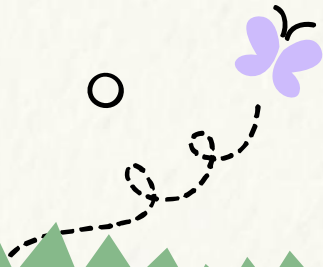
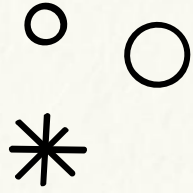
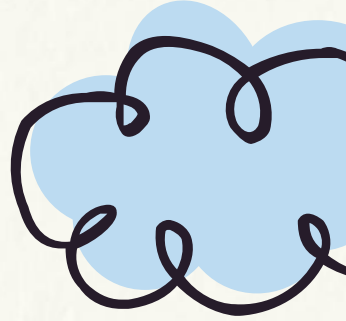
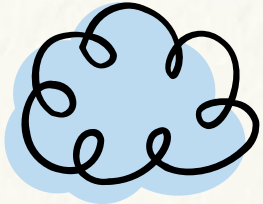


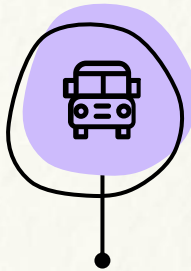


مدارس سعود العالمية
Saud International School

Grade 5
Summer Pack
Subject: English

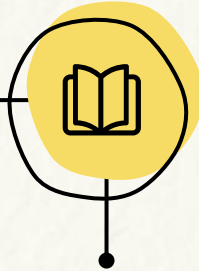


My Holidays



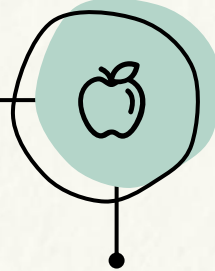
Activity 1

Write daily Journals to fortify my writing skills



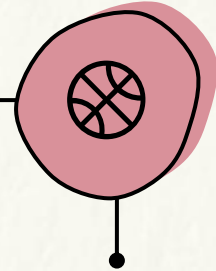
Activity 2

Read 10 books to strengthen my reading skills



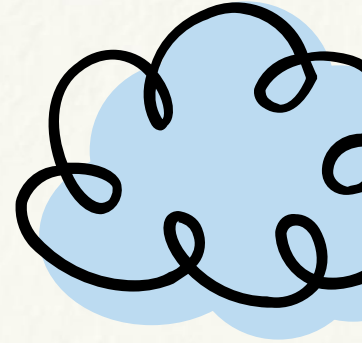
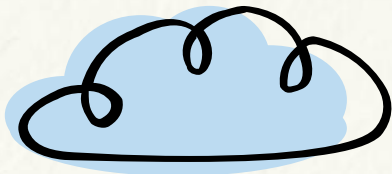
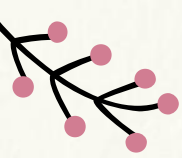
Activity 3

Make a scrapbook to enrich my creativity



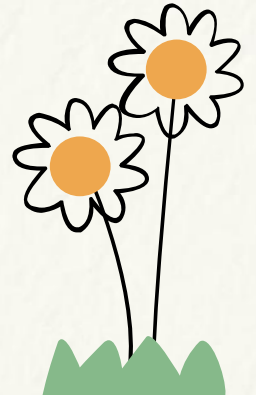
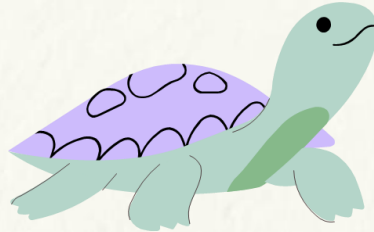
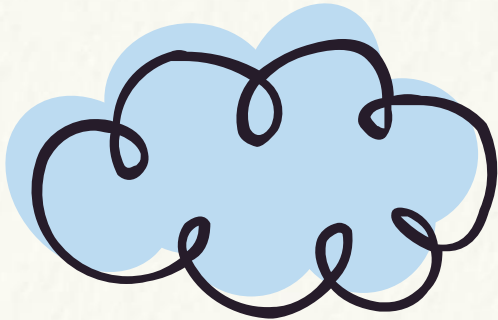
Activity 4

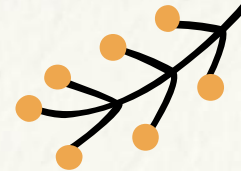
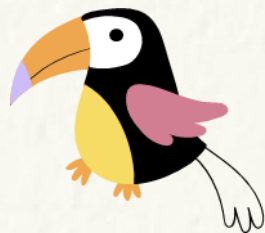
Play word games to enhance my vocabulary



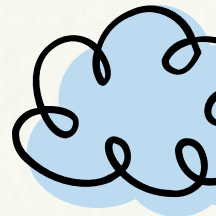
Whoa!work...work...work

"I'm a great believer in luck,
and I find the harder I work
the more I have of it." —
Thomas Jefferson





READING



Name _____

- Read the Skill Reminder. Then read the passage below and answer the questions.



Skill Reminder

Authors have different **purposes**, or reasons, for writing. Sometimes authors express their **perspective**, or opinion.

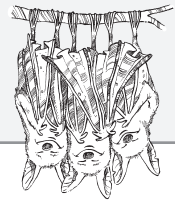
As soon as the postal carrier left, Zeke grabbed the package and tore off the brown paper wrapping. "It's here!" he yelled. "My bat box is here!" Zeke gleefully held up a wooden box that looked like a cross between a birdhouse and a mailbox.

"We keep *our* bats in the closet," said Martin, "with the balls and mitts." He glanced at the wooden box and added, "I think you got the wrong size."

"It's not for *that* kind of bat," Zeke replied. "This is a house for *live* bats. If I'm lucky, bats will see the house and make a nest inside it."

Martin shivered and made a face. "Creepy!" he said. "Why do you want a bunch of flying reptiles near your house?"

"They're flying *mammals*," Zeke said. "And it's not creepy—it's smart. Did you know that bats eat thousands of pesky insects every night? They also help pollinate flowers. Plus, they are gentle and fun to watch." Zeke lifted the lid of his bat box and peered inside. "Perfect for a big bat family!" he said.



1. What is the author's purpose for writing this paragraph? Check one.

_____ to tell readers what bats are really like
_____ to tell readers what a bat box looks like

2. What is the author's perspective about bats? Check one.

_____ Bats are creepy flying mammals.
_____ Bats are gentle, useful creatures.

3. Which sentence is a clue to the author's perspective? Check one.

_____ "It's not for *that* kind of bat."
_____ "If I'm lucky, bats will see the house and make a nest inside it."



School-Home Connection

Read a magazine article with your child, and discuss the author's purpose and perspective.

Name _____

▶ Read the Skill Reminder. Then read the paragraph.

**Skill Reminder**

- To **compare** means to tell how two or more things are alike. Words such as *both*, *alike*, and *too* signal comparisons.
- To **contrast** means to tell how two or more things are different. Words such as *but*, *unlike*, and *although* can signal contrasts.

Both the carpenter and the sailmaker were sailors from Scotland. The carpenter had sailed the Atlantic Ocean, unlike the sailmaker, who had sailed the Pacific Ocean. The carpenter made wooden toy boats for the children and told stories. The sailmaker didn't make toy boats, although he did make sails for the boats. He also taught the children how to make knots. Though the two sailors were different in many ways, they both cared about the children.

▶ Now circle the letter of the best answer to each question.

1. What is the same about the two sailors?

- A Both are sailmakers. C Both are from Scotland.
B Both are carpenters. D Both sailed the Pacific.

2. What is different about the two sailors?

- A One tells stories, and the other teaches a skill. C One is skillful, but the other is not.
B One is old, and the other is young. D One cares about the children, but the other does not.

3. What is the same about the sailors' relationships with the children?

- A Both make dollhouses for them. C Both teach them how to tie knots.
B Both care about them. D Both tell them stories.

4. What is the topic of this paragraph? _____

**School-Home Connection**

Choose two friends or family members, and ask your child how they are alike and how they are different.

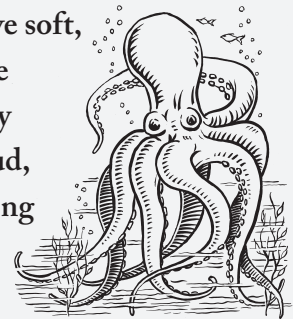
Name _____

- Read the Skill Reminder. Then read the passage. Think about the way the author organized the information.

**Skill Reminder**

- Authors may organize their ideas in a compare-and-contrast text structure.
- To **compare** means to tell how two or more things are alike. Words such as *both*, *alike*, and *too* signal comparisons.
- To **contrast** means to tell how two or more things are different. Words such as *but*, *unlike*, and *however* can signal contrasts.

Squids and octopuses are alike in many ways. They both have soft, boneless bodies. To blend into their surroundings, they both have the ability to quickly change their colors and patterns. When they sense danger, they can both release a dark fluid, called an ink cloud, to protect themselves. They both have eight arms. Squids have long bodies and short, compact heads. However, octopuses' heads are round and flat.



- Now circle the letter of the best answer. The first one has been done for you.

1. What is one thing that is the same about squids and octopuses?
A Both have long bodies. C Both have short, compact heads.
B Both are mammals. D Both have soft, boneless bodies.
2. What is one difference between squids and octopuses?
A Only squids have compact heads. C Only squids have eight arms.
B Only octopuses release ink. D Only octopuses change colors.
3. What is the same about how squids and octopuses protect themselves?
A Both hide in tide pools. C Both release an ink cloud.
B Both fight with their eight arms. D Both bite when frightened.

- Write the answer to the following question.

4. What is the topic of this passage? _____

**School-Home Connection**

With your child, compare and contrast two familiar animals.

Name _____

▶ Read the Skill Reminder. Then read the paragraph below.



Skill Reminder

- A **fact** is a statement that can be proved.
- An **opinion** is a thought, feeling, or belief about something. An opinion cannot be proved.

Mount McKinley is North America's tallest mountain. It is also the hardest mountain to climb. Mount McKinley is part of the Alaska Range. It is located in Denali National Park, one of America's most valuable wilderness areas. The first climber who said he reached the summit was Frederick Cook in 1906. Since then, people of many ages and abilities have climbed Mount McKinley. In 1993, Joan Phelps became the first blind climber of Mount McKinley. In 1995, Merrick Johnston became the youngest girl to climb the mountain. She was 12 years old. Both Merrick Johnston and Joan Phelps are amazing people. Everyone should climb Mount McKinley at least once.

▶ Write *F* next to each sentence below that states a fact. Write *O* next to each opinion.

1. _____ Mount McKinley is North America's tallest mountain.
2. _____ Mount McKinley is located in Denali National Park.
3. _____ Denali National Park is one of America's most valuable wilderness areas.
4. _____ The first climber who said he reached the summit was Frederick Cook in 1906.
5. _____ Both Merrick Johnston and Joan Phelps are amazing people.

▶ Read the last sentence in the paragraph. Is it a fact or an opinion? How do you know?

6. _____



School-Home Connection

Read a magazine article with your child, and work with him or her to identify the fact statements and opinion statements.

Name _____

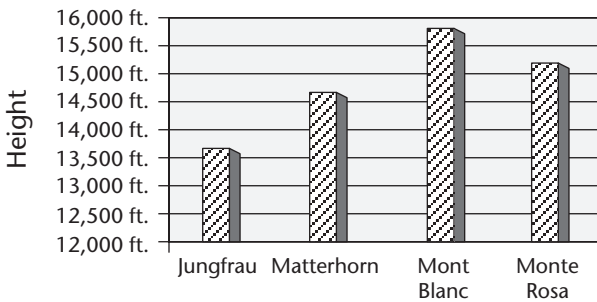
► Read the Skill Reminder. Then look at the graphs and answer the questions below.



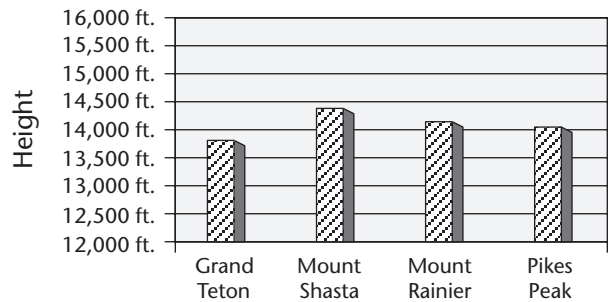
Skill Reminder

A graphic source gives information by showing it in a diagram, graph, map, or chart.

Mountain Peaks of Europe



Mountain Peaks of the United States



1. Circle the title of each graph. What information does each graph show?

2. Look at the graph "Mountain Peaks of the United States." How many mountain names does it list?

3. Look at the graph "Mountain Peaks of Europe." Which mountain is shorter than 14,000 feet?

4. Study both graphs. Which mountain peak is the tallest, and is it in Europe or in the United States?



School-Home Connection

Work with your child to find a graphic source in one of his or her textbooks. Ask your child to explain the information it gives.

Name _____

▶ Read the Skill Reminder. Then read the passage.



Skill Reminder

- **Literary devices** include:
 - **Similes** which compare two things, using the words *like* or *as*.
 - **Metaphors** which compare two things by saying that one thing is like the other.
 - **Personification** which gives human traits to animals or objects.

Once there was a cat who lived in a meadow. Every day, she crept like a shadow through the sea of tall grass, hunting mice and lizards. One day she met a rabbit in the meadow. “What are you doing here?” she demanded.

The rabbit squeaked, “It’s a big meadow. Can’t we share it?”

The cat thought about it. The idea tickled her. She looked at the rabbit. His eyes were as shiny as big black seeds.

Suddenly, the animals felt the thunder of footsteps. The biggest bull they had ever seen slid to a stop beside them. “This is *my* meadow now!” the bull roared.

The rabbit and the cat scampered away in opposite directions. It was clear that from now on, the meadow would not be kind to either of them.

▶ Now decide whether each underlined phrase is an example of a simile, a metaphor, or personification. Complete the chart.

Simile	Metaphor	Personification



School-Home Connection

Ask your child to share what he or she has learned about similes. Then look at the similes in this passage, and help your child identify what two things are being compared in each one.

Name _____



Skill Reminder

Imagery is a literary device that uses vivid descriptions to appeal to the senses.

► Read the passage. Then follow the directions.

Carlos wiped away another tear and kept chopping. He was halfway through his second onion, and he had three more onions to chop. “I can’t believe how much these onions sting my eyes!” he complained.

Medina, the head chef, was busy dropping chunks of spicy ground beef into a big red frying pan. Each chunk sizzled as it landed, filling the air with a rich aroma. “I know,” she said. “Unfortunately, that is the price we pay for good spaghetti sauce.”

Carlos sighed and kept chopping. He loved the rich, tangy flavor of homemade spaghetti sauce. He also knew that the crowd of volunteers would be as hungry as locusts after their day of beach cleaning. He knew that they’d appreciate his and Medina’s efforts.

1. Read the examples of imagery. Then write the word *sight*, *hearing*, *smell*, *taste*, or *touch* next to each example. One has been done for you.

Example of Imagery	Sense It Appeals to
big red frying pan	sight
each chunk sizzled	
these onions sting my eyes	
filling the air with a rich aroma	
the rich, tangy flavor of homemade spaghetti sauce	

2. Write an answer to each question.

- Where are Carlos and Medina? _____
- How hungry will their guests be? How do you know? _____



School-Home Connection

Ask your child to describe his or her favorite food, using details that appeal to the five senses.

Name _____

► Read the Skill Reminder. Then read the paragraph.



Skill Reminder

A **generalization** is a broad, general statement based on information in a story and your own prior knowledge.

Life aboard a ship is always hard for children. A ship does not have grassy areas for running and playing. Children have few chances to make new friends. There aren't many food choices on a sailing ship. Worst of all, ships can broach in stormy seas with huge waves.

► Now circle the letter of the correct answer.

- Which of the following statements is a generalization?
A Life aboard a ship is always hard for children.
B A ship does not have grassy areas for running and playing.
- Reread your answer to question 1. Which word signals a generalization?
A ship
B always

► Each sentence below is followed by a generalization. Underline the word in parentheses that best completes the generalization.

- The Gulf of Mexico gets hit by many powerful storms throughout the year.
The Gulf of Mexico is (sometimes, always, never) risky for sailing.
- When the radio failed after the storm, the sailors used signal flags to communicate with a nearby ship.
(No, Some, All) ships should carry signal flags.
- In a storm, a ship's deck and rigging get wet and slippery.
Being on the deck of (any, this, no) ship is dangerous during a storm.



School-Home Connection

Read aloud with your child a short story or a brief article. Then work together to make a generalization about something you read.

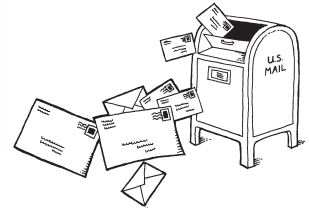
Name _____

► Read the Skill Reminder. Then read the passage below.



Skill Reminder

- An author might not explain everything that is happening in a story.
- Sometimes readers need to make inferences. To **make inferences**, readers can use **what they already know**, along with the **clues from the story**.



Byron looked at the pile of letters on his desk and sighed. Each letter said the same thing: *Not interested*. “I guess no one needs an automatic spaghetti-twirling musical fork,” Byron thought sadly.

TurboFork was Byron’s most brilliant invention. With the push of a button, the end of TurboFork twirled around and around, wrapping spaghetti noodles into a perfect, neat circle. While TurboFork twirled, it played Italian music. “Who *wouldn’t* want one?” Byron wondered. Yet not one company had shown an interest in TurboFork.

Byron heard the familiar clank of the mail slot cover, followed by the sound of letters hitting the floor. “Maybe today,” he thought hopefully.

► Read the story clues. Then answer the questions.

1. Story Clue: Each letter said the same thing: *Not interested*. Why does Byron feel sad?

2. Story Clue: Byron looked at the pile of letters on his desk and sighed. Who did Byron send his invention idea to?

3. Story Clue: Byron heard the familiar clank of the mail slot cover, followed by the sound of letters hitting the floor. “Maybe today,” he thought hopefully. What is Byron hoping for?



School-Home Connection

As you and your child read together or watch shows on TV, pause periodically to make inferences about story events. Encourage your child to explain how he or she figured out things that were not directly stated.

Name _____

► Read the Skill Reminder. Then read the passage and answer the questions.



Skill Reminder

- To **make a judgment** is to give your opinion about whether something is right or wrong.
- When you make a judgment while reading, use **ideas from the text** to support your judgments.

Lewis and Clark returned to St. Louis with a boatload of treasures. These treasures were not worth a lot of money. They were valuable because of what they contributed to scientific knowledge.

The explorers brought back 39 dried, pressed plants. Nineteen of them were completely new to scientists. They brought back two live animals—a rodent called a prairie dog and a bird called a magpie. They also brought the skins and skeletons of several animals no scientists had ever seen. These included a badger, an antelope, a bighorn sheep, a coyote, and an elk.



1. What judgment does the author make in the first paragraph?

- | | |
|---|---|
| <p>A The plants and animals were treasures.</p> <p>B The boat was full of plants and animals.</p> | <p>C The prairie dog had never been seen before.</p> <p>D The animals and plants contributed to scientific knowledge.</p> |
|---|---|

2. Do you think that the plants and animals were valuable? Explain.



School-Home Connection

Ask your child to tell you what he or she has learned about the Lewis and Clark expedition. Talk together about why the journey was important.

Name _____

**Skill Reminder**

These are some of the types, or genres, of narrative text:

- **Fable:** a story that teaches a lesson, often using animal characters that behave like people
- **Folktale:** an ancient story that shows the beliefs and customs of a culture
- **Historical fiction:** stories set in the past that tell about events that might really have happened in history
- **Myth:** an ancient story often meant to explain the mysteries of life or nature
- **Realistic fiction:** stories with characters, settings, and events that could happen in real life
- **Tall tale:** a humorous story that tells about impossible happenings and an unbelievable hero

► Draw a line to connect each story description to its genre.

- | | |
|---|--------------------|
| 1. a story about a giant logger who cuts 1,000 trees a day | realistic fiction |
| 2. a story about a girl whose best friend moves away | fable |
| 3. a story about why there are clouds | tall tale |
| 4. a story about a mouse who learns a lesson | folktale |
| 5. a story about a girl who lived in ancient Egypt | myth |
| 6. a story from ancient China that tells why it is important to be modest | historical fiction |

**School-Home Connection**

Ask your child to describe different types of narrative text. Then discuss stories family members have read or heard that are examples of the different types.

Name _____

- Read the Skill Reminder. Think about the way the author organized the information. Then read the paragraph.

**Skill Reminder**

- Authors may organize their ideas in a text structure that follows a sequence.
- When a text is organized by **sequence**, events are told in time order.
- Look for dates and sequence words such as then and later to help you identify the order of events.

In 1503, Leonardo da Vinci began a painting of an Italian woman. He completed it about three years later, in 1506. The painting showed a woman with dark hair and a soft smile. Leonardo da Vinci never sold this painting. He kept it for himself. He even took it with him when he moved to France in 1516. One year before his death in 1519, Leonardo da Vinci presented his masterpiece to the French king. Today this painting, called *Mona Lisa*, is displayed in a museum in France. Many people think that *Mona Lisa* is the most beautiful painting in the world.



- Read each question. Circle the letter of the best answer.

1. How long did it take Leonardo da Vinci to paint *Mona Lisa*?
A about one year
B about two years
C about three years
2. When did Leonardo da Vinci move to France?
A right after he finished the painting
B two years after he finished the painting
C ten years after he finished the painting
3. In what year did Leonardo da Vinci give *Mona Lisa* to the French king?
A in 1516
B in 1518
C in 1519
4. Which event happened before Leonardo da Vinci moved to France?
A he completed *Mona Lisa*
B he gave *Mona Lisa* to the French king
C *Mona Lisa* is on display in a museum.

**School-Home Connection**

Reread the paragraph with your child, and discuss the words and phrases that give clues about time or the order in which events occurred.

Name _____

- Read the Skill Reminder. Then read the passage and follow the directions.

**Skill Reminder**

- To **summarize** is to retell the most important ideas in your own words.
- To **paraphrase** is to restate a sentence or passage in a different way, without changing the meaning.

The manatee is a large, peaceful creature that lives in warm coastal waters from Louisiana to Virginia. Sadly, the manatee is in danger. Manatees like to rest just below the surface of the water. Many manatees have been hit by speeding boaters who do not see them. It is common to find wild manatees with scars on their skin from boating accidents. Places like Florida's Everglades National Park are trying to protect the manatee. In the park, boaters must travel at a very slow speed. The park has signs that say "No Wake Zone." These strict boating rules create safe areas that help protect the manatee.



1. Put a check next to the four ideas you would include in a summary of the passage.

- _____ The manatee is a large, peaceful animal.
- _____ The manatee is in danger.
- _____ Signs in the park say "No Wake Zone."
- _____ Speeding boaters have injured many manatees.
- _____ Manatees have scars on their skin.
- _____ Everglades National Park is trying to protect the manatee.

2. Paraphrase the last sentence of the passage on the line below.

**School-Home Connection**

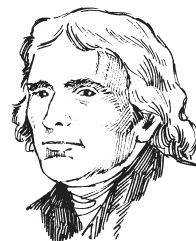
Read the passage with your child. Then take turns restating the sentences in your own words.

Name _____

▶ Read the Skill Reminder. Then follow the directions.

**Skill Reminder**

- To **summarize** is to retell the most important ideas in your own words.
- To **paraphrase** is to restate a sentence or passage in a different way, without changing the meaning.



Before Meriwether Lewis led the famous Corps of Discovery expedition, he was President Thomas Jefferson's private secretary. The two men had many conversations together. Lewis had discussed the idea of an expedition to the Pacific with the President. However, the Louisiana Territory belonged to France. Americans would need the permission of the French government to explore it. Jefferson had also considered the idea of exploring without France's permission. Then in 1803 the United States purchased the Louisiana Territory. The government paid France 15 million dollars for the land. At last, Americans were free to explore the territory.

1. Put a check next to the four ideas you would include in a summary of the passage.

_____ The Louisiana Territory belonged to France.

_____ The men had many conversations together.

_____ Americans needed the permission of the French government to explore the Louisiana territory.

_____ President Jefferson thought about exploring the territory without France's permission.

_____ In 1803 the United States purchased the Louisiana Territory.

_____ The government paid 15 million dollars for the land.

_____ At last, Americans were free to explore the territory.

2. On the line below, paraphrase the first sentence of the passage.

**School-Home Connection**

Read the passage with your child. Then take turns restating the sentences in your own words.

Name _____

▶ Read the Skill Reminder. Then read the paragraph.

**Skill Reminder**

- To **summarize** is to retell the most important ideas in your own words.
- To **paraphrase** is to restate a sentence or passage in a different way, without changing the meaning.



In early 1848, a team of workers led by James Marshall was camped on the American River near Sacramento, California. They were building a saw mill for John Sutter. On January 24, 1848, James Marshall found a few small gold nuggets along the river. Just a few months after James Marshall's discovery, gold was found in other rivers in California. General John Bidwell found gold in the Feather River, and Major Pearson Reading discovered gold in the Trinity River. These discoveries led to the California gold rush. Approximately 500,000 people traveled to California to search for gold.

1. Put check marks next to the three ideas you would include in a summary of the paragraph.

_____ Gold was discovered in the American River on January 24, 1848.

_____ Workers were camping near the river.

_____ A few months after James Marshall's discovery, gold was found in other California rivers

_____ John Bidwell found gold in the Feather River.

_____ These discoveries led to the California gold rush.

2. Paraphrase the first sentence of the paragraph on the line below.

**School-Home Connection**

Read the paragraph with your child. Then take turns restating the sentences in your own words.

Name _____

Theme

.....
Lesson 10

► Read the Skill Reminder. Then read the passage.



Skill Reminder

The **theme** of a story is its main message or moral. Readers can figure out the theme by thinking about what the main character learns.

As Alden cooked dinner for his family, he thought about how far he had come. He had always been an enthusiastic cook, but he had not always been a good cook.

There was the time when he had mistaken cucumbers for zucchini and baked a really disgusting cucumber casserole. Then there was the time when he had tried to make spaghetti. No one had told him that you have to boil the noodles first before you add the sauce. His family had crunched the spaghetti politely, but Alden knew they weren't enjoying it.

Alden smiled to himself, thinking of all the mistakes he had made. Luckily, Alden did not give up easily. Because of this, he had finally reached his goal—cooking dinners his family actually enjoyed.



► Now answer the questions with details from the passage.

1. What does Alden like to do? _____
2. How did Alden used to cook? _____

3. What did Alden want? _____

4. How did Alden learn to cook well? _____

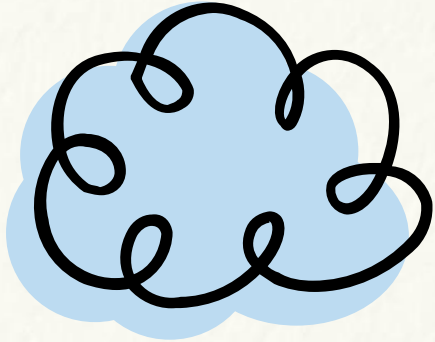
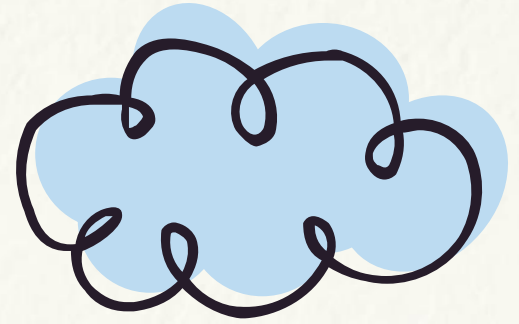
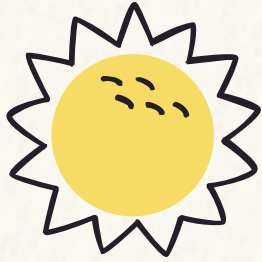
► Put a check next to the correct answer.

5. The theme of this story is _____.
A _____ Try and try again until you succeed.
B _____ Don't put all your eggs in one basket.
C _____ People are not always what they seem.
D _____ Honesty is the best policy.



School-Home Connection

Read a story with your child and talk about its theme or message.




WRITING



Writing – Holiday Homework

- Write a paragraph of 150 words or 15-20 lines on the following topics:- (any 4)
- My Plans For Summer Vacation
 - A Hot Summer Day
 - How To Stay Healthy
 - My Favourite Television Programme
 - A Visit To A Historical Place
1. Read the newspaper regularly during holidays you may utilize your noon time for this activity when you are at home. Cut five pictures per week from old newspapers paste them in scrap file and give a catchy caption to each picture.
 2. Design an English Magazine on “education” which should have the following requirements:-
 - ❖ Design an attractive Cover Page.
 - ❖ Give a creative name to magazine.
 - ❖ Create a poster on “Education”
 - ❖ An article on “Education”.
 - ❖ A small story on “Education”.
 - ❖ Jokes
 - ❖ Puzzles
 - ❖ The page of Proverbs
 - ❖ Scramble words
 - ❖ Cross words
 - ❖ Advertisements
 - ❖ Cartoon strip (you may draw yourself as well.)
 3. ‘Everyone has a role model for people they look up to in their life. For me that is **My Father**. Write a paragraph and paste the picture of that person on an A4 size pastel sheet.
 4. Make a beautiful chart on ‘Phrases’.(Roll no. 1-5)

Make a beautiful chart on ‘Tenses’. (Roll no. 6-10)
 5. Our school is our second home we must keep our school clean. So write and draw any 10 rules that you follow to keep your school clean and hygienic on an A3 size green and red color sheet.



Happy Holidays!

'Leave a little sparkle
wherever you go!'