

# VIEWPOINT

S C H O O L



Primary and  
Lower School  
*Curriculum Guide*  
2011-12

**VIEWPOINT SCHOOL**  
**PRIMARY SCHOOL CURRICULUM GUIDE**  
**Kindergarten through Grade Two**

**LOWER SCHOOL CURRICULUM GUIDE**  
**Grades Three through Five**

**2011-12**

**Contents**

The Primary and Lower Schools .....	2
Curriculum Sequence and Integration .....	2
Mission Statement .....	3
School Philosophy .....	3
Learning Expectations .....	4
Curriculum Overview by Grade .....	5
Core Subjects .....	7
Reading and Literature .....	7
Language Arts and Writing .....	8
Spelling .....	9
Mathematics .....	9
Social Studies .....	10
Penmanship .....	11
Reference and Study Skills (Lower School) .....	11
Enrichment Subjects .....	12
Art .....	12
Computer .....	13
Library .....	14
Music .....	15
Physical Education .....	16
Science .....	17
World Language: French and Spanish .....	19
Assemblies and Performances .....	20
Dance Club .....	20
Character Education Program .....	21
Community Service Program .....	21
Primary School Student Body .....	22
Student Action Committee (Lower School) .....	22
Dr. Dworkoski's Reading Club: Kindergarten through Grade Four .....	23
Required Summer Reading Program: Grade Five .....	23
Suggested Reading Lists .....	24
Kindergarten .....	24
Grades One and Two .....	28
Grades Three through Five .....	31

# THE PRIMARY AND LOWER SCHOOLS

Viewpoint's Primary and Lower Schools provide a nurturing environment to promote the positive social, emotional, physical, and intellectual growth of young children. Our traditional, structured approach creates a secure environment which allows creativity to blossom and encourages young students to develop critical thinking skills.

The overall goal of the program for Kindergarten through Fifth Grade is to provide each child with a variety of learning experiences guided by enthusiastic teachers who recognize that children grow in unique and varying ways. The School's atmosphere encourages each student to strive for a high level of academic achievement and to gain self-esteem. Our experience has shown that initial appropriate placement is the key to educational success; therefore, great care is taken to ascertain the developmental readiness of each child.

Primary and Lower Schools incorporate a variety of teaching methods, including SmartBoard technology, to enrich the curriculum. Viewpoint's philosophy maintains that a good education teaches children to think and to develop good judgment. The acquisition of these skills relies on a thorough interdisciplinary curriculum that relates all subject matter in a sequential manner.

Specialized classroom environments and trained teachers in enrichment subjects such as art, computer, world languages, music, library, physical education, and science complement the core curriculum. Classes and materials in these subjects are specifically geared for the younger child.

## CURRICULUM SEQUENCE AND INTEGRATION

Viewpoint School's administrators and faculty work collaboratively to ensure that the entire curriculum is sequential, integrated and mapped throughout the School's thirteen grades. Skills are taught, applied, and refined as the student advances through the grades. Teachers of First Grade, for example, understand the Kindergarten curriculum from which their students emerged, and are also familiar with the Second Grade curriculum for which they must prepare their pupils.

Within each grade level in Primary and Lower Schools, the core subject teachers and enrichment teachers work together to reinforce academic concepts in an interdisciplinary way, so that there is a connection between the tangible and the abstract. For example, art teachers strengthen math skills by incorporating basic geometric shapes when the children are taught figure drawing; computer teachers may underpin the core teacher's social studies unit by tying in projects and assignments.

World language and music teachers attune the children's ears to variations in pitch, sound, and pronunciation, furthering their skill development in language arts. By reinforcing each aspect of learning in several different variations, students retain and comprehend the information, and are able to build more effectively on their previous learning.

## **MISSION STATEMENT**

Viewpoint School, an independent coeducational school with grades from Kindergarten through Twelve, offers its students a rigorous college preparatory education in a nurturing environment. An integral part of the educational process at Viewpoint is the development of a love of learning and of those qualities which provide strength and direction for a lifetime. Viewpoint recognizes the uniqueness of each child and is committed to the identification, preservation, and development of that individuality. Viewpoint School teaches with respect the wisdom and traditions of the world's cultures and faiths. The School's philosophy is based upon the love of God and country, and is inspired by the Judeo-Christian values upon which our nation was founded.

## **SCHOOL PHILOSOPHY**

Founded in 1961, Viewpoint School is a nondenominational, nonprofit day school. Young people grow intellectually, socially, and emotionally in the School's nurturing environment. Viewpoint offers a challenging academic program, emphasizing excellence and achievement, while providing individualized attention.

The School provides its students with the proper balance of knowledge and skills in critical thinking, while helping them to attain a healthy sense of self-esteem. This blend allows our children to become successful students in college and responsible adults capable of wise decision making.

We believe in actively promoting ethical values among our students. Indeed, it would be irresponsible to send well-educated young people into the world without a firm foundation of moral principles. We teach a respect for the rights and feelings of others and instill a spirit of community service in our students. Within this environment, students learn to value the differences among individuals and to appreciate the unique contributions each person adds to Viewpoint's diverse community.

At Viewpoint, we find that a sound education is a joint enterprise involving the School and its faculty, our students, and their parents. Together we generate an eagerness to learn, a willingness to work diligently, and a desire to be active in the community. Students develop fundamental skills, an understanding of the subject matter, high standards for their work, and a sense of pride in their accomplishments.

## **PRIMARY AND LOWER SCHOOLS' MISSION OF GLOBAL STUDIES: "MAKING GLOBAL CONNECTIONS"**

The Primary and Lower Schools' global studies mission is to send students to Middle School with a curiosity about the world and other cultures, an awareness of their place in the wider, diverse world, and an age-appropriate understanding of world geography. The students will also have a sense of their own worth and the worth of others as well as an appropriate understanding of social justice and moral responsibility. The students will gain an appreciation for cultural similarities and differences.

### **LEARNING EXPECTATIONS**

Viewpoint's graduates are literate in the humanities, mathematics, science, technology, the arts, and a second language.

Viewpoint's graduates demonstrate useful physical skills, cooperative teamwork, sportsmanship, and a lifelong interest in fitness and health.

Viewpoint's graduates demonstrate creative and critical thinking.

Viewpoint's graduates embody integrity, compassion, tolerance, responsibility, discernment, and optimism.

Viewpoint's graduates develop excellent intellectual and communication skills.

The achievement of these expectations enables Viewpoint's graduates to be lifelong learners and productive, active citizens who serve their communities.

# CURRICULUM OVERVIEW BY GRADE

## **PRIMARY SCHOOL: KINDERGARTEN**

The Kindergarten program introduces and develops academic skills in reading, language arts, printing, writing, and arithmetic. Critical thinking skills are encouraged, and new concepts and techniques are presented sequentially. To balance the program, students engage in hands-on activities to help them grasp the application of basic concepts. Children also work at Centers – special locations set up around the room for activities, games, and puzzles, each designed to reinforce skills and concepts.

## **PRIMARY SCHOOL: FIRST GRADE**

The First Grade program encourages students to develop fluency and confidence in oral reading. A variety of writing techniques are introduced and implemented throughout the year. In mathematics, manipulatives reinforce basic skills. Emphasis is placed on number relationships, computation through 18, and problem solving. Opportunities are provided to participate in enrichment centers, allowing students to work independently.

## **PRIMARY SCHOOL: SECOND GRADE**

The Second Grade curriculum reviews, reinforces, and introduces concepts while preparing students for the independence required for success in Third Grade. After directed lessons, students complete daily class work independently. Students are held accountable for addition and subtraction facts to 18 and multiplication and division facts to 10. Small motor skills are further developed with D’Nealian printing. Second Graders are formally introduced to paragraph structure through expository and creative writing. They begin using a daily log to practice new concepts, record information, and keep track of homework.

## **LOWER SCHOOL: THIRD GRADE**

The development of self-reliance, responsibility, organizational skills, and independent work habits is a major focus of Third Grade. The primary academic goals are to master the basic facts of multiplication and division, further develop language arts skills, and practice cursive handwriting. The Third Grade curriculum further develops writing skills with the continued study of the formal paragraph. Teachers begin a more sophisticated and sequential program in social studies. Students learn reference skills by utilizing a variety of resources. The integration of historical information, class discussions, reference skills, and writing skills helps students produce a culminating report that complements their Native American studies.

## **LOWER SCHOOL: FOURTH GRADE**

In Fourth Grade, students apply previously learned skills and continue to acquire knowledge and understanding for more in-depth studies. The development of responsibility, self-reliance, organizational skills, critical thinking, and independent work habits is emphasized. In accordance with these skills, students will benefit from

enriching math, social studies, and language arts programs. The trip to the Orange County Marine Institute at Dana Point and the California Fiesta are examples of the social studies program and are only two of the many highlights throughout the year.

### **LOWER SCHOOL: FIFTH GRADE**

The Fifth Grade curriculum is designed to prepare students for Middle School. The core homeroom provides the guidance and security that young adolescents need as they are encouraged to become more independent in the preparation and completion of their assignments. Academic work at this grade level becomes more challenging and comprehensive, and includes long term assignments to foster time management skills. Instruction allows teachers to successfully address the more complicated mathematical concepts and writing skills. Instruction includes the teachers' assistance in developing study habits that allow the students to become more efficient and successful in their academic work. The trip to Astrocamp and presentation of Year-At-A-Glance are culminating highlights of Fifth Grade.

# CORE SUBJECTS

## READING AND LITERATURE

**Kindergarten** students focus on phonetic and decoding skills, vocabulary development, and comprehension, including answering factual questions, making predictions, and sequencing. Teachers employ a wide variety of resources, strategies, and activities to develop students' reading skills. A core principle of Viewpoint's Kindergarten reading program centers on our belief that children learn more rapidly and gain more confidence in their decoding skills when they are introduced to the long vowel rule first. Short vowel decoding follows.

In **First Grade**, emphasis is placed on fluency, oral expression, choral reading, oral paraphrasing, vocabulary development, and classifying and defining synonyms, antonyms and compound words. In addition, lessons focus on comprehension, response to factual and interpretive questions, sequencing, predicting, main idea, and dramatization. Teachers and students read aloud and discuss core literature selections to further develop vocabulary and comprehension, while also creating a love for reading.

By **Second Grade**, teachers work to foster a love of independent reading. Students strive to further develop oral reading with fluency and expression. Discussion as well as written assignments emphasize comprehension, inference, cause and effect, and critical thinking. Phonics and word attack skills are expanded. Children's literature, including the classics, provides opportunities for integrated cross-curricular language units.

**Third Grade** students concentrate on development of vocabulary with synonyms and antonyms. They learn how to make comparisons and write descriptions. They practice both silent and oral reading while strengthening comprehension. Critical thinking skills, sequencing, main idea, inference, and content are further developed. Literature selections stress vocabulary development, plot, and character analysis through class discussion, dramatization, and written assignments. Books include a variety of fables, *Charlotte's Web*, *The BFG*, *The Hundred Dresses*, and *Love That Dog*. Book report selections include *Stone Fox* and *James and the Giant Peach*.

In **Fourth Grade**, vocabulary development and comprehension skills, both basic recall and critical thinking, are integrated across the curriculum. In literature, students read *The Trumpet of the Swan*, *Island of the Blue Dolphins*, *The Phantom Tollbooth*, *The Whipping Boy*, poetry selections, and a Newbery Award winning book of their choice. Students enhance their understanding of plot, setting, theme, author's purpose, and a variety of literary forms and styles. The use of various reading strategies helps make reading more meaningful.

By **Fifth Grade**, vocabulary development continues, while students also focus on literal, inferential, and critical comprehension skills. They improve their reference, study, and content reading skills as well as their literary proficiency. Students develop critical reading skills while focusing on theme, point of view, characterization, types of conflict, and use of literary device. Reading selections include short stories, biographies, and poetry, as well as *The Cay*, *The Devil's Arithmetic*, *The Giver*, and *Stargirl*.

## LANGUAGE ARTS AND WRITING

**Kindergarten** students learn the parts of a simple sentence, including nouns and verbs. They are introduced to capitalization and punctuation. Students dictate, write, and illustrate creative age appropriate stories.

In **First Grade**, students develop fluency in sentence writing with emphasis placed on correct punctuation. Grammar skills include proper use of nouns, verbs, and adjectives. Students have many opportunities to write creative stories with a beginning, middle, and end. A variety of poetic styles are introduced.

**Second Grade** students continue to identify and define parts of speech including nouns, pronouns, verbs, adjectives, direct objects, and adverbs. They learn the proper use of commas, quotation marks, and end marks. They explore journal writing, and are introduced to writing paragraphs. The writing curriculum emphasizes answering questions in complete sentences, paraphrasing, creative stories, poetry and research reports. Students are taught to use the dictionary and thesaurus.

In **Third Grade**, students learn varied syntax; the written analysis of sentence patterns. They learn to define and identify the parts of a sentence: complete and simple subject and predicate, adjectives, and nouns. They study present, past, and future verb tenses, learn to properly use quotation marks, and work on their composition skills through fables, poetry, descriptive writing, persuasive writing, expository writing, journal writing, and short stories. They use the dictionary and thesaurus.

**Fourth Graders** focus on parts of speech and their usage, as well as parts of a sentence, including subject, predicate, and prepositional phrases. They review and expand the agreement of subject and predicate, as well as correct capitalization and punctuation. The writing process becomes the focus of the Language Arts program by incorporating prewriting, first draft, rewriting, editing, and publication. They compose descriptive paragraphs, essays, biographies, summaries, and poetry.

In **Fifth Grade**, the language arts study continues to concentrate on the writing process. Students review parts of speech, sentence type and structure, and writing mechanics, which they reinforce through application. Students hone their writing skills while focusing on topic sentences, supporting details, transitions, proofreading, revision, and eventually typing their final drafts using word processing. Students study different genres of writing by reading works such as Jerry Spinelli's *Maniac*

*Magee*, early American tall tales, scary stories, essays and poetry. Students break down effective methods and then apply these techniques to a variety of creative and critical writing assignments. In addition, students begin to analyze writing and develop their own unique voice in a variety of journal-based activities. Students also have the opportunity to participate in a variety of dramatic plays, scene reenactments, and poetry readings to further develop confidence in public speaking and theater arts.

## SPELLING

**Kindergarteners** study consonants and one-syllable short and long vowel words. Through dictation, they learn to write words and sentences.

In **First Grade**, students learn about combinations of letters that constitute consonant blends, digraphs, and diphthongs (blended letter sounds like oi or ea). Students begin working in a traditional spelling workbook and study weekly word lists for proficiency.

**Second Grade** students work in a traditional spelling workbook to learn spelling rules. Weekly assessments of word lists and dictated sentences strengthen spelling proficiency.

**Third Graders** concentrate on homophones, contractions, syllabification, prefixes and suffixes, singular and plural possessive nouns, and weekly spelling tests and dictations.

In **Fourth** and **Fifth Grades**, spelling is emphasized across the curriculum. Students are expected to correctly integrate all of the above, including the proper use of regular and irregular verbs, into each subject taught. Both grades use a traditional spelling workbook to reinforce spelling rules.

## MATHEMATICS

Teaching mathematical concepts to **Kindergarten** students requires making the concrete become pictorial and abstract. Concepts learned include classification and patterns, addition and subtraction to 10, counting and number recognition to 100, introduction to place value, identification of basic shapes, simple measurement, calendar skills, and an introduction to time and money. Teachers use technology and manipulatives to help the students grasp the application of these concepts. Mental math exercises, problem-solving skills, and number relationships are emphasized.

**First Graders** learn place value and number order up to 100, addition and subtraction without regrouping, telling time, graphing, money, fractions, and measurement. Students are exposed to multiplication and division. Activities which emphasize number sense, problem solving and critical thinking skills are an integral part of the curriculum.

In **Second Grade**, students further strengthen their skills through directed lessons, games, manipulatives, activities, and word problems. They are held responsible for knowing addition and subtraction facts to 18. Students focus on place value, while increasing their skills with multi-digit addition and subtraction, including regrouping. They learn multiplication and division facts through the 12 tables. They study fractions, measurement, geometry, graphs, time, and money. Mental math exercises and problem-solving skills through the use of model drawing strategies are an integral part of the curriculum.

**Third Grade** students learn place value and order to one million, and multidigit addition and subtraction. They are expected to master multiplication and division tables one to 12, two-place multiplication, long division with single digit divisors, application word problems (four operations) using model drawing techniques, time, and graphing. They are introduced to basic geometric concepts, and study fractions, decimals, probability, mental math exercises, problem-solving, and critical-thinking skills.

Mathematics in **Fourth Grade** focuses on place value and order to one hundred million, rounding and estimation, three-place multiplication and division using one-digit divisors and multiple dividends, averaging, word problems with multiple steps, exponents, factors and multiples, equal fractions and comparison, addition and subtraction of fractions and decimals, geometry, algebra readiness, adding, subtracting, and converting measurement, graphing, simple application of ratio, probability and statistics, mental math exercises, and problem-solving techniques using model drawing strategies.

In **Fifth Grade**, students review all whole number operations and word problems, and are introduced to order of operations, whole number properties, greatest common factor and least common multiple, prime factorization, four operations with fractions, mixed numbers, decimals, ratios, and application word problems. They study metric and standard measurement and conversion, angles and protractor use, perimeter and area of polygons, angle measurement of polygons, application of geometry, computing circumference and area of circles, volume of prisms, and construction of graphs. Mental math exercises and problem solving skills through the use of model drawing techniques are an integral part of the curriculum. Additionally, students justify their understanding of concepts by writing mathematical explanations and connecting to real world experiences.

## **SOCIAL STUDIES**

**Kindergarten** students study their families, holidays, community, seasons, and beginning mapping skills. Students learn the richness and diversity of different cultures through our global education program.

In **First Grade**, students continue to study holidays, traditions, and seasons, as well as map skills. As part of global education, an introduction to the cultures of various countries, including customs, clothing, and foods is presented.

The **Second Grade** students study the concepts of home, city, state, country, and continent, with emphasis on America and famous Americans. The program continues to focus on map skills. Students learn the proper use of the atlas as a resource guide. Students share the richness and diversity of different cultures through our global education studies program.

In **Third Grade**, students learn more challenging map skills, continents and oceans, topography, Native American cultures by region, and U.S. geography including states and capitals. Research skills are integrated through the writing of a Native American and state report.

**Fourth Graders** study California geography, explorers and settlers, the Spanish Mission and Rancho Periods, and the Gold Rush. Students read *Patty Reed's Doll*, *Two Years Before the Mast* and *By the Great Horn Spoon*. They focus on California map skills and explore the transcontinental railroad, California's diverse cultures, and current events. Research skills are integrated with language arts through the writing of a report on a California mission.

In **Fifth Grade**, students continue to hone their map skills. They study the geography and political units of the United States, and focus on American history from the early explorers to the Civil War era. Emphasis is placed on historical figures, events, and trends. Students incorporate skills such as note taking, outlining, debating, simulations, interpretation of primary documents, and collaboration.

## **PENMANSHIP**

**Kindergarteners** develop their fine motor skills by learning manuscript printing, with emphasis on proper spacing and letter formation. Children are initially introduced to letters grouped by similarity of formation.

**First Graders** continue to develop and practice their skills in manuscript printing, emphasizing proper spacing and letter formation.

In **Second Grade**, students incorporate D'Nealian printing as a precursor to cursive, with letters formed in a single stroke and slightly slanted. A workbook is used for daily practice.

In **Third through Fifth Grade**, students continue their development and mastery of cursive writing skills.

## **REFERENCE AND STUDY SKILLS (LOWER SCHOOL)**

**Third Grade** students begin regular use of the dictionary, encyclopedia, and thesaurus. In addition, the students are introduced to note taking skills.

In **Fourth Grade**, students learn to gather information from reference books and multimedia sources. They practice note taking, outlining, making inferences, and using context clues. They regularly use the dictionary and thesaurus.

**Fifth Graders** continue their use of varied reference books, including the dictionary and thesaurus. They work on reading with a purpose, note taking, outlining, multimedia sources, and community databases.

## ENRICHMENT SUBJECTS

### ART

Art instruction at Viewpoint takes place in studio style classrooms especially designed and equipped for our youngest children, under the guidance of teachers who themselves are specialists in fine arts.

In **Kindergarten**, fine motor skills are developed and reinforced through drawing, painting, cutting, pasting, and sculpture. The students explore color, line, shape, pattern, collage, and three-dimensional construction while creating projects. Materials used include watercolors, oil and chalk pastels, crayons, acrylic paints, construction paper, and clay. Students are introduced to and encouraged to use the vocabulary of the arts during art appreciation discussions about artistic form and content in master works of art.

In **First Grade**, students continue to hone fine motor skills through drawing, cutting, and painting. Projects are often integrated with homeroom and other enrichment curricula to enhance and reinforce learning. Exploration of media art includes oil and chalk pastels, watercolors, acrylic paints, ink, and clay. Master prints are used to stimulate discussion about artistic style, form, and content.

**Second Grade** art students gain a basic understanding of the color wheel (primary and secondary colors, complementary colors, and warm vs. cool colors), contour drawing, line, form, symmetry, and texture. Materials used include oil pastels, watercolor, crayons, construction paper, ink, and clay. The students explore and identify the terms “abstract,” “realistic,” and “non-objective.”

In **Third Grade**, students reinforce their understanding of line, form, value, shape, space, texture, and color. Various artists and styles are discussed. The students work in various media such as pastels, tempera, acrylic, watercolor, and clay. Projects are often integrated with homeroom and other enrichment curricula to enhance and reinforce learning. There are literature connections with most units.

In **Fourth Grade**, students continue to explore the seven elements of art within their compositions. A variety of media and art movements are explored using pastels, Prismacolor pencils, tempera, printing, watercolor, and clay. A drawing project is integrated with a writing assignment to enhance learning.

**Fifth Grade** students will identify and describe characteristics of representational, abstract, and nonrepresentational works of art as well as identify and describe the principles of design in visual compositions, emphasizing unity and harmony. They will concentrate on drawing with a variety of media: pastels, acrylics, tempera, clay,

Prismacolor pencils, and found objects. Art appreciation is a large part of each unit. The students will read literature, watch videos, and discuss Master Prints of the late nineteenth and twentieth centuries. They also use the vocabulary of the visual arts to express their observations.

## COMPUTER

The Primary and Lower Schools each maintain a computer lab which students regularly visit to enhance their technological skills. The computer labs and equipment are ergonomically designed to accommodate our youngest students. Dedicated computer teachers introduce students to age-appropriate concepts and the correct and safe use of the Internet.

**Kindergarten** students are introduced to general technological vocabulary and basic keyboard functions. They learn to use the mouse, space bar, enter key, and arrow keys, as well as proper care and safe use of equipment. They also learn to open and close a file, access the menu bar, print, and create projects using the Internet. Students use age-appropriate application software for comprehension, vocabulary development, classification, grade-level arithmetic concepts, and creative expression through student-generated graphics.

**First Grade** students work on mastering general technology, vocabulary, and keyboard functions, printing of a file, and following a sequence of steps to perform a task. They are introduced to specific terminology to describe and identify hardware and software, and use age-appropriate application software in the areas of language arts and arithmetic. Finally, students utilize their creative expression through student-generated graphics software.

In **Second Grade**, students are introduced to word processing and touch typing. Emphasis is placed on accuracy as children learn correct keyboard finger placement and special key functions. Students continue to use age-appropriate application software to support their language arts, arithmetic, and social studies curriculum, as well as graphic software for creative expression.

**Third Graders** continue their study of touch typing and word processing, expanding on their skills. They learn age-appropriate application software to integrate with the classroom curriculum in the areas of language arts, arithmetic, social studies, science, and art. Internet safety guidelines are emphasized.

In **Fourth Grade**, students use technology to retrieve and organize information; they draw conclusions based on data retrieved from various sources including the Internet. They also learn age-appropriate application software to integrate with the classroom curriculum in the areas of language arts, arithmetic, social studies, art, science, and foreign language. Computer programming is introduced. Safety and responsibility are emphasized when using the World Wide Web.

**Fifth Grade** students continue to practice keyboarding, word processing, and programming. Students retrieve, organize, and draw conclusions using information from electronic and other sources. They continue to use age-appropriate application

software to integrate with projects originating in the student's academic subjects, and are taught the need for security and privacy of electronic information. Online safety continues to be a primary focus. Students are expected to demonstrate a willingness to be self-reliant when using technology tools, and to develop a concern for the socially responsible use of information technology tools, being inclusive of gender, culture, and ability.

## LIBRARY

### PRIMARY SCHOOL LIBRARY

The Primary School Library is located in the Prinn Library. The Library offers story time, reading, and literature-related activities to our youngest students in a warm and nurturing environment. Special programs such as author visits and book fairs augment the Library's services. A biographical hero and heroine's life story reflects the character trait being emphasized each month in our Character Education Program. A computer is available for catalog searches and educational games.

**Kindergarten** students visit the Prinn Library for story time with the librarian, and are introduced to concepts such as parts of a book, pages, cover, title page, and illustrations. Browsing and free reading are encouraged. Students begin to check out books from the library in Kindergarten.

In **First Grade**, Prinn Library time reinforces concepts and terms introduced in Kindergarten, and students spend time with the librarian for story time and book-related activities.

**Second Graders** use their Prinn Library time to reinforce and enhance the concepts and terms previously introduced, and they continue to be exposed to a variety of authors at this level. They study poetry and folk tales, as well as a Caldecott unit emphasizing illustrative techniques.

### LOWER SCHOOL LIBRARY

The Lower School Library is located in the Prinn Library. It serves students in Grades Three through Five and faculty teaching Kindergarten through Grade Five. The Lower School Library offers access to the entire Viewpoint School collection via the electronic catalog. Students come to the library on a regularly scheduled basis to learn and practice library and research skills. A number of *Dell PC* computers afford students and faculty the opportunity to search the catalog collection, word process, utilize the Internet and our subscription databases, and consult *WorldBook Online*, *The New Book of Knowledge*, *The Encyclopedia Americana*, or *SIRS Discoverer*. Special programs such as author visits and book fairs augment the Library's services. An extensive audiovisual and professional resource collection exists to support curriculum and faculty.

**Third Grade** students using the Lower School Library learn about copyright and copyright pages, and master the use of table of contents, indexes, and glossaries. They are introduced to chapter books read to them by the librarian in bimonthly installments.

**Fourth Graders** using the Lower School Library learn about genres in literature and are introduced to reference books discussed by types. They are introduced to the use of the Dewey Decimal System and the use of the electronic and card catalogs.

**Fifth Grade** students use the library for book reports and the research paper. The students are introduced to several of the available online databases.

## MUSIC

The music program provides a nurturing environment for all students to develop their musical abilities. Talented instructors teaching in music studios equipped with age-appropriate materials and instruments utilize two methodologies to bring musical meaning to each child: the *Kodály* and *Orff Methods*. The *Kodály Method*, founded by Hungarian composer and educator Zoltán Kodály, utilizes folk songs and the *solfege* (*solfeggio*) system of hand signs and music syllables to teach singing skills. The *Orff Method*, developed by German composer Carl Orff, concentrates on the playing of pitched and nonpitched percussion instruments, as the students use song, improvisation, and movement to explore the many facets of music.

Students throughout the Primary and Lower School music program also learn an appreciation of musicians and composers who exhibit a wide variety of musical styles. Music and instruments from many different cultures are introduced.

In First through Fourth Grades students may participate in Suzuki-method instruction on violin, viola, cello, or bass for an additional fee. This instruction takes place either before or after school. In addition, First and Second Graders may also participate in the optional after-school Primary Chorus, while the Lower School Chorus enlists Third, Fourth, and Fifth Graders. During the year, all students have the opportunity to perform in a variety of musical events, including grade-level musical productions and assemblies.

## CHORAL AND INSTRUMENTAL EXPLORATION

In **Kindergarten**, students are introduced to musical concepts such as steady beat and rhythm, using songs, chants, and rhythm games. They learn through movement to music, and improvisation on pitched and nonpitched percussion instruments. Through *solfege*, they are introduced to the various fundamentals of music, vocalization, and sight-reading.

In **First Grade**, the concepts introduced in Kindergarten are reinforced. Students continue to learn about beat and rhythm through exercises and games. They learn unison and two-part songs and chants, folk dances, and singing games. They continue to play pitched and nonpitched percussion instruments.

In **Second Grade**, the previously learned concepts continue to be reinforced and extended. Students work on beginning rhythmic dictation, and expanded use of pitched and nonpitched percussion instruments as accompaniment to songs.

**Third Grade** students sing in unison and reinforce proper singing techniques. They learn partner songs and read sequential music rhythms. They study music with movement and play pitched and nonpitched Orff instruments. Third grade students are also introduced to reading music on the Treble staff.

In **Fourth Grade**, students continue choral music instruction and study the great composers. Students are now ready for formal instruction on a musical instrument. They learn to play the soprano recorder, read the treble clef staff, and begin improvisation on the recorder. They perform during assemblies at various times throughout the year.

**Fifth Grade** students study General Music in conjunction with Beginning Band, Beginning Strings

In General Music, **Fifth Grade** students continue their study of accurately reading and writing music notation. Focus is on the understanding of music concepts. They learn about various composers from around the world and music history. Emphasis is on singing with proper vocal technique and correct intonation. Fifth grade students perform as a choral group at Holiday program and Final Assembly.

**Fifth Grade** students in General Music continue their study of different musical concepts and music history. An emphasis is placed on continuing to sing with proper vocal technique.

**Fifth Graders** study General Music in conjunction with either Beginning Band or Beginning Strings, or Advanced Strings, for students with prior experience playing a stringed instrument. If students choose to participate in the Strings Program, they may select the violin, viola, cello, or bass. In class, students learn proper playing posture, several scales, simple songs, a variety of rhythms, and other important musical elements. If students choose to participate in the Beginning Band program, they may select a brass, woodwind, or percussion instrument. The class includes the study and performance of band literature with emphasis on proper playing technique, tone, intonation, balance, blend, and musicality. Students also study elements of jazz in Beginning Band. Fifth Graders perform several times throughout the year.

## PHYSICAL EDUCATION

At Viewpoint School, we believe that physical education plays a meaningful and necessary role in the overall education of our students. The School's physical education program enables students to discover their unique talents and to develop their levels of fitness, self-

assurance, and teamwork at all grade levels. Our experienced coaches teach fundamental skills and always encourage good sportsmanship.

In **Kindergarten**, students are introduced to fundamental locomotor skills: running, skipping, jumping, hand-eye and foot-eye coordination, body spatial awareness activities, rhythmic movements, tumbling, and identification of large muscle groups.

In **First Grade**, students work on reinforcement of fundamental locomotor skills, balance and coordination, body spatial awareness, and tumbling. They are introduced to aquatics, rope and hoop activities, lead-up games in team sports, and physical fitness testing.

In **Second Grade**, students focus on refinement of basic physical skills. Fundamental concepts in team sports, recreational activities, and essential aquatic skills are reinforced. Students continue with physical fitness testing and muscle identification.

By **Third Grade**, students begin changing clothes for physical education class. Dedicated instructors assist students in cultivating skills and strategies in team sports. Students strengthen their aquatic skills, continue physical fitness testing, and work on rhythmic movements.

**Fourth Graders** continue development of learned physical skills. They focus on strategies and position responsibilities in team sports through the use of intramural tournament activities. They continue physical fitness testing, aquatics, and rhythmic movements.

**Fifth Grade** is the first year in which students may participate in Viewpoint's vast interscholastic athletic program. Students can compete in flag football, basketball, soccer, volleyball, swimming, baseball, and softball. Physical education classes consist of continued development in individual sports, team sports, recreational activities, and physical fitness testing.

## SCIENCE

Viewpoint's science laboratories showcase hands-on activities and experiments, all of which provide a stimulating exposure to the physical, earth, and life sciences. In the Primary and Lower School science labs, tables and equipment are especially designed to accommodate the small size of our youngest students. Primary and Lower Schoolers look forward to their lab time with dedicated science teachers. Class time is spent both indoors and outdoors with special visits to our *Ecolet* outdoor classroom. In addition, students participate in two science hands-on workshops and/or interactive assemblies during the fall and spring semesters.

**Kindergarteners** study physical, earth, and life sciences. Students are introduced to lab safety and laboratory equipment. Through numerous exciting experiments, they are introduced to states and changes of matter, simple layers of the earth, magnetism, an introduction to the solar system, human anatomy, study of our senses, health and

hygiene, rainforest ecosystems, environmental science, insect study with focus on butterflies, and plant study. Students take a field trip to the Leonis Adobe Museum.

In **First Grade**, students continue to learn basic laboratory safety, scientific procedures, proper use of equipment, balance and motion, sinking and floating, simple machines, astronomy, fossils and prehistoric animals, ocean life, tide pools, the kelp forest and sandy shore, nutrition, dental health, silkworm life cycles, plants and seeds, growing a garden from seeds, and environmental science. A local field trip is scheduled to enhance the curriculum.

**Second Graders** continue their study of general, physical, earth, and life sciences, including units on laboratory safety, light, color, optics, sound, weather, the water cycle, geology, habitats, plants, flowers, supermarket botany, animal classification, microscopes, and deep-sea biology. A local field trip is scheduled to enhance the curriculum.

**Third Grade** students further their lab studies of physical science through work on electricity and magnetism, simple machines, and an introduction to the scientific method. In earth science, they focus on earthquake awareness, erosion, and a brief review of astronomy. Life science for Third Graders includes a study of the human body's skeletal, muscular, circulatory, and respiratory systems. The students are introduced to Scientific Classification focusing on spiders and other arthropods.

In **Fourth Grade**, students begin formal integration of scientific topics with their other classes. This includes a study of the ocean, encompassing physical, earth, and life science topics. This complements their literature study of *Island of the Blue Dolphins*, and includes a field trip to the Ocean Institute in Dana Point, where students study marine ecosystems on board an oceanographic vessel. Students also complete a unit on the process of inventing and designing their own invention solely in science class. They conduct water testing and study California tap water management. They continue their study of basic laboratory safety and procedures, and the scientific method. Units on ornithology and Lego NXT robotics round out the program.

**Fifth Graders** utilize their lab time in more sophisticated study and experimentation of electricity and magnetism. Students enhance their knowledge of the scientific method, scientific classification, and the use of dichotomous keys and scientific tools when they work on their "Design a Consumer Science Experiment" project. A cross-curricular unit entitled "Why America is Free" encompasses the study of the senses, classification systems, and physics. This unique program highlights the historical significance and importance of Science. The Fifth Grade students participate in a three-day field trip to Astrocamp as a culmination to the Astronomy unit. The students also learn about nutrition through numerous activities and experiments. The nutrition unit includes an introduction to human growth and development.

## WORLD LANGUAGE: FRENCH AND SPANISH

Primary and Lower School students enjoy the opportunity to become familiar with a world language in dedicated language rooms supplied with props, games, toys, videos, music, pictures, and costumes. World language concepts are taught by immersion: students will only hear French or Spanish spoken by their teachers during class time. The teachers utilize many bright and colorful objects in the classroom to visually illustrate the ideas for the children, as well as to create a feeling for that language's culture.

At Viewpoint, the study of French and Spanish begins in Kindergarten and may be continued through Twelfth Grade. Beginning in the First Grade, students will elect to study French or Spanish. Latin and Mandarin Chinese are offered at Viewpoint beginning in Middle School and continuing through Twelfth Grade.

### FRENCH AND SPANISH

French and Spanish are introduced to **Kindergarten** students through play, songs, rhymes, coloring, movement, and stories. The students learn greetings, good manners, simple commands and responses, colors, numbers up to 10, body parts, animals, clothing, and fruits and vegetables. Every Kindergarten student has one semester of French and one semester of Spanish.

In **First Grade**, the students continue to learn French or Spanish songs and rhymes, fairy tales, play games, and build their vocabulary in the areas of family, shapes, days of the week, months, weather, animals, food, and clothing. They learn numbers to twenty and names for classroom objects. Students work on following oral directions and commands.

**Second Grade** students continue their development of listening and speaking skills in French or Spanish through songs, poems, stories, games, and role playing. They build their everyday vocabulary for conversation, sports, alphabet, seasons, and telling time, and are introduced to matching written words with illustrations.

**Third and Fourth Graders** in either French or Spanish focus on the development of the four linguistic skills: listening, speaking, reading, and writing. The integrated curriculum includes cultural studies, French or Spanish children's literature, arithmetic, science, and music. Lessons are supplemented with age-appropriate tapes, videos, and games.

**Fifth Graders** continue to focus on the development of the four linguistic skills in either French or Spanish. Language at this stage is taught through communicative and cultural contexts. Creative lessons integrate curriculum and include geography, history, art, music, math, and science. Reading comprehension develops through authentic texts and documents. Listening and speaking exercises are enriched with age-appropriate tapes and videos.

## ASSEMBLIES AND PERFORMANCES

Regular assemblies are a tradition at Viewpoint, and represent an integral part of the curriculum in Primary and Lower Schools. This time of coming together and sharing not only reinforces the idea that students belong to a community in which they should take pride, but also it offers opportunities for students to develop and practice their public speaking and performing skills.

The Primary and Lower Schools each conduct their own separate regular assemblies, with a different class responsible for hosting and performing at each event. The presenting classes share their contributions at both the Primary and Lower School Assemblies. Traditions include the Pledge of Allegiance, patriotic song, the alma mater, and nondenominational school prayer, as well as remarks from the Divisional Head and Headmaster. In addition, classes responsible for hosting and contributing prepare with their teachers to share their classroom experiences through skits, songs, dances, poetry, or inspirational readings, all incorporated within the theme of each particular assembly.

Even the youngest children quickly become comfortable speaking and making presentations to an audience of their peers, teachers, and parents. Their fellow students as spectators learn the value of what it means to be an engaged audience, to listen politely to the performance, and to show appreciation for the performers' hard work and preparation. As a sign of respect for these important regular community events, students wear more formal assembly-dress uniforms.

Students in **Kindergarten** through **Fourth Grade** work with their classroom teachers and the Music Department to present a grade-level appropriate play each year. Each Kindergarten class presents "The Little Engine." The First Grade classes each present "The Little Fir Tree" and a production of "The Tale of Peter Rabbit." Second Grade students join together to present "The Wizard of Oz" and "A Rainbow of Character." The Third Grade continues the larger scale productions with "Once Upon a Time," a journey through fairy tales. Highlighting their social studies classes, the Fourth Grade presents "California Fiesta." The Fifth Grade students draw from all of their academic and enrichment teachers to present an interactive journey through the school year entitled "A Year at a Glance."

## DANCE CLUB

An after school Dance Club is open to students enrolled in First through Fifth Grades. It offers all participants the opportunity to learn basic ballet technique and terminology. The program emphasizes proper body placement, taught with barre and floor exercises appropriate to the dancer's skill level. In addition, the class will use music written by composers currently being studied in the Music Program. Participants in the Dance Club will have the opportunity to perform in the Holiday Program and the Open House Assembly in the spring.

# CHARACTER EDUCATION PROGRAM

Viewpoint’s character education program plants seeds of enthusiasm for building positive relationships, understanding the value of our presence in the world and seeing ourselves as active, responsible participants in our families, School and community. The curriculum offers a variety of opportunities to teach and reinforce virtues such as friendship, responsibility, compassion, and tolerance.

In **Primary School**, the character education program includes class discussions, books, and projects that help children to identify those values that best define a civilized society. “Stretch” the giraffe is the Primary School character mascot. “Stretch” recognizes and rewards students and classes who exhibit admirable character.

In **Lower School**, stories and skits demonstrate thought processes and actions that promote specified values. Discussions and stickers reinforce acts of kindness and character.

Each month, a different character trait is presented in the classroom and at assembly to encourage students to realize the benefit and value of an ethical and moral life.

## MONTHLY CHARACTER TRAITS

September—Friendship  
October—Responsibility  
November—Respect  
December—Compassion  
January—Tolerance  
February—Honesty  
March—Courage  
April—Respect for Environment  
May—Loyalty  
June—Family

## COMMUNITY SERVICE PROGRAM

At Viewpoint, we are dedicated to the education of our students’ hearts as well as their minds. We strive to develop both intelligence and conscience. Volunteering helps students to explore their particular talents and skills and to learn from others with experiences different from their own.

Goals of the program include:

- To teach the value of compassion and caring.
- To learn how to put ideas into action.
- To become more aware of society’s needs and of an individual’s civic responsibility.

- To learn how one individual can be important to others.
- To gain personal experience and skills.
- To build self-esteem and self-reliance.

For our youngest children in Primary and Lower Schools, we seek to instill a spirit of community service through age-appropriate activities on campus. Students have sponsored and participated in activities that have supported such organizations as the West Valley Food Pantry, UNICEF, Book Ends, natural disaster relief, Operation Smile, and Red Cross. The discussions and lessons that correspond with these activities enable our youngest students to understand the needs of others while learning to contribute to their community.

## **PRIMARY SCHOOL STUDENT BODY**

**Primary School** collect pennies annually to contribute to an educational charity. Our donation demonstrates that even the smallest denomination in our currency, much like the smallest students in our community, can make a significant difference in our world.

## **STUDENT ACTION COMMITTEE (LOWER SCHOOL)**

In **Lower School**, the Student Action Committee provides students with the opportunity to practice leadership skills while performing service activities on Viewpoint's campus. Each semester, students are elected by their peers to serve as Lower School Representatives. Some of their responsibilities include: participating in projects that help beautify the Primary and Lower School grounds, raising funds for charities, collecting food and toys for the West Valley Food Pantry, and collecting gently used books for Book Ends.

**Fifth Graders** complete a mathematics unit where they create their own businesses, such as jewelry making or soap making, conduct a campus sale over several days, and then collect their business proceeds to make a charitable contribution. As a whole, the class then votes on which charity should receive their businesses' collective profits. Fifth Grade classes annually present contributions of several thousand dollars to organizations such as the American Cancer Society, Alzheimer's Association, Make A Wish Foundation, the Heart Fund, and City of Hope.

## **DR. DWORKOSKI'S READING CLUB: KINDERGARTEN THROUGH GRADE FOUR**

We encourage all students in **Kindergarten** through **Fourth Grade** to participate in the Dr. Dworkoski's Reading Club. This is a wonderful way to strengthen reading skills during the summer. Entering **Kindergarten** and **First Grade** students who read or listen to twenty books, and entering **Second** and **Third** students who read ten appropriate level books, and **Fourth Grade** students who read five chapter books, should send their lists to Dr. Dworkoski no later than the end of August. Students should include a note telling him which book they enjoyed the most and why. In September, the School recognizes those students who participated in the Reading Club. Students may select books from the suggested lists which follow, or may choose their own.

## **REQUIRED SUMMER READING PROGRAM: GRADE FIVE**

Recreational reading is one of the most effective ways to develop verbal skills, and these skills help to ensure a student's success in school. Because of our belief in reading outside the classroom, the **Fifth Grade** has established a required summer reading program. Entering **Fifth Grade** students must read a minimum of two books from the list below (see requirements). At the start of school, students should be prepared to write or speak about their reading selections. For students who choose to read a total of three books, the School will recognize their efforts in September as participating in the Dr. Dworkoski's Reading Club.

Prior to beginning **Fifth Grade** in the fall, students are required to read *Number the Stars* by Lois Lowry. One additional book must also be selected from the following list: *Hatchet*, by Gary Paulsen; *The Egypt Game*, by Zilpha Keatley Snyder; *Single Shard*, by Linda Sue Park; *Esperanza Rising*, by Pam Munoz Ryan; *Bridge to Terabithia*, by Katherine Paterson; *Mrs. Frisby and the Rats of NIMH*, by Robert C. O'Brien; *Hoot*, by Carl Hiaasen; *Tuck Everlasting* by Natalie Babbitt; *Johnny Tremain*, by Ester Forbes (challenging and mature content); or *The High King*, by Lloyd Alexander (challenging and mature content).

## SUGGESTED READING LISTS FOR PRIMARY AND LOWER SCHOOLS

At Viewpoint, we are frequently asked to recommend books for our youngest students, who are eager to supplement their reading outside the extensive selections of the classroom and libraries. We believe that children should be encouraged to read books that are age appropriate, that inspire their interest and enthusiasm, and that challenge them. Besides those on this list, there are many other fine books available in your local libraries and bookstores. This is a suggested list only.

### PRIMARY SCHOOL: KINDERGARTEN

Ackerman, Karen	<i>Song and Dance Man</i>
Adoff, Arnold	<i>Black is Brown is Tan</i>
Anno, Mitsumasa	<i>Anno's Counting Book</i>
Aruego, José	<i>Look What I Can Do</i>
Bang, Molly	<i>Goose</i>
	<i>When Sophie Gets Angry – Really, Really Angry...</i>
Barracca, Debra	<i>The Adventures of Taxi Dog</i>
Beskow, Elsa	<i>The Tale of the Little, Little Old Woman</i>
Booth, Philip E.	<i>Crossing</i>
Brenner, Barbara	<i>Faces</i>
Briggs, Raymond	<i>The Bear</i>
Brown, Margaret Wise	<i>Goodnight Moon</i>
	<i>The Runaway Bunny</i>
	<i>A Pussycat's Christmas</i>
Burton, Virginia Lee	<i>The Little House</i>
Carle, Eric	<i>Do You Want to Be My Friend?</i>
	<i>"Slowly, Slowly, Slowly," said the Sloth</i>
	<i>The Very Hungry Caterpillar</i>
	<i>The Very Quiet Cricket</i>
	<i>Today Is Monday: A Song</i>
Chorao, Kay	<i>Number One Number Fun</i>
Clifton, Lucille	<i>Everett Anderson's Goodbye</i>
Cohen, Miriam	<i>Jim Meets the Thing</i> (series)
Cooney, Barbara (retold from Chaucer)	<i>Chanticleer and the Fox</i>
Cooney, Barbara	<i>Eleanor</i>
Crews, Donald	<i>Freight Train</i>
Cronin, Doreen	<i>Click, Clack, Moo</i>
Cushman, Doug	<i>The ABC Mystery</i>
de Paola, Tomie	<i>Charlie Needs a Cloak</i>
	<i>The Knight and the Dragon</i>
	<i>Watch Out for the Chicken Feet in Your Soup</i>
de Regniers, Beatrice	<i>What Can You Do With a Shoe?</i>
	<i>Sing a Song of Popcorn</i>

Dillon, Leo and Diane	<i>Rap a Tap Tap: Here's Bojangles – Think of That</i>
Dorros, Arthur	<i>Abuela</i>
Dragonwagon, Crescent	<i>Half a Moon and One Whole Star</i>
Earle, Sylvia	<i>Hello, Fish</i>
Ehlert, Lois	<i>Circus</i>
	<i>Feathers for Lunch</i>
	<i>Waiting for Wings</i>
Ernst, Lisa Campbell	<i>Stella Louella's Runaway Book</i>
	<i>Zinnia and Dot</i>
	<i>The Letters Are Lost!</i>
Feelings, Muriel	<i>Jambo Means Hello: Swahili Alphabet Book</i>
	<i>Moja Means One: Swahili Counting Book</i>
Finchler, Judy	<i>Miss Malarkey Doesn't Live in Room 10</i>
Flack, Marjorie	<i>Angus and the Ducks</i>
	<i>Angus Lost</i>
Fleming, Candace	<i>Muncha! Muncha! Muncha!</i>
Flournoy, Valerie	<i>The Patchwork Quilt</i>
Gag, Wanda	<i>The Funny Thing</i>
	<i>Millions of Cats</i>
Galdone, Paul	<i>Henny Penny</i>
Gauch, Patricia Lee	<i>Presenting Tanya the Ugly Duckling</i>
Geisel, Theodore (Dr. Seuss)	<i>And To Think That I Saw It On Mulberry Street</i>
Geisert, Arthur	<i>Pigs From 1 to 10</i>
	<i>Oink</i>
George, Jean Craighead	<i>Giraffe Trouble</i>
George, Lindsay Barrett	<i>In The Snow: Who's Been Here?</i>
	<i>Around the World: Who's Been There?</i>
George, Kristine O'Connell	<i>Little Dog Poems</i>
	<i>Toasting Marshmallows: Camping Poems</i>
Gibbons, Gail	<i>The Puffins Are Back!</i>
Ginsburg, Mirra (transl.)	<i>The Chick and the Duckling</i>
Gordon, Gaelyn	<i>Duckat</i>
Graham, Joan Bransfield	<i>Splish Splash</i>
Gretz, Susanna	<i>Teddy Bears ABC</i>
Hader, Berta	<i>Big Snow</i>
Hall, Donald	<i>The Ox-Cart Man</i>
Henkes, Kevin	<i>Chrysanthemum</i>
	<i>The Biggest Boy</i>
Heyward, Du Bose	<i>The Country Bunny and the Little Gold Shoes</i>
Hoban, Russell	<i>A Baby Sister for Frances</i>
Hoban, Tana	<i>Count and See</i>
	<i>Look Again!</i>
	<i>Of Colors and Things</i>
	<i>Shapes, Shapes, Shapes</i>
Hobbie, Holly	<i>Toot &amp; Puddle</i>

Hutchins, Pat

*Changes, Changes*  
*Good Night, Owl!*  
*Rosie's Walk*  
*Titch*

Johnson, Stephen

*Alphabet City*

Juster, Norton

*The Hello, Goodbye Window*

Kay, Verla

*Gold Fever*

Keats, Ezra Jack

*The Snowy Day*

Kennedy, X.J. (ed.)

*Talking Like the Rain*

Khalsa, Dayal Kaur

*I Want a Dog*

Konigsburg, E.L.

*Samuel Todd's Book of Great Colors*

Kraus, Robert

*Whose Mouse Are You?*

Krauss, Ruth

*The Carrot Seed*

Kunhardt, Dorothy

*Pat the Bunny*

Layton, Neal

*Smile if You're Human*

Lear, Edward

*The Owl and the Pussycat*

Lester, Alison

*The Journey Home*

Levine, Abby

*Gretchen Groundhog, It's Your Day!*

Levitin, Sonia

*Taking Charge*

Lionni, Leo

*Inch by Inch*

Martin, Bill

*Brown Bear, Brown Bear, What Do You See?*

Mayer, Mercer and Marianna

*A Boy, a Dog, a Frog, and a Friend*

McCarty, Peter

*Hondo & Fabian*

McCloskey, Robert

*Time of Wonder*

McNaughton, Colin

*Suddenly!*

Milhous, Katherine

*The Egg Tree*

Milne, A.A.

*Now We Are Six*

*When We Were Very Young*

*Winnie the Pooh*

Moore, Clement C.

*The Night Before Christmas*

Mother Goose (Kay Choro)

*The Baby's Lap Book*

Mother Goose (Brian Wildsmith)

*Brian Wildsmith's Mother Goose*

Mother Goose

*The Real Mother Goose*

Murphy, Jim

*Backyard Bear*

Newberry, Clare Turlay

*Marshmallow*

Nodset, Joan L.

*Who Took the Farmer's Hat?*

Numeroff, Laura

*If You Give a Pig a Pancake*

Oxenbury, Helen

*Tom and Pippo (series)*

Pandell, Karen

*Animal Action A B C*

Paul, Ann Whitford

*Everything to Spend the Night from A to Z*

Payne, Emmy

*Katy No-Pocket*

Piper, Watty

*The Little Engine That Could*

Polacco, Patricia

*Rechenka's Eggs*

*Babushka's Mother Goose*

Politi, Leo

*Song of the Swallows*

Potter, Beatrix

*The Tale of Peter Rabbit*

Priest, Robert

*The Old Pirate of Central Park*

Rey, H.A.

Rockwell, Lizzy  
Rohmann, Eric  
Rossetti, Christina  
Rossi, Joyce  
Ryan, Pam Munoz  
Saltzberg, Barney  
Scarry, Richard  
Scott, Ann Herbert  
Seeger, Laura Vaccaro  
Seibold, J. Otto  
Sendak, Maurice

Shannon, David  
Shannon, George  
Shaw, Charles G.  
Shaw, Nancy E.  
Simont, Marc  
Sis, Peter  
Slobodkina, Esphyr  
Sonneborn, Ruth A.  
Steig, William  
Swanson, Susan Marie  
Taback, Simms  
Tafari, Nancy  
Teague, Mark  
Tresselt, Alvin  
Udry, Janice May  
Van Allsburg, Chris

Voake, Charlotte  
Waddell, Martin  
Ward, Lynd  
Wells, Rosemary

Whitcomb, Mary E.  
Wiesner, David  
Willems, Mo  
Williams, Vera B.  
Yacowitz, Caryn  
Yolen, Jane  
Yashima, Taro  
Zion, Gene

*Anybody at Home?*  
*Curious George* (series)  
*Where's My Baby?*  
*Hello Baby!*  
*My Friend Rabbit*  
*Sing Song*  
*The Gullywasher*  
*Amelia and Eleanor Go for a Ride*  
*The Problem With Pumpkins*  
*The Best Word Book Ever*  
*On Mother's Lap*  
*First the Egg*  
*Olive, the Other Reindeer*  
*Pierre*  
*Where the Wild Things Are*  
*Duck on a Bike*  
*Tomorrow's Alphabet*  
*It Looked Like Spilt Milk*  
*Sheep in a Shop*  
*The Stray Dog*  
*Madlenka*  
*Caps for Sale*  
*Friday Night is Papa Night*  
*Pete's a Pizza*  
*The House in the Night*  
*Joseph Had a Little Overcoat*  
*Who's Counting?*  
*Pigsty*  
*White Snow, Bright Snow*  
*A Tree is Nice*  
*Jumanji*  
*Polar Express*  
*Two Bad Ants*  
*The Z Was Zapped: A Play in Twenty-Six Acts*  
*Ginger*  
*Good Job, Little Bear*  
*The Biggest Bear*  
*McDuff Moves In*  
*Yoko*  
*Odd Velvet*  
*The Three Pigs*  
*Knuffle Bunny*  
*More, More, More, Said the Baby*  
*Pumpkin Fiesta*  
*How Do Dinosaurs Say Goodnight?*  
*Umbrella*  
*Harry the Dirty Dog*

Zimmerman, Andrea  
Zolotow, Charlotte

*Trashy Town*  
*When the Wind Stops*  
*The Moon Was the Best*  
*William's Doll*

**PRIMARY SCHOOL:  
GRADES ONE AND TWO**

Aardema, Verna

*Borreguita and the Coyote*  
*Why Mosquitoes Buzz in People's Ears*

Ahlberg, Janet and Allan  
Aliki

*Each Peach Pear Plum*  
*Feelings*

Alexander, Lloyd

*The Fortune-Tellers*

Allard, Harry

*Miss Nelson is Missing*

Andrews-Goebel, Nancy

*The Pot That Juan Built*

Anno, Mitsumasa

*Anno's Magic Seeds*

Aylesworth, Jim

*The Full Belly Bowl*

Barrett, Judi

*Cloudy with a Chance of Meatballs*

Baylor, Byrd

*Hawk, I'm Your Brother*

Bemelmans, Ludwig

*Madeline* (series)

Bildner, Phil

*Shoeless Joe & Black Betsy*

Blake, Robert J.

*Togo*

Blood, Charles

*The Goat in the Rug*

Brett, Jan

*Daisy Comes Home*

Brown, Marcia

*Shadows*

Brown, Margaret Wise

*Runaway Bunny*

*Wait Till the Moon is Full*

*The Wheel on the Chimney*

Browne, Anthony

*Piggybook*

Burgess, Thornton W.

*Old Mother West Wind* (series)

Burton, Virginia Lee

*Mike Mulligan and his Steam Shovel*

Cole, Joanna

*The Magic School Bus* (series)

Cooney, Barbara

*Hattie and the Wild Waves*

Conrad, Pam

*The Tub People*

Cushman, Doug

*Aunt Eater Loves a Mystery*

de Brunhoff, Jean

*The Story of Babar*

de Paola, Tomie

*Strega Nona*

Emberley, Barbara

*Drummer Hoff*

Erickson, Russell

*A Toad for Tuesday*

Feelings, Muriel

*Moja Means One: Swahili Counting Book*

Fleischman, Paul

*Time Train*

Frazee, Marla

*A Couple of Boys Have the Best Week Ever*

Freeman, Don

*Dandelion*

Frost, Robert

*Stopping By Woods on a Snowy Evening*  
*and Other Poems*

Gag, Wanda

*Millions of Cats*

Galdone, Paul

*The Little Red Hen*

Gantos, Jack  
George, William T.  
Goble, Paul  
Greenberg, Jan  
Gray, Libba Moore  
Grifalconi, Ann  
Handforth, Thomas  
Haley, G.E.  
Hirst, Robin  
Hankes, Kevin  
Hoban, Lillian  
Hoban, Russell  
Hoff, Syd  
Hoffman, Mary  
Hogrogian, Nonny  
Huck, Charlotte  
Hurwitz, Johanna  
Jacobs, Francine  
Johansen, Hanna  
Johnson, Crockett  
Joyce, William  
Keats, Ezra Jack

Kellogg, Steven  
Kimmel, Eric A.  
Kipling, Rudyard  
Kroll, Steven  
Kuskin, Karla  
Langstaff, John  
Laden, Nina  
Lansky, Bruce  
Lattimore, Eleanor  
Leaf, Munro  
Leedy, Loreen  
Leodas, Sorche Nic  
Levine, Ellen  
Lionni, Leo

Lipkind, William  
Lobel, Arnold

Locker, Thomas

Lowry, Lois  
Macaulay, David  
Marshall, Edward

*Rotten Ralph*  
*Box Turtle at Long Pond*  
*The Girl Who Loved Wild Horses*  
*Action Jackson*  
*My Mama Had a Dancing Heart*  
*The Village of Round and Square Houses*  
*Mei Li*  
*Story a Story*  
*My Place in Space*  
*Chrysanthemum*  
*Arthur's Pen Pal*  
*A Baby Sister for Frances* (series)  
*Danny and the Dinosaur*  
*Amazing Grace*  
*One Fine Day*  
*Princess Furball*  
*Russell Sprouts* (series)  
*Sam the Sea Cow*  
*Henrietta and the Golden Egg*  
*Harold and the Purple Crayon*  
*Bently & Egg*  
*Whistle for Willie*  
*Goggles!*  
*The Snowy Day*  
*Can I Keep Him?*  
*The Chanukkah Guest*  
*Just So Stories*  
*One Tough Turkey: A Thanksgiving Story*  
*The Philharmonic Gets Dressed*  
*Frog Went A-Courtin'*  
*The Night I Followed the Dog*  
*A Bad Case of the Giggles*  
*Little Pear*  
*The Story of Ferdinand*  
*Messages in the Mailbox: How to Write a Letter*  
*Always Room for One More*  
*Henry's Freedom Box*  
*Alexander and the Wind-Up Mouse*  
*Inch by Inch*  
*Finders Keepers*  
*Frog and Toad* (series)  
*Mouse Tales*  
*Water Dance*  
*Where the River Begins*  
*Gooney Bird Greene*  
*Angelo*  
*Three by the Sea*

Marshall, James	<i>Rats on the Roof and Other Stories</i>
Martin, Bill	<i>I Pledge Allegiance</i>
Marzollo, Jean	<i>Soccer Sam</i>
McCloskey, Robert	<i>Blueberries for Sal</i>
	<i>Burt Dow Deep-Water Man</i>
	<i>Make Way for Ducklings</i>
	<i>Time of Wonder</i>
McCully, Emily Arnold	<i>Mirette on the High Wire</i>
McDermott, Gerald	<i>Arrow to the Sun: A Pueblo Indian Tale</i>
Milton, Joyce	<i>Wild, Wild Wolves</i>
Minarik, Else Holmelund	<i>Father Bear Comes Home</i>
	<i>No Fighting, No Biting!</i>
	<i>My Rows and Piles of Coins</i>
Mollel, Tololwa Marti	<i>Juan Bobo Goes to Work</i>
Montes, Marisa	<i>Light the Lights!</i>
Moorman, Margaret	<i>Funny Little Woman</i>
Mosel, Arlene	<i>Zen Shorts</i>
Muth, Jon J.	<i>Amelia Bedelia</i> (series)
Parish, Peggy	<i>The Tale of the Mandarin Ducks</i>
Paterson, Katherine	<i>Belling the Cat</i>
Paxton, Tom	<i>Farewell to Shady Glade</i> (series)
Peet, Bill	<i>French Fairy Tales</i>
Perrault, Charles	<i>The Rooster Crows: A Book of American</i>
Petersham, Maud and Miska	<i>Rhymes and Jingles</i>
	<i>The Bremen Town Musicians</i>
Plume, Ilse (retold from Grimm)	<i>The Keeping Quilt</i>
Polacco, Patricia	<i>Picnic at Mudsock Meadow</i>
	<i>Thunder Cake</i>
Provenson, Alice	<i>The Glorious Flight Across the Channel</i>
Ransome, Arthur	<i>The Fool of the World and the Flying Ship</i>
Rey, H.A.	<i>Curious George</i> (series)
Ringgold Faith	<i>Tar Beach</i>
Robbins, Ruth	<i>Baboushka and the Three Kings</i>
Rosen, Michael	<i>We're Going on a Bear Hunt</i>
Rylant, Cynthia	<i>Henry and Mudge</i> (series)
	<i>Appalachia: The Voices of Sleeping Birds</i>
	<i>When I Was Young in the Mountains</i>
	<i>Tree of Cranes</i>
Say, Allen	<i>Rain Makes Applesauce</i>
Scheer, Julian	<i>In the Night Kitchen</i>
Sendak, Maurice	<i>Outside Over There</i>
	<i>Where the Wild Things Are</i>
Sharmat, Marjorie W.	<i>Nate the Great</i> (series)
Shulevitz, Uri	<i>Dawn</i>
	<i>How I Learned Geography</i>
Singer, Isaac Bashevis	<i>Zlateh the Goat and Other Stories</i>

Smith, Janice Lee	<i>The Show and Tell War</i>
Spier, Peter	<i>Noah's Ark</i>
Steig, William	<i>The Amazing Bone</i>
	<i>Dr. De Soto</i>
	<i>Sylvester and the Magic Pebble</i>
Step toe, John	<i>Mufaro's Beautiful Daughters</i>
Stolz, Mary	<i>Go Fish</i>
Thurber, James	<i>Many Moons</i>
Turkle, Brinton	<i>Thy Friend Obadiah</i>
Van Allsburg, Chris	<i>The Widow's Broom</i>
Waber, Bernard	<i>Lyle, Lyle, Crocodile</i>
Warner, Gertrude Chandler	<i>The Boxcar Children</i>
Wells, Rosemary	<i>The House in the Mail</i>
	<i>Max's Dragon Shirt</i>
	<i>Morris's Disappearing Bag: A Christmas Story</i>
	<i>Wingwalker</i>
Wiesner, David	<i>Flotsam</i>
	<i>The Three Pigs</i>
	<i>Tuesday</i>
Williams, Margery	<i>The Velveteen Rabbit</i>
Williams, Vera B.	<i>A Chair for My Mother</i>
Willey, Margaret	<i>Clever Beatrice</i>
Wolcott, Patty	<i>Pickle Pickle Pickle Juice</i>
Wood, Audrey	<i>The Bunyans</i>
<b>Yearling/Dell Biographies</b>	<i>Abraham Lincoln</i>
	<i>Amelia Earhart</i>
	<i>Buffalo Bill</i>
	<i>George Washington and other presidents</i>
	<i>Helen Keller</i>
Young, Ed	<i>Lon Po Po: A Red-Riding Hood Story from China</i>
	<i>Seven Blind Mice</i>
Zemach, Harve	<i>Duffy and the Devil</i>
Zemach, Margot	<i>The Three Wishes: An Old Story</i>

**LOWER SCHOOL:  
GRADES THREE THROUGH FIVE**

Alexander, Lloyd	<i>The High King*</i>
	(*Fifth Grade Summer Reading List)
	<i>The Town Cats and Other Tales</i>
Andersen, Hans Christian	<i>Fairy Tales</i>
Anderson, Laurie Halse	<i>Chains</i>
Armstrong, Jennifer	<i>Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the <u>Endurance</u></i>
Babbitt, Natalie	<i>Knee-Knock Rise</i>
	<i>Tuck Everlasting*</i>
	(*Fifth Grade Summer Reading List)

Bailey, Carolyn	<i>Miss Hickory</i>
Bauer, Joan	<i>Hope Was Here</i>
Bloor, Edward	<i>Tangerine</i>
Blos, Joan W.	<i>A Gathering of Days: A New England Girl's Journal 1830-32</i>
Boston, Lucy	<i>The Children of Green Knowe</i> (series)
Bond, Michael	<i>A Bear Called Paddington</i> (series)
Brink, Carol Ryrice	<i>Caddie Woodlawn</i>
Bulla, Clyde	<i>The Sword in the Tree</i>
Bunting, Eve	<i>Train to Somewhere</i>
Burch, Robert	<i>Ida Comes Over the Mountain</i> (series)
Burkert, Nancy Eckholm	<i>Valentine and Orson</i>
Burnett, Frances Hodgson	<i>Little Lord Fauntleroy</i>
	<i>The Little Princess</i>
	<i>Racketty-Packetty House</i>
Cameron, Eleanor	<i>The Wonderful Flight to the Mushroom Planet</i>
Carlson, Natalie Savage	<i>The Family Under the Bridge</i>
Cherry, Lynne	<i>The Great Kapok Tree: A Tale of the Amazon Rain Forest</i>
Cholodenko, Gennifer	<i>Al Capone Does My Shirts</i>
Chrisman, Arthur Bowie	<i>Shen of the Sea</i>
Clark, Ann Nolan	<i>Secret of the Andes</i>
Cleary, Beverly	<i>Dear Mr. Henshaw</i>
	<i>Ralph S. Mouse</i>
	<i>Ramona and her Father</i>
	<i>Ramona the Brave</i>
	<i>Ramona's World</i>
Clements, Andrew	<i>The Laundry News</i>
Coerr, Eleanor	<i>Sadako and the Thousand Paper Cranes</i>
Conford, Ellen	<i>And This is Laura</i>
Conrad, Pam	<i>Staying Nine</i>
Cooper, Susan	<i>The Boggart</i>
Corbett, Scott	<i>The Lemonade Trick</i>
Creech, Sharon	<i>Pleasing the Ghost</i>
	<i>Walk Two Moons</i>
	<i>The Wanderer</i>
	<i>Absolutely Normal Chaos</i>
Cummings, Pat (ed.)	<i>Talking with Artists</i>
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham – 1963</i>
Dahl, Roald	<i>Fantastic Mr. Fox</i>
	<i>Matilda</i>
Dalgliesh, Alice	<i>The Courage of Sarah Noble</i>
	<i>The Bears on Hemlock Mountain</i>
Danziger, Paula	<i>Amber Brown</i> (series)
	<i>P.S. Longer Letter Later</i>
	<i>Snail Mail No More</i>

de Angeli, Marguerite	<i>The Door in the Wall</i>
de Felice, Cynthia	<i>The Apprenticeship of Lucas Whitaker</i>
de Jong, Meindert	<i>The House of Sixty Fathers</i>
	<i>The Wheel on the School</i>
de Paola, Tomie	<i>26 Fairmount Avenue</i>
DiCamillo, Kate	<i>Because of Winn-Dixie</i>
	<i>The Tale of Despereaux</i>
Eager, Edward	<i>Half Magic</i>
Edmonds, Walter	<i>The Matchlock Gun</i>
Enright, Elizabeth	<i>Gone-Away Lake</i> (series)
	<i>Thimble Summer</i>
Erickson, John R.	<i>Hank the Cow Dog</i> (series)
Estes, Eleanor	<i>Ginger Pye</i>
	<i>The Moffats</i>
Farley, Walter	<i>The Black Stallion</i>
Fenner, Carol	<i>Yolonda's Genius</i>
Field, Rachel	<i>Calico Bush</i>
Finger, Charles J.	<i>Tales from Silver Lands</i>
Fleischman, Paul	<i>Graven Images</i>
	<i>Joyful Noise: Poems for Two Voices</i>
	<i>Saturnalia</i>
Fleischman, Sid	<i>By the Great Horn Spoon!</i>
	<i>Jim Ugly</i>
	<i>The Thirteenth Floor: A Ghost Story</i>
	<i>The Whipping Boy</i>
Forbes, Esther	<i>Johnny Tremain*</i>
	(*Fifth Grade Summer Reading List)
Freedman, Russell	<i>Lincoln: A Photobiography</i>
Fritz, Jean	<i>The Great Little Madison</i>
	<i>You Want Women to Vote, Lizzie Stanton?</i>
Gannett, Ruth Stiles	<i>My Father's Dragon</i>
Gantos, Jack	<i>Joey Pigza Loses Control</i>
	<i>Joey Pigza Swallowed the Key</i>
	<i>Blue Willow</i>
Gates, Doris	<i>This Time, Tempe Wick</i>
Gauch, Patricia	<i>Who Really Killed Cock Robin?</i>
George, Jean Craighead	<i>Julie of the Wolves</i>
	<i>Hello, My Name is Scrambled Eggs</i>
Gilson, Jamie	<i>Old Yeller</i>
Gipson, Fred	<i>The Girl Who Loved Wild Horses</i>
Goble, Paul	<i>Adam of the Road</i>
Gray, Elizabeth Janet	<i>Honus &amp; Me</i>
Gutman, Dan	<i>Running Out of Time</i>
Haddix, Margaret Peterson	<i>The People Could Fly: American Black Folktales</i>
Hamilton, Virginia	<i>Favorite Fairy Tales Told Around the World</i>
Haviland, Virginia	<i>The Dark Frigate</i>
Hawes, Charles Boardman	<i>"B" is for Betsy</i> (series)
Haywood, Carolyn	

Heide, Florence Parry	<i>The Day of Ahmed's Secret</i>
Henry, Marguerite	<i>Brightly of the Grand Canyon</i>
	<i>Justin Morgan had a Horse</i>
	<i>King of the Wind</i>
	<i>Misty of Chincoteague</i>
Hest, Amy	<i>When Jessie Came Across the Sea</i>
Hiaasen, Carl	<i>Hoot*</i>
	(*Fifth Grade Summer Reading List)
Hodges, Margaret	<i>The Little Humpbacked Horse</i>
Holm, Jennifer L.	<i>Our Only May Amelia</i>
Hunt, Irene	<i>Across Five Aprils</i>
Hurwitz, Johanna	<i>Hurray for Ali Baba Bernstein</i>
	<i>School's Out</i>
Janezko, Paul	<i>The Place My Words are Looking For</i>
Keith, Harold	<i>Rifles for Watie</i>
Keller, Beverly	<i>No Beasts! No Children!</i>
Kelly, Eric P.	<i>The Trumpeter of Krakow</i>
Kendall, Carol	<i>The Gammage Cup</i>
Kherdian, David	<i>The Road from Home: The Story of an Armenian Girl</i>
Kipling, Rudyard	<i>Just So Stories</i>
Kjelgaard, Jim	<i>Big Red</i>
Krumgold, Joseph	<i>...And Now Miguel</i>
	<i>Onion John</i>
Langton, Jane	<i>The Fledgling</i>
Latham, Jean Lee	<i>Carry On, Mr. Bowditch</i>
Law, Ingrid	<i>Savvy</i>
Lawson, Robert	<i>Rabbit Hill</i>
	<i>They Were Strong and Good</i>
Le Guin, Ursula K.	<i>The Tombs of Atuan</i>
L'Engle, Madeleine	<i>A Wrinkle in Time*</i>
	(*Fifth Grade Summer Reading List)
Lenski, Lois	<i>Strawberry Girl</i>
Lester, Julius (retold from Harris)	<i>The Last Tales of Uncle Remus</i>
Levine, Gail Carson	<i>Ella Enchanted</i>
	<i>Dave at Night</i>
Lew, Ingrid	<i>Savvy</i>
Lewis, Elizabeth Foreman	<i>Young Fu of the Upper Yangtze</i>
Lofting, Hugh	<i>The Story of Doctor Dolittle</i> (series)
Lowry, Lois	<i>Anastasia Krupnick</i> (series)
	<i>Number the Stars*</i>
	(*Fifth Grade Summer Reading List)
Macaulay, David	<i>Cathedral: The Story of its Construction</i>
	<i>Pyramid</i>
Mahy, Margaret	<i>The Five Sisters</i>
Martin, Bill	<i>Knots on a Counting Rope</i>
Mathis, Sharon Bell	<i>The Hundred Penny Box</i>

McKinley, Robin	<i>The Blue Sword</i>
Miles, Miska	<i>Annie and the Old One</i>
Moeri, Louise	<i>Star Mother's Youngest Child</i>
Montrésor, Beni	<i>The Witches of Venice</i>
Mora, Pat	<i>Tomas and the Library Lady</i>
Morrison, Lillian (ed.)	<i>At the Crack of the Bat</i>
Musgrove, Margaret	<i>Ashanti to Zulu: African Traditions</i>
Naylor, Phyllis Reynolds	<i>Alice in Rapture, Sort of Shiloh</i>
O'Brien, Robert C.	<i>Mrs. Frisby and the Rats of NIMH*</i> (*Fifth Grade Summer Reading List)
O'Dell, Scott	<i>The Black Pearl</i> <i>The King's Fifth</i> <i>Sing Down the Moon</i> <i>The Magic Tree House</i> (series) <i>Key to the Treasure</i> <i>Junie B. Jones</i> (series) <i>Single Shard*</i> (*Fifth Grade Summer Reading List)
Osborne, Mary Pope	<i>Bridge to Terabithia*</i> (*Fifth Grade Summer Reading List)
Parish, Peggy	<i>Hatchet*</i> (*Fifth Grade Summer Reading List)
Park, Barbara	<i>Mr. Tucket</i> <i>The Boy Who Owned the School</i> <i>A Year Down Yonder</i>
Park, Linda Sue	<i>Soup</i> <i>Bill Peet: An Autobiography</i>
Paterson, Katherine	<i>Clementine</i> <i>The Littles</i> <i>For Laughing Out Loud: Poems to Tickle Your Funny Bone</i> <i>Kids Pick the Funniest Poems</i>
Paulsen, Gary	<i>Aida</i> <i>Harry Potter</i> (series) <i>Esperanza Rising*</i> (*Fifth Grade Summer Reading List)
Peck, Richard	<i>Missing May</i> <i>Wayside School Gets a Little Stranger</i> <i>Wayside School is Falling Down</i>
Peck, Robert Newton	<i>The Talking Eggs: A Folktale from the American South</i> <i>The Horsecatcher</i>
Peet, Bill	<i>El Chino</i> <i>The Dear America</i> series
Pennypacker, Sara	<i>Time Warp Trio</i> (series) <i>The Cricket in Times Square</i>
Peterson, John	
Prelutsky, Jack (ed.)	
Price, Leontyne	
Rowling, J.K.	
Ryan, Pam Munoz	
Rylant, Cynthia	
Sachar, Louis	
San Souci, Robert D.	
Sandoz, Mari	
Say, Allen	
Scholastic Books	
Scieszka, Jon	
Selden, George	

Seredy, Kate	<i>The Good Master</i>
	<i>The Singing Tree</i>
Sidney, Margaret	<i>Five Little Peppers and How They Grew</i> (series)
Siebert, Diane	<i>Mojave</i>
	<i>Sierra</i>
Siegal, Aranka	<i>Upon the Head of the Goat: A Childhood in Hungary</i> <i>1939-1944</i>
Silverstein, Shel	<i>Falling Up: Poems and Drawings</i>
Singer, Isaac Bashevis	<i>Zlateh the Goat and Other Stories</i>
Snyder, Zilpha Keatley	<i>The Egypt Game*</i> (*Fifth Grade Summer Reading List)
	<i>Miracles on Maple Hill</i>
Sorensen, Virginia	<i>The Bronze Bow</i>
Speare, Elizabeth George	<i>Heidi</i>
Spyri, Johanna	<i>Journey Outside</i>
Steele, Mary Q.	<i>The Perilous Road</i>
Steele, William O.	<i>Abel's Island</i>
Steig, William	<i>Cat Walk</i>
Stolz, Mary	<i>The Noontday Friends</i>
	<i>The Moon Lady</i>
Tan, Amy	<i>Lad, a Dog</i>
Terhune, Albert P.	<i>Girls Think of Everything: Stories of Ingenious</i> <i>Inventions by Women</i>
Thimmesch, Catherine	<i>Mary Poppins</i>
	<i>Banner in the Sky</i>
Travers, P.L.	<i>Shredderman: Secret Identity</i>
Ullman, James Ramsey	<i>The Boxcar Children</i>
Van Draanen, Wendelin	<i>Stuart Little</i>
Warner, Gertrude Chandler	<i>Daniel Boone: Wilderness Scout</i>
White, E.B.	<i>Little House in the Big Woods</i> (series)
White, Stewart Edward	<i>A Visit to William Blake's Inn</i>
Wilder, Laura Ingalls	<i>Behind the Bedroom Wall</i>
Willard, Nancy	<i>Golem</i>
Williams, Laura E.	<i>Amos Fortune: Free Man</i>
Wisniewski, David	<i>Abraham Lincoln</i>
Yates, Elizabeth	<i>The Rainbow People</i>
<b>Yearling/Dell Biographies</b>	<i>Dragon's Gate</i>
Yep, Laurence	<i>Sky Dogs</i>
	<i>Letting Swift River Go</i>
Yolen, Jane	

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