DIG INTO SOME TERRIFIC BOOKS THIS SUMMER!!!

Optional Summer Reading for —Rising First Graders—

Bring your reading log to school by August 24 to win a prize!

If you want to enjoy some exciting adventures and earn a prize…

1. Find the rising first grade summer reading assignment on the TCS portal.
2. Read ten books from the list or listen to someone read them aloud.
3. Write the titles on the log on the back of this flyer.
4. Ask a parent or grandparent to read four Bible stories aloud to you and add them to the log.

Parent Note: Please refer to your child’s recent DRA test results to find your child’s reading level.

Mrs. Petzrick, TCS Lower School Language Arts/Reading Specialist: dpetzrick@tcsfairfax.org
OPTIONAL SUMMER READING LOG: RISING FIRST GRADERS

Student's First and Last Names: ____________________________________________

☐ Parent Note: Please help your child choose ten or more books from the list on the TCS portal under Summer Reading Assignments. Read them aloud or have your child read them.
☐ Also, read aloud four children's Bible stories to your child and list them below.
☐ Write the book titles on the log, have your child rate them, and sign on the line below.
☐ Have your child bring the completed form to school by August 24 to win a prize.
☐ See the Early Literacy Skills packet for more fun activities to do this summer!

~ Mrs. Debbie Petzrick, M.Ed., Language Arts/Reading Specialist

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FOUR BIBLE STORIES READ ALOUD BY A PARENT:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

TEN BOOKS READ EITHER BY THE STUDENT OR A PARENT:

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FOR ADDITIONAL BOOKS, PLEASE LIST THEM ON ANOTHER SHEET OF PAPER.
RECOMMENDED SUMMER READING LIST: RISING FIRST GRADE

If participating in the optional summer reading activity—

1. Choose books from the Emergent Reader list if your child scored a DRA Level 1, 2, or 3 on the May Developmental Reading Assessment, edition 2. Plan to spend time helping your child with reading this summer. It is best for students to enter first grade reading at DRA Level 4 or above.
2. If your child scored DRA 4 or 6, choose books from the Beginning Reader list.
3. Choose Early First Grade books if your child scored DRA Level 8 or above.
4. Think about book content and worldview when considering the appropriateness of books.
5. Encourage your child to reread books several times to practice fluency.

**Emergent Reader Books:** Books that are intended for *emergent readers*—children who have not yet learned to sound out words—are often called predictable books. They contain simple language, repetitive phrases, rhyme, and pictures that support reading. By listening to these books read aloud several times, the child memorizes the text. The child then “reads” the book by joining in on words he knows or by pointing to each word as he recites the story by heart. To search for more titles at this level, go to [www.perma-bound.com](http://www.perma-bound.com) and search by Guided Reading Levels A and B or visit [www.scholastic.com/bookwizard](http://www.scholastic.com/bookwizard) and search for DRA Levels 1 through 3.

- *Now I’m Reading! Pre-Reader: My World* by Nora Gaydos. There are ten stories in this set.
- *Now I’m Reading! Pre-Reader: Look Around* by Nora Gaydos. These ten stories are predictable and include strong picture clues.
- *My First Bob Books* by Bobby Maslan
- *Bathtime for Biscuit (My First I Can Read)* and others in this series by Alyssa Capucilli
- *Splish! Splash! (My First I Can Read)* by Sarah Weeks
- *How Many Fish? (My First I Can Read)* by Caron Cohen
- *I See, You Saw (My First I Can Read)* by Karlin (Read other *My First I Can Read* books.)
- *B is for Books* by Annie Cob (Try other *Step Into Reading, Step One* books.)
- *Berenstain Bears Ride the Thunderbolt (Step Into Reading, Step One)* by Stan Berenstain
- *Fish and Frog: Brand New Readers* by Michelle Knudsen
- *Mouse Has Fun: Brand New Readers* by Phyllis Root. This set of four books uses rhyme and picture support to assist reading. Try out the other *Brand New Reader* sets.

**Beginning Reader (Decodable) Books:** *Decodable books* are for children who have been taught to sound out words using phonics. For early readers, these books consist of mainly three-letter words with short-vowel sounds, such as *cat*. These books also contain a few common “sight” words that can’t be sounded out and so must be memorized. Books that are DRA Level 4 (or Guided Reading Level C) and above fall into this category.

- *Bob Books, Set One: Beginning Readers* by Bobby Maslan. This set consists of ten books that are written using short-vowel words.
- *Bob Books, Set Two: Advancing Beginners* by Bobby Maslan. This set consists of ten books that are written using short-vowel words but with slightly longer stories than Set One.
• **Now I’m Reading! Level One: Playful Pals** by Nora Gaydos. This pack of ten story books is skillfully written using short-vowel words and colorful pictures.

• **Now I’m Reading! Level One: Animal Antics** by Nora Gaydos. This set of ten books contains beginning reader stories using short-vowel words and repetition.

• **Biscuit Phonics Fun (My First I Can Read)** by Alyssa Capucilli. This set of twelve books about Biscuit the puppy is written with short vowel sounds. The publisher is HarperCollins.

• **Pup and Pop Boxed Set (Scholastic Phonics Readers)** by Jane Gerver. Two dogs are the main characters in this set of twelve easy-to-read books.

• **Dan the Ant (Reader’s Clubhouse Level One)** by Jennifer Gillis. This book from Barron’s Educational Series, Incorporated features the short *a* sound.

• **Phonics Readers (Short Vowels Ten Volume Set)**. This set of books from Educational Insights includes two books for each short-vowel sound.

**Early First Grade Books:** Kindergarten students who are strong readers will enjoy the interesting vocabulary, varied sentence patterns, and longer plots of the following early first-grade books. Reading a high volume of books at this level will strengthen the fluency and comprehension skills of young readers who are reading above grade level, whereas reading books at too high of a level may actually decrease these skills. Enrichment for gifted readers includes wide reading of different genres and topics, both fiction and nonfiction. To search for more titles at this level, go to [www.perma-bound.com](http://www.perma-bound.com) and search by Guided Reading Levels D through F or visit [www.scholastic.com/bookwizard/](http://www.scholastic.com/bookwizard/) and search for DRA Levels 6 through 10.

- *The Berenstain Bears and the Missing Dinosaur Bone* by Stan and Jan Berenstain (Level J)
- *Biscuit Finds a Friend* (and others in this series) by Alyssa Capucilli (Level F)
- *Boy, Bird, and Dog* by David McPhail (Level E)
- *A Bug, a Bear, and a Boy* (Hello Reader) by David McPhail (Level F)
- *Bugs, Bugs, Bugs* by Bob Barner (Level E, nonfiction)
- *Cat Goes Fiddle-i-fee* by Paul Galdone (Level F)
- *Cookie’s Week* by Cindy Ward (Level F)
- *Eat Your Peas, Louise* (Rookie Readers) by Pegeen Snow (Level E)
- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (Level E)
- *The Foot Book* by Dr. Seuss (Level E)
- *How Many Fish?* by Caron Cohen (My First I Can Read!) (Level F, nonfiction)
- *I Am Water* (Hello Science Reader) by Jean Marzollo (Level E)
- *Inside, Outside, Upside Down* by Stan and Jan Berenstain (Level E)
- *Loose Tooth* by Lola Schaefer (My First I Can Read Book series) (Level F)
- *Rosie’s Walk* by Pat Hutchins (Level F)
- *Scat, Cat!* by Alyssa Capucilli (Level E)
- *Sea Horses* by Lola Schaefer (Level F, nonfiction)
- *Turtle and Snake’s Day at the Beach* by Kate Spohn (Level G)
- *Wake Up, Sun!* (Step-Into-Reading) by David Harrison (Level E)
- *Where’s Spot?* by Eric Hill (Level E)
**Read Aloud Books:** It is important to read Bible stories and passages of scripture to children at an early age to instill God’s Word in their hearts. Other books to read aloud include the predictable books mentioned in the emergent-reader section and longer stories written with interesting characters and plots. See “Read Aloud Tips” (below) for helpful hints.

- *Aesop’s Fables* by Jerry Pinkney
- *Are You My Mother?* by P. D. Eastman
- *The Baby in the Basket* by Jennifer Larcombe
- *The Bee Tree* by Patricia Polacco
- *The Berenstain Bears Go to School* by Stan and Jan Berenstain
- *Blueberries for Sal* by Robert McCloskey
- *Borreguita and the Coyote* by Verna Aardema
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *The Carrot Seed* by Ruth Krauss
- *The Cat in the Hat* by Dr. Seuss
- *Click Clack Moo: Cows That Type* by Doreen Cronin
- *The Creation: A Poem* by James Johnson
- *The Day Jimmy’s Boa Ate the Wash* by Trinka Noble
- *Henny Penny* by Paul Galdone
- *Is Your Mama a Llama?* by Deborah Guarino
- *James Herriot’s Treasury for Children* by James Herriot
- *Just the Way You Are* by Max Lucado
- *The Monkey and the Crocodile* by Paul Galdone
- *Muncha! Muncha! Muncha!* by Candace Fleming
- *Poems for the Very Young*, selected by Michael Rosen
- *Read-Aloud Rhymes for the Very Young*, selected by Jack Prelutsky
- *Rumpelstiltskin*, retold and illustrated by Paul O. Zelinsky
- *Sheep in a Jeep* by Nancy Shaw
- *Slop goes the Soup: A Noisy Warthog Word Book* by Pamela Edwards
- *The Story About Ping* by Marjorie Flack
- *Sylvester and the Magic Pebble* by William Steig
- *Three Bags Full* by Ragnhild Scamell
- *The Three Billy Goats Gruff* by Ellen Appleby
- *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney
- *This Is the House That Jack Built* by Simms Taback
- *Where the Wild Things Are* by Maurice Sendak
- *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema
EARLY LITERACY SKILLS

PHONOLOGICAL AWARENESS ACTIVITIES

Skill in recognizing different parts of words when they are spoken is the foundation upon which a child learns to read. Rhyming, matching beginning sounds, matching ending sounds, counting syllables, blending sounds together, and omitting sounds from words are all examples of phonological awareness activities. Phonological awareness is the ability to distinguish different units in spoken language. Phonemic awareness is a specific area of phonological awareness that refers to the ability to recognize individual sounds in words. (For example the word ache has four letters but only two sounds, or phonemes.)

1. Rhyming: Read nursery rhymes, poems, jingles, and rhyming books together. When reading, pause to let your child fill in the rhyming word. Sing songs and chant finger plays. Help your child think of pairs of rhyming words or choose two things that rhyme from a group of four pictures.

2. Matching beginning sounds: Sort real objects or toys by beginning sounds. For instance, label containers with “S” and “B” and place socks, seeds, blocks, and a boat where they go. You can also cut pictures out of old catalogs to match beginning sounds. Games such as "I Spy" can be used, too. For instance, say "I spy something that begins with the /b/ sound and is round and white."

3. Matching ending sounds: Toys or pictures of objects can be used to sort by ending sounds. This skill is more difficult than listening for the beginning sounds or matching rhyming words. For example, mop and cup both end with the /p/ sound. When matching ending sounds, ignore the actual letters at the end of words. For example, the ending sounds in rice and cross would match even though they do not end in the same letters.

4. Counting syllables: Have your child repeat words of different lengths. Alligator has four syllables and elephant has three. Have your child clap or place his hand under his chin when he says a word to count the syllables.

5. Blending sounds together to make words: Say a word slowly one sound at a time (c - a - t) and have your child put the sounds together to say the word. Begin with simple words with only three sounds and then advance to words that have blends, such as /st/ in stop, at the beginning or the end. If it helps, your child can move a block forward for each separate sound he says. The word c-a-t would require three blocks to be moved.

6. Omitting sounds from words: Ask your child to say cat without the /c/, which would be pronounced /at/. Manipulating different sounds in words will help your child pay attention to the different positions of the letters.
THE IMPORTANCE OF WRITING

Besides allowing your child to express his ideas, writing provides practice for your child to connect spoken sounds to printed letters. Encourage him to draw pictures and to write about them. Be sure to ask your child to read his story aloud to you.

During this stage of his development, permit your child to use invented spelling when he writes. As a child sounds out words and writes the letters he hears, he is using beginning phonics skills (connecting printed letters to their sounds). At first he may only represent the first and last sounds of each word. You can prompt him to listen for other sounds in the word by stretching words out. When he starts including vowels in the middle of words, he may be ready to spell three-letter words by using rhyme. (If dog is spelled d-o-g, then how do you think log is spelled?) These word families help your child see similarities in words that he reads and writes. Once he knows both capitals and lowercase, he can learn to use them appropriately, but for now he should use the letters he knows.

READ ALOUD TIPS

Reading aloud to your child stimulates his love of reading, builds his vocabulary, and increases his attention span. It also develops his sense of story structure and listening comprehension because the books you read are usually more difficult than those he could read himself.

Choose a story that you like so that you can communicate your enthusiasm to your child. Predictable books (such as those with repeated phrases) and rhyming books allow your child to chime in on the parts he knows. When looking for books that are well written and that contain uplifting content, three helpful resources include Invitation to the Classics, The Book Tree, and Books Children Love. Please see the attached list of resources.

Before you read a story, say the title, the author, and the illustrator. Show your child the illustration on the cover and some of the pictures in the book. Using picture clues and the title, have your child predict what the story will be about. This helps him begin thinking about the story.

A brief pause before turning the page can add to the suspense if done in the right place. Choose a few places to ask your child what he thinks will happen next. Encourage discussion throughout the book. You want your child to ask questions about the story and to make connections between the characters and himself. Ask your child to retell stories to you.

Encourage him to describe the important events in the order they happened and tell about the main characters. Talk to him about whether the main characters acted in a godly way. Teach your child to examine everything he reads in the light of God’s Word.
If your child has not yet learned to read but knows most of his letter names and sounds, you can teach him to point to each word in a line of a nursery rhyme or predictable text as he echoes what you read. By memorizing the words and pointing to each one as he says it, he is learning an important pre-reading skill called “concept of word.” The next step is to point to a word in the middle of the line and ask him to name it.

**STRATEGIES TO HELP YOUR CHILD READ SUCCESSFULLY**

Once a child knows his alphabet and most of the letter sounds, he should be given practice pointing to each word while repeating a line of text that has been read to him. If the same story is read multiple times, the child may memorize the entire story. He should point to each word as he says it. Kinds of stories that work well for this early type of supported reading are predictable stories, such as those that rhyme or repeat. The pictures help the child remember the story as well.

Gradually, as he is taught phonics, a child will learn to read by translating printed letters and letter combinations into sounds. Beginning readers typically read very slowly as they concentrate on decoding every letter in a word. Eventually, by reading and rereading books at an appropriate level, a child will learn to recognize many words automatically rather than sounding them out. His reading will become more fluent, which means he will read in phrases with expression. Once he is able to recognize many words automatically, he will be able to focus more attention on comprehension, which is the primary goal of reading. Children usually become this “transitional” type of reader sometime during first grade.

When helping your child to read a new story, he should preview the pictures and make predictions about the story. If your child is just learning to read, you may want to first read the story to your child or read it with him. When your child reads, ask him to trace under each part of a word as he says it without lifting his finger off the page. Finger-pointing in this manner will help your child’s eyes track from left to right so that he can focus on the letters in the proper sequence. This technique helps a beginning reader notice every letter in a word while he decodes it and helps him read accurately. The child should not lift his finger off the page as he did while pointing to memorized words when he was a pre-reader.

When your child does not know a word, encourage him to use his knowledge about letter sounds and word families to figure it out. Word families consist of short rhyming words like ran and man. Words that only have one vowel are usually the easiest to decode. If your child still needs help after he has looked carefully at a word, ask him what would make sense in the sentence and in the story.

If your child makes an error while reading, wait until he finishes the sentence before asking him to take a second look at the misread word. If the sentence did not make sense, your child may go back and correct his mistake on his own. This type of self-monitoring should be encouraged because it is one way a child demonstrates comprehension when he reads.
"Sight" words are words that cannot be sounded out and must be memorized, for example, the, of, a, is, you, he, they, and are. Provide these words to your child as needed. Many of these words are “high-frequency” (Dolch) words. With repeated exposure your child will recognize these words. While flash cards may be used to practice some of these words, they are not a substitute for frequent reading practice.

Reading fluency is the ability to read phrases of words accurately, quickly, and expressively. Have your child read favorite books repeatedly. Just as a musician rehearses a piece many times to attain mastery, a reader should reread a story frequently to achieve automatic word recognition and fluency. You will notice that the reading of the book becomes smoother each time it's read. Your child will notice this, too, and become more confident in his reading ability.

HELPFUL WEBSITES

http://www.fairfaxcounty.gov/library In the box labeled Special Interest Areas, click Early Literacy—Birth-5 on this Fairfax County Public Library website to find resources, lists, and upcoming events.

https://pals.virginia.edu Click on For Parents>>Monthly Activity for some reading tips from this University of Virginia website.

https://www.perma-bound.com Click on Advanced Search>>Guided Reading Level. Type your child’s Independent Reading (DRA) Level in the boxes. Then for Interest Level, choose P - 1 (preschool through first grade).

http://www.readingrockets.org/audience/parents This national literacy initiative, associated with PBS, lists many strategy-based reading activities for parents.

RESOURCE BOOKS FOR PARENTS

- Phonemic Awareness in Young Children by Marilyn Adams, et al., 2007
- Invitation to the Classics by Louise Cowan and Os Guinness, 1998
- The Book Tree: A Christian Reference for Children's Literature by Elizabeth McCallum and Jane Scott, 2001
- The Read-Aloud Handbook by Jim Trelease, 1995
- Books Children Love by Elizabeth Wilson, 2002