were collapsed using the parsimony criterion. The support for the nodes was determined using the bootstrap method (1000 replicates). The results of the analysis are presented in the form of a phylogenetic tree.

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

Journal of Management Studies, 2006; 43(7): 1191–1208
DOI: 10.1080/00220820600600437

Please provide a written response to one of the attached prompts.



Student Name: _____

Class: _____ September Grade: 2 3

Title: _____

Author: _____

Response # _____ :

Journal of Management Education 36(7) 809–824

1. *Phragmites australis* (Cav.) Trin. ex Steud. (Common reed)

Please provide a written response to one of the attached prompts.

RESPONSE CHOICES FOR STUDENTS ENTERING
GRADE ONE-GRADE FIVE

1. Describe a character who is similar to you or different from you.
2. Explain how a character reminds you of someone you know.
3. Write three questions for the author or write three questions you had as you read the book.
4. Explain what was learned by one of the characters.
5. Draw and label a picture of the place where a character lived.
6. Tell why you chose this book.
7. List five new words you learned.
8. Predict what the main character might do tomorrow.
9. Choose three perfect words to describe one of the characters.
10. Create a new book award title. Explain why it should be awarded to this book.
11. Choose someone you know and explain why he or she would enjoy reading this book.
12. Describe two things that a character did or said that revealed his or her personality.
13. Tell why the book should be made into a movie.
14. Describe or draw and label the setting of the story.
15. Explain how you would have handled the main character's problem.
16. Specify two things that you learned from reading this book.
17. Write or draw and label a shopping list for a character.
18. Tell why you would like to spend a day with a character.
19. Quote the funniest line in the book.
20. Explain how this book reminds you of another book that you read.
21. Tell about the biggest surprise in the story.
22. Describe the smartest thing a character said or did.
23. Tell about the saddest event in the book.
24. Copy two or more sentences with beautiful language.
25. Tell about something a character did that you'd like to do.
26. Summarize the story in three sentences.
27. Draw and label or describe the most important event.

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