Dear Parents,

In intermediate school, we are constantly growing as readers. The fourth grade summer reading project is designed to promote reading and learning as enjoyable activities so that we continue to grow as readers and writers over the summer. Although there are set expectations that include one pre-selected shared reading, one whole-division read (includes all IS parents, students, and teachers), and a “free choice” non-fiction component, our goal for this summer reading project is to remove limitations on reading. Reading every day and reflecting on what is read matters more than the number of books one reads. Links to a variety of literature will be provided; however, there is no required reading list of titles.

The summer reading project has two components:

● **Reading each day**
  - Research shows that reading every day throughout the summer will increase or maintain your child's reading level s/he worked so hard to achieve this school year. Studies show that the amount of time spent reading makes a significant contribution to vocabulary, general knowledge, spelling, and verbal fluency. Studies also show that reading can stimulate one’s mind, reduce stress, improve memory and concentration, and strengthen analytical skills. Students are encouraged to explore all types of text formats from novels, magazines, online journals, and electronic books to comic books, newspapers, audio books, and non-fiction selections.
  - As we all know, summer camps and summer vacations do not always lend themselves to an environment that is conducive to reading each day. Therefore, parents need to create a plan with their children so that more reading is incorporated into the week before the trip/camp and the week following the trip/camp.

### Expectations for the Fourth Grade Summer Reading

1. **Child/Parent Shared Reading Selections:**

   **Out of Wonder** is the division-wide summer read. It is an ode to poets who have sparked a sense of wonder. Out of gratitude for the poet’s art form, the authors present original poems that pay homage to twenty famed poets who have made the authors’ hearts sing and their minds wonder. Stunning mixed-media images by Ekua Holmes, winner of a Caldecott Honor and a John Steptoe New Talent Illustrator Award, complete the celebration and invite the reader to listen, wonder, and perhaps even pick up a pen.

   *Out of My Mind* is the 4th Grade shared read. From award-winning author Sharon M. Draper comes a story that will forever change how we all look at anyone with a disability. Eleven-year-old Melody is not like most people. She can’t walk. She can’t talk. She can’t write. All because she has cerebral palsy. But she also has a photographic memory; she can remember every detail of everything she has ever experienced. She’s the smartest kid in her whole school, but NO ONE knows it. Most people—her teachers, her doctors, her classmates—dismiss her as mentally challenged because she can’t tell them otherwise. But Melody refuses to be defined by her disability. And she’s determined to let everyone know it…somehow. This book is highly recommended as a family read aloud and is full of emotion, humor, and challenging ideas. --Amazon
The Essential 55: An Award-Winning Educator’s Rules For Discovering the Successful Student in Every Child by Ron Clark is the whole school read for Intermediate School students, parents, and teachers. The Essential 55 is the perfect book for students, parents, and teachers to slip into their backpacks, to read at the beach or at lunch, and to highlight the sections that resonate for them. IS will begin the year discussing and practicing some of these rules for success in school and in life.

II. Free Choice Non-Fiction Component:

Non-fiction explains ideas or tells about real people, places, objects, or events. It is an account or representation of a subject which is presented as fact. Autobiographies, biographies, essays, memoirs, reports, letters, memos, and newspaper articles are all types of nonfiction. There is also a variety of non-fiction children’s magazines available at bookstores or online from which to choose. See links below for possible nonfiction titles.

III. The Sky Is The Limit:

Students can read anything they want for this component of summer reading – from comic books and magazines to newspapers, travel documents, and online articles. As long as students are reading every day and reflecting upon what they are reading, the sky is the limit!

Readers make plans for their lives. They think about the reading they are doing, but they also plan ahead for the books they want to read in the future. Readers constantly look for new books to read. Instead of trying to keep track of that list mentally, students are encouraged to keep lists of these books. Students can refer to this list as they choose new selections to read, and they may add to this list as they find new interests and hobbies over the summer.

Resources for Finding and Selecting Literature:

This list is by no means exhaustive or complete, but merely suggestions that children may find enjoyable and of the appropriate level.

Award-Winning Book Lists:
Caldecott Award Winners and Honor Books: http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal
Newbery Award Winners and Honor Books: http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal
Notable children’s book list selected by Association for Library Service to Children: http://www.ala.org/alsc/awardsgrants/notalists
Scholastic: http://www.scholastic.com/parents/books-and-reading
Georgia Children’s Book Award Books: http://gcba.coe.uga.edu/

Georgia Children’s Book Award Finalists: https://www.dekalbschoolsga.org/hrrb/booklists/

**These books are Reading Bowl books for the 2020-2021 school year. Read these books and be on the IS Reading Bowl Team!!**
Books by Reading Level:
https://sites.google.com/a/brookstoneschool.org/bis/leveled-books-a-z

Nonfiction Book Lists:
http://www.goodreads.com/shelf/show/kids-non-fiction
http://commoncore.scholastic.com/teachers/books/non-fiction

Online Fiction and Nonfiction Books:
Epic Books for Kids-- https://www.getepic.com

Books for Girls:
http://www.randomhouse.com/rhpg/promos/greatbooks/booklist.html
http://school.familyeducation.com/reading/fiction/37735.html

Books for Boys:
http://www.guysread.com/books/
http://happyhooligans.ca/best-books-for-boys-ages-8-16/
http://www.pragmaticmom.com/2013/06/books-like-percy-jackson/

Children’s Magazines:
COBBLESTONE Magazine
CICADA Magazine
ODYSSEY Magazine
FACES Magazine
MUSE Magazine
CRICKET Magazine
Ranger Rick Magazine
Brainspace Magazine
DIG Into History Magazine
National Geographic Kids
Owl Magazine
American Girl
ZAMOOF!
Boys’ Life Magazine
Xplor

Online Newspapers for Kids:
http://teachingkidsnews.com/
http://www.firstnews.co.uk/
http://www.timeforkids.com/
http://www.washingtonpost.com/lifestyle/kidspost/
http://indykids.org/main/
http://nieonline.com/detroit/yak.cfm
http://nieonline.com/
http://www.dogonews.com/
http://www.wsj.com/
https://studentnewsnet.com/
http://kidsstandard.org/
Reading Support for Parents

What Happens When a Parent and Child Read Aloud Together

• The more a parent reads aloud with a child, the more the child will love reading. By reading aloud frequently, parents are showing a child that reading is fun and thoroughly enjoyable! The love and enthusiasm the parent brings to reading gets passed along (be patient, it does not always happen overnight). Parents should be enthusiastic about what one is reading and sharing with a child. Both the parent and the child should talk about what is being read, get excited about what’s about to happen in the next chapter – predict what will happen together, talk about the characters one likes and does not like. Discuss what you think about the news, article, or story you are reading with them.
• It builds vocabulary. Many words in literature are not used in every day speech – so literature and a variety of texts (magazines, news articles, etc.) provide exposure to a rich and varied vocabulary that children might not get in day-to-day conversations. Parents will start to hear new words appearing in conversations, and children will begin incorporating words that have been picked up and learned from a shared reading experience.
• It develops background knowledge that children will need to understand the meaning of texts when they read on their own. If children have never heard of something before, it is harder for them to understand it for the first time as they read it on their own. Reading aloud and sharing many different stories and information with children gives them the knowledge they will need in the classroom - and in life - to read and understand on their own.
• It inspires a lifetime love of reading and is a great way to model making reading a part of a child’s everyday life. It sends the message: “This is what we choose to do; this is what we love to do with our time. I choose to read something every day. It is fun, it is interesting, and I learn cool stuff when I do.”
• It’s one of the best ways to bond with a child. Lots of laughter (sometimes tears) and conversation comes from reading together – and the relationship that is built by spending quality time together is a priceless gift to give.


Parent Guidelines for Shared Reading

Even though your child is now an independent reader, do not stop reading aloud! When you read aloud to your child, talk about your reactions to what you are reading. This gives your child a deeper understanding of comprehension. For example, describe how you feel about what is going on in the book, what you think will happen next, or what you thought about a character’s choice. Think aloud.

Learn the importance and the benefits of the gift of reading aloud with your child by reading Jim Trelease’s The Read-Aloud Handbook: Sixth Edition. You can also get helpful tips at http://www.trelease-on-reading.com/.

Use this list of strategies that your child has been learning to guide conversations:

• Schema - Readers use their prior knowledge, or schema, to find similarities between books and their own lives, other books, and events that happen in the real world. They build their schema as they learn new information or encounter new ideas in texts.
• Visualizing - Readers visualize, or create a movie in their minds, as they read. These images or movies are fueled by sensory details from the book and by the reader’s schema. Some readers do this automatically, but others need coaching. For example, if the story is about children having a lemonade
stand, you might picture the weather, how busy the street was, what type of neighborhood it is in, what the children are wearing, or how many people are gathered around. These are details that the author may not include, but they help the reader better understand the story and get that feeling of "being there."

**Inferring** - Readers infer by using clues from the text and from their own schema to figure out something that the author does not say directly, such as how a character is feeling or why the character chose to act a certain way.

**Questioning** - Readers ask questions about books before, during, and after reading. For example, "Why did the author spend so much time describing the red umbrella? I wonder if that will be important later in the story."

**Determining Importance** - Readers determine importance when they identify key ideas or themes as they read. In nonfiction texts, they utilized text structures (cause & effect, problem-solution, etc.) and text features (bold print, figures, photographs, etc.) to distinguish important from unimportant information.

**Monitoring and Clarifying** - Readers monitoring to make sure they understand what they are reading. For example, we have all had the experience of reading to the end of the page and not remembering what we have read. When we realize that, we are monitoring our reading. Readers clarifying by clearing up any misunderstanding or lack of understanding. For example, if you did not remember what you had read, you might choose to reread that page.

**Retelling, Summarizing, and Synthesizing** - Readers retell what happens in books in their own words. With fiction, a good retell usually includes characters, setting, problem, events in order, and solution. Summarizing is like giving a very short retell. In a summary, the reader includes only the most important details. Readers synthesize when they monitor the overall meaning, important concepts, and themes in the text and are aware of the ways text elements “fit together” to create overarching ideas.

**Parent Tips for Summer Reading**

**Relax the rules for summer**. During the school year, children have busy schedules and often have a great deal of required reading for classes. Do not determine the number of pages they should read. You may even want to make bedtime a little bit later if you find that your child can not put down a book.

**Have plenty of reading material around.** Storybooks are not the only thing that kids can read for fun. Be sure to have newspapers, magazines, and informational material on hand that might spark the interest of a reader.

**Use books and magazines to break the boredom.** Without the regular school regimen, adults and kids need more activities to fill the hours. Books that teach kids how to make or do something are a great way to get kids reading and keep them occupied. Do not forget to take your child's favorite reading series along on long road trips.