

Summer Recommended Reading Lists  
Calvin Christian School  
Blaine Campus

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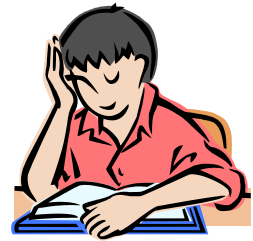
For students entering grade 4

<p><u>Books</u></p> <ul style="list-style-type: none"><li>▪ <u>Runt &amp; A Bear Named Trouble</u> by Marion Dane Bauer</li><li>▪ <u>The Tree of Freedom</u> by Rebecca Caudill</li><li>▪ <u>The Star in the Storm</u> by Joan Hiatt Harlow</li><li>▪ <u>Dakota Dugout</u> by Ann Turner</li><li>▪ <u>Betsy Tacy</u> by Maud Hart Lovelace</li><li>▪ <u>Mrs. Piggle Wiggle</u> by Betty MacDonald</li><li>▪ <u>The Spooky Tail of Prewit Peacock</u> by Bill Peet</li><li>▪ <u>Mr. Popper's Penguins</u> by Richard &amp; Floren Atwater</li><li>▪ <u>Charlie and the Chocolate Factory</u> by Roald Dahl</li></ul>	<p><u>Authors</u></p> <ul style="list-style-type: none"><li>▪ Beverly Cleary</li><li>▪ Carolyn Haywood</li><li>▪ Hans Christian Anderson</li><li>▪ Beatrix Potter</li><li>▪ C.S. Lewis</li><li>▪ A.A. Milne</li><li>▪ E.B. White</li><li>▪ Marguerite Henry</li><li>▪ Deborah Hopkinson</li><li>▪ Jack Prelutsky (poetry)</li></ul>
<p><u>Series</u></p> <ul style="list-style-type: none"><li>▪ <u>Freddy</u> by Water R. Brooks</li><li>▪ <u>The Adventures of...</u> by Thornton W. Burgess</li><li>▪ <u>Heritage Builders</u> by Focus on the Family</li><li>▪ Nancy Drew</li><li>▪ A-Z mysteries</li><li>▪ <u>Mysteries of Gloria Skurzynski and Alane Ferguson</u></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

