



# ***GOING TO 5<sup>TH</sup> GRADE***

# ***Summer Packet***



***Scholar's Name:*** \_\_\_\_\_

**Summer Package Deadline:** Please return to your new classroom teacher on the first day of school, **Monday, August 9<sup>th</sup>**. Por favor regrese a su nuevo profesor de clase el primer día de clases, **lunes, 9 de agosto**.

# Math Summer Assignment

**30 minutes/4 days per week on Zearn or Exact Path**  
[my.classlink.com/uplift](https://my.classlink.com/uplift)

**30 minutes/4 days per week on Zearn or Exact Path**  
[my.classlink.com/uplift](https://my.classlink.com/uplift)

## “What else can I do this summer?”

Ask someone you know about how to set up a weekly or monthly spending budget. Create one for yourself based off of an income that you create.

Track any income that you make from helping out others. Deduct your expenses and record your daily/weekly balance.

Measure all of the ingredients when cooking a meal (especially the liquids in the measuring cup). Challenge yourself to double or cut the recipe in half and find the new measurements.

If you take a road trip, or even staying local, write down how far you travel. Draw a map with a scale of your travels. Bonus- research and find facts about the places you visit.

Time yourself or someone else running. Record the times and order them from fastest to slowest. Do repeated trials and find the average speed.

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[illegible]

# Independent Learning Format

Part I: Comprehension / Reflection/Response to Reading Questions\*

Part II: Literacy Choice Board Activities

Part III: Language Development Worksheets

\*Scholars will need a copy of the following 20-21 Uplift Education At Home Reading Novels.

Rising 3rd	Rising 4th	Rising 5th
 <p><a href="#"><u>Sadiq and the Desert Star by Siman Nuurali (Chapter book)</u></a></p>	 <p><a href="#"><u>One Crazy Summer by Rita Williams Garcia</u></a></p>	 <p><a href="#"><u>New Kid by Jerry Craft</u></a></p>
 <p><a href="#"><u>We Are All Wonders by R.J. Palacio</u></a></p>	 <p><a href="#"><u>The Harlem Charade by Natasha Tarpley</u></a></p>	 <p><a href="#"><u>"The Dreamer" by Pam Munoz Ryan</u></a></p>



**Part I: Comprehension/ Reflection/Response  
to Reading  
Questions**

# DISCUSSION GUIDE

## THE DREAMER

BY PAM MUÑOZ RYAN

ILLUSTRATED BY PETER SÍS

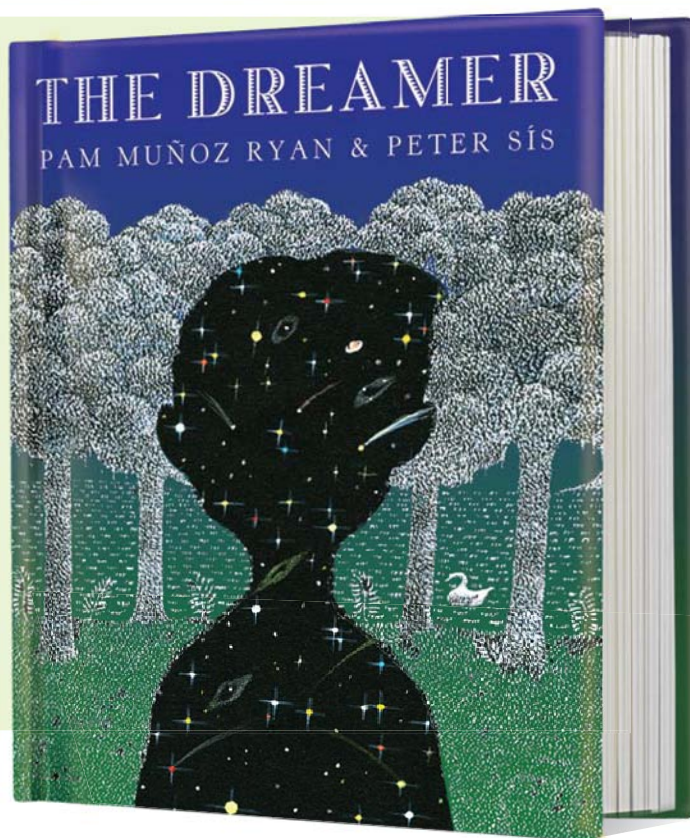




## ABOUT THE BOOK

Neftalí is a dreamer. He loves words, birds, forests, and the sky. But his father expects him to be practical, concentrate on his studies, and prepare for a career in business. Slowly Neftalí learns to believe in himself, defy his father, and trust his own vision...a vision that makes him grow up to become one of the foremost poets of the twentieth century.

This imaginative exploration of the boyhood of Pablo Neruda takes readers on a rare journey of the heart and imagination, and brings hope and confidence to every child who has struggled against the odds and dreamed of a larger world.




## BEFORE READING

Look up information about the country of Chile—its geography, climate, political history, and indigenous people, especially the Mapuche. Find out what is unique about the part of the country near the city of Temuco, where most of this story takes place.


## DISCUSSION QUESTIONS

1. Why does Father forbid Rodolfo to sing and Neftalí to daydream? What is the effect on the entire family when Father is at home?
2. What is the significance of Neftalí losing his mittens and his father's hat in the first chapter?
3. Why does Rodolfo say about Father that he passes out invitations (to dinner) like overripe plums? What kind of man is José Reyes and why does he try to control his family so completely?
4. Compare Neftalí's father with his uncle Orlando. How are these men alike and how are they different?
5. Why is Neftalí's first trip to the forest so important to him? How does the trip affect his relationship with his father and his understanding of his own nature?
6. What is the significance of the chucao bird that Neftalí hears in the forest? See a picture of this bird: [www.arthurgrosset.com/sabirds/chucaotapaculo.html](http://www.arthurgrosset.com/sabirds/chucaotapaculo.html)

- 
7. Throughout the story, the author has inserted bits of poetry. Discuss the meaning of this question in the Forest chapter:

*Which is sharper? The hatchet that cuts down dreams?  
Or the scythe that clears a path for another?*

Why is that phrase inserted in this chapter?

8. Who do you think is the mysterious child who leaves the toy sheep for Neftalí? Why don't they meet? Why is the sheep so important to Neftalí when he doesn't even know who gave it to him?
9. What does Neftalí learn about himself during the trip to the ocean and his summer there? Discuss the poetry inserted in the Lagoon chapter: "From what are the walls of/ a sanctuary built?/ And those of a prison?" Identify the sanctuaries you have found in your own life.
10. Why is the wounded swan so important to Neftalí and why is he reluctant to share it with his sister Laurita? What does it mean to them when they do take care of the swan together?
11. Discuss the effect on the children of the swimming routine in the ocean. What feelings does Neftalí have toward his father at the end of the summer?
12. Why does Guillermo ask Neftalí to write to Blanca for him? How does she know who actually wrote the letters?
13. What is the importance of thirteen-year-old Neftalí's job with his uncle? Why is Uncle Orlando's newspaper office burned to the ground? What does Orlando mean when he says, "many whispers can make a very loud noise"?
14. Find out more about the Mapuche Indians in Chile. Discuss their importance in this story. Compare their history to other examples where indigenous people have been displaced, or their rights violated, by new settlers and the spread of industrial society.
15. Discuss the question: "Is fire born of words/ Or are words born of fire?" How does this question relate to the fire in the newspaper office and the later time when Father burns Neftalí's notebooks?
16. Discuss Neftalí's comment that his father was "so controlled by his own past that he dared not allow anyone he loved to control their own future."
17. What prompts Neftalí to start to use the name Pablo Neruda? Discuss the question: "Does a metamorphosis begin/ from the outside in/ Or from the inside out?" What is Neftalí's metamorphosis? What events of his childhood do you think are the most significant in shaping his character as a man?
18. How do the illustrations in this book further your understanding of the words and ideas presented here? What part does the artist play in your experience of the story?
- 



## FOR FURTHER READING

*Chile* (Enchantment of the World series), by Michael Burga. Children's Press, 2009.

*Chile*, by Charles J. Shields. Mason Crest Publishers, 2009.

*Chile in Pictures*, by Francesca Davis Dipiazza. Twenty-First Century Books, 2007.

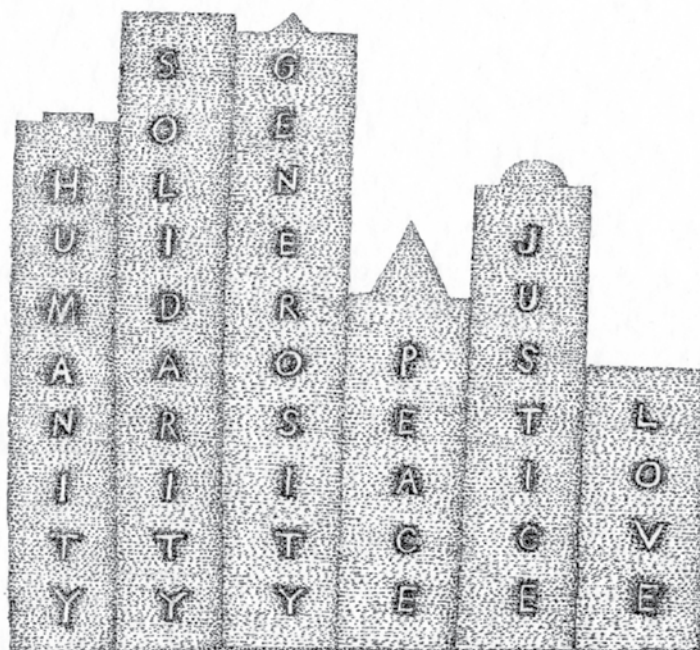
*Culture and Customs of Chile*, by Guillermo I. Castillo-Feliu. Greenwood Press, 2000.

*Birds of Chile* (Princeton Field Guides), by Alvaro Jaramillo.  
Illus. by Peter Burke and David Beadle. Princeton University Press, 2003.

*Mariana and the Merchild: A Folk Tale from Chile*,  
by Caroline Pitcher. Illus. by Jackie Morris. Eermans, 2000.

*To Go Singing Through the World: The Childhood of Pablo Neruda*,  
by Deborah Kogan Ray. Farrar, Straus & Giroux, 2006.

*When I Was a Boy Neruda Called Me Policarpo: A Memoir*, by Poli Delano. Trans.  
by Sean Higgins. Illus. by Manuel Monroy. Groundwood Books, 2006.



## WEB SITES

Events of Neruda's life with photographs of his early years:

[www.fundacionneruda.org/ing/biografia\\_ingles1904.htm](http://www.fundacionneruda.org/ing/biografia_ingles1904.htm)

Compare Temuco today with the town where Neftalí grew up:

<http://www.geographia.com/chile/temuco01.htm>

General information about native people of Chile:

[www.beingindigenous.org/](http://www.beingindigenous.org/)

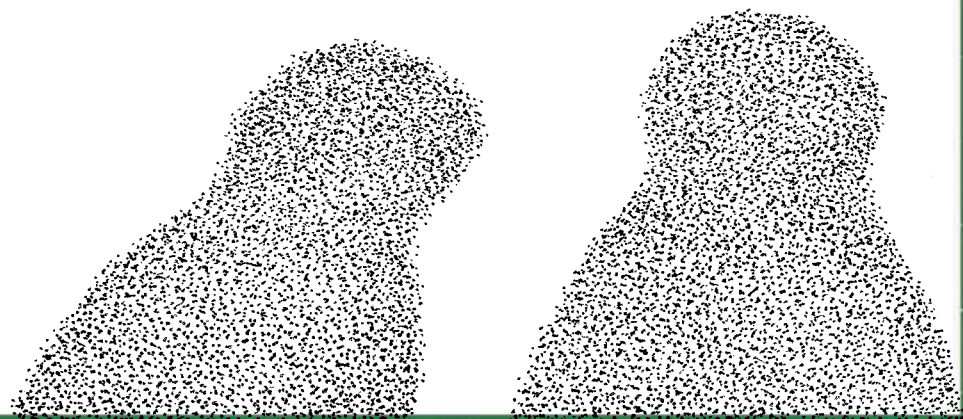
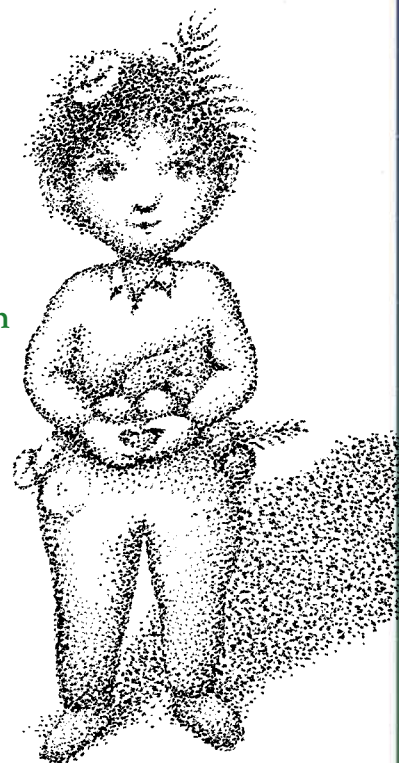
Learn more about the Mapuche people of Chile:

[www.mapuche-nation.org/english/main/feature/m\\_nation.htm](http://www.mapuche-nation.org/english/main/feature/m_nation.htm)

For teachers – information on sharing poetry with students:

[www.poetryfoundation.org/programs/children.html](http://www.poetryfoundation.org/programs/children.html)

<http://poetryforchildren.blogspot.com/>





## ABOUT THE AUTHOR

Pam Muñoz Ryan has written more than thirty books for young readers, and has garnered many awards including NEA's Human and Civil Rights Award, the Virginia Hamilton Literary Award, the Pura Belpré Medal, the Jane Addams Peace Award, and the Schneider Family Award. Before becoming a writer, she worked as a bilingual teacher and an administrator, and has a master's degree in education. She lives with her husband about thirty miles north of San Diego near the Pacific Ocean.



Photo credit Sean B. Masterson 2010

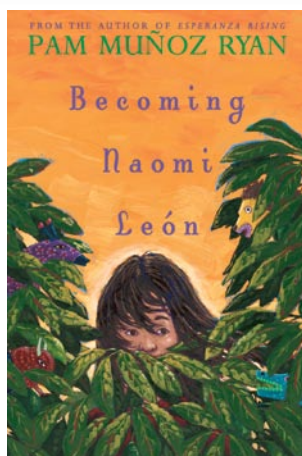
## ABOUT THE ILLUSTRATOR

Since coming to America from Czechoslovakia, Peter Sís has worked as an artist and in film before becoming a children's book author and illustrator. He has won the Sibert Award and three Caldecott Honors for his picture books including *Starry Messenger: Galileo Galilei*, *Tibet Through the Red Box*, and *The Wall: Growing Up Behind the Iron Curtain*. He lives in New York City with his family.



Photo credit Palma Fiacco Fotografin

## ALSO BY PAM MUÑOZ RYAN



### Becoming Naomi León

Hardcover  
978-0-439-26969-8 • \$16.95  
Paperback  
978-0-439-26997-1 • \$5.99



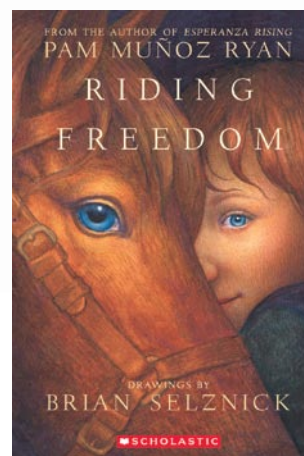
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978-0-439-12042-5 • \$5.99



### Paint the Wind

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978-0-439-87362-8 • \$16.99  
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978-0-545-10176-9 • \$6.99



### Riding Freedom Illustrated by Brian Selznick

Paperback  
978-0-439-08796-4 • \$4.99

To order *The Dreamer* (978-0-439-26970-4, \$16.99)  
contact your local bookstore or usual supplier.

Teachers and librarians may order from Scholastic, P.O. Box 7502,  
2931 East McCarty Street, Jefferson City, MO 65102,  
or call toll-free 1-800-SCHOLASTIC.

Discussion Guide prepared by Connie Rockman, Youth Literature Consultant,  
adjunct professor of children's and young adult literature, and Editor of the 8th,  
9th, and 10th books in the H. W. Wilson Junior Authors and Illustrators series.

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*In the largest of worlds, what adventures await the smallest of ships?*



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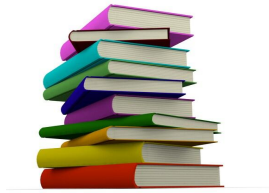
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## **Part II: Literacy Choice Board Activities**

# Book Report Choice Board



**Directions:** Choose at least **2 activities** from the board that you would like to do after you have read the book. Please be as creative and detailed as possible. **You may create it digitally or on paper.**

<p>Imagine the book is being made into a movie. <b>Write the script</b> for the <b>movie trailer</b>. <b>Perform</b> the trailer and record it, or prepare to perform in class.</p>	<p><b>Create a collage</b> with a mix of <b>images and text</b>. Must represent knowledge of characters, setting and plot.</p>	<p>Design a <b>comic strip</b> that depicts a major scene from the book. Must be images and text, neat and sequential.</p>
<p><b>Create a diorama</b> or <b>other 3D structure</b> that depicts a major scene from the book. Include the scene description. Must include characters, setting and plot elements.</p>	<p><b>Conduct a fictional interview</b> of the main character. <b>Write at least 8 questions</b> you would ask related to the story and the character's <b>responses</b> to the questions. <b>You may</b> act out and record a skit of the interview.</p>	<p><b>Create a test</b> about the book's characters, the setting and plot. Must be a variety of <b>15 questions</b>. Include the answer key.</p>
<p><b>Write a blog reviewing the book.</b> Talk about what you liked/disliked about the plot, characters and the setting/time period. Who would you recommend it to? Or not?</p>	<p><b>Create or research a recipe</b> that would relate to your book. Provide the recipe and a description of how it relates to the book. <b>You may cook and include a picture</b> of the finished product from the recipe.</p>	<p><b>Design a movie theatre poster</b> advertising the book. Be sure to include the plot elements, setting and characters in the poster. Provide a 'grabber' summary to get others to read the book.</p>



# Summer Reading

## Bingo Choice Board



Book with a female protagonist	Female author	biography	Historical fiction
Scary book	Book with a number in the title	Book that became a movie	Mystery
Book recommended by a friend	Book set in the future	A book more than 20 years old	Funny book
Book with a 1-word title	Book with a male protagonist	Book about a social issue	Book with nonhuman characters

[illegible]

## **Part III: Language Development Worksheets**

Name \_\_\_\_\_

## End Punctuation

- A **question mark** follows a question.  
Do you want broccoli for supper?
- An **exclamation point** follows a word or sentence that shows strong feeling.  
Wow! That's a great idea!
- A **period** follows a statement or a request.  
I'm not sure I heard you. Say that again.

Write Source Link



1

Put a period, a question mark, or an exclamation point at the end of each of these sentences.

1. What's good about broccoli \_\_\_\_\_
2. Broccoli is rich in vitamins \_\_\_\_\_
3. It tastes great \_\_\_\_\_
4. It has a pretty green color \_\_\_\_\_
5. The home gardener finds it easy to grow \_\_\_\_\_
6. Why doesn't everyone eat broccoli \_\_\_\_\_
7. I like it with cheese sauce \_\_\_\_\_
8. Who likes it raw \_\_\_\_\_
9. I do \_\_\_\_\_ I do \_\_\_\_\_
10. Broccoli is definitely my favorite vegetable \_\_\_\_\_





2

Put a question mark, an exclamation point, or a period at the end of each sentence in this paragraph.

My favorite vegetable is carrots They're so sweet Do  
you know how my little brother eats carrots He puts them  
in rolls and eats them like hot dogs It's gross What is your  
favorite vegetable Do you like carrots, too

**Next Step** Write three sentences about one of the vegetables listed below. One sentence should make a statement or request, another sentence should ask a question, and the third one should express strong feeling.

eggplant cabbage asparagus squash corn

1. *Statement:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Question:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *Exclamation:* \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

## Commas in Compound Sentences

Use a **comma** before the coordinating conjunction in a compound sentence. Some common conjunctions are *and*, *but*, and *or*.

I study plants in school, *and* I know a lot about them.

I've read about the Venus flytrap, *but* I've never seen one.

Write Source Link

**1**

Underline the coordinating conjunction in each of these compound sentences. Put a comma before each conjunction.

1. Most plants get their food from soil but some plants eat insects.
2. The Venus flytrap grows in swamps and it really is a trap for flies.
3. The flytrap looks harmless but it is a danger zone for bugs.
4. The leaves are like traps and they actually have teeth!
5. An insect lands on a flytrap's leaf and the leaf snaps shut.
6. The insect is trapped and it can't get away.
7. Venus flytraps are grown in plant stores or they grow wild.
8. You can feed your Venus flytrap bugs but you shouldn't feed it meat.
9. Meat has salt in it and Venus flytraps don't like salt.





2

Combine each pair of simple sentences to make a compound sentence. Put a comma before the coordinating conjunction. The first one has been done for you.

1. Computers are fast.  
They are fun to use.

*Computers are fast, and they are fun to use.*

2. Robin wants to use her new computer.  
She does not know how to turn it on.

3. She needs help fast.  
She will cry.

4. Robin asks Ms. Kadiddle.  
She says she will help.

**Next Step**

Use a compound sentence with a coordinating conjunction to tell a partner about using a computer.



Name \_\_\_\_\_

# Apostrophes 1

An **apostrophe** is used in the spelling of a contraction. The apostrophe takes the place of one or more letters.

## Two Words

did not

you are

I am

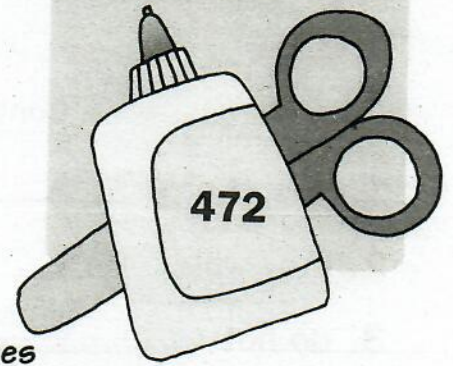
## Contraction

didn't

you're

I'm

apostrophes



Write Source Link

1

Write a contraction for each word or word pair in the list. Then rewrite each sentence, replacing the words in bold letters with a contraction.

## Two Words

is not

it is

do not

they are

cannot

## Contraction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Mary **cannot** sing. Mary can't sing.

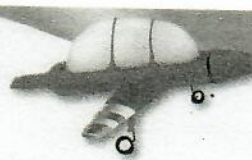
2. Jake **is not** singing. \_\_\_\_\_

3. **They are** both not singing. \_\_\_\_\_

4. **It is** time for you to sing. \_\_\_\_\_

5. But I **do not** want to. \_\_\_\_\_





2

Write contractions for the following word pairs.

<u>Two Words</u>	<u>Contraction</u>	<u>Two Words</u>	<u>Contraction</u>
1. it is; it has	_____	8. will not	_____
2. they will	_____	9. I would	_____
3. do not	_____	10. who is	_____
4. I am	_____	11. there is	_____
5. I have	_____	12. could not	_____
6. is not	_____	13. was not	_____
7. you are	_____	14. did not	_____

3

In each sentence below, write a contraction to replace the words in bold.

1. They **will** be riding six white horses when she comes. \_\_\_\_\_
2. It **is** just like a magic penny. \_\_\_\_\_
3. But the cat came back: it just **could not** stay away. \_\_\_\_\_
4. If **you are** happy and you know it, clap your hands. \_\_\_\_\_
5. **There is** a hole in the bottom of the sea. \_\_\_\_\_
6. I **have** been working on the railroad. \_\_\_\_\_
7. **Who is** afraid of the big, bad wolf? \_\_\_\_\_
8. I **am** a little teapot short and stout. \_\_\_\_\_

**Next Step** The sentences above are lines from songs. Can you sing any of them?



Name \_\_\_\_\_

Write Source Link

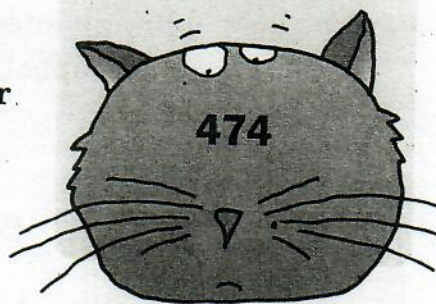
## Apostrophes 2

An **apostrophe** plus an **s** is added to a singular noun to show ownership. (Singular means "one.")

**the girl's bike** (The bike belongs to the girl.)

**the cat's whiskers**

(The whiskers belong to the cat.)



**1**

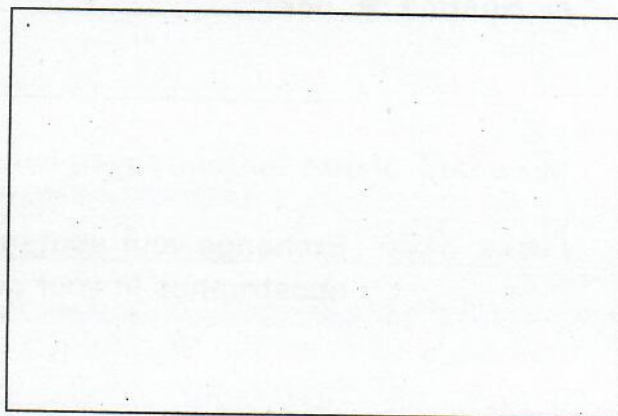
In each sentence, put an apostrophe in the word that tells who the gerbil belongs to. The first one has been done for you.

1. Chesters<sup>v</sup> gerbil likes leaf lettuce.
2. I think LaJoys gerbil is the cutest.
3. Where is the teachers gerbil?
4. Mollys gerbil is under my desk!
5. My neighbors gerbil stays in a cage.

**2**

In each sentence, draw a line under the word that tells who the hat belongs to. Draw one of the hats in the box.

1. Who has the baby's hat?
2. Mr. Dandelion's hat is yellow.
3. Look at Roger's hat!
4. Did you see Kathy's red hat?
5. Rocky Stark's hat is black.







3

Combine each set of words into a possessive phrase. Then write an interesting sentence using the phrase. Make sure to use apostrophes correctly. The first one has been done for you.

1. Betty ► house Betty's house

I went to Betty's house to play.

2. my sister ► pony \_\_\_\_\_

3. our dog ► name \_\_\_\_\_

4. a clown ► face \_\_\_\_\_

5. Mr. Brown ► car \_\_\_\_\_

6. a bluebird ► house \_\_\_\_\_

7. Shauna ► desk \_\_\_\_\_

**Next Step**

Exchange your sentences with a classmate. Check the apostrophes in your partner's work.



name: \_\_\_\_\_

What are 10 things you want to do this summer?

1.

2.

3.

4.

5.

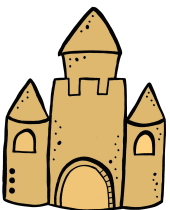
6.

7.

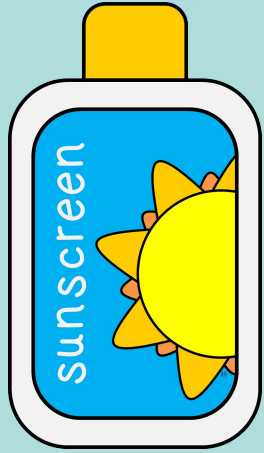
8.

9.

10.



# Sun Safety Tips



## **Always use sunscreen!**

Reapply often if playing in the water. Use at least 30 SPF. The sun's rays are the most intense between 11am and 3pm.



**Wear sunglasses**, the sun's rays can damage your eyes even if you aren't looking at the sun directly.



If you start to feel dizzy or sick, **get in the shade** and tell a parent or other trusted adult.

# Travel Log

Where did you go?

When did you go?






# SUMMER BUCKET LIST

- ☐ Have a picnic
- ☐ Camp in your backyard
- ☐ Roast marshmallows
- ☐ Have a lemonade stand
- ☐ Go to the beach
- ☐ Walk in in the woods
- ☐ Have a water balloon fight
- ☐ Run through the sprinkler
- ☐ Keep track of how far you ride on your bike
- ☐ Read at least 3 books
- ☐ Play mini golf
- ☐ Go to your local ice cream shop
- ☐ Visit the library
- ☐ Make homemade ice cream
- ☐ Plant flowers
- ☐ Go to your local farmers market
- ☐ Draw with chalk all over your driveway
- ☐ Blow bubbles
- ☐ Dance in the rain
- ☐ Have a hula-hooping contest
- ☐ Catch fireflies
- ☐ Pick strawberries or blueberries
- ☐ Go to the park
- ☐ Fly a kite



HELLO  
SUMMER!

# 4th of July Word Search

Created with TheTeachersCorner.net Word Search Maker

J X Y  
O Z F A Q Z F T S  
L S I F E R O Y Y E O F U  
O C Y F Y D I V C N T V W M L M H  
Z C X B L N P G L T A M R V Y P A X C  
T S V S U M M E R E T N I L E A S O G O J  
H V P J C X M O L S C T D U I B D K M P P  
P M R H M A L F M D A A N Z Q K R I K K S G R  
P Y B J P G I B E W E Z U E N K D G L J Y R M  
F J D E Y R S Z T N J Y E Z T D Z S Y J F M S I M  
H G E T K J H I C J E H D R G S N I X I B U F P J  
K A T P I Z N I J R O H A O F E U E U R F W B I E  
A B O E C C U H N W E V I R D V V U E P F M X T C K P  
P P P U N Y V O N Q I Z S A D V B Z C W E Z Z I Z T E  
O N L Y W S Z G H K J L K P O W N A A E L D T U A Y K  
W P B Z K P I C N I C G S A G Z A O A B O N H O M  
E W B G R Z C V H X L F B C M J L U F I R A I O B  
Q A L J O X Y Z R F Q T K Y A S Y A R G G A A R D  
I M F W U W P T K E H M C J K R T N U R T B I  
P R E E J W M V U M E Y J S R A X A J K A N A  
E L R B B P P Y H K E Y Z P O G D M C E A  
N V I I Q B B T P I K S M O U E Y K W Z F  
X F S C W N P G P R L O S H R S J G H  
Z V B A K F Q H X F D U U B I A G  
L I B T I O U J F U O O Y  
Y X X N S I K L X  
L G J

FIREWORKS  
LIBERTY  
AMERICA  
SUMMER  
PICNIC

FREEDOM  
PARADE  
ANTHEM  
PATRIOTIC  
UNITED STATES

INDEPENDENCE  
FLAG  
JULY  
BARBECUE



# Summer Word Scramble

Created on TheTeachersCorner.net Scramble Maker

1. MSMUER

---

2. LPOO

---

3. SMWIIMGN

---

4. KESINPRLR

---

5. REACCEMI

---

6. SUESNHNI

---

7. KBIE

---

8. ESRNDIF

---

9. WENLTAEMOR

---

10. IPICNC

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11. SLESCPIOP

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12. HACBE

---

13. NOTIVACA

---

14. IETUOSD

---

15. CNAIMGP

---

16. IYALGNP

---

17. FUN

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Bike

Popsicles

Friends

Watermelon

Outside

Sunshine

Beach

Playing

Sprinkler

Summer

Pool

Vacation

IceCream

Fun

Picnic

Swimming

Camping



# Summer Word Search

P L D I K Y M P C W H O S B R H S B B Y  
Z Q S C G N I M M I W S V O A E J T I J  
U S H E G E C U S Y N N S S L G G K Y N  
U R Q C H I R B W N D E U C N I P Q O I  
S X K R A M F L W S O X I I L B T L Z A  
X U Q E U E C N H Q C S P G Z H E M H B  
K S M A J F B N H U P M C C S M B O U V  
V P G M R Q T C Y O A C X H R S D A J J  
A R L T E P Y Q P C C I R E O G S K P D  
Z I U D I R F Y P Z I V T A N O T S A N  
G N H J O U K U A H H A R O Q D L E S H  
Y K U S R F S A N Z W C K N D T A Y B L  
G L G K J D D M U T Q A C G U O C Y M X  
B E Z R P V D D I Z G T O J Y H B M A Y  
R R O P Y I A B R W W I B B I K E T F Q  
V S T Y A W C V H L S O Y X V R D L N A  
M V M K J G E N I H S N U S K K Q S J Z  
E U T P N C C E I M W D L O U T S I D E  
U L O O P W M M A C G X N O S N D M E T  
E S H D G G Y O T X D F M E I K E D N Y

SUMMER  
SWIMMING  
SUNSHINE  
PICNIC  
SWIMSUIT  
OUTSIDE  
NO SCHOOL

HOT  
SPRINKLER  
BIKE  
HOTDOGS  
VACATION  
CAMPING

POOL  
ICE CREAM  
WATERMELON  
POPSICLES  
BEACH  
FUN

