

# Read Some Refreshing Books This Summer!

All students entering first through sixth grade should continue reading at their Independent, "Just Right," reading level throughout the summer. This will be indicated on the third trimester report card. Do your best to have your child read 20 minutes per day, a minimum of four days each week! Also allow your child to pick out books or magazines for fun - these may be read together or by you to them.

Experiment with different genres, and as your child reads remember to ask questions, practice making predictions, and connect the stories to his or her own life. [Remember to visit the Saddle Brook Public Library to sign up for their summer reading program!](#) Let's work those reading muscles!!!



Don't forget to have your child log books on the [Summer Reading Log sheet!](#) The sheet(s) will be submitted to their classroom teacher along with their completed assignment. Here are some interactive lists to use when choosing books to read:

- <http://www.ala.org/alsc/publications-resources/book-lists/2019-summer-reading-list>
- <https://www.thechildrensbookreview.com/>
- <http://www.readingrockets.org/books/summer/2019>
- <https://imaginationsoup.net/summer-reading-list-for-kids/>
- <https://www.readbrightly.com/summer-reading-central/>
- <https://www.understood.org/en/school-learning/learning-at-home/encouraging-reading-writing/summer-reading-lists>
- <https://www.dogobooks.com/>
- <https://www.goodreads.com/list/tag/guided-reading-levels> This site searches by level. You can type the level you want in the search bar. Please know that sometimes levels vary - meaning different programs may use different levels. Saddle Brook uses "guided reading levels" - this may differ from DRA and F&P. Here is a [handy conversion chart](#) that might help you and your reader choose books. Reading books one level "above" may require some assistance from a grown up, but books "below" independent reading levels may not work those reading muscles as much.

Some questions to ask your child can be found here:

- [21 questions to ask your child about a book](#)
- [Questions to ask your child before, during, and after reading](#)

Here is your summer assignment:

1. Choose a “just right” book of your choice.
2. Think about how you could *persuade* your friends to read the book.
3. Prepare a **project** that will be shared in order to *persuade* your friends to read the book.
4. Your project is **due** the first day of school, **September 5th**, and will be presented the first week.

Here are some suggestions for your project, but feel free to come up with your own idea.

- Use the attached documents to create a persuasive book review: [Saddle Brook Book Review](#)
- Design a PowerPoint presentation or Google Slides.
- Make a video about the book on a phone or device of your choice. (book review, produce a commercial etc...)
- Produce a book trailer on iMovie (like a movie trailer).
- Give a book talk about the book to your class explaining top 10 reasons to read the book.
- Draw a comic strip about the book.
- Make a persuasive poster that will encourage others to read the book.
- Decorate a paper lunch bag with a scene from the book on one side and a summary on the other. Place five items in the bag that represent important events from book.

Do **NOT** to give away the ending of the book in your project. The goal is to persuade your friends to read the book too!

Any digital projects can be emailed to your teacher on or before the first day of school. District emails are first initial last name @sbpsnj.org.

Please continue reading for the *grading rubric*:

Your teacher will score your project on this rubric. ***Use it as a guide while you are creating your project.***

4	3	2	1
The project includes detailed, important information about the book.	The project includes the important information about the book.	The project is missing important information about the book.	The project does not include important information about the book.
The project includes specific details about either the main ideas for a non-fiction book; or for fiction, the story elements of characters, setting, problem, events, and solution.	The project includes general main ideas for a non-fiction book; and most of the story elements for a fiction book (missing one story element).	The project includes one main idea for nonfiction book; or is missing two story elements for a fiction book.	The project does not include a main idea or the story elements.
The project is persuasive, clear, and free of grammar and spelling mistakes.	The project is persuasive, mostly clear, and has minimal mistakes.	The project is persuasive, but needs clarity and has several mistakes.	The project is not persuasive, is unclear, and has many mistakes.
The project does not give away the ending.	The project gives clues about the ending but does not give it away.	The project gives away most of the ending.	The project gives away all of the ending.

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*For Teacher Use Only:*

Student Name: \_\_\_\_\_

Comments: \_\_\_\_\_

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