

**Holy Spirit School**

**Summer 2025**

**Reading List**

Reading is fundamental to learning. It increases your vocabulary, enriches your mind, and stretches your imagination. Recognizing these factors, Holy Spirit School requires all students entering grades K-8 to complete a summer reading program. In addition to these required texts, we have included a list of optional selections and recommended read-aloud books, which we also encourage you to read. The books are available in paperback at local bookstores, libraries, and on-line. This brochure is also located on the school's website at [www.holyspiritflames.org](http://www.holyspiritflames.org) under the "Happening at Holy Spirit" section on the front page of the website.

## ENTERING KINDERGARTEN

Help your child begin the journey into the world of reading with the most enduring classics of children's literature: nursery rhymes. The rhythm and rhyme of these verses give children important early experience with literature and reading through listening, echo reading, and retelling. Your child should be able to recite the Mother Goose Rhymes at the beginning of the school year.

Read to your child DAILY. When you finish a book ask your child what he/she liked about the book. Encourage discussion about the book with your child. He/she should begin to express answers in complete sentences. Avoid questions with yes/no answers. Rather, ask questions such as 'why did.....go out to the tree?' and 'what was your favorite part of the story?' Help your child develop critical thinking skills by discussing possible endings to a story. Children enjoy imagining what they would have done if they were the main character of a story.

Required reading for Kindergarten:

A Ball for Daisy by Chris Raschka

Pancakes for Breakfast by Tomie dePaola

These two books are NO WORD books. Your child can tell you the story using the pictures many times through the summer.

Suggested authors for reading to your child:

Leo Lionni

Dr. Seuss

Ezra Jack Keats

Arnold Lobel

Syd Hoff

Lois Elhert

Eric Carle

Tomie dePaola

Mercer Mayer

Pat Hutchens

Bill Martin

Melanie Watt

\*\*It is recommended that students have a picture Bible of their own for use during the school year.



## ENTERING 1<sup>ST</sup> GRADE

Students are encouraged to read daily with adults over the summer. Engage your child in the story by asking questions. Students may also pair read at this stage, where you read a page, then your child reads a page.

Some suggested authors who we will examine during the school year are:

Mo Willems

Dr. Seuss

David Shannon

Amy Krouse Rosenthal

Laura Numeroff

Shel Silverstein

Tedd Arnold

Drew Daywalt

Dav Pilkey

Jeff Kinney

Mary Pope Osborne

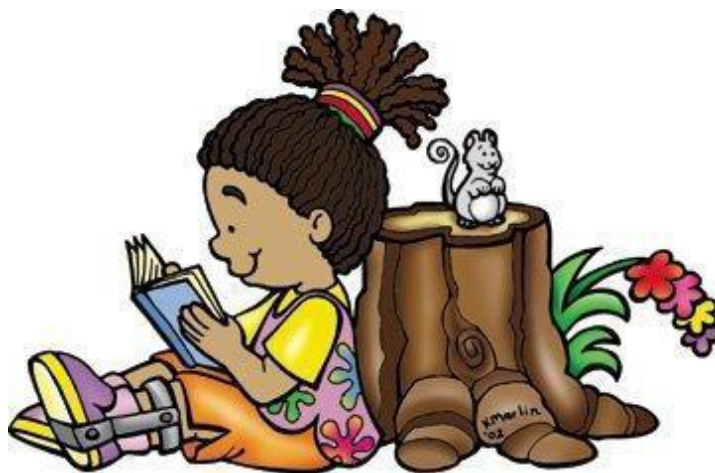
Chris Van Dusen

Nick Bruel

Barbara Park

By **Friday, August 29th** your child will turn in a list of at least ten books they read over the summer.

We also strongly encourage journaling over the summer. It can start as just drawing and then develop into a sentence and a picture. It can be about their day or anything from their imagination!



## ENTERING 2<sup>ND</sup> GRADE

Please choose three books from these series:

Mary Pope Osbourne: Magic Treehouse

Peggy Parish: Amelia Bedelia

Barbara Park: Junie B. Jones

Tracey West: Dragon Masters

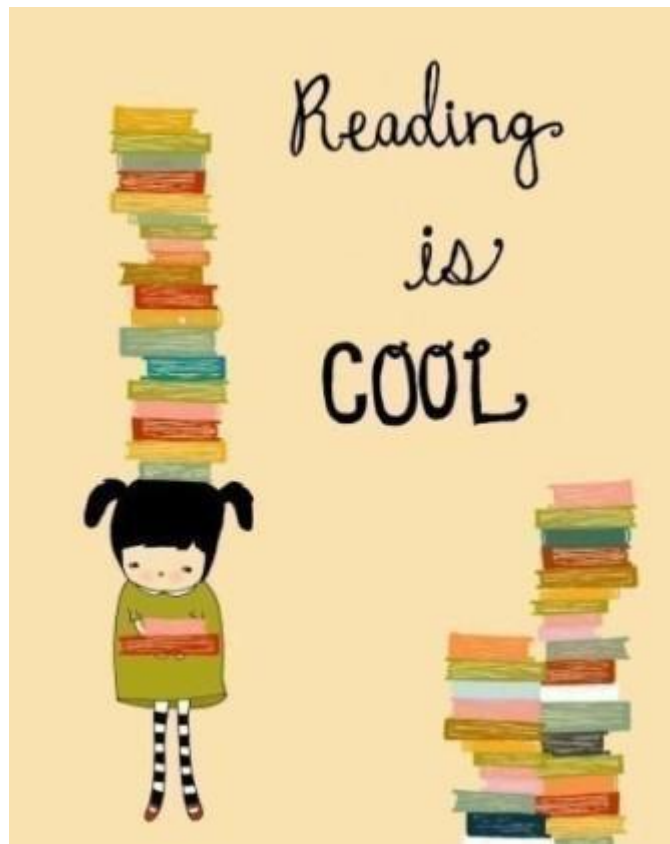
By **Friday, August 29th** the students will turn in a list of the books they have read over the summer.

Other suggested series and authors:

Elisabetter Dami: Geronimo Stilton

Ron Roy: A to Z Mysteries

Marc Brown and Stephen Krensky: Arthur Chapter Books



## ENTERING 3<sup>RD</sup> GRADE

### REQUIRED:

\*Megan Stine: Where is the Vatican?

They will complete two activities from a Choice Board. One based on this book (Where is the Vatican?) and **one** of the other books they read from the list below. These will be completed during the first week of school.

### \*Please choose two others from this list:

Donald Sobol: Encyclopedia Brown, Boy Detective Series (Lexile 500-700)

Mary Pope Osbourne: Magic Tree House Series (Choose only 1 from this series) (Lexile 300-600)

Gertrude Chandler: Boxcar Children Series (Choose only 1 from this series) (Lexile 500-700)

Betty Birney: According to Humphrey (Lexile 670)

Ron Roy: A-Z Mysteries or Calendar Mysteries Series (Lexile 350-600)

Megan McDonald: Judy Moody Series (Lexile 390-500)

Beverly Cleary: Any story (Lexile 500-730)

I Survived Series (Lexile 597 – 740)

Who Is, Who Was, What Was Series (Lexile 700s)

Kate DiCamillo: Because of Winn Dixie (Lexile 670)

### SUGGESTED READ ALOUD BOOKS FOR 3RD GRADERS

Laura Ingalls Wilder: Little House Series

Jack Prelutsky: any book

Shel Silverstein: any book

Phyllis Naylor: Shiloh

Roald Dahl: Charlie and the Chocolate Factory

E.B. White: Stuart Little or The Trumpet of the Swan

\*Students who work with Mrs. Guthrie for Reading: Please refer to your report card for important information about your summer reading



## ENTERING 4<sup>TH</sup> GRADE

**REQUIRED:** Judy Blume: Tales of a Fourth Grade Nothing (470L)

This book will be discussed the first week of school and there will be an assessment with a date to be determined when we return to school.

### PROJECT:

For this assignment, you will be reading ONE book, and you have two options to choose from:

- **Option 1:** Who Was Jesus by Ellen Morgan (640L)
- **Option 2: Fiction Books** - The following list includes five fictional books with varying Lexile levels. Choose one book from this list to read and analyze for your project:
  - The Boxcar Children by Gertrude Chandler Warner (580L)
  - The Lion, the Witch, and the Wardrobe by C.S. Lewis (940L)
  - Island of the Blue Dolphins by Scott O'Dell (1000L)
  - The Small War of Sergeant Donkey by Maureen Daly
  - Wild Robot by Peter Brown (740L)

Projects to choose from:

- Make a book jacket using construction paper. Write a summary of the story for the inside flap of your book jacket.
- Using a cardstock (8.5" x 11") on one side, write the title and author of the book and draw a large illustration. On the other side, write a letter to the author telling what you liked about the book.
- Make a series of three pictures to show an event that happened in the beginning, middle, and end of the story. Label each picture with a one or two sentence description.
- Make three bookmarks about the book. Show a main character, an important scene, and the main idea of the book. Label each picture with one or two sentences.

Projects will be due Friday August 29th.

Read Aloud Suggestions:

Wish by Barbara O'Connor

Frindle by Andrew Clements

I Survived Series - any book

The Boy at the Back of the Class by Onjali Rauf

Wish Tree by Katherine Applegate



## ENTERING 5<sup>TH</sup> GRADE

The fifth-grade summer reading list is filled with many exciting stories from all types of genres: fantasy, realistic fiction, adventure, historical fiction, and biography.

### REQUIRED:

E.L. Konigsburg: *From The Mixed-Up Files of Mrs. Basil E. Frankweiler* (700L)

This book will be discussed the first week of school and there will be a test.

### Please choose one from the following list:

Kevin Sands: *The Blackthorn Key* (630)

Sharon Draper: *Stella by Starlight* (740)

Carole Estby Dagg: *Sweet Home Alaska* (870)

Ann Rinaldi: *The Staircase* (590)

Jean Craighead George: *My Side of the Mountain* (810)

Jennifer Nielsen: *A Night Divided* (810)

Lucy Maud Montgomery: *Ann of Green Gables* (970)

Frances Hodgson Burnett: *The Secret Garden* (970)

Madeleine L'Engle: *A Wrinkle in Time* (740)

**A Reading Journal Entry** should be done for *From The Mixed-Up Files of Mrs. Basil E. Frankweiler* and one of your chosen books. The journal entry should be typed and each entry on a separate page.

**The Journal Entries are due Friday August 29<sup>th</sup>.**

Format:

Student's name Date

Title of Book Author

Setting of the story (time period and geographic location (at least 2 sentences)

Favorite Character and 2 reasons why (at least 3 sentences)

Favorite part of book and 3 reasons why (3-5 sentences)

Things the student would change about the book and 2 reasons why (3-5 sentences)

Character the student would want to have as a friend and 3 reasons why (3-5 sentences)





## ENTERING 6<sup>TH</sup> GRADE

### Required:

Korman, Gordon: Restart

This book will be discussed the first week of school and there will be a test.

Cynthia Lord: Rules (780L)

Please make notes on one character in particular and we will conduct interviews in class in the fall. One person will act as the interviewer, another person will answer the questions as a character from the book. Notes can be sticky notes in the book, or written on loose leaf paper.

Choose one of the following books to read:

Jonathan Auxier: *Sweep: The Story of a Girl and Her Monster*

Caroline Hickey: *Ginny Off the Map*

Kate Albus: *A Place to Hang the Moon*

Shannon Hale: *The Princess Academy* (890L)

Gary Paulson: *Hatchet* (1020L)

Gary D. Schmidt: *The Wednesday Wars* (990L)

E.L. Konigsburg: *The View from Saturday* (870L)

Lois Lowery: *Number the Stars* (670L)

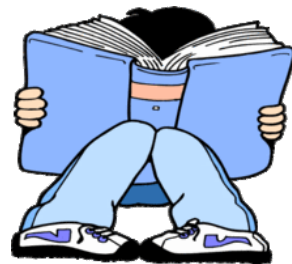
Rebecca Stead: *When You Reach Me* (750L)

Corneila Funke: *Inkheart* (780L)

*\*If you have read any of these books, choose a book you have not yet read.*

Make notes on the book you read, to include information about the setting, main characters, and plot. Also make notes on the problem and resolution of the problem. Be ready to discuss with others in class in the fall.

**Due: Thursday, August 28.**





## ENTERING 7<sup>TH</sup> GRADE

### REQUIRED:

\*Hinton, S.E.: The Outsiders (750L)

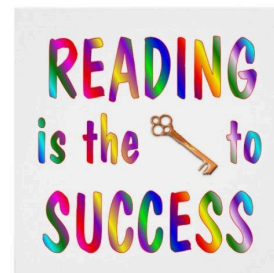
This book will be discussed the first week of school and there will be a test.

Park, Linda Sue: A Long Walk to Water (720L)

Students should prepare a one-page summary (double-spaced, size 12 font).

Riordan, Rick Percy Jackson and the Olympians: The Lightning Thief (740L)

Students should prepare a one-page summary (double-space, size 12 font).



ADDITIONALLY, choose one character from one of the selected summer reading novels and create a one-pager that reflects the following:

1. Basic Information: Name, Age, and a description of their appearance.
2. Personality: List a few words that describe the character's personality, such as brave, kind, funny.
3. Actions and Decisions: Think about what the characters in the story do and why they do it.
4. Relationships: Write down who the character is friends with, who they don't get along with, and explain why.
5. Changes: Describe how the character changes from the beginning to the end of the novel.
6. Symbols: Look for things in the story that represent the character, such as a special object that has meaning.
7. Reflection: Write a sentence or two that explains what you've learned about the character.
8. Visual Representation: Draw images that represent the character's appearance, personality, and role in the text. Include relevant scenes from the text.
9. Layout and Design: Arrange the information and images on a single page in an organized and visually appealing manner. To be done on an 8.5 x 11 sheet of paper. Use color, font styles, and spacing to make it easy to read and understand.

**Due: Thursday, August 28<sup>th</sup>.**

*\*The Outsiders* has long been a classic of middle school classrooms. It tells the story of two rival groups of teenagers in Oklahoma in the 60s, who are divided by class. It has great themes about fitting in, social struggles, standing up for your friends, how our circumstances do or don't shape us, and how economic status shouldn't dictate how we see people.

There is violence in the book as well as mention of alcohol and smoking. These things aren't glorified in any way; the book shows how they damage lives and cause great distress. As they come up, we will discuss them through the lens of our Catholic faith.

If parents would like to choose to not have their child read this selection, please contact the school.

## ENTERING 8<sup>TH</sup> GRADE

### Required:

\*Golding, William: *Lord of the Flies* (770L)

This book will be discussed the first week of school and there will be a test.

Lewis, C.S.: *The Lion, the Witch, and the Wardrobe* (940L)

Make notes using concrete examples, exploring how Aslan is similar to Christ. We will discuss it in the fall.

Lois Lowry: *The Giver* (760L)

After reading the novel, students are to write notes about symbolism to show important themes, how it creates an environment of sameness, and the Community's reasons for relinquishing color, personal freedoms, and love in the society. We will discuss these topics in the fall.

### Due: Thursday, August 28.

\**Lord of the Flies* has long been a classic of middle school classrooms. It tells the story of a group of young boys who are alone on a deserted island. They develop rules and a system of organization, but without adults to serve as a civilizing impulse, the children eventually become violent and brutal. Its themes of law and order, civility, and mob mentality are sure to resonate with young readers.

In the book, there is profanity, lurid passages about sex, and statements defamatory to minorities, God, women, and the disabled. These things are not glorified in any way. As they come up, we will discuss them through the lens of our Catholic faith.

If parents would like to choose to not have their child read this selection, please contact the school.

