

INCOMING 5TH GRADERS

## Summer Reading!

What better way to increase brain power and maintain skills over the summer than reading a few great books! Students are assigned a book list and literacy activities.

Then when you return in September, bring your assignments to your new teacher and you will earn your first three "A's" of the new school year!

Your new teachers are excited to have this opportunity to see your ideas and get to know you a little better the first week of school.



\*Visit our website @ [dces.info](http://dces.info) for suggested book lists for each grade level



## 5<sup>th</sup> Grade Summer Reading

Over the summer vacation each student is required to read three books and complete an activity for each book. Your child may choose a book from the suggested reading list or a book of their choice. Students will turn in their projects when we return to school in August. Enjoy your summer. I am looking forward to seeing you and your wonderful reading projects in the fall!

### Reading Activity Choices

- Story Map 1 or 2
- Book report
- A Character Analysis
- 3D Character Mobile
- Diorama showing you favorite scene, also include on the sides: book title, author, summary, and one connection you made (text to self, text to text, text to world, etc.)

Have Fun!!! READ, READ and READ SOME MORE!!!!!!

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Have fun on line too!!!

- ▶ [www.studyzone.org](http://www.studyzone.org)
- ▶ [www.globalclassroom.org](http://www.globalclassroom.org)
- ▶ [www.internet4classrooms.com](http://www.internet4classrooms.com)
- ▶ [www.jumpstart.com/free-online-game](http://www.jumpstart.com/free-online-game)
- ▶ [www.aplusgamer.com](http://www.aplusgamer.com)
- ▶ [www.Readwritethink.org](http://www.Readwritethink.org)



For Incoming 5th Grade Summer Reading List

**These are just suggestions. Please read what interests you and is at your reading level. Use your Lexile score to help you determine what your reading level.**

Yates, Elizabeth. Amos Fortune Free Man

Lynda Mullaly Hunt , A Fish in a Tree

DiCamillo, Kate. Because of Winn Dixie

Lauren Tarshire, I Survived Series

Morgan, Clay. The Boy Who Spoke Dog

Brink, Carol R. Caddis Woodlawn

San Souci, Robert D. Dare to Be Scared

Cleary, Beverly. Dear Mr. Henshaw

Mys, Ailpha Keatley Snyder. The Egypt Game

Levine, Gail Carson. Ella Enchanted

Cooper, Susan. The Grey King

Lord, Bette Bao. In the Year of the Boar and Jackie Robinson

Forbes, Ester. Johnny Tremain

George, Jean Craighead. Julie of the Wolves

Lauber, Patricia. Lost Star: The Story of Amelia Earhart

Patterson, Katherine. Lyddie

Birdsall, Jeane. The Penderwicks

Holm, Jennifer L. Penny From Heaven

Speare, Elizabeth George. The Sign of the Beaver

Konigsbury, E.L. The View from Saturday

Clements, Andrew. Extra Credit

Spinelli, Jerry. Loser

Lupica, Mike. Heat

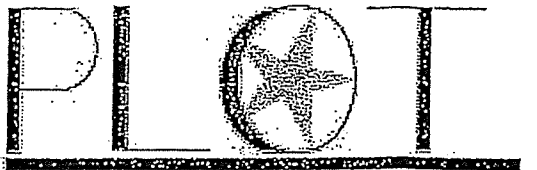
Riordan, Rick. Percy Jackson series

Curtis, Christopher Paul. The Mighty Miss Malone

Riordan Rick, Kane Chronicles

Kathryn Erskine, Mockingbird

Chris Grabenstein, Escape from Mr.Lemoncello's Library



# Story's Title



What is the story about?

## COMPLEXITY

The most suspenseful moment

MOOD  
PERIOD

SETTING

CHARACTERS

LESSONS

Rising Action  
What events make the conflict worse?

Falling Action  
How do they start to fix the conflict?

## COMPLEXITY

What is the main problem?

Characters (what's their goal?)

Setting (where/when?)

PROBLEM

SETTING

How is the main conflict resolved?

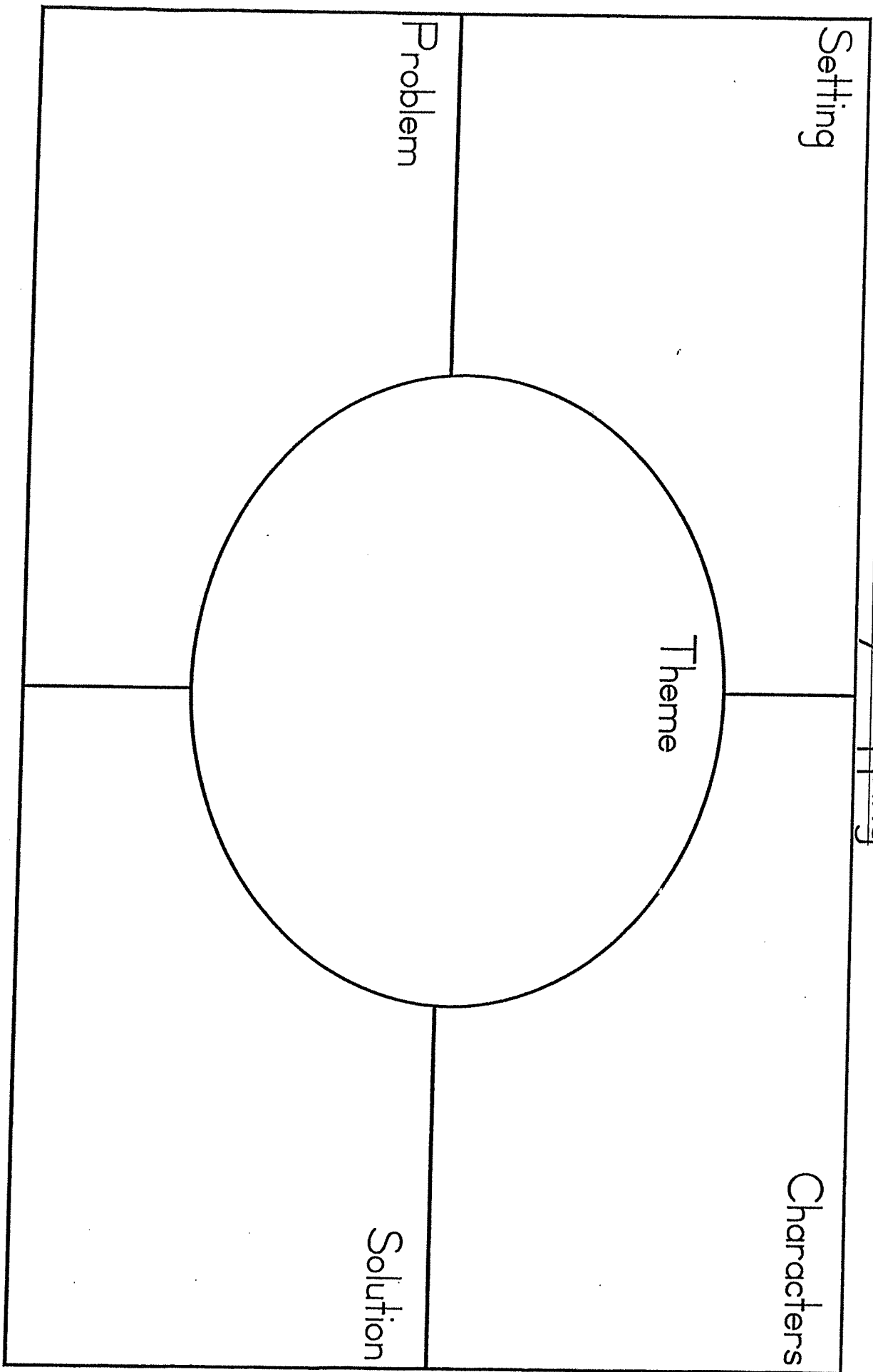
SOLUTION

LESSONS

SETTING

Name: \_\_\_\_\_

# Story Mapping



5<sup>th</sup> Grade Summer Reading  
Book Report - Outline Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

I. Main Characters (List characters and two details about each one)

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

II. Setting and Time Period (List 3 details about the setting or time period the story is set in.)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

III. The Plot: A Timeline (List 5 big events from the story in order that they happened.)

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

IV. Best Parts of the Book

A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V. Criticism of the Book (one positive, one negative)

A. \_\_\_\_\_  
\_\_\_\_\_

B. \_\_\_\_\_  
\_\_\_\_\_

VI. Recommendation (Would you suggest this book to another reader? Explain why or why not.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Life-Size Character Analysis

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SECTION \_\_\_\_\_

CHARACTER'S NAME \_\_\_\_\_

**Character's Voice**  
What the character says:

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**Character's Voice**  
What the words show:

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**Character's Deeds**  
What the character does:

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**Character's Deeds**  
What the actions show:

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**Character's Thoughts and Feelings**  
What the character thinks and feels:

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**Character's Thoughts and Feelings**  
What the thoughts and feelings show:

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**Character's Looks**

Hair color: \_\_\_\_\_ Eye color: \_\_\_\_\_

Age: \_\_\_\_\_ Height: \_\_\_\_\_

Distinguishing features: \_\_\_\_\_

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**The Character and Me**

Similarities: \_\_\_\_\_

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Differences: \_\_\_\_\_

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# 3-D CHARACTER MOBILE

**Materials:** four 9" x 9" pieces of white paper; two 9" x 12" sheets of white construction paper, scissors, glue, markers or crayons, tape, string

**Directions:**

1. Fold a 9" x 9" piece of paper diagonally two times as shown (see Figure 1).
2. Open and cut along one fold line, stopping at the center (see Figure 2).
3. Repeat Steps 1 and 2 with the other three 9" x 9" sheets.
4. Select four characters from *Soup*, such as Rob, Soup, Miss Kelly, and Mr. Diskin. Write each character's name on one of the 9" x 9" pieces of paper as shown (see Figure 3).
5. In the top left triangle of each square, write three words that describe that character. In the top right triangle of each square, draw and color two or three symbols that represent that character (see Figure 3).
6. Overlap the two bottom triangles of each square, and secure them with glue or tape as shown (see Figures 4 and 5).
7. Use crayons or markers and scissors to create and cut out a construction-paper stand-up figure for each character (see Figure 5).
8. Tape or glue the bottom of each figure so that it is standing upright on the section containing the character's name (see Figure 5).
9. Glue the backs of the scenes together, creating a pyramid as shown (see Figure 6).
10. Tape a length of string to the top of your pyramid for hanging.

Fig. 1

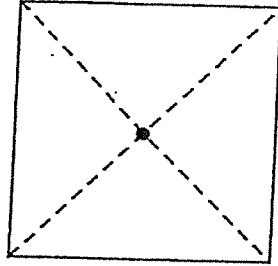


Fig. 2

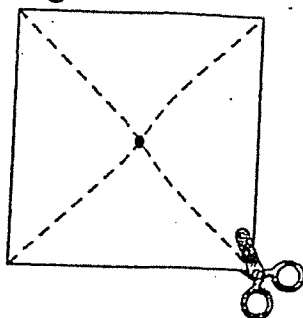


Fig. 3

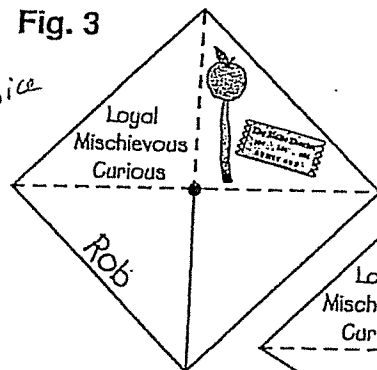


Fig. 4

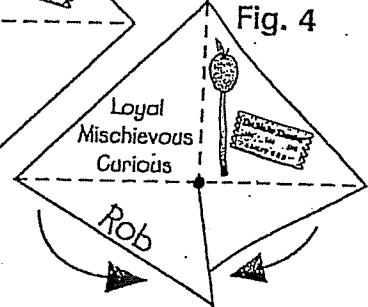


Fig. 5

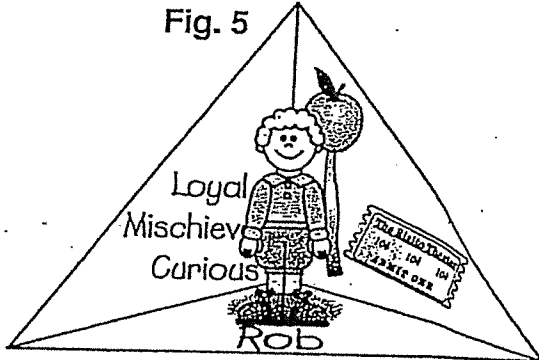
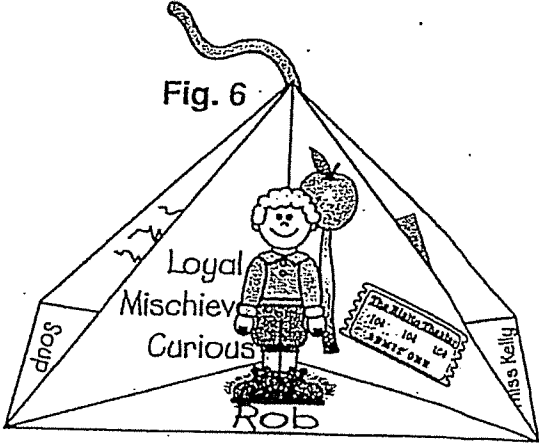


Fig. 6



**Figure 2**  
**The Story Face strategy**

