

Summer Recommended Reading Lists  
Calvin Christian School  
Blaine Campus

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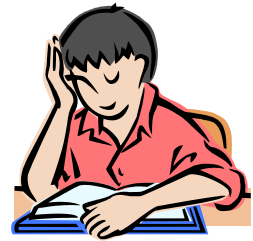
For students entering grade 3

<p><u>Books</u></p> <ul style="list-style-type: none"><li>▪ <u>The Lorax</u> by Dr. Seuss</li><li>▪ <u>Ramona Quimby, Age 8</u> by Beverly Cleary</li><li>▪ <u>Ginger Pye</u> by Eleanor Estes</li></ul>	<p><u>Authors</u></p> <ul style="list-style-type: none"><li>▪ Beverly Cleary</li><li>▪ Arnold Lobel</li><li>▪ David Shannon</li><li>▪ Helen Lester</li><li>▪ Marc Brown</li><li>▪ Tomie DiPaola</li><li>▪ Kevin Henkes</li><li>▪ Mary Pope Osborne</li><li>▪ Ron Roy</li><li>▪ Roald Dahl</li></ul>
<p><u>Series</u></p> <ul style="list-style-type: none"><li>▪ Judy Moody books by Megan MacDonald</li><li>▪ Stink books by Megan MacDonald</li><li>▪ The Boxcar Children by Gertrude Chandler Warren</li><li>▪ Encyclopedia Brown by Donald J. Sobol</li><li>▪ American Girl series</li><li>▪ The Poppy stories by Avi</li><li>▪ Clementine books by Sarah Pennypacker</li><li>▪ Great Illustrated Classics</li><li>▪ Jake Drake books by Andrew Clements</li></ul>	<p><u>Non-fiction &amp; other ideas</u></p> <ul style="list-style-type: none"><li>▪ Seymour Simon books</li><li>▪ Gail Gibbons books</li><li>▪ Lois Ehlert books</li><li>▪ Kids Discover magazines</li><li>▪ Zoobooks magazines</li><li>▪ Poems by Jack Prelutsky</li></ul>



Parents, please remember that different books appeal to and are appropriate for different children—even within the same grade level. As parents, it is your responsibility to use your discernment and parental discretion in monitoring your child’s reading material. You know your child’s interests, maturity, and reading level. Be aware of what books your child is reading and take time to read them yourself. It can open the door to some great discussions!

# Promoting reading development in your home



## Phonics, Word Study and Vocabulary Development

*-the relationships between letters and sounds; being able to decode new words; spelling; understanding word meanings*

- ❖ sort and discuss words—by sound patterns, syllables, etc
- ❖ help students decode larger words by breaking them into smaller chunks
- ❖ play word games like Scrabble and Boggle
- ❖ be sure you have a good dictionary available and use it often as a family and encourage your child to use it as they read
- ❖ use vocabulary words from topics being studied in school



## Comprehension

*-the understanding of what is being read; actively thinking during reading and monitoring understanding*

- ❖ ask your child to predict what might happen next in a story
- ❖ have your child explain connections between a book they are reading and their own lives or other books
- ❖ discuss the theme and author's message of the books your child reads
- ❖ talk through and compare the mental images you and your child are creating as you read a book together

## Fluency

*-reading text accurately, quickly, and with expression; the bridge between word recognition and comprehension*

- ❖ read aloud to your child
  - ❖ encourage your child to read aloud each day
  - ❖ have your child read aloud into a tape recorder and then listen to it together
- ❖ read aloud a section of text and then invite your child to read the same part (echo reading)
- ❖ allow your children to read the Bible or devotional for the family



## Love for Reading

*-developing the lifestyle of a reader*

- ❖ model good reading for your child
- ❖ order them a subscription to an age-appropriate magazine
- ❖ read together with your child
- ❖ have a variety of engaging reading material in different areas of your house
- ❖ treat your child to a gift of their own book occasionally
- ❖ make frequent trips to the public library and assist your child in finding engaging books that are at their "just right" reading level

