

THE KING'S ACADEMY

Where Christ is King

Parents of JK-3rd Grade Students,

Reading is an integral part of each day. At TKA we want to encourage the love of learning through literacy by teaching our students how to be active, engaged readers. *Daily* reading is important and should include being read to. Reading aloud to your child at every age exposes your child to higher level literature and increases vocabulary. For students entering 1st grade and older, reading to oneself further supports independent reading stamina. Reading together each day will help your child be better prepared for a new school year.

To help partner and guide parents, we are including the following optional reading ideas in addition to the required reading assignment. These suggestions will help provide an advantage for your child during these foundational years as they develop a love for reading and are exposed to different genres and how to read them for understanding. Read a mix of fiction, non-fiction, poetry, and nursery rhymes.

Daily: "Read to Me"

- Read aloud to your child using a book from the reading list or a chapter book to read over several days. Make sure that they are sitting shoulder to shoulder with you and are following along as you read.
- A key to comprehension is encouraging your child to visualize the story as they are read to. Some goals of a read aloud are exposure to complex text, visualizing, and exposure to vocabulary.
- Choose a question from the question list, depending on genre, and discuss together. Discuss words that are new to your child.

Daily: "Read to Self" (1st-3rd Grade)

- Your child should be reading independently for 15-20 minutes per day. Build stamina over the summer so they are ready for sustained, independent reading for a minimum of 15 minutes. Alternate between silent reading and reading aloud to someone or whisper reading to self.
- Your child may choose a question from the list or a parent may choose the question to ask, depending on the genre of the text.

Questions to ask about fiction books:

- Retell this story in your own words. What were the most important events? Tell them in order.
- What is the setting of this story (when and where did it happen) and how was that important to the story?
- Who were the most important characters in the story? Describe what they looked like (physical traits) and how they acted, felt, or thought (character traits).
- Why did the author write this story? Were they trying to just entertain you or was there a message?
- Did this story remind you of anything that has ever happened to you? If so, what was it?
- Did this story remind you of another book you have read? How was it similar and different from that book?

Nonfiction Questions:

- What was this book mostly about (main idea)? Tell 3 important facts that you learned about from this book.
- Why did the author write this book? What did he or she need to know about before they could write the book?
- How did the subtitles, photographs, illustrations, captions, maps, text boxes, and bold words (text features) help you learn more?

Questions for Poetry and Nursery Rhymes:

- Were there any new words that you did not know in the poem? Discuss the new words with a parent.
- Did the poem tell a story or send a message?
- Why did the poet write that poem?
- Did the poem have rhyming words? If so, find the rhyming words.
- Did you enjoy this poem? Why or why not?
- Make up motions to go with this poem.
- Draw your own illustration to go with this poem.



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Summer Reading Information 2020-2021

Students entering kindergarten through 6th grade are required to complete a summer reading assignment.

- Each grade level has **one required book that all students are required to read.**
- Students in Kindergarten-6th grade will **complete an in-class assignment on the required reading book.** A daily grade is taken on the in-school assignment.
- A **book form/log is due by the second day of school** (Friday, August 14, 2020) for each grade. All forms are accessible at www.tka.net.

Additional book *suggestions* are available for each grade; however, students are not limited to the suggested grade level list. Choose fiction or nonfiction books that reflect your child's interest and ability.

Please note the following:

- If you read the required book early in the summer, please review it carefully before returning to school in August.
- A book log listing all books read over the summer should be turned in no later than the second day of school (Friday, August 14, 2020). Forms are available at www.tka.net *
- www.arbookfind.com can help determine book reading levels
- All parents should check for age-appropriate content by using:
 - Plugged In www.pluggedin.com/book-reviews
 - Common Sense Media <https://www.common Sense Media.org/book-reviews>
- Check with your local library branch or bookstore for book ideas and reading incentive programs.

For full information and forms for each grade level, go to www.tka.net.



ENTERING SECOND GRADE BOOK LIST

******Required Book** – *Little Bear* by Else Holmelund Minarik

Optional Suggested Reading:

Fiction: Ask questions to ask about fiction books.

Title	Author
How to Make an Apple Pie and See the World	Marjorie Priceman
Mike Mulligan and His Steam Shovel	Virginia Lee Burton
The Story About Ping (China)	Marjorie Flack
The Gullywasher (English/Spanish)	Joyce Rossi
Madeline (Paris)	Ludwig Bemelmans
Storm in the Night (African American)	Mary Stoltz
Mrs. Katz and Tush (Polish/Jewish/Black History)	Patricia Polacco
The Bee Tree	Patricia Polacco
The Keeping Quilt (Russia/Ukraine/Jewish)	Patricia Polacco
The Story of Ferdinand (Spain)	Munro Leaf
The Tale of Peter Rabbit	Beatrix Potter
Miss Rumphius (Maine)	Barbara Cooney
*Little Nino's Pizzeria	Karen Barbour
Follow the Drinking Gourd (Black History/Slavery)	Jeanette Winter
Blueberries for Sal	Robert McCloskey
Make Way for Ducklings (Boston)	Robert McCloskey
Where the Wild Things Are	Maurice Sendak
The Salamander Room	Anne Mazer
A Chair for my Mother (Hispanic culture)	Vera B. Williams
Amazing Grace (Trinidad/American)	Mary Hoffman
*A Pair of Red Clogs (Japan)	Masako Matsuno
*The Pumpkin Runner (Australia)	Diane Arnold
Lilly's Purple Plastic Purse	Kevin Henkes
Chrysanthemum	Kevin Henkes
Owen	Kevin Henkes
Sheila Rae, The Brave	Kevin Henkes



Nonfiction: Read aloud and/or read to self. Ask a question from the non-fiction question list and discuss.

Title	Author
Various Books	Gail Gibbons
The Usborne Books	
Magic School Bus books	
Around the World with Kate and Mack	
Choose biographies about famous people of interest to your child	
National Geographic Kids (magazine)	
Highlights (magazine)	

Read Aloud Chapter Books: Read to your child, sitting shoulder to shoulder so they are following along as you read. This will greatly improve their fluency. Use questions from the fiction list to discuss after each chapter.

Title	Author
Devotionals: Leading Little Ones to God	Schoolland
The Beginner's Bible	Karyn Henley
Nate the Great	Marjorie Weinman Sharmat
Cam Jansen	David Abraham Adler
Mrs. Piggle-Wiggle	Betty MacDonald
The Littles	John Peterson
Ramona series, Henry series	Beverly Cleary
Ivy and Bean series	Annie Barrows
Mercy Watson	Chris Van Dusen
Sarah Plain and Tall	Patricia MacLachlan

Poetry: Ask questions from the poetry section.

Title	Author
<i>A Child's Garden of Verses</i>	Robert Louis Stevenson
<i>The Random House of Poetry for Children</i>	Jack Prelutsky and Arnold Lobel
<i>Poetry for Kids</i>	Emily Dickinson
<i>It's Raining Pigs and Noodles</i>	Jack Prelutsky
<i>That is My Dream: A Picture Book of Langston Hughes's "Dream Variation"</i>	Langston Hughes
<i>Stopping by Woods on a Snowy Evening</i>	Robert Frost
<i>Paul Revere's Ride</i>	Henry Wadsworth Longfellow
<i>A Light in the Attic</i>	Shel Silverstein
<i>Where the Sidewalk Ends</i>	Shel Silverstein
Dr. Seuss books	
<i>Grass Sandals</i>	Dawnine Spivak

