

Books for Overbrook



Summer Reading 2011



INTRODUCTION

To parents of Overbrook students:

We encourage you to participate with your child and his/her teacher in our comprehensive reading program, *Books for Overbrook*, for students entering First through Eighth grade. The Summer Reading program provides a list for suggested reading that will be used for Summer Reading book reports and classroom book reports during the school year.

In addition to the suggested authors and required titles, students are encouraged to read books nominated for the Volunteer State Book Award (VSBA). The Volunteer State Book Award is sponsored annually by the Tennessee Library Association in cooperation with the Tennessee Association of School Librarians. Each year, children across the state are asked to read books from a list of nominated titles. In the Spring, those students who have read or listened to at least three of the titles from the list are eligible to vote for their favorite. These votes are tabulated and sent to the state organization. The book with the most votes statewide wins the award. The author of the book receives a plaque and is invited to Tennessee to receive the award. Overbrook students will have the opportunity to vote on the VSBA nominated titles in Spring 2012.

Ultimately, your children will value books to the degree that you do. We encourage you to visit the public library with your child and also build a personal library of books at home. No school reading program can make a reader of a child who never sees his/her parents read. What you do speaks louder than what we say. If books have a place in your home, then your children will learn to be at home with books long before they come to school.

Happy Reading!

Visit Overbrook's website for reading lists:
<http://www.overbrook.edu/oncampus/library/readlist.php>

For more information about the Volunteer State Book Awards visit:
<http://www.discoveret.org/tasl/vsba.htm>

Instructions for Students Entering 1st Grade

To parents of Kindergarten and Primary students:

Our Summer Reading program provides a list designed to foster reading readiness and parent-child experiences with books in the home.

Reading Aloud Tips:

- Select a special read-aloud time, either at bedtime or another time during the day.
- Choose books slightly above your child's own reading level; children can listen to and comprehend stories that might be difficult to read on their own.
- Don't leave home without a book! Many opportunities present themselves for reading, whether it is waiting at a doctor's office, traveling in a car, or just enjoying a book outdoors at a park.

Rising First grade students are to read a **total of 6 books**. These books may be **read alone** or **read aloud** by an adult to the child. See following page for a list of suggested authors/series.

Book Reports:

Prepare an illustration of a favorite scene from four of the six books read. At the bottom of each illustration, write the **title, author, and illustrator** of the book and as well as your name. For the remaining two books, one write one sentence about how the two books are the same, and one sentence about how they are different. Include the **title, author, and illustrator** of each book as well as your name. Be sure to list all the books read/listened to in the Summer Reading Book Log.

Suggested Authors/Series for Rising 1st Graders

Cynthia Rylant

Herman or Peggy Parish / Amelia Bedelia series

Jonathan London / Froggy books

Jan Brett

Laura Numeroff

Ian Falconer / Olivia books

Jane Yolen

Mo Willems

Doreen Cronin

Mary Pope Osborne / Magic Tree House Series

David Shannon

Marjorie Sharmat / Nate the Great series

Dr. Seuss

Tedd Arnold / Fly Guy books

Mark Teague / Dear Mrs. La Rue books

Jane O'Connor / Fancy Nancy books

Kate DiCamillo / Mercy Watson series

Eric Carle

Kevin Henkes

Alyssa Satin Capucilli / Biscuit books

Instructions for Students Entering 2nd Grade

Rising Second grade students are to read a **total of 6 books**. At least one book should be a **short chapter book**. See following page for a list of suggested authors/series.

Book Reports:

- For 3 books, prepare an illustration of a favorite scene from each of the books. At the bottom of each illustration, write the **title, author, and illustrator** of the book and as well as your name.
- For 2 books, write two sentences that tell how the two books are the same, and two sentences that tell how they are different. Include the **title, author, and illustrator** of each book as well as your name.
- For 1 book, write a letter to your friend about why they should read that book.

Be sure to list all the books read in the Summer Reading Book Log.

Suggested Authors/Series for Rising 2nd Graders

Mary Pope Osborne / Magic Tree House series

Sara Pennypacker / Clementine series

Patricia Polacco

Betty MacDonald / Mrs. Piggle Wiggle series

Kate DiCamillo / Mercy Watson series

Annie Barrows / Ivy + Bean series

Cynthia Rylant / Henry & Mudge series

Laura Ingalls Wilder / Little House series

David Adler / Cam Jansen series

Gertrude Chandler Warner / Boxcar Children series

Jeff Brown / Flat Stanley books

Deborah or James Howe / Bunnacula series

Doreen Cronin

Jane O'Connor / Fancy Nancy books

Jan Brett

Nancy Krulik / Katie Kazoo series

Geronimo Stilton

Ellen Miles / Puppy Place series

Ron Roy / A to Z Mysteries

Jon Scieszka

Instructions for Students Entering 3rd Grade

Rising Third grade students are to read a **total of 3 books: 1 Required Reading book and 2 chapter books**. See following page for a list of suggested authors/series.

Required Reading

Frindle by Andrew Clements

Book Reports:

In September, students should turn in three book reports giving the **title, author, illustrator (if necessary), and at least four complete sentences describing the book**. Book reports may also include a picture depicting a favorite scene from each book.

Be sure to list all the books read in the Summer Reading Book Log.

Suggested Authors/Series for Rising 3rd Graders

Judy Blume

Beverly Cleary

Matt Christopher

Lemony Snicket / Series of Unfortunate Events series

Sara Pennypacker / Clementine series

Laura Ingalls Wilder / Little House series

Deborah or James Howe / Bannicula series

Bill Wallace

Mike Lupica

Andrew Clements

Donald Sobol / Encyclopedia Brown series

Louis Sachar / Marvin Redpost series or Wayside School series

Roald Dahl

Mary Pope Osborne / Magic Tree House series

Geronimo Stilton

Jon Scieszka

Betty MacDonald / Mrs. Piggle Wiggle series

Kate DiCamillo / Mercy Watson series

Annie Barrows / Ivy + Bean series

Carolyn Keene / Nancy Drew series

Franklin Dixon / Hardy Boys series

Instructions for Students Entering 4th Grade

Rising Fourth grade students are to read a total of three books over the summer. One of the books is required, and the other two are to be selected from the reading options list.

Required Reading

All rising fourth graders will read *The Miraculous Journey of Edward Tulane* by Kate Di Camillo. This reading level of this book is 4.4 and the student will receive 2 A.R. points after taking the quiz during the first week of school.

Assignment: Students will create a picture timeline of the story and summarize the story by labeling the sequence of events. Be creative!

Reading Options

Students will select two books from the following list:

The Lightning Thief by Rick Riordan Reading Level (RL): 4.7 AR points: 13
(or any books in this series)

<i>Tales of a Fourth Grade Nothing</i> by Judy Blume	RL: 3.0 AR points 4
<i>Sarah Plain and Tall</i> by Patricia MacLaclan	RL: 3.9 AR points 1
<i>Because of Winn Dixie</i> by Kate DiCamillo	RL: 6.0 AR points 3
<i>Sign of the Beaver</i> by Elizabeth George Speare	RL: 4.0 AR points 5
<i>Little House in the Big Woods</i> by Laura Ingalls Wilder	RL: 3.2 AR points 4
<i>Poppy</i> by Avi	RL: 4.3 AR points 4
<i>Davy Crockett: Young Rifleman</i> by Aileen Wells Parks	RL: 3.5 AR points 3
<i>The Higher Power of Lucky</i> by Susan Patterson	RL: 5.9 AR points 5
<i>Owls in the Family</i> by Farley Mowat	RL: 4.9 AR points 3
<i>The Hundred Dresses</i> by Eleanor Estes	RL: 7.0 AR points 1

Assignments:

Book report options: Choose one for each book:

1. For one of your books, write a two paragraph, handwritten summary of your favorite part of the book. Illustrate this scene on 8" x11" white unlined paper using colored pencils.

or

2. For one of your books, create a poster of the main characters and tell about the character traits of each. You may choose to make "paper doll" characters to represent the main characters of your book. Decorate the characters with brightly colored construction paper, yarn, and/or fabric pieces. Glue these onto your poster and, underneath each character, write their name and the character traits of each.

or

3. Host a press conference about your book. Write a two-paragraph summary to read to the class during your press conference. Write six questions about the book to pass

out to the news reporters (classmates) You will have to answer these questions aloud, so make sure you have a copy of the answers prepared!

We will read *Number the Stars* by Lois Lowry and *The Lion, the Witch, and the Wardrobe* by C.S. Lewis during our whole class novel studies this year. I ask that the students do not read either of these books ahead of time. Thanks!

Instructions for Students Entering 5th Grade

Rising 5th grade students are to read a total of 3 books.

Required Reading

A Single Shard by Linda Sue Park (6.6 AR)

Assignment: Students are to create a timeline of 10 events in Tree-ear's life on medium-sized posterboard. Illustrate 3 of the events on the poster (please color them).

Next, write one paragraph about your favorite kind of art (drawing, painting, sculpture, photography, etc.), telling me why it is your favorite (paragraph must be at least 6 sentences).

All students are to select 2 books from the following list:

How to Steal a Dog by Barbara O'Connor (4.0 level, 5 pts.)

Firegirl by Tony Abbott (4.1 level, 4 pts.)

The Secret School (4.1 level, 3 pts.)

Letters from Rifka (4.2 level 4 pts.)

A Faraway Island (4.4 level, 8 pts.)

Where the Red Fern Grows (5.0 level, 12 pts.)

A Wrinkle in Time Madeleine L'Engle (5.5 level, 7 pts.)

Mrs. Frisby and the Rats of NIMH by Robert C. O'Brian (5.9 level, 9 pts.)

My Side of the Mountain by Elizabeth George Speare (5.9 level, 7 pts.)

Princess Academy by Sharon Hale (6.0 level, 10 pts.)

Bad Beginning by Lemony Snicket (6.0 level, 3 pts.)

Mysterious Benedict Society by Trenton Lee Stewart (6.3 level, 18 pts.)

Island of the Blue Dolphins by Scott O'Dell (6.4 level, 7 pts.)

The Black Pearl by Scott O'Dell (6.5 level, 4.0 pts.)

Ginger Pye by Eleanor Estes (6.6 level, 10 pts.)

*The level of the book is based primarily on the readability of the book (vocab level), and the number of points is based on the length of the book.

For each of the books, draw a picture of the main character in one of the book's settings. Write a six sentence description about the character (in cursive), and a six sentence paragraph telling me whether or not you liked the book. Please be sure to give reasons.

Instructions for Students Entering 6th Grade— Miss Libardi

Rising Sixth Grade students are to read a total of 2 books. They should choose one book from each of the following lists.

List 1:

Shakespeare's Secret by Elise Broach
Heat by Mike Lupica
Julie of the Wolves by Jean Craighead George
Scat by Carl Hiaasen
Hoot by Carl Hiaasen
Bridge to Terabithia by Katherine Patterson
Charlie and the Chocolate Factory by Roald Dahl

List 2:

The Journal of Ben Uchida, Citizen 13559, Mirror Lake Internment Camp, CA, 1942 by Barry Denenberg
Counting on Grace by Elizabeth Winthrop
Esperanza Rising by Pam Munoz Ryan
Heart of a Shepherd by Rosanne Parry

Character Collage: For the novel that you read from List 1, create a collage that describes the main character. You should choose one of the main characters and then look through magazines and newspapers for pictures and words that describe him or her. Glue the pictures and words to a 12" by 18" poster board. As with all collages, the entire board must be covered. On the back of the collage, place a typed summary of the character traits represented by the collage pictures. Explain, in a paragraph, what the character's traits are and how your pictures represent these traits. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation. The name of the character you chose as well as your name should be listed on the back of the poster board. Creativity is encouraged!

PowerPoint Presentation: For the novel that you read from List 2, create a PowerPoint Presentation. Your presentation should be no less than seven slides. Use the following information to help you develop the various slides:

1. Introduction
 - a. Title
 - b. Author
 - c. Publisher
 - d. Copyright Date
 - e. Genre

2. Character

- a. Who is the main character?
 - b. What motivates him/her?
 - c. What does he learn from his experiences?
 - d. Does the main character change?
3. Plot
- a. What is the central conflict?
 - b. How is the conflict resolved?
 - c. What is the climax?
 - d. Is the ending satisfactory?
4. Setting
- a. What mood or atmosphere does the setting create?
 - b. Is the setting a backdrop or is it integral to the novel?
 - c. Is the setting essential to the outcome of the novel?
5. Theme
- a. What is the theme of this novel?
 - b. What details from the novel support this theme?
 - c. Does the theme bring meaning to the novel?
6. Point of View
- a. From whose point of view is the novel being told?
 - b. Is the point of view important to the events of this novel?
7. Style
- a. How is the author's choice of words important to this novel?
 - b. Do these words fit with the mood or atmosphere of the novel?

Students are encouraged to be creative when developing this presentation. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation.

These assignments should be turned in on the first day of school. Late work will be lowered by 50%.

Instructions for Students Entering 6th Grade— Mrs. Buss

This summer I would like you to read *Freak the Mighty* by Rodman Philbrick. This critically acclaimed young adult novel not only discusses the importance of a positive self-concept but also the ability to recognize the worth in all human beings.

As you read, I would like you to think about the following:

- What is the most important chapter in the book?
- What is the most important paragraph in the book?
- What is the most important sentence in the book?

Your choices will form the first essay you will write as a sixth grader. Please give careful consideration to these questions. Mark the places in your book and be ready to discuss them the first week of school. No writing is necessary at this time; just bring your books and your thoughts with you to class in August.

Instructions for Students Entering 7th Grade— Miss Libardi

Rising Seventh Grade students are to read a total of 2 books. They should choose one book from each of the following lists.

List 1:

Trouble Don't Last by Shelley Pearsall
The True Confessions of Charlotte Doyle by Avi
A Wrinkle in Time by Madeleine L'Engle
Witness by Karen Hesse
Eragon by Christopher Paolini
Alice's Adventures in Wonderland by Lewis Carroll
The Devil's Arithmetic by Jane Yolen

List 2:

Cheaper by the Dozen by Frank B. Gilbreth, Jr. and Ernestine Gilbreth Carey
Soul Surfer by [Bethany Hamilton](#) and [Rick Bundschuh](#)
The Hiding Place by Corrie ten Boom

Character Collage: For the novel that you read from List 1, create a collage that describes the main character. You should choose one of the main characters and then look through magazines and newspapers for pictures and words that describe him or her. Glue the pictures and words to a 12" by 18" poster board. As with all collages, the entire board must be covered. On the back of the collage, place a typed summary of the character traits represented by the collage pictures. Explain, in a paragraph, what the character's traits are and how your pictures represent these traits. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation. The name of the character you chose as well as your name should be listed on the back of the poster board. Creativity is encouraged!

PowerPoint Presentation: For the novel that you read from List 2, create a PowerPoint Presentation. Your presentation should be no less than seven slides. Use the following information to help you develop the various slides:

8. Introduction
 - f. Title
 - g. Author
 - h. Publisher
 - i. Copyright Date
 - j. Genre

9. Character
 - e. Who is the main character?

- f. What motivates him/her?
- g. What does he learn from his experiences?
- h. Does the main character change?

10. Plot

- e. What is the central conflict?
- f. How is the conflict resolved?
- g. What is the climax?
- h. Is the ending satisfactory?

11. Setting

- a. What mood or atmosphere does the setting create?
- b. Is the setting a backdrop or is it integral to the novel?
- c. Is the setting essential to the outcome of the novel?

12. Theme

- a. What is the theme of this novel?
- b. What details from the novel support this theme?
- c. Does the theme bring meaning to the novel?

13. Point of View

- a. From whose point of view is the novel being told?
- b. Is the point of view important to the events of this novel?

14. Style

- a. How is the author's choice of words important to this novel?
- b. Do these words fit with the mood or atmosphere of the novel?

Students are encouraged to be creative when developing this presentation. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation.

These assignments should be turned in on the first day of school. Late work will be lowered by 50%.

Instructions for Students Entering 7th Grade— Mrs. Buss

This summer I would like you to read *Nothing But the Truth* by Avi. Winner of the Newberry Medal, *Nothing But the Truth* is a documentary novel about ninth- grader Phillip Malloy whose conflict with a teacher explodes into a media frenzy. Suddenly, students, parents, school officials, and politicians are twisting the truth to benefit themselves while ignoring the consequences of such action.

As you read, I would like you to think about the following:

- Which character is the most sympathetic?
- Is the novel's resolution satisfying or unsatisfying?
- How do the conflicts presented in the novel connect with current news stories?

Your responses to these questions will form the first essay you write as a seventh grader. Please give careful consideration to these questions. Make note of the places in the novel where your answers occur and be ready to discuss them the first week of school. No writing is necessary at this time; just bring your books and your thoughts with you to class in August.

Instructions for Students Entering 8th Grade— Miss Libardi

Rising Eighth Grade students are to read a total of 3 books. Students should be prepared to take AR tests on all three novels.

List 1:

Roll of Thunder, Hear My Cry by Mildred Taylor
The Adventures of Huckleberry Finn by Mark Twain
The Hound of the Baskervilles by Sir Arthur Conan Doyle
Out of the Dust by Karen Hesse
Before We Were Free by Julia Alvarez
Cold Sassy Tree by Olive Ann Burns

List 2:

Almost Astronauts: 13 Women Who Dared to Dream by Tanya Lee Stone
Unsinkable by Abby Sunderland with Lynn Vincent
Same Kind of Different as Me by Ron Hall and Denver Moore

Character Collage: For the novel that you read from List 1, create a collage that describes the main character. You should choose one of the main characters and then look through magazines and newspapers for pictures and words that describe him or her. Glue the pictures and words to a 12" by 18" poster board. As with all collages, the entire board must be covered. On the back of the collage, place a typed summary of the character traits represented by the collage pictures. Explain, in a paragraph, what the character's traits are and how your pictures represent these traits. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation. The name of the character you chose as well as your name should be listed on the back of the poster board. Creativity is encouraged!

PowerPoint Presentation: For a third novel (not one whose character you discussed in your essay), create a PowerPoint Presentation. Your presentation should be no less than seven slides. Use the following information to help you develop the various slides:

15. Introduction

- k. Title
- l. Author
- m. Publisher
- n. Copyright Date
- o. Genre

16. Character

- i. Who is the main character?
- j. What motivates him/her?
- k. What does he learn from his experiences?

- I. Does the main character change?

17. Plot

- i. What is the central conflict?
- j. How is the conflict resolved?
- k. What is the climax?
- l. Is the ending satisfactory?

18. Setting

- a. What mood or atmosphere does the setting create?
- b. Is the setting a backdrop or is it integral to the novel?
- c. Is the setting essential to the outcome of the novel?

19. Theme

- a. What is the theme of this novel?
- b. What details from the novel support this theme?
- c. Does the theme bring meaning to the novel?

20. Point of View

- a. From whose point of view is the novel being told?
- b. Is the point of view important to the events of this novel?

21. Style

- a. How is the author's choice of words important to this novel?
- b. Do these words fit with the mood or atmosphere of the novel?

Students are encouraged to be creative when developing this presentation. Be sure to write in complete sentences using proper spelling, capitalization, and punctuation.

These assignments should be turned in on the first day of school. Late work will be lowered by 50%.

Instructions for Students Entering 8th Grade— **Mrs. Buss**

This summer I would like you to read *Ellen Foster* by Kaye Gibbons. In this critically acclaimed novel, the narrator and protagonist uses common sense and humor to share her life's story with the reader. For eleven years, Ellen Foster has fought to simply survive. Although everything appears to be against her, Ellen believes that there is a place for her in this world; a home where she can be accepted without question, for who she is. Her unshakable belief in all things good eventually leads her on a journey to a happy ending.

As you read, I would like you to look for quotes that discuss the following:

- family relationships
- personal responsibility
- prejudice
- positive and negative effects of money
- Santa Claus
- guilt and atonement

Your selections will form the first essay you write as an eighth grader. Please give careful consideration to your choices. Make note of the places in the novel where the quotes occur and be ready to discuss them the first week of school. No writing is necessary at this time; just bring your books and your thoughts with you to class in August.