



The goal of our **Summer Program** is to help students retain the material they have learned this school year and make a smooth transition into classes in the fall. It also prepares new students to succeed in the classroom. Much can be gained *or* lost over 12 weeks.

### **Rising Junior Kindergarten and Kindergarten Students --**

***Fine Motor Development***—Strengthening hand muscles is important for fine motor skills used in writing and cutting. Activities to strengthen hand muscles include kneading play dough, stringing beads, pushing sand, lacing, using tongs, and exercising pincer grip by playing with Legos, small cars, doll clothes, etc.

***Reading Readiness***—Cultivate reading readiness by enjoying quality children’s literature with your child.

***Social and Emotional Development***—The classroom setting requires students to be able to function successfully as a part of a group. Students should be able to verbally interact with others, exhibit self-control, recognize authority, listen and follow basic instructions, and get along and play with other children.

### **Rising First Grade Students --**

***Reading...*** The summer after kindergarten is **the most critical time** for students to continue working because they have just begun to read and need constant practice. There is no milestone in the education of a child that is larger than the leap from a non-reader to a reader. Students have worked *all year* to reach the reading level they have thus far attained. Getting no practice reading all summer will halt this advancement. In fact, studies have shown that there can actually be *regression* due to the lack of practice in skills newly acquired. This is true for all subjects. But it is especially true for new readers.

To avoid stagnation and regression in reading, we ask that you use the *100 Days of Summer Reading* to afford quality reading time together and promote the development of habits that will serve your student for a lifetime. Guidelines for how to use this resource are included in the front cover. Each story in *Soft and White* and *Scamp and Tramp* etc. counts as one entry as well as the *Primary Phonics Readers*. The main goal is the reading practice, so choose any story books your student enjoys.

***Arithmetic...*** We also encourage a daily review of math flash cards and to use a variety of the supplemental math worksheets from Rod and Staff *at least* three times weekly. The goal is to solidify mastery.

### **Rising Second Grade Students--**

***Reading...*** To avoid stagnation and regression in reading, we ask that you use the *100 Days of Summer Reading* to afford quality reading time together and promote the development of habits that will serve your student for a lifetime. With just 15-20 minutes spent reading each day of summer vacation, students will begin to see reading as a pleasure of great worth. Guidelines for how to use this resource are included in the front cover as well as a link to a suggested book list.

***Writing...*** The goal of *Summer Cursive* is to solidify the cursive students learned in *New American Cursive I* so that they smoothly transition to *New American Cursive II* in the fall. *Summer Cursive* is arranged in lessons to be completed **three times a week** during the summer. Remember your **3-P's: Posture, Pencil Grip, and Paper Position** and your **3-S's: Slant, Size, and Spacing**. \*Students should turn in their completed *Summer Cursive* book to their Second Grade Teacher in the fall.\*

***Arithmetic...*** We also encourage a daily review of math flash cards and to use a variety of the supplemental math worksheets from Rod and Staff *at least* three times weekly. The goal is to solidify mastery.

## SUPPLEMENTAL READING FOR GRAMMAR AND UPPER SCHOOL –

Students should be reading for learning and leisure throughout the summer. The books we recommend for supplemental reading are in three categories: (1) classics (2) light reading (3) informational reading. Category 3 is coordinated with the curriculum when possible. For each grade, books suggested are suitable for the summer before that grade, during the school year, and the summer after that grade. Books from higher or lower grades may also be good choices for your student, depending on his or her reading level and interest. One caveat -- students can become lazy and resist reading books above their comfort level. It is important to include books in their pleasure reading that are somewhat challenging, books that you may occasionally have to help them push through, or even read aloud together. The goal is to continuously raise the reading level of your students. Aim for 15-30 minutes of daily reading throughout the summer using the Supplemental Reading List.

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### Rising Third Grade Students --

**Cursive...** Students and teachers in third grade will exclusively use cursive writing. If you have not learned cursive writing, we encourage you to purchase *New American Cursive 2 (Scripture)* or *Summer Cursive* and complete it over the summer. If you have already completed this as a part of the MP Second Grade Curriculum, use the *Cursive Practice Sheets* included in the Core Package for practice or consider purchasing the *New American Cursive 2 Famous Quotations and Manners*.

**Classical Studies...** We recommend listening to *D'Aulaires Greek Myths* on audio or reading it aloud to your child.

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### Rising Grammar School Students (4<sup>th</sup> – 6<sup>th</sup> Grades) --

**Latin...** Success in a cumulative subject, like Latin, requires constant review. Most students forget quite a bit over the summer, so it is important to review Latin over the summer. Review **Flash Cards** (*Latin to English and English to Latin*), **Grammar Forms**, and **Latin Sayings**. Fifteen minutes per day is sufficient, but more time may be necessary.

**Cursive...** Students and teachers in Grammar School will exclusively use cursive writing. Practice Cursive using the *Copybook Cursive Book III* (3<sup>rd</sup> and 4<sup>th</sup>) and *Copybook Cursive Book IV* (5<sup>th</sup> and 6<sup>th</sup>). New to Cursive? Consider *Summer Cursive*.

**Classical Studies...** Students should read the following selections in preparation for their fall courses:

- **Rising 4<sup>th</sup> Grade:** *Story of the World Volume 1: Ancient Times* by Susan Wise Bauer
  - **Rising 5<sup>th</sup> Grade:** *Story of the World Volume 2: The Middle Ages* by Susan Wise Bauer
  - **Rising 6<sup>th</sup> Grade:** *Story of the World Volume 3: The Early Modern Times* by Susan Wise Bauer
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### Rising Upper School Students (7<sup>th</sup>-8<sup>th</sup> Grade and High School) --

**Latin...** Success in a cumulative subject, like Latin, requires constant review. Most students forget quite a bit over the summer, so it is important to review Latin over the summer. Review **Flash Cards** (*Latin to English and English to Latin*), **Grammar Forms**, and **Latin Sayings**. Fifteen minutes per day is sufficient, but more time may be necessary.

**Cursive...** Students and teachers in Upper School will exclusively use cursive writing. Practice Cursive this summer using the *Latin Cursive Copybook: Hymns and Prayers* or “*Teach Yourself Cursive*” if you are new to Cursive Penmanship.

**Classical Studies...** Students should read the following selections in preparation for their fall courses:

- **Rising 7<sup>th</sup> Grade:** *The Adventures of Odysseus & The Tale of Troy* by Padraic Colum
- **Rising 8<sup>th</sup> Grade:** *The Aeneid for Boys & Girls* by Alfred J. Church
- **Rising High School:** Read or re-read prior selections from MP Classical Studies that you have not read.