

# PARNASSUS



PREPARATORY SCHOOL

*Classical Schooling for the Art of Life*

## **2019 SUMMER LEARNING PACKET**

**for students entering**

# **1G**

**in 2019 - 2020**

**Your summer learning packet includes the following:**

- ) Required Assignments**
- ) Reading Lists**
- ) Suggested materials to prepare for next school year**

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## **First Level Grammar (1G) – Required Summer Work**

*1G scholars should be able to spell their first and last names – please practice over the summer.*

***Track your progress on the “My Summer Work” chart on the back cover of this packet! Fill in a square with a drawing or sticker and turn in the completed pages to your teacher!***

### **1G Required Summer Reading**

The intent of the summer reading is to combine literature with the period of history the scholars will be studying when they return to school. Some of the reading options might be above or below your child’s reading level. Families are encouraged to read together, especially when the reading level is challenging for your child. Families can also find books on the same historical period and similar topics at your child’s reading level at your local library.

Scholars must read one fiction book and one biography and complete a brief report on what they read. Please read below for more details.

) Select one fiction book from the list below and write your own book review!

- Fiction Book: Choose from the three options below. Use the “My Book Review” form provided in this packet, and bring it back on the first day of school. These books will be available to check out from the school office beginning Monday, June 10<sup>th</sup>.

Little, Emily. *The Trojan Horse*

Aliki. *The God & Goddesses of Olympus*

Demi. *King Midas: The Golden Touch* (Available at Hennepin County libraries)

- Biography – Select one biography from the list below. Complete the “Biography Book Report” form provided in this packet, and bring it back on the first day of school. These books will be available to check out from the school office beginning Monday, June 10<sup>th</sup>.

Langley, Andrew. *Alexander the Great: The Greatest Ruler of the Ancient World*

Williams, Brian. *Tutankahamun*

- Optional: Summer Reading Contest - Each year, students have the option to participate in our Summer Reading Contest! 1G students can use the Summer Reading Log included in this packet to track the books they read over the summer. Students who read at least 40 “easy reader” books will receive a special recognition when we return in the fall! For more information, see the details on your Summer Reading Log. If you need ideas, see the “Supplemental Reading Information” section of this packet.

### **1G Required Summer Math Practice**

Parnassus provides a Summer Math Packet to all of our students. You can also find similar math practice books at your local Barnes & Noble or online book stores for purchase. The recommendation is to start with the math packet for the grade level just completed. The goal is to have your child complete either the Parnassus’ math packet or a purchased math workbook over the summer. Remember to bring the completed math exercises on the first day of school!

We also ask that you have your child practice his or her math facts a few times a week. Ideas for more math practice are available in the “Supplemental Math Information” section of this packet.

### **1G Required Handwriting Practice**

The ability to write clearly and neatly is an important part of a young child’s cognitive and physical development! Please have your child complete the handwriting assignments on the following pages. We have included words from our reading and spelling curriculum for your child to trace and copy. There is also a reference sheet from our handwriting program, Zaner Bloser, containing arrow guides on how to write all 26 upper- and lowercase letters, as well as the numbers 1-10 and special characters like the question mark and exclamation point.

# Supplemental Reading Information

## The Importance of Summer Learning & Reading

Over 100 years of research regarding the 'summer learning loss' or the 'summer slide' is well documented and confirms that most students lose about two months of grade level equivalency in mathematical skills and more than two months in reading achievement. Summer after summer of learning losses have greater consequences later in life including high school placements, dropout rates, and whether students attend and complete college! Parnassus takes summer learning seriously. The requirements and suggestions in this packet will help you avoid the summer slide!

Ready or not, the end of the school year and the start of summer vacation are just around the corner. No doubt you are astounded at the amount of content your child has covered in just one year's time, but with summer break looming, you are probably eager to have your children extend their learning over the upcoming months. Summer reading is an easy, inexpensive, and enjoyable way for families to do just that! If books are chosen well and a few simple fluency-building techniques are used, reading comprehension and retention can continue to improve. Similarly, vocabulary development and content knowledge, which are critical for reading comprehension, can also be furthered through effective summer reading.

In the next pages we will include information regarding required readings, as well suggested book titles, math practice books, Spanish and Latin materials and suggested websites for practicing these languages and for keeping up with math skills.

### Book Choices

Most children relish the extra freedom that comes with summer break, but it is amazing how much a simple reading list can provide a little needed (and often welcomed) structure for children during the summer break. The first step to creating a successful summer reading program in your home is to start with a written reading list for your child. You and your child can collaboratively establish this list. Many families also enjoy taking part in a public library summer reading program over the summer months to provide some structure to their reading. To help make the process easier, we have divided books into three simple categories below. You will probably find that left to their own devices, children are likely to choose heavily from the third category of books, the "desert books." Just as we would steer our children away from a steady diet of desserts toward a healthier diet, so too must we steer them toward healthier book choices. For that reason, helping your child choose heavily from the first two categories below and sparingly from the third, will provide a good balance and give them the opportunity for building reading comprehension and knowledge.

#### Categories:

1. **Fiction or non-fiction books** that are at or slightly above your child's reading level are suggested for comprehension building. A great place to start is the Parnassus Preparatory School reading list included in this packet. Often children want to revisit old favorites that they have previously read or books that are new to them from the list, but which are now below their reading level. Because of the high quality of these works of literature, these books should be included as an addition to the more challenging selections on their summer reading list. Use the reading list as a gauge for reading level, or speak with your child's teacher.
2. **Content-based books** are non-fiction books such as biographies or books written about an area of history, math, science, music, or art that has sparked your child's interest. Some of the books will be above your child's reading level, but can make wonderful books to read aloud.
3. **"Dessert Books"** are often contemporary books that children enjoy reading and can be generally read without much effort or assistance. These books typically lack challenging vocabulary and often use relatively simple grammatical writing structures. They are called "dessert books" because they are a

small treat with minimal nourishment. They may be perceived as fun to read, but do little to develop our children's growing minds. It is easy for children to select summer reading from this category to the exclusion of the first two categories.

### **Fluency Improving Techniques**

Increasing your child's reading fluency should be one of the goals of your summer reading program. The National Institute for Literacy describes reading fluency as the "ability to read a text accurately and quickly." Fluent readers "recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding." Fluent readers comprehend what they are reading because they do not need to take time to decode unfamiliar words and can therefore concentrate on the meaning of the text. Becoming a fluent reader happens gradually and requires years of practice and patience. Like becoming proficient on a musical instrument or pitching a softball, with repeated practice, fluent reading will happen!

#### **Parroting**

For younger children who are not yet firm in their reading fluency, parroting, or having the child repeat short reading passages after the adult readers have read them, is effective. If the child is hesitant to do this for you, start by having the child reread short passages with you and gradually work up to having him read it alone. This skill should be practiced with books at or slightly below the child's reading level, in order to insure success and a feeling of accomplishment. It is extremely important that parroting is done in a supportive atmosphere. Do not set your child up for failure by making him or her read unfamiliar text in front of others (siblings, grandparents, friends, etc.). This technique is for practice, not performance.

#### **Repeated Reading**

Fluency can also be improved through repeated oral reading. Different from parroting, this technique requires that the child practice a passage repeatedly, often resulting in memorization. The child practices one passage from a book that is at or above his reading level until facile and then moves on to another new passage. Try to choose passages with challenging vocabulary to aid in vocabulary and background knowledge acquisition. Always offer assistance with pronunciation and word meaning. Dictionary use can also be practiced with unfamiliar words. Older, more fluent readers also benefit from this technique. Using poetry or parts of famous speeches works well with older children.

#### **Reading Aloud**

Reading aloud to your children is an effective method to improve fluency that can be easily practiced at home. In order for children to become fluent readers, they must first hear what fluent reading sounds like. By reading effortlessly and with expression, you can model for your children how a fluent reader sounds. Research shows that older students, grades 8 - 12, also benefit from hearing fluent reading. If you feel that you are not a strong reader, books on tape are an alternative available at public libraries and area bookstores.

### **Accessing Summer Books**

The required summer books are available at Parnassus to be checked out over the summer. Books will be checked out on a first come, first served basis. The maximum length for the book to be checked out is two weeks. This way we can accommodate the needs of other scholars who may need to check out the books. (A couple titles are available at Hennepin County Libraries). If you would like to start your child's classical library, you can find these books at Barnes and Nobles (store and online), Amazon.com, sometimes at Half-Price Books stores, and at other online stores. Some titles are available for free at Amazon.com for the kindle.

# Suggested Summer Reading List



## Recommended Books for Scholars in Prima – 2G

**Note:** There may be books on this list that are above your child's reading level - these books make great read-alouds!

### Ancient (1G History Period):

Aesop's Fables

Growing Up Series:

*Growing up in Ancient Greece*

*Growing up in Ancient Rome*

*Growing up in Ancient Egypt*

Chirsholm, Jane: *Who Built the Pyramids?*

Bulla, Clyde Robert: *A Lion to Guard Us*

Payne, Elizabeth: *The Pharaohs of Ancient Egypt*

Roop, Peter and Connie: *Keep the Lights Burning, Abbie*

*Getting to Know the World's Greatest*: artists, composers, inventors, and scientists series

### Medieval/Early Renaissance (2G History Period):

Aliki: *A Medieval Feast*

Angeli, Marguerite De: *The Door in the Wall*

Chisholm, Jane: *Who were the Vikings?*

Colum, Padraic: *The Children's Homer*

Little, Emily: *The Trojan Horse*

*Getting to Know the World's Greatest*: artists, composers, inventors, and scientists series

### Additional Classics:

Aesop: fables, all

Ahlberg, Janet and Allan: *The Jolly Postman*

Andersen, Hans Christian: fairy tales, all

Ardizzone, Edward: all *Tim* books

Awdry, The Rev. W: *Thomas the Tank Engine* Series

Belmians, Ludwig: *Madeline* series, all

Bennet, William:

*The Children's Book of Virtues*

*The Children's Book of Heroes*

*The Children's Book of America*

*Our Country's Founders*

*The Moral Compass*

Beskow, Elsa:

*Pele's New Suit*

*Children of the Forest*

Bianco, Margery Williams: *The Velveteen Rabbit: Or How Toys*

*Become Real*

Bond, Michael: *A Bear Called Paddington*

Brink, Carol Ryrie: *Caddie Woodlawn*

Burgess, Gelett: *Goops* series

Burgess, Thornton: *The Burgess Animal Book for Children*

Burnett, Frances Hodgson: *Rocketty-Packetty House*

Burton, Virginia Lee:

*Katy and the Big Snow*

*Mike Mulligan and His Steam Shovel*

*The Little House*

Carrick, Donald: *Harald* series

Carroll, Lewis:

*The Walrus and the Carpenter*

*The Hunting of the Snark*

Dahl, Roald: *James and the Giant Peach*

Dalgliesh, Alice: *The Courage of Sarah Noble*

D'Aulaires, Ingri and Edgar: *Book of Greek Myths*

De Brunhoff, Jean: *Babar* series

dePaola, Tomie: all

Flack, Marjorie and Kurt Wiese: *The Story About Ping*

Fleischman, Paul: *Joyful Noise: Poems for Two Voices*

Garis, Howard R.: *Uncle Wiggly Bedtime Stories*

Grahame, Kenneth: *The Reluctant Dragon*

Grimm, Jacob and Wilhelm: *Grimm's Fairy Tales*

Gruelle, Johnny: *Raggedy Ann and Raggedy Andy Stories*

Hakim, Joy: *A History of US* (individual volume or set of 10)

Harris, Joel Chandler:

*The Classic Tales of Br'er Rabbit*

*The Complete Tales of Uncle Remus*

Hawthorne, Nathaniel:

*Wonder Book* series

*Tanglewood Tales*

Herriot, James:

*Blossom Comes Home*

*Only One Woof*

*The Market Square Dog*

Hoban, Russell: *Francis* series

Hodges, Margaret: All, retellings

Hyman, Trina Shart: All, retelling

Keats, Ezra Jack: *The Snowy Day*

Kipling, Rudyard:

*Just So Stories*

*Rikki-Tikki-Tavi*

Lang, Andrew: *The Fairy Books*, all colors

Lester, Julius: folk tale retellings, all

Lear, Edward: *Book of Nonsense*

Lewis, C. S.: *Chronicles of Narnia*

Lobel, Arnold: *Frog and Toad* Books

Lofting, Hugh: *The Story of Doctor Doolittle*

MacDonald, Betty: *Mrs. Piggle-Wiggle*

MacDonald, George:

*Christmas Stories*

*The Golden Key*

*The Light Princess*

*The Lost Princess*

McCloskey, Robert:

*Blueberries for Sal*

*Make Way for Ducklings*

Milne, A.A.:

*Winnie the Pooh*

*House at Pooh Corner* (Pooh Original Edition)

*When We Were Very Young* (Pooh Original Edition)

*Now We Are Six* (Pooh Original Edition)

Minarik, Elsa: *Little Bear* series

Mulock, Miss: *The Little Lame Prince*

Norton, Mary:

*Bedknobs and Broomsticks*

*The Borrowers*

Osborne, Mary Pope: *American Tall Tales*

Perrault, Charles: *Perrault's Fairy Tales*

Piper, Watty: *Little Engine That Could*

Potter, Beatrix: all

Rey, H.A.: *Curious George* books

Richardson, Frederick: *Mother Goose: The Classic Volland Edition*

Sendak, Maurice: *Where the Wild Things Are*

Silverstein, Shel: all, verse

Steig, William:

*Abel's Island*

*Brave Irene*

*The Magic Pebble*

*Yellow and Pin*

Stevenson, Robert Louis: *Children's Garden of Verses*

Suess, Dr.: all

White, M. et. al.: *Sing a Song of Popcorn: Every Child's Book of Poems*

Wilde, Oscar:

*Complete Fairy Tales of Oscar Wilde*

*The Selfish Giant*

Wilder, Laura Ingalls: *Little House* series

Wood, Audrey: all

Yashima, Taro: *Crow Boy*

Zelinskuy, Paul O.: all, retellings

# Supplemental Math Information

## Suggested Websites for Math Practice

### Printable Math Worksheets and Flashcards:

<http://www.superkids.com/aweb/tools/math/>  
<http://themathworksheetsite.com/>  
<http://www.math-sheets.com/>  
[http://www.helpingwithmath.com/resources/oth\\_flashcards.htm](http://www.helpingwithmath.com/resources/oth_flashcards.htm)

### Mental Math Strategies and Games:

<http://olc.spsd.sk.ca/de/math1-3/p-mentalmath.html>  
[http://www.teachingideas.co.uk/math/content\\_mentalmaths.htm](http://www.teachingideas.co.uk/math/content_mentalmaths.htm)  
<http://ethemes.missouri.edu/themes/62>

### Interactive Math Facts Practice:

<http://www.sumdog.com/>  
<https://www.khanacademy.org/>  
<http://www.ixl.com/>  
<http://www.math.com/students/practice/arithmetricpractice.htm>  
[http://www.mathplayground.com/flashcards\\_timed.html](http://www.mathplayground.com/flashcards_timed.html)  
<http://www.mathfactcafe.com/worksheet/flashcard/>

## Math in Children's Literature

Below is a delightful suggested list of children's literature emphasizing math skills. This is a great way to enjoy some time together reading while practicing math! *Enjoy!*

### Addition

Anno, Mitsumasa. (1982). *Anno's Counting Book*  
Carle, Eric. (1979). *The Very Hungry Caterpillar*  
Giganti, Paul. (1992). *Each Orange Had Eight Slices*  
Hong, Lily Toy. (1993). *Two of Everything*  
Merriam, Eve. (1993). *12 Ways to Get to 11*

### Counting

Aardema, Vera. (1981). *Bringing the Rain to Kapiti Plain*  
Aker, Suzanne. (1990). *What Comes in 2's, 3's, and 4's*  
Anno, Mitsumasa. (1982). *Anno's Counting Book*  
Aylesworth, Jim. (1988). *One Crow: A Counting Rhyme*  
Bang, Molly. (1983). *Ten, Nine, Eight*  
Bertrand, Lynne. (1992). *One Day, Two Dragons*  
Boon, Emilie. (1987). *1, 2, 3, How Many Animals Can You See?*  
Burningham, John. (1980). *The Shopping Basket*  
Carle, Eric. (1984). *The Very Busy Spider*  
Clifton, Lucille. (1992). *Everett Anderson's 1-2-3*  
Crews, Donald. (1986). *Ten Black Dots*  
Dunbar, Joyce. (1990). *Ten Little Mice*  
Fowler, Richard. (1987). *Mr. Little's Noisy 1 2 3*  
Inkpen, Mick. (1987). *One Bear at Bedtime*  
Kitchen, Bert. (1987). *Animal Numbers*  
Mack, Stan. (1974). *10 Bears in My Bed*  
Nikola, Lisa. (1991). *One, Two, Three Thanksgiving*  
Potter, Beatrix. (1988). *Peter Rabbit's 1 2 3*  
Sendak, Maurice. (1962). *One Was Johnny*  
Sheppard, Jeff. (1990). *The Right Number of Elephants*

### Estimating

Clement, Rod. (1991). *Counting on Frank*  
Giff, Patricia Reilly. (1984). *The Candy Corn Contest*  
Podendorf, Illa. (1970). *Many Is How Many?*  
Polacco, Patricia. (1990). *Thunder Cake*  
Williams, Karen. (1990). *Galimoto*  
Williams, Vera. (1982). *A Chair for My Mother*

### Fractions

Dragonwagon, Crescent. (1986). *Half a Moon and One Whole Star.*  
Emberly, Ed. (1984). *Picture Pie*  
Giganti, Paul. (1988). *How Many Snails?*  
Golub, Matthew. (1993). *The Twenty-Five Mixtec Cats*  
Hutchins, Pat. (1986). *The Doorbell Rang*  
Matthews, Louise. (1979). *Gator Pie*  
Pomerantz, Charlotte. (1984). *The Half Birthday Party*  
Watson, Clyde. (1972). *Tom Fox and the Apple Pie*

### Geometry & Shapes

Alder, David. (1975). *3D 2D 1D*  
Emberly, Ed. (1961). *The Wing on a Flea*  
Goble, Paul. (1983). *Star Boy*  
Hoban, Tana. (1971). *Look Again*

Jonas, Ann. (1984). *The Quilt*  
Podendorf, Illa. (1970). *Shapes, Sides, Curves, and Corners*  
Testa, Fulvio. (1983). *If You Look Around You*  
Tonpert, Ann. (1990). *Grandfather Tang's Story*

### Graphing

Anno, Mitsumasa. (1982). *Anno's Counting Book*  
Kasza, Keiko. (1987). *The Wolf's Chicken Stew*. New York: Putnam.

### Measurement

Briggs, Raymond. (1970). *Jim and the Beanstalk*  
Carrick, Carol. (1983). *Patrick's Dinosaurs*  
Kellogg, Steven. (1976). *Much Bigger Than Martin*  
Lionni, Leo. (1960). *Inch by Inch*  
Low, Joseph. (1980). *Mice Twice*  
Morimoto, Junko. (1988). *The Inch Boy*  
Myller, Rolf. (1991). *How Big Is a Foot?*  
Porte, Barbara Ann. (1993). *Leave That Cricket Be, Alan Lee*  
Russo, Marisabina. (1986). *The Line Up Book*

### Money

Adams, Barbara. (1992). *The Go-Around Dollar*  
Axelrod, Amy. (1994). *Pigs Will Be Pigs*  
Brown, Marc. (1990). *Arthur's Pet Business*  
Hoban, Lillian. (1981). *Arthur's Funny Money*  
Hoban, Tana. (1987). *26 Letters and 99 Cents*  
Maestro, Betsy. (1988). *Dollars and Cents for Harriet*  
Modell, Frank. (1981). *One Zillion Valentines*  
Schwartz, David. (1985). *How Much Is a Million?*  
Schwartz, David. (1989). *If You Made a Million*  
Viorst, Judith. (1978). *Alexander, Who Used To Be Rich Last Sunday.*

### Multiplication and Division

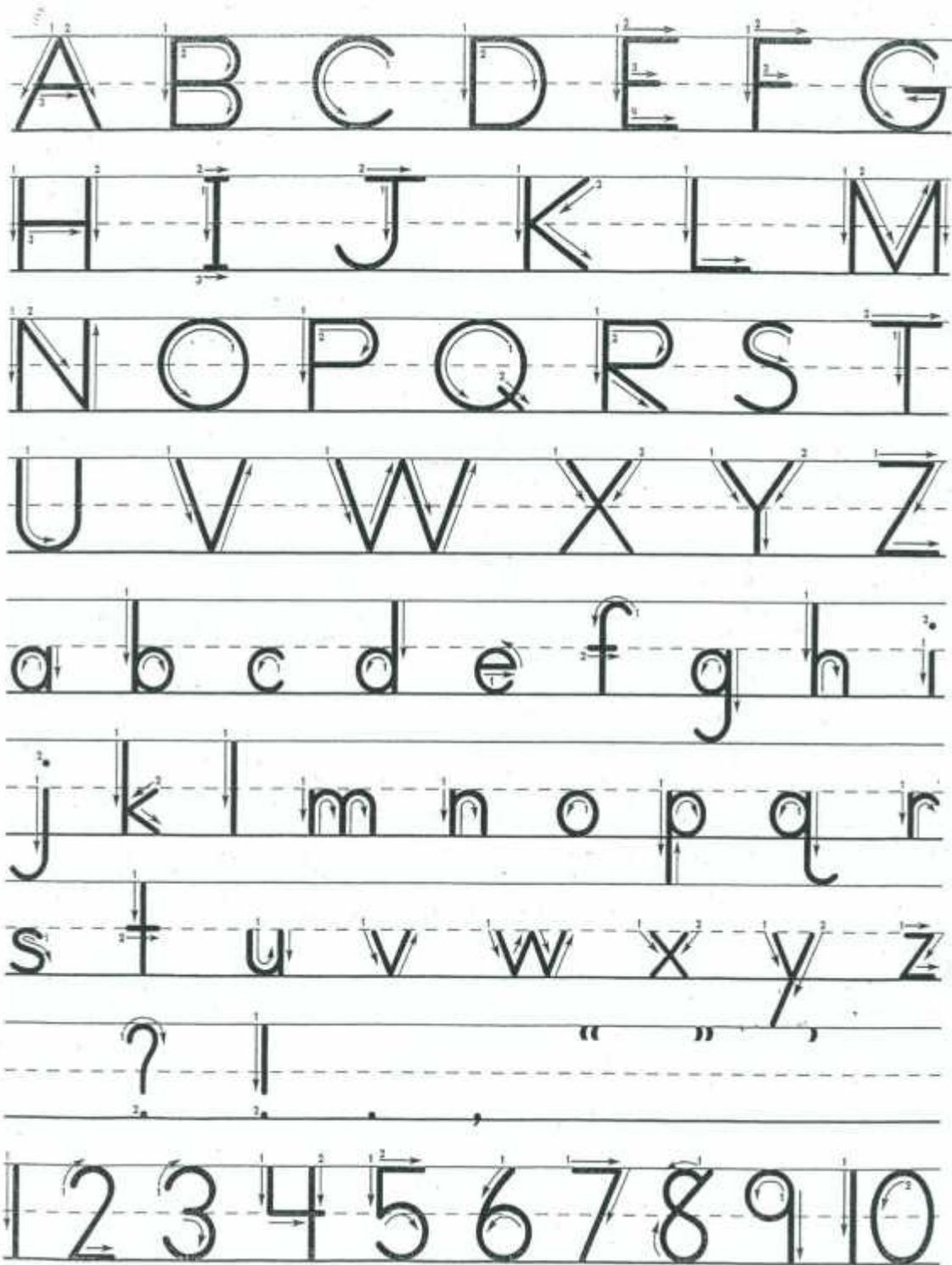
Anno, Masaichiro. (1983). *Anno's Mysterious Multiplying Jar*  
Froman, Robert. (1978). *The Greatest Guessing Game*  
Hoban, Tana. (1972). *Count and See*  
Hulme, Joy. (1991). *Sea Squares*  
Matthews, Louise. (1978). *Bunches and Bunches of Bunnies*  
Pinczes, Elinor. (1993). *One Hundred Hungry Ants*  
Pittman, Helena Clare. (1986). *A Grain of Rice*  
Srivastavia, Jane Jonas. (1979). *Number Families*

### Number Sense

Hoban, Tana. (1981). *More Than One*  
Hort, Lenny. (1991). *How Many Stars in the Sky?*  
Kuskin, Karla. (1986). *The Philharmonic Gets Dressed*  
Medearis, Angela Shelf. (1990). *Picking Peas For a Day*  
Nesbit, E. (1989). *Melisande.*  
O'Keefe, Susan. (1989). *One Hungry Monster*  
Pinczes, Elinor. (1993). *One Hundred Hungry Ants*

# Required 1G Summer Handwriting Practice

Zaner-Bloser Reference Chart - Manuscript



# IG Handwriting Practice

My Name: \_\_\_\_\_

Don't forget to turn me in on the first day of school!

Example

mat

Trace it

mat mat mat

Write it

pet

pet pet pet

top

top top top

and

and and and

dash

dash dash

sad

sad sad sad

what

what what

mash

mash mash

friend

friend friend

has

has has has

many

many many

that

that that

them

them them

all

all all all all

come

come come

fall

fall fall fall

last

last last last

lip

lip lip lip lip

math

math math

shop

shop shop

slip

slip slip slip

stop

stop stop

will

will will will

with

with with

you

you you you

frog

frog frog

glass

glass glass

hand

hand hand

most

most most

sand

sand sand

slam

slam slam

small

small small

smash

smash smash

arm

arm arm arm

barn

barn barn

farm

farm farm

sharp

sharp sharp

smart

smart smart

ball

ball ball

book

book book

give

give give

have

have have

read

read read

save

save save

they

they they

swim

swim swim

fish

fish fish fish

bag

bag bag bag

doing

doing doing

sell

sell sell sell

went

went went

What are we to do?

What are we to do?

She has many friends.

She has many friends.

Will you come with us?

Will you come with us?

They read part of the book.

# Biography Book Report

My Name:

The biography I read was about:

This person is famous for:

Art

Courage

Leadership

New Ideas

Science/Inventions

Other \_\_\_\_\_

This person was born in \_\_\_\_\_ and died in \_\_\_\_\_.

Quotable Quote: Something important this person said was:

Life Lesson: Something important I learned from this person:

Don't forget to turn me in on the first day of school!

Five words that describe this person are:

1.

2.

3.

4.

5.

### Word Bank

Here are some ideas of words you could choose! You can use these words or ask an adult for help with the dictionary!

brave

inspiring

creative

courageous

curious

intelligent

hard working

Bonus: Draw a picture of the person your biography was about!



Don't forget to turn me in on the first day of school!

# My Book Report

My Name:

Title of the Book:

Author's Name:

Illustrator's Name:

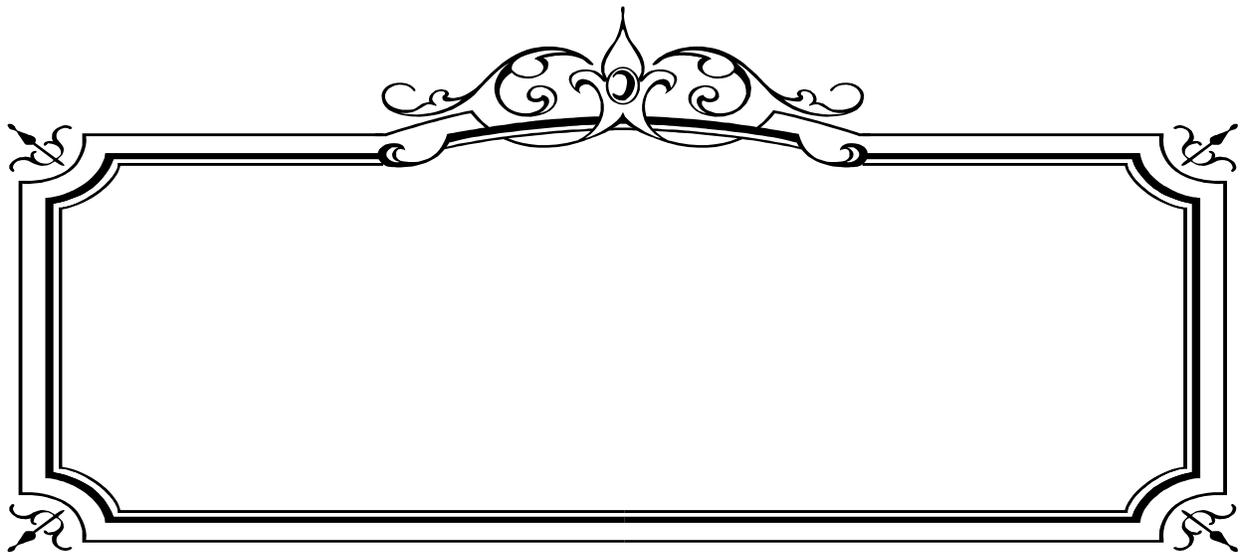
The book is mostly about:

The part I liked best was:

I chose this book because:

I would recommend this book to others because:

I learned these new words when I read this book:



Bonus: Draw a picture of your favorite part of the book

Don't forget to turn me in on the first day of school!

# PARNASSUS



PREPARATORY SCHOOL

*Classical Schooling for the Art of Life*

## Summer Reading Contest – All Grades

Reading Requirements to qualify for the special celebration:

**Prima – 2G:** 40 “Easy Reader” books(ex. *Frog and Toad are Friends*)

After your child has completed the reading requirement and recorded the books read in the Reading Log below:

1. Parents/legal guardians must submit an entry online on the Parnassus’ website on the Parents page.
2. Online submission of entries must be completed **by August 23<sup>rd</sup> by 5:00pm.**
3. **Only students with an online entry electronically signed by the parent/guardian and who bring back the completed/signed Reading Log will qualify**
4. The completed and signed Reading Log must be turned in to your child’s homeroom teacher by **August 23<sup>rd</sup>**

Student Name:		Grade Level:	
	Book Title	Author	Total Pages
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			

29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
TOTAL NUMBER OF BOOKS READ:		TOTAL NUMBER OF PAGES READ:	



**This page intentionally left blank.**

**Have a great summer**

My name: \_\_\_\_\_

# I G: My Summer Work Chart

Mark each square with a picture, stamp, or sticker when you complete it! Have a parent help you write the date and sign it before you bring it back to school in August!

I finished 5 pages in my math packet.  Date:	I finished 2 pages of handwriting practice.  Date:	I practiced math facts for 5 minutes today.  Date:	I read my biography and finished my "Biography Book Report."  Date:
I finished 2 pages of handwriting practice.  Date:	I practiced writing my first and last name.  Date:	I finished 5 pages in my math packet.  Date:	I practiced math facts for 5 minutes today.  Date:
I read my fiction book and finished my "My Book Report" form.  Date:	I finished 5 pages in my math packet.  Date:	I practiced math facts for 5 minutes today.  Date:	I finished 2 pages of handwriting practice.  Date:
I read a book of my choice today.  Date:	I practiced math facts for 5 minutes today.  Date:	I finished 2 pages of handwriting practice.  Date:	I finished 5 pages in my math packet.  Date:
I finished all the remaining pages in my math packet.  Date:	I practiced math facts for 5 minutes today.  Date:	I read a book of my choice today.  Date:	I practiced writing my first and last name.  Date:

Parent/Guardian Signature: \_\_\_\_\_