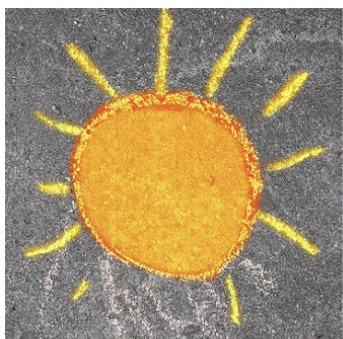


SUMMER
2023



NEW MILFORD PUBLIC SCHOOL DISTRICT
ELEMENTARY PROGRAMS

Grade 1



Dear Parents/Guardians:

Summer is a time that should find us looking forward to reading and remembering a good book can be fun as well as informative. Berkley Street and B.F. Gibbs Elementary School faculty members encourage all students and their families to engage in reading together this summer by exploring literature of all kinds. Research has shown that students who read during the summer months retain more learning, enhance literacy skills developed throughout the school year, and move into the new school year more prepared than students who do not engage in reading. Creating a habit of lifelong reading is one of the greatest gifts we can give our children. Establishing this habit early and nurturing it throughout their school years is critical to their success.

We encourage students to build time during the day to read independently. By encouraging students to read independently, we support the goal of creating lifelong readers. [Our district mission is for all students to engage in reading for enjoyment for a minimum of 20 minutes each day this summer.](#)

We want students to pursue reading for enjoyment and encourage it through a wide selection of quality books. For this reason, we have developed a *suggested* summer reading list of faculty recommendations that provides something for every interest. The list is comprised of award-winning titles, various genres, timeless classics and popular brand-new titles. Each grade level provides an opportunity to support comprehension through writing in response to reading in a Reader's Response log. We ask that each student (or parent for incoming K-1) maintain a brag sheet of all the books he or she reads during the summer and submit it to the classroom teacher in September. Students are encouraged to read all different genres and forms of written expression including newspapers, magazines, fiction, historical fiction, biographies, non-fiction and poetry. There is no limit to how much a student can read this summer- just read!

Your support in promoting literacy skills at home is especially critical during the elementary years. We hope your family has a wonderful time enjoying many great books this summer!

Mrs. Jessica Torre
Gibbs Principal

Mr. Timothy Coughlin
Berkley Principal

Ms. Patricia Policastro
Elementary Vice Principal

SUMMER READING

Suggested Book List for Students Entering Grade 1



The following includes teacher-recommended books for first-grade students (students are encouraged to read as much as they can, with minimal support from adults):

Biscuit Series (Level F) by Alyssa Satin Capuccili

Read to find out what adventures Biscuit will experience in each book—"Woof-woof!"

Elephant and Piggie Series (Level F) by Mo Willems

Gerald and Piggie are best friends who have a lot of fun together

Splat the Cat Series (various levels) by Rob Scotton

Read to find out what adventure Splat the Cat will experience in each book.

Big Bear, Small Bear (Level C) by Stan and Jan Berenstain

Two bears, one big and one small, become friends that are just the right size.

Brown Bear, Brown Bear, What Do You See? (Level C) by Bill Martin Jr.

Panda Bear, Panda Bear, What Do You Hear? (Level C) by Bill Martin Jr.

Meet new animals on every page. These books are filled with repetition and rhyme perfect for early readers.

Pete the Cat Play Ball! (Level E) by James Dean

Pete the Cat is ready to play baseball! Pete's team, the Rocks, is playing the Rolls. But, when the game doesn't go Pet's way, what will Pete do? (There are other Pete the Cat books to explore.)

Cookie's Week (Level F) by Cindy Ward

A cat causes chaos in different ways throughout the week.

If You Give a Pig a Pancake (Level G) by Laura Numeroff

Read to see what the Pig will ask for next. (There are other books to enjoy by the same author.)

For more suggestions, visit:

<https://tinyurl.com/K-2PictureBooks>

<https://tinyurl.com/3-5SummerSuggestions>

Recommended Reader's Response

Writing in response to reading is an integral part of understanding ideas in literature. Through the use of a response log, students can ask questions about what they read, respond to characters' decision-making skills, make connections to their own lives, and make meaning for themselves.



All students are encouraged to complete a Reader's Response log. At least 6 times this summer, students should select a prompt below (one from each domain) and write an original response. These written responses may be from different books.



Domain 1: Story Elements

1. Explore how the main character changed throughout the story.
2. Describe an interesting or important character in your book.
3. Write a letter to a character in the book or a letter from one character to another.
4. Compare two characters in the book to each other by describing their similarities and their differences.
5. Describe places where the author gives good descriptions of the characters, setting, problem, or solution.
6. Write a diary entry in the voice of a character in your book.
7. Compare a character in your book to a character in another book you have read.
8. Describe what you notice about the illustration. What purpose do they have? Do they add to the story?
9. Describe in details the setting of your book and how it fits into the story.
10. Draw a picture of the climax of the story.

Domain 2: Prediction

11. Based on the title, what do you think the book is about?
12. How do you think the story will end?
13. Which character do you think will change the most by the end? Why?
14. How do you think this conflict will be resolved?
15. Draw a picture of what you think will happen next. Describe it.

Domain 3: Connections

16. How is this book similar to another you have read by this author?
17. Create a Venn diagram that compares the setting of this story with the area where you live.
18. What advice would you give a character in this book? Why?
19. What character would you most like to be? Why?
20. Describe a character's personality trait that you'd like to possess. Why do you like this trait?
21. Explain how the book reminds you of yourself, people you know, or of something that happened in your life.
22. Explain how the book reminds you of other books, especially the characters, events, or setting.
23. How have you changed after reading this book? Explain.

Domain 4: Opinion

24. Why do you think the author chose the opening line? Did you like it? Why or why not?
25. Write about your favorite part of the book and why it was important to the story.
26. Who is your favorite character? Why? Draw a picture of this character.
27. What do you think is the most important scene in the book? Why?
28. How would a different setting affect the story?
29. Was the cover design effective? Did it make you want to read the book? Create a new cover design for this book.
30. Did you like the ending of the book? How would you have liked it to end? Rewrite a new ending for the book.
31. Write a question you would like to ask the author. How do you think he or she would respond?
32. Do you agree with the point the author is making? Why?
33. Do you like the ending of this book? Why or why not? Do you think there is more to tell?

Domain 5: Language

34. Copy a sentence from the book that you think is well written. Why do you like this sentence?
35. Find examples of figurative language in the text. Write them down.
36. List five words from the book that you find interesting or unfamiliar. Write their definitions (use a dictionary for help).
37. Describe the author's craft: What was good about the author's writing? What things might you try to do in your own writing that you learned from this author?
38. Describe how the author makes you feel through their writing.

Domain 6: Evaluation

39. Did you enjoy the book? Why or why not?
40. What didn't you understand in the text?
41. Would boys and girls enjoy this book equally? Support your reasons.
42. Would you like to read more books by this author? Why or why not?
43. Do you think the author chose a good title for the book? Why or why not?
44. What did you learn about the time in which the story took place?
45. Write about an important lesson that was learned in the story.
46. Would you recommend the book to another reader? Explain why or why not.
47. Describe what you would change about the book if you could rewrite it.
48. Explain what you want to remember about this book and why.
49. Would you recommend this book to a friend? Why or why not?
50. Make a list of 'lingering questions' you have after finishing the book.

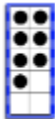
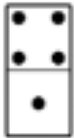

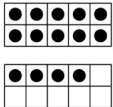
Reader's Response Log

Date:	Prompt #:	Date:	Prompt #:
Title/Author:		Title/Author:	
Response:		Response:	
Date:	Prompt #:	Date:	Prompt #:
Title/Author:		Title/Author:	
Response:		Response:	

Reader's Response Log

Date:	Prompt #:	Date:	Prompt #:
Title/Author:		Title/Author:	
Response:		Response:	
Date:	Prompt #:	Date:	Prompt #:
Title/Author:		Title/Author:	
Response:		Response:	

Daily Math Review

Week 1	<p>Circle the winner of this Top-It round.</p> <p style="text-align: center;">4 7</p>	<p>Write the number 5. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>Tiptoe across the room. How many steps did it take you?</p>	<p>Draw a square. Color it in with a yellow crayon.</p>	<p>Write the number 7. Show it in 3 different ways (tally marks, pictures, ten frame, etc.)</p>
Week 2	<p>Find something in your house that is taller than you.</p>	<p>$3 + 1 = \underline{\quad}$</p> <p>$5 + 1 = \underline{\quad}$</p> <p>$9 + 1 = \underline{\quad}$</p>	<p>Write the number 3. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>Find something in your house that is a rectangular prism.</p>	<p>Find something in your house that is a sphere.</p>
Week 3	<p>Write the numbers 0-20 in your best handwriting!</p>	<p>Pick up a ball. Find something that weighs less than the ball.</p>	<p>Draw a circle. Color it in with a blue crayon.</p>	<p>$6 + 2 = \underline{\quad}$</p> <p>Draw a picture to solve.</p>	<p>Put these numbers in order from least to greatest.</p> <p style="text-align: center;">5 8 4</p>
Week 4	<p>How many dots are there without counting one by one?</p> 	<p>Write a number sentence to show a combination of 10.</p> <p style="text-align: center;">$\underline{\quad} + \underline{\quad} = 10$</p>	<p>Write a number sentence for this domino.</p> 	<p>Count the jelly beans.</p> 	<p>Write the number 10. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>
Week 5	<p>Jump rope for as long as you can and count your jumps! How many jumps did you take?</p>	<p>Write the number 2. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>Write the number 4. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>Draw a picture and write a number story.</p>	<p>Circle the winner of this Top-It round.</p> <p style="text-align: center;">7 10</p>
Week 6	<p>Put these numbers in order from greatest to least.</p> <p style="text-align: center;">8 2 9</p>	<p>What number is this? Write the number.</p> 	<p>Draw a rectangle. Color it in using your favorite colors!</p>	<p>$5 - 2 = \underline{\quad}$</p> <p>Draw a picture to solve.</p>	<p>Write the number 9. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>
Week 7	<p>$5 - 3 = \underline{\quad}$</p> <p>Draw a picture to solve.</p>	<p>Write the number 8. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>Find something in your house that is the same height as you!</p>	<p>Draw a number line from 1-10. Show 10 - 6 on the number line. What number did you land on?</p>	<p>Find something that is a cylinder in your house.</p>
Week 8	<p>Write the number 7. Show the number in 3 different ways (tally marks, pictures, ten frame, etc.)</p>	<p>$10 - 6 = \underline{\quad}$</p> <p>Draw a picture to solve.</p>	<p>Find something in the shape of a circle.</p>	<p>Draw a triangle. Color it in with a red crayon. Find something that is in the shape of a triangle.</p>	<p>$7 - 4 = \underline{\quad}$</p> <p>Draw a picture to solve.</p>