

5th Grade Supply List

Collected in Homeroom Class:

- 2 packages of 24 count pencils
- 2 packages of wide-ruled loose leaf paper
- 2 containers of Clorox wipes
- 2 boxes of Kleenex tissues
- 1 bottle of Hand Sanitizer
- 1 Package of Expo Dry Erase Markers
- 1 box of Band Aids
- 200 pack of index cards
- 1 package of large garbage bags
- 1 package 3"x3" Post-it Notes
- 1 inch binder for ***The Leader in Me*** (keep in locker)
- 1 small individual hand sanitizer (keep for personal use)



For Language Arts:

- **RED** 2 pocket Folder with prongs
- 2 **red** notebooks (*keep one at home until needed*)
- 1 pack of Pens
- 1 pack of Markers
- Personal headphones or ear buds used in class
- **Personal copy** of each book listed below:

Wit & Wisdom Required Reading

1st Quarter: Thunder Rolling in the Mountains By: Scott O'Dell

2nd Quarter: The Phantom Tollbooth By: Norton Juster

3rd Quarter: The River Between Us By: Richard Peck

4th Quarter: We Are the Ship: The Story of Negro League Baseball By: Kadir Nelson

For Social Studies:

- **GREEN** 2 pocket folder with prongs
- 1 composition notebook
- 12 pack Colored Pencils
- 100-pack Index Cards (any size)

For Science:

- **YELLOW** 2 pocket folder
- 2 **yellow** composition notebooks (*keep one at home until needed*)
- 2 Elmer's glue sticks
- Scissors
- 1 pack of markers
- 1 box of sandwich **or** gallon size Ziploc baggies
- **\$5 Lab Fee**

SCIENCE SUPPLIES WILL BE SHARED AND STORED IN CLASS.

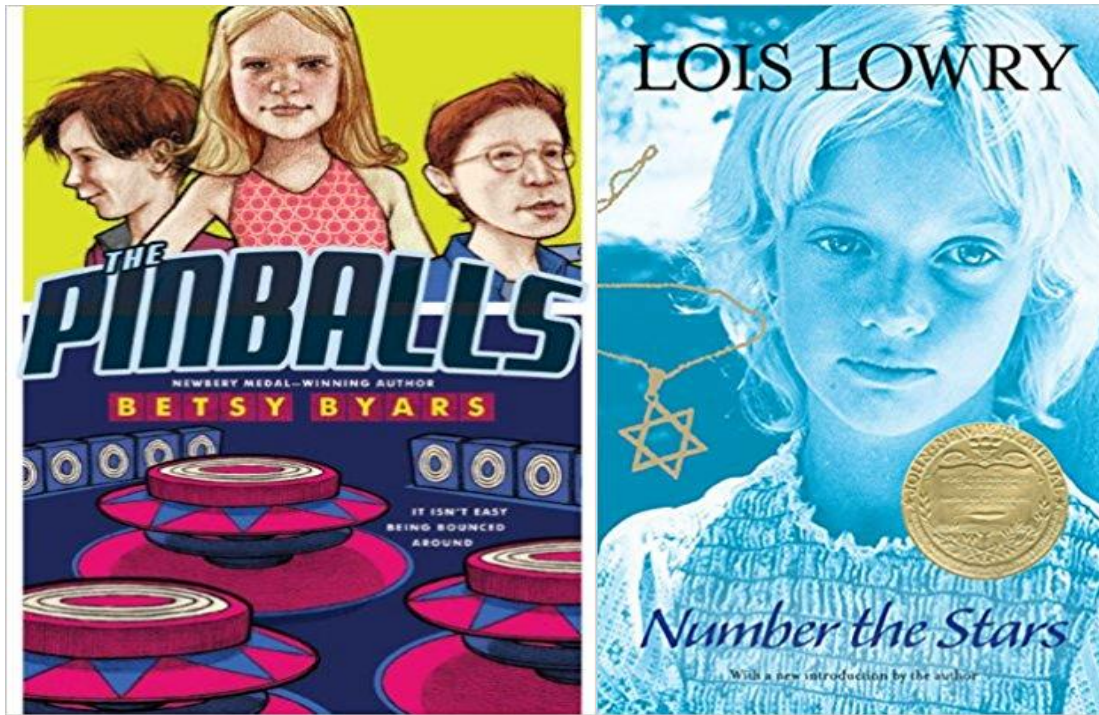
For Math:

- **BLUE** 2 pocket folder WITH prongs
- 2 **blue** composition notebooks (*keep one at home until needed*)
- 2 Elmer's glue sticks
- 12 count Crayola colored pencils

- **DO NOT PUT NAMES ON ANY SUPPLIES OR MATERIALS! WE WILL LABEL ITEMS IN CLASS TOGETHER IN THE SAME, UNIFORM MANNER.**
- BE SURE TO HAVE THE SUPPLIES ON THE FIRST DAY OF SCHOOL IN ORDER TO SET UP NOTEBOOKS, FOLDERS, AND SUPPLY KITS FOR YOUR STUDENT.
- Tutors are needed and appreciated; please reach out to your Homeroom teacher.
- School supply sales begin the first few weeks of July at most major supercenters. We suggest buying extras of pencils, markers, pens, and loose leaf paper for your student since supplies usually run low mid-year.

Name: _____ Grade: 5th Date: _____

SCPA 5th Grade Summer Reading & Math Response Packet



Name: _____

2020-2021

Name: _____ Grade: 5th Date: _____



5th Grade Core Teachers

Mr. Ciani - cianijo@cps-k12.org (ELA/ Science)

Ms. Harper - harperm@cps-k12.org (ELA/Social Studies)

Ms. Jansen-McKinnis - Mckinnr@cps-k12.org (Math/Science)

Mr. Rodak - rodakju@cps-k12.org (Math/Social Studies)

Dear Students,

As an incoming 5th grade student, you are required to read **two** books over the summer: The Pinballs by: Betsy Byars and Number the Stars by: Lois Lowry. These books will be an integral part of the 5th grade curriculum for the 1st Quarter and therefore you will be held accountable for reading the books and completing the summer packet, which will be due by the first week of school in August. The completed packet will be needed as we will go through classroom discussion, writing, fine arts integration activities, and various assessments.

The Pinballs and Number the Stars chapter books can be found at your public library, any bookstore, or online book source. *NOTE:* Excuses such as “I couldn’t get the book,” will **NOT** be accepted as an excuse for not being prepared for the first week of your 5th grade year. Your first marked grades in English Language Arts will be based on your reading and they will be recorded in PowerSchool.

You must complete each assignment in your best **CURSIVE HANDWRITING** with your name and date printed on each page. *If* you are not comfortable writing in cursive then please practice your cursive handwriting throughout the summer. You are required to write in cursive handwriting all year in your 5th Grade Language Arts class. Students are expected to be proficient in cursive by the end of 5th grade.

For your Math summer work, you will be expected to complete or simply practice on different online platforms. Your main goals should be to become fluent in your addition, subtraction, multiplication, and division math facts (up to 12s for multiplication and division), to know place value "spots" from one thousandTH to one million, and to practice your problem solving skills. This work will be checked when we return to school with a pretest and with your work log showing when you practice your math skills and for how long. It is important to remember **A PARENT SIGNATURE IS REQUIRED FOR EACH TIME THAT YOU PRACTICE**. We want you to be set up for success when you arrive to 5th grade so take this work seriously.

As you prepare to enter fifth grade, plan your summer work activities ahead of time. We imagine your summer months are filled with several activities. You must therefore plan your summer schedule around your family’s vacations and other commitments. Make every effort to complete your assignments before the first week of school. You certainly do not want to procrastinate; leaving the entire assignment until the end of your vacation will cause you to start your fifth grade year at a major disadvantage. Remember to **BE PROACTIVE** in staying on top of your work throughout the summer!

If you have any questions, please feel free to contact your 5th grade teacher via email. We can’t wait to meet each and every one of you to elevate your reading, writing, and math abilities. Let’s make it a great school year!

Name: _____ Grade: 5th Date: _____

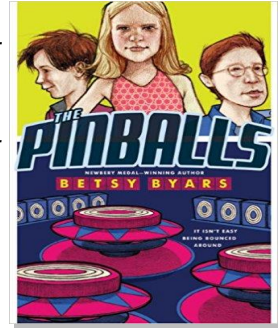
Read and analyze the novel The Pinballs By: Betsy Byars.

Chapter 1: Write the best definition based on the context clues from the reading.

resent _____

concussion _____

stabilize _____



1. Write the names of the three main characters at the top of each list below. Fill in as many character traits about each child as you can. When you find a new word or traits, come back and add it to the list.

2. *“Carlie was as hard to crack as a coconut.”*
What does that mean?



Name: _____ Grade: 5th Date: _____

Chapter 2: Write the best definition based on the context clues from the reading.

suspicious _____

forge _____

Carlie refers to many different TV shows and characters that her life is similar to, but you may not be familiar with her references.

What is the copyright date of this book? _____

Talk with your parents or grandparents about the characters from the shows Carlie mentions, then write the names of characters from current TV shows that Carlie could have chosen if this book was today:

Carlie's TV Character	Character Traits	Current TV Character

Chapter 3: Write the best definition based on the context clues from the reading.

squint _____

twinge _____

1. Why do you think Carlie is so hostile with everyone in the Mason house? _____

Chapter 4: Write the best definition based on the context clues from the reading.

scraggly _____

vaccine _____

Name: _____ Grade: 5th Date: _____

Chapter 5: Write the best definition based on the context clues from the reading.

hesitate _____

abrupt _____

commune _____

gnarled _____

Chapter 6:

1. Why do you think it makes Carlie feel terrible when people are nice and polite to her?



2. Carlie uses the metaphor of a pinball machine to describe how she feels about life. Do you think here explanation was effective? From what you've read so far, can you see how she would feel like that? Write a paragraph (at least five sentences) explaining what the title of the book means:

Chapter 7: Write the best definition based on the context clues from the reading.

hover _____

incision _____

Name: _____ Grade: 5th Date: _____

1. Re-read the letter Carlie wrote to her mother. Why do you think the author wanted us to see that Carlie wrote it without punctuation?



2. What correct punctuation marks are needed for the letter?

Chapter 8: Write the best definition based on the context clues from the reading.
summon _____

Chapter 9: Write the best definition based on the context clues from the reading.
mantel _____

halter _____

1. Carlie said she likes an audience. What does that mean?

Chapter 10: Write the best definition based on the context clues from the reading.
dread _____

1. Thomas J recalls his life with the Benson Twins. Can you imagine those things happening to you? How would you feel if you were living Thomas J's life?

Chapter 11:

1. In this chapter, the reader sees the first time Carlie shows she cares about someone other than herself. What happened? How did Carlie try to cheer the others up?

Chapter 12:

1. Carlie and Harvey talk about “a matter of principle”. What does that mean?

Chapter 13: Write the best definition based on the context clues from the reading.
persuade _____

doubtful _____

1. Why do you think Harvey finally told Carlie what happened to his legs?

Name: _____ Grade: 5th Date: _____

Chapter 14: Write the best definition based on the context clues from the reading.
criticize _____

furious _____

astonish _____

1. Why didn't Carlie take the book from the library? Do you think her answer is truthful? Why or why not? Explain.

Chapter 15: Write the best definition based on the context clues from the reading.
fidget _____

1. List three adjectives to describe how you think Harvey felt waiting for his father to show up for the visit.

Chapter 16: Write the best definition based on the context clues from the reading.
smudge _____

1. Good authors can take a small moment in a story and turn it into a "pivotal event" (where everything changes). Describe the "pivotal event" in chapter 16 and tell how you think it will change the characters.

Chapter 17: Write the best definition based on the context clues from the reading.
earnestly _____

1. Thomas J seems to talk just like a grown-up. Why do you think that is?

Chapter 18: Write the best definition based on the context clues from the reading.
feeble _____

pout _____

sulk _____

1. By the end of this chapter, the reader can start to see strong connections forming between the characters. Fill in the chart below to show which characters you see forming a strong bond. Add any other connections that you find.

Character 1	Character 2
Mr. Mason	Thomas J
Carlie	
Harvey	

2. When Carlie says she never gives up on anyone she likes, the reader believes her. Why do you believe her?

Name: _____ Grade: 5th Date: _____

Chapter 19: Write the best definition based on the context clues from the reading.

lousy _____

agonize _____

Chapter 20:

1. Could you imagine not knowing when your birthday is?
How do you think it would feel to have no idea when you
were born?

Chapter 22: Write the best definition based on the context clues from the reading.

cahoots _____

1. What is your prediction about Carlie's plan? Do you think it
will work? _____

Chapter 23: Write the best definition based on the context clues from the reading.

commotion _____

1. Why did Harvey cry? _____

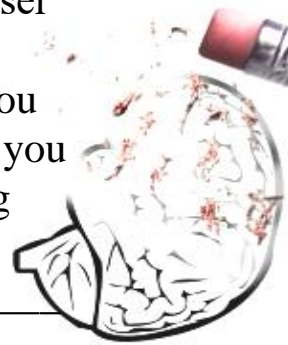
2. What was the "pivotal event" in this chapter? _____

Chapter 24:

1. Carlie says, “This is what it must feel like to be famous.” What does she mean? _____

Chapter 26: Write the best definition based on the context clues from the reading.
admiration _____

1. Carlie said that she’d like to go into her brain with an eraser and erase all the bad things that have happened to her. Imagine you could do the same. What are some things you **WANT** to erase from your brain? What are some things you would **NOT** want to erase? Write a paragraph explaining your reasoning.



2. The last sentence of the book is short, but it says a lot. Write a paragraph explaining how that one short sentence sums up the entire book.

Name: _____ Grade: 5th Date: _____

Read and analyze the novel Number the Stars By: Lois Lowry.

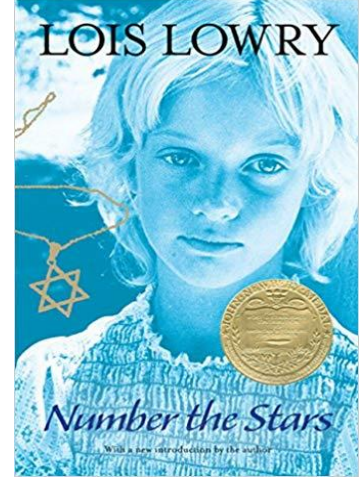
Choose a character or individual from the book and **write** a two paragraph journal entry as this person. Please **record** the first paragraph in print and the second paragraph in cursive writing. Use information from the novel in your journal entry.

Manage your time carefully over the summer so that you can:

- Read the novel Number the Stars
- Plan your response
- Write your response, and
- Revise and edit your response

Be sure to include:

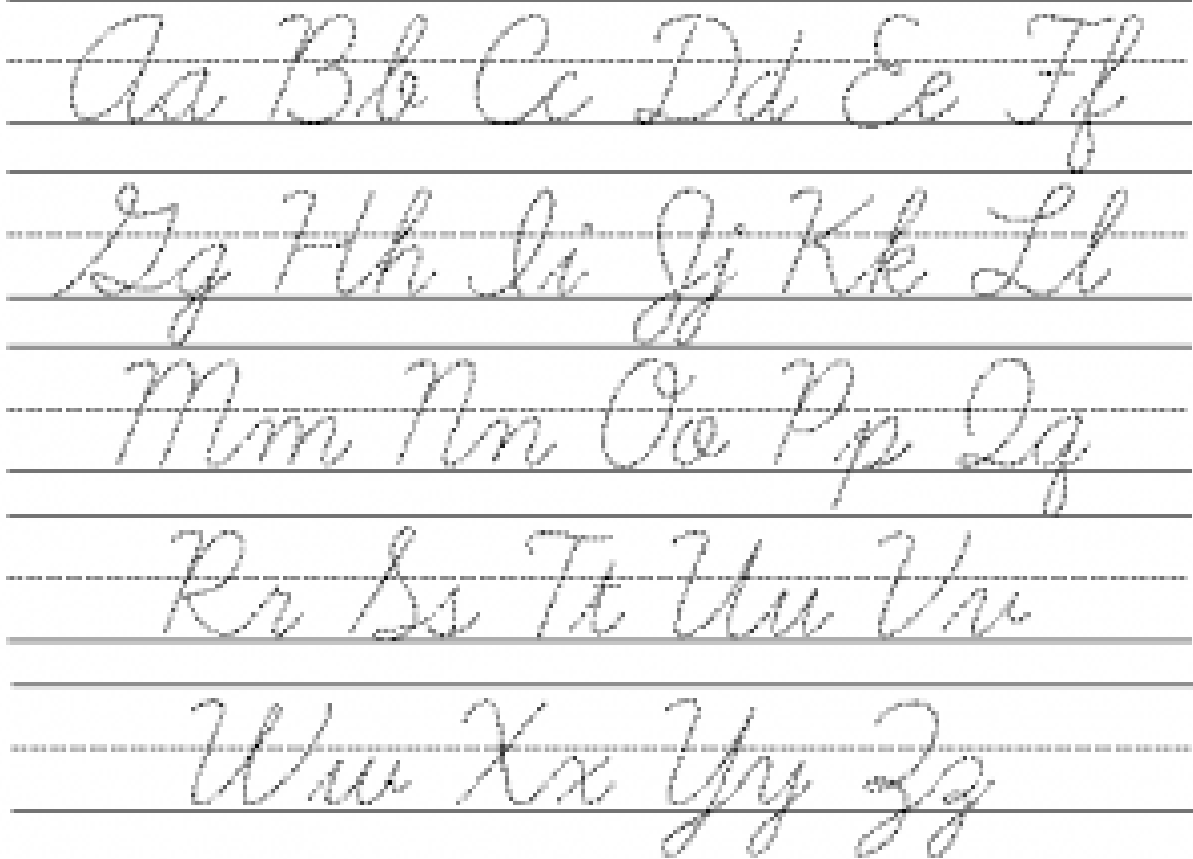
- An introduction
- Information from the novel as support, and
- A conclusion that is related to the information presented



Write your two paragraph response below:

Name: _____ Grade: 5th Date: _____

Cursive Alphabet



Name: _____ Grade: 5th Date: _____



SCPA 5th Grade Summer Math Practice Work

Directions:

Join Freckle Math to practice Math skills

1. Go to **student.freckle.com**
2. Type in your name and code: **7rb7bb**
3. Log the date, topic and time spent on math practice (in the table below)
4. **PARENTS should sign your work log weekly**

My goals for summer work:

_____ - I will learn/memorize my math facts (times tables) through 12's.

_____ - I will know place values from thousandths to millions and where they are located in a decimal number.

_____ - I will practice my problem solving skills and word problem analysis skills.

Resources:

Flash Cards: Printable flashcards and games to practice facts.

https://www.helpingwithmath.com/resources/oth_flashcards.htm#multiplication

<https://www.k5learning.com/free-flashcards/math>

<https://www.education.com/games/multiplication/>

Place Value Chart: <https://www.accuteach.com/files/5th/Number-Operations-in-Base-Ten/5.NBT.A.1/blank-base-ten-place-value-chart-5.NBT.A.1.pdf?>

IXL: <https://www.ixl.com/math/grade-4> Sections A-F # 1-5

<https://www.ixl.com/math/grade-5> Sections A-D # 1-5

Help with Math:

<https://www.khanacademy.org/math> Khan Academy: Focus on 3rd/4th/5th grade addition, subtraction, multiplication & division, place value and problem solving.

Email Contact:

Ms. Jansen-McKinnis (mckinnr@cpsboe.k12.oh.us)

Mr. Rodak (rodakju@cpsboe.k12.oh.us)

Name: _____ Grade: 5th Date: _____

Math Practice Log

This is to be used throughout summer break to chart time practicing material. The expectation is that students should be practicing at LEAST 1-2 times per week for 30-60 minutes.

Date:	Work Done (Math Facts/Place Value Practice)	Time Spent:	Parent Signature: