

Dear Students and Parents,

It is always a good idea for students to read throughout the summer. This is a wonderful way to fill lazy summer days, but it is also important to retain the skills learned during the school year.

This year, we are not suggesting or assigning specific titles for students to read. Rather we are just asking students to read, read, read. This includes menus, road signs, pamphlets, stories as well as books. Our suggestions are series and authors that should appeal to all students.

Please use this guide to lead you and your child to a public library or bookstore where the reading adventure can continue.

Even more important than students' reading alone is families reading together. It has been proven that reading levels rise as parents read aloud to their children long after children are able to read alone. Besides having a lovely close experience, your child's vocabulary and expression will improve.

Reading should not be a chore...it should be a delight!



PLEASE CONTACT YOUR LOCAL
LIBRARY FOR SUMMER HOURS
OR CHECK ON LINE AT

<http://udlibraries.org/>

Sellers Main Branch

76 S. State Road
Upper Darby, PA 19082
610-789-4440
upperdarby@delcolibraries.org

Municipal Branch

501 Bywood Ave.
Upper Darby, PA 19082
610-734-7649
upperdarbymunicipal@delcolibraries.org

Primos Branch

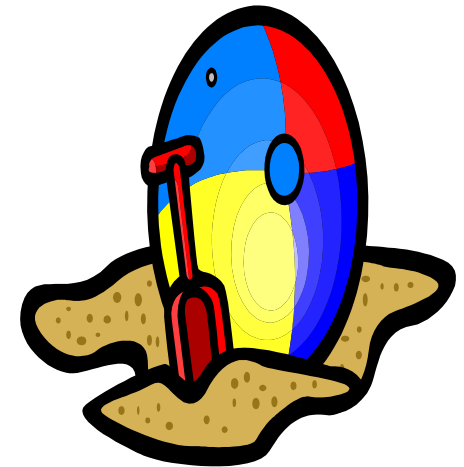
409 Ashland Avenue
Primos, PA 19018
610-622-8091
upperdarbyprimos@delcolibraries.org

Some of the recommended
authors write for older readers
as well. Please be certain that
the books you choose are
appropriate for your child.



Upper Darby School District

"I don't want children to read just to
perfect their reading. I want them to
love books for the joy of it."
- Coleen Salley



Summer Reading

for students entering

First Grade

Summer Reading Grade 1

Recommended Authors

- Aili
- Tedd Arnold
- Molly Bang
- Judi Barrett
- Ludwig Bemelmens
- Jan Brett
- Marc Brown
- Margaret Wise Brown
- Nick Bruel
- Virginia Lee Burton
- Janell Cannon
- Eric Carle
- Joanna Cole
- Doreen Cronin
- Tomie dePaola
- Richard Egielski
- Denise Fleming
- Mem Fox
- Theodor Geisel (Dr. Seuss)
- Gail Gibbons
- Kevin Henkes
- Steven Kellogg
- Helen Lester
- Leo Lionni
- Arnold Lobel
- James Marshall
- Bill Martin, Jr.
- A.A. Milne
- Susan Meddaugh

Series Suggestions:

- ☆ Any alphabet book
- ☆ Any counting book
- ☆ DK Readers
- ☆ "I Can Read"
- ☆ "Ready to Read"
- ☆ All Aboard Science



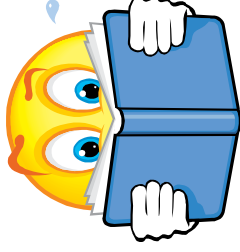
Topics that will be covered in science (🔍) and social studies (🌍):

- 🔍 Weather
- 🔍 Organisms
- 🔍 Solids and Liquids

🏠 My School and Family



- Laura Numeroff
- Jane O'Connor
- Beatrix Potter
- H.A. and Margaret Rey
- Cynthia Rylant
- Maurice Sendak
- Janet Stevens
- James Stevenson
- William Steig
- Judith Viorst
- David Wiesner
- Rosemary Wells
- Mo Willems



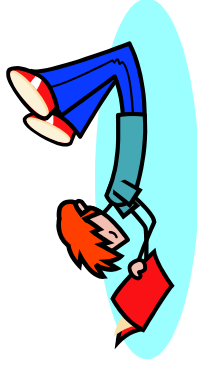
 Please remember to write the book titles you read.

Don't forget to turn in the log at the start of the school year.



U.D.S.D SUMMER READING

_____ 's **Book Log**



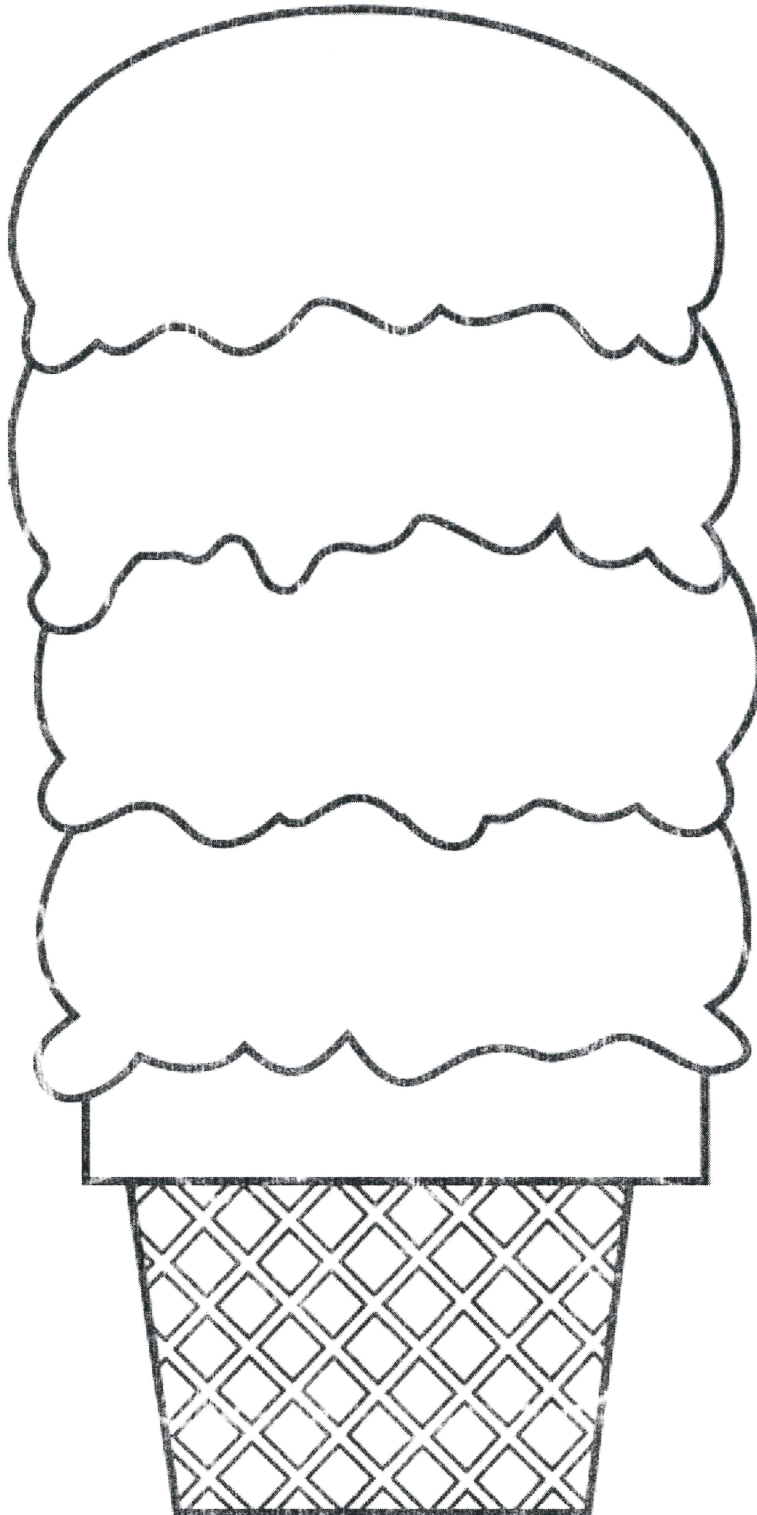
Title	Author	Adult's Initials

★ If you are reading a chapter book, please only write the title and author 1 time and write "chapter book" in parentheses ().

Name _____ Date _____

Ice-Cream Cone Summary

Write your title on the cone. Add details in order on each scoop.



Name:

Grade/Homeroom:

Use a graphic organizer then write a short summary about your favorite book. Check your work and use your best handwriting. Draw a picture about your favorite part of your book.

_____ (Book Title)

by

**Use Your Summer Vacation to Work on Your Math Fluency
(Quickly and Accurately Recall Basic Facts)**

Just finished....	You must be able to fluently....
Kindergarten	Add and Subtract up to/from 5
Grade 1	Add and Subtract up to/from 10
Grade 2	Add and Subtract up to/from 20
Grade 3	Multiply within 100 (Single Digit Factors)
Grade 4	Multiply and Divide within 100
Grade 5	Multiply and Divide within 100

Some simple activities to do by yourself:

- Roll a pair of dice (add, subtract, or multiply the digits)
- Skip count out loud (3, 6, 9, 12....)
- Set a timer (how many problems can you solve in 1 min? 3 min?)
- Use flashcards

Some games to try with a friend or partner:

Addition and Subtraction Games

Snap It	How Many Are Hiding?
Shut the Box	Compare (or Double Compare)
Close to 10	Turn Over 10
Collect 20 Cents	

Multiplication and Division Games

How Close to 100?	Pepperoni Pizza
Multiplication Compare	

Game Directions

Compare

Remove face cards except the aces. Aces = 1. Pass out all cards among all players. Each player flips over one card at the same time. The player with the higher number keeps both cards. If the two cards are the same, leave them and turn over another card. The player with the higher number keeps all four cards.

Double Compare

Same as above, but turn over two cards each time and find the sum. The one with the larger sum takes the cards.

Close to 10

Remove all face cards except aces. Deal 3 cards to each player. Place them face up in front of you. Select the two cards with a sum closest to 10? The player closest to 10 wins the round.

Turn Over 10 (A variation of Memory)

Remove all face cards except aces. Place all cards face down on a table. Players take turns turning over two cards. If the two cards have a sum of 10, the player keeps the pair. If the cards do not equal 10, turn them back over. The game ends when all possible variations have been taken.

Collect 20 Cents

Decide on an amount of money to collect (15, 20, 25 cents). Players take turn rolling a die and collect that number of pennies until they have the "goal" amount. Pennies can be traded for nickels and dimes as you go.

Multiplication Compare

Remove all face cards except aces. Deal the rest of the cards. Each player plays 2 cards each round and multiplies their value. The player with the greatest product wins the round and collects all cards.

How Close to 100?

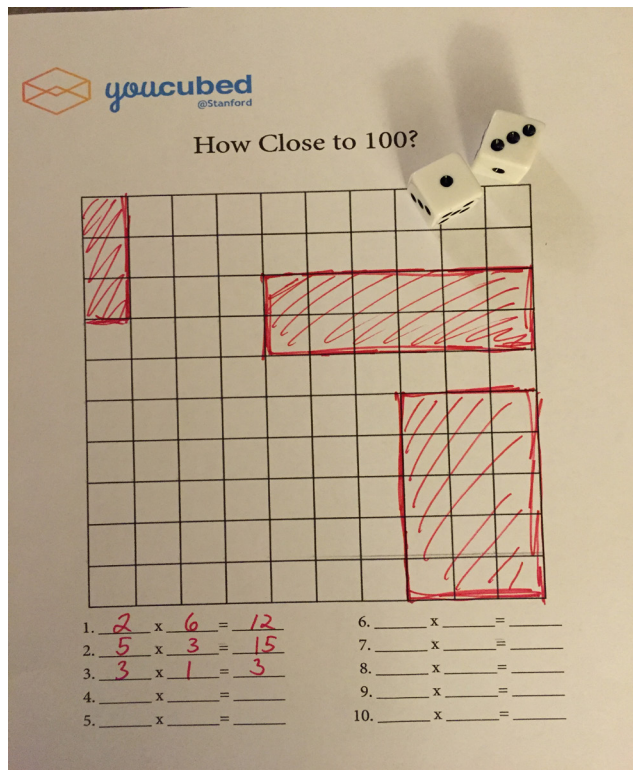
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



youcubed
@Stanford

How Close to 100?

1. $2 \times 6 = 12$

2. $5 \times 3 = 15$

3. $3 \times 1 = 3$

4. $__ \times __ = __$

5. $__ \times __ = __$

6. $__ \times __ = __$

7. $__ \times __ = __$

8. $__ \times __ = __$

9. $__ \times __ = __$

10. $__ \times __ = __$

How Close to 100?

1. _____ x _____ = _____

2. _____ x _____ = _____

3. _____ x _____ = _____

4. _____ x _____ = _____

5. _____ x _____ = _____

6. _____ x _____ = _____

7. _____ x _____ = _____

8. _____ x _____ = _____

9. _____ x _____ = _____

10. _____ x _____ = _____

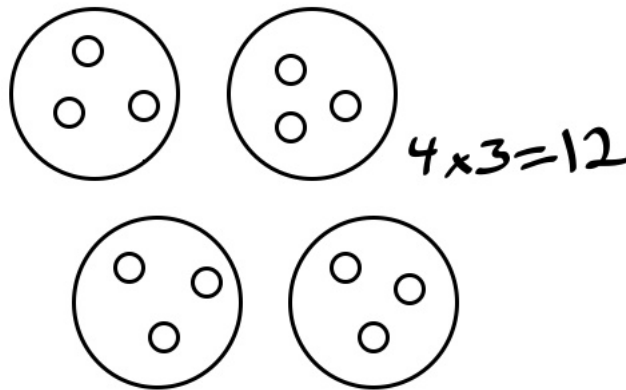
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.



Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.

