

# Incoming Grade 5

2022 Summer Assignments

Dear Mercymount Families,

Research spanning 100 years has proven that students lose ground academically when they are out of school for the summer- a phenomenon known as “the summer slide.” Here are some facts about this achievement gap:

- When no work is done over the summer, it can take up to **2 months** from the first day of school for students’ brain development to get back on track.
- Teachers spend an average of **4-6 weeks reteaching** material that students have lost during the summer.
- Failing to read over the summer results in an academic loss equivalent to **2.6 months** of reading skills. Similar statistics apply to math as well.
- Third graders who can’t read on grade level are **4 times less likely to graduate** by age 18 when compared with proficient readers.
- A study conducted at Harvard’s Center for Evaluation found that reading **4 or 5 books** over the summer months had an impact on fall reading achievement comparable to attending summer school.
- **2-3 hours per week (20 minutes a day)** is all children need during the summer to prevent summer learning loss.

(<https://www.oxfordlearning.com/summer-learning-loss-statistics/>)

To help prevent “the summer slide” and to aid your child’s transition into the new school year, we appreciate your support with the following summer assignments. Thank you for your partnership in learning!

Entering Grade...	Reading and Language Arts	Math
K	(Enter K-1) Read a book of your choice for 20 minutes for as many days as you can this summer. Read with a parent or read by yourself. If you can’t read the words by yourself, read the pictures.	(Entering K) Practice counting, recognizing, and writing your numbers through 20.
1	Use the attached checklist to try reading in different ways. Turn in the checklist with a parent signature during the first week of school and be ready to tell your teacher about an interesting reading experience you had over the summer.	(Entering 1) Practice counting by 1’s, 5’s, and 10’s, recognizing, and writing your numbers through 120.
2	(Entering 2) Students have received a reading packet to complete and return on the first week of school.	(Entering 2-8) Complete the attached math packet and turn in during the first week of school.
3	Grades 3 and 4 will be voting for this year’s Rhode Island Children’s Book Award. To qualify to vote, you must read at least 3 titles from the attached list. All students should be prepared to complete an assessment (test or project) of the teacher’s choosing during the first weeks of school.	All students should be prepared to complete a math assessment (test or project) during the first weeks of school that covers the same topics addressed in the packet.
4	(Entering 3) 1. <b>Required Read:</b> <i>Third Grade Angels</i> by Jerry Spinelli 2. <b>Free Choice:</b> Read 1 book of your choice from the attached list.  (Entering 4) 1. <b>Required Read:</b> Read <i>Simon B’ Rhymin</i> by Dwayne Reed. 2. <b>Picture Book:</b> Read 1 picture book from the attached list. 3. <b>Free Choice:</b> Read 1 book of your choice from the attached list.	

5	<p><b>Reading</b>  <u>Required read:</u> <i>Wildfire</i> by Rodman Philbrick (RI Children’s Book Award Winner 2019)  <u>Free Choice Chapter-Book Read:</u> Read one chapter-book of your choice, minimum 200 pages  <u>Picture Book with Moral:</u> Read one picture book from the RI Book Award List, with a moral to the story.</p> <p>All students should be prepared to complete an assessment (test or project) of the teacher’s choosing during the first weeks of school.</p> <p><b>Grammar</b>  Complete the attached grammar practice packet. Due on the first day of school and will be assessed with an accompanying test during the week.</p>	<p>(Entering 2-8)  Complete the attached math packet and turn in during the first week of school.  All students should be prepared to complete a math assessment (test or project) during the first weeks of school that covers the same topics addressed in the packet.</p>	
6	<p><b>Literature</b>  All students should be prepared to complete discussion questions and have an assessment on the book assigned by Mrs. Antone. In addition, they should complete ONE of the attached project choices for the book assigned by Mr. Cotnoir. Projects will be collected and presented during the first week of school.</p>	<p>(Entering 6)  Mrs. Antone - <i>New Kid</i> by Jerry Craft  Mr. Cotnoir - <i>The Chronicles of Narnia: The Magician’s Nephew</i> by C. S. Lewis</p>	<p>(Entering 2-8)  Complete the attached math packet and turn in during the first week of school.  All students should be prepared to complete a math assessment (test or project) during the first weeks of school that covers the same topics addressed in the packet.</p>
7	<p><b>Grammar</b>  All students should also complete the attached grammar packet. It will be collected during the first week of school.</p>	<p>(Entering 7)  Mrs. Antone - <i>The People of Sparks</i> by Jeanne DuPrau  Mr. Cotnoir - <i>Chronicles of Narnia: The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis</p>	
8		<p>(Entering 8)  <i>Of Mice and Men</i> by John Steinbeck  Mr. Cotnoir - <i>The Chronicles of Narnia: The Voyage of the Dawn Treader</i> by C. S. Lewis</p>	

Name \_\_\_\_\_

MCDS

Date \_\_\_\_\_

Grade 5

Summer Grammar Practice

**Reviewing Sentences**

*Underline the simple subject in each sentence.*

1. Elizabeth Blackwell was born in 1821 in Bristol, England.
2. Elizabeth had four sisters and four brothers.
3. At that time most girls did not receive a good education.
4. Elizabeth's father hired fine private tutors for her and her sisters.
5. Elizabeth's education would help her in the future.

*Circle the simple predicate in each sentence.*

1. When Elizabeth was 11, her family moved to the United States.
2. After her father's death, the family needed money.
3. Elizabeth and her sisters gave music and English lessons to local children.
4. Elizabeth helped many people.
5. One day Elizabeth visited a sick woman.

*Box the direct object in each sentence.*

1. Elizabeth's sick friend had a secret.
2. Her male doctors didn't understand women well.
3. She presented an idea to Elizabeth.
4. Elizabeth would pursue a career in medicine.
5. Sixteen medical schools denied admission.

*Circle the compound simple predicate.*

1. Finally, she successfully argued and won her case for admission.
2. A college in New York explained the situation and asked its students to vote on admission for Elizabeth.
3. Probably as a joke, the all-male student body voted and accepted her.
4. Elizabeth studied and graduated from medical school.
5. She imagined and then founded the first women's medical college.

## Reviewing Nouns

*Underline each proper noun. Circle each common noun.*

1. There are many kinds of natural disasters.
2. One famous natural disaster happened long ago, in the first century.
3. Mount Vesuvius, a volcano in Italy, erupted.
4. The lava and ash from the volcano buried the city of Pompeii.
5. Archaeologists discovered the ruins of Pompeii and another city called Herculaneum in the 18th century.

*Write S in the parenthesis if the italicized noun is singular or P if it is plural.*

1. Forest fires ( ) are another kind ( ) of natural disaster ( ).
2. Trees ( ) and plants ( ) in the forest ( ) dry out when there is not enough rain ( ).
3. A single bolt ( ) of lightning ( ) can cause fires ( ) that destroy whole forests ( ).
4. The flames ( ) can also destroy animals ( ) and even houses ( ) in the area ( ).
5. In these emergencies ( ) firefighters ( ) spend days ( ) trying to put out the fire ( ).

*Complete each sentence with the possessive form of the singular or plural noun in parentheses.*

1. A \_\_\_\_\_ direction and speed can change quickly. (hurricane)
2. A \_\_\_\_\_ best protection in a tornado is to go into a storm shelter. (person)
3. The \_\_\_\_\_ shoes were carried downstream by the flood. (children)
4. The \_\_\_\_\_ opinions on the force of the earthquake varied. (experts)
5. \_\_\_\_\_ effects can be severe. (Earthquakes)

*Underline the simple subject and circle the direct object(s) in each sentence.*

1. Many people build homes in villages near volcanoes.
2. Volcanoes may destroy those homes.
3. People will risk the destruction of their homes for economic reasons.
4. The land's rich soil promises good crops for farmers.
5. A volcano's eruptions create new land and rich soil.

## Reviewing Verbs

Write *A* on the line if the italicized verb in each sentence is an action verb or *B* if it is a being verb.

1. \_\_\_\_\_ Sculptors *are* artists who make monuments and statues.
2. \_\_\_\_\_ Some monuments and statues *help* us remember special people or important events in history.
3. \_\_\_\_\_ Communities often *ask* sculptors to create big, important works to display in front of public buildings.
4. \_\_\_\_\_ People *visit* a monument or statue and think about the person or event it pictures.
5. \_\_\_\_\_ A monument or statue *is* a way to show respect for the past.

Underline the helping verb in each sentence. Circle the main verb.

1. Many monuments and statues are created as war memorials.
2. All around the United States, sculptors have made memorials for different wars.
3. One of the most famous memorials was installed in Washington D.C.
4. A 21-year-old woman named Maya Lin had designed it.
5. This memorial has been known as the Vietnam Veterans Memorial.

Write *R* on the line if the italicized verb is regular or *I* if it is irregular.

1. \_\_\_\_\_ Maya Lin *grew* up in Athens, Ohio, and finished high school there with excellent grades.
2. \_\_\_\_\_ She was *accepted* into Yale University as an architecture student.
3. \_\_\_\_\_ When she was a senior at Yale, she *heard* about the contest to design a monument to honor the soldiers who fought in Vietnam.
4. \_\_\_\_\_ Many people were surprised that a young Chinese American woman had *won* the contest to design the memorial.
5. \_\_\_\_\_ Some people did not *like* her design.

Circle the correct verb form.

1. Maya Lin's design ( is are ) a plan V-shaped wall.
2. The stones in the wall ( is are ) black.
3. The carving on the wall ( was were ) not decorative.
4. It ( was were ) a simple list of the more then 58,000 people who died in the war.
5. Maya Lin ( was were ) upset about the criticism of her project.

