

May 21, 2008

Dear Parents/Guardians,

As the end of the school year approaches, so does the beginning of summer recess for our students. Among the many activities you plan for your child, remember to include **daily reading**. We encourage parents to read aloud to their children as well as read in their native language.

Students in Miami-Dade County Public Schools must fulfill the summer reading requirement as stated in the district-wide Comprehensive Research-Based Reading Plan. **A minimum of two books** must be read during the summer. The titles of the books for each grade level are attached. In addition to the required reading, **students entering grades 3-5** must complete **two activities** (one for each book read) and present them to their language arts teacher upon return to school in August. **These activities will be averaged into their first nine weeks language arts grade.** Attached you will find a list of motivating activities from which students will be able to choose. Books are available at local libraries and bookstores such as Borders and Barnes & Noble.

Should you have any questions regarding the mandatory summer reading requirement, please feel free to contact Marilyn Fernandez, Reading Coach, at (305) 443-2529, ext. 2137.

Sincerely,



Marie Izquierdo
Principal

Fairlawn Branch	West Flagler Branch	Hispanic Branch
6376 SW 8 Street Miami, FL 33144 305 261-1571	5050 West Flagler St. Miami, FL 33134 305 442-8710	2190 W. Flagler Street Miami, FL 33135 305 541-9444

Borders		Barnes & Noble Booksellers	
9205 S. Dixie Highway Miami, FL 33172 305 665-8800	11401 NW 12 Street Dolphin Mall 305 597-8866	152 Miracle Mile Coral Gables, FL 33134 305 446-4152	12405 N. Kendall Dr. Miami, FL 33186 305 598-7727

21 de mayo, 2008

Estimados Padres,

Se aproximan el fin del año escolar y el comienzo de las vacaciones de verano. Entre las actividades que participe su hijo/a, recuerde de incluir la lectura diariamente. Recuerden que los padres les pueden leer en voz alta a sus hijos como tambien leer en su idioma natal.

Queremos recordarles del requisito de lectura de verano para los estudiantes del condado Miami-Dade. Los niños deben leer **un mínimo de dos libros** durante el verano. Los títulos para cada grado acompañan esta carta. Después de leer sus dos libros, **los estudiantes que vienen entrando a los grados 3, 4 y 5** deben completar **dos actividades** (uno para cada libro) que también acompañan esta carta. **Estas actividades serán entregadas a la maestra al comienzo del nuevo año escolar, serán calificadas y formarán parte del promedio de la asignatura de lectura.** Pueden encontrar los libros en las bibliotecas públicas y las tiendas de libros como Borders y Barnes & Noble.

Si tienen alguna pregunta sobre el requisito de lectura del verano, favor llamar a Marilyn Fernandez, especialista de lectura, al (305) 443-2529, ext. 2137.

Atentamente,



Marie Izquierdo
Directora

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REQUIRED READING FOR GRADES 2 - 5



Grade 2

Grade 3

Rats on the Roof by James Marshall

Gregory the Terrible Eater by Mitchell Sharmat



Grade 3

Grade 4

Stuart Little by E. B. White

Tales of a Fourth Grade Nothing by Judy Blume



Grade 4

Grade 5

Fudge-a-Mania by Judy Blume

The Mouse and the Motorcycle by Beverly Cleary



Select one activity for each book read.

1. Create a poster for the book. Make the viewer curious enough to read the book.
2. Make a time line of the major events in the book. Use pictures to illustrate the time line.
3. Write a letter to a friend about the book. Explain why you did or did not like the book.
4. Write five interview questions to ask the author of the book.
5. Create a shoebox diorama. Include a summary of the book on the back of the box.
6. If you could meet a character from the book, who would it be? Write five questions you would like to ask and the answers you think you would get.
7. Design a book jacket (front and back of book). Include a "blurb" summarizing the book and information about the author.
8. Pick a character that is very different from you. Complete a Venn diagram showing likenesses and differences.
9. Design a T-shirt (or an outline of one) with the theme of the book.
10. Create a puppet of one of the characters from the book.

HENRY M. FLAGLER ELEMENTARY SCHOOL

5222 N.W. First Street – Miami, Florida 33126



Henry M. Flagler Elementary School
RECOMMENDED 2008 SUMMER READING LIST

Title/Author Título/Autor	Reading Level/ Nivel
ABC Pop by Rachel Isadora	K
Colors by Robert Crowther	K
My Numbers=Mis Numeros por Rebecca Emberly	K
No, David! By David Shannon	K
The Bear on the Bed by Ruth Miller	K
El mejor es mi papá por Georgina Lazaro León	K
La mochila de Dora por Sara Wilson y Robert Roper	K
Froggy se viste por Jonathan London	K
Duck on a Bike by David Shannon	1
The Magic Hat by Mem Fox	1
I Know an Old Lady Who Swallowed a Fly by Stephen Gulbis	1
Just Me and My Dad by Mercer Mayer	1
The Berenstain Bears by the Sea by Stan and Jan Berenstain	1
T-Rex is Missing by Tomie DePaola	1
Amelia Bedelia Goes Camping by Peggy Parish	1
Buenas noches, luna por Margaret Wise Brown	1
Si llevas un raton a la escuela por Laura Numeroff	1
Tren de carga por Donald Crews	1
Arroz con Leche por Lulu Delacre	2
Sky Castle by Sandra Hanken	2
Doggie Dreams by Nancy Kapp Chapman	2
Rufferella by Vanessa Gill-Brown and Mandy Stanley	2
Spinning Spiders by Melvin Berger	2
Down on the Funny Farm by P.E. King	2
Magnificent Mummies by Tony Bradman	2
Norma Jean, Jumping Bean by Joanna Cole	2
Arthur Goes to Camp by Marc Brown	2
El sapo que no quería comer por Martha Sastrías	2
La Señorita Nelson ha desaparecido por James Allard	2

For Kindergarten and Grade 1

Family Opportunities to Help Develop the Big 5 Ideas in Reading!

Phonemic Awareness:

Play a rhyming game that involves looking for pictures in the book and having the child make up words that rhyme with the Picture. For example, if the book has a picture of a cat, have your child make up words like **bat**, **hat**, and **rat**.

Phonics:

As you read the book together, have your child point to words that end with the sounds **-at**, **-ed**, **-ig**. For example, **bat**, **bed**, **pig**.

Vocabulary:

Ask your child to keep a journal of 2 or 3 new words they have learned from reading this book. Write the new word with a picture of what it means, the sentence in which it is used, and a definition in his/her own words.

Fluency:

Take turns rereading each page of the book. Read expressively in order to encourage your child to model your expressions or create new ones.

Comprehension:

As you read together, stop now and then and retell what you just read to your child. Ask your child if this makes sense, if there are words they do not understand, and why the author tells the story in this way. Ask the following questions:

- 1 - What do you know after reading the story?
- 2 - What do you feel about what you read?
- 3 - What else does it make you think about?
- 4 - What questions do you have?





Lista de Lectura Verano 2008

2nd Grade Ms. Lang

Harry, The Dirty Dog by Gene Zion
A Pocket for Corduroy by Don Freeman

3rd Grade Ms. Valdes

Amelia Bedelia Goes Camping by Peggy Parish
Afternoon on the Amazon (Magic Tree House) by Mary Pope Osborne

4th Grade Ms. Oliva

No More Monsters for Me by Peggy Marsh
The One in the Middle is the Green Kangaroo by Judy Blume

Selecciona una actividad por cada libro:

1. Escribe cinco preguntas que te gustaria hacerle al autor/a.
2. Diseña la portada del libro.
3. Crea un títere representando un personaje del libro.
4. Escribe cinco preguntas que te gustaria hacerle a un personaje del libro.
5. Dibuja la escena del libro que mas te gustó.

