

## Summer Reading Packet Grade 4 to 5

Dear Families, Guardians, and Caregivers,

Summer is a wonderful time for children to relax, explore, and enjoy time with family and friends. It is also an important time to continue building strong reading habits and skills.

Research shows that students who read regularly over the summer are more likely to maintain and even improve their literacy skills. Just 15–20 minutes of reading each day can make a meaningful difference!

Daily reading helps students:

- Expand vocabulary and language skills
- Improve comprehension and critical thinking
- Build stamina and focus for longer texts
- Strengthen overall academic success

The **Bridgeport Public Schools Summer Reading Packet** is designed to support your child's continued growth as a reader.

The activities in this packet:

- Reinforce important reading skills learned during the school year
- Provide flexible practice to help prevent summer learning loss
- Encourage independent reading and thinking about texts
- Promote discussion, writing, and reflection
- Support families in building strong literacy routines at home

**How you can support your child at home:**

- Visit your local library and help your child choose books that interest them
- Participate in the [Governor's Summer Learning Challenge](#)
- Set aside time each day for reading (independent or together)
- Ask thoughtful questions such as:

*What is the main idea of this story? How did the character change? What connections can you make to this text?*

- Read in different places—at home, outside, while traveling, or in everyday settings like stores and parks

You don't need to complete everything at once. Small, consistent efforts throughout the summer will have the greatest impact.

Thank you for continuing to support your child as a confident and capable reader.

# The Governor's Summer Learning Challenge

## Reading List

Grade 4



To support you as you work toward finishing the Governor's Summer Reading Challenge, the following list of titles has been compiled by the Connecticut State Library.

Every reader has different interests and reads at different levels, so choose a book that's right for you!

If none of the books on the list appeal to you, check the grade above or below. You can also reach out to your public library! They're professionals at guiding readers to find the perfect book!



This project is funded by the State of Connecticut and the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered by the Connecticut State Library.

Descriptions for the books are compiled from Goodreads and Novelist.



### Nonfiction

**An Immense World**  
Ed Yong  
Explore the amazing ways animals perceive the world, such as turtles that track the Earth's magnetic fields and fish that use electricity to talk to each other.



### Mystery

**Benny on the Case**  
Wesley King  
Eleven-year-old Benny, a boy with Mosaic Down syndrome, navigates a new mainstream classroom, standing up to bullies, making new friends, and uncovering a government conspiracy.



### Graphic Novel

**Fresh Start**  
Gale Galligan  
Anime-loving Ollie and her family have finally settled in one place. Now Ollie just has to figure out how to make friends without the option of running away anytime she messes up.



### Horror

**The Last Resort**  
Erin Entrada Kelly  
When Lila's estranged Grandpa Clem dies, she has to spend the summer in Ohio while her parents decide what to do with Grandpa Clem's creepy Victorian Inn.

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**Max in the Land of Lies**  
Adam Gidwitz

Max Bretzfeld has become a British spy and is returning to Germany with two missions: to infiltrate the Funkhaus, the center of Nazi radio, and to find his parents.

Historical



**Speechless**  
Aron Nels Steinke

New sixth-grader Mira can speak just fine at home, or when she's making stop-motion animations, but at school? The words just won't come.

Graphic Novel



**Opal Lee and What It Means to Be Free**  
Alice Faye Duncan

This stunning picture book celebrates the life and legacy of a modern-day Black leader while sharing a message of hope, unity, joy and strength.

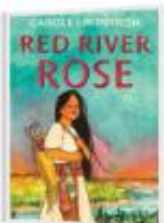
Biography



**The Stolen Songbird**  
Judith Eagle

When Caro finds a stolen masterpiece in her missing mother's suitcase, she's thrust into a thrilling art-heist caper in 1950s London.

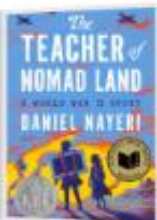
Mystery



**Red River Rose**  
Carole Lindstrom

Rose, her family, and the Métis people have lived on the land for generations. But then Rose's parents start speaking in hushed tones, discussing whether they should "join the Resistance."

Historical



**The Teacher of Nomad Land**  
Daniel Nayeri

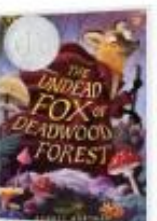
With Iran being squeezed between the forces of Great Britain and the Soviet Union, a boy valiantly tries to protect his sister from Nazi spies, soldiers, and hunger.

Historical



**A Sea of Lemon Trees**  
María Dolores Águila  
Twelve-year-old Roberto Alvarez becomes the lead plaintiff in a 1931 lawsuit challenging school segregation in Lemon Grove, California.

Novel in Verse



**The Undead Fox of Deadwood Forest**  
Aubrey Hartman

An undead fox serving as the Usher of Souls has his life upended when a mysterious badger soul appears.

Fantasy

## The Governor's Summer Learning Challenge Reading List

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Fantasy

### A World Worth Saving Kyle Lukoff

After coming out as trans, fourteen-year-old A is forced to attend weekly Save Our Sons and Daughters meetings, where he uncovers the terrifying truth that the group is run by a demon feeding on their pain.



Mythology

### Xolo

Donna Barba Higuera

It is said the mighty feathered serpent god, Quetzalcoatl, helped create the earth. Not much is known of his twin Xolotl, the god of lightning, death, and misfortune. A true monster. This is what really happened.

### Authors to Enjoy!

Beth Vabrel  
Chad Sell  
James Ponti  
Janae Marks  
Karina Yan Glaser  
Kwame Alexander  
Renee Watson  
Shannon Hale  
Stuart Gibbs

### Additional Reading Lists

Nutmeg Book Awards

## Summer Reading Packet Grade 4 to 5

### READING BINGO

Color in or cross off each box  
as you complete it! Try to fill in the entire Bingo  
Card!

|                                                                                                                              |                                                                                                                       |                                                                                                                |                                                                                                                          |                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br>Read under<br>a tree                    | <br>Read a<br>news article           | <br>Read before<br>bed        | <br>Read about<br>sports               | <br>Read under<br>the<br>stars |
| <br>Read a book<br>a friend<br>recommended | <br>Read a fantasy<br>or fairy tale | <br>Read about<br>friendship | <br>Read about<br>a superhero         | <br>Read a<br>series          |
| <br>Read about a<br>hobby                 | <br>Blanket fort                   | <b>FREE<br/>SPACE</b>                                                                                          | <br>Read aloud<br>to a younger child | <br>Goto the<br>Library      |
| <br>After dinner                          | <br>Read aloud                     | <br>Read a<br>magazine      | <br>Read<br>something<br>funny       | <br>Read poetry              |

## Summer Reading Packet Grade 4 to 5



### Grades 3-6 • High-Frequency Word Cards

- |             |               |             |
|-------------|---------------|-------------|
| 1. a        | 47. did       | 93. hold    |
| 2. about    | 48. different | 94. hot     |
| 3. after    | 49. do        | 95. how     |
| 4. again    | 50. does      | 96. hurt    |
| 5. all      | 51. done      | 97. I       |
| 6. also     | 52. don't     | 98. if      |
| 7. always   | 53. down      | 99. in      |
| 8. am       | 54. draw      | 100. into   |
| 9. an       | 55. drink     | 101. is     |
| 10. and     | 56. each      | 102. it     |
| 11. another | 57. eat       | 103. its    |
| 12. any     | 58. eight     | 104. jump   |
| 13. are     | 59. even      | 105. just   |
| 14. around  | 60. every     | 106. keep   |
| 15. as      | 61. fall      | 107. kind   |
| 16. ask     | 62. far       | 108. know   |
| 17. at      | 63. fast      | 109. laugh  |
| 18. ate     | 64. find      | 110. let    |
| 19. away    | 65. first     | 111. light  |
| 20. back    | 66. five      | 112. like   |
| 21. be      | 67. fly       | 113. little |
| 22. because | 68. for       | 114. live   |
| 23. been    | 69. found     | 115. long   |
| 24. before  | 70. four      | 116. look   |
| 25. best    | 71. from      | 117. made   |
| 26. better  | 72. full      | 118. make   |
| 27. big     | 73. funny     | 119. man    |
| 28. black   | 74. gave      | 120. many   |
| 29. blue    | 75. get       | 121. may    |
| 30. both    | 76. give      | 122. me     |
| 31. bring   | 77. go        | 123. more   |
| 32. brown   | 78. goes      | 124. most   |
| 33. but     | 79. going     | 125. much   |
| 34. buy     | 80. good      | 126. must   |
| 35. by      | 81. got       | 127. my     |
| 36. call    | 82. green     | 128. myself |
| 37. called  | 83. grow      | 129. never  |
| 38. came    | 84. had       | 130. new    |
| 39. can     | 85. has       | 131. no     |
| 40. carry   | 86. have      | 132. not    |
| 41. clean   | 87. he        | 133. now    |
| 42. cold    | 88. help      | 134. number |
| 43. come    | 89. her       | 135. of     |
| 44. could   | 90. here      | 136. off    |
| 45. cut     | 91. him       | 137. old    |
| 46. day     | 92. his       | 138. on     |

## Summer Reading Packet Grade 4 to 5

### Writing

Use 10-12 High Frequency words in a short story. (You can use a separate piece of paper.)

Prompt ideas:

The first day I did something new      An adventure with an animal

*A time when the weather changed my day*

Requirements: Underline vocabulary words and include a beginning, middle, end.

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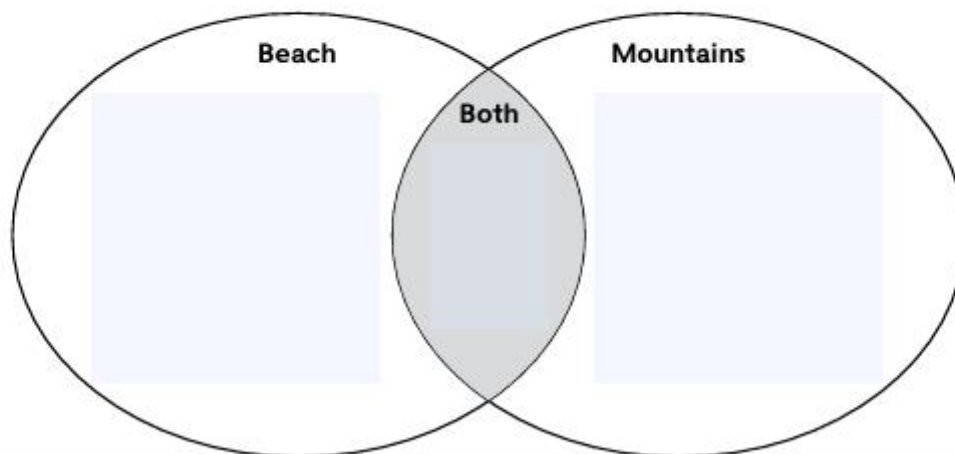
## Comprehension: Compare and Contrast

### Vacation Destination

Two families are going on a vacation this summer. One family is going to the beach. The other family is going to the mountains. Let's look at the pictures and talk about the differences in their vacation spots.



There are some things that you can only do at the beach and some things that you can only do when you are in the mountains. But some things will be the same. Write some of the things you can do only at the beach in the circle on the left, and some of the things you can do only in the mountains in the circle on the right. Write what would be the same for both vacations in the middle.



## Comprehension: Main Idea and Key Details

### Organizing Details

Below are some amazing facts about animals. For each topic, there are five sentences. One of the sentences contains the main idea of the topic, and the others tell about the details. Circle the sentence that contains the main idea. Then underline the details that support this main idea.

#### Chameleons

Each of a chameleon's eyes can be moved separately, so that it can look in two directions at once!

As its surroundings change, a chameleon can change its own color to blend in better.

A chameleon is a type of lizard that lives in many different environments.

When a chameleon spots an insect nearby, it can dart out its long sticky tongue to catch the insect.

Some chameleons have tails that can grip branches and other objects.



#### Penguins

The feathers of a penguin are very tightly packed, so that there is no space between them.

Unlike most birds, penguins do not have hollow bones, so that they can easily swim deep underwater.

Penguins have the ability to drink saltwater.

In many ways, penguins are not like most other birds.

Instead of wings, penguins have flippers that help them "fly" through the water.



## Comprehension: Point of View

### Dog Days

The paragraph below was written by John Miller, who tells about his experience as a volunteer at an animal shelter. Play the role of a reporter for your school newsletter and rewrite the paragraph telling John's story. Include the same information and details.



I started volunteering at the animal shelter in our town last month. This new program is teaching me how to care for dogs. I go there on Tuesday and Fridays after school. At first, I was a little nervous, and I didn't think it would be fun. But these dogs are so cute and they really need homes. When they are trained, it is easier to find a home for them. I help feed them and I've learned how to walk them so they get enough exercise. Without volunteers like me, these dogs wouldn't get much attention. I'm really glad I can help.

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## Comprehension: Point of View

### Book Review

Let's read Amy's review of a new book about the history of the telephone. Then we'll answer the questions about her point of view.

#### Jane Dallaway's History of the Telephone

By Amy Smith

Jane Dallaway has just written a new book about the history of the telephone. Her story begins with Alexander Graham Bell. She describes Bell's life and education. The overview of Bell's life is interesting, but it leaves out some important parts. For example, it doesn't tell us that Bell's mother was deaf and that his father was a speech teacher. The book does show how hard Bell worked to invent his telephone. His idea was to send speech over wires. Once he figured out how to do this, the path was set for developing the telephones that we know today. Dallaway describes how the telephone has changed over the years. She includes pictures that help us see the changes. Bell's first telephone was a simple box with an opening. You would speak into the opening and then listen through the same opening. Later, a separate earpiece was used to hear the person speaking. Today, telephones don't need all those wires anymore. Computers do most of the work. I think this book does a good job showing the changes of the telephone over time. What would Bell think of his invention if he could see it now?

1. What does Amy Smith think about the book?  
How do you know?

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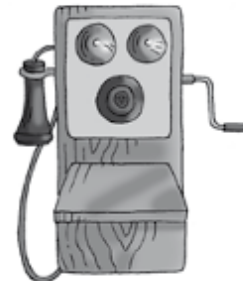
2. Would you like to read this book? Why or why not?

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## Comprehension: Sequence

### What Happened?

Let's read this short story. Then, on the lines below, write what happened first, next, then, and last.

Kwame's mother drives a school bus. In the morning she picks up kids at their bus stops and drives them to school. In the afternoon, she does this again, except just the other way around. Kwame's mother uses a special notebook to help her remember the stops, each child's name, and other important information.



One morning, Kwame was getting ready for school and his mom was getting ready for work. Suddenly, Kwame heard her exclaim, "My notebook! I can't find my notebook!" Kwame immediately went to help her look for it. Although they looked all over the apartment, they couldn't find the notebook. Kwame's mother sat on the couch, holding her pocketbook, trying to decide what to do. Finally, she jumped up from the couch and said, "Let's go, Kwame. I think I know where my notebook might be."

She dropped her son at school and drove to the school bus yard. She opened her regular bus and there was her notebook! It had fallen out of her pocketbook and landed near her seat. She was very happy!



|               |  |
|---------------|--|
| <b>First:</b> |  |
| <b>Next:</b>  |  |
| <b>Then:</b>  |  |
| <b>Last:</b>  |  |

## Comprehension: Theme

### Guess The Theme

Below are short descriptions of an imaginary poem, play, and film. Let's read each description and write the theme in each box.

**Poem:** The poet is looking out the window at a bird building its nest. A storm comes, and the work the bird has done is blown away. But the next morning, the bird is back outside rebuilding the nest.

**Play:** A lion is friends with a mouse. The lion is boastful, and always claims that the mouse couldn't do anything without him. Then one day the lion gets a tiny splinter in his foot. He tries, but he can't get it out. But the mouse is easily able to get it out.

**Film:** A young mountain climber has a very bad fall. He is no longer able to walk. He is very upset and feels sorry for himself. Then he meets an old fiddle player and begins to study music. After years of study, they are both playing music together. The film ends with a wonderful concert given by both of them.

## Comprehension: Theme

### Biographies

Let's read these short biographies. For each story, think of a title that tells the theme of the story. Then write the title on the line.

Title: \_\_\_\_\_

When George Washington Carver was a small boy, African American children were not allowed to go to school. But George wanted to learn. He heard about a school that would teach African American children. It was ten miles from his home, he walked there by himself. A woman he once met on the road told him he must learn all he could and use it to make a difference in the world. George never forgot her words. He grew up to become a famous scientist and inventor. Today he is known for his research into peanuts. He developed over one hundred products using peanuts, including paints, dyes, and even plastics.



Title: \_\_\_\_\_

When Helen Keller was eighteen months old, she caught a terrible fever. She recovered from her illness, but it had made her deaf and blind. Because Helen was so young, she had not learned to talk yet. Helen became a wild child—the terror of her household. Annie Sullivan was trained as a teacher for the blind. Annie came to live with Helen, and she worked to teach Helen sign language. One day, Annie used sign language to spell *water* on Helen's hand. At the same time, she poured water over her other hand. Finally, Helen understood. She quickly became an outstanding student and graduated from college. Later in her life, she wrote books and worked for the rights of women, workers, and people with disabilities.



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