

MY BOOKS
SUMMER

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SUMMER READING JOURNAL

Name _____

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MY BOOKS

SUMMER

Dear Family,

This packet contains books for your child to keep, a Family Guide to support you and your family as partners in your child's learning, and a Summer Reading Journal where your child can respond to his or her reading. We encourage everyone in your family to read and enjoy the books over the summer and beyond!

This Summer Reading Journal can be used with books that you have in your home or that you borrow from the library. Encourage your child to use the activities in the journal to think more deeply about their reading. The Before, During, and After Reading tips below will help you further enrich your child's reading experience.

Note: Look for a blue Tip arrow at the bottom of some activity pages for further ways to extend learning.

BEFORE READING The adventure of reading begins with the front cover of a book.

- **Investigate the front and back covers.** Read the information on the cover (title, author, illustrator) and the back cover. Look at the cover image and talk about what you see. Invite your child to share his or her wonderings about the book and to predict what it might be about.
- **Build Background Knowledge.** Invite your child to share what he or she already knows about the topic of a book. If the topic is familiar to your child, preview the text to clarify unfamiliar words or terms. If it is unfamiliar, do a bit of research before reading to learn a bit about it.
- **Take a picture walk** by previewing any illustrations or photos before reading the text. Ask your child questions about what he or she notices or wonders.

DURING READING Read the book once from start to finish, pausing only to define or explain any unfamiliar words or phrases. Then reread, this time pausing to discuss what is happening in the book.

- **As you read, move your finger along the text** to help your child associate the printed letter symbols with their sounds. Learning to connect printed symbols with words is an important step in learning to read.
- **Use the book Think Sheets** to guide discussions about the books. Encourage your child to ask questions and point out what he or she notices.

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- **Include your child in reading aloud.** If there is a repetitive refrain throughout the book, encourage your child to say the refrain each time it occurs. Try echo-reading, where you read words first and your child repeats them back to you.
- **Read stories multiple times.** Repeated reading is an important activity as your child learns to love reading. Children learn new concepts and recognize different details in a book with each reading.
- **Encourage your child to keep track of the books** he or she has read with the My Reading Log on the back cover. It's the perfect place to list—and rate—the books you've enjoyed together.

AFTER READING The impact and experience of reading a book do not end when the last page is turned. Thinking about and discussing ideas from a book after reading add new levels of meaning and understanding for your child.

- **Talk about personal connections** you or your child might have to the story. Have you ever had an experience like the main character? Have you visited a place like the setting in the book? Imagine what it would be like to be a character in the story.
- Invite your child to **draw pictures**, write poems, or act out scenes from the story to help reinforce comprehension and encourage critical thinking about the book.

Most importantly, make reading together fun, relaxing, and interactive. Embrace the new experiences books can bring and enjoy the journey of reading with your child!

Happy reading!
Your friends at Scholastic

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Book Detective

Before reading, preview the book's cover. Read the title and author's name. Look at the cover image. Then write what you *predict*, or guess, the book will be about. After reading, write what you know the book is about.

Title: _____

BEFORE

I predict this book will be about

AFTER

I know this book is about



Boost critical-thinking skills by inviting your child to make predictions about things, such as tomorrow's weather or even the contents of a closed lunch box or package.

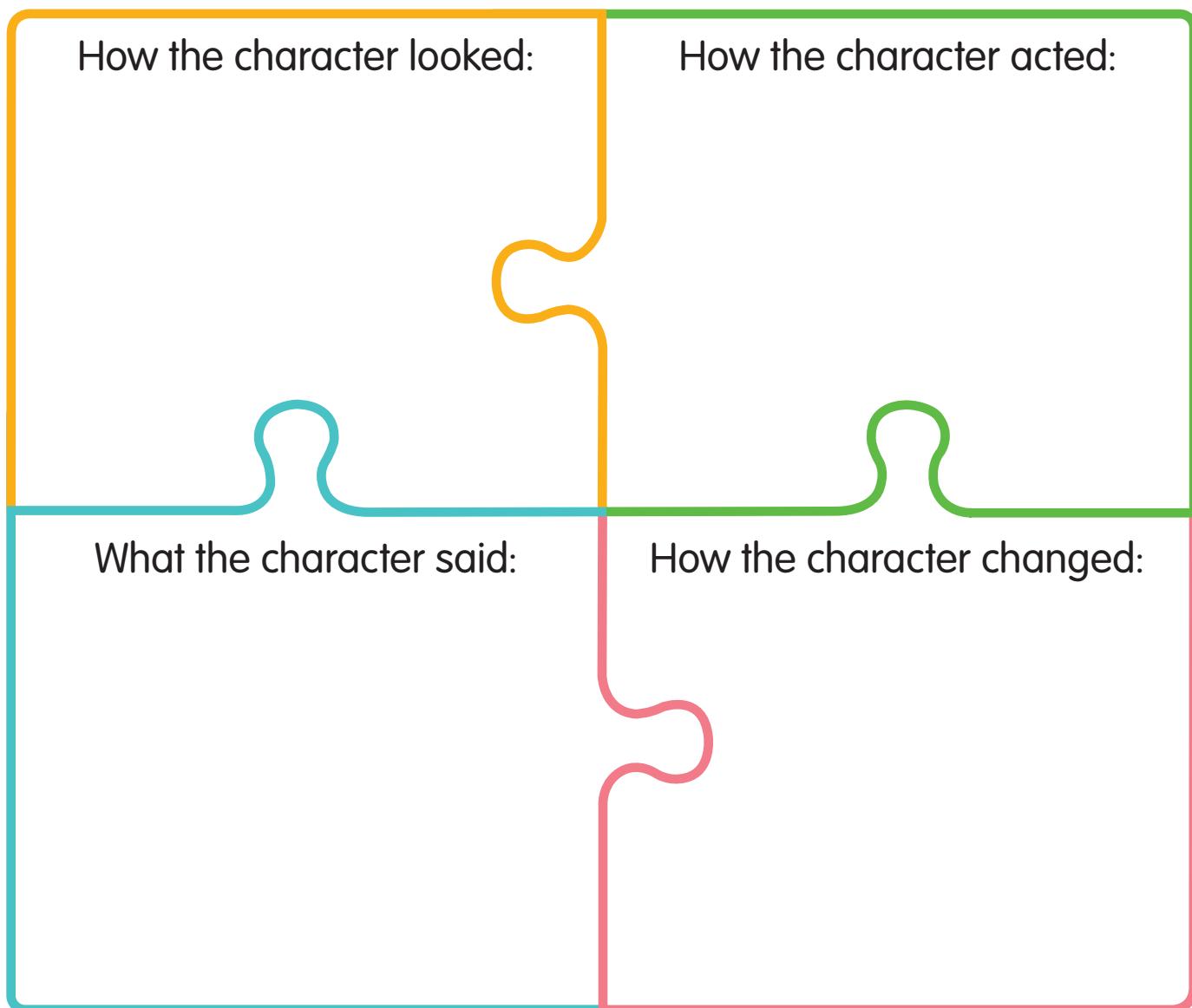
Character Puzzle

A *character* is the “who” that a story is about (person, animal, or creature). We get to know characters by what they do and say, how they look and change, and what other characters say about them. Choose a favorite character. Fill in the squares with words or sentences that tell about the character.

Title: _____

Character: _____

How the character looked:	How the character acted:
What the character said:	How the character changed:

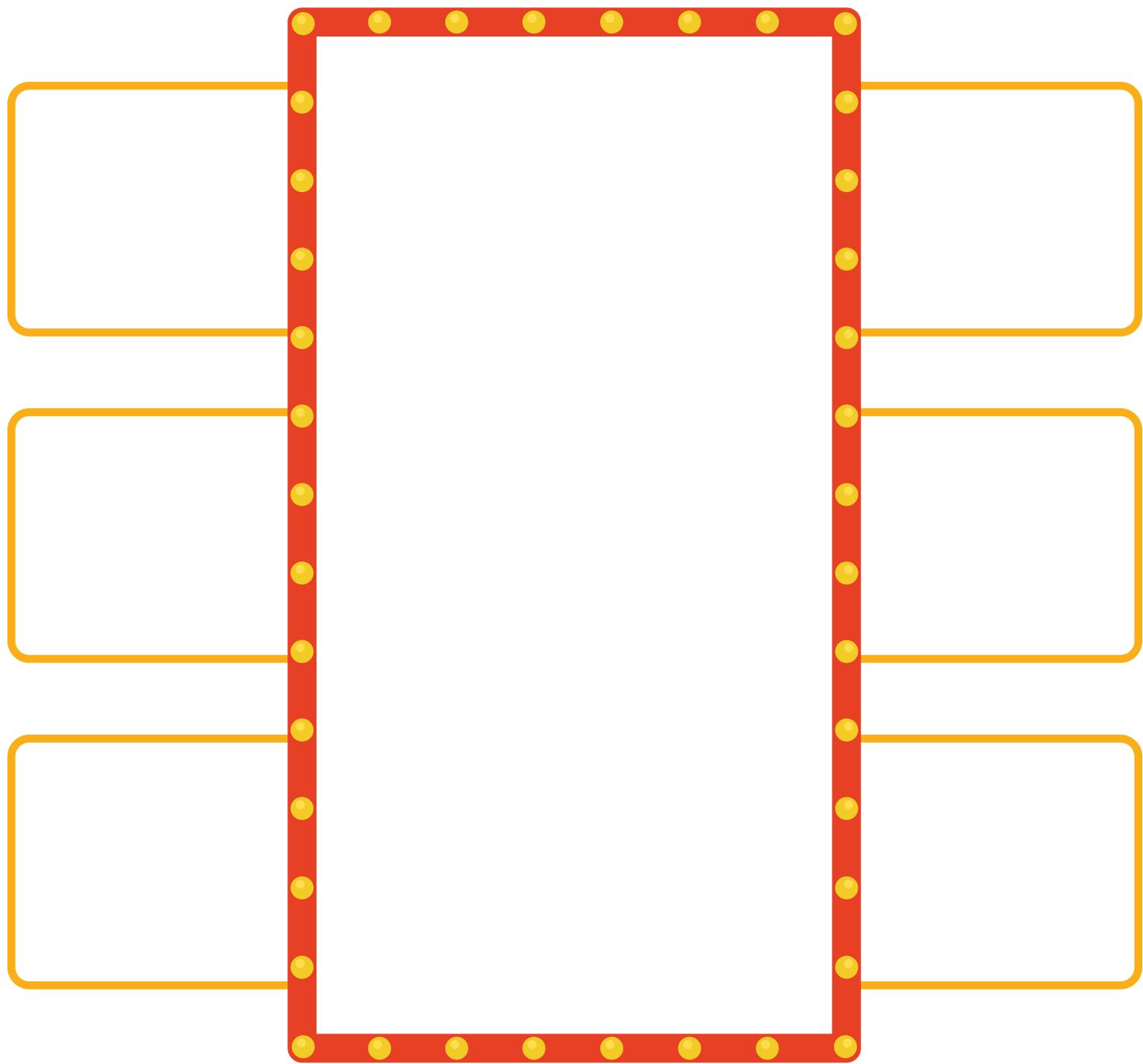


Discuss your favorite characters from books. Ask your child to name memorable characters that are not likeable, such as the Big Bad Wolf. Talk about other favorite characters that are funny, good, silly, scary, or nice.

Super Setting

The *setting* is where and when a story happens. It can be anywhere and any time. Draw a picture of the setting of your book in the frame below. In the boxes around the frame, write words that tell about, or describe, parts of the setting.

Title: _____



What's the Plot?

The *plot* is what happens in a story. Good plots are surprising and exciting. Retell the plot of your story in a few sentences. Then draw a picture of a surprising or exciting scene or event in the story.

Title: _____

The plot of this story is _____

_____.



Help your child understand that most plots have problems and solutions. For example, in "Goldilocks and the Three Bears" the problem is that a girl goes into the bears' home and makes a mess. The solution is that she gets scared when she hears them and leaves.

Story Postcard

Reading a great book is like visiting a special place. You want to share it with others! Fill in the letter to tell a friend about a story you read. Draw a picture to go with it.

Title: _____

Dear _____,



I read _____.
(title)

It is about _____.
(plot)

The setting of the story is _____.
(where)

_____. The main characters are
(when)

_____.
(names)

I think you will like this book!

Your friend,

_____.
(your name)



Sequence Steps

Choose a book you read. Think about what happened at the beginning, in the middle, and at the end of the story. In the steps, retell the plot in *sequence*, or the order in which events happened.

FIRST,

.

THEN,

.

FINALLY,

.

Find a nursery rhyme that tells a story with a beginning, middle, and end, such as "Humpty Dumpty." Write it in large handwriting on paper. Cut apart each sentence. Have your child put the story back together in the correct order.

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My Reading Log

Write the title of each book you read on this chart. Write *F* if it is fiction and *N* if it is nonfiction. Then circle the happy or sad face to tell how you felt about it.

Title	Fiction or Nonfiction	How I Felt About It
		 
		 
		 
		 
		 
		 
		 
		 
		 
		 

Congratulations, you read _____ books!
(number)

Grades 1–2

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