

Entering 5th Grade Summer Reading Packet

Dear Students and Parents/Guardians:

I hope everyone has an exciting summer planned! Before your students get to make that big jump up to the third floor, they have some summer work to complete.

The summer reading assignments include:

1. Reading a novel of your choice from the following options:
 - a. Holes by Louis Sachar
 - b. Hatchet by Gary Paulsen
 - c. Flora and Ulysses by Kate DiCamillo
 - d. Tales of Despereaux by Kate DiCamillo
2. Completing a Book in the Box (instructions attached on the next page).
3. Reading and completing the four comprehension stories and questions attached.
4. Completing a quiz on the book you choose when you return to school in September.

Please do not wait until the last minute to start this assignment. If you do a little bit each day, you will be able to complete this assignment in a timely manner and still have a fun-filled summer.

Everything will be due by Friday, September 9, 2022.

Enjoy your summer break!

Sincerely,
Mrs. Q

Book in a Box

The Project

Decorate a box to represent the book and fill it with objects that represent different parts of the book.



The Details

- You can use a shoebox, oatmeal canister, coffee can or other similarly sized container for this project.
- Decorate your box to go with the book. You can draw pictures yourself or use pictures from magazines or the internet. Be sure to include the title and author of the book on the box as well as your name.
- Find at least 8 different objects. You can use pictures if the object you want to use is too big to fit inside your box.
- For each object, make a note card that includes the name of the object at the top and a paragraph about how the object is and important part of the book.

Tips for Success

- ✓ As you read the book, keep a list of ideas for objects that you might want to use for this project.
- ✓ If you use pictures, glue them onto cardboard backings to make them more durable and appealing.
- ✓ Try to find at least one object for each chapter of the book.

Name _____ Due Date _____

Title of Book _____

Name _____

Book Project Notes

Use this form to keep track of important ideas, thoughts, questions, and words while you read the book. If you fold it in half and in half again, it makes a handy bookmark. That way you will always have your notes nearby.

Title _____

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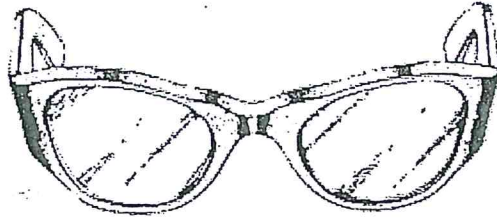
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The Magic Glasses

by Rebecca White



Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. Maybe she was born with glasses!

Violet couldn't see things that were far away from her, but she also had trouble reading. Her eyesight was very poor.

Sometimes, while she was doing her homework in study hall, her glasses would slide down to the tip of her nose. Once, they even fell off her face and landed on the floor.

"Violet, what's going on?" her teacher, Mrs. Shellsworth, asked when she saw Violet crawling on the floor once with her hands stretched out.

"I can't find my glasses," replied Violet, shyly. The rest of the students looked up from their books and started to laugh.

When Violet found the brown specs behind her desk, she quickly put them back onto her face. But they wouldn't stay on; they were broken.

Not wanting to draw any more attention to herself, Violet held her glasses onto her face with her index finger and pretended to read.

That night, she told her mother what had happened.

"We're going to have to get you new glasses," she said, sternly. Violet's mother was a doctor, and she worked long hours. When she came home, she was often too tired to do much of anything other than watch television with Violet. Her father didn't live with her. He'd moved out of the house when Violet was just a little girl. She visited her father on weekends, though. He lived in a nearby town and always took her to baseball games in the summer.

But it wasn't summer yet. Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses.

Violet hated her glasses.

The day after her glasses had fallen to the floor, Violet's mother took her to the eye doctor. They did all sorts of tests to see whether she needed a new prescription. After the tests, which showed that her eyes had gotten worse since the last time she'd been there, it was time to pick out new glasses frames.

Violet looked at the shiny glass case that was almost as tall as she was. There were boring brown frames and simple black frames. But there were also some pink and blue frames, and even some sparkly yellow frames.

"Mom, can I get those?" Violet said, pointing to the sparkly yellow frames.

"No, you cannot. Those glasses are not appropriate for school," said her mother tersely.

"But..." said Violet.

"No 'buts.' You will get these frames right here," said her mother, pointing to some round gray glasses that Violet hadn't even noticed.

Violet was sad, but there was no use arguing with her mother. She was stuck with the gray frames.

Still, Violet wasn't about to put them on right away. She decided to pout, instead, all the way home.

The next day was a Saturday. It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies.

"You all ready, Bug?" her dad asked, when he came to pick her up. He always called her Bug. "Where are your glasses?" he asked, when he saw her squinting up at him.

"I got new ones," said Violet. Worried that her father wouldn't like them, she'd put them in her backpack and was going to wear them in the dark theater where she knew no one could see them.

"Well, where are they?" he said.

Violet, not wanting to cause a scene, reached into her bag and put the round gray frames onto her face. She didn't like them and was hoping maybe she could convince her dad to buy her

new ones.

On the way to the movie theater, she noticed something very strange while peering through her new glasses. Way in the distance, a small bird was smiling at her. Flapping its wings and smiling.

That can't be right, she thought. Then she looked around and noticed that other birds were making faces as well. A pigeon in a tree almost a mile away looked as if it had smelled something strange; its beak was twisted to the side as if in disgust. Then, on the sidewalk near a park they were approaching, she could see a squirrel sneeze, rub its nose, then move its lips as if to say, "Excuse me!"

Immediately, she pulled the glasses off of her face, in shock.

"What's wrong?" asked her father.

But Violet didn't want to say what she had seen. Were animals supposed to be so animated? Were these magical glasses?

She didn't know, but one thing was for sure: she'd never seen such things before in her life, and she wanted to see more.

Slowly, she put the glasses back on. They were almost at the movie theater, so she made sure to look at as many trees as possible in search of more squirrels, more birds, and more little creatures.

Pushing her face up against the car window to her right, she started to stare intently and noticed a man walking his dog. The man was walking slowly, playing with his cell phone while his white poodle was pulling hard on its leash. Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head.

"Hurry up!" she said loudly, as her car went by the man with the cell phone. "Your dog is getting bored!"

"Excuse me?" said her father. "Who are you yelling at?"

"Oh, nothing," said Violet. Her new glasses were her little secret, for now. And she couldn't wait to explore the world through a new set of eyes!

Name: _____ Date: _____

1. Violet visits the eye doctor after her glasses break. What happens when she visits the eye doctor?

- A. She refuses to do eye tests.
- B. She breaks her new pair of glasses.
- C. The doctor gives her medicine for her eyes.
- D. She gets a new pair of glasses.

2. When in the story does Violet want to wear her glasses?

- A. at the beginning of the story
- B. in the middle of the story
- C. at the end of the story
- D. at the beginning and the end of the story

3. Violet hated her old glasses.

What sentence from the story provides a clue about why Violet feels this way?

- A. "Violet couldn't see things that were far away from her, but she also had trouble reading."
- B. "Violet still had three months left of school, and that meant three more months of being made fun of because of her silly loose glasses."
- C. "It was raining hard, and Violet wouldn't have gone outside if her father weren't coming to take her to the movies."
- D. "Violet started to focus on the poodle, and she could have sworn she saw the pet roll its eyes and shake its head."

4. How does Violet feel about her glasses at the end of the story?

- A. angry
- B. excited
- C. upset
- D. sad

5. What is this story mainly about?

- A. a girl whose feelings about wearing glasses change after she gets a new pair that lets her see facial expressions on animals
- B. a girl who goes on a trip to the eye doctor with her mother and gets upset when she is not allowed to choose new glasses with sparkly yellow frames
- C. a pair of glasses that slide down to the tip of a girl's nose and finally break after falling off her face
- D. a pair of glasses that a girl has to hold against her face after she finds them lying broken on the floor behind her desk

6. Read the following sentences: "Violet had always worn glasses, for as long as she could remember. Being ten years old, it was possible she'd been wearing them for ten years. **Maybe she was born with glasses!**"

Why does the author write, "**Maybe she was born with glasses!**"

- A. The author is making a joke to show readers how long Violet feels like she has been wearing glasses.
 - B. The author is describing what Violet felt like on the day that she was born to show readers how unhappy she is.
 - C. The author is including a detail to help readers understand what it would be like to have the name "Violet."
 - D. The author is providing a summary of all the events in the story to help readers keep track of them.
7. Choose the answer that best completes the sentence below.

Violet puts on her new glasses _____ her dad asks where they are.

- A. after
 - B. although
 - C. before
 - D. like
8. What is the first strange thing Violet notices after she puts on her new glasses?
9. At the end of the story, Violet cannot wait to explore the world through a new set of eyes. What does the author mean by "a new set of eyes"?
10. Why is Violet excited to explore the world through a new set of eyes?

A Family Reunion

In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

Orca Facts

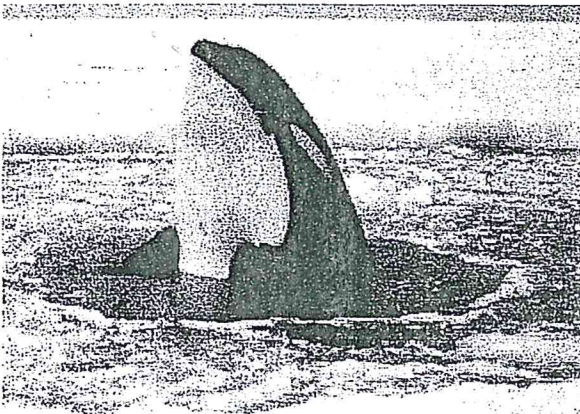
- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are not whales. They are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.

As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.

Like Peas in a Pod



NOAA

Orca

After Springer had recovered, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three

cousins are part of the pod. Springer's family reunion seemed to be a happy one.

Name: _____ Date: _____

1. Why did the scientists travel 400 miles with Springer before releasing her back into the ocean?

- A. they wanted to go a long distance with their jet-powered boat
- B. they wanted to take her to a pod of orcas from her family
- C. they wanted to track her with a radio transmitter
- D. they thought it would be better to take her to Canada

2. Which of the following events occurred **last** in the passage?

- A. scientists helped Springer by treating her skin rash
- B. scientists decided to return Springer to the ocean
- C. scientists figured out that Springer had no mother
- D. scientists saw Springer swimming with her family

3. What word would the author probably use to describe Springer's personality?

- A. sickly
- B. friendly
- C. sad
- D. dangerous

4. Read the following sentences and answer the question below:

"The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned."

What does the word **lone** mean?

- A. having fun
- B. needing money
- C. swimming very slowly
- D. being the only one

5. What would be another good title for this passage?

- A. Saving Springer
- B. Peas in a Pod
- C. Dolphins vs. Whales
- D. Puget Sound in Washington State

6. Why did the scientists attach a radio transmitter to Springer before they released her into the ocean?

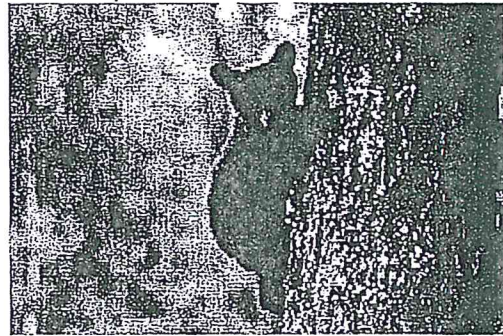
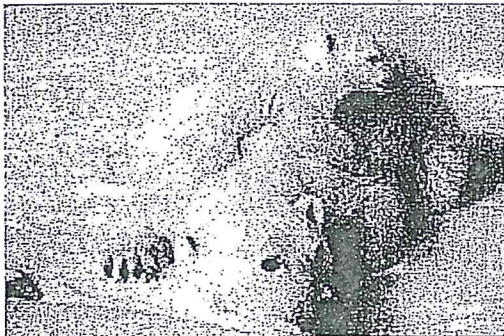
7. Discuss two ways that the scientists helped Springer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Scientists decided to capture Springer _____ Springer had a skin rash that they wanted to treat.

- A. so
- B. after
- C. but
- D. because

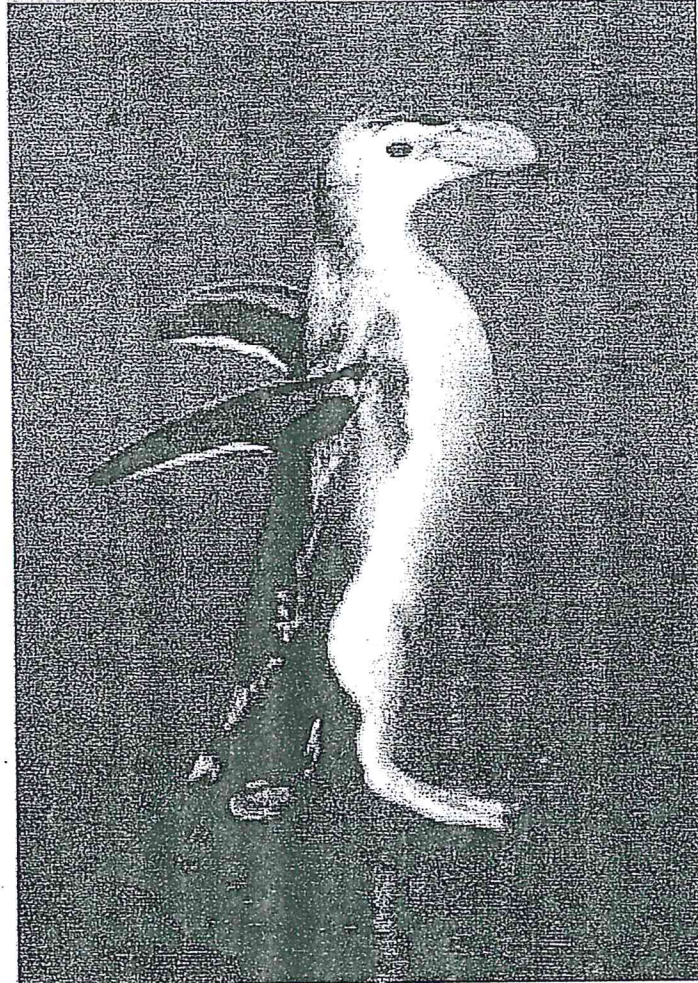
9. Select the following image that most closely demonstrates an orphaned bear.



10. If a child has a mother but the father has died, is it orphaned? Why or why not?

Penguins: Up Close and Personal

by ReadWorks



A penguin is a type of bird that lives in water and on land. The black-and-white appearance of penguins is known as countershading, which is a form of camouflage that helps keep them safe in the water. Wild penguins are found only in the Southern Hemisphere. Most live within the polar region in very cold climates around Antarctica; however, some species of penguins live in warmer climates in South Africa, New Zealand, and some countries in South America. While there are over 17 different types of penguins, this passage will focus on only three: the emperor penguin, the king penguin, and the little blue penguin.

The biggest of all penguins, the emperor penguin, is almost three-and-a-half feet tall—that is almost as tall as the average first grader! And they can weigh up to 88 pounds. Incredibly, emperor penguins breed on the ice in Antarctica during winter. They face temperatures of -22

degrees Fahrenheit and below. After the female lays an egg, the male keeps the egg warm and protects it for a period of two months-during which time he doesn't eat at all! The female makes a hunting trip for those two months, sometimes traveling up to 50 miles to reach the ocean. When she returns, she regurgitates food for the chick, and then the male goes and finds food for himself. In the wild, emperor penguins live 15 to 20 years. Also, they have the deepest dive of all birds: up to 1,850 feet!

The second-largest penguin is called the king penguin. A king penguin can weigh up to 30 pounds. During breeding, like the emperor penguin, a king penguin keeps its egg warm on its feet under a pouch of loose skin. However, king penguins tend to live in slightly warmer climates than emperor penguins; they choose beaches without snow or ice to lay their eggs. The king penguin has a very distinctive coloring, with orange highlights on its head, beak, neck, and upper breast.

A third type of penguin is called the little blue penguin, also known as the fairy penguin. These penguins get their name from both their small size and the color of their feathers, which are a light blue instead of black and white like many other types of penguins. Little blue penguins are the smallest of all penguin types, only growing up to a little over one foot tall. They weigh only two or three pounds! They like to live on sandy or rocky beaches, and they can only be found in Australia and New Zealand. They face threats from natural predators such as seagulls, seals, and sharks, and also from introduced predators such as cats, dogs, and foxes. Unlike emperor penguins and king penguins, little blue penguins build nests for their eggs. And while emperor penguin parents take two-month-long shifts protecting their young, little blue penguins take turns more often, switching every few days. Their eggs hatch after only 36 days, and their average lifespan is 6.5 years.

Penguins have evolved so that they can spend time both in water and on land-although they are much more graceful in the water than they are on land! (Look at how they waddle awkwardly on land and how they glide smoothly through the water.) While penguins cannot fly, they do have small wings called flippers that help them swim underwater. An interesting fact about penguins is that they can remain underwater for as long as 20 minutes at a time before coming up for air. They also get their food from the seas. Small fish and squid make up the bulk of their average diet. Penguins seem to have mastered the art of hunting-they catch their prey with their beaks and swallow them whole! Some penguins spend much of their lives in water, only coming to land to mate and rear their chicks.

Name: _____ Date: _____

1. Which penguin is the largest?
 - A. the king penguin
 - B. the emperor penguin
 - C. the rockhopper penguin
 - D. the little blue penguin

2. What does the author describe in the passage?
 - A. types of penguins and their habitats
 - B. why most penguins are found in Antarctica
 - C. the reason why penguins cannot fly
 - D. how to protect penguins from extinction

3. Not all penguins are black and white. What evidence from the passage supports this conclusion?
 - A. Countershading keeps penguins safe in water.
 - B. Little blue penguins are the smallest type of penguin.
 - C. Little blue penguins have blue feathers.
 - D. Penguins mostly eat small fish and squid.

4. Which of the following conclusions about penguin habitats is supported by the passage?
 - A. Penguins live only in Antarctica.
 - B. Penguins cannot live in warm climates.
 - C. Penguins live only in the Northern Hemisphere.
 - D. Penguins can live in warm and cold climates.

5. What is this passage mostly about?
 - A. facts about penguins
 - B. how penguins evolved
 - C. what penguins eat
 - D. where penguins live

6. Read the following sentences from the paragraph about king penguins.

"The second-largest penguin is called the king penguin. A king penguin can weigh up to 30 pounds. During breeding, like the emperor penguin, a king penguin keeps its egg warm on its feet under a pouch of loose skin. However, king penguins tend to live in slightly warmer climates than emperor penguins; they choose beaches without snow or ice to lay their eggs."

Why might the author mention emperor penguins in this paragraph about king penguins?

- A. to distract the reader from the important information
- B. to hint that the emperor penguin is better than the king penguin
- C. to show how these two kinds of penguins are alike and different
- D. to indicate that emperor penguins and king penguins are the same

7. Choose the answer that best completes the sentence below.

_____ penguins have small wings called flippers, they cannot fly.

- A. Especially
- B. Therefore
- C. After
- D. Although

8. Emperor penguins breed in colder climates than king penguins. What evidence from the passage supports this statement?

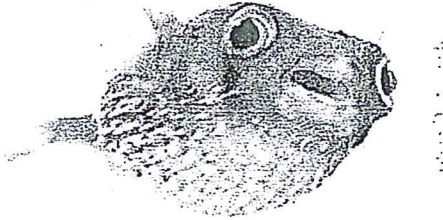
9. According to the passage, what do little blue penguins build that emperor penguins and king penguins do not?

10. Compare and contrast two of the penguins described in the passage. Use information from the passage to support your answer.

Who Wants a Spiny Snack?

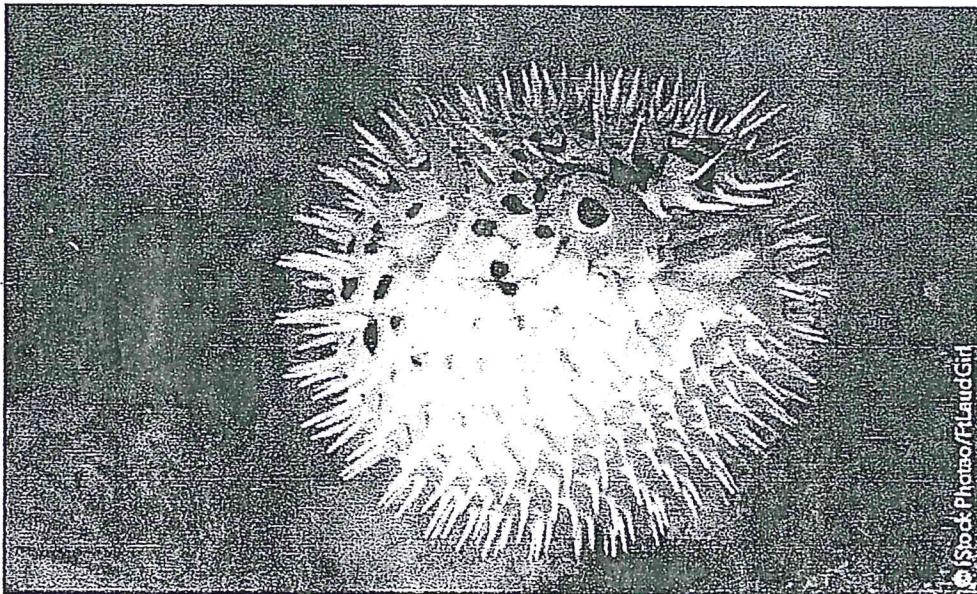
This article is provided courtesy of the American Museum of Natural History.

Not many animals! How the spiny puffer stays safe in the ocean

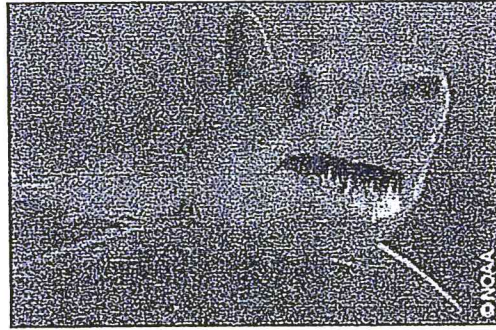


A shark glides through the warm water, searching for its next meal. It spots an ordinary brown fish swimming slowly in the clear waters ahead.

But as the shark approaches, PUFF-PUFF-PUFF! The fish puffs out into a round, spiny ball. The startled shark swims away. The pufferfish is safe for now - at least until the next shark or big fish swims by.

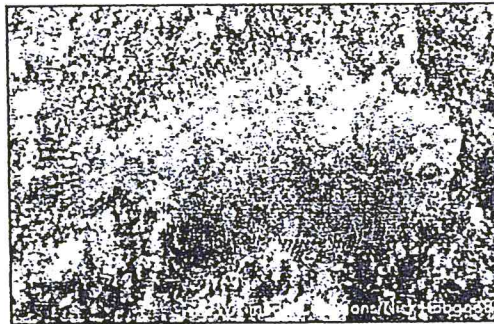


The ocean can be a dangerous place for small fish like the puffer. Its waters are full of predators like sharks, squid, and bigger fish that eat small fish. But pufferfish have adaptations that protect them from predators.



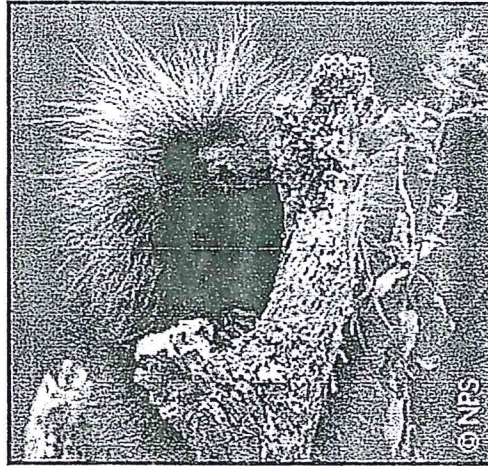
All animals have adaptations to stay alive. An adaptation is a body part or behavior that helps an animal live in its environment. Predators have adaptations that help them hunt. A shark's powerful, torpedo-shaped tailfin and sharp teeth are two adaptations.

Other animals have adaptations that provide protection from predators. These animals may be fast enough to escape predators. Or they might use camouflage, special patterns or colors that help them hide in their environment.



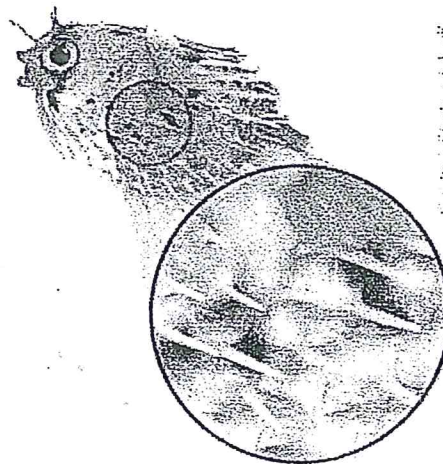
Can you find the flounder?

But some animals don't run or hide. They have bodies that are hard to eat. Just picture the sharp spines of a porcupine, hedgehog, or sea urchin. Few predators are large or tough enough to make a meal of those animals!



Porcupines have long sharp spines that protect them.

Some toads and snakes have their own way to discourage predators. They puff themselves up to look larger. The bigger an animal, the harder it is to catch and eat. Pufferfish combine both of these adaptations. They puff up AND they have long, sharp spines.

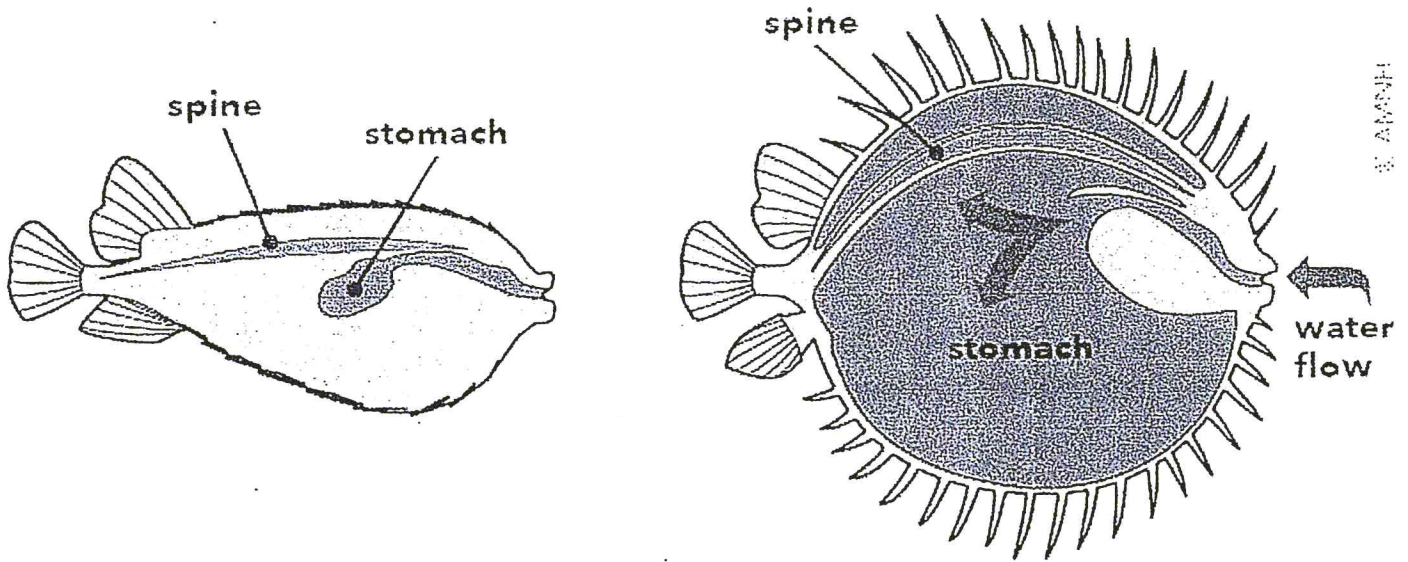


A pufferfish's skin is hard and covered with sharp spines.

Swimming along, a pufferfish looks like any other fish. But when it is threatened, it swells up suddenly like a big balloon. When this happens, it's easy to see why some people call it balloonfish. But this fish is no soft, squishy balloon. Its skin becomes rigid, with sharp spines sticking out in all directions. Usually these spines lie flat against the side of the fish. When the fish puffs up, the outer skin stretches out and pulls the spines up.

How does the pufferfish make this amazing transformation?

Despite its nickname, it doesn't blow itself up with air like a balloon. Instead, it fills up with water. The fish pumps a huge amount of water through its mouth into its stomach. Filled with water, its stomach becomes almost one hundred times larger. The stomach can expand like this because it's usually crumpled into many tiny folds. As water rushes in, the stomach unfolds. To make room for the swelling stomach, other organs like the liver and intestines are pushed to the side.



A spiny puffer can change from an ordinary-looking fish into a menacing spiny ball in a few seconds. Then only the biggest animals dare to eat it. The ocean may be full of dangers, but adaptations like sharp spines and puffing up help keep the puffer safe.

Name: _____ Date: _____

1. At the beginning of the text, what does the fish do when the shark approaches?

- A. It puffs out into a round, spiny ball.
- B. It swims away, startled.
- C. It swims slowly, searching for a meal.
- D. It attacks the shark with its spines.

2. What does the author describe in this text?

- A. why different kinds of sharks have different adaptations
- B. the different predators that are likely to hunt porcupines
- C. what happens when a predator eats a spiny pufferfish
- D. how a pufferfish puffs up into a round spiny ball

3. Read these sentences from the text.

"Some toads and snakes have their own way to discourage predators. They puff themselves up to look larger. The bigger an animal, the harder it is to catch and eat. Pufferfish combine both of these adaptations. They puff up AND they have long, sharp spines."

Based on this evidence, why might a pufferfish puff itself up?

- A. to try and convince a predator that the pufferfish is a toad or a snake
- B. to be able to hunt, catch, and eat other fish more easily
- C. to prepare itself to fight off a predator's attack
- D. to make the pufferfish appear difficult to catch and eat

4. Why might the author have included the images of the flounder and the porcupine?

- A. to force the reader to decide which animal looks more like the pufferfish
- B. to show the reader examples of different animals with adaptations that protect them from predators
- C. to suggest that the flounder and the porcupine would probably be better than a pufferfish at fighting off predators
- D. to prove that animals that live on land and animals that live in the ocean are very different from each other

5. What is the main idea of this text?

- A. The ocean can be a dangerous place for small fish like the pufferfish because its waters are full of predators.
- B. Predators like sharks have adaptations that help them hunt other animals.
- C. Many animals have sharp spines, including porcupines, hedgehogs, sea urchins, and pufferfish.
- D. Adaptations like sharp spines and puffing up help keep pufferfish safe from predators.

6. Read these sentences from the text.

"Swimming along, a pufferfish looks like any other fish. But when it is threatened, it swells up suddenly like a big balloon."

Why might the author have compared the pufferfish to a balloon with this simile?

- A. to hint to the reader that balloons also swell up when they are threatened
- B. to imply that balloons also look like normal fish when they are not blown up
- C. to help the reader understand what a pufferfish looks like as it swells up
- D. to suggest that pufferfish and balloons are similar in lots of ways

7. Choose the answer that best completes the sentence.

Predators have adaptations that help them hunt. _____, a shark's powerful, torpedo-shaped tailfin and sharp teeth are two adaptations.

- A. However
- B. For example
- C. As a result
- D. At first

8. What is an adaptation?

9. What is the purpose of a pufferfish's spines? Support your answer with evidence from the text.

10. Why might a large predator and a small animal that it eats have different adaptations?