

# PARNASSUS



PREPARATORY SCHOOL

*Classical Schooling for the Art of Life*

## **2019 SUMMER LEARNING PACKET**

**for students entering**

# **4G**

**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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## **Fourth Level Grammar (4G) – Required Summer Work**

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

### **4G 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.

- J Required: Book Analysis- Choose from the options below. Use the “My Book Analysis” 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 10th.
  - Reeder, Carolyn. *Across the Lines*
  - Hansen, Joyce. *Which Way Freedom?*
  
- J Required: 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.
  - Fritz, Jean. *The Great Little Madison*
  - Guthridge, Sue. *Thomas Edison: Young Inventor*
  - Hammontree, Marie. *Albert Einstein: Young Thinker*
  - Feinstein, Stephen. *Louis Pasteur: The Father of Microbiology*
  
- J Optional: Summer Reading Contest - Each year, students have the option to participate in our Summer Reading Contest! 4G 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 25 books (at least 125 pages each) 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.

### **4G 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.

### **4G 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. Students are expected to write in cursive in 4G, so it is very important to practice this skill over the summer.

***Special Note on Keyboarding:*** We recommend that you give your child at home keyboard instruction. You may do this on your own, borrow keyboarding CDs/DVDs from your local library, or search for keyboarding lessons online.

# 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 Entering Levels 3G & 4G

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

### Late Renaissance/Early Modern Era (3G History Period):

Browning, Robert: *The Pied Piper of Hamelin*  
Dimi: *King Midas, The Golden Touch*  
*Getting to Know the World's Greatest ...:* series featuring artists, composers, inventors, and scientists series

### Modern Era (4G History Period):

Bruchac, Joseph: *Arrow over the Door*  
Cousins, Margaret: *The Boy in the Alamo*  
Field, Rachel:  
    *Hitty, Her First Hundred Years*  
    *Calico Bush*  
Karwoski, Gail Langer: *Seaman: The Dog Who Explored the West with Lewis & Clark*  
Yates, Elizabeth: *Amos Fortune, Free Man*  
Junior Great Books Series 4: *The Story of Wang Li* and others

### Additional Classics:

Ahlberg, Janet and Allan: *The Bear Nobody Wanted*  
Alexander, Lloyd: all  
Andersen, Hans Christian: all  
Banks, Lynne Reid: *Indian in the Cupboard* series  
Baum, L. Frank: *Wizard of Oz* series  
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*  
Bloom, Harold: *Stories and Poems for Extremely Intelligent Children of All Ages*  
Boston, Lucy: *Greene Knowe* series  
Buck, Pearl S.: *The Big Wave*  
Burnett, Frances Hodgson: *A Little Princess*  
Burnford, Shiela: *The Incredible Journey*  
Carroll, Lewis: *Through the Looking Glass*  
Coatsworth, Elizabeth: *The Cat Who Went to Heaven*  
Cooper, Susan: all  
Dahl, Roald: all  
DeAngeli, Marguerite: *The Door in the Wall*  
De la Mare, Walter: *The Lord Fish*  
Edwards, Julie Andrews: *The Last of the Really Great Wangdoodles*  
Estes, Eleanor: all  
Fleming, Ian: *Chitty-Chitty-Bang-Bang*  
Gannett, Ruth Stiles: *My Father's Dragon* series  
George, Jean Craighead:  
    *My Side of the Mountain*  
    *On the Far side of the Mountain*  
    *Julie of the Wolves*  
Gipson, Fred  
    *Old Yeller*  
    *Savage Sam*  
Haggard, H. Rider: *King Solomon's Mines*  
Hakim, Joy: *A History of US* (individual or full set of 10)  
Hale, Lucretia: *The Peterkin Papers*  
Helprin, Mark  
    *A City in Winter*  
    *The Veil of Snows*  
Henry, Marguerite: *Misty of Chincoteague*  
Henty, G.A.: *The Cat of Bubastes*  
Hillyer, V.M.: *A Child's History of the World*

Jaques, Brian: all  
Kell, Eric P. *The Trumpeter of Krakow*  
Kingsley, Charles: *The Water-Babies*  
Kipling, Rudyard:  
    *Just So Stories*  
    *Rikki-Tikki-Tavi*  
Kjelgaard, Jim: all  
Knight, Eric: *Lassie* series  
Lang, Andrew:  
    *Arabian Nights*  
    *The Fairy Books*, all colors  
L'Engle, Madeleine: all  
Lawson, Robert:  
    *The Great Wheel*  
    *Rabbit Hill*  
    *Ben and Me*  
Lenski, Lois:  
    *Judy's Journey*  
    *Strawberry Girl*  
    *Indian Captive*  
    *We Live in the Country*  
Lofting, Hugh:  
    *The Story of Doctor Doolittle*  
    *The Voyages of Doctor Doolittle*  
MacDonald, George:  
    *The Golden Key*  
    *The Light Princess*  
    *At the Back of the North Wind*  
Montgomery, L.M.: all  
Nesbit, E.:  
    *Melisande*  
    *The Deliverers of Their Country*  
    *Long Ago when I was Young*  
    *Five Children and It*  
Norton, Mary: *The Borrowers* series  
O'Brien, Robert:  
    *Mrs. Frisby and the Rats of NIMH*  
    *The Secret of NIMH*  
Ollivant, Alfred: *Bob Son of Battle*  
Pyle, Howard: *The Story of King Arthur and His Knights*  
Rawlings, Kinnan: *The Yearling*  
Rawls, Wilson: *Summer of the Monkeys*  
Salten, Felix: *Bambi*  
Selden, George:  
    *The Old Meadow*  
    *Tucker's Countryside*  
Seredy, Kate: all  
Spyri, Johanna: *Heidi*  
Stevenson, Robert Louis:  
    *The Black Arrow*  
    *Kidnapped!*  
Stieg, William: all  
Travers, P.L.: *Mary Poppins* series  
Verne, Jules:  
    *The Adventures of the Rat Family*  
    *Journey to the Center of the Earth*  
Wiggin, Kate Douglas: *Rebecca of Sunnybrook Farm*  
Willard, Nancy: *A Visit to William Blake's Inn*  
White, E.B.: *The Trumpet of the Swan*  
Wilde, Oscar: *Stories for Children*  
Wilder, Laura Ingalls: all  
Winthrop, Elizabeth: *The Castle in the Attic*  
Wyss, Johann: *The Swiss Family Robinson*

# 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*

# Resources for Spanish and Latin Practice

## Ways to Utilize and Practice Spanish:

1. Check out books from your local library that are written in Spanish with your child.
2. Visit the library and check out computer software for Spanish practice at home.
3. Have your child go to the websites listed below to practice Spanish and new vocabulary.
4. If your child has a relative who speaks Spanish, encourage your child to converse with him or her in Spanish on a daily basis. Perhaps have your child start with 10 minutes and gradually increase how long he or she speaks in Spanish each day.
5. Visit restaurants where wait staff speak Spanish and encourage your child to practice ordering in Spanish.

## Useful Links:

<http://www.colby.edu/~bknelson/SLC/index.php>  
<http://www.quia.com/shared/spanish/>  
<http://www.spaleon.com/index.php>  
<http://www.wordreference.com>

## Websites for Practicing Spanish:

[www.studyspanish.com](http://www.studyspanish.com)  
[www.conjuguemos.com](http://www.conjuguemos.com)  
<http://teacher.scholastic.com/activities/adventure/index.htm>  
<http://www.colby.edu/~bknelson/SLC/index.php>  
<http://www.trentu.ca/academic/modernlanguages/spanish/masarriba/>  
[http://www.quia.com/shared/index\\_top50.html](http://www.quia.com/shared/index_top50.html)

## Latin Practice

### Beginning Latin Lessons

<http://www.nationalarchives.gov.uk/latin/beginners/tutorial/default.htm>

### Latin Worksheets and Games

<http://headventureland.com/>

<http://www.learninggamesforkids.com/vocabulary-games/foreign-languages/literal-latin-memory-game.html>



# Required 4G Summer Handwriting Practice

Zaner-Bloser Reference Chart - Cursive

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

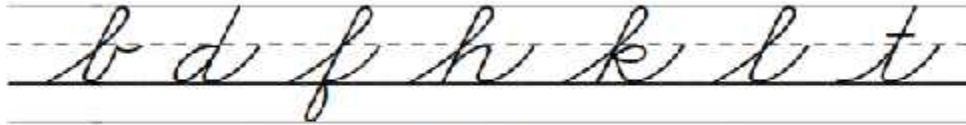
1 2 3 4 5 6 7 8 9 10

? ! , . " " ' .

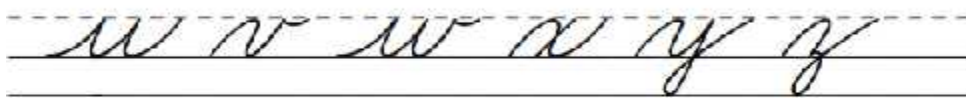
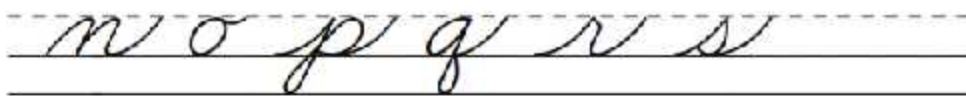
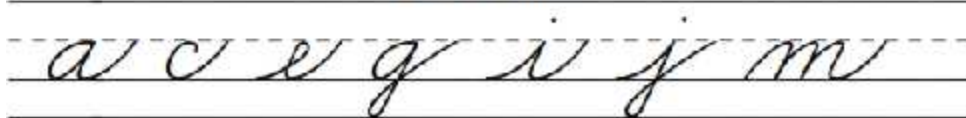
# Zaner Bloser – Guide to Legible Cursive Handwriting

The size is correct when all letters of the same size are even in height and rest on the baseline.

tall letters



short letters



little

## Shape

The cursive letters are made up of four basic strokes.



slant



undercurve



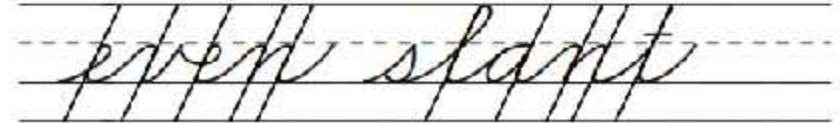
downcurve



overcurve

## Slant

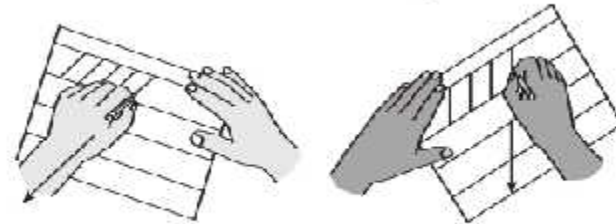
Cursive letters should have a forward slant. Correct slant is achieved by positioning the paper correctly, pulling the downstrokes in the proper direction, and shifting the paper as the writing line fills.



## Paper Position

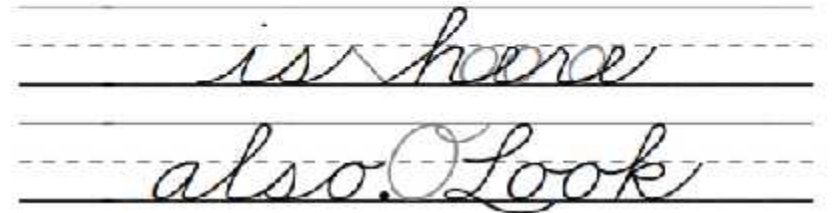
left hand

right hand



## Spacing

Spacing between letters, words, and sentences should be even. Between letters in a word there should be just enough space for a minimum-sized oval. For uniform spacing between words, the beginning stroke should start near the ending stroke of the preceding word. A slanted line (45°) drawn from the endpoint of the last stroke to the baseline should touch both words. Allow enough space for an uppercase O between sentences and two uppercase O's for the indentation of a paragraph.



Required 4<sup>th</sup> Summer Handwriting Practice

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

He threw the box through the bush.

He threw the box through the bush.

The passive child plays quietly.

The passive child plays quietly.

Babies are active, busy, and happy.

Babies are active, busy, and happy.

The chief governed very peacefully.

The chief governed very peacefully.

One athlete strengthened nightly.

One athlete strengthened nightly.

I can't breathe when confined.

I can't breathe when confined.

They'll wear formal clothing.

They'll wear formal clothing.

The shopper was caught charging.

The shopper was caught charging.

Scholars need spotless schools.

Scholars need spotless schools.

The author packed the package.

The author packed the package.

Please try swimming straighter.

Please try swimming straighter.

The voice made a loud noise.

The voice made a loud noise.

We'll exchange one for the other.

We'll exchange one for the other.

The school bench is unbreakable.

The school bench is unbreakable.

Let's surprise the loneliest teacher.

Let's surprise the loneliest teacher.

She'll review the delightful sketch.

She'll review the delightful sketch.



The athletes recently regained their physical strength to be healthy.

The athletes recently regained their physical strength to be healthy.

Nineteen people received treatment.

Nineteen people received treatment.

When is y a vowel letter? At the end

of a morphograph.

When is y a vowel letter? At the end

of a morphograph.

# Biography Book Report - 4<sup>th</sup> G

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 \_\_\_\_\_.

---

Write a sentence that tells the main reasons why this person became famous:

Life Lesson: Something important I learned from/about this person:

Who was the most important person (or people) in this person's life? Why?

Give a summary of important events from this person's life (write at least 3 sentences):  
*Do not forget to write me in the first life of school!*

*This form must be completed in cursive.*

*Choose one of the Parnassus Pillars of Character (honesty, courage, respect, perseverance, integrity, responsibility, citizenship, cooperation), and write an example from the story that shows how the character demonstrated this quality:*

*Name: \_\_\_\_\_*

*My Book Analysis - 4 & 5*

The title of the book I read was: \_\_\_\_\_

Characters (Major and minor characters...give names and description of at least 4 characters):

Setting (When and where; be descriptive):

Problem/ Conflict (What dilemma or problem did the main character face?)

Plot (major sequence of events in order):

<i>Beginning</i>	<i>Middle</i>	<i>End</i>
<i>Solution/ Resolution</i> (How did the problem get solved?)		

*Theme/ Author's Message* (What can we learn from the story?)

*Choose one of the Parnassus Pillars of Character (honesty, courage, respect, perseverance, integrity, responsibility, citizenship, cooperation), and write an example from the story that shows how the character demonstrated this quality:*

*New words I learned from this story (give the definitions!):*

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

*This form must be completed in cursive.*



## Summer Reading Contest – All Grades

Reading Requirements to qualify for the special celebration:

**3G – 4G:** 25 books of at least 125 pages (ex. *The Lion, the Witch, and the Wardrobe*)

**1L – 2L:** 25 books of at least 150 pages (ex. *Treasure Island*)

**3L – 4L:** 25 books of at least 200 pages (ex. *The Fellowship of the Ring*)

**1R – 4R:** 20 books of at least 350 pages (ex. *The Picture of Dorian Gray*)

After your child has completed his or her books and recorded them 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 5pm.**
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 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			
TOTAL NUMBER OF BOOKS READ:		TOTAL NUMBER OF PAGES READ:	

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**



**This page intentionally left blank.**

**Have a great summer of reading and learning!**

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

## 4G: My Summer Work Chart

Mark each square when you complete it! Have a parent write the date and sign it before you bring it back to school in August!

I finished 5 pages in my math packet.	I finished 2 pages of handwriting practice.	I practiced math facts for 10 minutes today.	I read my biography and finished my "Biography Book Report."
Date:	Date:	Date:	Date:
I finished 2 pages of handwriting practice.	I practiced math facts for 10 minutes today.	I finished 5 pages in my math packet.	I practiced math facts for 10 minutes today.
Date:	Date:	Date:	Date:
I read my fiction book and finished my "My Book Analysis" form.	I finished 5 pages in my math packet.	I practiced math facts for 5 minutes today.	I finished 2 pages of handwriting practice.
Date:	Date:	Date:	Date:
I read a book of my choice today.	I practiced math facts for 10 minutes today.	I finished 2 pages of handwriting practice.	I finished 5 pages in my math packet.
Date:	Date:	Date:	Date:
I finished all the remaining pages in my math packet.	I practiced math facts for 10 minutes today.	I read a book of my choice today.	I practiced math facts for 10 minutes today.
Date:	Date:	Date:	Date:

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