

Rising Into Second Grade

All rising into second 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.

Furthermore, for each story read, students should write two - three complete sentences about a good lesson they learned from that book. The reading log AND the writing assignment is due to your child's teacher on the first day of school.

Happy Reading!

Novel	Author
I Can Read books, Level 2 and up	
Step into Reading books, Level 2 and up	
Amelia Bedelia series	Peggy Parish
Frances series	Russell & Lillian Hoban
Sam the Minuteman & George the Drummer Boy	Nathaniel Benchley
Frog & Toad series	Arnold Lobel
Mouse Soup series	Arnold Lobel
Little Bear series	Elise Minarik
Henry & Mudge series	Cynthia Rylant
Fancy Nancy series	Jan O'Connor
Cam Jansen series	David Adler
Nate the Great series	Marjorie Sharmat
Daniel's Duck and other books	Robert Clyde Bulla
George and Martha and other books	James Marshall
Danny and the Dinosaur and other books	Syd Hoff
National Geographic Kids	(Nonfiction option)
DK Eyewitness Books	(Nonfiction option)

Name: _____

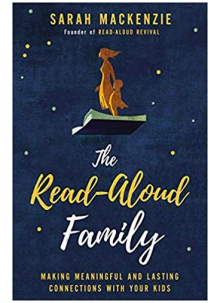
My Reading Log

	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.