

# The Cambridge School

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## SUMMER READING LIST

*Entering Pre-Kindergarten (Primary Class I)*

### Primary Class I Fiction List

*Incoming students to Primary Class I will delight in hearing these stories again and again. You may find these classic delights at your local library. The following constitute a core of stories for these grades. In Pre-kindergarten and Kindergarten, these stories are meant to be read-aloud books. Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. As children enter Kindergarten, they should be given opportunities to tell and write their own stories.*

### Stories

The Bremen Town Musicians (Brothers Grimm)  
Chicken Little (also known as “Henny-Penny”)  
Cinderella (Charles Perrault)  
Goldilocks and the Three Bears  
How Many Spots Does a Leopard Have? (African folk tale)  
King Midas and the Golden Touch  
The Legend of Jumping Mouse (Native American Legend)  
The Little Red Hen  
Little Red Riding Hood  
Momotaro: Peach Boy (Japanese folk tale)  
Snow White and the Seven Dwarfs  
The Three Billy Goats Gruff  
The Three Little Pigs  
A Tug of War (African folk tale)  
The Ugly Duckling (Hans Christian Anderson)  
*The Velveteen Rabbit*(Margery Williams)  
Selections from *Winnie-the-Pooh* (A. A. Milne)  
The Wolf and the Kids (Brothers Grimm)

In addition to these stories, the following fables are easy reads packed full of principles and values that can be discussed throughout the reading.

### Aesop’s Fables

The Lion and the Mouse  
The Grasshopper and the Ants  
The Dog and His Shadow  
The Hare and the Tortoise

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## SUMMER READING LIST

*Entering Kindergarten (Primary Class II)*

### Primary Class II Fiction List

*Incoming students to Primary Class II will delight in hearing these stories again and again. You may find these classic delights at your local library. While the following works make up a strong core of literature, the “content” of the language arts includes not only stories and fables, but also the well-practiced operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding skills.*

*Expose children to many more stories, including classic picture books and read-aloud books. Children should also be exposed to non-fiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.*

### Stories

The Boy at the Dike (folktale from Holland)  
The Frog Prince  
Hansel and Gretel  
Selections from *The House at Pooh Corner* (A. A. Milne)  
How Anansi God Stories from the Sky God (folktale from West Africa)  
It Could Always Be Worse (Yiddish folktale)  
Jack and the Beanstalk  
The Knee-High Man (African-American folktale)  
Medio Pollito (Hispanic folktale)  
The Pied Piper of Hamelin  
Pinocchio  
The Princess and the Pea  
Puss-in-Boots  
Rapunzel  
Rumpelstiltskin  
Sleeping Beauty  
*The Tale of Peter Rabbit* (Beatrix Potter)  
Tales of Br'er Rabbit  
Why the Owl Has Big Eyes (Native American legend)

### Aesop's Fables

The Boy Who Cried Wolf  
The Dog in the Manger  
The Wolf in Sheep's Clothing  
The Maid and the Milk Pail  
The Fox and the Grapes  
The Goose and the Golden Eggs

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## SUMMER READING LIST

*Entering First Grade (Grammar Class I)*

### Grammar Class I Fiction List

*Incoming students to Grammar Class I will delight in hearing these stories read to them. They are timeless classics, many of which have been turned into movies within the past decade. You may find these classic delights at your local library. The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children. We recommend that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.*

### Stories

Beauty and the Beast

The Blind Men and the Elephant (a fable from India)

*A Christmas Carol* (Charles Dickens)

*Charlotte's Web* (E.B. White)

Pancakes, Pancakes (Eric Carle)

The Rooster Who Set Out To See The World (Eric Carle And Others By Same Author)

The Very Busy Spider (Eric Carle)

The Very Hungry Caterpillar (Eric Carle)

The Gingerbread Boy (Paul Galdone)

The Little Red Hen (Paul Galdone)

One Morning In Maine (A.A. Milne)

Now We Are Six (A.A. Milne)

The Christopher Robin Storybook (A.A. Milne)

The House At Pooh Corner (A.A. Milne)

When We Were Very Young (A.A. Milne)

Stories That Never Grow Old (Watty Piper)

The Little Engine That Could (Watty Piper)

The Bumper Book (Watty Piper)

The Little Red Caboose (Marian Potter)

Stories That Never Grow Old (Watty Piper)

The Little Engine That Could (Watty Piper)

The Bumper Book (Watty Piper)

The Little Red Caboose (Marian Potter)

### Aesop's Fables

The Boy Who Cried Wolf

The Dog in the Manger

The Wolf in Sheep's Clothing

The Maid and the Milk Pail

The Fox and the Grapes

The Goose and the Golden Eggs

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## SUMMER READING LIST

*Entering Second Grade (Grammar Class II)*

### Grammar Class II Fiction List

*Incoming students to Grammar Class II will delight in hearing these stories read to them. They are timeless classics, many of which have been turned into movies within the past decade. You may find these classic delights at your local library. The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children. We recommend that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.*

*The titles below constitute a core of stories for this grade. Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.*

### Stories

Beauty and the Beast

The Blind Men and the Elephant (a fable from India)

*A Christmas Carol* (Charles Dickens)

*Charlotte's Web* (E.B. White)

The Emperor's New Clothes (Hans Christian Anderson)

The Fisherman and His Wife (Brothers Grimm)

How the Camel Got His Hump (a "Just-so" story by Rudyard Kipling)

The Magic Paintbrush (a Chinese folktale)

El Pajaro Cu (a Hispanic folktale)

Selections from *Peter Pan* (James M. Barrie)

Talk (a West African folktale)

The Tiger, the Brahman, and the Jackal (a folktale from India)

The Tongue-Cut Sparrow (a folktale from Japan)

### Mythology

*Read up on the following gods of Ancient Greece (and Rome)*

Zeus (Jupiter)

Ares (Mars)

Hera (Juno)

Hermes (Mercury)

Apollo (Apollo)

Athena (Minerva)

Artemis (Diana)

Hephaestus (Vulcan)

Poseidon (Neptune)

Dionysus (Bacchus)

Aphrodite (Venus)

Hades (Pluto)

Eros (Cupid)

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## SUMMER READING LIST

*Entering Third Grade (Grammar Class III)*

### Grammar Class III Fiction List

*Incoming students to Grammar Class III will delight in hearing these stories read to them. They are timeless classics, many of which have been turned into movies within the past decade. You may find these classic delights at your local library. The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children. We recommend that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.*

*The titles below constitute a core of stories for this grade. Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.*

### Stories

*Alice in Wonderland* (Lewis Carroll)

From *The Arabian Nights*: Aladdin and the Wonderful Lamp

Aladdin and the Wonderful Lamp

Ali Baba and the Forty Thieves

The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)

The Husband Who Was to Mind the House (a Norse/English folk tale, also known as “Gone is Gone”)

The Little Match Girl (Hans Christian Andersen)

The People Who Could Fly (an African-American folk tale)

Three Words of Wisdom (a folk tale from Mexico)

William Tell

Selections from *The Winds in the Willows*: “The River Bank” and “The Open Road” (Kenneth Grahame)

### Literary Terms

Biography and autobiography

Fiction and nonfiction

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## SUMMER READING LIST

*Entering Fourth Grade (Grammar Class IV)*

### Grammar Class IV Fiction List

*Incoming students to Grammar Class IV will delight in reading these stories. They are timeless classics, many of which have been turned into movies within the past decade. You will find these classic delights at your local library. The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children. We recommend that you provide a mixture of texts. Regular practice in reading aloud and independent silent reading should continue. Children should read outside of school at least 20 minutes daily.*

*The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below, such as Gulliver's Travel, Robinson Crusoe, and the stories by Washington Irving are available in editions adapted for young readers.*

### Stories

The Fire on the Mountain (an Ethiopian folktale)

From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)

*The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving)

The Magic Brocade (a Chinese folktale)

*Pollyanna* (Eleanor Porter)

*Robinson Crusoe* (Daniel Defoe)

Robin Hood

St. George and the Dragon

*Treasure Island* (Robert Louis Stevenson)

### Key Literary Terms

Novel

Plot

Setting

**All students must read Robin Hood and then select three (3) other books from this list.**

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## SUMMER READING LIST

*Entering Fifth Grade (Grammar Class V)*

### Grammar Class V Fiction List

*Incoming students to Grammar Class V should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Students should read outside of school at least 25 minutes daily.*

*The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below, such as Don Quixote, Narrative of the Life of Frederick Douglass, or A Midsummer Night's Dream are available in editions adapted for young readers.*

### Stories

*The Adventures of Tom Sawyer* (Mark Twain)

Episodes from *Don Quixote* (Miguel de Cervantes)

*Little Women* (Part First) (Louisa May Alcott)

*Narrative of the Life of Frederick Douglass* (Frederick Douglass)

*The Secret Garden* (Frances Hodgson Burnett)

Tales of Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)

The Chronicles of Narnia (C.S. Lewis)

    The Lion, The Witch And The Wardrobe

    Prince Caspian

    The Voyage of The Dawn Treader

    The Silver Chair

    The Horse And His Boy

    The Magician's Nephew

    The Last Battle

Up From Slavery (Booker T. Washington)

Summer of The Monkeys (Wilson Rawls)

The Black Stallion (Walter Farley)

The Door in The Wall (Marguerite De Angeli)

The Lion in The Box (Marguerite De Angeli)

### Literary Terms

Pen name (pseudonym)

Literal and figurative language

    Imagery

    Metaphor and simile

    Symbol

    Personification

**All students must read Summer of the Monkeys and then select three (3) other books from this list.**