

## Getting Ready for Fifth Grade

### Summer Reading Packet

Dear Parents,

The only way for an emergent reader to become a fluent reader is to practice. The only way for a fluent reader to continue to grow is to practice. This summer your children are expected to read the novel, *The Sign of the Beaver* by Elizabeth George Spencer. They should read at least two or three chapters a week. In addition, the enclosed worksheets must be completed and returned with the book on the first day of school in September. During the first few weeks of school, several lessons will be based on this novel.

If possible, try reading with your children. The following are a few suggestions that will help your children improve their comprehension:

1. After reading several paragraphs, stop, and ask your children to predict what they think is going to happen next. Then ask what they heard in the first part of the story that caused them to predict as they did. When you finish, ask your children to compare the actual story to their predictions.
2. Ask your children to retell the story as they remember it.
3. Ask your children to read the story onto a tape. Then play back the tape, and listen. If they have read words or phrases onto the tape that do not make sense, stop the tape and ask what they meant. Do not focus on the pronunciation of words, but on their meaning. Thus, you will help your children realize that they should always read for comprehension.

Recommend that when they come to an unfamiliar word, they should continue reading the sentence, paragraph, or page in an attempt to construct meaning from the context. If this fails, have your children look for the meaning in a dictionary.

Although only one book is required, we would strongly suggest that students read several books this summer. Enjoy this time with your children. We look forward to meeting you and your son or daughter in the fall. Have a great summer!

Sincerely,  
Your Fifth Grade L.A.L. Teachers

## I. Writing Chapter Titles

A chapter title usually gives the reader a clue about what is going to happen in that chapter. Elizabeth George Spencer did not write chapter titles for her novel, The Sign of the Beaver. Write an appropriate title for each chapter as you read. Your title may be one word or a group of words.

Chapter 1 \_\_\_\_\_

Chapter 2 \_\_\_\_\_

Chapter 3 \_\_\_\_\_

Chapter 4 \_\_\_\_\_

Chapter 5 \_\_\_\_\_

Chapter 6 \_\_\_\_\_

Chapter 7 \_\_\_\_\_

Chapter 8 \_\_\_\_\_

Chapter 9 \_\_\_\_\_

Chapter 10 \_\_\_\_\_

Chapter 11 \_\_\_\_\_

Chapter 12 \_\_\_\_\_

Chapter 13 \_\_\_\_\_

Chapter 14 \_\_\_\_\_

Chapter 15 \_\_\_\_\_

Chapter 16 \_\_\_\_\_

Chapter 17 \_\_\_\_\_

Chapter 18 \_\_\_\_\_

Chapter 19 \_\_\_\_\_

Chapter 20 \_\_\_\_\_

Chapter 21 \_\_\_\_\_

Chapter 22\_\_\_\_\_

Chapter 23\_\_\_\_\_

Chapter 24\_\_\_\_\_

Chapter 25\_\_\_\_\_

## II. Character Traits

List three character traits for each of the two main characters in the book, The Sign of the Beaver. Explain your reason for choosing each trait using examples from the story.

### **Matt**

Character Trait	Example
1.	
2.	
3.	

## Attean

Character Trait	Example
1.	
2.	
3.	

### III. Project

Using ONE shoebox (any size), create ONE section of a totem pole. Cover the bottom and sides of your shoebox with paper or paint. (Please do not decorate the lid since this will be removed.) Create a design that you might expect to see on a Native American totem pole using a variety of colorful materials. You might want to research authentic Native American totem poles to help you with your ideas for your designs.

### IV. Vocabulary

Complete Vocabulary Tests 1 and 2. Use a dictionary to help you define any words that are new to you.

Name\_\_\_\_\_ Date\_\_\_\_\_

*The Sign of the Beaver* (vocabulary – part 1)

**Use a word from the list below to fill in the blanks.**

1. Matt can keep track of the days and weeks by making one \_\_\_\_\_ in a stick for each day.
2. Once, when they had tramped a long way from the cabin, they had seen in the distance a \_\_\_\_\_ dark-skinned figure.
3. Matt poured the sweet \_\_\_\_\_ into his one pewter dish.
4. Before winter they would add a \_\_\_\_\_ to the cabin for his sister and him to sleep in.
5. The strong wind blew a large \_\_\_\_\_ off of the tree.
6. Matt was so tired that he \_\_\_\_\_ into the cabin and slept away half the day.
7. Ben waved \_\_\_\_\_ toward the forest when Matt asked him where he lived.
8. When Ben asked Matt if he was alone, Matt \_\_\_\_\_ before he answered.
9. At the edge of the clearing, there were trees to fell to let in more sun on the growing corn and \_\_\_\_\_ that kept creeping closer over the cleared ground.
10. Matt walked back to his cabin \_\_\_\_\_ when he realized that Ben had stolen his rifle.

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underbrush  
vaguely  
bough  
notch

ruefully  
solitary  
hesitated  
stumbled

molasses  
loft

Name\_\_\_\_\_ Date\_\_\_\_\_

*The Sign of the Beaver* (vocabulary- part 2)

**Write the letter of the correct definition on the line in front of the word.**

- |                      |                                 |
|----------------------|---------------------------------|
| _____1. fondness     | a. scornfully; showing anger    |
| _____2. hastily      | b. a sudden fright              |
| _____3. nonchalant   | c. without pity                 |
| _____4. disdainfully | d. last; keep on; continue      |
| _____5. panic        | e. liking; affection            |
| _____6. glimpse      | f. in a hurried way             |
| _____7. endure       | g. a short look                 |
| _____8. mercilessly  | h. showing cool lack of concern |

**Fill in the blank with the best vocabulary word from the list above.**

1. Matt felt he could scarcely \_\_\_\_\_another meal of plain fish.
2. Because Matt's mom knew that he had a \_\_\_\_\_for molasses, she packed an extra jar for him.