

FIFTH GRADE SUMMER READING PROJECT

Students will select a single book from the following list. After reading the selected book, students will complete book cards. These cards will be due the first day of school in August. Please feel free to e-mail me if you have any questions (mrs.solomon@stmmparish.org), and remember that this project is my first impression of your work effort! Be sure to do your best work!

I have also included several grammar practice pages for you to complete. When you enter fifth grade, you must be able to identify words as nouns, verbs, adjectives, or adverbs, or pronouns. If you need extra help, I encourage you to visit grammargorilla.com.

Rising 5th Grade Titles:

The Bridge to Teribithia by Katherine Paterson

Old Yeller by Fred Gipson

Holes by Louis Sachar

The Report Card by Andrew Clements

The BFG by Roald Dahl

Book Card Requirements:

___ The index cards need to be the **large (5×8 inches) size**.

___ Write OR type on one side of the cards only. If they are handwritten, they must be done in pen and cursive.

___ Write your name on the back of EACH card.

___ Place a rubber band around the cards to turn them in.

___ **#1- Title Card:** Write the title, underline the title, put the author's name, and your name. Draw and color an illustration that represents the book.

___ **#2- Setting Card:** Write at least four sentences to describe the settings of your book.

Hint!! The Setting is the time and place of the story. Is it set a long time ago or now? Does it take place in another country or in an imaginary place? How much time passes in the story – a day? A year? A lifetime?

___#3- **Plot Summary Card:** Summarize the main events of the book. Write 8-12 complete sentences.

Hint!! The Plot is what happens in the story. You want to summarize what the story is mostly about. What is the main event or conflict? What things lead up to it? What happens as a result? How does the story end?

___#4- **Character Card:** List the major characters by name and write a one or two sentence description of each.

Hint!! The Characters are who the story is about. Who is the main character? Who are the other important characters? Do they help or hinder the main character? Why are they important?

___#5- **Conflict Card:** Explain the main conflict of the book and tell how it is resolved. (1-2 sentences)

Hint!! The Conflict is the problem in the story? There may be one big conflict and several smaller ones- focus on the main one. Think about the types of conflict to help: Person vs. Self, Person vs. Person, Person vs. Society, Person vs. Unknown, Person vs. Nature, Person vs. Machine. Choose one to explain for the conflict in the book.

If you need help, visit www.teachertube.com and type in “Conflict in Literature”.

___#6- **Theme Card:** Explain a theme of this book in 3-4 sentences.

Hint!! The Theme is the main lesson/moral of the story. Some examples might be the importance of friendship or how to be courageous in a difficult situation. Tell what you think the theme is and how you know.

- Give two examples of the theme you chose. How is it demonstrated in the story?

Hint!! Go to www.youtube.com and type in “Identifying Theme” by Katie Turner.

#7- Point of View: Choose the type of point of view from which this story is told and explain how you know: 1st person, 2nd person, 3rd person, etc. (1-2 sentences)

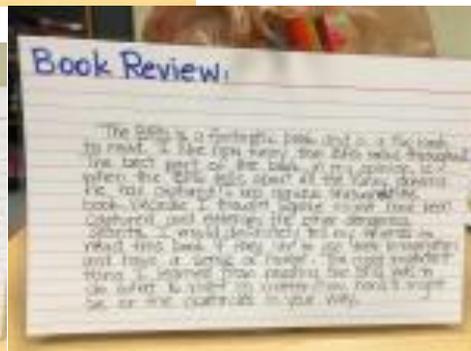
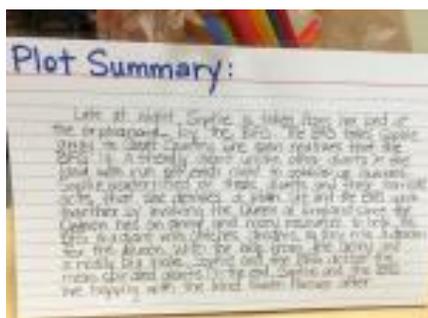
Hint!! Go to www.schooltube.com and type in “Point of View Grade 7 ELA Flipped Lesson”.

#8- Book Review Card: In 5-7 sentences, write your overall opinion and impression of this book. Be sure to give detailed support (reasons why) for your opinion.

Hint!! Some questions you might want to answer are:

- Do you like the story? Why or why not?
- What was the best part of the book? Why?
- How did the story make you feel? Did you feel different things at different points in the story?
- Would you recommend it to friends?
- Would you read other books by this author?
- What new things did you learn from this book?

See example below:



Book Cards Rubric

_____ (9 points) Title Card: Title underlined, Author's name, Illustration

_____ (12 points) Setting: Four or more sentences describing all the important settings in the story

_____ (24 points) Plot Summary: Eight or more sentences that summarize the main points of the story

_____ (15 points) Main Characters: List the characters and write one or two sentences about each.

_____ (6 points) Conflict: Write one or two sentences to describe the main conflict and tell how it is resolved.

_____ (12 points) Theme: Write three or four sentences to describe the main lesson/moral of the story.

_____ (6 points) Point of view: Write one or two sentences to describe the point of view

_____ (10 points) Book review card: Write five to seven sentences about your opinion and impression of the book. Provide details.

_____ (6 points) Neatness, name on back of each card, 5".8" index cards

Total number of points: _____ Grade: _____

Name _____

Skill: Nouns

Rule

A **common noun** is a word that names any person, place, or thing.

A **proper noun** names a specific person, place, or thing.

Common noun – *girl*

Proper noun – *Susan*

Underline all the nouns in each sentence. Identify the nouns as either common or proper by writing **C** under the common nouns and **P** under the proper nouns.

1. The red tractor belongs to Mr. Smith.
2. A swarm of termites is eating the wood in the shed!
3. Last year, the family took a trip to Washington, D.C.
4. Janet tied the sunbonnet under her chin.
5. The Smoky Mountains are the oldest mountains in the United States.
6. The cold, long winter is very hard on my garden.
7. The wastebasket is overflowing with trash!
8. Bob will play softball this year.
9. The firefighters picked through the rubble of the burned building.
10. The warrior held up his shield as protection from his enemy.
11. Debbie bought an expensive watch at Time to Go.
12. The teacher told us a little more about Greece and Rome.
13. Gomez added onions and celery to the stew.
14. Fred has ridden the longest roller coaster in the world!

Name _____

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1. The paperweight was made of copper and glass.
2. Mr. Hobart read the headlines and cheered!
3. A birthday cake with eleven candles sat on the table.
4. Renee moved from Alaska to Florida.
5. Rob goes to Martin Junior High School.
6. The man was driving an old blue car on Weatherly Trail.
7. Mother was cooking turkey and stuffing for dinner.
8. Pete will dress up as a pilgrim for the Thanksgiving play.
9. The table rocked back and forth during the earthquake.
10. Brian threw the baseball and broke a window.
11. Your dog Sparky jumped the fence.
12. Are there black olives and mushrooms on this pizza?
13. The wind blew over the giant oak tree that grew in the backyard.
14. Cecil ran eight miles in the Spring Marathon again.

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1. The telephone is not working properly!
2. Mr. Bradshaw would like to see Liz in his office immediately.
3. The class had an assignment in math.
4. Judy always finishes her projects early.
5. A centipede walked across the top of the fence.
6. Mr. Jackson is very proud of his beautiful roses.
7. We will have lunch at Shanghi Restaurant.
8. For seven years the house stood empty.
9. Gary lives in Houston, Texas.
10. The laces on those shoes have come untied.
11. When the movie is over, would you like to get some more popcorn?
12. The boats raced across Lake Miron in less than ten minutes.
13. Have you ever visited the Empire State Building?
14. Quentin drives across the Golden Gate Bridge every day.

Name _____

Skill: Action Verbs

Rule

An **action verb** shows action.

Jump, think, and sleep are action verbs.

Underline every action verb in each sentence.

1. My feet hurt after a long walk.
2. The dentist pulled three of my teeth today!
3. Franklin raced against Harry during recess.
4. The new kittens slept all day.
5. Bess clapped and whistled at the end of the program.
6. A helmet protects your head from injuries.
7. Patti keeps her notes in the back of her book.
8. The workers added a new room to our house.
9. We wear heavy clothing in the winter.
10. James and Miles rang the doorbell three times.
11. After the game, we drank a gallon of water.
12. Your heart pumps blood to all parts of your body.
13. The bird sits in her nest all day and night.
14. They shouted for joy when they won the lottery.

Name _____

Skill: Action Verbs

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1. Those slippers feel soft and comfortable on my feet.
2. Please turn on the television!
3. The bears ignored us.
4. My kite flew higher than any other!
5. Shannon won the spelling bee at school.
6. Thomas thought about the class trip for days.
7. The broken glass cut my foot.
8. Mrs. Greene beat the dust out of the rug.
9. Jose drove his family to the restaurant.
10. I went to the movie with Nicole.
11. It rained last Saturday during the picnic.
12. I opened the umbrella just in time.
13. Brent left the house shortly after eight this morning.
14. The yellow bird visited the feeder every day.

Name _____

Skill: Linking Verbs

Rule

A **linking verb** does not show action but shows a state of being. It connects the subject of a sentence to a word(s) that describes or renames the subject. Linking verbs are usually forms of *be*, such as *am*, *is*, *are*, *was*, and *were*.

The cow *was* black and white.

Underline the linking verb(s) in each sentence.

1. The puppies have blue eyes.
2. The soup is ready!
3. The Rocky Mountains are very tall.
4. Carmine was here earlier today.
5. You are my friend.
6. The rabbits are under the ferns.
7. She has a long day ahead of her.
8. Mr. Bryant is a wonderful teacher.
9. Caterpillars are on all my plants!
10. The picture was in my top drawer.
11. Gigi's pencil is on my desk.
12. The curly haired girl is in my class this year.
13. The naughty puppy was on the bed.
14. Mr. Carter's car is blue.

Name _____

Skill: Subject

Rule

The **simple subject** is a noun or pronoun that tells whom or what the sentence is about.

The **complete subject** includes the simple subject and all the words that tell more about it.

The white cat slept on the pillow.

The simple subject is *cat* and the complete subject is *The white cat*.

Underline the complete subject of each sentence. Circle the simple subject.

1. The shoes with the pink and purple laces belong to me.
2. The roasted turkey smelled yummy!
3. Jack gave me the message ten minutes ago.
4. The clumsy little puppy tumbled down the slope.
5. The girl with braces and pigtails is the fastest runner in our class.
6. Jonathan picked up his books.
7. The plump tail of the squirrel got caught on a branch.
8. The soft green grass looked inviting to my bare toes!
9. Isabel washed the dishes after dinner.
10. A large number of the children want hamburgers for lunch.
11. Fluffy white clouds dotted the blue summer sky.
12. Alex spent the night at my house.

Write your own subject for each sentence.

1. _____ crept down the stairs.
2. _____ waited for our turn.
3. _____ became a nurse.
4. _____ turned off the lights.

Name _____

Skill: Predicate

Rule

The **simple predicate** is a verb that tells what the subject did or what was done to the subject. The **complete predicate** includes the verb and all the words that tell more about it.

The white cat slept on the pillow.

The simple predicate is *slept* and the complete predicate is *slept on the pillow*.

Underline the complete predicate of each sentence. Circle the simple predicate.

1. Frieda and her sister live on Elm Street.
2. The cold wind blew through my thin jacket.
3. Julia waited all day for a phone call.
4. The lead in my pencil broke.
5. George played football in the park today.
6. Emily spilled her milk on the floor.
7. The laundry basket is heavy!
8. Carolyn filled the paper cups with punch.
9. The whole fifth grade cleaned up the playground after school.
10. An acrobat turned cartwheels across the gym.
11. Our band director is a very tall woman.
12. Cassie and Olivia wore their hair in braids.

Write your own predicate for each sentence.

1. The Bryson twins _____.
2. Brenda _____.
3. The student in the back row _____.
4. After lunch we _____.



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