Summer Language Arts Packet
For students entering Grade 5

No doubt you and your child are pleased that he/she will be continuing on or joining in the grade 5 Advanced Learning Program in the fall. We share your enthusiasm, and look forward to working with your child.

To provide your child with an opportunity to hone his/her skills for the challenges of the coming year we have provided a list of books that will expand on the themes studied this year and provide the foundation for the coming year. In order to give your child the opportunity to broaden their literary experience, we are requesting that all ALP students read two of the extension novels, related to the units studied this year, and answer the three questions for both of the novels. We also included some questions you and your child can use to start a discussion about any book being read. We also included some questions you and your child can use to start a discussion about any book being read. Additionally we have included a grammar review packet, a Latin review of stems and vocabulary, and a review of important literary terms and themes. Your child should memorize the definitions and important lists and use them to do the grammar activity that follows. Finally, there is an important writing assignment to help your child prepare for writing your autobiography. The written assignments should be returned to your child’s ALP teacher on the first day of school.

We appreciate that you have helped your child develop a love of reading, and expect that together we will continue to make reading an exciting and integral part of your child’s life.

If you cannot get the books in the library the ALP teacher will be able to lend some of them to you if you get to him/her before the materials are packed away.

Enjoy the summer. If you can get to Shakespeare on the Sound or Shakespeare on the Green or Shakespeare anywhere then do it! It will be great exposure for next year.
READING REQUIREMENTS:

Returning ALP students: Read a minimum of two novels from the list that you have not already read and answer the following questions for each novel. You may answer the questions for more than two novels if you choose to. (Print this page for each novel you are choosing.)

Students NEW to ALP: FIRST read The Secret Garden (see below) and print out the special questions for it and answer them only for the core novel. THEN read a minimum of one additional novel from the list that you have not already read and answer the following questions for each novel you read. You may answer the questions for more than one novel if you choose to. (Print this page for each novel you are choosing.)

Select Two Novels that you have not already read
My Daniel, by Pam Conrad
The Watsons Go to Birmingham, by Christopher Paul Curtis
Letter From Rifka, by Karen Hesse
A Wrinkle in Time, by Madeleine L’Engle
Underrunners, by Margaret Maky
Bridge to Terabithia, by Katherine Paterson
A Long Way from Chicago, by Richard Peck
Black Star, Bright Dawn, by Scott O’Dell
Words by Heart, by Ouida Sebestyen
Maniac Magee, by Jerry Spinelli
The Secret of Gumbo Grove, by Eleanor Tate
The Cay, by Theodore Taylor
Walk Two Moons by Sharon Creech
Julie of the Wolves by Jean Craighead
Taking Sides by Gary Soto
Year of Impossible Goodbyes by Sook Nyul Choi
**The Secret Garden by Frances H. Burnett

Suggested Critical Reading Questions*

- What is the author’s purpose?
- What key questions or problems does the author raise?
- What information, data, and evidence does the author present?
- What key concepts does the author use to organize this information, this evidence?
- What key conclusions is the author coming to? Are those conclusions justified?
- What are the author’s primary assumptions?
- From whose point of view are we seeing/reading/ hearing? From what angle or perspective?
- How are things, events, or people connected to each other? What is the cause and what is the effect? How do they all fit together?
• What are the implications of the author’s reasoning? So what? Why does it matter? What does it all mean? Who cares?
*Note: Not all these questions can be applied to all books.

Core Novel: *The Secret Garden*, by Frances H. Burnett
(*New* ALP Students ONLY)

In what ways did Colin and Mary change throughout the book?

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How is the garden a symbol of the change in Colin?

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What important ideas do you think the author intended to convey in this novel?

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Title of Novel read: ________________________________________________

In what ways did the main character change throughout the book?
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How is this novel related to one of the novels you read in class this year? (If you are new to ALP relate it to another novel you are reading this summer from the list or if necessary, other novels you have read previously.)
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What important ideas do you think the author intended to convey in this novel?
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Looking Ahead

to some of the other work you will be doing in ALP
Autobiography Prep

An important way for rising 5th graders to prepare for the biggest writing assignment of their lives so far is to spend time brainstorming and prepping ideas for their autobiographies. Here is a list of topics that ALP teachers throughout the district often assign as part of the project. Any time spent on a topic that your particular teacher does not end up “assigning” you may choose to add it as an “extra” or “free choice” piece so do not worry your time and effort will not go to waste.

Directions:
1. Look at the topics in the list below and brainstorm first alone then with help from the people around you who know you best to come up with stories that address each topic. Make a list of the stories about you that fit each topic. Leave room to add more as they come to you. Some stories may fit more than one category.

2. Now look at your lists and ask yourself:
   Is this story funny, or sad, outrageous, or even ordinary enough to interest my reader?
   Do I have enough details and facts to write a well-developed story?

3. Write a few notes up on FIVE good options. The hamburger model can be your guide here. Do you have a funny or catchy idea to start this story, a great hook? Do you have at least three distinct parts of the story? Is there potential for good rising action and a climax? Can you think of a creative way to start and to end it? Just bullet points or note format is fine. You are creating a guide that will jump-start your writing and save you loads of time come the fall.

4. Pick one topic from the five you worked on in step #3 and write a very good draft! Bring it to class on the first day of school

Possible topics:
A Birth Story
A Toddler Story
A Special Friendship Story
A Favorite or Secret Place
Best Gift or Favorite Item
Scariest Moment
Most Embarrassing Moment
Greatest Success or Greatest Failure
Most Influential Person or Greatest Inspiration
A Change Story (When you changed significantly)
A memory triggered by a photograph and aroma or a piece of music
You may also benefit from:
A) ...keeping a running list of words that describe everything about you. Ask family and friends to help by describing you in three words. Make your own lists of what you love, what you fear, what you dread, what you savor...the possibilities are endless!
B) ...keeping a list about what you hope to be and do as your life continues. This helps you to look back on your life so far and see how things are impacting you.
Review

of some of work you did in ALP
Grammar Section

Parts of Speech: The eight groups of words in our language: Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, Preposition, and Interjection

The Noun System: Nouns name things, pronouns can replace nouns, and adjectives describe both nouns and pronouns

Noun – the name of a person, place, or thing...or an IDEA like mother, valley, apple, or freedom.

Pronoun – a word that takes the place of a noun.
Subject pronouns: I, you, he, she, it, we, they Object pronouns: me, you, him, her, it, us, them

Adjective – modifies or describes a noun or pronoun, like, big, cold, blue, and silly.

  Article - a special type of adjective
  Indefinite articles: a and an
  Definite article: the

Verb – two important kinds of verbs are Action Verbs that show action (run, jump) or Linking Verbs that link the subject to something else (is: She is nice. She = nice)

Adverb – modifies a verb and tells "how," "when," "where," or "how much". Some adverbs end in “ly”: easily, warmly, quickly, mainly, freely, often, and unfortunately. Others include: high, far

Conjunction - joins words or groups of words. One type of conjunction is the coordinating conjunctions and they are: and, but, or, nor, for, so, yet

Preposition - shows relationship between two things. Some important prepositions to know are: in, on, over, under, beneath, near, beside, around, Before, during, after, to, from, for, toward and of

Interjection - shows emotion. Some interjections are oh, wow, ugh, and hurray.
Parts of Sentence: the main parts that make up a sentence

Simple Subject – the noun or pronoun that the sentence is about. “bird” in *The bird flew away.*

Simple Predicate – the simple predicate is the verb. “flew” in *The bird flew away.*

Complete Subject- all of the subject including adjectives describing the noun

Complete Predicate- begins with the verb and is all of what the subject does or is

Direct Objects- the noun or pronoun that receives the action of an action verb. *The mayor congratulated him.* “Him” is the direct object receiving the congratulating.

Indirect Objects-the noun or pronoun, located BETWEEN the action verb and the direct object that is indirectly affected by the action. *The mayor gave him and award.* Here the award is the direct object because it is what is being given but HIM is receiving the award so it is INDIRECTLY receiving the action and is thus the indirect object.

Subject Compliment- is the noun, subject pronoun, or adjective linked to the subject by a linking verb. *Quackers is a duck.* *Is the linking verb links Quackers to “duck” the subject compliment.*

Phrases (prepositional phrases)- a small group of words that begins with a preposition that is followed by its object. Sample: *He gave it to me.* “to me” is the prep phrase “to” is a preposition and “me” is the object of the preposition.

Types of Sentences:
- Declarative: declares, makes a statement
- Imperative: is imperious, like an emperor commanding
- Interrogative: interrogates, questions
- Exclamatory: exclaims, uses exclamation point
Label each of the following sentences with the correct abbreviations.

On Row #1 Parts of Speech:
n. (noun) pron. (pronoun) {indicate subject subj. or object obj.}; adj. (adjective); v. (verb); adv. (adverb); prep. (preposition); conj. (conjunction); interj. (interjection)

On Row #2 Parts of Sentence:
subj. (subject) pred. (predicate) ALSO: Draw a line between the complete subject and the complete predicate.

On Row #3 Phrases:
prep phrase (prepositional phrase)

On Row #4 Type of Sentence
Decl. Sent. (Declarative Sentence) Imp. Sent. (Imperative Sentence)
Inter. Sent. (Interrogative Sentence) Excl. Sent. (Exclamatory Sentence)

**Sample Sentence:**

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There is a direct object because there is an action verb. The thing receiving the “seeing” is the star so **star** is the direct object.

It is an exclamatory sentence because of the interjection and the exclamation point.

**A fox or jackal is the thief in the night.**
Will you catch some fish for an early dinner?

The trees near the boulders in the jetty are evergreens.

After the wild, cold, stormy night, shells littered the beach.

Without a very good fishing rod, you will catch nothing.
Good Things to Remember for Next Year:

The Five Generalizations about Change
- Change happens over time.
- Change can be positive or negative.
- Change is everywhere.
- Change can be orderly or random.
- Change can occur naturally or be man-made.

Literary Terms
Allegory A narrative that is an extended metaphor. Allegories are written in the form of fables, parables, poems, stories, and almost any other style or genre. In an allegory, the characters setting, and other parts of the story have both literal and symbolic meanings.

Alliteration When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: Anne’s awesome apple; Fred’s frozen french fries.

Antagonist The opponent or enemy of the main character, or protagonist.

Character a person in a play or novel

Climax The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions.

Denouement The final outcome of a story; the events following the climax.

Dialogue The conversation between characters in a work of literature.

Dynamic Character A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc.

Figurative Language The literal meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way other than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include alliteration, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, and simile.

Flashback A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.
**Foreshadowing** Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

**Free verse** Verse in which the meter and line length vary and which has no rhyme pattern.

**Imagery** Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language.

**Metaphor** The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, and hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*.

**Motivation** the reasons or desires that cause a character in a story to act.

**Narrator** the speaker or voice that tells a story.

**Personification** Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

**Plot** The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

**Point of View** The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.
**Protagonist** The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist.

**Repetition** The repeating of a word or pattern for a special reason.

**Rising Action** A related series of events in a story that build toward the point of greatest interest.

**Setting** The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

**Simile** When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate.

**Stanza** A group of lines of verse within a song or poem.

**Structure** Order of the parts of a story or poem, and the relationship of the parts to each other and to the entire work. Structural devices include such things as time order, comparison, cause/effect, spatial order, and repetition.

**Static Character** A character who does not undergo a significant change over the course of a story.

**Symbol** An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

**Theme** A story’s main message or moral.

**Voice** The perspective of the narrator of the story.
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Vocabulary words from Ceasar’s English

countenance  face
manifest    evident
languor      weakness
acute        sharp
condescend  to patronize
exquisite    beautifully made
sublime      lofty
allude       indirectly refer to
singular     unique
incrédulous  skeptical
melancholy   sadness
venerate     to respect
vulgar       common
undulate     to wave
repose       resting
subtle       slight
remonstrate  to object
articulate   express clearly
prostrate    lying down
martyr       one who suffers
superfluous  extra
lurid         sensational
genial       kind
palpable     touchable
furtive      stealthy

profound     deep
prodigious   huge
serene       calm
grotesque    distorted
odious       hateful
clamor       outcry
tremulous    quivering
placid       calm
amiable      friendly
perplex      confuse
visage       the face
abate        to lessen
traverse     to cross
vivid        bright
wistful      yearning
sagacity     wisdom
tedious      boring
vex          to irritate
abyss        bottomless depth
apprehension fear
tangible     touchable
pervade      spread throughout
stolid       unemotional
austere      bare