

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

The Pinballs



By Betsy Byars

Name _____

Summer Reading Response Packet

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____



5th Grade Reading Assignments for Students entering 5th Grade

5th Grade Language Arts Teachers

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Dear Students,

As an incoming fifth grade student, you are required to read *Pinballs* by Betsy Byars. This book will be an integral part of the fifth grade curriculum for first quarter; therefore, students will be held accountable for reading the book and completing the summer packet. This is due by the first week of school in August. The completed packet will be needed as students go through classroom discussion, writing, arts-integration activities, and assessments.

The book can be found at your public library, bookstore, or online book source. NOTE: Excuses such as “I couldn’t get the book,” will **NOT** be accepted for not being prepared for the first week of your 5th grade year and the first set of assessments based on your reading that will be recorded in the grade book.

You must complete each assignment in your best CURSIVE HANDWRITING, with your Name, Bell (unknown now) and Date printed on the upper right hand corner of EACH page. If you are not comfortable writing in cursive, please practice your cursive handwriting throughout the summer, since you are required to write in cursive handwriting in fifth grade Language Arts and, in most cases, in Social Studies.

As you prepare to enter fifth grade, DO plan your summer reading activities ahead of time. I imagine your summer months are filled with several activities. You must therefore plan your summer reading schedule around your family’s vacations and other commitments. Make every effort to complete your assignments ahead of time. You certainly do not want to procrastinate, leaving the entire assignment to the end of your vacation. You will feel way too much stress and you will end up starting your fifth grade year at a disadvantage.

If you have any questions, please feel free to contact your fifth grade teacher via email.

You are also encouraged to take careful notes on this book including character, plot details and a list of at least twenty new and interesting vocabulary words that you have encountered while reading the novel. These notes can be recorded in the five-subject notebook that you will use for ELA.

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Chapter 1:

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, come back and add it to the list.

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

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Chapter 2:

suspicious _____

forge _____

Carlie refers to many different TV shows and characters that her life is like. You may not be familiar with her references. What is the copyright date of this book? _____

Talk with your teacher about the characters from the shows Carlie mentions, then try to write the names of characters from TV shows today that Carlie could have chosen if this book was written NOW.

Carlie's TV Character	Character Traits	Current TV Character

Carlie also mentions TV shows that she watches. Through discussion with your teacher and at home with your family, write the names of TV shows today that could be comparable to the shows Carlie mentioned.

Carlie's Shows	Current Similar Shows
The Sonny and Cher Show	
The Andy Griffith Show	
Tony Orlando and Dawn	
The Young and the Restless	
Leave it to Beaver	

Name: _____

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Date /Due date: _____ / _____

Chapter 3:

squint _____

twinge _____

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

Chapter 4:

basin _____

scraggly _____

vaccine _____

Chapter 5:

hesitate _____

abrupt _____

commune _____

gnarled _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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 explaining what the title of the book means.

Chapter 7:

hover _____

pester _____

appendectomy _____

incision _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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

2. What punctuation marks are needed to correctly punctuate that letter?

Chapter 8:

summon _____

Chapter 9:

mantel _____

halter _____

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

Chapter 10:

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?

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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:

persuade _____

doubtful _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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

Chapter 14:

criticize _____

furious _____

impatient _____

astonish _____

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

Chapter 15:

fidget _____

juvenile _____

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

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

2. Why does Carlie tell Harvey what great help she can be in a fight? What does she mean?

Chapter 16:

smudge _____

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

Chapter 17:

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

earnestly _____

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

Chapter 18:

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 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/Bell Entering: _____

Date /Due date: _____ / _____

Chapter 19:

lousy _____

agonize _____

decal _____

Chapter 20:

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

Chapter 22:

cahoots _____

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

Chapter 23:

commotion _____

1. Why did Harvey cry? _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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:

twitch _____

admiration _____

1. Carlie said 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 both questions.

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

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

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Name: _____

Story Summary Sheet

Title: _____

Author: _____

Setting: _____

Main characters (include short description): _____

Minor characters (include short description): _____

Summary of plot: _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Favorite part: _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Name: _____

Character Challenge

Directions: We face many challenges on a regular basis in our daily lives, but usually on a different scale as a character in a novel. Decide what the main character's biggest challenge was and describe how he handled it. Put yourself in the same situation and explain how you would have dealt with it.

Character: _____

1. The biggest challenge you think the character faced was _____

2. He/she handled it by _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

3. If I were in the same situation I would have _____

because _____

Would you recommend this book to next year's fifth graders? Explain 3 to 4 reason why or why not. _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Essay Writing:

You will write an essay about an opinion about a situation /issue from Pinballs.

After reading through this page/template and using it as a guide to write your essay, you will plan and write your rough draft on loose-leaf paper. You will then revise or improve your essay and edit your spelling and punctuation. Finally, using your revised and edited copy, you will extract all of the parts of your essay, according to the template below, and copy them on this template. This is a chance to evaluate your work. Think of the Template as your checklist. If you discover you are missing parts, it is your job to revise your essay again to include all missing parts. That's what good writers and published authors do!

Title: _____

By: _____

Introduction:

Hook:

Claim or Main ideas you will discuss in the body of your essay: _____

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Body:

Paragraph 1(4 to 6 sentences):

Topic Sentence /Reason 1 that support your main idea or claim:

(3-4 details that support your topic sentence)

Paragraph 2(4 to 6 sentences):

Topic Sentence /Reason 1 that support your main idea or claim:

(3-4 details)

Paragraph 3(4 to 6 sentences):

Topic Sentence /Reason 1 that support your main idea or claim:

(3-4 details)

Name: _____

Grade/Bell Entering: _____

Date /Due date: _____ / _____

Conclusion:

Call-to Action (you're your reader to do something:

Restate your main idea or claim:

Leave the reader with something to think about:
