

## **THS Kindergarten Summer Reading List 2018**

Ms. Lange

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. As your child enters the wonderful world of reading, share in the enthusiasm and excitement by reading to him/her regularly. Your child will appreciate these special times together.

When you read aloud to your child, you help him/her develop the skills necessary to become a successful reader. The more often you read, the better prepared your child is to learn to read. Reading aloud will help your child

- Learn letter names and sounds and understand that words are made up of different sounds.
- Understand that printed words have meaning.
- Learn new and less common words not typically used in everyday conversation.
- Become familiar with new concepts and ideas, which increases background knowledge and leads to greater reading comprehension.
- Learn about the printed page and that we read from left to right and top to bottom.
- Practice oral language skills as you talk about the books you read.
- Develop comprehension skills.
- Discover the pleasure of reading and develop into a life-long reader and learner.

### **Use the following tips as you read aloud and share favorite stories with your child:**

- Select stories both you and your child will enjoy. Include silly rhymes, chants, and tongue twisters for fun.
- Encourage your child to predict what comes next by looking at pictures or listening to word clues. For example, twinkle, twinkle little \_\_\_\_\_.
- Point out letter sounds in words as you read. Highlight words that have a specific phonetic sound, such as those that contain the /d/ sound. Have your child identify rhyming words aloud as you point to them in the story.
- Look for words with similar letter patterns (flow-er, pow-er). Have your child think of additional words with the same sound patterns.
- Dramatize your voice as you read. Your child will delight in sharing words “come to life.” Take turns reading different parts, or invite your child to act out each role as you share stories aloud.
- Have your child write his/her own story with pictures and/or words.

### Use the following tips for writing letters and numbers with your child:

- Grip a pencil, crayon, or marker correctly (with the thumb and forefinger supporting the tip)
- Sit down while writing
- Practice lowercase writing with large writing lines
- Write on whiteboards, easels, and chalkboards that are upright so that gravity forces the child to write each letter in a downward motion (from the top down)

## Kindergarten Summer Reading Assignment

**Directions:** Please read four books with your child. Afterwards, have your child draw a picture about the story and summarize the book. You may write what your child says on his/her picture. You will turn in four drawings with the title written on them the first week of school.

### Imagination

Egielski, Richard

Gingerbread Boy

Mayer, Mercer

There's a Nightmare in My Closet

Shaw, Charles

It Looked Like Spilt Milk

Teague, Mark

Pigsty

Van Allsburg, Chris

Jumanji

Wiesner, David

Tuesday

Williams, Linda

The Little Old Lady Who Was Not Afraid of Anything

### Concepts

Aylesworth, Jim

Old Black Fly

Dodd, Emma

Dog's Colorful Day: A Messy Story about Colors and Counting

Ehlert, Lois

Planting a Rainbow

Jonas, Ann

Round Trip

Martin, Bill

Brown Bear, Brown Bear What Do You See?

Meddaugh, Susan

Martha Blah Blah

Walsh, Ellen

Mouse Paint

## **Stories in Rhyme**

Bemelmans , Ludwig

Madeline

Christelow , Ellen

Five Little Monkeys Jumping on the Bed

Guarino, Deborah

Is Your Mama a Llama?

Dr. Seuss

Horton Hears A Who!

Shannon, David

Duck on a Bike

Shaw, Nancy

Sheep in a Jeep

Wheeler, Lisa

One Dark Night

Yolen, Jane

How do Dinosaurs Say Goodnight?

## **Cumulative Stories**

Burningham, John

Mr. Gumpy's Outing

Ginsburg, Mirra

Mushroom in the Rain

Neitzel, Shirley

The Jacket I Wear in the Snow

Waring, Richard

Hungry Hen

Zemach, Margot

It Could Always Be Worse

## School Stories

Schwartz, Amy	<u>Annabelle Swift, Kindergartner</u>
Wells, Rosemary	<u>Yoko</u>
Wild, Margaret	<u>Tom Goes to Kindergarten</u>
Johnston, Tony	<u>Off to Kindergarten</u>
Buzzeo, Toni	<u>Adventure Annie goes to kindergarten</u>
F. Klein, Adria	<u>Max goes to Kindergarten</u>

## Character Development

Charlip, Remy	<u>Hooray for Me!</u>
Curtis, Jamie Lee	<u>It's Hard to Be Five: Learning How to Work My Control Panel</u>
Fox, Mem	<u>Wherever You Are</u>
Freymann, Saxton	<u>How Are You Peeling</u>
Heine, Helme	<u>Friends</u>
O'connor, Jane	<u>Fancy Nancy</u>
Rathmann, Peggy	<u>Ruby the Copycat</u>
Weiss, Nicki	<u>The World Turns Round and Round</u>

## IB

Gray, Nigel	<u>Country Far Away</u>
Everitt, Betsy	<u>Mean Soup</u>
Sharmat Weinman, Marjorie	<u>Big Fat Enormous Lie</u>

Teague, Mark	<u>Pigsty</u>
Ehlert, Lois	<u>Market Day</u>
Hughes, Shirley	<u>Alfie Gives a Hand</u>
Reynolds H., Peter	<u>The Dot</u>
Piper, Watty	<u>The Little Engine that Could</u>
Brown, Marc	<u>Arthur's Pet Business</u>
Joyce William	<u>Benty &amp; the Egg</u>

## **Beginning Readers - if your child is ready**

Bob Books

Easy Reader

Level A or level 1