



Weslaco ISD

Summer Reading



Dear Parents,

Summer reading - it's important. Research shows kids who read four or more books in the summer don't suffer from the "summer slide," or the loss of reading and learning skills during their summer break. Reading over the summer months makes a difference to your child's learning.

Please encourage your child to read for at least 20 minutes per day during the summer. A student who reads 20 minutes per day is exposed to 1.8 million words per year.

A fun Summer Reading List and student response boards for both fiction and informational books are included in this packet, so children can read then share what they read in writing. The summer Reading assignment is to read at least one informational AND one fiction book from the Summer Reading Lists and complete activities of choice for FICTION and INFORMATIONAL text. Homeroom teachers will collect the assignment(s) the first week of school.

Contact your child's school or the public library for book availability. The public library will host its Annual Summer Reading Program (June 3- July 17) which aims to encourage, engage and motivate children to read during the summer months and develop a love for reading. It's completely free. Participants who complete the program will be invited to a SRP celebration on July 20th at Peter Piper. Call Kayla Pena Children's Librarian at (956)968-4533, or visit their website at [Mayor Joe V. Sanchez Public Library, TX](#) for more information.

Please promote reading time this summer.

Good readers- READ.

Have a wonderful summer!

Discussion Questions:

Before reading:

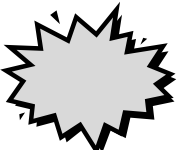
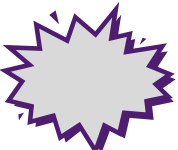
- What do you think this book will be about? How do you know?

During reading:

- Who are the characters? Who is the main character?
- What is the setting?
- What do you predict will happen next?
- How would you feel if you were (character's name)?
- Can you compare or contrast (event 1, character 1, topic 1) with (event 2, character 2, topic 2)?

After reading:

- What was the author's purpose?
- Were your predictions correct?
- How would you change the ending?

 GRADES 1-5 



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Estimados padres,

La lectura de verano es importante. Las investigaciones muestran que los niños que leen cuatro o más libros durante el verano no experimentan el "deslizamiento del verano", o la pérdida de habilidades de lectura y aprendizaje, durante su descanso. Leer durante los meses de verano marca la diferencia para su hijo. Anime a su hijo a leer al menos 20 minutos al día durante el verano. Un estudiante que lee 20 minutos al día está expuesto a 1.8 millones de palabras al año.

En este paquete se incluye una lista de lectura divertida y tableros de respuestas de los estudiantes para libros informativos y de ficción para que los niños puedan leer; luego, comparta lo que leyeron por escrito. La tarea de lectura de verano consiste en leer al menos un libro informativo y uno de ficción de la lista de lectura de verano y completar una actividad de elección para cada texto. Los maestros de aula recogerán esta tarea la primera semana de clases.

Comuníquese con la escuela de su hijo o la biblioteca pública para conocer la disponibilidad de libros. La biblioteca pública organizará su Programa Anual de Lectura de Verano (del 3 de junio al 17 de julio), cuyo objetivo es alentar, involucrar y motivar a los niños a leer durante los meses de verano y desarrollar el amor por la lectura. Es completamente gratis. Los participantes que completen el programa serán invitados a una celebración de SRP el 20 de julio en Peter Piper. Llame a la Bibliotecaria Infantil Kayla Pena al (956)968-4533, o visite su sitio web en la Biblioteca Pública Mayor Joe V. Sanchez, TX [Mayor Joe V. Sanchez Public Library, TX](http://www.mayorjoev.sanctuarytx.org) para obtener más información.

Por favor promueva el tiempo de lectura este verano.
Recuerden, buenos lectores, lean.
Que tengas un verano maravilloso.

Preguntas De Discusión

Antes de leer:

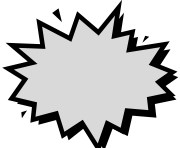
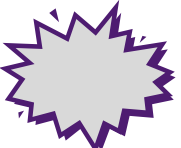
- ¿De qué crees que se trata este libro? ¿Cómo lo sabes?

Durante la lectura:

- ¿Quiénes son los personajes? ¿Quién es el personaje principal?
- ¿Cuál es el escenario?
- ¿Qué predices que sucederá después?
- ¿Cómo te sentirías si fueras (nombre del personaje)?
- ¿Puedes comparar o contrastar (evento 1, personaje 1, tema 1) con (evento 2, personaje 2, tema 2)?

Después de leer:

- ¿Cuál fue el propósito del autor al escribir esto?
- ¿Fueron correctas tus predicciones?
- ¿Cómo cambiarías el final?

 GRADES 1-5 

4TH GRADE

23-24 Weslaco ISD Summer Reading recommended reading list. We encourage children's choice for their selection of books. Our #1 goal is to get students to read. This is a recommendation of titles, but if you have other titles more easily accessible, please feel free to use them.

23-24 Lista de lecturas recomendadas para la lectura de verano de Weslaco ISD. Tenga en cuenta que si a su hijo le gustaría leer algo más, ¡definitivamente lo alentamos! Nuestro objetivo #1 es hacer que los estudiantes lean. Esta lista es estrictamente una recomendación de títulos, pero si tiene otros títulos más accesibles, no dude en usarlos.

Directions: Read one Fiction & one Informational book of choice OR from our recommended list, then complete the activities on the choice board.

Instrucciones: Lea un libro de ficción y uno informativo de su elección O de nuestra lista recomendada, luego complete las actividades en el tablero de elección.

Non-Fiction/Informational Books	
 Title: <i>Sadako and the Thousand Paper Cranes</i> Author: Elenor Coerr Genre: Non-Fiction Lexile: 690	Summary Two-year-old Sadako Sasaki was living in Hiroshima when she was diagnosed with leukemia. A Japanese legend that says that if a sick person folds 1,000 paper cranes, the gods will make her well again. Sadako spent long hours in bed, folding paper cranes, and never giving up hope.
 Title: <i>I Am Sonia Sotomayor</i> Author: Brad Meltzer Genre: Non-Fiction (Biography) Lexile: 630	Summary This book is a biography of Sonia Sotomayor, the first Latina Supreme Court Justice. Sonia Sotomayor was always driven by her love of learning and her commitment to justice. With the support of her loving family and supportive mentors, she pursued a career in law and proved there's no limit to what someone can accomplish.
 Title: <i>Robert Bateman, The Boy Who Painted Nature</i> Author: Margriet Ruurs Genre: Non-Fiction Lexile: 720 GetEpic	Summary Celebrated artist Robert Bateman is renowned internationally for bringing the natural world to life on the canvas. A naturalist and painter from his youth, Robert has for decades used his recognition to shed light on environmental issues and advocate for animal welfare. Robert Bateman: The Boy Who Painted Nature is the story of how a young child achieved his dream of painting the world around him and became one of Canada's most famous artists.



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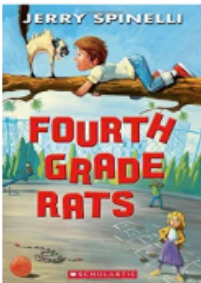
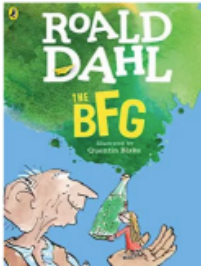
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Fiction Books		
	Title: <i>Riding Freedom</i> Author: Pam Muñoz Ryan Genre: Fiction (Historical) Lexile: 720L	Summary Charlotte Parkhurst never acted like most other girls. She climbed trees and fought with the boys and worked in a stable. She had a way with horses that was like nothing folks had ever seen.
	Title: <i>Fourth Grade Rats</i> Author: Jerry Spinelli Genre: Fiction (Realistic) Lexile: 340L	Summary "First grade babies! Second grade cats! Third grade angels! Fourth grade...RRRRRATS!" Suds doesn't mind being in fourth grade, but he doesn't want to be a "rat." Ordinarily, this wouldn't be too much of a problem, Except that his best friend, Joey, takes it very seriously.
	Title: <i>BFG</i> Author: Jerry Spinelli Genre: Fiction (Fantasy) Lexile: 720L	Summary Kidsnatched from her orphanage by a BFG (Big Friendly Giant), who spends his life blowing happy dreams to children, Sophie concocts a plan with him to save the world from nine other man-gobbling cannybull giants.

Directions: Read a fiction book, and choose one activity from the choice board that you would like to complete. Turn in this assignment to your teacher on the first week of school.

Instrucciones: Lea un libro de ficción y elija una actividad del tablero de opciones que le gustaría completar. Entregue esta tarea a su maestro en la primera semana de clases.

Choice Board



fiction



What's That Word?! Choose 5 vocabulary words that you did not understand in the story. Write down the definition of that word.	The Sequel Pretend the author wrote a second book using all of the same characters. What would the book cover look like? What would it be about?	COMPARE & CONTRAST Compare and contrast 2 things from your story. How are they the same and different? You may choose characters or settings.
TALK SHOW Write 5 questions you would like to ask the author. What are you still wondering? What would you like to learn more about?	SUMMARY Write a brief summary about your story. Include the main ideas, facts, and details from the story.	MOVIE POSTER Imagine your book was turned into a movie. What would the movie poster look like? What changes would you make from the book?
COMIC STRIP Choose your favorite chapter from the book and create a comic strip showing the events in order.	Connections Make a connection between something you read and something from your life, another text, or the world around you.	Character Study Choose one character from your book and list one word that describes them. Use evidence from the book to support your decision.

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GRADE 4:

FICTION



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COMIC STRIP



Directions: Choose your favorite chapter from the book and create a comic strip showing the events in order.

Title: _____

Comic strip by: _____

The comic strip template consists of two columns of panels. The left column has three panels: the top panel contains a speech bubble with a lightning bolt tail; the middle panel contains a starburst shape; the bottom panel is empty. The right column has three panels: the top panel is empty; the middle panel contains a speech bubble; the bottom panel contains a speech bubble.



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CHARACTER ANALYSIS

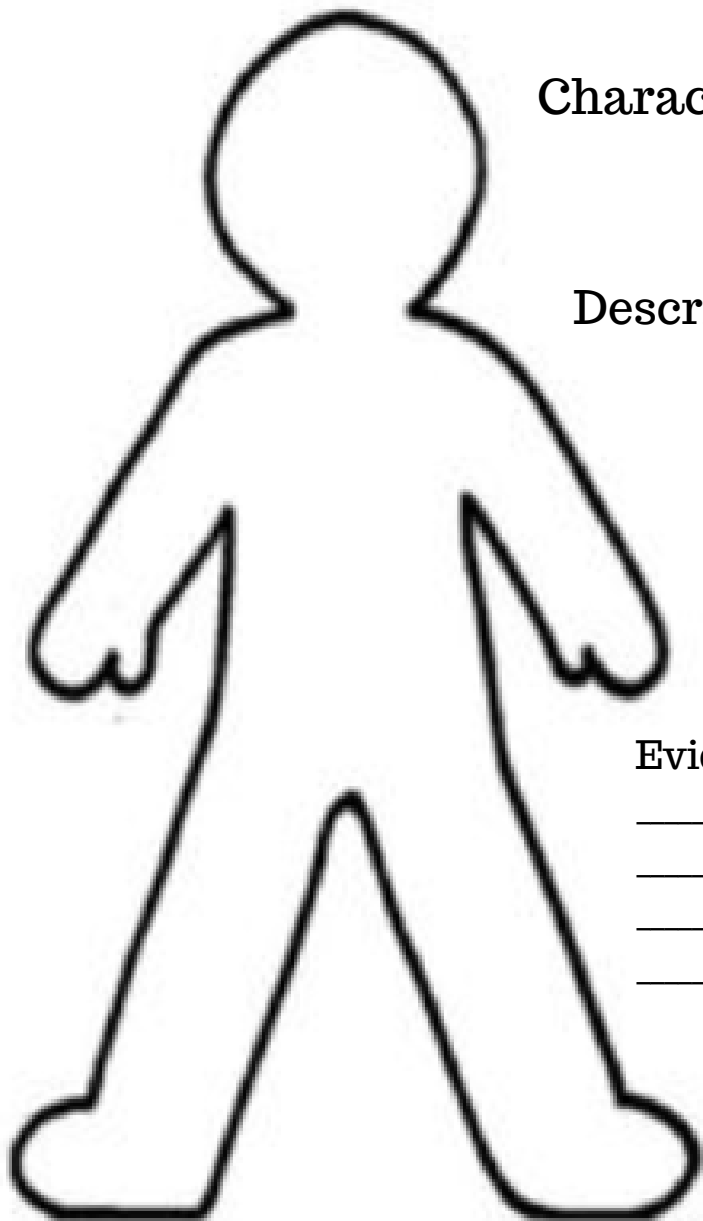
Directions: Choose one character from the book and list one word that describes them. Color and decorate the character doll to match the description of the physical characteristics of the character in the book. Use evidence from the book to support your decision.

Title: _____

Character Name: _____

Descriptive Word: _____

Evidence: _____





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MOVIE POSTER



Directions: Create a movie poster related to the book read on this sheet, a different sheet of blank paper, or on a poster board. It must represent the book **WITHOUT** giving away the whole story line.

Must Include:

- Title
- Author
- Colorful Illustration
- Quote Recommending Movie
- Movie Rating
- Movie Tagline
- Number of Stars



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TALK SHOW



Directions: After reading the book, write questions you would like to ask the main character of the book. Then, answer all questions in first-person as if you are the character. These questions must be questions that are not directly answered in the book, and that you are still wondering.

Book Title: _____

Character Interviewing: _____

Question 1:

Answer 1:

Question 2:

Answer 2:

Question 3:

Answer 3:

Question 4:

Answer 4:

Question 5:

Answer 5:



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Directions: Read an informational book, and choose any three boxes that will give you Tic-Tac-Toe that you would like to answer. You may go up, down, diagonal, or across. Don't forget to include evidence from the text. Turn in this assignment to your teacher on the first week of school.

Instrucciones: Lea un libro informativo y elija tres casillas que le darán Tic-Tac-Toe que le gustaría responder. Puede subir, bajar, diagonal o cruzar. No olvide incluir evidencia del texto. Entregue esta tarea a su maestro en la primera semana de clases.

Informational Tic-Tac-Toe Choice Board

Vocabulary

Choose 7 words from the text that you do not know the meaning of. Define each word using either the Glossary or a dictionary. Don't forget to write a complete sentence with each word!

Facts

Find 5 facts in the text. Write each fact down along with the page number you found it on and key word or clue that you use to help you determine that the statement is a fact.

Sketch Time

Draw a quick sketch of a new object, concept, habitat, fact, map, graph, chart, or time period that you learned about. Write a paragraph underneath describing your drawing.

Summary

Write a summary of the text. Don't forget to include supporting details and evidence from the text.

Central Idea & Supporting Details

What is the Central Idea of this text? Make sure you list at least 3 supporting details for your Central Idea along with the page you found them on!

Reflection

AFTER you have read the text, write a reflection piece that includes your thoughts on the book. What did you like/dislike about the Piece? Would you recommend it to someone else? What did you learn?

Point of View Author's Purpose

Explain what you think the Point of View and Author's Purpose of this text is And why you think they wrote it. Use specific evidence to back-up your thoughts!

Questions

Identify and write at least 3 questions you have after reading this text. Research and find the answer to 2 of the 3 questions you have.

Opinion

While you were reading did you find any statements that you thought were opinions? Write at least 3. Write the page number and explain any key words or clues that you used to help you determine it was an opinion.

GRADE 4: INFORMATIONAL