Fifth Grade Summer Reading List

Up and coming 3rd-5th grade students have the opportunity to be a part of the Hunt Summer Reading Program. We want to help keep up those reading skills! We have chosen novels for each grade and we highly recommend your student read these. The Hunt Library has multiple copies available for check out. We also have a sheet of thinking questions to go along with the reading that will be passed out with the book or can be viewed below or on myPISD.net. A surprise will be given when each of the recommended books are read and part or all of the thinking questions are turned in to the library during the summer program.

**Bridge to Terabithia**
*By Katherine Patterson*

**Before reading:**
- This story is about two friends. Brainstorm a list of qualities that make someone a good friend. Are having friends important? Explain.
- Look at the cover. What do you think it tells you about the story? What emotions does the cover make you feel? What questions do you have about the cover?

**During reading:**
- Jess was determined to be the fastest runner in his grade, but in the end he wasn’t. Think of a time you set your heart on something. What was it? Were you able to accomplish it? How did it feel?
- How do you spend your recess? What is your favorite activity to do? If you could create the perfect recess time, what would it look like?
- Create a Venn diagram that shows how Jesse and Leslie are alike and different.
- Draw a picture that you think Jesse might draw. Explain why you chose that picture and why Jesse would like it.
- Write a paragraph, telling about a time you became friends with a classmate. Explain how that made you feel and how you decided to become friends.

**After reading:**
- Draw a map of Terabithia. Be sure to label the parts of Terabithia. Write a brief explanation of your map and what Terabithia stood for.

Create a perfect place for you and a friend to spend time in after school. Include a map of your favorite place. In a one page paper, describe this perfect place. Be sure to include as many details as you can.

**Hatchet**
*By Gary Paulsen*

**Before reading:**
Read the list of words below. Write a prediction of what might happen in this story.

crashes wilderness divorce things to do survive
wreckage hatchet growl hungry unbelievable riches

Describe a time when you were frozen in fear, when you were afraid and didn’t know what to do. Tell what, where, when, why and how.

Imagine you had to put together a survival kit. On a blank sheet of paper, either illustrate or list 10 things you would include and tell why.
During reading:

Twenty Questions: Read chapter 1 of the novel. What questions do you have? What are you wondering? What do you hope to find out? What is confusing? On the back of this paper, make a list of your 20 questions. If you can’t think of 20, read chapter 2 and go back to your list and add any new questions you have. Look back at your list as you read, see how many of your questions are answered by the end of the story.

Tell about a time positive thinking affected a way that something happened to you. What would have happened if you had not done some positive thinking?

Brian invents names for things that are unfamiliar to him: “gut cherries,” “foolbirds.” How does he form these names? What are nicknames you have had for someone or some thing.

Gary Paulsen uses personification when he refers to fire as “a friend and a guard”? Explain why he chose these words.

A snow globe holds a miniaturized scene or model of a landscape. Design a snow globe to show the setting of the story. Things you might include: the L-shaped lake, the rock ridge, the dense forest, Brian’s shelter...what else?

After reading:

What do you think would have happened if Brian had found the survival pack much earlier? Would he be the same person he became under the book’s circumstances? Compare/contrast Brian’s survival kit with the one you created before you read the story.

Create a Venn diagram that shows how the “old Brian” and the “new Brian” are alike and different.

The epilogue reports that journalists were intensely interested in Brian’s experience after he returned. Write a feature article about Brian for your local newspaper or a teen magazine like U.S. Kids.

Sign of the Beaver

By Elizabeth George Speare

Before you read:

- How do you spend time when you are alone? Make a list of things you might do if you had to spend the day alone.

Research the state of Maine. Find out as much information as you can on the climate, natural resources and natural environment of Maine. Make a list or write a paragraph about Maine.

During reading:

- What two items is Matt left with when his father goes on a journey? How do you think those items will help him?
- Write a summary of chapter 3. How would you feel if you were Matt at the end of chapter 3? Create a bookmark that goes with your summary.
- Create a Venn diagram that compares and contrasts Attean and Matt.
- Which boy, Attean or Matt needs the friendship the most? Write a journal entry that Matt might have written on the day that Attean leaves with his tribe to go to the winter hunting ground.
- Matt and Attean accomplish tasks that make their families proud of them. Give two examples of tasks that each boy accomplished. Give an example of a task that you have accomplished that has made your family proud.

Storytelling is important to both boys. How would you retell the version of the bear story in the book?
After reading:

- Write a book review for this book. Be sure to include a summary, your opinion and an illustration of your favorite part.

What lesson or thought do you walk away from this story having? How might reading this story before fifth grade, help you have a better fifth grade year?

**A Week in the Woods**  
*By Andrew Clements*

**Before you read:**

You’re getting ready to go on a camping trip in July, make a list of ten items that are a must have for any camping trip.

Look over the front and back cover of the book, make a prediction of what you think the book will be about.

Write down your prediction and add an illustration. List three questions that you would like to have answered by the time you finish reading this story.

**During reading:**

- Why do you think Mr. Maxwell enjoys preparing for “the week in the woods”?
- Why are most Whitson students looking forward to the trip? Is Mark looking forward to the trip?
- Do you think you would enjoy such a trip? Explain your answers.
  - What do the teachers and students at the elementary school in Whitson think of Mark at the beginning of the story?
- List some reasons for the impressions they have of him. Are their impressions correct?
  - Why does Mark really head out into the woods?
- What does he think he will prove? Is he making a good decision?
- How does Mr. Maxwell feel about Mark’s disappearance?
- What does he do? What mistakes does he make?

**After reading:**

Mark seems to do everything wrong when he arrives at the public elementary school in Whitson.

Imagine that you are a student at Whitson.

- You have decided to befriend Mark. Write a few paragraphs in which you try to help Mark adjust to his new school and give him some pointers on making friends.
- Create a welcome packet for new students coming to your school. Include such items as a school map, daily schedule, cafeteria menu and a list of available teams, clubs and activities.
- Write a welcome letter. Decorate a folder with drawings, photographs, and stickers in your school colors, and then put your welcome letter and the other information inside.
- Make a top ten list for your classmates of things that need to be done to have a successful time at camp and things that need to be avoided at a school camping trip.
- Make a list of things you need to get together for your camp in November.