

## **New Albany Elementary School Summer Reading Program Grades 3-5**

New Albany Elementary School is implementing a summer reading program for students entering grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>. Reading during the summer months will benefit all students by improving reading comprehension and increasing retention of literary skills learned during the school year. Bookstores in our surrounding area will be notified of all our book selections from each grade. You may also purchase books online. Amazon.com and scholastic.com are wonderful sites for book purchases and availability.

### **Project Guidelines**

When school resumes in August, each student will complete a story board in class for each book they read. Incoming 3<sup>rd</sup> graders will be required to read one book from the approved list while incoming 4<sup>th</sup> and 5<sup>th</sup> graders will be required to read two books from their class approved list. Each story board must follow the guidelines set forth in the rubric provided to the student. Each of the rubrics is grade specific and the vertical alignment between each of the grades has been taken into account. This project will be completed at school during the first eight days of school. Each student will also present their projects to their class. Accommodations will be made for students with special needs. Project boards will be graded. Any assignment not completed by due dates set forth by the teachers will result in a zero.

### **Newly Enrolled Students**

Each new enrollee will be given a copy of the NAES Summer Reading program upon their enrolling in NAES. Students who enroll prior to the end of June will be expected to complete the assignment in full on the assigned date. Students who enroll after the month of June will be given an extra month to complete the project.

### **Reading Guide**

Each student who has been enrolled in NAES prior to the end of June will be required to turn in a reading guide for a grade on the second day of the school year. Students who enroll after the month of June will be exempt from the reading guide. Reading guides will be developed by NAES teachers for each of the book options. These reading guides will also aid students in completing their class projects. Any reading guide not completed or not turned in by due date will result in a zero.

## 5th Grade Summer Reading List

The following books have been chosen by the fifth grade teachers. Students are to choose any two books to be read during the summer. Study guides are being provided for each book. The first 3 choices have been chosen primarily for boys while the last 3 have been selected for girls. Of course, students may read any two of the six choices.

1. *Frindle* by Andrew Clements  
Reading Level 4.8  
Lexile level 830  
112 pages  
Summary: Trying to aggravate a tough language arts teacher, a fifth grade boy invents a new word for pen: "frindle." Soon, the whole country is using it.
2. *Sign of the Beaver* by Elizabeth George Speare  
Reading Level 5.7  
Lexile level 770  
144 pages  
Summary: Twelve year old Matt is trying his best to survive on his own until his father returns to their cabin in the Maine Wilderness with the rest of the family. Matt develops a deep friendship with a Native American boy. Matt must decide if he should continue waiting for his family or begin a new life with his friend.
3. *The Cay* by Theodore Taylor  
Reading Level 6.3  
Lexile Level 860  
144 pages  
Summary: An award-winning novel remains a powerful classic of prejudice, love, and survival. In 1942, 11 year old Phillip Enright lives with his parents on the Dutch Island of Curacao, but when the war moves too close for comfort; his mother decides to travel with him back to the safety of Virginia. When their boat is torpedoed, however, Phillip is blinded and finds himself adrift on a life raft with an old black man and a cat. A terrific adventure story of a young, newly blinded man learning to survive on an uninhabited island.

4. *The Hundred Dresses* by Eleanor Estes  
Reading Level 5.0  
Lexile Level 890  
88 pages  
Summary: This tender story offers readers of all ages a timeless message of compassion and understanding. At its heart is Wanda Petronski, an immigrant girl in an American school, who is ridiculed for wearing the same faded blue dress every day. When she tells her classmates that she has one hundred dresses at home, she unwittingly triggers a game of teasing that eventually ends in a lesson for all.
  
5. *Summer of the Swans* by Betsy Cromer Byars  
Reading Level 5.2  
Lexile 830  
144 pages  
Summary: A compelling story of the longest day in a 14 year old's life. Sara Godfrey's mentally handicapped brother Charlie disappears after visiting the swans at the lake. Now the whole town sets out to find him.
  
6. *Miss Hickory* by Carolyn Sherwin Bailey and Ruth Chrisman Gannett  
Reading Level 5.9  
Lexile level 870  
128 pages  
Summary: This story relates the adventures of a country doll made of an apple-wood twig with a hickory nut for a head searching for a new home.

## *Frindle*

### Summer Study Guide

(Please use a separate sheet of paper for answers.)

1. What are Mrs. Granger's nicknames?
2. Where does this story take place?
3. What is Mrs. Granger's famous "battle cry" that all her former students remember?
4. Why does Nick sign his name on the back of Mrs. Granger's envelope?
5. What does the chapter title "Mightier Than the Sword" mean?
6. How many fifth-grade language arts teachers are at Nick's school?
7. How do the students feel about staying after school for using the word *frindle*?
8. What does the word *frindle* mean?
9. What do Nick and his third-grade classmates do to their classroom?
10. Who wrote and illustrated the book?
11. What does *gwagala* mean to Nick?
12. **Chapters 1-2:** If you were the teacher, how would you handle someone like Nick? Explain.
13. **Chapters 3-4:** What do you think Nick will do to make his homework assignment more exciting? Explain.
14. **Chapters 5-6:** Make a chain of cause and effect statements. Start with, "Nick takes almost the whole period to give his report."
15. **Chapters 7-8:** Describe how Nick comes up with his big idea.
16. **Chapters 9-10:** How do Nick's parents react to the principal's home visit? How do you think your parents would react?
17. **Chapters 11-12:** Do you think the students should be allowed to use the word *frindle* in school? Why or why not?
18. **Chapters 13-14:** Why do you think Mrs. Granger keeps putting the word *pen* on each spelling test?
19. **Chapter 15:** What surprises you the most about the package Mrs. Granger sends Nick? Explain.
20. What question does Nick ask Mrs. Granger on the first day of class to stall the lesson? **How** does she outsmart him?
21. List the three important events that lead to Nick's big idea: renaming a pen a *frindle*.
22. What exactly does Mrs. Granger mean when she says that "dog" means dog because we all agree it does?

**The Cay**  
**Summer Study Guide**  
**(Please write answers on a separate sheet of paper.)**

**Vocabulary:** Define the following words.

Refinery, blackout, navigate, navigation, schooner, massive, lurch, catchment, connive, treacherous, flay, and debris

**Chapter 1**

1. What arrived during the night?
2. Where does the story take place?
3. What did Phillip and Henrick like to play?
4. What kind of job did Phillip's dad have?
5. Where did Phillip's dad want Phillip and his mom to sleep?
6. How many submarines surrounded the island?
7. Where had Phillip lived before moving to the island?
8. What kind of weapons did the islanders have to fight the German submarines?

**Chapter 2**

1. What did Phillip put under his pillow for protection?
2. What did Phillip's mother want to do?
3. What supplies were getting low on the island?
4. What happened to the *S. S. Empire Tern*?
5. Why did the *S. S. Hato* need to stop at Panama before going to the states?
6. What did Phillip's mother convince his father to do?

**Chapter 3**

1. After leaving Panama, what happened to the *S. S. Hato*?
2. What happened to Phillip as he was being lowered in the life boat?
3. How was Phillip hurt?
4. When Phillip woke up who was with him?
5. Who else was with Phillip?
6. How did the black man protect them from the hot sun while in the raft?
7. What was the man's name?
8. How did Phillip feel about Timothy?
9. What did Phillip eat for supper?

**Chapter 4**

1. How did Phillip feel about Timothy?
2. Where was Timothy from?
3. What did Phillip and Timothy eat for breakfast?

4. How was Timothy kind to Phillip?
5. What was wrong with Phillip when he woke up?
6. How did Phillip react to being blind?

#### **Chapter 5-6**

1. What did Timothy and Phillip hear?
2. What did Timothy do to get the attention of the airplane?
3. What did Timothy warn Phillip to always be careful of?
4. What did Timothy say was bad luck?
5. How was Phillip able to "see"?
6. What happened when Phillip fell overboard?
7. How did Phillip get back on the raft?
8. What did Timothy see about 2 miles away?
9. What was on the island?

#### **Chapter 7-8**

1. What was Timothy going to do to try to rescue Phillip and himself?
2. Where was the island that Timothy found?
3. How did Phillip feel when Timothy went to explore the island?
4. How big was the island?
5. What bad news did Timothy tell Phillip?
6. What type of shelter did Timothy make?
7. How did Phillip react when Timothy left him alone?
8. What did Timothy catch for supper?
9. Why did Timothy want Phillip to spell the word H-E-L-P for him?

#### **Chapter 9-10**

1. What did Timothy do with the rope he made?
2. What work did Timothy want Phillip to do?
3. Why did Timothy hit Phillip?
4. Phillip began to change the day Timothy hit him. How did he change?
5. Why was Timothy and Phillip glad when it started raining?
6. What fun did Timothy have as a young man?
7. How did Phillip begin to feel about black people after his talk with Timothy?
8. What did Timothy and Phillip eat?
9. What food was on the island that Timothy and Phillip could not eat?

#### **Chapters 11-12**

1. How was Phillip able to get around the island?
2. What did Timothy think about Stew Cat?

3. What happened to Timothy the morning after he and Phillip talked about voodoo?
4. What worried Phillip about Timothy's behavior?
5. Why did Timothy put the raft in the ocean?
6. Why did Timothy wake up one morning with a fever?
7. How did Timothy act while he was sick?
8. What did Timothy do while he was sick?
9. How did Timothy feel after the fever broke?

#### Chapters 13-14

1. Why did Timothy teach Phillip how to fish?
2. What did Phillip use to catch a fish?
3. What was Timothy too old to do?
4. How did Phillip get to the reef to fish?
5. What sounds did the ocean make?
6. What did Timothy do with the rope as the hurricane was coming?
7. Why did Timothy and Phillip eat a large meal?
8. What did Phillip say to Timothy?
9. Before the storm came the ocean looked \_\_\_\_\_.

#### Chapters 15-16

1. When did the hurricane hit?
2. Why did Phillip and Timothy have to leave the hut?
3. How did Timothy protect Phillip from the storm?
4. How high did the ocean get?
5. What happened to Timothy during the storm?
6. What happened to Timothy after the storm?
7. What did Phillip find to eat?
8. Why did the bird attack Phillip?

#### Chapters 17-19

1. What did Phillip want to eat besides the coconuts he found?
2. How did Phillip catch the lobsters?
3. How did Phillip get hurt?
4. Why did the first plane not see Phillip's signal fire?
5. What did Phillip decide to burn to make the smoke black?
6. On August 20, 1942 what loud sound did Phillip hear?
7. How did Phillip feel when the second plane passed Phillip by without stopping?
8. When Phillip was rescued what was the only item he wanted from the island?
9. How would Phillip go to "his" little island when he returned?

## *The Sign of the Beaver*

### Summer Study Guide

(Please write answers on a separate sheet of paper.)

#### **Special Vocabulary: (write a definition for each word)**

Ruefully, coaxed, proprietors, begrudging, rage, salvage, endure, defiance, pesky, disdainfully, rigid, devised, contemptuous, gingerly, grouse, loomed, array, boisterous, pungent, and retorted

#### **Chapters 1-5**

1. Why was Matt's father leaving him alone? Why couldn't he go with his father?
2. Why was the loss of the gun so serious?
3. What could Matt have done to prevent Ben from taking the gun?
4. Matt made two big mistakes that limited his food supply. What were they? How are these two mistakes different?
5. What caused Matt's problem? What might have happened to Matt if the Indians were not there?

#### **Chapters 6-10**

1. Why didn't Matt realize that his ankle was sprained?
2. Why do you think Matt told the Indians the truth about his father?
3. Why is the gift of the book important to the Indian?
4. Why do you think Attean didn't like Matt?
5. Do you think Matt's strategy for teaching Attean how to read by reading Robinson Crusoe was a good one. Why or why not?
6. How do you think Attean felt about white men? Was he justified?
7. What did Matt learn in Chapter 9?
8. What do you think Attean meant when he said it would be better to die than to be a slave? (page 43)

#### **Chapters 11-15**

1. What did Matt want from Attean?
2. What is the author referring to in the title of this book?
3. Why do you think Attean taught Matt to make bows and arrows rather than make them for him?
4. If you were Matt, would you have left the fox? Why or why not? What problems might Matt have in freeing the fox?
5. How did Matt help Attean kill the bear? Was this a way for Matt to win respect?
6. Why did Attean talk to the dead bear?
7. What did Attean think was squaw work?

#### **Chapters 16-20**

1. Why was Matt worried?
2. Why was Matt invited to the Indian feast?

3. Why do you think Matt tried to save Attean's dog?
4. Knowing how the Indian grandmother felt about white men, why do you think she took care of Matt?
5. How did the Indian boys trick Matt?
6. How did Attean prepare himself for his Manitou?
7. What would be a good new name for Attean if he finds his Manitou?

**Chapters 21-25**

1. What great honor did Saknis offer Matt?
2. Do you think Matt was foolish to wait for his parents to return?
3. Attean gave Matt a special farewell present of his dog. What special farewell present would you give to your best friend?
4. Do you think Matt was lonely? Why or why not?
5. What were the winter dangers for Matt?
6. What do you think Matt's family will think was the best story Matt had to tell? Why?

## *The Hundred Dresses*

### Summer Study Guide

(Please write answers on a separate sheet of paper.)

**Vocabulary:** Define all words.

Precarious, incredulously, derisively, stolidly, disperse, inseparable, puckered, crimson, jaunty, timid, cerise, remnant, forlorn, sumac, unintelligible, disconsolate

**Questions:**

1. Why did the girls make fun of Wanda?
2. Why does Wanda claim to have 100 dresses?
3. Why does Maggie not say anything to stop the bullying?
4. Why did the schoolgirls always wait for Wanda?
5. Who always won the dress drawing competition?
6. Why were the girls upset they had teased Wanda?
7. Why did Wanda's family move?
8. Where was Wanda's family from?
9. What happened to the girls when Wanda didn't show up?
10. What do you think would have been a better ending?
11. What color best summed up Mr. Svenson?
12. According to Mr. Petronski's letter, where did he and his children move to?
13. How did Maddie often feel whenever Peggy asked Wanda questions in her mock polite voice?
14. What did Wanda wear to school each day?
15. What lesson did Maddie learn after Wanda moved away?
16. Why didn't Maddie stop Peggy from making fun of Wanda?
17. How many dress designs did Wanda create for the school's contest?

Read the following scenario and answer the questions that follow.

Cindy bought a new sweater and cute skirt for the dance at her school. Mindy was the most "popular" girl in their grade. Cindy was afraid to go to school that day because she thought that Mindy would make fun of her new outfit. When she got to school a bunch of the girls came over to compliment her skirt and shirt. Then Mindy got jealous and started to tell Cindy that her outfit did not match and that it was an ugly color. Mindy told this to Cindy at recess when she was talking to her friend. Cindy's friend could tell she was hurt.

1. What would you do if you were *Cindy's* friend?
2. Why do you think *Mindy* acts this way?
3. What do you think *Cindy* should do?
4. Has this ever happened to you? Explain.

## ***The Summer of the Swans***

### **Summer Study Guide**

(Please write answers on a separate sheet of paper.)

**Vocabulary:** Define the following words.

Guru, tremulous, cascade, rasping, elongated, tormented, emphatically, inscrutable, anguish

1. Sara compares her feelings about the summer to a seesaw ride. What does she mean?
2. Why is Sara upset when Wanda talks to her classmate about Charlie?
3. Wanda tells Sara that most people are so worried about what's wrong with themselves that they don't notice what's wrong with others. What does this advice suggest about Wanda?
4. How does Sara treat Charlie?
5. Why does Aunt Willie take Frank's offer to ride on the motor scooter?
6. How does Sara feel about going into Mary's house when she and Charlie are on their way to the swans?
7. Why is this summer so difficult for Sara?
8. Why doesn't Charlie want to leave the pond?
9. How do you think Charlie feels about Sara?
10. How does the author show you that something is wrong with Charlie?
11. Sara says it matter how you look, and Aunt Willie says it doesn't. What is your opinion?
12. How did Charlie become brain damaged?
13. What does Charlie mistake for the swans?
14. How does Charlie get lost?
15. How does Sara misjudge Joe Melby?
16. Why does Sara say she hates boys?
17. How do you know that Sara is protective of Charlie?
18. Why is Charlie more comfortable at night than during the day?
19. Why is Sara so sure that something has happened to Charlie?
20. Why is Aunt Willie so hard on herself when Charlie disappears?
21. How has Mr. Godfrey coped with his family's problems?
22. Why does Sara start to cry when Joe offers to help find Charlie?
23. What qualities does the character Joe Melby show?
24. Who, if anyone, is to blame for Charlie's disappearance? Why do you think so?

25. How does Sara feel when she hears Charlie's voice?
26. How does Joe help Sara when Charlie wants her to fix his watch?
27. How does Joe make it easy for Sara to apologize to him?
28. What do Joe and Sara have in common?
29. Why does Sara suddenly feel so happy?
30. What theme does the author write about in *The Summer of the Swans*?

## **Miss Hickory**

### Summer Study Guide

(Please write answers on a separate sheet of paper.)

Vocabulary: Define the following words.

Gossip, hearsay, almanac, scion, cervid, hickory, initiative,

#### Questions:

1. Miss Hickory often lacks initiative. What options did she have after Chipmunk took over her home?
2. (Part 2 of question 1) What would you have done if you had been in her situation?
3. Miss Hickory is hardheaded. Once she has reconciled herself to a solution, however, she shows her strengths. What are these strengths?
4. Discuss the Ladies' Aid Society.
5. What was the problem in the relations of Hen-Pheasant and Cock-Pheasant?
6. What changes did Miss Hickory bring about?
7. What would you have done if you were a Hen-Pheasant displeased with your situation?
8. Do you like Miss Hickory? Why or why not?
9. Do you think Miss Hickory likes herself? *Why or why not?*
10. What did Miss Hickory want to be a bad dream?
11. What message could you learn from this story?
12. Why did Miss Hickory miss much beauty in her surroundings and association with other people?
13. From Chapters 1 and 2, find at least 5 similes found. Be sure to include the page number where each simile can be found. (A simile is a comparison between two things and uses the words like or as.)
14. In chapter 2, Miss Hickory is very upset to find out that Granny Brown has gone to Boston for the winter. She blames the cat. Sometimes, when we do something wrong or when something is out of our control, we like to point our finger at someone else. Does blaming someone else solve anything? Explain.
15. Is there any blaming going on in chapter 2?  
Who blames who?
16. From Chapter 3, sap is a liquid that circulates inside a tree; it is a combination of water and minerals and rises up from the roots and stimulates the growth of the tree. In the spring sap is special—it contains sugar that stimulates the growth of the tree. So, what does crow mean when he tells Miss Hickory to keep her sap running?
17. From chapter 4 what is a will?  
Provide an example from this chapter concerning a will.
18. Make a list of words from chapter 4 that can be used to show or describe movement.

19. A hardheaded person is someone who won't change their mind easily; they are stubborn and won't try to reason things out. Once they have their mind set, it's too late to change it. In chapter 9, what evidence do we see of Miss Hickory being hardheaded?
20. Is being hardheaded always a bad thing? In what circumstances could it be good?
21. From chapter 10, what did Miss Hickory suggest that the pheasants do?  
Did the pheasants have any good reason for not sharing?  
What would happen to the extra food if they didn't share?
22. List at least 4 examples of personification used in this story.  
(Personification is when human qualities are given to non-human things.)
23. From chapter 10, list at least 4 metaphors found and the page number where each is located. (Metaphors compare two unlike things without using the words like or as.)

**SUMMER READING PROJECT RUBRIC  
5TH GRADE**

	0	1	2	3	SCORE
<b>TITLE AND AUTHOR</b>	Title and author are not included in the project	Only Title or author are included - not both	Title and author are both included but without correct capitalization and punctuation	Both title and author are included with correct capitalization and	
<b>SETTING</b>	Setting is not included in the project	Setting is stated but not described	Setting is included with a brief description	Setting is included and described using details (adjectives)	
<b>CHARACTERS</b>	Characters are not included in the project	Only the main character is included - not supporting characters	Main character and supporting characters are included but not described	Main character and supporting characters are included and described in detail	
<b>PLOT</b>	Plot is not included	Plot is included without details	Plot is included with 1 - 2 details - no description	Plot is included and described with 3 or more details	
<b>PROBLEM AND SOLUTION</b>	Problem and solution are not stated	Only problem or solution are stated - not both	Problem and solution are stated but no details are included	Problem and solution are clearly stated and described	

	0	1	2	3
CONCLUSION	Conclusion is not stated	Conclusion is stated without details	Conclusion is stated with 1-2 details	Conclusion is stated with 3 or more details
FAVORITE CHARACTER	Favorite character is not included	Favorite character is included without details	Favorite character is stated with 1-2 reasons for choice	Favorite character is stated with 3 or more reasons for choice
OPINION OF BOOK	Opinion of book is not stated	Opinion of book is included with no supporting evidence	Opinion of book is stated with 1-2 reasons for opinion	Opinion of book is stated with 3 or more reasons for opinion
SPELLING, GRAMMAR, AND PUNCTUATION	Many errors in project (10 or more)	6-9 errors	3-5 errors	0-2 errors
PRESENTATION	Written on poster board only - not neatly arranged or prepared	Neatly arranged and written in best handwriting - but without details or color (pictures)	Neatly arranged and written in best handwriting with details and color in some sections (pictures)	Neatly arranged, written in best handwriting, each section has colored details (pictures)

Total Score \_\_\_\_\_

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

Student's Name \_\_\_\_\_

Book \_\_\_\_\_

Total Points Earned \_\_\_\_\_ Grade \_\_\_\_\_

**Grading Scale**

A=30-27

B=26-24

C=23-21

D=19-20

F=18 & below

**Grading Scale**

Points Received - Grade Received

30	-	100
29	-	97
28	-	93
27	-	90
26	-	86
25	-	83
24	-	80
23	-	77
22	-	73
21	-	70
20	-	67
19	-	60
18	-	57
17	-	53
16	-	50
15	-	47
14	-	43
13	-	40
12	-	37
11	-	33
10	-	30
9	-	27
8	-	23
7	-	20
6	-	17
5	-	13
4	-	10
3	-	7
2	-	3
1	-	1
0	-	0