



## Get Ready for 4<sup>th</sup> Grade!

Congratulations! As we finish a wonderful year in 3<sup>rd</sup> grade, I know you are thinking of what is to come for the summer. At Union School, we know that although summer is a well-deserved break, summer learning loss can really set students back each August. However, students who read regularly over the summer return to school ready to continue their learning with little or no learning loss.

Of course we encourage our students to read a wide range of books this summer. However, to complete the summer reading assignment for 4<sup>th</sup> grade, students will need to choose at least one of the books from the list based on their Lexile range. After reading the book, they will choose one of the projects below to show what they have learned and bring it to the first day of 4<sup>th</sup> grade! Students will be able to share their projects with their classmates and receive their first grade of the year.

Name: \_\_\_\_\_ Lexile Level: \_\_\_\_\_

**Write a Letter to the Author.** After reading a book, each student shares reactions to the book in a letter written to its author. If a student writes to an author who is still alive, you might actually mail the letter.

**Sell It.** Each student pretends to be a publicist for the book that's just been read. The student writes and then delivers a 60-second speech that will persuade other students that they should read the book.

**Interview a Character.** Each student composes six to eight questions to ask a main character in a book just completed. The student also writes the character's response to each question. The questions and answers should provide information that shows the student read the book without giving away the most significant details.

**In the News.** Each student creates the front page of a newspaper that tells about events and characters in a book just read. The newspaper page might include weather reports, an editorial or editorial cartoon, ads, etc. The title of the newspaper should be something appropriate to the book.

**Create a Comic Book.** Each student can turn a book, or part of it, into a comic book, complete with comic-style illustrations and dialogue bubbles.

**Picture Books.** After reading a book, each student creates a picture book version of the story that would appeal to younger students. The students can then share the picture books with a group of young students.

**"Dear Diary."** Invite each student to create a diary or journal and write at least five entries that might have been written by a character in a book just read. The entries should share details about the story that will prove the student read the book.

1. Find the list that matches your Lexile level the best.
2. From the books on that list, select a book that you have not read before.
3. Read the book and complete a Book Project.
4. Turn it in on the first day of school next year.

#### Lexile Scores Up to 485

*Nate the Great Series*—Marjorie Weinman Sharmat

*Junie B. Jones Series*—Barbara Park

*The Fudge Series*—Judy Blume

*Magic Treehouse Christmas in Camelot*—Mary Pope Osborne

#### Lexile Scores 400-650

*The Candy Corn Contest*—Patricia Reilly Giff

*Magic Treehouse Series*—Mary Pope Osborne (Choose 1)

*The Boxcar Children Series*—Gertrude Chandler Warner (Choose 1)

*Lost Treasure of the Emerald Eye*—Geronimo Stilton

*Freckle Juice*—Judy Blume

*Cam Jansen Case #1 The Mystery of the Stolen Diamonds*—David Adler

*Stone Fox*—John Reynolds Gardiner

#### Lexile Scores 651-750

*Sarah, Plain and Tall*—Patricia MacLachlan (9 and up)

*Because of Winn-Dixie*—Kate DiCamillo (9 and up)

*Charlotte's Web*—E.B. White

*Chocolate Fever*—Robert Kimmel Smith

*Bunnicula*—Deborah and James Howe (9 and up)

#### Lexile Scores 751 and Up

*The Chocolate Touch*—Patrick Skene Catling (8 and up)

*Tuck Everlasting*—Natalie Babbitt (9 and up)

*Frindle*—Andrew Clements (9 and up)

*Mr. Popper's Penguins*—Richard and Florence Atwater

*The Phantom Tollbooth*—Norton Juster (8 and up)

**\*Each student's Lexile range was written on the first page when this handout was sent home. If you are accessing this document from the website, your student's Lexile range can be found on the MAP report sent home in the Q3 progress report. Please refer questions to our Literacy Coordinator ([michele.deardorff@unionschool.edu.ht](mailto:michele.deardorff@unionschool.edu.ht)).**