

Lake Castle Slidell Private School
First Grade Summer Reading

Dear Parents:

Enclosed please find a suggested list of books for the children to read during the summer. Please note it's just a suggested list. The children are required to read 10 books (Mrs. Harman's class) or 5 books (all other first graders) and submit a book report for each book read. They can read any book with 25 pages or more. Enclosed you will find one blank book report form. Please make copies of this form so that you will have enough for all book reports.

All book reports should be sent to their first grade teacher in the fall. A trip to the library might even be fun on those rainy days during the summer.

Have a wonderful and safe summer reading in the sun!

See you in August!

Suggested Summer Reading

First Grade

Alexander and the Terrible, Horrible, No Good, Very Bad Day

Annabelle Swift, Kindergartener

Arrow to the Sun: A Pueblo Indian Tale

The Art Lesson

Arthur's Eyes

Best Friends

The Boy Who Was Followed to School

Brave Irene

Come a Tide

Digging Up Dinosaurs Doctor

DeSoto

Estaban and the Ghost

Frog and Toad Are Friends (any Frog and Toad Stories)

The Ghost-Eyed Tree

Hansel and Gretel

How Much is a Million

How My Parents Learned to Eat

Little Red Riding Hood

Mary Had a Little Lamb

The Mud Pony

One Monday Morning

Owl Moon

The Patchwork Quilt

Rumplestiltskin

Sam, Bangs, and Moonshine

Something Special About Me

Stevie

Storm in the Night

The Three Billy Goats Gruff

Thunder Cats

26 Letters and 99 Cents

The Very Last Time

Watch the Stars Go Out

What Happened to Patrick's Dinosaur

The Little Engine That Could

The Little Red Hen

Millions of Cats

Pinocchio

Benjamin and Tulip

The Giving Tree

Fantastic Mr. Fox

Curious George

Miss Nelson is Missing

First Grade Book Report

Name _____

Title: What is the name of the book?

Author: Who wrote the book?

Number of pages: _____

Who gave you the book? _____

Tell about your favorite part of the story. _____

Draw and color a picture from the story.

Lake Castle Slidell Private School Summer Reading Program Second and Third Grades

Second Grade required summer reading is: **Horrible Harry and the Ant Invasion** by Kline. Upon returning to school the students will be held accountable for their knowledge of this book by taking a quiz to ensure the material has been read.

Second Grade students must read one book from the list below and fill out an oral report on the book. Students must be prepared to give an oral presentation on the book upon returning to school in August.

Second Grade (choose one for the oral report)

<i>-(The Bailey School Kids) Genies Don't Ride Bicycles</i>	Dadey and Jones
<i>-Magic Tree House #5 Night of the Ninjas</i>	McArthur
<i>-Help! I'm a Prisoner in the Library!</i>	Clifford
<i>-The Magic Goose</i>	Pinkwater
<i>-Horrible Harry in Room 2B</i>	Kline
<i>-Henry and Mudge: The First Book</i>	Rylant
<i>-The Long Way Westward</i>	Sandin

Third Grade required summer reading is: **Who Stole the Wizard of Oz** by Avi. Upon returning to school the students will be held accountable for their knowledge of this book by taking a quiz to ensure the material has been read.

Third Grade students must read one book from the list below and fill out an oral report on the book. Students must be prepared to give an oral presentation on the book upon returning to school in August.

Third Grade (choose one for the oral report)

<i>-The Trouble with Tuck</i>	Taylor
<i>-Mr. Popper's Penguins</i>	Atwater
<i>-There's an Owl in the Shower</i>	George
<i>-The Boxcar Children: The Hockey Mystery</i>	Warner
<i>-Fantastic Mr. Fox</i>	Dahl
<i>-Ramona Forever</i>	Cleary

Horrible Harry and the Ant Invasion

Name: _____ **Date:** _____

Author: _____

Type of book (fiction, nonfiction, or fantasy): _____

Main characters: _____

SUMMARY: Tell what the **FIRST STORY** of the book is about:

Beginning (one sentence): _____

Middle (two sentences): _____

End (one sentence): _____

QUESTIONS: **SECOND STORY – “Horrible Harry and the Square Dance”**

Why was Harry angry with Sidney in this story? _____

THIRD STORY – “Horrible Harry and the Deadly Fish Tank”

How did Sidney try to get revenge against Harry? _____

FOURTH STORY – “Horrible Harry and the Class Picture”

Why did the photographer say Harry and Song Lee were getting married? _____

CRITIQUE AND CREATE: On the back of the page tell what you liked or did not like about the book and draw a picture of your favorite part of the book.

Who Stole the Wizard of Oz
Book Review

Name _____

Grade _____

Title of the book: _____

Setting: _____

Main characters: _____

Write three or four sentences telling what happens in the story:

My favorite part of the story was _____

2nd, 3rd, and 4th Grade Book Report Form

Name _____

Grade _____

Title of the book: _____

Setting: _____

Main characters: _____

I chose this book because _____

My favorite part of the story was _____

Write three or four sentences telling what happens in the story:

Lake Castle Slidell Private School
Summer Reading Program
4th through 6th Grades

Students in grades 4th through 6th must read the assigned book and be prepared to take a test on the book upon returning to school in August. They must also read two books from the list for their grade (4th grade must read ONE book) and prepare a book report using the book report format. Please be sure to make an additional copy of this form. Book reports will be handed in to the teacher upon returning to school in August.

Fourth Grade Required Reading: Fourth Grade Rats Spinelli

Fourth Grade list (choose one for book reports)

<i>-Trumpet of the Swan</i>	White
<i>-Shiloh</i>	Naylor
<i>-Superfudge</i>	Blume
<i>-Maniac Magee</i>	Spinelli
<i>-The Secret Garden</i>	Burnett
<i>-Little House in the Big Woods</i>	Wilder
<i>-Mr. Magorium's Wonder Emporium</i>	Weyn

Fifth Grade Required Reading: The Sign of the Beaver Speare

Fifth Grade list (choose two for the book reports)

<i>-Summer of Swans</i>	Byers
<i>-From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>	Konisburg
<i>-James and the Giant Peach</i>	Dahl
<i>-Sing Down the Moon</i>	O'Dell
<i>-The Whipping Boy</i>	Fleischman
<i>-Lost in the Devil's Desert</i>	Skurzynski
<i>-Witch of Blackbird Pond</i>	Speare

Sixth Grade Required Reading: Mrs. Frisby and the Rats of NIMH O'Brien

Sixth Grade list (choose two for the book reports)

<i>-Dragonwings</i>	Yep
<i>-The Black Stallion</i>	Farley
<i>-Lord of the Rings</i>	Tolkien
<i>-Holes</i>	Sachar
<i>-Bud, Not Buddy</i>	Curtis
<i>-Call It Courage</i>	Sperry

-True Confessions of Charlotte Doyle
-Mary Poppins Comes Back
-Bridge to Terabithia

Avi
Travers
Patterson

Lake Castle Slidell Private School
Summer Reading Program
7th and 8th Grades

Students in seventh and eighth grade will read the required novel and be prepared to take a test on the novel when they return in August. A study guide is provided with questions to help students prepare for the test. Students should complete the study guide questions on loose leaf paper as they read the novel. In addition to the assigned novel, students are required to read two additional books and complete the enclosed book report form.

Seventh Grade Required Reading: A Wrinkle in Time L'Engle

Seventh Grade List (choose two for the book reports)

<i>-The Upstairs Room</i>	Reiss
<i>-Summer of My German Soldier</i>	Greene
<i>-Serpent Never Sleeps</i>	O'Dell
<i>-Something for Joey</i>	Peck
<i>-The Westing Game</i>	Raskin
<i>-The Giver</i>	Lowry
<i>-Banner in the Sky</i>	Ullman
<i>-Treasure Island</i>	Stevenson
<i>-Roll of Thunder</i>	Taylor

Eighth Grade Required Reading: Death Be Not Proud Gunther

Eighth Grade List (choose two for the book reports)

<i>-Izzy, Willy-Nilly</i>	Voigt
<i>-Inherit the Wind</i>	Lee and Lawrence
<i>-Goodbye Mr. Chips</i>	Hilton
<i>-Roverandom</i>	Tolkien
<i>-Stormbreaker</i>	Horowitz
<i>-The Story of Helen Keller</i>	Sullivan
<i>-The Martian Chronicles</i>	Bradbury
<i>--Murder on the Orient Express</i>	Christie
<i>-Time Machine</i>	Wells

5th, 6th, 7th, and 8th Grade Book Report Form

Name _____

Grade _____

Title of the book: _____

Genre (category): _____

Setting: _____

Perspective from which the story is told: (point of view—this is either first person or third person):

Main characters: _____

Plot: Exposition (setting) _____

Conflict: _____

Rising Action _____

Climax: _____

Falling Action _____

Resolution: _____

My favorite part of the book was

Mrs. Frisby and The Rats of NIMH Study Guide
Grade 6

Chapters 1-7

1. Tell the setting of the story.
2. What sickness does Timothy have, and what helps to make him better?
3. Who is Dragon, and why are Mrs. Frisby and Jeremy afraid of him?
4. What brave thing does Mrs. Frisby do for Jeremy?
5. Why does the warming weather make Mrs. Frisby nervous?
6. Besides plowing, what are some other purposes for which Farmer Fitzgibbon uses for his tractor?
7. Whom does Mrs. Frisby discover living in the rosebush?
8. How is Jeremy able to help Mrs. Frisby?
9. What causes the owl to change his attitude regarding Mrs. Frisby?
10. Make a list of characters in this section.

Chapters 8-15

1. What indication does Timothy have that the weather is changing?
2. Why is the entrance to the rats home such a surprise to Mrs. Frisby?
3. What happens to Mrs. Frisby the first time she tries to enter the rats home?
4. Why does all conversation stop when Mrs. Frisby enters the destination place?
5. What does Mrs. Frisby find out from Justin that shocks her?
6. What happened at the marketplace that eventually changes Mrs. Frisby's life forever?
7. What does Mrs. Frisby volunteer to do, and why does she do so?
8. Who were Dr. Schultz, George and Julie?
9. How long were Nicodemus and the other rats forced to participate in the experiments?
10. What is a neurologist?

Chapters 16-20

1. What does a neurologist do and why is it so important?
2. Why does Dr. Schultz "caution his undoing"?
3. How did the rats figure out how to escape?
4. What part did Jonathan Frisby play in the rats escape?
5. How does reading help the rats survive outside of NIMH?
6. What bothers Nicodemus about the rats lifestyle right after they leave NIMH?
7. Why does Mrs. Frisby choose not to kiss her children as she leaves to put the sleeping powder in Dragon's bowl?
8. How much stockpiling have the rats actually done?
9. What is their plan?

Chapters 21-25

1. What is the illusion the rats have?
2. What are the two reasons the rats received injections?
3. How did Dr. Schultz underestimate Justin?
4. How did the rats discover a way out of their cages and find their way back when they were looking for a permanent escape route?
5. What was the blast of air that flattened Nicodemus' ear as he, the rats, and the mice were escaping?
6. How does knowing how to find food help the rats?
7. What is the most important invention to the rats?
8. Where do the rats learn about stockpiling?
9. How are the rats trying to accomplish the plan?

Chapters 26-28

1. How did Mr. Frisby save the rats? How does Mrs. Frisby save the rats?
2. Who is coming to investigate the rosebush?
3. Why do the rats use a decoy when they are leaving the rosebush?
4. What are the men going to use to exterminate the rats?
5. What happens to two of the rats who stay behind as decoys?
6. Why is the doctor surprised about the question of rabies?
7. How does Mr. Ages help Brutus?
8. What happens to the rats at the end of the story?
9. Why does Mrs. Frisby tell her children about their father?
10. How does the story end?

A Wrinkle in Time Study Guide
Grade 7

Chapter 1

1. Meg is upset because she is having trouble in _____.
2. She is unable to think about her _____ without crying.
3. Her brothers, _____ and _____, are ten years old.
4. Meg's father has assured her that _____ test have revealed she and Charles are "more than okay."
5. Charles Wallace reveals that the haunted house in the woods is occupied by _____.

Chapter 2 True or False

1. When Meg awakens, she hopes the events of the previous night are a dream.
2. Denny and Sandy encourage Meg to find a "happy medium" in her school behavior.
3. Charles Wallace and Meg walk through the woods with no particular destination.
4. Calvin O'Keefe is the same age as Meg.
5. Mrs. Who has a habit of quoting famous proverbs in French only.

Chapter 3

1. Predict what events have happened to Father since the last time his family heard from him.
2. Why do you think Mrs. Which's description as shimmering "in a circle of silver" is real or fantasy?

Chapter 4

1. Compare and contrast the three strange ladies.
2. How does the description of the being into which Mrs. Whatsit is transformed compare with an encyclopedic description of a Greek centaur?
3. How are the creatures and occurrences the children see on Uriel foreign to what is seen on Earth?

Chapter 5 True or False

1. Mrs. Whatsit encircles Meg in her wings to comfort her.
2. Mrs. Whatsit explains what a tesseract is to Meg.

3. The children dislike the Happy Medium.
4. The children do not agree about the names of some of Earth's fighters of evil.
5. Meg, Charles Wallace, and Calvin learn Father is on a plane which has given in to evil.

Chapter 6

1. Why do you think Calvin is afraid to go in the Central Intelligence building?
2. How does the similarity of Camazotz and Earth contribute to the seriousness of the children's mission?
3. Reread the paragraphs in Chapter 6 that describe the office buildings. How does the repetition of words and phrases contribute to the mood of the scene?

Chapter 7

1. Charles Wallace claims that "he" is trying to get at him. How does this scene contribute to the reader's awareness of the danger the children face?
2. The man on the platform wants to control the children. How is his behavior similar to governments that refuse to allow their citizens a voice in the government?
3. Which words, phrases, expressions, and events does the author use to suggest that the man on the platform is evil?

Chapter 8

1. How does Charles Wallace's behavior in Chapter 7 compare with his behavior in Chapter 8?
2. How does Charles Wallace's present opinion of Mrs. Whatsit, Mrs. Who, and Mrs. Which compare with his opinion of them before he came under the man's power?
3. What are the principal differences between life on Camazotz and life on Earth?

Chapter 9

1. How do Meg's faults of anger, impatience, and stubbornness help her fight IT in this chapter?
2. Meg flings herself at the transparent door to enter the column to reach her father. What does this action reveal about Meg?
3. How does Father respond to IT?

Chapter 10

1. The fact that IT did not absorb Father and children because IT is unused to being refused indicates
 - a) IT can be defeated
 - b) IT is indestructible
 - c) IT is powerful
2. The fact that Father has not given in to IT after all these months suggests that
 - a) IT is weak when it tries to control human beings
 - b) Father has a very strong mind
 - c) he is not an important part of IT's plan to dominate all
3. Meg's anger with her father for leaving Charles Wallace, her disappointment that all has not turned out well, and her resentment are
 - a) new feelings for her
 - b) typical reactions for Meg
 - c) unfamiliar attitudes
4. Calvin's ability to explain to the unfamiliar beasts who they are and why they are there reveals
 - a) his ability to be gentle
 - b) his ability to care for everyone
 - c) his ability to communicate
5. Meg thinks the beasts are ugly and terrifying, and that they smell
 - a) disgusting
 - b) wonderful
 - c) like human beings

3. Do you think the actions of Charles Wallace, Meg, Calvin, and father will have an effect on Camazotz?
4. Do you think Meg's life will change as a result of overcoming the Dark Thing?

Chapter 11

1. Describe Aunt Beast.
2. Why does the author give the loving and nurturing beasts such ugly appearances?
3. How does it help her make the point that outward appearances are not a measure of someone's value?
4. Is Calvin's description of the "three W's" as guardian angels or Messengers of God appropriate?

Chapter 12

1. Do you think Calvin would be able to save Charles Wallace?
2. How do you think Mother would have felt about Meg making tis attempt to save her brother?

Death Be Not Proud Study Guide
Grade 8

Forward

1. The biography is written by Johnny's
 - a) uncle b) doctor c) father
2. The author's purpose in writing this book is to
 - a) brag about the main character
 - b) help others in similar situations
 - c) earn a reputation as a biographical writer.
3. From the author's description, the reader learns that Johnny's coloring was
 - a) light b) dark c) somewhere between light and dark
4. As a very young child, Johnny's talents were
 - a) insignificant b) typical
 - c) extraordinary
5. His interests included
 - a) music, farming, woodworking
 - b) science, magic, music
 - c) journalism, animals, science

Chapter 1 True or False

- _____1. Johnny complained of a headache while visiting his parents on spring break.
- _____2. While doctors examined Johnny for the cause of his stiff neck, they learned he exhibited symptoms of the presence of pressure in his brain.
- _____3. The doctors who examined the young man were the best in their field.
- _____4. The first operation lasted one hour and revealed Johnny's tumor was encapsulated and entirely removable.
- _____5. Johnny's recovery immediately following surgery was remarkable.
- _____6. Johnny feared he had lost his mental capacity.
- _____7. Johnny was confident and intelligent enough to correspond with Albert Einstein.
- _____8. Johnny knew how serious his illness was.
- _____9. Unfortunately, he was a difficult, uncooperative patient.
- _____10. The fact that Johnny had a glioblastomatous tumor foretold bad news.

Chapter 2

1. _____ treatment was administered to Johnny after his operation to further reduce the tumor.
2. Johnny required a significant amount of rest and exercise of his left _____.
3. He preferred to _____ during those long summer days.
4. Dr. Penfield's diagnosis of Johnny's tumor was _____.
5. Another avenue the Gunthers investigated to cure their son's cancer was Dr. Gerson's use of _____ as a treatment.

Chapter 3

1. Dr. Traeger agreed to try Dr. Gerson's treatment because
 - a) all else had failed
 - b) he agreed with the philosophy of treatment
 - c) he had high expectations for the treatment
2. Gerson's diet treatment
 - a) included the best surgeons in the United States
 - b) had never had positive effects
 - c) involved some of his family members
3. After a short period of the diet treatment
 - a) Johnny gave up and returned home
 - b) Johnny began to improve
 - c) there was little change in Johnny
4. A sharp decline in Johnny's health was offset by
 - a) additional X-ray treatments
 - b) the draining of the bumps
 - c) a new drug therapy

Chapter 4

1. The reason for Johnny's miraculous recover during the winter months was (the diet; the mustard gas; unknown)
2. The purpose of Dr. Gerson's demonstration of Johnny's case was to illustrate the (procedure; success; theory) of his diet approach.
3. A new mark of Johnny's illness was occasional incidents of (blindness; vertigo; amnesia.
4. When Dr. Mount and Dr. Miller would not talk to Johnny's father following the exploration of the bump, the author concluded that their findings were (uncertain; negative; inconclusive).
5. Although Johnny recovered from the major operation quickly, the results indicated that (the tumor had stopped growing; the tumor was taking over Johnny's brain; the tumor was in remission.

Chapter 5/ Aftermath

1. Why do you think the otherwise gentle and considerate Johnny acted irritable and impatient shortly after his last operation?
2. How did Johnny act when he happened to come upon a poem about death?
3. Why do you think Johnny insisted on taking part in each activity related to the Deerfield graduation weekend in spite of his fatigue?
4. Why was the audience's response when Johnny stepped forward to receive his diploma so moving?
5. Why would it be consistent for Johnny to hate unscientific books?
6. What were some of the signs that Johnny's death was close at hand?
7. What was the immediate cause of Johnny's death?
8. What does the author believe kept Johnny alive against so many terrible obstacles?