



Huntington Union Free School District

"A Tradition of Excellence Since 1657"

Kenneth A. Card, Jr., Ed.D
Assistant Superintendent
Curriculum & Instruction

Summer 2016

Dear Parent or Guardian:

Summer vacation is a wonderful time to enjoy family, friends, and the warm weather. It is also a perfect time to read for pleasure. Summer vacation provides an opportunity to explore the library, read books by a new author, or find a magazine that matches one's interest.

We would like to enlist your support in making reading a daily pleasure. Reading can be a family affair, no matter the age of your child. Sharing a great story together fosters wonderful conversation, enhances vocabulary, and provides a warm bonding experience. We hope that you encourage your child to read daily and engage in conversation with them about their reading.

Children who read regularly increase their fluency, vocabulary, background knowledge, comprehension skills, and command of language. Research shows that regular reading over the summer helps to maintain progress made throughout the school year. Reading for at least 15 minutes each day will keep your child's reading skills sharp and prevent summer regression.

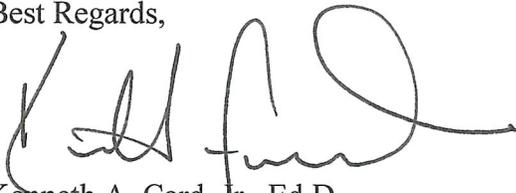
To assist you in fostering a rich reading experience for your son or daughter, some book lists are provided. The fiction lists are *suggested* works by authors that students at that grade level typically enjoy. Reading non-fiction helps your child learn more about topics that may fascinate them such as animals, history, or sports. Also, as children move up in the elementary grades, content and conceptual knowledge takes a more prominent place in the curriculum. Often, science and social studies understanding is enhanced by prior knowledge students have of a particular topic. For this reason, *suggested* non-fiction titles are linked to topics that will be explored further during the school year. When your child has familiarity with the topic or has read a book by the author, classroom discussions can focus on deeper understanding of a topic.

The attached fiction and non-fiction lists are simply a starting point to help you explore books with your child. Please use these lists as a guide. If your child has a particular interest, or a favorite author, we encourage you to use that knowledge of your child to select books. It is most important that your son or daughter enjoys their summer reading books.

We would like to remind you of the HUFSD partnership with *Brain Hive*. *Brain Hive* is an online reading experience we are offering to children to make five different eBooks instantly available, on demand. Students can read these eBooks at any time and from any location with an active Internet connection. To learn how to access your child's *Brain Hive* account please visit the school website at www.hufsd.edu after June 26th. *Brain Hive* books can be viewed on all devices, including smart phones. On our district website, you will be able to locate videos and additional documents to help familiarize your family with *Brain Hive*. We hope this added approach to reading makes the experience more enjoyable for you and your child.

If we may assist you further, please let us know. The faculty and administration hopes that your family will embrace summer as a time to explore the joys of reading together.

Best Regards,

A handwritten signature in black ink, appearing to read 'Kenneth A. Card, Jr.', with a large, stylized flourish extending to the right.

Kenneth A. Card, Jr., Ed.D
Assistant Superintendent
Curriculum and Instruction

A handwritten signature in black ink, appearing to read 'Angela R. Berner', with a large, stylized flourish extending to the right.

Angela R. Berner
English Language Arts Coordinator



Student's Name:

Kindergarten Class:

Book Title: _____

Author: _____

Kindergarten Suggested Reading List – Fiction

Author	Title	Reading Level
P.D. Eastman	Are You My Mother?	RA
Tomie DePaola	Pancakes for Breakfast	RA
Kevin Henkes	Kitten’s First Full Moon	RA
Mem Fox	Whoever You Are	RA
Alyssa Satin Capucili	Biscuit Goes to School	RA
Bill Martin	Chicka Chicka Boom Boom	RA
Nancy L. Carlson	I Like Me!	RA
Laura Joffe Numeroff	If You Give a Mouse A Cookie	RA
Kevin Henkes	My Garden	RA
David Shannon	No, David!	RA
Rosemary Wells	Timothy Goes to School	RA
Rosemary Wells	My Kindergarten	RA
Eric Carle	The Tiny Seed	RA
Eric Carle	Brown Bear, Brown Bear	RA
Eric Carle	Rooster’s Off to See the World	RA
Leo Lionni	A Color of His Own	RA
Mem Fox	Zoo Looking	RA
Mem Fox	Time for Bed	RA
Barbara Kersley	You and Me Together	RA
Anno	Anno’s Counting Book	RA
Margaret Wise Brown	Goodnight Moon	RA
Eric Carle	Any Eric Carle picture book	RA
Kevin Henkes	Chrysanthemum	RA
Ezra Jack Keats	Peter’s Chair and other books by this author	RA
Tony Johnston	Off to Kindergarten	RA
Leo Lionni	Frederick	RA
Bill Martin	Chicka Chicka 123	RA
Allison McGhee	Countdown to Kindergarten	RA
Helen Oxenbury	We’re Going on a Bear Hunt	RA
Dr. Seuss	Green Eggs and Ham	RA
Joseph Slate	Miss Bindergarten Gets Ready for Kindergarten	RA

R/A = Read Alouds; Stories can be shared by parent and child.

Kindergarten Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Aliki	My Five Senses
Margaret Hall	Seasons of the Year
Donald Crews	Truck
Tana Hoban	I Read Signs
Robin Page and Steven Jenkins	What Do You Do With a Tail Like This?
Aliki	My Hands
Tana Hoban	26 Letters and 99 Cents
Byron Barton	Airport
Patricia Lauber	Be a Friend to Trees
Kevin Lewis	Big Machines! Big Buildings!
Susan Canizares	Butterfly
Lois Ehlert	Eating the Alphabet: Fruits and Vegetables from A to Z
Donald Crews	Freight Train
Francis Bellamy	The Pledge of Allegiance
Donald Crews	Ten Black Dots

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____

Grade 1 Suggested Reading List – Fiction

Author	Title	Reading Level
Sue Williams	Let's Go Visiting	RA
Jane Yolen & Mark Teague	How Do Dinosaurs Say Goodnight	RA
Mirra Ginsberg	The Chick and the Duckling	RA
Nancy Tafuri	Silly Little Goose	RA
Eric Carle	A House for Hermit Crab	RA
Karen Beaumont	I Like Myself	RA
Charlotte Zolotow	Do You Know What I'll Do?	RA
Nancy Tafuri	Spots, Feathers, and Curly Tails	RA
Michael Garland	Incredible Story Book	RA
Michael Garland	Hooray Jose!	RA
David Diaz	The Little Scarecrow Boy	RA
Else Holmelund	Little Bear	RA
Arnold Lobel	Frog and Toad Together	RA
Arnold Lobel	Owl at Home	RA
Dr. Seuss	Green Eggs and Ham	RA
Ed Young	Lon Po Po: A Red-Riding Hood Story from China	RA
Nancy Carlstrom	Jessie Bear What Will You Wear?	RA
Mem Fox	Hattie and the Fox	RA
Paul Galdone	Henny Penny	RA
Paul Galdone	The Three Billy Goats Gruff	RA
Kevin Henkes	Chester's Way	RA
Kevin Henkes	A Good Day	RA
Victoria Kann	Pinkalicious	RA
Robert Krauss	Leo the Late Bloomer	RA
Leo Lionni	Swimmy	RA
Susan Meddaugh	Martha Speaks	RA
Robert Munsch	We Share Everything	RA
Laura Numeroff	If You Give a Moose a Muffin	RA
Jane O'Connor	Fancy Nancy	RA
Jon Scieszka	The True Story of the 3 Little Pigs	RA
Judith Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day	RA
Audrey Wood	The Napping House	RA
David Adler	Young Cam Jansen	RA
Syd Hoff	Danny the Dinosaur	RA
Arnold Lobel	Mouse Soup	RA
Jean Van Leeuwen	Amanda Pig	RA

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 1 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected
To build background knowledge and vocabulary in content areas.

Author	Title
Gail Gibbons	Cats
Aliki	My Visit to the Aquarium
Aliki	Digging Up Dinosaurs
Gail Gibbons	Fire! Fire!
Clyde Robert Bulla	A Tree is a Plant
Alice and Martin Provensen	The Year at Maple Hill Farm
Cynthia Overbeck Bix and Mark Rauzon	Water, Water Everywhere
Robin Page and Steve Jenkins	What Do You Do With a Tail Like This?
Wendy Pfeffer	From Seed to Pumpkin
Sarah L. Thomson	Amazing Whales!

Grade 2 Suggested Reading List – Fiction

Author	Title	Reading Level
Rosemary Wells	Make New Friends (Yoko and Friends School Days)	J
Cynthia Rylant	Mr. Putter and Tabby (Any book in the series)	M
Ruth Stiles Gannett	My Father's Dragon	M
Ester Averill	The Fire Cat	J
Ann Cameron	The Stories Julian Tells	N
Cynthia Rylant	Henry and Mudge: The First Book of Their Adventures	J
Cynthia Rylant	Poppleton in Winter	J
David Adler	Cam Jansen and the Mystery of the Dinosaur Bones	L
Hans Christian Anderson	The Princess and the Pea	RA
Ludwig Bemelmans	Madeline (Series)	K
Doreen Cronin	Diary of a Spider	L
Kate DiCamillo	Mercy Watson (Series)	K
P.D. Eastman	Are You My Mother?	I
Gene Zion	Harry the Dirty Dog	J
Syd Hoff	Danny and the Dinosaur (Series)	J
Pat Hutchins	The Doorbell Rang	J
Ruth Krauss	The Carrot Seed	G
Peggy Parish	Amelia Bedelia (Series)	L
Patricia Polacco	Thundercakes	RA
H. A. Rey	Curious George (Series)	J
Cynthia Rylant	Thimbleberry Series	RA
David Shannon	A Bad Case of the Stripes	RA
Jean Van Leeuwen	Oliver and Amanda Pig (Series)	K
Rosemary Wells	Bunny Cakes	J
Mo Willems	Edwina: The Dinosaur Who Didn't Know She Was Extinct	K
Kevin Henkes	Sheila Ray the Brave	K
Pat Morra	Pablo's Tree	RA

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

H,I,J,K,L,M = Transitional Readers suited for more independent reading

N/O = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 2 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Shari Halpern	My River
Seymour Simon	Whales
Bobby Kalman	Firefighters to the Rescue!
John Himmelman	Ibis: A True Whale Story
Connie Fluet	A Day in the Life of a Nurse
Nate LeBoutillier	A Day in the Life of a Zookeeper
Bobby Kalman	Veterinarians Help Keep Animals Healthy
Gregory Vogt	Solar System
Joanne Mattern	The Pebble: First Guide to the Solar System
Seymour Simon	Our Solar System
Kathleen Weidner Zoehfeld	Where Did Dinosaurs Come From?
Catherine D. Hughes	National Geographic Little Kid's First Big Book of Dinosaurs
Hugh Brewster	Dinosaurs in Your Backyard
Gillian Clements	The Picture History of Great Inventors
Patricia J. Murphy	Election Day
Annabelle Kindersly	Celebrations!
Gail Gibbons	From Seed to Plant
Judith St. George	So You Want to be President?
Kathleen V. Kudlinski	Boy, Were We Wrong About Dinosaurs
Nicola Davies	Bat Loves the Night
Sarah L. Thomson	Where Do Polar Bears Live?

Grade 3 Suggested Reading List – Fiction

Author	Title	Reading Level
Amanda Irma Perez	My Diary from Here to There	N/O
Mary Hoffman	Boundless Grace	N/O
David Adler	Cam Jensen Mystery (Series) The First Day of School Mystery	L
Judy Delton	Pee Wee Scouts (Series)	L
James Howe	Pinky and Rex (Series)	L
Patricia Reilly Giff	Polk Street School (Series)	M
Matt Christopher	All Star Fever	M
Johanna Hurwitz	Russell Sprouts	M
Louis Sachar	Marvin Redpost (Series)	M
Ron Roy	A-Z Mysteries: The White Wolf (Series)	M/N
Ron Roy	A-Z Mysteries: Jun Jam (Series)	M/N
Johanna Hurwitz	School Spirit	N
Suzy Kline	Herbie Jones (Series)	N
Gertrude Chandler Warner	Boxcar Children (Series)	O
Beverly Cleary	Ramona Quimby, Age 8	O
Dean Hughes	Angel Park Soccer Stars (Series)	O
Mary Hoffman	Bravo, Grace	N/O
Gary Soto	Baseball in April	RA
Jon Scieszka	Summer Reading is Killing Me!	RA
Arnold Lobel	Fables	RA
John Rocco	Wolf! Wolf!	RA
Jane Yolen	A Sip of Aesop	RA
William Bennett	The Children’s Treasury of Virtues (Collected Short Stories)	RA
B.G.Hennessy	The Boy Who Cried Wolf	RA

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

L/M = Transitional Readers suited for more independent reading

N/O = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 3 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Margaret Hynes	Extreme Weather
Mary Pope Osborne	Twisters and Other Terrible Storms
Seymour Simon	Storms
Gail Gibbons	Tornadoes!
Willow Clark	Wolves: Life in the Pack
Don McLeese	Gray Wolves
Kate Riggs	Wolves
Tracy Read	Exploring the World of Wolves
Meish Goldish	Gray Wolves: Return to Yellowstone
Oona Gaarder-Juntti	What in the World is Green Energy!
Jean Craighead George	The Wolves Are Back
Gail Gibbons	Recycle!
Robert Coles	The Story of Ruby Bridges
William Thomas	What are Citizens Basic Rights?
Bobbie Kalman	Explore Asia (and other continents in this series)
Ann Heinrichs	China (and other countries)
Ann Heinrichs	Japan
Ann Heinrichs	Brazil
Jim Arnosky	Wild Tracks! A Guide to nature's Footprints

Grade 4 Suggested Reading List – Fiction

Author	Title	Reading Level
Kate DiCamillo	Because of Winn Dixie	R
Ann Cameron	The Stories That Julian Tells	N
Jeanne Betancourt	Pony Pals (Series)	O
Amanda Irma Perez	My Very Own Room	O
Johanna Hurwitz	The Tales of Ali Baba Bernstein	O
Cynthia Rylant	An Angel for Solomon Singer	O
Betty MacDonald	Mrs. Piggle-Wiggle	O
Ann M. Martin	Eleven Kids, One Summer	O
Lois Lowry	Gooney Bird Greene	O
Beverly Cleary	Henry and Ribsy	O
Jon Scieszka	Time Warp Trio (Series)	P
Johanna Hurwitz	Fourth Grade Fuss	P
Cynthia Rylant	Gooseberry Park	P
John Reynolds Gardiner	Stone Fox	P
Judy Blume	Tales of Fourth Grade Nothing	Q
James Howe	Bunnicula	Q
American Girls Collections	Meet Felicity	Q
Roald Dahl	James and the Giant Peach	Q
Avi	Keep Your Eye on Amanda!	R
Patricia MacLachlan	Sarah, Plain and Tall	R
Andrew Clements	Frindle	R
Gary Paulsen	Hatchet	R
E. B. White	The Trumpet of the Swan	R
Ralph Fletcher	Fig Pudding	R
Roald Dahl	The Witches	R
Brian Selznick	The Invention of Hugo Cabret	R/A
Marcia Williams	Greek Myths for Young Children	R/A
Christopher Paul Curtis	Bud, Not Buddy	R/A
Natalie Babbitt	Tuck Everlasting	R/A

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

O,P,Q,R = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 4 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Elizabeth Mills	New York State: Past and Present
Barbara Somerville	New York
Mark Stewart	All Around New York: Regions and Resources
Mark Stewart	New York Plants and Animals
Emily Dolbear	The Iroquois
Charlotte Wilcox	The Iroquois
Genevieve St. Lawrence	The Iroquois and Their History
Stefanie Takas	The Iroquois
Russell Freedman	Lafayette and the American Revolution
John Micklos	The Brave Women and Children of the American Revolution
Cassie Mayer	George Washington
Dennis Fradin	Who Was Ben Franklin?
Gene Barretta	Now and Ben: The Modern Inventions of Ben Franklin
David Peterson	Grand Canyon National Park
David Peterson	Yellowstone National Park
Julia Barnes	101 Facts About Deserts
Lucy Baker	Life in the Deserts
Cathryn Sill	All About Habitats: Deserts
Gregory Vogt	Solar Systems
Howard Trammel	The Solar Systems
Mike Goldsmith	Solar Systems
Melvin Berger	Discovering Mars: The Amazing Story of the Red Planet
Patricia Lauber	Hurricanes: Earth's Mightiest Storms
Joy Hakim	A History of US

Grade 5 Suggested Reading List – Fiction

Author	Title	Reading Level
Phyllis Reynolds Naylor	Shiloh	R
Christopher Paul Curtis	Bud, Not Buddy	R
Patricia Mac Lachlan	Skylark	R
Patricia McKissack	Mirandy and Brother Wind	R
Gary Paulsen	Hatchet	R
E. B. White	The Trumpet of the Swan	R
Avi	God Dog	R
Lauren Child	Utterly Me, Clarice Bean	R
Dan Gutman	Satch and Me	R
Myron Uhlberg	Dad, Jackie and Me	R
Avi	Crispin	R
Eleanor Coerr	Sadako and the Thousand Paper Cranes	R
Anne Rockwell	They Called Her Molly Pitcher	S
E. L. Konigsberg	From the Mixed-up Files of Mrs. Basil E. Frankweiler	S
Colleen McKenna	Fifth Grade: Here Comes Trouble	S
Cynthia Rylant	The Van Gogh Café	S
Mildred Taylor	The Friendship	S
Katharine Peterson	The Great Gilly Hopkins	S
Rick Riordan	Percy Jackson and the Lightning Thief	S
Louise Erdrich	The Birchbark House	T
Cynthia Rylant	The Islander	T
C. S. Lewis	The Lion, The Witch and the Wardrobe	T
Elizabeth Levy	My Life as a Fifth Grade Comedian	T
Natalie Babbitt	Tuck Everlasting	U
Lois Lowry	Number the Stars	U
Elizabeth Speare George	Sign of the Beaver	U
Jerry Spinelli	Maniac Magee	V
Jerry Spinelli	Star Girl	V
Richard Peck	A Year Down Yonder	V

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

R = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

S,T,U,V = Advanced Readers: Read silently with ease; read aloud with fluency and phrasing; acquire vocabulary with ease; employ a wide-range of word solving strategies.

R/A – Read Alouds; stories can be shared by parent and child.

Grade 5 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Karen Latchana Kenney	Ellis Island
Raymond Bial	Ellis Island: Coming to the Land of Liberty
William Thomas	What is a Constitution?
Lynne Cheney	We the People: The Story of Our Constitution
Norman Pearl	The Bill of Rights
Alan Schroeder	Ben Franklin
Ann Gaines	James Madison
Amos Esty	Unbound and Unbroken: The Story of Frederick Douglas
Melvin Berger	Discovering Mars: The Amazing Story of the Red Planet
Madelyn Wood Carlisle	Let's Investigate Marvelously Meaningful Maps
Patricia Lauber	Hurricanes: Earth's Mightiest Storms
Seymour Simon	Volcanoes
Henrietta Buckmaster	Underground Railroad
Kadir Nelson	We Are The Ship: The Story of Negro League Baseball

Grade 6 Suggested Reading List – Fiction

Author	Title	Reading Level
Betsy Byars	Summer of the Swans	U
Cynthia Rylant	Every Living thing	R
Avi	Crispin	R
Barbara Williams	The Titanic	R
Katherine Paterson	Bridge to Terabithia	S
George Selden	The Cricket in Times Square	S
Katherine Paterson	The Great Gilly Hopkins	S
Bette Bao Lord	In the Year of the Boar and Jackie Robinson	S
Cynthia Rylant	The Islander	T
Karen Hesse	A Light in the Storm	T
C.S. Lewis	The Chronicles of Narnia	T
Jean Craighead George	Julie	U
Eleanor Estes	Ginger Pye	U
Zilpha Keatley Snyder	The Egypt Game	U
Jerry Spinelli	Crash	U
Linda Sue Park	A Single Shard	U
Susan Patron	The Higher Power of Lucky	V
Patricia Reilly Giff	Pictures of Hollis Woods	V
Ellen Raskin	The Westing Game	V
Madeline L'Engle	A Wrinkle in Time	V
E. L. Konigsberg	Favorite Greek Myths	V
J. K. Rowling	Harry Potter (Series)	V
Carl Hiaasen	Hoot	W
Lawrence Yep	Dragonwings	W
Sandra Cisneros	The House on Mango Street	W
Mildred Taylor	Roll of Thunder, Hear My Cry	W
Jacqueline Woodson	Feathers	X
Jane Yolen	The Devil's Arithmetic	X
Wilson Rawls	Where the Red Fern Grows	X
Cynthia Voigt	Homecoming	X
Ann M. Martin	A Corner of the Universe	Y
Jack London	Call of the Wild	Y
Lois Lowry	The Giver	Y
Laura Amy Schlitz	Good Master! Sweet Ladies! Voices from a Medieval Village	Y

Level R = Self-Extending Readers

Levels S,T,U,V,W,X,Y = Advanced Readers

Grade 6 Suggested Reading List – Nonfiction

Note: Non-fiction titles may need some support from an adult. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Jim Arnosky	Watching Desert Wildlife
Kathryn Lasky	Shadows in the Dawn: Lemurs in Madagascar
Cathy Camper	Bugs Before Time: Prehistoric Insects and Their Relatives
Jane Goodall	The Chimpanzees I Love: Saving Their World and Ours
Jean Craighead George	Incredible Animal Adventures
Symour Simon	Muscles: Our Muscular System
Gail Gibbons	Weather Words and What They Mean
Barbara Hehner	First on the Moon
Patricia Murphy	Exploring Space With an Astronaut
Aliki	A Medieval Feast
Russell Freedman	Confucius: The Golden Rule
Diana Childress	Marco Polo's Journey to China
Jane Shuter	Ancient China
Ivan Minnis	You Are in Ancient China
Stephen Kramer	Hidden Worlds: Looking Through a Scientist's Microscope
Russell Freedman	The Story of the Montgomery Bus Boycott
Miranda Smith	Ancient Egypt
Phillip Steele	Ancient Egypt
Robert Sabuda	Tutankhamen's Gift
Aliki	Mummies Made in Egypt
Jill Rubalcaba	National Geographic Investigates Ancient Egypt
Struan Reid and Patricia Fara	The Usborne Book of Inventors
Martin V. Sandler	Inventors
Phil Isaacson	A Short Walk Through the Pyramids
David Macaulay	Cathedral: The Story of Its Construction
Roland Smith	Sea Otter Rescue: The Aftermath of An Oil Spill
Thomas Smith	The Titanic Sinks!
Robert D. Ballard	Exploring the Titanic

Brain Hive Titles for Summer Reading

Grade	Fiction	Science	Science	Social Studies	Social Studies
K	Little Red Hen Heather Forest	What Happens to Plants in Summer?	Senses at the Seashore	Maps are Flat, Globes are Round Meg Greve Little World Geography	US Symbols Ann Marie Kishel Lerner Publishers
1	Contest Between the Wind and the Sun Heather Forest	Plants and the Environment	From Tadpole to Frog	Kids Making Money Red Chair Press	Sharing with Others Red Chair Press
2	Stone Soup By Heather Forest	Studying Our Earth, Inside and Out	The Flow of Water	My Community Long Ago Bobbie Kalman	Citizenship Lucia Raatma
3	Super Summer: 3 Adventures of the Boxcar Children	Changing Matter: Understanding Physical and Chemical Changes	Many Biomes, One Earth	Constitution Day Crabtree Publishers	Spotlight on the United States Bobbie Kalman
4	The Box Car Children Special #13 Mystery in New York by Gertrude Handler Warner	How Ecosystems Work	The Wonderful Water Cycle	New York ABDO	What's Great About New York? Lerner Publishers
5	Voices of Courage in American Neil Waldman	Marveling at Minerals	Save the Planet: Reduce, Reuse, Recycle	Tools and Treasures of the Ancient Maya	South America Risa Brown
6		What are Newton's Laws of Motion?	Energy from Wind, Sun, and Tides	Tools and Treasures of Ancient Rome	Tools and Treasures of Ancient Mesopotamia

Brain Hive Titles for Summer Reading

Grade	Fiction	Science	Science	Social Studies	Social Studies
K	Little Red Hen Heather Forest	What Happens to Plants in Summer?	Senses at the Seashore	Maps are Flat, Globes are Round Meg Greve Little World Geography	US Symbols Ann Marie Kishel Lerner Publishers
1	Contest Between the Wind and the Sun Heather Forest	Plants and the Environment	From Tadpole to Frog	Kids Making Money Red Chair Press	Sharing with Others Red Chair Press
2	Stone Soup By Heather Forest	Studying Our Earth, Inside and Out	The Flow of Water	My Community Long Ago Bobbie Kalman	Citizenship Lucia Raatma
3	Super Summer: 3 Adventures of the Boxcar Children	Changing Matter: Understanding Physical and Chemical Changes	Many Biomes, One Earth	Constitution Day Crabtree Publishers	Spotlight on the United States Bobbie Kalman
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5	Voices of Courage in American Neil Waldman	Marveling at Minerals	Save the Planet: Reduce, Reuse, Recycle	Tools and Treasures of the Ancient Maya	South America Risa Brown
6		What are Newton's Laws of Motion?	Energy from Wind, Sun, and Tides	Tools and Treasures of Ancient Rome	Tools and Treasures of Ancient Mesopotamia



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Alyssa Satin Capucili	Biscuit Goes to School	RA
Bill Martin	Chicka Chicka Boom Boom	RA
Nancy L. Carlson	I Like Me!	RA
Laura Joffe Numeroff	If You Give a Mouse A Cookie	RA
Kevin Henkes	My Garden	RA
David Shannon	No, David!	RA
Rosemary Wells	Timothy Goes to School	RA
Rosemary Wells	My Kindergarten	RA
Eric Carle	The Tiny Seed	RA
Eric Carle	Brown Bear, Brown Bear	RA
Eric Carle	Rooster’s Off to See the World	RA
Leo Lionni	A Color of His Own	RA
Mem Fox	Zoo Looking	RA
Mem Fox	Time for Bed	RA
Barbara Kersley	You and Me Together	RA
Anno	Anno’s Counting Book	RA
Margaret Wise Brown	Goodnight Moon	RA
Eric Carle	Any Eric Carle picture book	RA
Kevin Henkes	Chrysanthemum	RA
Ezra Jack Keats	Peter’s Chair and other books by this author	RA
Tony Johnston	Off to Kindergarten	RA
Leo Lionni	Frederick	RA
Bill Martin	Chicka Chicka 123	RA
Allison McGhee	Countdown to Kindergarten	RA
Helen Oxenbury	We’re Going on a Bear Hunt	RA
Dr. Seuss	Green Eggs and Ham	RA
Joseph Slate	Miss Bindergarten Gets Ready for Kindergarten	RA

R/A = Read Alouds; Stories can be shared by parent and child.

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Aliki	My Hands
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Byron Barton	Airport
Patricia Lauber	Be a Friend to Trees
Kevin Lewis	Big Machines! Big Buildings!
Susan Canizares	Butterfly
Lois Ehlert	Eating the Alphabet: Fruits and Vegetables from A to Z
Donald Crews	Freight Train
Francis Bellamy	The Pledge of Allegiance
Donald Crews	Ten Black Dots

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____

Grade 1 Suggested Reading List – Fiction

Author	Title	Reading Level
Sue Williams	Let's Go Visiting	RA
Jane Yolen & Mark Teague	How Do Dinosaurs Say Goodnight	RA
Mirra Ginsberg	The Chick and the Duckling	RA
Nancy Tafuri	Silly Little Goose	RA
Eric Carle	A House for Hermit Crab	RA
Karen Beaumont	I Like Myself	RA
Charlotte Zolotow	Do You Know What I'll Do?	RA
Nancy Tafuri	Spots, Feathers, and Curly Tails	RA
Michael Garland	Incredible Story Book	RA
Michael Garland	Hooray Jose!	RA
David Diaz	The Little Scarecrow Boy	RA
Else Holmelund	Little Bear	RA
Arnold Lobel	Frog and Toad Together	RA
Arnold Lobel	Owl at Home	RA
Dr. Seuss	Green Eggs and Ham	RA
Ed Young	Lon Po Po: A Red-Riding Hood Story from China	RA
Nancy Carlstrom	Jessie Bear What Will You Wear?	RA
Mem Fox	Hattie and the Fox	RA
Paul Galdone	Henny Penny	RA
Paul Galdone	The Three Billy Goats Gruff	RA
Kevin Henkes	Chester's Way	RA
Kevin Henkes	A Good Day	RA
Victoria Kann	Pinkalicious	RA
Robert Krauss	Leo the Late Bloomer	RA
Leo Lionni	Swimmy	RA
Susan Meddaugh	Martha Speaks	RA
Robert Munsch	We Share Everything	RA
Laura Numeroff	If You Give a Moose a Muffin	RA
Jane O'Connor	Fancy Nancy	RA
Jon Scieszka	The True Story of the 3 Little Pigs	RA
Judith Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day	RA
Audrey Wood	The Napping House	RA
David Adler	Young Cam Jansen	RA
Syd Hoff	Danny the Dinosaur	RA
Arnold Lobel	Mouse Soup	RA
Jean Van Leeuwen	Amanda Pig	RA

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 1 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected
To build background knowledge and vocabulary in content areas.

Author	Title
Gail Gibbons	Cats
Aliki	My Visit to the Aquarium
Aliki	Digging Up Dinosaurs
Gail Gibbons	Fire! Fire!
Clyde Robert Bulla	A Tree is a Plant
Alice and Martin Provensen	The Year at Maple Hill Farm
Cynthia Overbeck Bix and Mark Rauzon	Water, Water Everywhere
Robin Page and Steve Jenkins	What Do You Do With a Tail Like This?
Wendy Pfeffer	From Seed to Pumpkin
Sarah L. Thomson	Amazing Whales!

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____



Student's Name:

Class:

(Please Circle One) September Grade: 1 2

Title: _____

Grade 2 Suggested Reading List – Fiction

Author	Title	Reading Level
Rosemary Wells	Make New Friends (Yoko and Friends School Days)	J
Cynthia Rylant	Mr. Putter and Tabby (Any book in the series)	M
Ruth Stiles Gannett	My Father's Dragon	M
Ester Averill	The Fire Cat	J
Ann Cameron	The Stories Julian Tells	N
Cynthia Rylant	Henry and Mudge: The First Book of Their Adventures	J
Cynthia Rylant	Poppleton in Winter	J
David Adler	Cam Jansen and the Mystery of the Dinosaur Bones	L
Hans Christian Anderson	The Princess and the Pea	RA
Ludwig Bemelmans	Madeline (Series)	K
Doreen Cronin	Diary of a Spider	L
Kate DiCamillo	Mercy Watson (Series)	K
P.D. Eastman	Are You My Mother?	I
Gene Zion	Harry the Dirty Dog	J
Syd Hoff	Danny and the Dinosaur (Series)	J
Pat Hutchins	The Doorbell Rang	J
Ruth Krauss	The Carrot Seed	G
Peggy Parish	Amelia Bedelia (Series)	L
Patricia Polacco	Thundercakes	RA
H. A. Rey	Curious George (Series)	J
Cynthia Rylant	Thimbleberry Series	RA
David Shannon	A Bad Case of the Stripes	RA
Jean Van Leeuwen	Oliver and Amanda Pig (Series)	K
Rosemary Wells	Bunny Cakes	J
Mo Willems	Edwina: The Dinosaur Who Didn't Know She Was Extinct	K
Kevin Henkes	Sheila Ray the Brave	K
Pat Morra	Pablo's Tree	RA

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

H,I,J,K,L,M = Transitional Readers suited for more independent reading

N/O = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 2 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Shari Halpern	My River
Seymour Simon	Whales
Bobby Kalman	Firefighters to the Rescue!
John Himmelman	Ibis: A True Whale Story
Connie Fluet	A Day in the Life of a Nurse
Nate LeBoutillier	A Day in the Life of a Zookeeper
Bobby Kalman	Veterinarians Help Keep Animals Healthy
Gregory Vogt	Solar System
Joanne Mattern	The Pebble: First Guide to the Solar System
Seymour Simon	Our Solar System
Kathleen Weidner Zoehfeld	Where Did Dinosaurs Come From?
Catherine D. Hughes	National Geographic Little Kid's First Big Book of Dinosaurs
Hugh Brewster	Dinosaurs in Your Backyard
Gillian Clements	The Picture History of Great Inventors
Patricia J. Murphy	Election Day
Annabelle Kindersly	Celebrations!
Gail Gibbons	From Seed to Plant
Judith St. George	So You Want to be President?
Kathleen V. Kudlinski	Boy, Were We Wrong About Dinosaurs
Nicola Davies	Bat Loves the Night
Sarah L. Thomson	Where Do Polar Bears Live?

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____

Grade 3 Suggested Reading List – Fiction

Author	Title	Reading Level
Amanda Irma Perez	My Diary from Here to There	N/O
Mary Hoffman	Boundless Grace	N/O
David Adler	Cam Jensen Mystery (Series) The First Day of School Mystery	L
Judy Delton	Pee Wee Scouts (Series)	L
James Howe	Pinky and Rex (Series)	L
Patricia Reilly Giff	Polk Street School (Series)	M
Matt Christopher	All Star Fever	M
Johanna Hurwitz	Russell Sprouts	M
Louis Sachar	Marvin Redpost (Series)	M
Ron Roy	A-Z Mysteries: The White Wolf (Series)	M/N
Ron Roy	A-Z Mysteries: Jun Jam (Series)	M/N
Johanna Hurwitz	School Spirit	N
Suzy Kline	Herbie Jones (Series)	N
Gertrude Chandler Warner	Boxcar Children (Series)	O
Beverly Cleary	Ramona Quimby, Age 8	O
Dean Hughes	Angel Park Soccer Stars (Series)	O
Mary Hoffman	Bravo, Grace	N/O
Gary Soto	Baseball in April	RA
Jon Scieszka	Summer Reading is Killing Me!	RA
Arnold Lobel	Fables	RA
John Rocco	Wolf! Wolf!	RA
Jane Yolen	A Sip of Aesop	RA
William Bennett	The Children’s Treasury of Virtues (Collected Short Stories)	RA
B.G.Hennessy	The Boy Who Cried Wolf	RA

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

L/M = Transitional Readers suited for more independent reading

N/O = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

R/A = Read Alouds; Stories can be shared by parent and child.

Grade 3 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Margaret Hynes	Extreme Weather
Mary Pope Osborne	Twisters and Other Terrible Storms
Seymour Simon	Storms
Gail Gibbons	Tornadoes!
Willow Clark	Wolves: Life in the Pack
Don McLeese	Gray Wolves
Kate Riggs	Wolves
Tracy Read	Exploring the World of Wolves
Meish Goldish	Gray Wolves: Return to Yellowstone
Oona Gaarder-Juntti	What in the World is Green Energy!
Jean Craighead George	The Wolves Are Back
Gail Gibbons	Recycle!
Robert Coles	The Story of Ruby Bridges
William Thomas	What are Citizens Basic Rights?
Bobbie Kalman	Explore Asia (and other continents in this series)
Ann Heinrichs	China (and other countries)
Ann Heinrichs	Japan
Ann Heinrichs	Brazil
Jim Arnosky	Wild Tracks! A Guide to nature's Footprints

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____

Grade 4 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Elizabeth Mills	New York State: Past and Present
Barbara Somerville	New York
Mark Stewart	All Around New York: Regions and Resources
Mark Stewart	New York Plants and Animals
Emily Dolbear	The Iroquois
Charlotte Wilcox	The Iroquois
Genevieve St. Lawrence	The Iroquois and Their History
Stefanie Takas	The Iroquois
Russell Freedman	Lafayette and the American Revolution
John Micklos	The Brave Women and Children of the American Revolution
Cassie Mayer	George Washington
Dennis Fradin	Who Was Ben Franklin?
Gene Barretta	Now and Ben: The Modern Inventions of Ben Franklin
David Peterson	Grand Canyon National Park
David Peterson	Yellowstone National Park
Julia Barnes	101 Facts About Deserts
Lucy Baker	Life in the Deserts
Cathryn Sill	All About Habitats: Deserts
Gregory Vogt	Solar Systems
Howard Trammel	The Solar Systems
Mike Goldsmith	Solar Systems
Melvin Berger	Discovering Mars: The Amazing Story of the Red Planet
Patricia Lauber	Hurricanes: Earth's Mightiest Storms
Joy Hakim	A History of US

Grade 5 Suggested Reading List – Fiction

Author	Title	Reading Level
Phyllis Reynolds Naylor	Shiloh	R
Christopher Paul Curtis	Bud, Not Buddy	R
Patricia Mac Lachlan	Skylark	R
Patricia McKissack	Mirandy and Brother Wind	R
Gary Paulsen	Hatchet	R
E. B. White	The Trumpet of the Swan	R
Avi	God Dog	R
Lauren Child	Utterly Me, Clarice Bean	R
Dan Gutman	Satch and Me	R
Myron Uhlberg	Dad, Jackie and Me	R
Avi	Crispin	R
Eleanor Coerr	Sadako and the Thousand Paper Cranes	R
Anne Rockwell	They Called Her Molly Pitcher	S
E. L. Konigsberg	From the Mixed-up Files of Mrs. Basil E. Frankweiler	S
Colleen McKenna	Fifth Grade: Here Comes Trouble	S
Cynthia Rylant	The Van Gogh Café	S
Mildred Taylor	The Friendship	S
Katharine Peterson	The Great Gilly Hopkins	S
Rick Riordan	Percy Jackson and the Lightning Thief	S
Louise Erdrich	The Birchbark House	T
Cynthia Rylant	The Islander	T
C. S. Lewis	The Lion, The Witch and the Wardrobe	T
Elizabeth Levy	My Life as a Fifth Grade Comedian	T
Natalie Babbitt	Tuck Everlasting	U
Lois Lowry	Number the Stars	U
Elizabeth Speare George	Sign of the Beaver	U
Jerry Spinelli	Maniac Magee	V
Jerry Spinelli	Star Girl	V
Richard Peck	A Year Down Yonder	V

Notes on book levels: All levels are approximate; source of levels Fountas and Pinnell

R = Self-Extending Readers: Children can read silently for sustained periods. They have strong fluency skills and flexible strategies for analyzing unknown words.

S,T,U,V = Advanced Readers: Read silently with ease; read aloud with fluency and phrasing; acquire vocabulary with ease; employ a wide-range of word solving strategies.

R/A – Read Alouds; stories can be shared by parent and child.

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____

Grade 5 Suggested Reading List – Nonfiction

Note: Non-fiction titles are best shared with an adult partner. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Karen Latchana Kenney	Ellis Island
Raymond Bial	Ellis Island: Coming to the Land of Liberty
William Thomas	What is a Constitution?
Lynne Cheney	We the People: The Story of Our Constitution
Norman Pearl	The Bill of Rights
Alan Schroeder	Ben Franklin
Ann Gaines	James Madison
Amos Esty	Unbound and Unbroken: The Story of Frederick Douglas
Melvin Berger	Discovering Mars: The Amazing Story of the Red Planet
Madelyn Wood Carlisle	Let's Investigate Marvelously Meaningful Maps
Patricia Lauber	Hurricanes: Earth's Mightiest Storms
Seymour Simon	Volcanoes
Henrietta Buckmaster	Underground Railroad
Kadir Nelson	We Are The Ship: The Story of Negro League Baseball

Please cut out the bookmark



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____



Student's Name:

Class:

(Please Circle One) September Grade: 3 4 5 6

Title: _____

Author: _____

Grade 6 Suggested Reading List – Fiction

Author	Title	Reading Level
Betsy Byars	Summer of the Swans	U
Cynthia Rylant	Every Living thing	R
Avi	Crispin	R
Barbara Williams	The Titanic	R
Katherine Paterson	Bridge to Terabithia	S
George Selden	The Cricket in Times Square	S
Katherine Paterson	The Great Gilly Hopkins	S
Bette Bao Lord	In the Year of the Boar and Jackie Robinson	S
Cynthia Rylant	The Islander	T
Karen Hesse	A Light in the Storm	T
C.S. Lewis	The Chronicles of Narnia	T
Jean Craighead George	Julie	U
Eleanor Estes	Ginger Pye	U
Zilpha Keatley Snyder	The Egypt Game	U
Jerry Spinelli	Crash	U
Linda Sue Park	A Single Shard	U
Susan Patron	The Higher Power of Lucky	V
Patricia Reilly Giff	Pictures of Hollis Woods	V
Ellen Raskin	The Westing Game	V
Madeline L'Engle	A Wrinkle in Time	V
E. L. Konigsberg	Favorite Greek Myths	V
J. K. Rowling	Harry Potter (Series)	V
Carl Hiaasen	Hoot	W
Lawrence Yep	Dragonwings	W
Sandra Cisneros	The House on Mango Street	W
Mildred Taylor	Roll of Thunder, Hear My Cry	W
Jacqueline Woodson	Feathers	X
Jane Yolen	The Devil's Arithmetic	X
Wilson Rawls	Where the Red Fern Grows	X
Cynthia Voigt	Homecoming	X
Ann M. Martin	A Corner of the Universe	Y
Jack London	Call of the Wild	Y
Lois Lowry	The Giver	Y
Laura Amy Schlitz	Good Master! Sweet Ladies! Voices from a Medieval Village	Y

Level R = Self-Extending Readers

Levels S,T,U,V,W,X,Y = Advanced Readers

Grade 6 Suggested Reading List – Nonfiction

Note: Non-fiction titles may need some support from an adult. These titles have been selected to build background knowledge and vocabulary in content areas.

Author	Title
Jim Arnosky	Watching Desert Wildlife
Kathryn Lasky	Shadows in the Dawn: Lemurs in Madagascar
Cathy Camper	Bugs Before Time: Prehistoric Insects and Their Relatives
Jane Goodall	The Chimpanzees I Love: Saving Their World and Ours
Jean Craighead George	Incredible Animal Adventures
Symour Simon	Muscles: Our Muscular System
Gail Gibbons	Weather Words and What They Mean
Barbara Hehner	First on the Moon
Patricia Murphy	Exploring Space With an Astronaut
Aliki	A Medieval Feast
Russell Freedman	Confucius: The Golden Rule
Diana Childress	Marco Polo's Journey to China
Jane Shuter	Ancient China
Ivan Minnis	You Are in Ancient China
Stephen Kramer	Hidden Worlds: Looking Through a Scientist's Microscope
Russell Freedman	The Story of the Montgomery Bus Boycott
Miranda Smith	Ancient Egypt
Phillip Steele	Ancient Egypt
Robert Sabuda	Tutankhamen's Gift
Aliki	Mummies Made in Egypt
Jill Rubalcaba	National Geographic Investigates Ancient Egypt
Struan Reid and Patricia Fara	The Usborne Book of Inventors
Martin V. Sandler	Inventors
Phil Isaacson	A Short Walk Through the Pyramids
David Macaulay	Cathedral: The Story of Its Construction
Roland Smith	Sea Otter Rescue: The Aftermath of An Oil Spill
Thomas Smith	The Titanic Sinks!
Robert D. Ballard	Exploring the Titanic

Finley Falcon Summer Readers Advancing to 7th Grade - 2016

Dear Future 7th Grade Falcons:

Summer is almost here and you've earned a vacation! This is a great time to unwind and spend time with your family and friends. It's also a wonderful time to look back on your school year and prepare for September in an enjoyable way. How can you prepare? Well, besides getting supplies early, you can participate in the *Finley Falcon Summer Reading Challenge!*

If you do a great job and complete all the challenges presented, you could earn up to +5% extra-credit on your 1st Quarter Report Card average in English and +5% in Social Studies! Yes, it's true! Now, wouldn't that be a great way to start the school year?

Here's how it works:

In 7th grade English and Social Studies classes you will be exploring the theme of ***Transitions***. So, you must keep this in mind as part of your responses in order to get the most credit. **** Be sure to include what "Level" medal you are going for at the top of your work. Also include your name, the title(s) and the author(s) in a clearly visible heading.***

I. Challenge Level 1 (Bronze Medal Falcon) – Complete the following tasks and earn *up to* +2%:

- a). Read **one** of the suggested titles **from the lists provided** (*including www.BrainHive.com choices*) for English and/or Social Studies.
- b). Write or type a summary of the book's events or information. It must be neat and your own words!
- c). On a separate sheet, answer these questions:
 - What is a *transition*? Write a quality definition from a dictionary. Use the term transition in a sentence.
 - What do you think causes transitions? Explain.
 - What transitions did you recognize in the book you read? Explain.

II. Challenge Level 2 (Silver Medal Falcon) – Complete the following tasks and earn *up to +4%*:

- a). Complete all of the Bronze Medal requirements for **one or two books**.
- b). On a separate sheet of paper, cite (copy word for word) a memorable passage or paragraph **from the book or books that connect to the theme of transitions**. Be sure to use “quotation marks” at the start and end of the chosen section. Also, include the (page # and paragraph#) in parentheses.
- c). Lastly, write a paragraph underneath each memorable passage you cited explaining why you chose this passage/paragraph and give at least 2 specific follow up reasons that refer to the section of text chosen. *Try your best to connect it to the **theme of transitions***. It must be written in the form of a **quality paragraph** for full-credit.

III. Challenge Level 3 (Gold Medal Falcon!) – Complete the following tasks and earn up to +5%:

- a). Complete all of the Silver Medal requirements.
- b). As you read, keep a “reader’s journal” with a minimum of 10 journal entries. Entries may be interesting dialogue, new vocabulary words, figurative language, historical references, descriptive passages, foreshadowing, plot twists or anything you think is worth noting. Remember, your “Personal Reaction” should not be an explanation of what the words mean, but instead what the selection makes you *think about* or *makes you feel* as a reader. Use the attached sample of a reader’s journal as a guide.
- c). Write a one-page response (typed if possible) for each book answering the following prompt:

“What transition or transitions did the main character or real life people experience based on your understanding from the reading?”

- d). Get creative! Create a colorful cover for your work, make a collage of images connected to the book, draw a favorite scene, make a website, take photos connected to the assignment with appropriate comments and print them out (like Instagram!), create a pretend facebook page for the characters/people, turn your journal into a pretend “blog”, write a song and record it, make a video, compose a poem about transitions, etc... It’s totally up to you! Just be sure that you can explain your project and its connection to the chosen book. Your new teachers will be *very impressed!*

*Finley Falcon Summer Reading Challenge Checklist
- Advancing to 7th Grade*

Named my GOAL and put a heading with the book title!

BRONZE MEDAL FALCON - up to +2%

READ one of the books on the lists.

WROTE my own summary.

ANSWERED the bulleted questions.

SILVER MEDAL FALCON - up to +4%

Completed all BRONZE MEDAL requirements.

CITATION of connected passage or paragraph.

PARAGRAPH explaining why chosen and connection.

GOLD MEDAL FALCON - up to +5%

Completed all BRONZE MEDAL requirements.

Completed all SILVER LEVEL requirements.

READER'S JOURNAL - wrote 10 entries and reactions.

One page RESPONSE (Essay) to prompt finished.

CREATIVE PROJECT!

SUMMER READING LIST

Advancing to 7th Grade 2016

Theme: Transitions

ENGLISH CLASS BOOK CHOICES

Fiction:

Wonder by R.J. Palacio

Crash by Jerry Spinelli

Say Yes by Audrey Coulombis

Anything But Typical by Nora Raleigh Baskin

Jack's Run by Roland Smith

www.Brainhive.com

American Hip-Hop: Rappers, DJs, and Hard Beats (audio book) By: Nathan Sacks

Touchdown: The Power and Precision of Football's Perfect Play (audio book) By: Mark Stewart

SOCIAL STUDIES CLASS BOOK CHOICES

My Brother Sam is Dead by James Lincoln Collier and Christopher Collier

Sarah Bishop by Scott O'Dell

When Will This Cruel War Be Over? The Civil War Diary of Emma Simpson by Barry Denenberg (Dear America)

Across the Wide and Lonesome Prairie The Oregon Trail Diary by Kristiana Gregory (Dear America)

Johnny Tremain: The story of Boston in Revolt Against the British by Esther Forbes

The Fighting Ground By Avi

www.Brainhive.com

Young Patriots: Inspiring Stories of the American Revolution By: Marcella Fisher Anderson

How Did Tea and Taxes Spark a Revolution? Six Questions Series By: Linda Gondosch

Ghost Walls: The Story of a 17th-Century Colonial Homestead By: Sally Walker

Finley Falcon Summer Readers Advancing to 8th Grade - 2016

Dear Future 8th Grade Falcons:

Summer is almost here and you've earned a vacation! This is a great time to unwind and spend time with your family and friends. It's also a wonderful time to look back on your school year and prepare for September in an enjoyable way. How can you prepare? Well, besides getting supplies early, you can participate in the *Finley Falcon Summer Reading Challenge!*

If you do a great job and complete all the challenges presented, you could earn up to +5% extra-credit on your 1st Quarter Report Card average in English and +5% in Social Studies! Yes, it's true! Now, wouldn't that be a great way to start the school year?

Here's how it works:

In 8th grade English and Social Studies classes you will be exploring the theme of ***Motivation***. So, you must keep this in mind as part of your responses in order to get the most credit. **** Be sure to include what "Level" medal you are going for at the top of your work. Also include your name, the title(s) and the author(s) in a clearly visible heading.***

I. Challenge Level 1 (Bronze Medal Falcon) – Complete the following tasks and earn *up to* +2%:

- a). Read **one** of the suggested titles **from the lists provided** (including ***www.BrainHive.com*** choices) for English and/or Social Studies.
- b). Write or type **your own summary** of the book's events or information. It must be legible and not plagiarized (copied from another source).
- c). On a separate sheet, answer these questions:
 - What is *motivation*? Write a quality definition from a dictionary. Use the term *motivation* in a sentence.
 - What do you think inspires *motivation*? Explain.
 - What examples of *motivation* did you recognize in the book you read? Explain.

II. Challenge Level 2 (Silver Medal Falcon) – Complete the following tasks and earn up to +4%:

- a). Complete all of the Bronze Medal requirements for **one or two books**.
- b). Write an explanation of what you believe prevents people from finding *motivation*. What works against a person's *motivation*?
- c). On a separate sheet of paper, cite (copy word for word) a memorable passage or paragraph from the book or books **that connect to the theme of motivation**. Be sure to use “quotation marks” at the start and end of the chosen section. Also, include the (page # and paragraph#) in parentheses.
- d). Lastly, write a paragraph underneath each memorable passage you cited explaining why you chose this passage/paragraph and give at least 2 specific follow up reasons that refer to the section of text chosen. *Try your best to connect it to the theme of motivation*. It must be written in the form of a quality paragraph for full-credit.

III. Challenge Level 3 (Gold Medal Falcon!) – Complete the following tasks and earn up to +5%:

- a). Complete all of the Bronze and Silver Medal requirements.
- b). As you read, keep a “reader’s journal” with a minimum of 10 journal entries. Entries may be interesting dialogue, new vocabulary words, figurative language, historical references, descriptive passages, foreshadowing, plot twists or anything you think is worth noting. Remember, your “Personal Response” should not be an explanation of what the words mean, but instead what the selection makes you *think about* or *makes you feel* as a reader. **Use the attached directions and example of a reader’s journal as a guide.**
- c). Write a one-page response (typed if possible) for each book answering the following prompts:

*“How does a main character or real life person in the book you read find **motivation** in response to a conflict (problem or tense situation)? What do you think the **central idea** of the book is and why? Remember to use text evidence to support your ideas.”*

- d). Get creative! Create a colorful cover for your work, make a collage of images connected to the book, draw a favorite scene, make a website, take photos connected to the assignment with appropriate comments and print them out (like Instagram!), create a pretend facebook page for the characters/people, turn your journal into a pretend “blog”, write a song and record it, make a video, compose a poem about transitions, etc... It’s totally up to you! Just be sure that you can explain your project and its connection to the chosen book. Your new teachers will be *very impressed!*

*Finley Falcon Summer Reading Challenge Checklist
- Advancing to 8th Grade*

Named my GOAL and put a heading with the book title!

BRONZE MEDAL FALCON - up to +2%

READ one of the books on the lists.

WROTE my own summary.

ANSWERED bulleted questions

SILVER MEDAL FALCON - up to +4%

Completed all BRONZE MEDAL requirements.

WROTE about what prevents/works against inner motivation (part b).

CITATION of connected passage or paragraph.

PARAGRAPH explaining why chosen and connection

GOLD MEDAL FALCON - up to +5%

Completed all BRONZE MEDAL requirements.

Completed all SILVER LEVEL requirements.

READER'S JOURNAL - 10 entries and reactions

One page RESPONSE (Essay) to prompts.

CREATIVE PROJECT!

SUMMER READING LIST

Advancing to 8th Grade 2016

Theme: Motivation

ENGLISH CLASS BOOK CHOICES

Fiction:

The Watkins Go to Birmingham by Christopher Curtis

A Scary Scene in a Scary Story by Matt Blackstone

Monster by Walter Dean Myers

Walk Two Moons by Sharon Creech

Northern Light by Jennifer Donnelly

www.Brainhive.com

Suzanne Collins: Words on Fire: USA TODAY Lifeline Biographies Series By: Marcia Lusted

Goal! The Fire and Fury of Soccer's Greatest Moment (audio book) By Mark Stewart

American Pop: Hit Makers, Superstars, and Dance Revolutionaries (audio book) By Arie Kaplan

SOCIAL STUDIES CLASS BOOK CHOICES

The Best Bad Luck I Ever Had By Kristen Levine

The Dragon's Child: A Story of Angel Island By Laurence Yep

Crow By Barbara Wright

www.Brainhive.com

The Triangle Shirtwaist Factory Fire By: Rachel Bailey

Here in Harlem: Poems in Many Voices (audio book) By: Walter Myers

Huntington High School

SUMMER READING 2016

Dear Parent/Guardian,

We are pleased to present the updated Huntington High School Summer Reading Program. Summer is a time for happiness, and we hope that reading will be an important part of your child's summer activities. We have included a suggested reading list from which your child can select one of two books to read for English class, and a second text for his or her social studies class. **While all the books have literary merit, some may be suitable for more mature students. Therefore, we urge you to carefully review the list and help your son or daughter make a selection that is appropriate based on his or her interest, age, reading level, and maturity.**

Please note, each Regents level student entering grades 9-12 is strongly encouraged to complete TWO summer reading assignments, one for English class and one for social studies. The English and social studies reading assignments both ask students to keep a double-entry journal while reading the book. All students who complete the summer assignments will receive feedback and have the opportunity to earn extra credit in Quarter one. The full one page written assignment is to be submitted to turnitin.com. Students entering English honors courses and Advanced Placement English courses have different requirements.

Curl up with a good book this summer!

English Summer Reading Assignment Directions

Select **10 important lines/sections** in total from the book that you've read that relate to the grade-level theme. Choose quotes that show how a character acts, thinks, and feels, and/or specific plot events associated with the theme. The quotes *do not* have to be the actual character's dialogue and could be part of the narration.

Please note: Quotes must be spread evenly and chosen from pages throughout the book. For example, loosely three quotes from the beginning, three from the middle, and three from the end of the full-length text and a 10th quote from anywhere that strikes you as important. The reading quote organizer (journal) will be collected and extra credit points given for students demonstrating that they have read the book.

THESE JOURNALS MUST BE TYPED. EACH STUDENT WILL SUBMIT THE ASSIGNMENT TO TURNITIN.COM BY SEPTEMBER 30TH. Submission instructions will be provided in September.

Important Quote	Page #	Explanation/ Connection to Theme
"But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself"	6	Harper Lee, in <u>To Kill a Mockingbird</u> , makes an allusion to FDR's famous speech "we have nothing to fear but fear itself". This reveals that the setting of the book is the 1930s. If citizens are scared after losing all of their money in the stock market crash they may be less likely to be heroes. It must be hard to stand up for what's right when you have no sense of security. That probably makes those good moral people who end up being heroes even better than the ordinary people in the town.

English Course Reading Selection and Assignment

Entering Tenth Grade (Regents level)

Thematic Focus: Identity

John Green- *Looking for Alaska* (2006)

Miles "Pudge" Halter's whole existence has been one big nonevent. He heads off to the sometimes crazy, possibly unstable, and anything-but-boring world of Culver Creek Boarding School. His life becomes the opposite of safe because down the hall is the gorgeous, clever, funny, self-destructive, screwed-up, and utterly fascinating Alaska Young. She pulls Pudge into her world, launches him into the Great Perhaps, and steals his heart. Nothing is ever the same again.

M.T. Anderson- *Feed* (2004)

Identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains. For Titus and his friends, it started out like any ordinary trip to the moon - a chance to party during spring break. But that was before the crazy hacker caused all their feeds to malfunction, sending them to the hospital to lie around with nothing inside their heads for days. And it was before Titus met Violet, a beautiful, brainy teenage girl who has decided to fight the feed.

Entering Eleventh Grade (Regents level)

Thematic Focus: The American Experience

Julia Alvarez- *How the Garcia Girls Lost their Accent* (1992)

The García sisters—Carla, Sandra, Yolanda, and Sofía—and their family must flee their home in the Dominican Republic after their father's role in an attempt to overthrow a tyrannical dictator is discovered. They arrive in New York City in 1960 to a life far removed from their existence in the Caribbean. In the wild and wondrous and not always welcoming U.S.A., their parents try to hold on to their old ways, but the girls try find new lives: by forgetting their Spanish, by straightening their hair and wearing fringed bell bottoms. For them, it is at once liberating and excruciating to be caught between the old world and the new.

Reyna Grande-*The Distance between Us: A Memoir* (2013)

When Reyna Grande's father leaves his wife and three children behind in a village in Mexico to make the dangerous trek across the border to the United States, he promises he will soon return with enough money to build them a dream house. His promises become harder to believe as months turn into years. When he summons his wife to join him, Reyna and her siblings are deposited in the already overburdened household of their stern, unsmiling grandmother. The three siblings look out for themselves; in childish games they find a way to forget the pain of abandonment and learn to solve very adult problems. Eventually a reunion between parents and children begins a dramatic new chapter in Reyna's life.

Entering Twelfth Grade

Thematic Focus: Varies by course selection, students will be in a paired set of selective courses.

Barbara Ehrenreich- *Nickel and Dimed: On (Not) Getting By in America*

suggested for students entering Multicultural Literature/Holocaust in Literature and Journalism

Millions of Americans work for poverty-level wages, and one day Barbara Ehrenreich decided to join them. She was inspired by the rhetoric surrounding welfare reform, which promised that any job equals a better life. But how can anyone survive, let alone prosper, on \$6 to \$7 an hour?

Zora Neale Hurston- *Their Eyes Were Watching God*

suggested for students entering Bible as/in Literature/Humanities

One of the most important works of twentieth-century American literature, Zora Neale Hurston's beloved 1937 classic, *Their Eyes Were Watching God*, is an enduring Southern love story sparkling with wit, beauty, and heartfelt wisdom. Told in the captivating voice of a woman who refuses to live in sorrow, bitterness, fear, or foolish romantic dreams, it is the story of fair-skinned, fiercely independent Janie Crawford, and her evolving selfhood through three marriages and a life marked by poverty, trials, and purpose.

Mike Lupica - *Heat*

suggested for students entering Film & Short Story/Sports Literature

Michael Arroyo has a pitching arm that throws serious heat along with aspirations of leading his team all the way to the Little League World Series. But his firepower is nothing compared to the heat Michael faces in his day-to-day life. Newly orphaned after his father led the family's escape from Cuba, Michael's only family is his seventeen-year old brother.

English Summer Reading Journal Format

Name: _____

Teacher: (tbd) _____

Period (tbd) _____

Book Title: _____

Important Quote	Page #	Explanation/Connection to Theme

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Social Studies Summer Reading Directions

Identify up to **5 pieces of evidence (important lines/sections, facts, ideas, etc)** from the book that you've read that relate to the reading theme. Record this evidence in your reading journal (use the same format as the English assignment) and explain how those pieces of evidence relate to the main theme. Your assignment is to connect the book to the theme in 400 words.

Please note: Evidence must be spread evenly and chosen from pages throughout the book. Find a few quotes from the beginning, middle, and end of the text. The quote organizer will be collected, along with the written reflection for extra credit in September. Simply, you must connect the information in the book to the theme in a several paragraph response.

THESE ASSIGNMENTS MUST BE TYPED. EACH STUDENT WILL SUBMIT THE ASSIGNMENT TO TURNITIN.COM BY SEPTEMBER 30TH. Submission instructions will be provided in September.

Social Studies Course Reading Selections

Entering Tenth Grade (Regents level)

Theme: Revolution/Change

***Animal Farm* by George Orwell**

Animal Farm is the most famous by far of all twentieth-century political allegories. Its account of a group of barnyard animals who revolt against their vicious human master, only to submit to a tyranny erected by their own kind, can fairly be said to have become a universal drama. Taking as his starting point the betrayed promise of the Russian Revolution, Orwell lays out a vision that, in its bitter wisdom, gives us the clearest understanding we possess of the possible consequences of our social and political acts.

Entering Eleventh Grade (Regents level)

Theme: Education/Ignorance

***Narrative of the Life of Frederick Douglass* by Frederick Douglass**

Former slave, impassioned abolitionist, brilliant writer, newspaper editor and eloquent orator whose speeches fired the abolitionist cause, Frederick Douglass (1818–1895) led an astounding life. Physical abuse, deprivation and tragedy plagued his early years, yet through sheer force of character he was able to overcome these obstacles to become a leading spokesman for his people. In this, the first and most frequently read of his three autobiographies, Douglass provides graphic descriptions of his childhood and horrifying experiences as a slave as well as a harrowing record of his dramatic escape to the North and eventual freedom.

Entering Twelfth Grade (Participation in Government or Economics, your fall class)

Theme: Responsibility in Government and Economics

***Naked Economics: Undressing the Dismal Science* by Charles Wheelan (Chapter 1)**

Finally! A book about economics that won't put you to sleep. In fact, you won't be able to put this bestseller down. In our challenging economic climate, this perennial favorite of students and general readers is more than a good read, it's a necessary investment—with a blessedly sure rate of return. Demystifying buzzwords, laying bare the truths behind oft-quoted numbers, and answering the questions you were always too embarrassed to ask, the breezy *Naked Economics* gives readers the tools they need to engage with pleasure and confidence in the deeply relevant, *not* so dismal science.

Students can and should also read a series of headline news articles (at least three) during July (from the New York Times or Wall Street Journal) about the Republican and Democratic National Conventions in Cleveland and Philadelphia.

In this case, since you would be reading full three or more full length articles, your written work would be to identify up to **5 pieces of evidence (important lines/sections, facts, ideas, etc)** from the articles that you've read that relate to the theme of "solution of national issues" and "leadership". Record this evidence in your reading journal (use the same format as the English assignment) and explain how those pieces of evidence relate to the themes. Your assignment is to connect the articles to the theme(s) in 400 words.

Social Studies Summer Reading Journal Format

Name: _____ Teacher: (tbd) _____
 Period: (tbd) _____ Book/Articles Titles: _____

Important Quote	Page #	Explanation/Connection to Theme

Huntington High School – Entering 9th Graders

SUMMER READING 2016

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DIRECTIONS:

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English Summer Reading Journal Format

Name: _____

Teacher: (fbd) _____

Period: (fbd) _____

Book Title: _____

Important Quote	Page #	Explanation/Connection to Theme

English Course Reading Selection and Assignment

Entering English Ninth Grade (Regents level)

Thematic Focus: Recognizing the Hero through Crucial Decisions

Jay Asher- *Thirteen Reasons Why* (2006)

Clay Jensen returns home from school and finds a mysterious box with cassette tapes inside. These tapes were recorded by Hannah Baker—his classmate and crush—who committed suicide two weeks earlier. On tape, Hannah explains that there are *thirteen reasons why* she decided to end her life. Clay is one of them.

Laurie Halse Anderson- *Twisted* (2008)

High school senior Tyler Miller used to be the kind of guy who faded into the background. But since he got busted for doing graffiti on the school, and spent the summer doing work to pay for it, he stands out. His new physique attracts the attention of queen bee Bethany Milbury, who just so happens to be his father's boss's daughter, the sister of his biggest enemy—and Tyler's secret crush. And that sets off a string of events and changes that have Tyler questioning his place in the school, in his family, and in the world.

Social Studies Summer Reading Directions

Identify up to **5 pieces of evidence (important lines/sections, facts, ideas, etc)** from the book that you've read that relate to the reading theme. Record this evidence in your reading journal (use the same format as the English assignment) and explain how those pieces of evidence relate to the main theme. Your assignment is to connect the book to the theme in 400 words.

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Entering Ninth Grade Global I (Regents level)

Theme: Development of civilization; Culture

A History of the World in Six Glasses by Tom Standage

READ FIRST TWO CHAPTERS

Throughout human history, certain drinks have done much more than just quench thirst. As Tom Standage relates with authority and charm, six of them have had a surprisingly pervasive influence on the course of history, becoming the defining drink during a pivotal historical period. *A History of the World in 6 Glasses* tells the story of humanity from the Stone Age to the 21st century through the lens of beer, wine, spirits, coffee, tea, and cola. For Standage, each drink is a kind of technology, a catalyst for advancing culture by which he demonstrates the intricate interplay of different civilizations. You may never look at your favorite drink the same way again.