Rising 3rd Grade Summer Reading Project

Read at least 2 books from the summer reading list below. Then choose an activity from the choice board for each of your two books to fulfill your summer reading project. Assignments will be due on the 1st week of school . **In addition, please complete 1-3 IXL skills per week for Math and Reading for your grade level.**

"Beezus and Ramona" by Beverly Clearly
"**Charlotte's Webb"** by E.B. White
"Magic Tree House" (any book in the series) by Mary Pope Osborne
"**Freckle Juice"** by Judy Blume
"Where the Wild Things Are" by Maurice Sendak
"Frog and Toad Are Friends" by Arnold Lobel
"The Boxcar Children" by Gertrude Chandler Warner
"Nate the Great" by Marjorie Weinman Sharmat
"Diary of a Wimpy Kid" by Jeff Kinney
"Ivy and Bean" by Annie Barrows
"The Giving Tree" by Shel Silverstein
"Cloudy With a Chance of Meatballs" Judi Barrett
"A to Z Mysteries (Any book in the series) by Ron Roy
"Sarah, Plain and Tall" by Patricia MacLachlan
"The Bears on Hemlock Mountain" by Alice Dalgliesh
"The Mouse and the Motorcycle" by Beverly Cleary
"The One and Only Ivan" by Katherine Applegate
"The Magical Ms. Plum" by Bonny Becker
"Lunch Lady and the Cyborg Substitute" by Jarrett J. Krosoczka
"Little House on the Prairie" by Laura Ingalls Wilder
"Pippi Longstocking" by Astrid Lindgren
"Charlie and the Chocolate Factory" by Roald Dahl
"The Sword in the Tree" by Clyde Robert Bulla

Reading Choice Board

Create a Reading Mobile Students will gather needed materials: a plastic hanger (for safety reasons, please do not use a wire hanger) string, and artifacts such as pictures or objects that symbolize important things; setting, problem, solution, plot, theme, or characters from the book.	**Book Review:** Write a short review of a book you read. Include what you liked or didn't like and give it a rating.	**Character Traits Chart:** Choose a character from the book and create a chart listing their traits. Include evidence from the story that shows each trait.
Setting Map: Draw a map of the story's setting. Label important places and describe why they are significant to the story	**Problem and Solution:** Identify the main problem in the story and describe how it was solved. Write or draw the problem and solution.	**Character Feelings:** Choose a character and create a chart showing how their feelings change throughout the story. Provide examples from the text
Make a Movie Ad For the Book Students will create a reading project in the form of a movie poster (dollar tree has poster boards) that aims to persuade readers to see the movie. Keep in mind that their ad should convince readers to check out the movie version of the book(if it were to exist).	**Story Element Flip Book:** Make a flip book with sections for characters, setting, plot, problem, and solution. Fill in each section with details from the story.	**Make a Shoebox Theater** transform a shoebox into a miniature theater that represents important parts of a book. These important parts may pertain to any of the story elements, important vocabulary, or the overall main idea of the story. Students should arrange and decorate the shoebox in a way that showcases the overall theme and main idea of the book.