

Rising Into First Grade

All rising into first grade students should read 20 minutes per day with their parents, using any books from the following list. Students and parents should take turns reading these texts aloud. After each reading, please fill out and sign the reading log. The reading log is due to your child's teacher on the first day of school.

Happy Reading!

Novel	Author
Required: Frog and Toad Together	Arnold Lobel
<i>Harold and the Purple Crayon</i>	Crockett Johnson
<i>Aesop's Fables</i>	Don Dailey
<i>A Friend for Dragon</i>	Dav Pilkey
<i>A Child's Garden of Verses</i>	Robert Louis Stevenson
<i>Owl at Home</i>	Arnold Lobel
<i>The Little House</i>	Virginia Lee Burton
<i>Put Me in the Zoo</i>	Robert Lopshire
<i>One Fish, Two Fish, Red Fish, Blue Fish</i>	Dr. Seuss
<i>Stop That Ball</i>	Mike McClintock
<i>Raggedy Ann's Wishing Pebble</i>	Johnny Gruelle
<i>I Wish I Had Duck Feet</i>	Dr. Seuss
<i>The Carrot Seed</i>	Ruth Krauss
<i>Henry and Mudge Books</i>	Cynthia Rylant

***Reading Log on Separate Sheet Below**

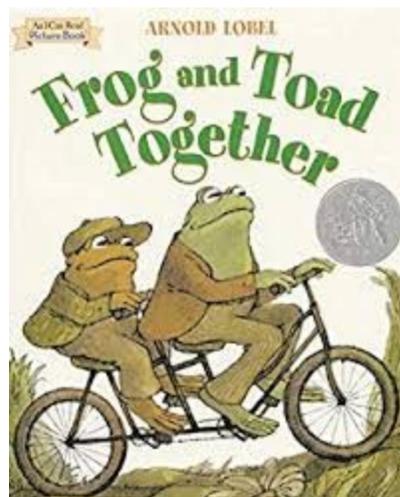


Required Reading Assignment

Frog and Toad Together Choice Board

Choose three activities to complete and return them on the first day of school.

Think of a scene from <i>Frog and Toad Together</i> by Arnold Lobel. Draw a picture using color and creativity. Write three sentences describing what is going on in the scene.	Design your own <i>Frog and Toad Together</i> book cover. You choose what materials you would like to use. Be able to explain it to your friends.	Check out <i>Frog and Toad</i> books from the library about frogs and toads. Write three fun facts
Draw or write about the characters, setting, problem, and solution of your favorite <i>Frog and Toad</i> book.	Draw a picture of your favorite character in the story <i>Frog and Toad Together</i> , and write three sentences describing whether the character is a good friend or not.	Paint, draw, or create a model of a frog or a toad. Write three sentences about your creation.
Fold your paper into fourths. Write first, next, then, and last. Draw pictures sequencing the events in the story.	Who do you think is the better friend, Frog or Toad? Why? Paint, color, or cut out pictures from a magazine to show the better friend.	Draw a picture of two characters in the story <i>Frog and Toad Together</i> . Write a sentence about how the characters are alike and a sentence about how the characters are different.



Name: _____

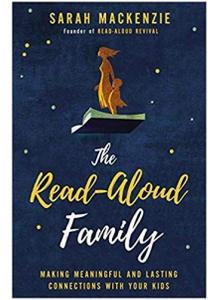
My Reading Log

	Date	Title	Author	Minutes	Parent Signature
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____
13.	_____	_____	_____	_____	_____
14.	_____	_____	_____	_____	_____
15.	_____	_____	_____	_____	_____



**Anything can happen....
when you open a book!**

Compelling Questions to Ask Your Reader



Parents: You don't have to ask all of these questions during every story/chapter. Picking one or two is perfectly fine!

1. What does the character want, and why can't he or she have it?

- a. Every story's main character wants something and can't have it-- that's the conflict. Something is inhibiting the character from getting what he or she most desires. There usually isn't only one right answer to this question.

2. Should he or she have done that?

- a. Should is an incredibly powerful word-- one must be thought through, reasoned with, and backed up. The answer might seem obvious on the surface, but ask this question once or twice, and you may be surprised at how much fun you can have with it.

3. How is X like Y? Or how is X different from Y?

- a. Considering how something is like or different from something else is how we develop metaphors. Metaphors matter because they are how we understand and communicate ideas to one another.
- b. Do not limit the comparisons to characters alone-- include places and objects.

4. Who is the most _____ in the story?

- a. Insert any character trait into the blank space. You'll probably need to follow up this question with a second one-- something like, "What makes you say that?" or, "Can you give me an example?"
- b. Here are some character traits to get you started: *ambitious, bold, brave, bright, calm, capable, careful, cautious, charming, considerate, cowardly, creative, dangerous, dauntless, deceptive, disloyal, demanding, determined, faithful, foolish, friendly, generous, grateful, greedy, happy, hard-working, honest, humorous, intelligent, loving, merciful, mysterious, naughty, nervous, noble, obnoxious, persistent, pleasant, proud, reliable, resourceful, restless, sad, selfish, selfless, sharp-witted, sincere, thoughtful, unkind, unselfish, virtuous, wise, witty...*

5. What does this story or character remind you of?

- a. Again, we want our children to learn to think in metaphor, because metaphors are how we understand and communicate ideas.

6. What is the character most afraid of?

- a. We learn a lot about a person by talking time to consider their greatest fears. This doesn't have to be the main character-- you can ask it about any of the central characters in the story who have their own fears and desires.

7. What would you change about the setting or main character if you were writing this book?

- a. This question might work best for children over age seven. They get the benefit of using someone else's world and characters as they play with language and plot twists.

8. What surprised you most?

- a. We can discover a lot about our kids by finding out what catches them off-guard, and is especially good after reading picture books, as picture book authors and illustrators often work very hard to surprise their readers.

9. Which character most reminds you of yourself?

- a. Most often we'll relate to the main character, but the conversations that follow this realization can lead to some great discussions and a new understanding of each other.
- b. Seeing ourselves in the books we read can shed a lot of light-- not just on the story, but on our own strengths and weaknesses as we live out our real day-to-day lives.

10. What is something you don't want to forget from this book (or from this chapter)?

- a. To answer this question, the reader must recall the story and bring to mind a specific scene.
- b. It's an easier question to answer than "What was your favorite part of the story?" because there's no pressure to find the very best answer. You can simply name any one thing you don't want to forget.

The conversations you unleash by asking open-ended questions in an easygoing, friendly way are limitless. You may find that one or two questions are your own go-tos, your favorites to ask your kids time and time again. A friendly disposition and a collection of open-ended questions such as these are all you need to have meaningful, lasting conversations with your kids about books.

Remember, the habit of asking compelling questions is more important than getting compelling answers. Make asking questions and having conversations as frequent and natural as asking your kids how their day went, or what they did at their friend's house. Don't worry too much about whether their answers are profound. That will come with time and practice. Instead, focus on helping your child develop a habit of asking questions.

*Questions and descriptions taken from the book, The Read-Aloud Family, by Sarah Mackenzie, copyright 2018.