

*Energized for Excellence Academy, Inc.*

*Welcome to 5<sup>th</sup> Grade*



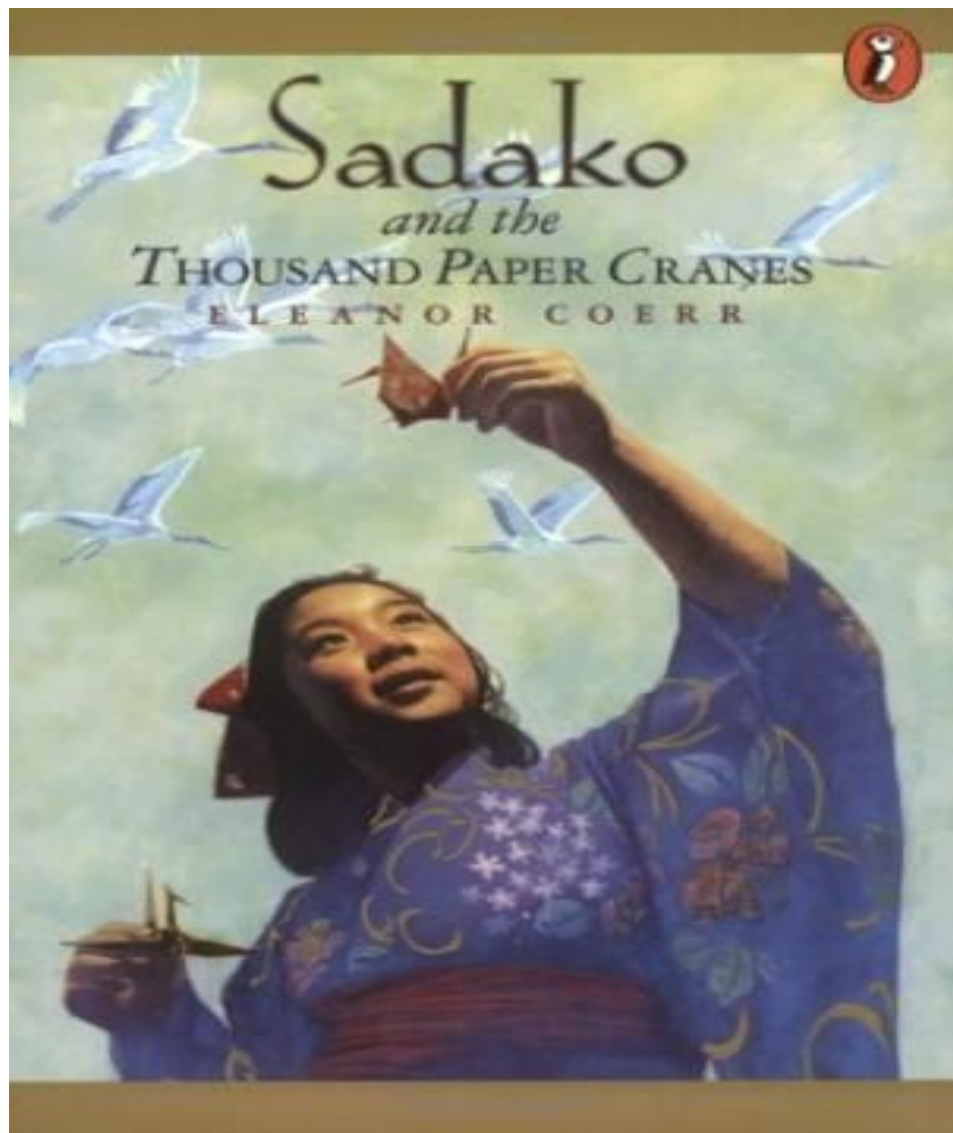
Packet

*Name:* \_\_\_\_\_

## *Summer Reading Selections*

*Books are available at your local Library, Barnes & Noble,*

*Half Price Books, Amazon*



# Sadako

## Summer Reading Packet

### **Prepare to Read**

#### Think About What You Know

Think about someone whose life story has been important to you. Describe the person's story in your own words and explain why it has value to you.

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#### **Preview and Predict**

- Look at the front cover.
  - Read the book summary on the back cover.
  - Read The Exchange question on the title page.
1. Page through the book and look at the illustrations. How do you think Sadako's friends and family feel about her? In detail, describe the picture that best supports your answer. Provide the page # of the picture that you used.

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## Use a Reading Strategy

### Use a Cause and Effect Chart

As you read each part of *Sadako* and the *Thousand Paper Cranes*, use the Cause and Effect Chart to show what effects the atom bomb has on Sadako and Hiroshima.

Chapter	Effects		Causes
1-2		because	
3		because	
4-5		because	
6-7		because	

8-Epilogue End of the Book		because	
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## Respond to Chapters 1-2 (pages 5-16)

### Cause and Effect Chart

Review what happened in the chapters. Begin filling in the Cause and Effect Chart on **page 3**.

### Think It Over

Write the answers to these questions.

1. **Personal Response** – Sadako was very excited for Peace Day. What holidays or celebrations excite you? Why?

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2. **Setting** – This story is based on true events that happened in Hiroshima, Japan. What happened only in Hiroshima that makes the setting important in this story? Provide a **quote** from the text to support your answer.

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3. **Character** - Reread pages 6 and 12. What was Mrs. Sasaki like? How can you tell? Give explicit text evidence to support your answer.

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## Respond to Chapters 3-5 (pages 17-35)

### Cause and Effect Chart

Review what happened in these chapters. Add causes and effect to your Chart on **page 3**.

### Think It Over

Write the answers to these questions below.

1. **Personal Response** – Sadako’s family was very proud of her for making the relay team. Explain something you done that made people proud of you?

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2. **Judgment** – At first Sadako’s parents didn’t tell her that she had leukemia. They just said she might be in the hospital for a few weeks. Do you think they were right to say this? What would you have said? Explain your response.

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3. **Compare Across Texts** – At first Sadako had problems folding the cranes. Look at “How to Fold a Paper Crane” on page 63. How does the “how-to article” help you understand why Sadako would have problems? Provide text evidence from Chapters 3-5 to support your claims.

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## Respond to Chapters 6-7 (pages 36-48)

### Cause and Effect Chart

Review what happened in these chapters. Add causes and effects to your chart on **page 3**.

### Think It Over

Write the answers to these questions below.

1. **Personal Response** – Everyone tried to help Sadako make a thousand paper cranes. How do people help you when you are sick? Be specific.

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2. **Plot** – Who did Sadako meet in the hospital? What happened soon after they met? What did Sadako learn from meeting him? Find a quote from the text (Ch. 6-7), that best shows the importance of this relationship.

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3. **Metaphors** - A metaphor is a comparison that does not use *like* or *as*. Page 37 says, "her bones seemed to be on fire." Tell the two things that are being compared in this metaphor. Then, tell what the metaphor reveals about Sadako.

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**\*\*\*Epilogue - A section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.**

**Ex. "The meaning of the book is revealed in the epilogue."**

**Respond to Chapters 8-Epilogue (pages 49-62)**

### **Cause and Effect Chart**

Review what happened in these chapters. Add causes and effect to your chart on **page 3**.

### **Think It Over**

Write the answers to these questions below.

1. **Personal Response** - Is there a memorial or other place that you go to remember something or someone? Describe where it is and what it means to you.

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2. **Conclusions** - How did Sadako affect people while she lived and after she died? Why do you think she caused people to feel this way?

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3. **Monitor Reading** - Reread pages 61-62. Choose a part of what you just read that was difficult to understand. Ask **two** questions about that part. Write answers below.

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# Sadako

**Directions:** Write an acrostic poem about Sadako. Begin each line with a word that starts with the letter on that line. The line should be a **complete thought** about Sadako.

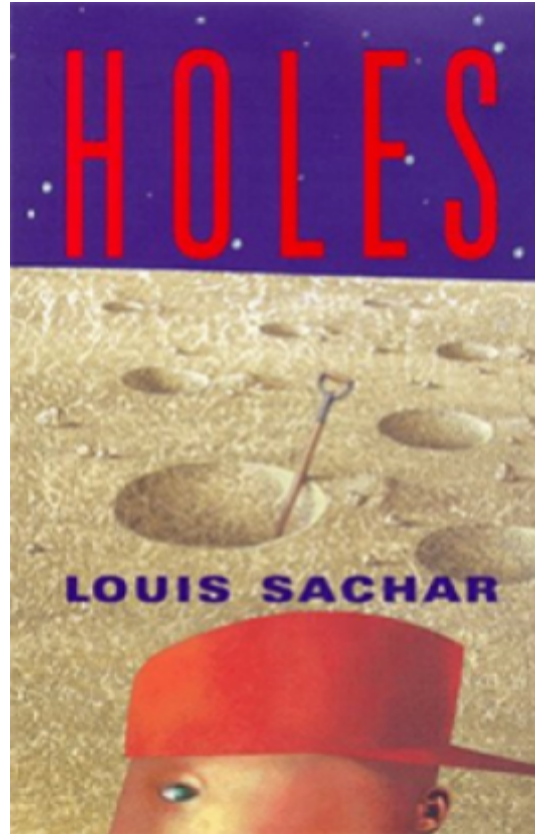
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### Holes Project Ideas

**Choose one Project Idea from the list below!**

- 1. Create an original book jacket for *Holes*. Include artwork for the front and back, a summary for the inside front flap, and information about the author on the inside back flap. Make sure your book jacket is original, different from the actual cover.**

**2. Research a famous outlaw from history. Present your findings in a written report or on a poster board. Be sure to include biographical information, crimes committed, and what *you* find most interesting about the outlaw.**

**William "Billy the Kid" Bonney**

**Jesse James**

**John Wesley Hardin**

**Sam Bass**

**3. Choose any one of the characters in *Holes*. Write ten journal entries that he or she might have written about experiences that took place during the book.**

**4. Write an epilogue that takes place 20 years after the end of the existing story. Explain briefly what each character is doing at this point in time - inmates and staff of Camp Green Lake. Be creative about how you reveal this information.**

**5. Create a board game based on information from the novel.**

**6. Research the author, Louis Sachar. Include biographical information, other books he's written, and comments he's made about *Holes*. Would you read another book by Sachar? Why or why not?**

**7. Choose an important or dramatic scene from the novel. Act it out for the class. You will need to write a script and use props and scenery.**

**8. Create a poster-size graphic organizer that displays important information from the novel - plot, characters, setting, and themes.**

**9. Create a mural/map showing Green Lake in Katherine Barlow's time and in Stanley Yelnats's time. Be sure to mark important locations that connect the two.**