

New Canaan Public Schools  
New Canaan, Connecticut

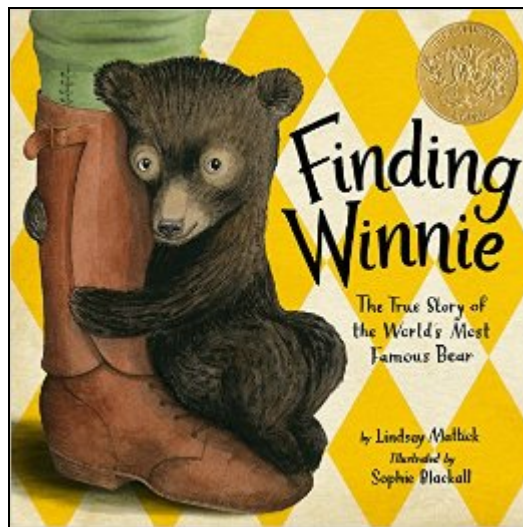
# Summer Reading

(For reading *aloud* mostly and independent reading)

2017

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## Children Entering First Grade



*Finding Winnie: The True Story of the World's Most Famous Bear*  
By Lindsay Mattick and Sophie Blackall  
2016 Caldecott Medal Winner

*For a current list of the very best kids' books, go to the following link:*  
<http://www.kirkusreviews.com/book-reviews/childrens-books/6-8-years-old/published/>

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## Terrific Recently Published Books!



*Wolfie the Bunny* by Ame Dyckman  
Funny story of a family of bunnies adopting a wolf son

*Unicorn Thinks He's Pretty Great* by Bob Shea  
Very funny and engaging

*Sam and Dave Dig a Hole* by Mac Barnett  
Caldecott Honor Book for 2015

*Ten Rules of Being a Superhero* by Deb Pilutti  
For children who can imagine being a superhero

*Scaredy Squirrel* series by Melanie Watt  
I couldn't pick just one—they are all great. The website is fun, too:  
[www.scaredysquirrel.com](http://www.scaredysquirrel.com)

*The Thank You Book* by Mo Willems  
The very last Elephant and Piggy book—a very popular series.  
Everything Mo Willems writes is pure gold. Here's his website: [www.mowillems.com](http://www.mowillems.com)

*Bad Kitty Drawn to Trouble* by Nick Bruel  
This is a wonderful book for aspiring authors and illustrators, as Nick Bruel shares his process of creating the Bad Kitty books.  
Also, a fun website is [www.badkittybooks.com](http://www.badkittybooks.com)

*A Funny Thing Happened on the Way to School* by Benjamin Chaud and Davide Cali  
An outrageous tall tale that will make children laugh out loud!

*Finding Winnie: The True Story of the World's Most Famous Bear* by Lindsay Mattick  
This is the 2016 Caldecott Award winner, and the words are as good as the illustrations.

More suggestions for new books are at:

<http://booksforkidsblog.blogspot.com>

(A retired librarian's excellent children's book blog)

<http://www.goodreads.com>

(Current reviews and recommendations)

<http://www.ala.org> (American Library Association)

## Books About Things that are Important to Kids!

### HOW TO BEHAVE

STAGESTRUCK by Tomie DePaola  
THE ART LESSON by Tomie DePaola  
TROUBLE IN THE BARKER'S CLASS by Tomie DePaola  
LILY'S PERFECT PLASTIC PURSE by Kevin Henkes  
LILY'S BIG DAY by Kevin Henkes  
WEEKEND WITH WENDELL by Kevin Henkes  
BEATRICE DOESN'T WANT TO by Laura Numeroff  
WHAT ARE YOU SO GRUMPY ABOUT? By Tom Lichtensheld  
IT'S HARD TO BE FIVE: LEARNING HOW TO WORK MY CONTROL  
PANEL by Jamie Lee Curtis  
HOW DO DINOSAURS CLEAN THEIR ROOMS? By Jane Yolen  
HOW DO DINOSAURS GET WELL SOON? By Jane Yolen  
HOW DO DINOSAURS SAY GOOD NIGHT? By Jane Yolen



### WORRYING

WEMBERLY WORRIED by Kevin Henkes  
IRA SLEEPS OVER by Bernard Waber  
IRA SAYS GOODBYE by Bernard Waber  
THE KISSING HAND by Audrey Penn  
ALEXANDER, WHO'S NOT GOING TO MOVE by Judith Viorst  
I DON'T WANT TO GO BACK TO SCHOOL by Marisabina Russo  
MEAN SOUP by Betsy Everitt  
SCAREDY SQUIRREL by Melanie Watt  
JUNIE B. JONES HAS A MONSTER UNDER HER BED by Barbara Park



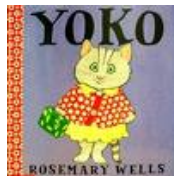
## FRIENDS

MY BUNNY DIARY by Dora Cottontail (Tracy Dockray)  
BEST FRIENDS FOR FRANCES by Russell Hoban  
A BARGAIN FOR FRANCES by Russell Hoban  
A SPECIAL FRIEND, INDEED by Suzanne Bloom  
ELLA THE ELEGANT ELEPHANT by Carmella and Steven D'Amico  
CHESTER'S WAY by Kevin Henkes  
TOOT & PUDDLE by Hollie Hobbie  
THE TREASURE TREE by John & Cindy Trent, Gary & Norma Smally  
MR. PUSSKINS by Sam Lloyd  
THE ENGLISH ROSES by Madonna  
THE PEANUT-FREE CAFÉ by Gloria Koster  
ENEMY PIE by Derek Munson  
PINKALICIOUS and PURPLICIOUS by Victoria Kann



## SCHOOL

YOKO books by Rosemary Wells  
HOPSCOTCH HILL SCHOOL books by Valerie Tripp  
CHRYSANTHEMUM by Kevin Henkes  
KINDERGARTEN ROCKS by Katie Davis  
THE SECRET SCIENCE PROJECT THAT ALMOST ATE THE SCHOOL  
By Judy Sierra  
MISS MALARKEY DOESN'T LIVE IN ROOM 10 by Kevin O'Malley  
ANNABELLE SWIFT, KINDERGARTNER by Amy Schwartz  
RECESS QUEEN by Alexis O'Neil  
THE BRAND NEW KID by Katie Couric



## EARLY CHAPTER BOOKS

(These are more advanced than easy readers, but not too long or difficult.)

HOPSCOTCH HILL SCHOOL SERIES by Valerie Tripp

*Bright, Shiny Skylar*

*Good Sport, Gwen*

*Hallie's Horrible Handwriting*

*Teasing Trouble*

*Thank You, Logan!*

ARTHUR CHAPTER BOOKS by Stephen Krensky

JIGSAW JONES MYSTERIES by James Preller

JUNIE B. JONES SERIES by Barbara Park

MARVIN REDPOST SERIES by Louis Sachar

KIDS OF THE POLK STREET SCHOOL SERIES by Patricia Reilly Giff

NANCY DREW NOTEBOOKS series by Carolyn Keene

NATE THE GREAT SERIES by Marjorie Weinman Sharmat

STINK series by Megan McDonald

SOCCER 'CATS series by Matt Christopher

ZACK FILES SERIES by Dan Greenburg

THE ADVENTURES OF THE BAILEY SCHOOL KIDS

by Debbie Dadey and Marcia Thornton Jones

*Best Enemies* and *Best Enemies Again* by Kathleen Leverich

STEPPING STONES books published by Random House

LITTLE HOUSE CHAPTER BOOKS adapted from

Laura Ingalls Wilder

WEIRD SCHOOL series by Dan Gutman

*Miss Small is off the Wall!*

*Mr. Hynde is out of his Mind!*

*Ms. Hannah is Bananas!* and many more!

## CLASSIC CHARACTERS

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These are beloved book characters that should be part of every child's literary background. They are sure to amuse and captivate children!



and sequels by Harry Allard/James Marshall



The Babar series by Jean and Laurent De Brunoff



The Frances series by Russell Hoban



Angelina Ballerina from the series by Katharine Holabird



Martha, from the *Martha Speaks* series



Dr. DeSoto, from the series by William Steig



Lyle Crocodile, from the series by Bernard Waber

Finally, the two characters that everyone seems to remember forever . . .

MIKE MULLIGAN AND HIS STEAM SHOVEL by Virginia Lee Burton



## A brief word about “Easy Readers:”

- These are books with carefully controlled vocabulary for children just beginning to read.
- They are usually designated “beginning reader,” “early reader,” or something that let’s you know they have been created for this purpose.
- Books with controlled vocabulary are not usually great literature, although some, like *Green Eggs and Ham* by Dr. Seuss and *Frog and Toad* by Arnold Lobel, have become classics.
- Most libraries keep the “Easy Reader” books separate, so they are easy to find.
- Many companies assign these books different levels. This just means that you can tell which are the easiest and which are the hardest. The levels don’t generally correlate with the reading levels we use in school.

Some high quality easy readers are:

The *Henry and Mudge* series by Cynthia Rylant



The *Frog and Toad* series by Arnold Lobel



Dr. Seuss: “Bright and Early Beginner Books”

The *Johnny Lion* series by Edith Thatcher Hurd

\*\*Mo Willems’ *Elephant and Piggie* series



\*\*Very popular with first graders!

These are some classic easy readers—there are many more. You can read them aloud, too! Reading aloud gives children the support and confidence they need to try words out on their own.

***See below for information about independent reading levels for the beginning of first grade.***



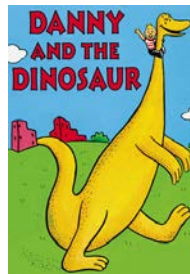
## When your child is reading at a C/D level:

### Characteristics of Level C/D books:

- Simple story lines that are familiar to children
- Large print with ample space between words
- Two to five lines of text per page
- Story is told through text, but pictures still give clues to story plot
- High frequency/word wall words used often
- A variety of punctuation is used
- Pictures and words correspond directly (i.e., a picture of a bat corresponds to the words “This is a bat.”)

### Important behaviors to notice and support with your child:

- Child uses pictures to make and check predictions
- Easily identifies known words (high frequency words)
- Tracking words while reading with finger-pointing or, as time progresses, with eyes
- Able to solve many unfamiliar words using a variety of decoding strategies (i.e. sounding out, picture clues, re-reading, etc)
- Actively reading for meaning
- Recognizing word patterns (rhyming, word families) and text patterns (predictable text “This is a \_\_\_\_ . This is a \_\_\_\_.”)



### Some examples of C/D level books:

- *Brown Bear, Brown Bear, What do you see?* by Bill Martin
- *Mary Wore Her Red Dress* by Merle Peek
- *Dirty Larry* by Bobbie Hamsa
- *Sleepy Dog* by Harriet Ziefert
- *Paul the Pitcher* by Paul Sharp
- *Spots, Feathers, and Curly Tails* by Nancy Tafuri
- *Pancakes for Breakfast* by Tomie DePaola
- *Danny & the Dinosaur* by Syd Hoff

(These titles are provided to be used as a point of reference when picking out books at this level.)





## When your child is reading at an E/F level:

### Characteristics of Level E/F books:

- Each page has 3-8 lines of text
- Stories are more complex; ideas may be subtle and require more interpretation
- Illustrations strongly support the story, but the text carries the story line
- Children need to problem-solve to decode unknown words
- Words become more difficult/specific, more than high-frequency words
- Full variety of punctuation

### Important behaviors to notice and support with your child:

- Relying less on finger-pointing while reading; using eyes to track words with the exception of challenging words
- Reading fluently
- Rereading for understanding
- Making predictions and then reading to confirm predictions
- Using known words to get to words not yet known (for example, finding the smaller word *and* in *candy*.)
- Using a variety of decoding strategies to read unknown words



### Some examples of E/F level books:

- *Mrs. Wishy-Washy* by Joy Cowley, Elizabeth Fuller
- *The Foot Book* by Dr. Seuss
- *Go, Dog, Go* by Philip Eastman
- *Clifford the Big Red Dog* books by Norman Bridwell
- *Shhh* by Kevin Henkes
- *No David!* by David Shannon
- *Biscuit Wants to Play* by Alyssa Sating Capucilli
- *It Looked Like Spilled Milk* by Charles Shaw

(These titles are provided to be used as a point of reference when picking out books at this level.)



## When your child is reading at a G/H level:

### Characteristics of Level G/H books:

- Story concepts become more complex, many are somewhat unfamiliar to children
- Story vocabulary becomes more challenging
- 4-8 lines of text per page with smaller print and text location (top of page, bottom of page) may vary
- Sentences are longer in length and complex

### Important behaviors to notice and support with your child:

- Using both text and pictures to comprehend the story
- Figure out unknown words using their decoding strategies
- Can retell the story, including details, to demonstrate their understanding of the story
- Reading fluently (without frequent stops and with expression)
- Re-reading to check for understanding
- Reads a variety of fiction and nonfiction
- Makes connections between text and another text (“This reminds me the book \_\_\_\_\_ where the characters moved away.”)
- Makes connections between the text and themselves or their world (“I got hurt like the character in the story, and I was sad too.”)



### Some examples of G/H level books:

- *Chicka Chicka Boom Boom* by Bill Martin Jr. & John Archabault
- *Super Fly Guy* by Tedd Arnold
- *Biscuit* by Alyssa Capucilli
- *Growing Vegetable Soup* by Lois Ehlert
- *More Spaghetti, I Say!* by Rita Gelman
- *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
- *Put Me In The Zoo* by Robert Lopshire
- *The Seasons of Arnold's Apple Tree* by Gail Gibbons

(These titles are provided to be used as a point of reference when picking out books at this level.)