

Summer Work
Rising Third Grade



Preparing Boys for Life



Dear Parents of Rising Third Graders,

Summer is a wonderful time for boys to explore interests, enjoy camps and travel, spend time outdoors, and engage in the many experiences that help them grow beyond the classroom. At the same time, summer is also an important opportunity to maintain engagement with academic learning so that boys move confidently from one school year into the next.

This workbook contains the required summer work for your son as he prepares to enter his next grade with a mixture of literacy and math work. The activities included are designed to provide manageable practice in key skills and habits that will help ensure a strong and confident start to the school year. **This workbook should be turned into your son's teacher on the first day of school.** The work will prepare your son to engage in the beginning of year activities and assessments

I encourage you to take this work seriously and **do not save it for the last week of summer.** The assignments have been designed to be completed steadily over time, with practice and reading spread across the weeks of summer rather than done all at once. A little consistency goes a long way in helping skills stay sharp and building readiness for the year ahead.

This workbook includes the following sections. It is recommended to pace weekly work from each section throughout the summer.

- Required Third Grade Reading and Writing Summer Work
- Math Fluency Practice
- Math Skills Practice
- 3rd Grade Suggested Reading List

Thank you for partnering with us in supporting your son's growth as a learner. We hope your family enjoys a summer filled with rest, joy, and meaningful experiences, alongside steady engagement with the learning in this workbook.

With care,

Jenni Scoggin

Head of Lower School

Summer Success: The Power of Consistent Practice

THE STRATEGY FOR SUCCESS

Practice Spaced Over Time

Research shows spreading work across weeks leads to much stronger long-term retention.



Increased Student Confidence

Regular practice helps boys return to school feeling prepared for the year ahead.



Small, Consistent Amounts

Divide work across the summer instead of saving it for the final week.



ACCOUNTABILITY & RESULTS

First Day Hand-In

Turn in workbooks to homeroom or advisory teachers on the first school day.



Assessment Alignment

Summer tasks are intentionally designed to match skills tested during the first week.



A Learning Partnership

Families and schools collaborate to maintain strong, effective learning habits during the break.

Summer Work Plan

The purpose of the summer work is to provide **consistent practice over time** so that skills and learning are retained throughout the summer months. Research shows that spreading practice across many weeks leads to stronger long-term retention and helps boys return to school feeling confident and prepared for the year ahead.

We strongly encourage families to divide the work across the summer rather than saving it for the final week before school begins. Completing small amounts of work consistently will be far more beneficial than trying to complete everything at once at the end of the summer.

Please note the following expectations for accountability:

- Summer workbooks should be turned in to your son's homeroom teacher or advisory teacher on the first day of school.
- Assessments connected directly to the summer work will take place during the first week of school.
- The summer work has been intentionally designed to align with the skills, projects, and content that will be assessed and taught upon returning to school.

Thank you for partnering with us to help your son maintain strong learning habits and begin the school year ready to learn.

Required Summer Reading and Writing for Rising Third Graders
The Haverford School
2026-27

All students entering Third Grade are required to read:

***The Paintbrush Kid* by Clyde Rober Bulla**

The Paintbrush Kid follows a boy named Greg, who struggles with school, especially reading. He feels frustrated and disconnected, often acting out because he thinks he's not as capable as the other kids. Everything begins to change when Greg meets a mysterious neighbor, Mr. Finnerty, an artist. Through painting lessons, Greg discovers he has a special talent for art. As he gains confidence in his creativity, that confidence slowly carries over into other parts of his life—especially school. With encouragement and patience, Greg begins to believe in himself, improve his attitude, and see that learning can look different for everyone.

When you return to school, we will discuss the themes, lessons, and character traits that are presented in this story. In addition, we will use this text to generate our goals for the year.

Bring the book to school - read and reread.

All students entering Third Grade are required to write the following:

Compose an introductory letter to your new teacher that introduces yourself. This letter should tell us about yourself as a learner, your hobbies, interests, and what you are looking forward to accomplishing as a third grader. Use your best handwriting. You may use the Heggerty handwriting paper included in this workbook or write a separate sheet of notebook paper and bring it with you on the first day of class.

Optional work:

Art: Students may choose to include either a self-portrait with their introduction letter or an illustration of their summer memory.



This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Summer Math Fluency: Building the Foundation for Success

THE CASE FOR CONSISTENCY



The 5–10 Minute Rule

Short daily practice is more effective than occasional long sessions for building automaticity.



Focus on Problem-Solving

Automatic recall allows students to focus on reasoning rather than basic calculation.



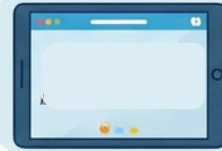
Assessments Begin Week One

Students will be assessed on grade-specific facts during the first week of school.

Grade-Level Fluency Targets



TOOLS FOR SUMMER PRACTICE



Digital Learning Tools

Use interactive platforms and apps to practice.



Hands-On & Low-Tech

Use flashcards, dice games, or "Multiplication War" with a standard deck of cards.



Practice in Everyday Moments



Integrate math into car rides, grocery shopping, or cooking to show real-world relevance.

Summer Math Fluency Practice (3rd, 4th, and 5th Grades)

Building Strong Foundations Through Consistent Practice

At The Haverford School, we know that **math fact fluency**—the ability to recall facts accurately, efficiently, and with confidence—is an essential building block for deeper mathematical thinking. Research consistently shows that automaticity with basic facts supports students in solving more complex problems because their cognitive energy can be devoted to reasoning and problem-solving rather than basic calculation.

Scholars such as John Hattie and Jo Boaler have highlighted the importance of meaningful practice and strong number sense in developing mathematical proficiency. When students have fluency with foundational facts, they are better positioned to engage in higher-level concepts with confidence and flexibility.

The Case for Consistency: The 5–10 Minute Rule

One of the strongest messages from research is simple:

Short daily practice is more effective than occasional long sessions.

Just **5–10 minutes a day** can make a significant difference in building automaticity.

Why short, consistent practice works:

- Builds long-term memory through repeated retrieval
- Strengthens speed and accuracy over time
- Prevents summer learning loss
- Reduces frustration and increases confidence
- Makes practice manageable and sustainable for families

Think of fluency practice like strengthening a muscle—**a little every day matters more than a lot once in a while.**

Fact Fluency Assessments in Week One

During the **first week of school**, students in Grades 3–5 will complete a brief fact fluency assessment aligned to grade-level expectations:

Rising 3rd Grade:

- Addition facts
- Subtraction facts

Rising 4th Grade:

- Multiplication facts

Rising 5th Grade:

Division facts

Regular summer practice will help boys begin the year feeling prepared and confident.

Tools for Summer Practice

While there are many digital tools available for fluency practice, **good old-fashioned, hands-on, low-tech practice** is a wonderful option—and often the most engaging.

Five Simple Ways to Practice

1. Flash Cards (Classic for a Reason!)

- Practice for a few minutes daily
- Sort facts into “know well” and “keep practicing” piles
- Let boys quiz a family member, too!

2. Math Fact Games

Try playful practice through games such as:

- Multiplication War (with playing cards)
- Fact Bingo
- Dice addition, subtraction, or multiplication games
- “Around the World” with siblings or friends

3. Skip Counting & Oral Practice

Practice facts while:

- Riding in the car
- Walking the dog
- Setting the table
- Shooting baskets

(“Count by 6s while we walk to the mailbox!”)

4. Write-and-Recall Challenges

- Set a timer for one minute and see how many facts can be solved accurately
- Keep a simple chart and celebrate growth over time

5. Use Math in Everyday Life

Invite boys to use facts in authentic ways:

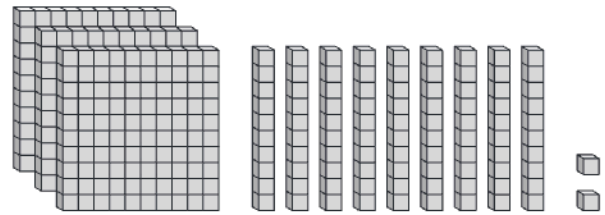
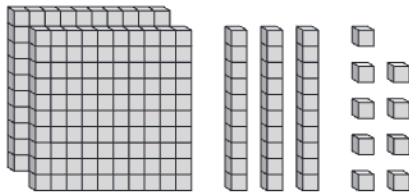
- Calculate totals while shopping
- Double or halve recipes
- Figure out equal groups while sharing snacks
- Estimate and solve quick number challenges aloud

Number: Writing three-digit numerals and number names



Look at the number represented on each of these four cards.

What is the value of the 3 in each block picture? What is the value of each 2?

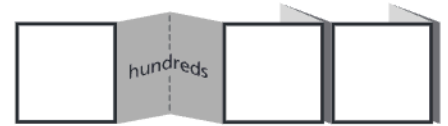
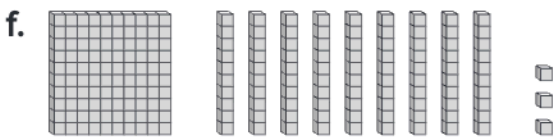
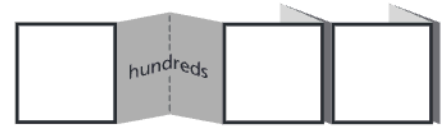
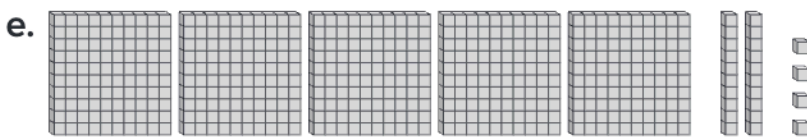
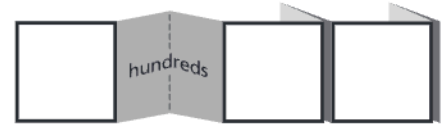
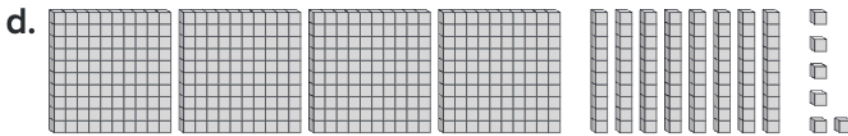
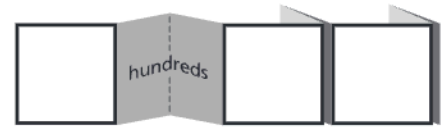
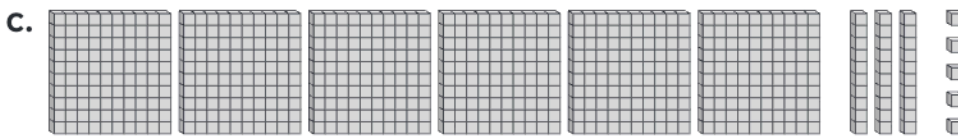
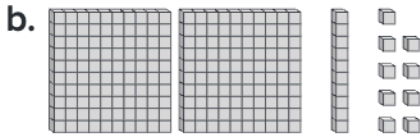
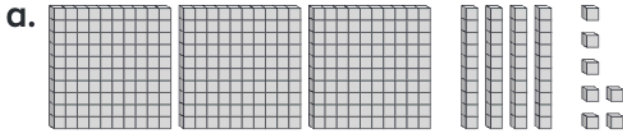


Read each three-digit number. Then write each number in words below.



Number: Writing three-digit numerals and number names

Write the matching number on the expander and in words.



Number: Identifying three-digit numbers on a number line

Look at this number line.



What number would you write in the position shown by the arrow? How do you know?

How could you show the position of 150 on the number line?

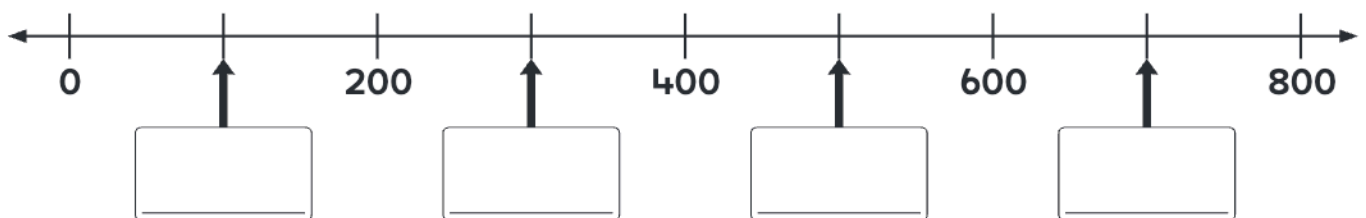
What other numbers could you label on the number line?

You could split the part between 0 and 100 into 10 smaller parts that are the same length. The first part would be 10.



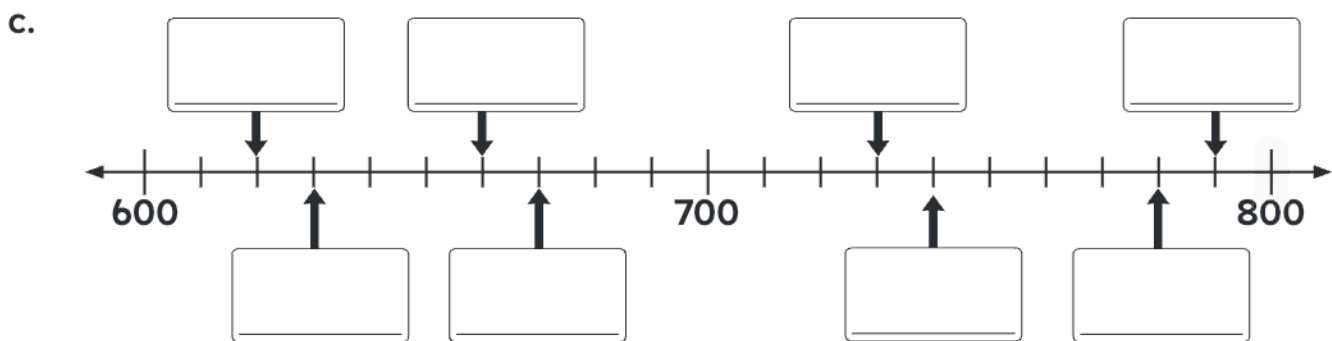
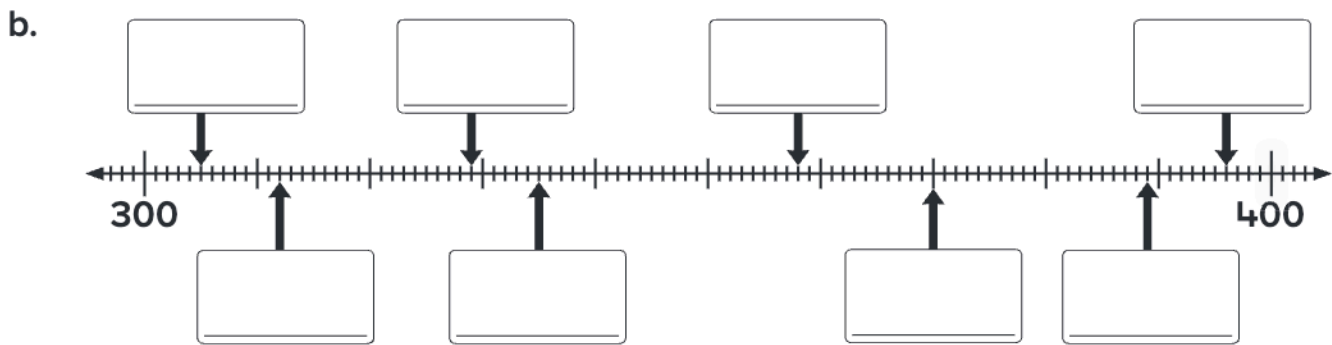
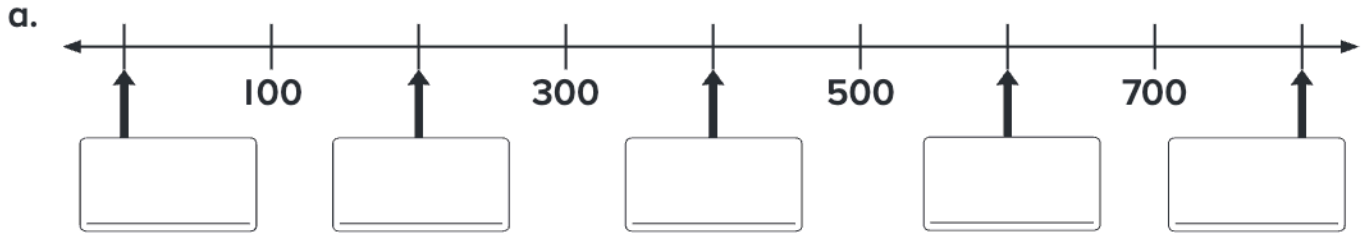
Draw an arrow to show an estimate of 370 on the number line.

Write the number that should be in the position shown by each arrow.



Number: Identifying three-digit numbers on a number line

1. Write the number for each arrow. Think carefully before you write.



2. Draw a line to show the position of each number.

a. 230

b. 280

c. 370

d. 320



e. 210

f. 240

g. 350

h. 390



In this activity, three-digit numbers are located and labeled on number lines. Understanding the position of a number relative to other numbers develops number sense and is foundational for work with operations.

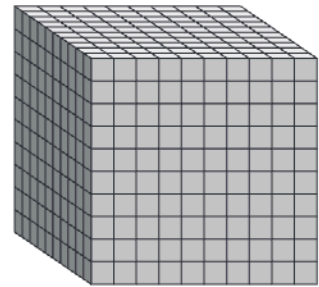
Number: Representing four-digit numbers

Look at this block.

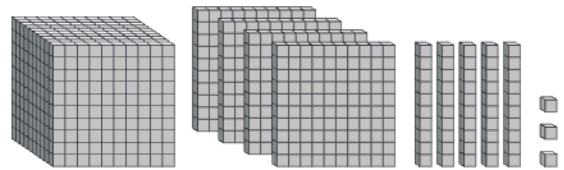
If you traded this block for hundreds blocks how many would you get?

How many tens blocks would you get?

How many ones blocks would you get?



Look at this picture of blocks.



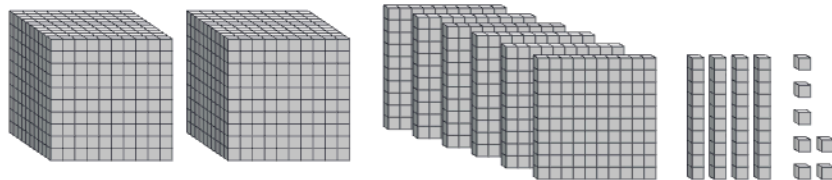
Write numbers in the place-value chart to match the blocks.

Th	H	T	Ones

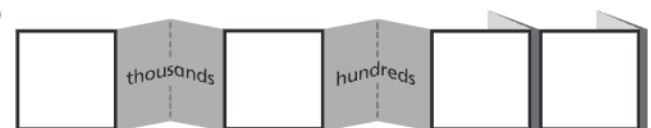
Show how you would record the same number on the expander.



Complete this puzzle in the same way.



Th	H	T	Ones

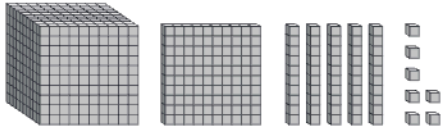


This activity works with four-digit numbers shown with base-10 blocks. The value of the digit in each place is recorded on place-value charts and on expanders.

Number: Representing four-digit numbers

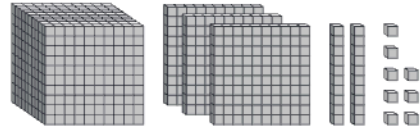
1. Write numbers in the place-value charts to match the blocks.

a.



Th	H	T	Ones

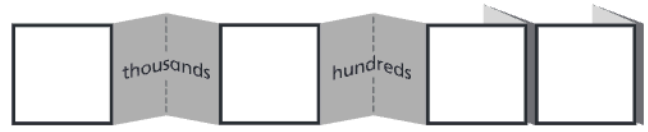
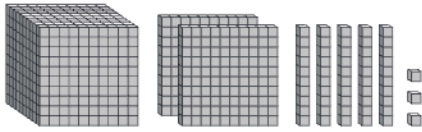
b.



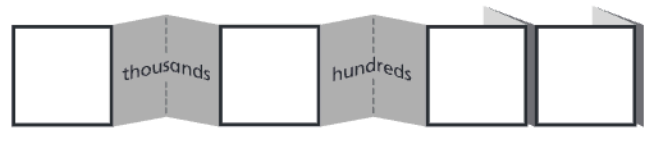
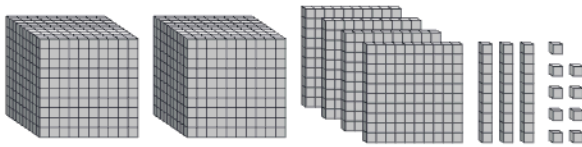
Th	H	T	Ones

2. Look at the blocks. Write the matching number on the expander.

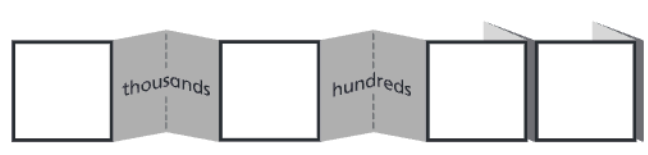
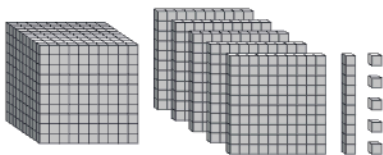
a.



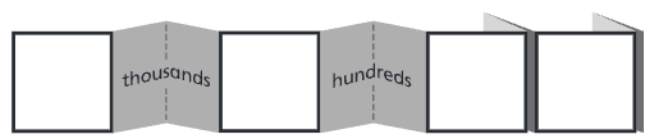
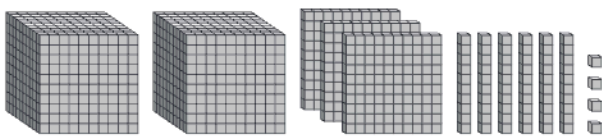
b.



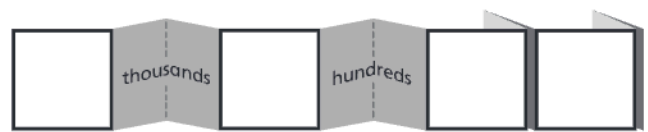
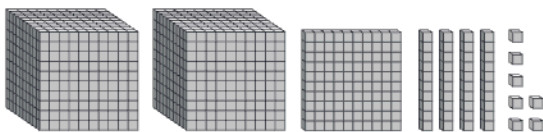
c.



d.



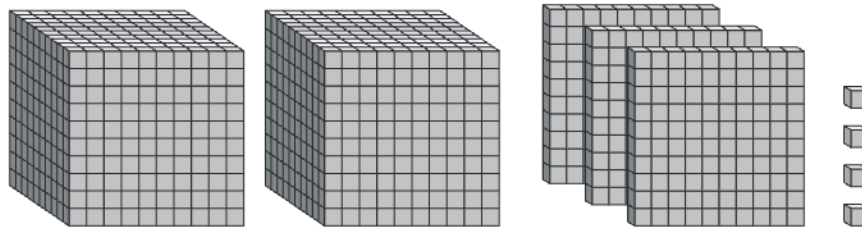
e.



This activity works with four-digit numbers shown with base-10 blocks. The value of the digit in each place is recorded on place-value charts and on expanders.

Number: Writing four-digit numerals and number names

Students were asked to write a number to match these blocks.



Ryan wrote 2,304. Azalea wrote 234.

Write the correct number.

When a numeral is written without an expander, a comma can be used to separate the thousands from the hundreds, tens, and ones. This makes it easier to read and say the number name.

Write the number in words.

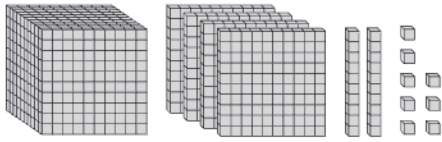
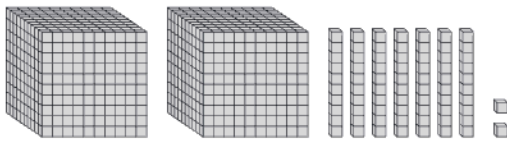
Write why you think it is important to use a zero to show there are no blocks in a place.



In this activity, four-digit numbers are written as numerals and in words. The importance of using a zero as a place holder is highlighted.

Number: Writing four-digit numerals and number names

1. Write the matching number on the expander. Then write the number in words.

a.  	
b.  	

2. Write the matching number on the expander. Then write the number in words.

a. 5,213 	
b. 6,205 	
c. 8,009 	

3. Write the number in words.

a. 3,707

b. 4,090



Number: Writing four-digit numbers in expanded form

What number is shown on each part of this mix-and-match card?

Why do the parts match?



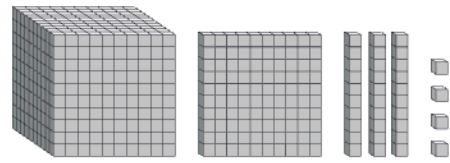
The part at the bottom tells the value of each digit in the chart above.

What happens if you add the numbers on the bottom part?

What do you notice about the total?

How would you write this number in expanded form?

1,134



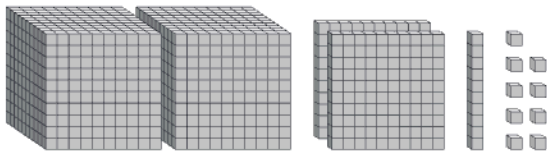
Th	H	T	Ones

1,000 + _____ + _____ + _____

Expanded form is a way of showing how much each digit represents in a number.

Look at the blocks. Write the matching number in the place-value chart. Then write the same number in expanded form.

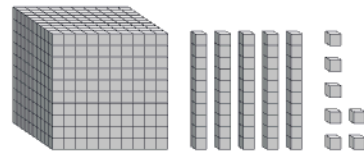
a.



Th	H	T	Ones

_____ + _____ + _____ + _____

b.



Th	H	T	Ones

_____ + _____ + _____ + _____



Number: Writing four-digit numbers in expanded form

1. Write each number in expanded form.

a.		+ + +
b.		+ + +
c.		+ + +
d.		+ + +
e.		+ + +
f.		+ + +

2. Write each number in expanded form.

a. 7,835	
b. 3,580	
c. 4,212	
d. 2,492	



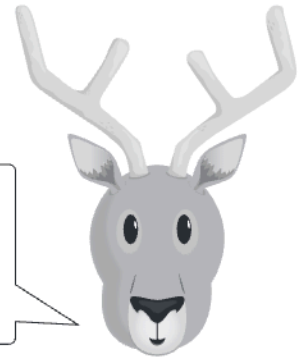
This activity practices recording four-digit numbers in expanded form. Understanding the value of each digit in a number supports later work with addition and subtraction.

Number: Locating four-digit numbers on a number line

Look at this number line.



Between each thousand on this number line there are 10 equal parts, so the marks show hundreds.

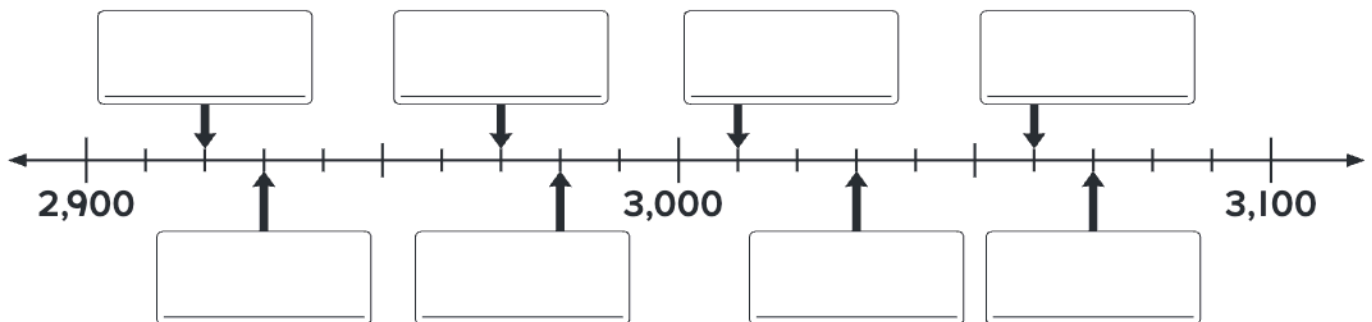


What number is shown by the black arrow?

What number is shown by the gray arrow? Write how you figured it out.

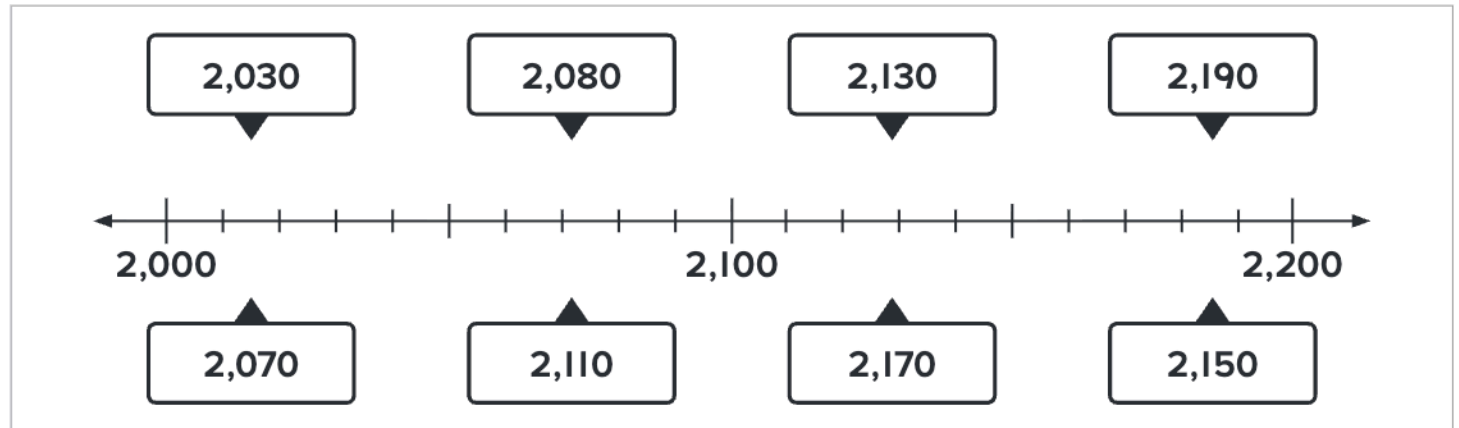
Look at this number line.

Write the numbers that each arrow is pointing to.

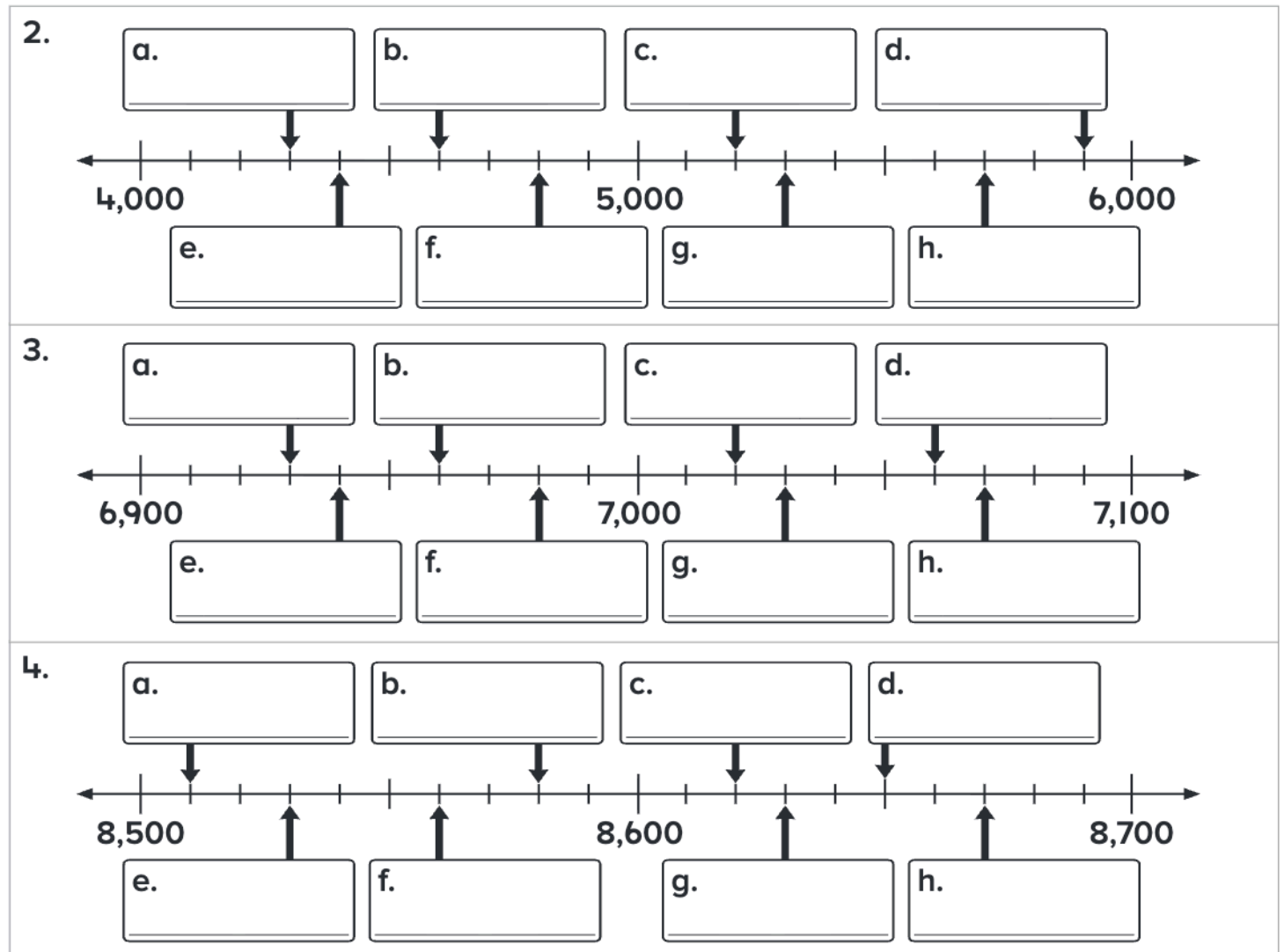


Number: Locating four-digit numbers on a number line

I. Draw lines to show where the numbers belong on the number line.



Write the number that is shown by each arrow.



Multiplication: Introducing the symbol

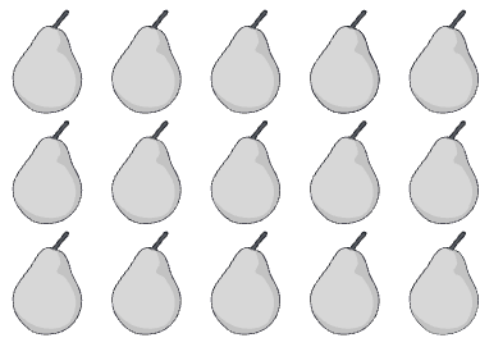
Look at this picture of fruit.

How could you describe the number of pears?

How many rows are there?

How many pears in each row?

How could you calculate the total number of pears?



$5 + 5 + 5$ can be shown as 3 rows of 5.



Write the missing numbers to complete these.

3 rows of 5 pears is

$3 \times 5 =$

The symbol for multiplication is **x**.
3 rows of 5 can be described as 3×5 .

Draw a picture to help solve each problem.
Then complete the matching multiplication sentence.

- a. Ashley had 6 bags. She placed 4 balls in each. How many balls did she have in total?

6 bags of 4 is balls

- b. Five students each ate 6 cherries. How many cherries did they eat in total?

5 groups of 6 is cherries



This activity relates the "rows of" language to the multiplication symbol.

Multiplication: Introducing the symbol

Complete these. Show your thinking.

- a.** Tama collected 5 sticks. Each stick was 2 meters long. What was the total length of the sticks?

$$\boxed{} \times \boxed{} = \boxed{} \text{ meters}$$

- b.** Shiro had 7 nickels. Each nickel is worth 5 cents. How much money did he have in total?

$$\boxed{} \times \boxed{} = \boxed{} \text{ cents}$$

- c.** How many stamps are on a sheet that has 5 rows of 5 stamps?

$$\boxed{} \times \boxed{} = \boxed{} \text{ stamps}$$

- d.** Apples cost 10 cents each. How much would you pay for 5 apples?

$$\boxed{} \times \boxed{} = \boxed{} \text{ cents}$$

- e.** Each child has 10 fingers. How many fingers will 7 children have in total?

$$\boxed{} \times \boxed{} = \boxed{} \text{ fingers}$$

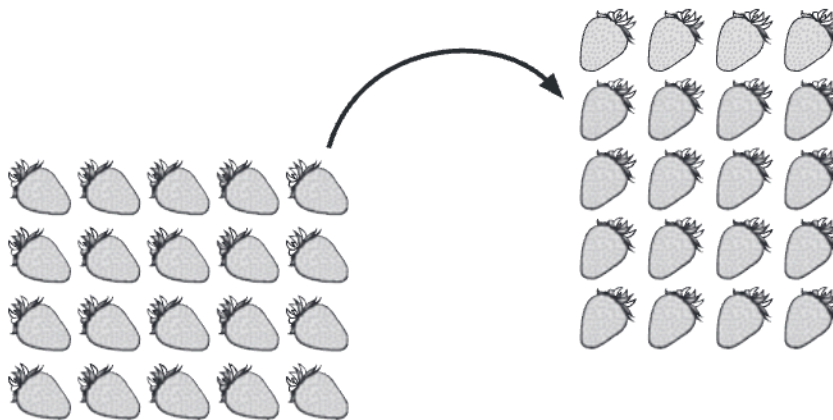
- f.** There are 10 pencils in a pack. How many pencils in 9 packs?

$$\boxed{} \times \boxed{} = \boxed{} \text{ pencils}$$



Multiplication: Using the turnaround idea with arrays

Look at these arrays of strawberries.



How would you describe what happened to the first array to make the second array?
What is the same about the arrays? What is different?

Write an equation to match the first array.

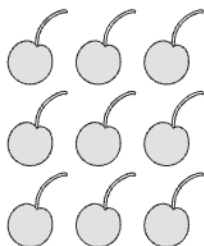
$$\boxed{} \times \boxed{} = \boxed{}$$

Write an equation to match the second array.

$$\boxed{} \times \boxed{} = \boxed{}$$

Write the missing numbers to match the pictures.

a.



3 rows of 3 cherries is

$$3 \times 3 = \boxed{}$$

b.



2 rows of 4 strawberries is

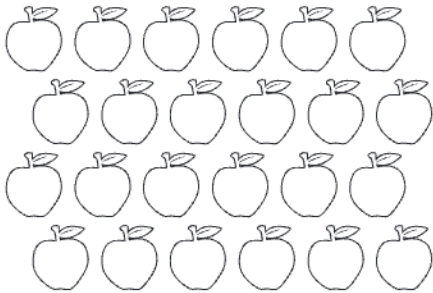
$$2 \times 4 = \boxed{}$$



Multiplication: Using the turnaround idea with arrays

1. Color the picture to match the story.
Then write the matching multiplication fact and its turnaround fact.

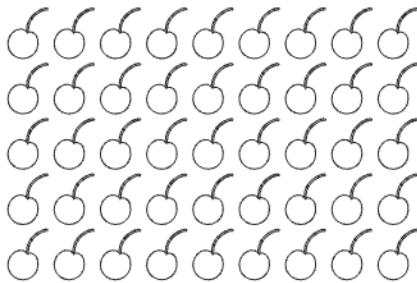
a. 4 apples in each row
3 rows of apples



× =

× =

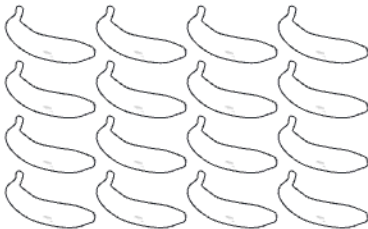
b. 5 cherries in each row
4 rows of cherries



× =

× =

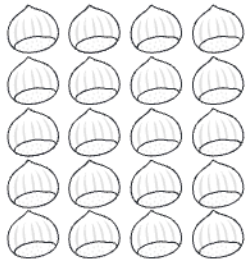
c. 3 bananas in each row
2 rows of bananas



× =

× =

d. 2 chestnuts in each row
4 rows of chestnuts



× =

× =

2. Write the turnaround fact for each equation.

a. $2 \times 8 = 16$

× =

b. $3 \times 5 = 15$

× =

c. $10 \times 3 = 30$

× =



Multiplication: Doubling and halving multiples of ten and five

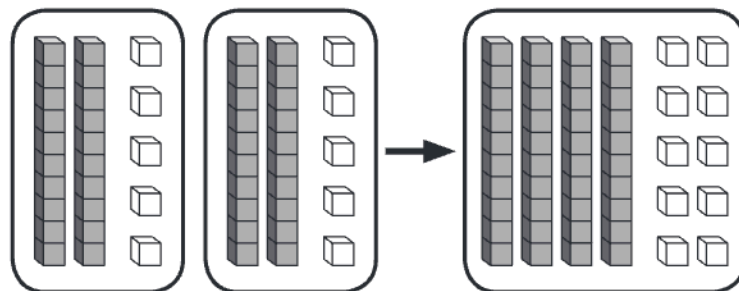
What doubling or halving can you see in this picture?



How could you calculate double 25?



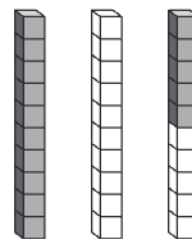
25 is the same value as 2 tens and 5 ones. Double 20 is 40, double 5 is 10.



How could you calculate half of 30?



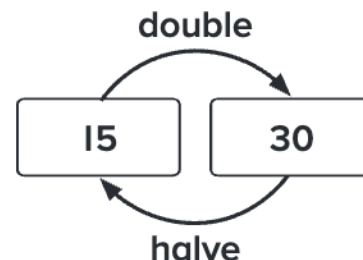
I think of sharing 3 tens blocks. I can put 1 ten in each group and then I need to split the last ten to share it equally.



Peter drew this picture to show what he knew about doubling and halving.

What does it tell you?

What other numbers could you use in the picture? How do you know?



This activity practices doubling and halving strategies with multiples of 10 and 5, e.g. double 4 is 8 so double 40 is 80, and half of 6 is 3 so half of 60 is 30.

Multiplication: Doubling and halving multiples of ten and five

1. Complete these statements.

a. so double is 8	b. so half of 10 is
double is 80	half of 100 is
c. so half of 6 is	d. so double is 4
half of 60 is	double is 40

2. Complete the statement and write the answer.

a. double 25 is equal to	b. double 15 is equal to
double plus double	double plus double
double 25 is	double 15 is
c. double 35 is equal to	d. double 45 is equal to
double plus double	double plus double
double 35 is	double 45 is

3. Connect the cards that have the same value.

Double 25	20	Halve 100
Double 10	30	Double 15
Halve 60	50	Halve 40

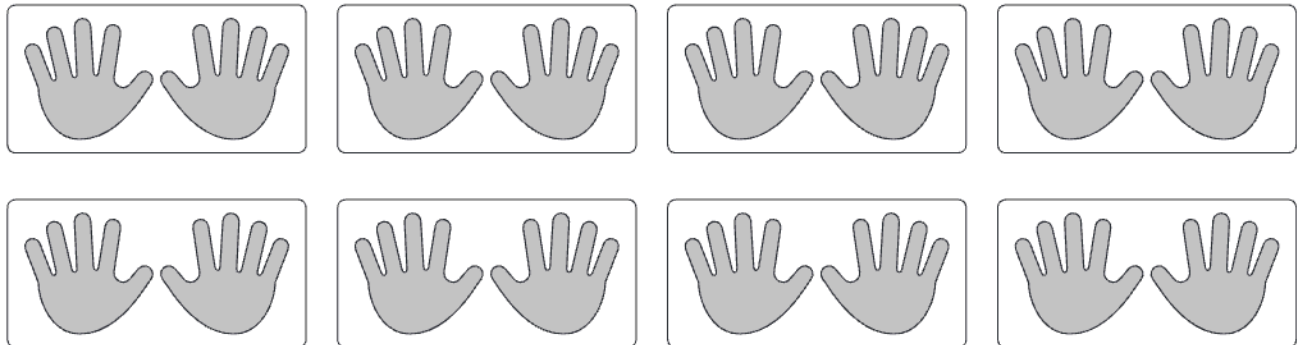


This activity practices doubling and halving strategies with multiples of 10 and 5, e.g. double 4 is 8 so double 40 is 80, and half of 6 is 3 so half of 60 is 30.

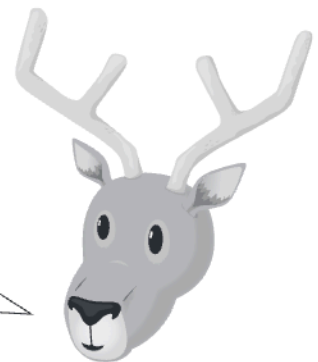
Multiplication: Introducing the tens facts



How many people would be needed to show this number of fingers?



How many fingers are there in total?



Try counting by tens to figure it out.



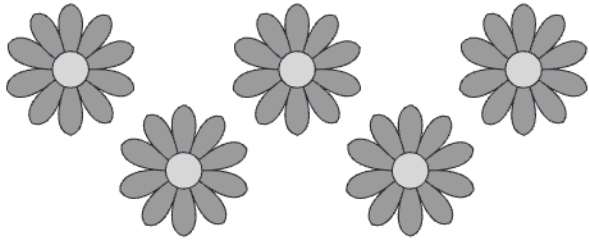
I know 8×1 is 8, so 8×10 is ...

Now write the matching multiplication fact and its turnaround.

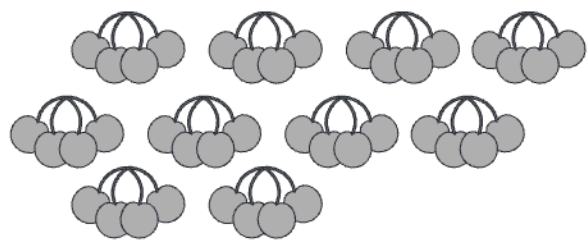


Multiplication: Introducing the tens facts

1. Figure out the total. Write the matching fact.

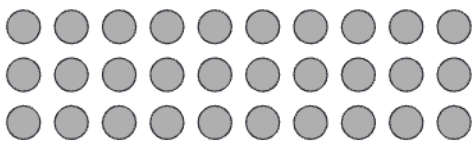
a. 

× = petals

b. 

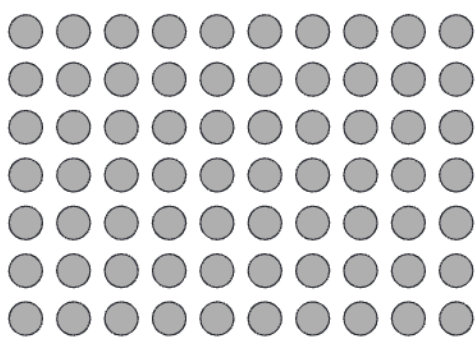
× = cherries

2. Write two facts to match each array.

a. 

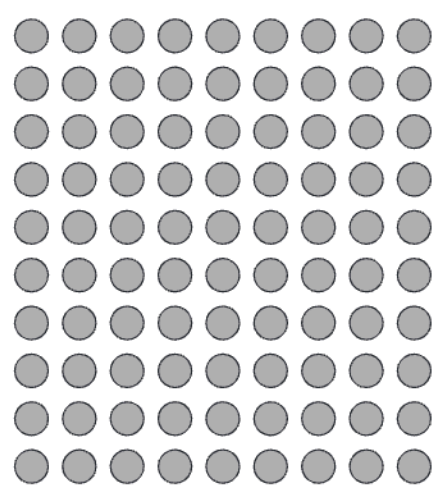
× =

× =

b. 

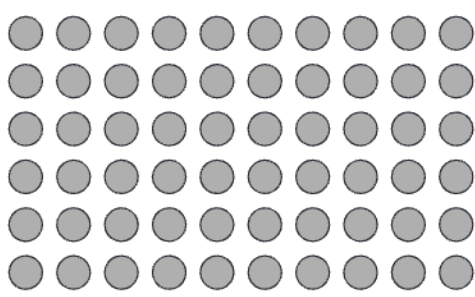
× =

× =

c. 

× =

× =

d. 

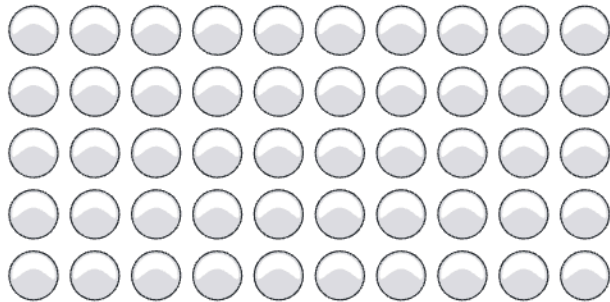
× =

× =



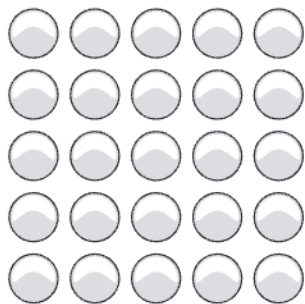
Multiplication: Introducing the fives facts

Look at this array. Write the matching multiplication fact and its turnaround.



Now compare this array to the array above.

Write the matching multiplication fact and its turnaround.



How did you figure it out?



I halved the product in the tens fact.
 10×5 is 50 so 5×5 must be half of that.

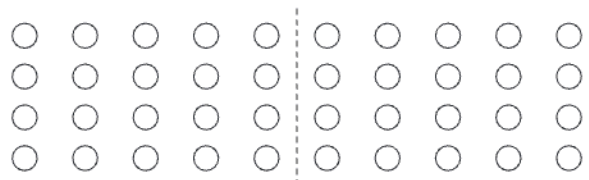
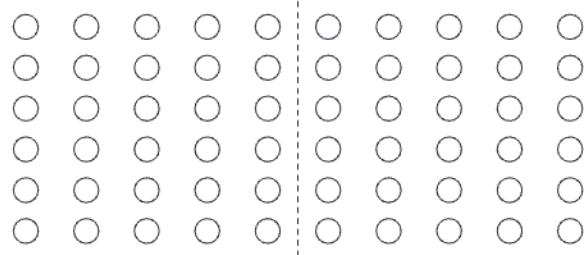


I counted by fives to figure it out.

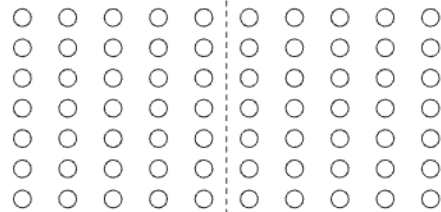
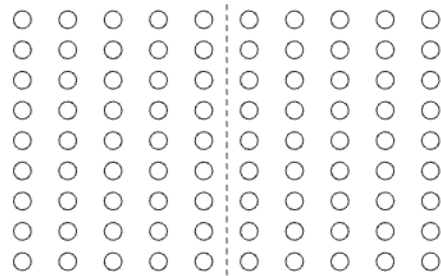


Multiplication: Introducing the fives facts

1. Complete the tens fact.
Color half the array and then complete the two fives facts to match.

a. $4 \times 10 = \boxed{}$  $4 \times 5 = \boxed{}$ $5 \times 4 = \boxed{}$	b. $6 \times 10 = \boxed{}$  $6 \times 5 = \boxed{}$ $5 \times 6 = \boxed{}$
--	---

2. Write the product for the tens fact.
Color half the array and then write the two fives facts to match.

a. $7 \times 10 = \boxed{}$		$\boxed{} \times \boxed{} = \boxed{}$ $\boxed{} \times \boxed{} = \boxed{}$
b. $9 \times 10 = \boxed{}$		$\boxed{} \times \boxed{} = \boxed{}$ $\boxed{} \times \boxed{} = \boxed{}$

3. a. Write two tens facts to match this picture.

$\boxed{} \times \boxed{} = \boxed{}$

$\boxed{} \times \boxed{} = \boxed{}$

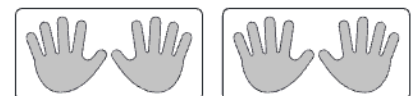


- b. Cross out one hand on each card.

Write two fives facts to match the new picture.

$\boxed{} \times \boxed{} = \boxed{}$

$\boxed{} \times \boxed{} = \boxed{}$



Multiplication: Reinforcing the tens and fives facts

Look at these arrays.

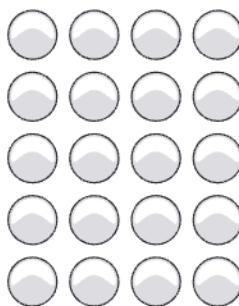
How can you use the tens fact to help calculate the product of the fives fact?



You could use a halving strategy.

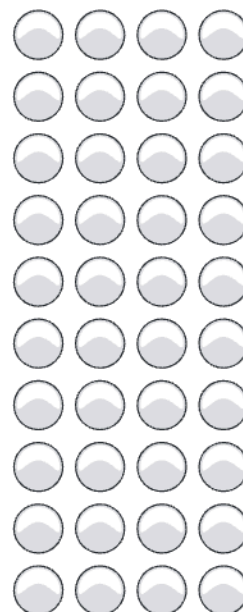
$5 \times 4 =$

$4 \times 5 =$



$10 \times 4 =$

$4 \times 10 =$



Write the two tens facts here.

Write the two fives facts here.



This activity reinforces the connection between the tens and fives multiplication fact strategies.

Multiplication: Reinforcing the tens and fives facts

1. Figure out the total and write the matching multiplication fact.

a. 5¢ 5¢ 5¢ 5¢ 5¢ 5¢ × = ¢	b. 5¢ 5¢ 5¢ 5¢ 5¢ 5¢ 5¢ 5¢ × = ¢
---	---

2. Draw nickels to match the price tag. Then write a matching multiplication fact.

a. 20¢ × = ¢	b. 35¢ × = ¢
---	---

3. Write the missing number in each equation.

a. $5 \times 10 = \underline{\hspace{2cm}}$	b. $3 \times \underline{\hspace{2cm}} = 30$	c. $\underline{\hspace{2cm}} \times 5 = 40$	d. $7 \times \underline{\hspace{2cm}} = 35$
e. $40 = \underline{\hspace{2cm}} \times 4$	f. $\underline{\hspace{2cm}} \times 5 = 25$	g. $10 \times \underline{\hspace{2cm}} = 90$	h. $10 = \underline{\hspace{2cm}} \times 5$

4. Write an equation to match each story.

a. Aston stacks 7 blocks to make a tower that is 35 cm tall. The height of each block is 5 cm. × =	b. Grace ran 3 miles each day. By the end of 10 days she had run 30 miles. × =
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(PA Young Readers Award
Nominees 2025-2026)

Burt the Beetle Lives Here
by Ashley Spires

Carla's Glasses by Debbie Herman

Champion Chompers, Super Stinkers and other Poems by Extraordinary Animals by Linda Ashman

Dear Street by Lindsay Zier-Vogel

Jose Feeds the World: How a Famous Chef Feeds Millions of People Around the World by David Unger

Jumper: A Day in the Life of a Backyard Jumping Spider by Jessica Lanan

Kaboom!: A Volcano Erupts by Jessica Kulekian

The Knight Snacker by Valeria Wicker

A Mischief of Mice by Christie Matheson

Most Magnificent Maker's A to Z by Ashley Spires

Mr. Fox's Game of "No!" by David LaRochelle

One Million Trees: A True Story by Kristen Balouch

Reggie: Kid Penguin by Jen de Oliveira

Stella & Marigold by Annie Barrows

Wildfire Rescue (Disaster Squad) by Rekha S. Raian

Award Winning Books

Big by Vashti Harrison

Flora & Ulysses: The Illuminated Adventures
by Kate DiCamillo

Henry's Freedom Box
by Ellen Levine

Lon Po Po
by Ed Young

The One and Only Ivan
by Katherine Applegate

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread
by Kate DiCamillo

The Truth About Dragons
by Julie Leung

Watercress by Andrea Wang

Public Libraries

"Color Our World" Summer Reading program at local public libraries runs June 22 through August 16, 2026

Visit your local public library this summer. They offer wonderful free programs for your child. You can also borrow free museum passes!

The Haverford School



**Third Grade: Suggested
Summer Reading List
for the year,
2025-2026**

**The Haverford School
Tabas Library**

Biographies

Carter Reads the Newspaper
by Deborah Hopkinson

Ice Cream Man: How Augustus Jackson Made a Sweet Treat Better
by Glenda Armand

Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion
by Shannon Stocker

The Boy Who Invented the Popsicle: The Cool Science Behind Frank Epperson's Famous Frozen Treat
by Anne Renaud

The Crayon Man: The Inspiring Illustrated Picture Book Biography of the Inventor of Crayola Crayons
by Natascha Biebow

Chapter Books

The Great Pet Heist by Emily Ecton

Finding Langston
by Lesa Cline-Ransome

How to Eat Fried Worms
by Thomas Rockwell

The Lion of Mars by Jennifer L. Holm

Lunch Money by Andrew Clements

Odder by Katherine Applegate

Pug Blasts Off by Kyla May

Saving Winslow by Sharon Creech

Wedgie & Gizmo by Suzanne Selfors

Wish by Barbara O'Connor

Graphic Novels

Cardboard Kingdom by Chad Sell
Fox & Rabbit by Beth Ferry

Hilo Book 1: The Boy Who Crashed to Earth by Judd Winick

InvestiGators by John Patrick Green

Max Meow Book 1: Cat Crusader
by John Gallagher

Poetry

A Light in the Attic with 12 Extra Poems by Shel Silverstein

A Pizza the Size of the Sun: A Collection of Funny Poems for Kids
by Jack Prelutsky

After Dark: Poems about Nocturnal Animals by David L. Harrison

Write! Write! Write! by Amy Ludwig Vanderwater and Ryan O'Rourke

Informational

If Sharks Disappeared
by Lily Williams

The Boo-Boos That Changed the World
by Barry Wittenstein and Chris Hsu

Winged Wonders: Solving the Monarch Migration Mystery
by Meeg Pincus

Books in a Series

13th Story Treehouse
by Andy Griffiths

Dragonbreath by Ursula Vernon

Escape from Mr. Lemoncello's Library
by Chris Grabenstein

Jake Maddox Sports (series)

Max and the Midknights
by Lincoln Peirce

Once Upon a Tim by Stuart Gibbs

The Brilliant World of Tom Gates
by L. Pichon

The Lost Stone: Kingdom of Wrenly
by Jordan Quinn

The World According to Humphrey
by Betty G. Birney

Zeus and the Thunderbolt of Doom
by Joan Halub

Classic Chapter Books

Because of Winn-Dixie
by Kate DiCamillo

The Cricket in Times Square
by George Selden

Matilda by Roald Dahl

Mr. Popper's Penguins
by Florence and Richard Atwater

Stuart Little
by E.B. White

The Mouse and the Motorcycle
by Beverly Cleary

