



Harbor Country Day School
Embracing the extraordinary in every child.

Summer Reading

(Grades 1-5)

Students Entering Grade One

Students are encouraged to read as much as possible; reading at least six books is required. Please feel free to select and read any book that is appropriate for your child. Please see the end of the Summer Reading list for information about your child's required summer reading project.

Teacher recommended Books/Authors:

Mr. Putter and Tabby series, Cynthia Rylant
Frog and Toad Arnold Lobel
Biscuit series, Alyssa Satin Capucilli
Noodle series, Hans Wilhelm
Henry and Mudge series, Cynthia Rylant
Mittens series, Lola M. Schaefer
Poppleton series, Cynthia Rylant

Tomie dePaola
Marcus Pfister
Mo Willems
Jan Brett
Leo Lionni
Lois Ehlert
Doreen Cronin
Laura Numeroff
Arnold Lobel (Frog & Toad Series)
Alyssa Satin Capucilli (Biscuit Series)
Jane Yolen
Bill Martin Jr.
Dr. Seuss
Cynthia Rylant
Eric Carle

Students Entering Grade Two

Students are encouraged to read as much as possible; reading at least six books is required. Please feel free to select and read any book that is appropriate for your child. Please see below for information regarding your child's ongoing Summer Reading project.

Teacher Recommended Books/Authors:

Henry's Freedom Box, Ellen Levine
Before She Was Harriet, Lesa Cline-Ransome
A Boy Called Bat, Elana K. Arnold
She Persisted Around the World, Chelsea Clinton
One Plastic Bag, Miranda Paul
Flowers for Sarajevo, John McCutcheon
Whoosh!- Lonnie Johnson's Super Soaking Stream of Inventions, Chris Barton
A Treeful of Pigs, Arnold Lobel
Sylvester and the Magic Pebble, William Steig
Rainbow Fish, Marcus Pfister
Minnie and Moo, Denys Cazet
Poppleton, Cynthia Rylant
Mr. Putter and Tabby, Cynthia Rylant
Frog and Toad, Arnold Lobel
Amelia Bedelia, Peggy Parrish
Horrible Harry, Suzy Kline
Young Cam Jansen, David A. Adler and Susanna Natti
Nate the Great, Marjorie Weinman Sharmat
Junie B. Jones, Barbara Park
Cam Jansen, David A. Adler
Magic Tree House, Mary Pope Osborne
A Ball in the Woods, Matt Hickerson (A Harbor Dad!)
All About Non-Fiction books, Jim Arnoski
Jan Brett
Kevin Henkes
Chris Van Allsburg
Heather Forest
Tomie dePaola
Doreen Cronin

Students Entering Third and Fourth Grade

Students are encouraged to read as much as possible; reading at least five books is required. Please feel free to select and read any book that is appropriate for your child. Please see below for information regarding your child's ongoing Summer Reading project.

Fiction Chapter Books

Where the Mountain Meets the Moon, Grace Lin
Harriet the Spy, Louise Fitzhugh
Katie Kazoo, Nancy E. Krulik
Switcheroo, Nancy E. Krulik
Freckle Juice, Judy Blume
Tales of a Fourth Grade Nothing, Judy Blume
The Chocolate Touch, Patrick Catling
Muggie Maggie, Beverly Cleary
Misty of Chincoteague, Marguerite Henry
Horrible Harry Moves Up to Third Grade, Suzy Kline
How to Eat Fried Worms, Thomas Rockwell
Cricket in Times Square, George Selden
Hank Zipzer, Henry Winkler
Ivy and Bean, Annie Barrows
Zak Files, Dan Greenburg
Hugo, by Brian Selznick
Wonderstruck, by Brian Selznick
The Tiger Rising, by Kate DiCamillo
The Laundry News, by Andrew Clements
Soccer Halfback, by Matt Christopher
Comeback Kids, by Mike Lupica

Series Chapter Books

Amulet, by Kazu Kibuishi
Bone, by Jeff Smith
The Boxcar Children, by Gertrude Chandler Warner
Nancy Drew, by Carolyn Keene
Dear America/My America, by various authors
Magic Tree House, by Mary Pope Osborne
Geronimo Stilton, by Geronimo Stilton
Time Warp Trio, by Jon Scieszka
Percy Jackson, by Rick Riordan
Little House on the Prairie, by Laura Ingalls Wilder
Great Illustrated Classics, by various authors
Homework Machine, by Dan Gutman

Non Fiction Series Books

Basher Books, by various authors

Who Was? biographies, by various authors

What Was? books, by various authors

Graphic Library, by various authors

Students Entering Grade Five

There is one required book assigned which will be discussed during the first couple weeks of school so it may be best to read this one towards the end of the summer.

All students entering grade 5 are required to read: *Where the Mountain Meets the Moon*, by Grace Lin

Assignment for *Where the Mountain Meets the Moon*:

-Children should keep a running list of the character traits they think describe the main character, Minli, throughout the book.

-If your child has already read this book, s/he should reread it.

-This assignment is in addition to the summer project outlined below

Please note: Students entering grade 5 should read for at least 30 - 40 minutes a day for enjoyment. If your child does not have a "reading routine" which includes a usual time of day, specific place where s/he can concentrate, relax and enjoy his/her book, now is a good time to work on those habits. While it is understood that some children read in the car, on vacation, at the beach, etc... finding a cozy, personal spot, free from distractions at home(s) is strongly recommended.

The titles below are suggestions. Your child should pick books that are of high interest to him/her. Choosing a variety of genres is also important.

Mystery and Adventure

Skellig, David Almond

The London Eye Mystery, Siobhan Dowd

The Black Stallion, Walter Farley

Getting Air, Dan Gutman

Chomp, Carl Hiaasen

The Batboy, Mike Lupica

The Candy Maker, Wendy Mass

The Westing Game, Ellen Raskin

Wonderstruck, Brian Selznick

The Chronicles of Harris Burdick, Chris Van Allsburg

Hatchet, Gary Paulsen

Fantasy and Science Fiction

Gregor the Overlander (series), Suzanne Collins
The Real Boy, Anne Ursu
City of Ember Series, Jeanne Duprau
Keeper, Kathi Appelt
The One and Only Ivan, Katherine Applegate
The Magic Half, Anne Barrows
The Wizard of Oz, Frank Baum
The Thief Lord, Cornelia Funke
The Phantom Tollbooth, Norman Juster
Madeleine L'Engle's *A Wrinkle in Time*, Hope Larson (Graphic Novel)
Mrs. Frisby and the Rats of Nimh, Robert O'Brien
Eragon, Christopher Paolini
The Lion, the Witch and the Wardrobe, C.S. Lewis
Rump: The True Story of Rumpelstiltskin, Liesl Shurtliff
The Magician's Elephant, Kate Dicamillo

Historical Fiction

Preacher's Boy, Katherine Paterson
The Lion's of Little Rock, Kristin Levine
City of Orphans, Avi
Elijah of Buxton, Christopher Paul Curtis
Catherine Called Birdy, Karen Cushman
The Storyteller's Beads, Jane Kurtz
The Smile, Donna Jo Napoli
When My Name Was Keiko, Linda Sue Park
Bat 6, Virginia Euwr Wolff
Riding Freedom, Pam Munoz Ryan
The Watsons Go to Birmingham, 1963, Curtis, Christopher Paul.

Realistic Fiction

Bridge to Terabithia, Katherine Paterson
Out of My Mind, Sharon Draper
Wonder, R.J. Palacio
Harriet the Spy, Louise Fitzhugh
Little Women, Louisa May Alcott
The Strange Case of Origami Yoda, Tom Angleberger
No Ordinary Day, Deborah Ellis
Wanting More, Rukhsana Khan
The View from Saturday, E.L. Konigsburg
Homeless Bird, Gloria Whelan
Walk Two Moons, Sharon Creech
Walls Within Walls, Maureen Sherry
Maniac Magee, Jerry Spinelli

Shiloh, Phyllis Reynolds Naylor

Nonfiction

A Boy Named Beckoning, Gina Capaldi

Amelia Lost, Candace Fleming

The Buzz on Bees, Shelley Rotner and Anne Woodhull

Shipwreck At The Bottom Of The World : The Extraordinary True Story Of Shackleton

And The Endurance, Jennifer Armstrong

An American Plague : The True And Terrifying Story Of The Yellow Fever Epidemic Of 1793, Jim Murphy

Animals On The Edge: Science Races To Save Species Threatened With Extinction, Sandy Pobst

Timeless Thomas: How Thomas Edison Changed Our Lives, Gene Barretta

Summer postcard “project”

Rather than complete a summer project, the following is required for students to complete throughout the summer.

First graders will design a bookmark of a favorite book they read over the summer. This can be brought in on the first day of school.

Children in grades 2 - 5 will be given 5 blank postcards before the end of the school year. These postcards can be mailed to next year’s teacher over the summer, % Harbor Country Day School. Your child can also bring the postcards with them on the first day of school. Your child can write more than one postcard for a particular book, or one postcard for five different books.

One side of the postcard is for illustrating an important and/or memorable scene from a book. The other side is for a “stop and jot,” which is a **brief** note based on what a child has read. “Stop and jots” are not summaries of what children have read. They can be done while a child is reading his/her book, or after s/he has completed the book. “Stop and jots” can include, but are not limited to the ideas below.

-a prediction (what the child thinks will happen next in the story)

- an inference (what the child can glean about characters, setting, plot, author’s theme, etc... from what they have read so far)

-a question your child has about what s/he just read

- something in the story s/he is curious about
- unfamiliar word(s) s/he came across
- a couple lines about a scene or moment in the story that resonated for them and why (i.e. a part where s/he felt a particular emotion or had a strong emotional response)
- a connection s/he had to a character and why
- how something in the story connected to another story s/he has read
- how something in the story is connected to a global event
- something s/he is interested in learning more about
- why or why not s/he enjoyed the book
- why or why not s/he would recommend it