☀ SUMMER LEARNING ADVENTURE ☀

Summer Packet 2026

Brooklyn School of Excellence

Read • Explore • Create • Think • Grow

Student Name: _____

Grade Level: _____

Keep your mind active. Challenge yourself. Return ready to shine!

SUMMER BOOKS

Recommended Reads for Grades 4–5

Read. Imagine. Explore. Grow.

1

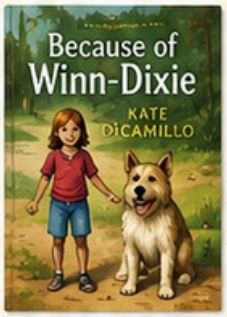


Wonder

by R. J. Palacio

A powerful story about kindness, courage, and empathy.

2

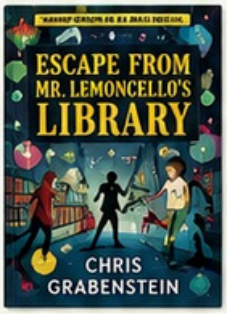


Because of Winn-Dixie

by Kate DiCamillo

A lonely girl and a stray dog help bring a community together.

3



Escape from Mr. Lemoncello's Library

by Chris Grabenstein

A library becomes an exciting puzzle-filled adventure.

4



A Wrinkle in Time

by Madeleine L'Engle

A science-fantasy adventure across space and time.

5

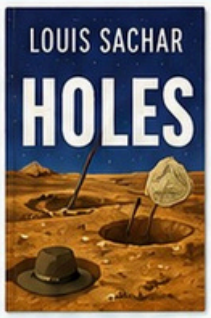


Hatchet

by Gary Paulsen

A boy survives alone in the wilderness after a plane crash.

6



Holes

by Louis Sachar

A mysterious story where past and present connect in surprising ways.

7

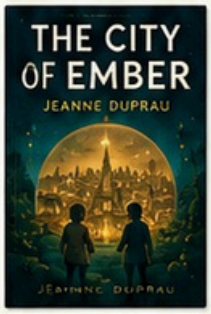


Number the Stars

by Lois Lowry

A moving historical novel about bravery during World War II.

8



The City of Ember

by Jeanne DuPrau

Two children uncover secrets that may save their underground city.

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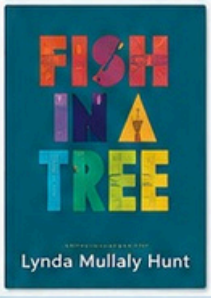


The War That Saved My Life

by Kimberly Brubaker Bradley

A gripping story of resilience and growth during World War II.

10



Fish in a Tree

by Lynda Mullaly Hunt

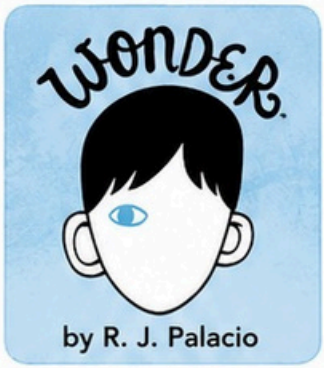
A thoughtful novel about learning differences, friendship, and confidence.

Pick a book. Start an adventure!

PART 1

BEFORE YOU READ

CHOOSE KIND



When given the choice between being right or being kind, choose kind.



VOCABULARY PREVIEW

Read each word. Write what you think it means.

1. kindness _____
2. courage _____
3. empathy _____
4. differences _____
5. friendship _____
6. respect _____

PREDICTIONS

Think about the title and the picture above. Then, write your thoughts.

1 What makes someone a good friend?

2 What does it mean to be kind?

3 Why might someone feel left out?

QUICK WRITE

Write about a time when you saw someone show kindness to another person. What happened? How did it make you feel?

Remember: You don't need to finish the whole book to learn from it. **CHOOSE KIND.**

PART 2 CHARACTER DETECTIVE



As you read, get to know the characters!

Directions: Choose a character below. As you read, fill in the boxes with details about that character. Use text evidence from the book to support your answers.





AUGGIE PULLMAN

Auggie is the main character. He is a kind and brave boy navigating school, friends, and the world.

TRAITS: What words describe this character?

EVIDENCE: What did the character say or do? (Find examples in the book.)

WHAT I LEARNED: What lesson or important thing did you learn from this character?



VIA PULLMAN

Via is Auggie's older sister. She is caring, funny, and supports her brother in many ways.

TRAITS: What words describe this character?

EVIDENCE: What did the character say or do? (Find examples in the book.)

WHAT I LEARNED: What lesson or important thing did you learn from this character?



SUMMER

Summer is one of Auggie's best friends. She is loyal, thoughtful, and brave.

TRAITS: What words describe this character?

EVIDENCE: What did the character say or do? (Find examples in the book.)

WHAT I LEARNED: What lesson or important thing did you learn from this character?



JACK WILL

Jack Will is Auggie's friend who sits with him at lunch. He is kind, inclusive, and stands up for others.

TRAITS: What words describe this character?

EVIDENCE: What did the character say or do? (Find examples in the book.)

WHAT I LEARNED: What lesson or important thing did you learn from this character?

THINK ABOUT IT: Which character do you relate to the most? Why? Write your answer on the back of this page.

"When given the choice between being right or being kind, choose kind."
– Auggie Pullman

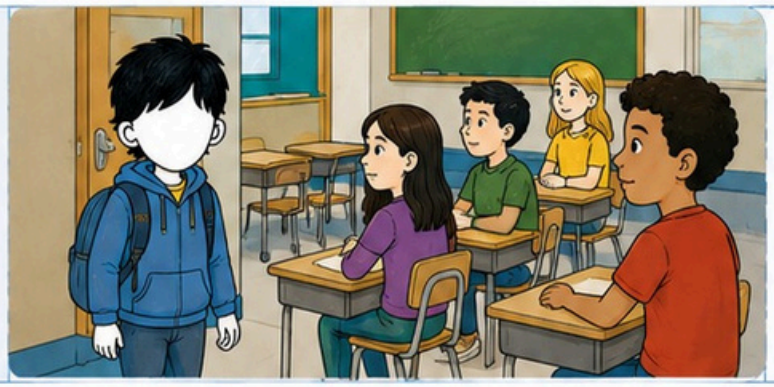
PART 3 PERSPECTIVE CHALLENGE



People can see the same situation in different ways. Let's explore!

THE SITUATION:

It's Auggie's first day of school at Beecher Prep. He walks into his classroom.



Even though everyone is in the same place, they may be thinking and feeling something different.

Read each perspective below and answer the questions.



AUGGIE'S VIEW

Auggie is nervous. He hopes the other kids will be kind. He just wants to belong and make some friends.

What might Auggie be thinking and feeling?

What is important to Auggie in this moment?



A FRIEND'S VIEW

A classmate sees Auggie walking in. She is surprised because he looks different. She isn't sure what to think.

What might this friend be thinking and feeling?

What is important to this friend in this moment?



A PARENT'S VIEW

Auggie's mom has been hopeful and worried. She wants Auggie to be safe, happy, and treated with kindness.

What might Auggie's parent be thinking and feeling?

What is important to this parent in this moment?

THINK ABOUT IT!

1. Why might people see the same situation differently?
2. Which perspective surprised you the most? Why?
3. How can understanding others' perspectives help us be kinder?

YOUR CHALLENGE: Think of a time you were in a situation where others might have seen it differently than you. Write or draw the 3 perspectives on the back of this page!

PART 4 VOCABULARY ADVENTURE



Great readers grow their vocabulary!
Let's explore some important words from Wonder.

A. MATCH IT!

Draw a line to match each vocabulary word with its meaning.

1. ordinary	A. to leave someone out on purpose
2. courage	B. a strong feeling of care and concern for others
3. exclude	C. feeling shy, awkward, or uncomfortable
4. compassion	D. to treat someone with kindness and value who they are
5. embarrassed	E. not the same as others; one of a kind
6. friendship	F. the ability to do something difficult or scary
7. respect	G. average; not special or different
8. unique	H. a close bond between friends

B. CONTEXT CLUES

Read the sentence. Use context clues to underline the vocabulary word that best fits.

1. Auggie showed so much _____ when he gave his speech in front of the whole school.
   (courage / ordinary / exclude)
2. Jack Will always shows _____ by standing up for what is right.
   (respect / unique / embarrassed)
3. It's not kind to _____ someone just because they are different.
   (compassion / exclude / ordinary)
4. Via felt _____ when she had to speak in front of the class.
   (embarrassed / friendship / respect)
5. We all have something _____ about us that makes us special.
   (unique / compassion / courage)

C. SYNONYM SEARCH

Write a synonym (a word that means about the same) for each vocabulary word.

1 kindness	2 courage	3 different	4 friendship
5 respect	6 thoughtful	7 nervous	8 special



D. DRAW THE MEANING

Choose 4 vocabulary words above. Draw a picture to show what each word means.

1 _____ 2 _____ 3 _____ 4 _____

NEW WORDS HELP YOU SEE THE WORLD IN NEW WAYS. Keep growing your vocabulary!

PART 5 KINDNESS MISSION



In Wonder, Auggie learns that one act of kindness can make a big difference. Let's go on a kindness mission!

YOU'RE A KINDNESS DETECTIVE!

As you read Wonder, look for acts of kindness big and small. Fill in the chart with examples from the book.



	ACT OF KINDNESS What happened?	WHO DID IT? Who showed kindness?	HOW DID IT HELP? What was the result?
1			
2			
3			
4			
5			

I NOTICED KINDNESS WHEN...

When given the choice between being right or being kind, CHOOSE KIND.

KINDNESS IN MY LIFE

Write about a time someone was kind to you. How did it make you feel?

PAY IT FORWARD

Think of a way you can show kindness to someone this week. What will you do?

KINDNESS IS CONTAGIOUS! Keep looking for ways to choose kind every day.

PART 6

MY STRENGTHS AND DIFFERENCES

Auggie teaches us that everyone is different, and that's what makes each person **amazing**!



WHAT MAKES ME SPECIAL?

What are some things that make you unique and wonderful?

WHAT AM I PROUD OF?

What is something you are really proud of about yourself?

WHAT IS SOMETHING DIFFICULT FOR ME?

Is there something that is challenging for you? It's okay! We all have things that are hard.

WHAT HELPS ME BE BRAVE?

What helps you when you feel nervous or unsure? Who or what gives you courage?

DRAW YOUR SUPER SELF!

We all have superpowers!
Draw yourself as a superhero.



I AM ENOUGH

Finish each sentence in a way that is true for you.

- I am kind when _____
- I am a good friend because _____
- I am getting better at _____
- I believe in myself when _____
- I am loved because _____

REMEMBER...

It's not about fitting in.
It's about finding where you belong.

BE YOU. BE BRAVE. BE KIND.

You are amazing just the way you are! Keep shining your light in the world. **CHOOSE KIND.**

PART 7

DISCUSSION & CRITICAL THINKING



Wonder gives us so much to think about!
Let's dig deeper and share our ideas.

Directions: Answer the questions below. Use details from the book, your own experiences, and your opinions. There are no wrong answers!

1 **Is being different a good thing?**

Explain your answer.

2 **Can one person change a whole school?**

Why or why not?

3 **What makes a true friend?**

Give examples from the book or your life.

4 **Why do people sometimes judge others?**

How can we stop judging and start understanding?

5 **Should people always try to fit in?**

What's more important—fitting in or being yourself? Explain your answer.

THINK & REFLECT:

After reading (or part of) **Wonder**, what is the most important lesson you've learned so far? Why does it matter?

PART 8 CREATE YOUR OWN PRECEPT



In Wonder, Mr. Browne teaches his class that a precept is a guiding rule to live by. What will yours be?

WHAT IS A PRECEPT?

A precept is a short phrase or sentence that reminds you how to be your best self and treat others with kindness and respect.

EXAMPLES FROM WONDER:

- Choose Kind.
- Be Brave.
- Help Others.
- Include Everyone.
- Be Yourself.

1 MY PRECEPT

Write your precept in the banner below!

2 WHY IT MATTERS

Why is this precept important to you?
How will it help you and others?

3 HOW I WILL LIVE BY IT

How can you show this precept every day?
List at least three ways.

1. _____
2. _____
3. _____
4. _____

4 DESIGN YOUR PRECEPT POSTER

Create a colorful poster for your precept! Use words, pictures, and designs that show what your precept means to you.



SHARE YOUR PRECEPT! Post it somewhere you will see it every day. Let it remind you to be kind, brave, and true to yourself!

Remember: Choose Kind. Always.

BOOK 7
PART 1

BECAUSE OF WINN-DIXIE!

Everyone Has a Story



In Because of Winn-Dixie, a special dog helps Opal make friends and brings a whole community together!

A. VOCABULARY PREVIEW

Read each word. Write what you think it means.

lonely	
friendship	
community	
memory	
forgiveness	
kindness	

B. PREDICTION QUESTIONS

Think about the story before you read it. Write your answers.

1. Can a dog change a person's life?

2. What makes a good friend?

3. Why do people feel lonely?

4. What do you think Opal will learn on her adventures?

C. DRAW AND SHARE!

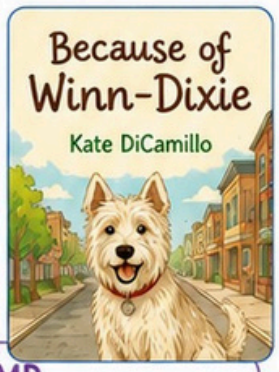
If you could have a pet like Winn-Dixie, what would it be?

Draw your dream pet here!

Remember: Everyone has a story. Be kind. Be brave. Be you!

PART 2

CHARACTER CONNECTIONS



The people (and pets!) in Because of Winn-Dixie each have their own story. Fill in the character map below.



1. OPAL BULONI

Who is she? _____

What is she like?

_____

_____

How does she change through the story?

_____

_____

_____



2. GLORIA DUMP

Who is she? _____

What is she like?

_____

_____

How does she change through the story?

_____

_____

_____

3. WINN-DIXIE



Who is he?

_____

What is he like?

_____

_____

How does he help others?

_____



4. OTIS

Who is he? _____

What is he like?

_____

_____

How does she change through the story?

_____

_____

_____

5. MISS FRANNY BLOCK

Who is she? _____



What is she like?

_____

_____

How does she change through the story?

_____

_____

THINK & REFLECT

1. Which character do you relate to most? Why?

_____

_____

2. Who is the funniest character? Why?

_____

_____

3. Which character would you most like to be friends with? Why?

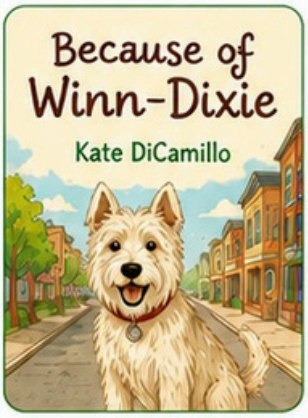
_____

_____

Draw one of the characters or Winn-Dixie.

PART 3

FRIENDSHIP WEB

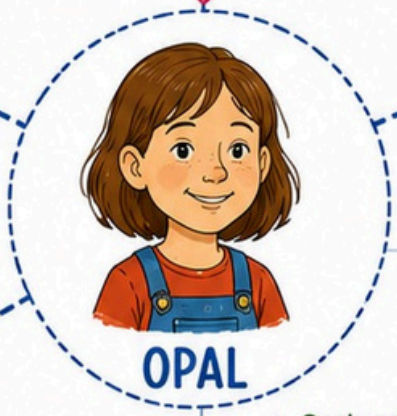


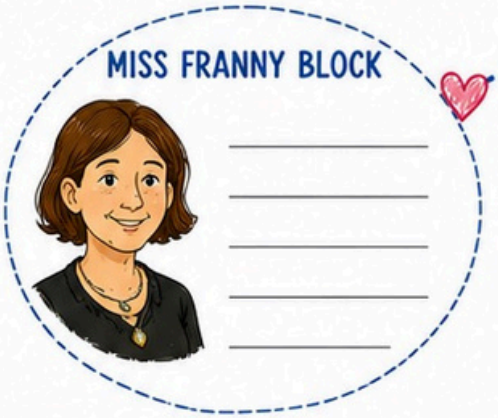
Winn-Dixie has a special way of bringing people together. Complete the web below to show how Opal and her friends are connected.











A. HOW ARE THEY CONNECTED?

Write one or two sentences for each connection to show how these characters are friends.

- Opal and Winn-Dixie: _____
- Opal and Gloria Dump: _____
- Opal and Otis: _____
- Opal and Miss Franny Block: _____

B. THINK & ANSWER

1. How does Winn-Dixie bring people together?

   _____

   _____

2. Which friendship in the story is the strongest? Why?

   _____

   _____

3. What would the story be like if Winn-Dixie had never come to Naomi? Explain.

   _____

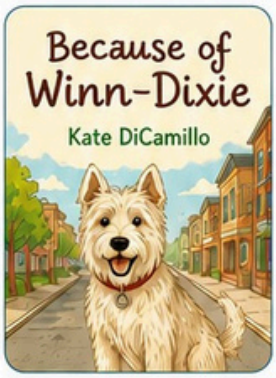
   _____

C. DRAW IT!

Draw a picture of Opal and her friends doing something fun together.

Friends make life better. Just like in the story, everyone has a place where they belong!

PART 4 VOCABULARY ADVENTURE



Good readers build their vocabulary! Let's explore some important words from **Because of Winn-Dixie.**

A. MATCH IT!

Draw a line to match each vocabulary word with its correct meaning.

1	peculiar	A.	a feeling of sadness
2	sorrow	B.	someone who gives religious talks
3	preacher	C.	a close and caring relationship
4	comfort	D.	feeling or showing thanks
5	grateful	E.	calm and able to wait without getting upset
6	patient	F.	feeling worried or uneasy
7	nervous	G.	strange or unusual
8	friendship	H.	to make someone feel better or at ease

B. CONTEXT CLUES!

Read each sentence. Use context clues to figure out which vocabulary word from Part A best fits.

1. Opal felt _____ when she had to move to Naomi.

2. Gloria Dump was a very _____ lady who liked things to be just right.

3. The Reverend told stories about his past from the pulpit because he was a _____.

4. Winning the contest made Otis feel very _____.

C. SYNONYM HUNT!

Write a synonym (a word that means almost the same) for each word.

1. sorrow _____
2. comfort _____
3. grateful _____
4. patient _____
5. friendship _____
6. peculiar _____
7. nervous _____
8. preacher _____

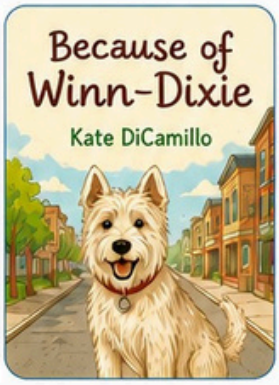
D. DRAW THE MEANING!

Choose 3 vocabulary words from Part A.
Draw a picture that shows what each word means.

1. _____ 2. _____ 3. _____

AMAZING WORDS HELP AMAZING READERS!
Keep learning, keep growing, and keep shining like Opal and her friends!

PART 5 EVERY PERSON HAS A STORY



In **Because of Winn-Dixie**, we learn that everyone—even people who seem very different—has a story. Let's explore their stories and think about our own.

A. THEIR STORIES

Choose any three characters from the story. Fill in the chart below.

Character	What happened in their life? (What is their story?)	What did I learn about them from their story?
 Opal		
 Gloria Dump		
 Otis		

B. THINK ABOUT YOU!

What is a story about you that not many people know? It could be something that happened to you, a time you felt a strong feeling, or something about your family or where you come from.

C. PUT YOURSELF IN THEIR SHOES

Pick one character above. Write how you think they felt before Opal and Winn-Dixie came into their life. Then write how you think they felt after.

Character I chose: _____

Before:

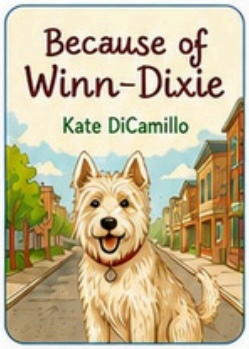
After:

REFLECTION

People may seem different on the outside, but we all have experiences, feelings, and memories that shape who we are.

Why is it important to listen to people's stories and be kind?

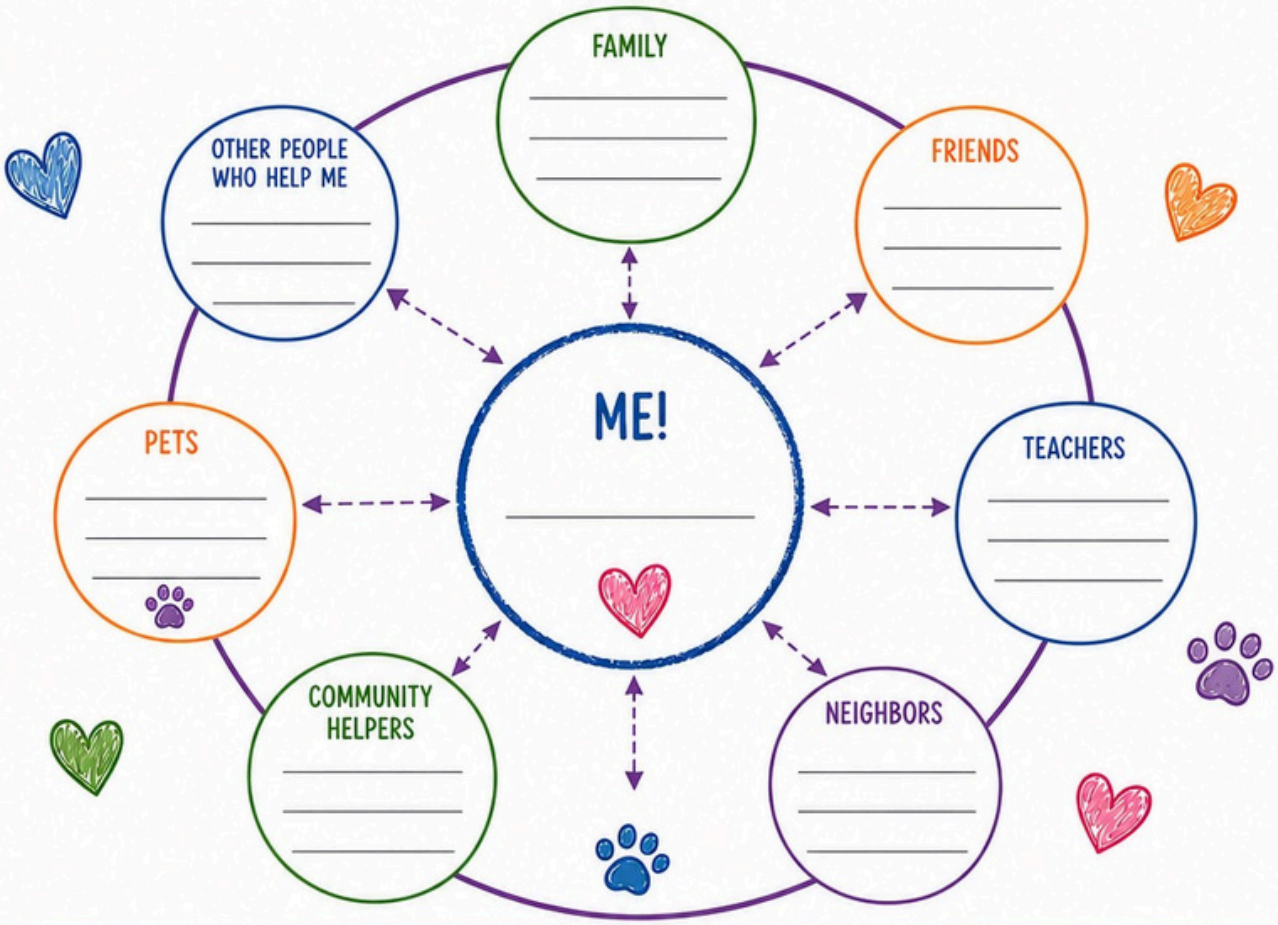
PART 6 COMMUNITY CIRCLE



In **Because of Winn-Dixie**, Opal learns that many people help, care, and support each other. We all have a community of people who are important in our lives.

A. MY COMMUNITY CIRCLE

Think about the people (and pets!) who are a part of your life and help you.
Write their names or roles in the spaces below. Then, in the center circle, write your name.



B. WHO HELPS YOU?

Choose three people from your circle. Write how they help you and why they are important.

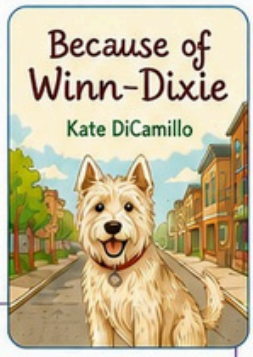
1. _____
2. _____
3. _____

C. THINK & REFLECT

1. How does having a strong community help people?
   _____
2. Why do you think Opal's community became closer after Winn-Dixie arrived?
   _____
3. How can you be a good friend or helper in your community?
   _____

A strong community is built with kindness, understanding, and friendship.
We all belong somewhere!

PART 7 DISCUSSION & CRITICAL THINKING



Let's think deeper about **Because of Winn-Dixie!**
Answer the questions below in complete sentences.

1 Why do you think people in the story were lonely before Winn-Dixie came to Naomi?

2 Can animals really help people? How did Winn-Dixie help Opal and others?

3 Forgiveness can be difficult. Why was it hard for some characters to forgive others?

4 What makes a community strong? Give examples from the story.

5 Is everyone lonely sometimes, even if they have friends or family? Explain.

6 Which character's change (or growth) in the story surprised you the most? Why?

FINAL REFLECTION



Write what you think is the most important lesson from **Because of Winn-Dixie.**



"Where you are is where I want to be." — Opal

PART 8 FRIENDSHIP PICNIC PROJECT



At the end of the story, Opal and her friends have a picnic to celebrate their friendship and community. Now it's your turn!
Plan **your** perfect friendship picnic.

A. PLAN YOUR PICNIC!

Fill in the details to plan your perfect friendship picnic.

1. WHERE WILL YOUR PICNIC BE?

2. WHO WILL YOU INVITE?

List your friends, family, pets, or anyone special.

3. WHAT WILL YOU EAT?

List the food and drinks.

4. WHAT FUN ACTIVITIES WILL YOU DO?

Games, music, stories, crafts, or anything you love!

5. WHAT WILL MAKE YOUR PICNIC SPECIAL?

What little things will make it unforgettable?

6. HOW WILL YOU MAKE SURE EVERYONE FEELS INCLUDED AND HAPPY?

B. DRAW YOUR PICNIC SCENE!

Draw a picture of your perfect friendship picnic.
Be as colorful and creative as you can!

PICNIC CHECKLIST

Did you include...

- [ ] A great location?
- [ ] Lots of yummy food?
- [ ] Fun activities?
- [ ] All your important people?
- [ ] Something special?
- [ ] A happy, welcoming to for everyone?

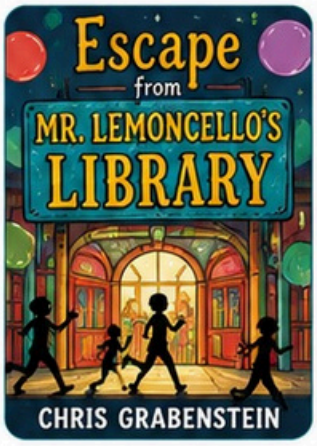
C. REFLECT

1. Why is it important to celebrate friendship?
2. What did you learn from Opal and her friends?
3. How can you bring people together in your own life?

"Good friends, good food, and good times make life wonderful."

PART 1 BEFORE YOU READ

Welcome to the Library Challenge!



Get ready for an amazing adventure in the most incredible library you've ever seen! Before we dive in, let's explore some words, make some predictions, and use our imaginations.

VOCABULARY PREVIEW

Read each word and its meaning. Try using these words as you read!

- **clue** – a piece of information that helps solve a mystery
- **puzzle** – a game or problem that you must solve
- **challenge** – something that is difficult but exciting
- **mystery** – something strange or not yet understood
- **teamwork** – working together to reach a goal
- **strategy** – a careful plan to succeed

PREDICT & THINK

Think about the book from the title and cover. Write your ideas on the lines below.

1. Would you spend a night in a library? Why or why not?

_____

_____

2. What do you think makes a good puzzle?

_____

_____

3. If you could design your dream library, what would it have?

_____

_____

_____

DESIGN YOUR DREAM LIBRARY!

Draw your perfect library below! Include fun places, cool rooms, secret passages, games, books, or anything you can imagine.

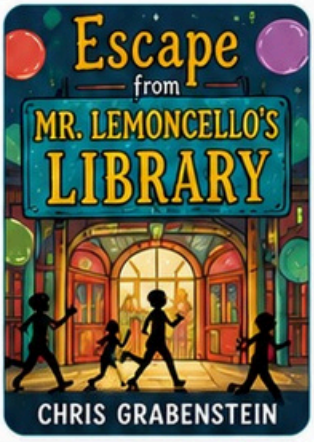




PART 2

MEET THE PLAYERS

Get to know the characters!



Every great story has amazing characters.
As you read, pay attention to what each character says, does, and thinks. **Fill in the chart below.**
You can add more details as the story goes on!







KYLE KEELEY

What he is like (traits):
- _____
- _____
- _____

His strengths:
- _____
- _____
- _____



Important things about him:
- _____
- _____

His puzzle-solving skills:

☆ ☆ ☆ ☆ ☆



AKIMI YOSHIDA

What she is like (traits):
- _____
- _____
- _____

Her strengths:
- _____
- _____
- _____



Important things about her:
- _____
- _____

Her puzzle-solving skills:

☆ ☆ ☆ ☆ ☆



MIGUEL SANCHES

What he is like (traits):
- _____
- _____
- _____

His strengths:
- _____
- _____
- _____



Important things about him:
- _____
- _____

His puzzle-solving skills:

☆ ☆ ☆ ☆ ☆



SIERRA RUSS

What she is like (traits):
- _____
- _____
- _____

Her strengths:
- _____
- _____
- _____



Important things about her:
- _____
- _____

Her puzzle-solving skills:

☆ ☆ ☆ ☆ ☆



MR. LEMONCELLO

What he is like (traits):
- _____
- _____
- _____

His strengths:
- _____
- _____
- _____



Important things about him:
- _____
- _____

His puzzle-making skills:

☆ ☆ ☆ ☆ ☆



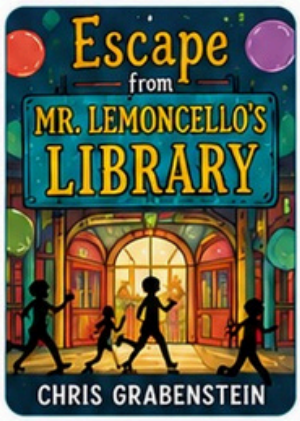
THINK MORE: Which character do you think you would work best with in a library challenge? _____

Why? _____



PART 3 PUZZLE DETECTIVE

Become a Clue Hunter!



In Escape from Mr. Lemoncello's Library, Kyle and his friends have to solve many puzzles, find hidden **clues**, and think in **creative ways** to **win the game**. As you read, track the clues and **challenges** they face!

CLUES & CHALLENGES TRACKER

List at least 5 clues, puzzles, or challenges from the story.

#	CLUE / PUZZLE / CHALLENGE What was it?	WHERE IN THE STORY DID IT HAPPEN?	HOW DID THE CHARACTERS SOLVE IT?
1			
2			
3			
4			
5			

REFLECT & RESPOND

1. Which clue or puzzle was the most exciting?

2. Which one was the hardest to solve? Why?

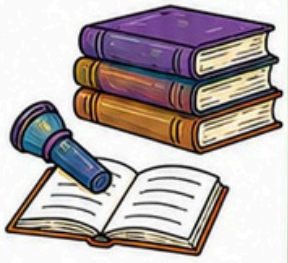
3. What clue helped the team the most? Why?

4. What did the characters do when they got stuck?

PUZZLE POWER!

What tools did the characters use to solve puzzles? Check all that apply.

- ☐ Teamwork
- ☐ Thinking outside the box
- ☐ Remembering facts
- ☐ Looking for patterns
- ☐ Reading clues carefully
- ☐ Using logic
- ☐ Asking questions
- ☐ Other: _____



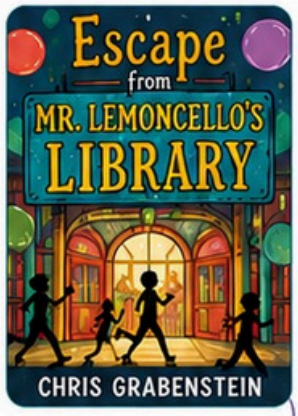
THINK DEEPER

What did the puzzles teach the characters about themselves or each other?

Solving puzzles isn't just about being smart— it's about being **curious**, **patient**, and **working together**!

PART 4 VOCABULARY ESCAPE ROOM

Unlock the Meaning!



Great word detectives use vocabulary to solve mysteries! Complete each activity to crack the code and unlock the escape room.

A. MATCH IT UP!

Draw a line to match each word with the correct meaning.

1	strategy	A	to study or look closely to find answers
2	investigate	B	a hidden hint that helps solve something
3	challenge	C	a difficult task that tests your skills
4	clue	D	working together to reach a goal
5	compete	E	a plan of action to reach a goal
6	victory	F	to try to win against others
7	teamwork	G	a problem or game to solve
8	puzzle	H	a win or success after trying hard

B. CONTEXT CLUES!

Read each sentence. Use clues from the sentence to figure out the meaning of the underlined word. Choose the best meaning.

1. Kyle used a smart **strategy** to solve the tricky riddle.
   a. a secret b. a plan c. a mistake
2. The team had to **investigate** the strange noise.
   a. to ignore b. to watch c. to look into
3. The kids faced a **challenge** that no one had solved.
   a. a gift b. a test c. a surprise
4. Akimi found a **clue** hidden under the shelf.
   a. a book b. a hint c. a toy

C. SECRET CODE!

Use the code below to write each vocabulary word. Then use the letters in the numbered boxes to reveal the secret message!

★	■	♥	○	▲	◆	☾	+
A	E	I	O	R	S	T	Y

1. strategy	★ △ ♥ ■ ★ □		2
2. investigate	■ ♥ ▲ ▲ ■ ★ ♥		5
3. challenge	■ ★ ♥ ▲ ■ ★		1
4. clue	■ ♥ ▲ □		7
5. compete	■ ○ ▲ ♥ □ ★		4
6. victory	□ ♥ ○ ▲ ★		3
7. teamwork	☾ □ △ ■ ○ ★ □		6
8. puzzle	▲ ○ ○ ★ □ ♥		8

SECRET MESSAGE: Write the numbered letters above on the lines.

1	2	3	4	5	6	7	8

D. SYNONYM CHALLENGE!

Write a synonym (a word that means almost the same) for each vocabulary word.

1. strategy → _____
2. investigate → _____
3. challenge → _____
4. clue → _____
5. compete → _____
6. victory → _____
7. teamwork → _____
8. puzzle → _____

E. USE IT IN A SENTENCE!

Choose any 3 vocabulary words from this page and write your own sentences.

1. _____
2. _____
3. _____

BONUS!

Can you think of another word related to the library or puzzles?

_____

_____

Knowledge is the key to every great adventure!
Keep learning, keep exploring, and keep solving!

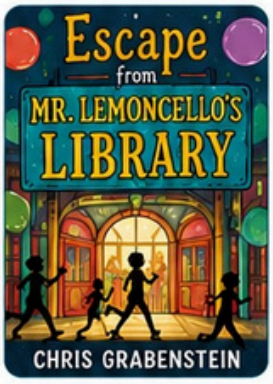
PART 5 DESIGN A LIBRARY

Build Your Dream Library!



Imagine you are designing the most amazing library in the world!
What would it look like? What special rooms will it have?
What games, books, and technology will you include?
Use your imagination and draw your dream library below!





IDEAS TO INCLUDE



SPECIAL ROOMS
Secret passages?
Puzzle rooms?
Reading treehouse?
Movie theater?



GAMES & FUN
Video games?
Board game café?
Scavenger hunt area?
VR room?



READING SPACES
Cozy nooks?
Hammocks?
Quiet zones?
Outdoor reading garden?



TECHNOLOGY
Robots?
Holograms?
Self-checkout kiosks?
Interactive screens?



BOOKS & MORE
Every kind of book?
Magical books?
Book tunnels?
Book fountain?



EXTRA TOUCHES
Rooftop view?
Snack bar?
Pet-friendly?
Anything else?

Be creative!
There are no wrong ideas in your dream library!



MY DREAM LIBRARY

DESCRIBE YOUR LIBRARY

My library is called _____

The most special part of my library is _____

_____

Visitors will feel _____

Why is your library the best? _____

_____

_____

FUN FACT!

The real Mr. Lemoncello wanted his library to be a place where everyone could explore, read, play, and dream big!



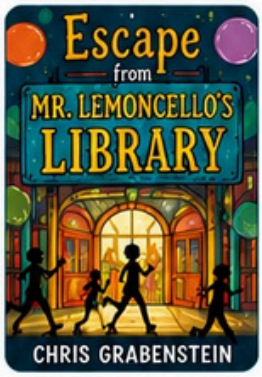


Design it. Dream it. Build it on paper!
Your library adventure starts here!



PART 6 CREATE A PUZZLE!

You're the Puzzle Master Now!



In the story, Kyle and his friends solved all kinds of puzzles.
Now it's your turn! Create your own puzzle for a friend or family member to solve.
Be creative, have fun, and challenge their thinking!

CHOOSE YOUR PUZZLE TYPE

Pick the type of puzzle you want to create. You can also invent your own!

RIDDLE	MAZE	SECRET CODE	CLUE TRAIL	WORD PUZZLE	CREATE YOUR OWN!
☐	☐	☐	☐	☐	☐
A tricky question to solve.	A path to find from start to finish.	A code or message to crack.	A series of clues that lead to the final answer.	A word challenge like a scramble or crossword.	Invent a new kind of puzzle!

PLAN YOUR PUZZLE

1. Title of your puzzle:

_____

2. What is the goal of your puzzle?

_____

_____

3. What will the solver need to find or solve?

_____

_____

4. What is the final answer or prize?

_____

BUILD YOUR PUZZLE

Create your puzzle in the space below.
Use words, numbers, pictures, symbols—anything you need!

Need more space? Use the back of this page!

INSTRUCTIONS FOR SOLVERS

Write clear steps or directions for how someone should solve your puzzle.

_____

_____

_____

_____

_____

_____

_____

_____

TEST YOUR PUZZLE!



Give your puzzle to a friend or family member to solve.
Did they enjoy it?
Was it challenging but fair?
Ask for feedback!

Their name: _____

What they thought:

_____

_____

REFLECTION

Answer these questions about creating your puzzle.

1. What was the hardest part of creating your puzzle?

_____

_____

2. What was the most fun part?

_____

_____

3. What would you change next time?

_____

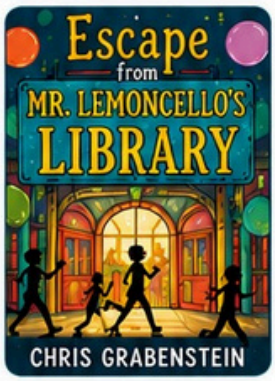
_____

Every great puzzle starts with an idea. Keep creating, keep thinking, and keep solving big challenges!

PART 7

DISCUSSION & CRITICAL THINKING

Big Questions. Smart Thinking!



Mr. Lemoncello's library is full of puzzles, surprises, and lessons.
Think about the story and the characters.
Share your ideas, and be ready to listen to others too!
There are no wrong answers—just great thinking!

DISCUSSION QUESTIONS

Answer the questions below. Be ready to share your answers with your class or family!

1 Why are libraries important to our communities?



2 Is teamwork better than working alone? Why or why not?



3 What makes a good leader? Give examples from the story.



4 Why do you think Mr. Lemoncello created his library this way?



5 How did the puzzles help the characters learn more about themselves?



6 Which character do you think is the best problem solver? Why?



7 What did you learn from this story about never giving up?



8 Would you like to compete in a library challenge? Why or why not?



THINK DEEPER

Choose one question from above that made you think the most. Write a paragraph to explain your answer in detail.



YOUR TURN!

What is one big idea from the story that you think everyone should remember? Write it below and explain why.

Big Idea: _____

Why it is important: _____



Great thinkers ask questions, explore ideas,
and solve problems together. Keep thinking like a puzzle master!

PART 1

A WRINKLE IN TIME
BEFORE YOU READ

PREPARE FOR A COSMIC ADVENTURE!



Meg, Charles Wallace, and Calvin are about to go on an incredible journey through space and time! Before we begin the story, let's explore some big ideas and get our minds ready for adventure.





VOCABULARY

These words will help you understand the amazing world of the story.

universe	everything that exists, including planets, stars, and galaxies
galaxy	a huge group of stars, planets, and space
dimension	a different way that something can exist or be real
planet	a large object that orbits a star
courage	being brave when something is difficult or scary
adventure	an exciting or dangerous journey

PREDICTION QUESTIONS

Think about the story before you read it. There are no wrong answers!

1. Could people ever travel through space instantly?

2. What would you do if you could visit another planet?

3. Do you think science and imagination can work together? Why or why not?



DESIGN YOUR OWN PLANET!

Imagine you discovered a brand-new planet!
Draw what it looks like. What colors does it have? Are there mountains, oceans, plants, or creatures?

Keep your mind open, your heart brave, and get ready to explore the unknown!

PART 2

A WRINKLE IN TIME
SPACE EXPLORER JOURNAL



MEET THE BRAVE EXPLORERS!

Every great adventure has brave explorers, each with special strengths.
Use this journal to learn about the important characters in the story.
Think about who they are, what they do, and how they help on the journey!

MEG MURRY



Traits: _____

Strengths: _____

Challenges: _____

Special role in the adventure: _____

CHARLES WALLACE MURRY



Traits: _____

Strengths: _____

Challenges: _____

Special role in the adventure: _____

CALVIN O'KEEFE



Traits: _____

Strengths: _____

Challenges: _____

Special role in the adventure: _____

MRS. WHATSIT



Traits: _____

Strengths: _____

Challenges: _____

Special role in the adventure: _____

EXPLORER NOTES

EXPLORER NOTES

As you read, write quick notes or important moments about each character. What are they learning? How are they growing? Use this space to capture your thoughts!

My Notes:

Every explorer is important. Every strength matters.
Together, they can face anything!

PART 3

A WRINKLE IN TIME
BUILD THE UNIVERSE!

CREATE YOUR OWN SPACE MAP





Meg and her family travel to incredible places in the universe! Use the spaces below to build your own map of the planets, stars, and galaxies from the story.

Draw, label, and connect each place with the paths you think they traveled.



EARTH

CAMAZOTZ

URIEL

OTHER PLANET OR PLACE

ANOTHER PLANET OR PLACE

YOUR OWN PLANET!

MAP LEGEND

Use these symbols to show what is in your universe!

- = star
- = galaxy
- = wormhole
- = travel path
- = planet
- = asteroid belt
- = cloud of gas or space dust
- = special place or city

THINK LIKE AN EXPLORER!



Look at your space map. Where would you most like to visit? Why?

What do you think you might discover on your journey?

What challenges might you face in space?



The universe is full of mysteries... and YOU are part of the adventure!

Keep exploring, keep imagining, and keep wondering!



PART 4

A WRINKLE IN TIME VOCABULARY GALAXY!

NEW WORDS HELP US UNDERSTAND NEW WORLDS.





Great explorers learn new words to understand the universe!
Let's explore some important words from the story.
Use what you know, look for clues,
and unlock the meaning of these galaxy words!

1 MATCH IT!

Draw a line to match each word with the best meaning.

1	dimension	A	the state of being free to think or act
2	universe	B	a long trip from one place to another
3	courage	C	something hard to understand or explain
4	intelligence	D	the ability to face fear or danger
5	darkness	E	the total of all space, time, matter, and energy
6	freedom	F	the absence of light
7	journey	G	a different way of existing or a different reality
8	mystery	H	the ability to learn, think, and understand

2 CONTEXT CLUES!

Read each sentence and use context clues to figure out what the underlined word means.

1. Meg entered a <u>dimension</u> where time and space were different.
   What does dimension mean? _____
2. It took <u>courage</u> for Meg to face the darkness that threatened Camazotz.
   What does courage mean? _____
3. The <u>universe</u> is vast and full of stars, planets, and galaxies.
   What does universe mean? _____
4. The creature was a <u>mystery</u> to them—no one knew what it was.
   What does mystery mean? _____



3 GALAXY SYNONYMS!

Write a synonym (a word that means almost the same) for each vocabulary word.

1. courage _____
2. intelligence _____
3. freedom _____
4. journey _____
5. darkness _____
6. universe _____
7. dimension _____
8. mystery _____

4 SPACE CODE CHALLENGE!

Use the code below to solve the secret message.

A	B	C	D	E	F	G	H	J	K	L	M
★	C	●	▲	✦	●	■	☼	▷	✦	☁	֍

★ ○ ☾ ■ ▲ ✧ ● ▲ ★ ★ ✦ _____

★ ☼ ☾ ▷ ● ▲ ✦ ○ ◆ _____

★ ▲ ★ ★ ● ☁ ◆ ★ ✦ ◆ ★ _____

What does the message say?

_____

_____

_____

THINK & REFLECT!

Choose one vocabulary word from this page. Write a sentence using this word that shows you understand its meaning.

_____

_____

_____

EXPLORER MISSION

Use these new words as you read. The more words you learn, the bigger your universe of understanding!

MY GALAXY WORD COLLECTION!

Which new word was your favorite today? Why?

_____

_____

_____

New words light the way ★ Keep learning. Keep exploring. Keep reaching for the stars!

PART 5

A WRINKLE IN TIME

SCIENCE VS. IMAGINATION

BOTH HELP US EXPLORE THE UNKNOWN!







In the story, Meg and her family use both science and imagination to travel through space and time.
Let's explore how these two powerful tools work together!





SCIENCE

Uses facts, evidence, and experiments to understand the world.

IMAGINATION

Uses creativity, ideas, and dreams to imagine new possibilities.



SCIENCE		IMAGINATION
Looks for what is real and can be proven.	FOCUS	Looks for what could be and what is possible.
Uses experiments, observations, and data.	METHOD	Uses ideas, stories, and creativity.
Helps us understand how things work.	PURPOSE	Helps us imagine new worlds and solutions.
Leads to inventions and discoveries.	RESULTS	Leads to inspiration and breakthroughs.

WORKING TOGETHER!

Science gives us the tools. **Imagination** gives us the ideas. **Together**, they help us explore the universe!

1. Why do you think the characters in the story needed both science and imagination to complete their journey?

2. Can imagination lead to real discoveries? Give an example or explain your ideas.



YOUR THINKING MISSION!

Describe something amazing (a place, machine, creature, or idea) that does not exist yet.
How could science help make it possible in the future?

DRAW YOUR IDEA HERE!

PART 6

A WRINKLE IN TIME

FACE YOUR FEAR!

COURAGE IS A SUPERPOWER





Meg learns that real courage is facing the darkness inside and outside her. She discovers that love, faith, and believing in herself help her overcome fear. Now it's your turn to think about courage!

1. WHAT SCARES ME?

What are some things that make you feel scared or worried?

2. WHAT HELPS ME BE BRAVE?

What helps you feel brave when you are scared?

MY COURAGE SHIELD

Draw or write the things that help you be brave. These are your **superpowers!**

3. WHO SUPPORTS ME?

Who are the people that encourage you and help you face your fears?

4. HOW CAN I GROW?

What can you do to become even braver every day?



A BRAVE MOMENT

Think of a time when you were brave, even if you were scared.

What happened? How did it make you feel?

REMEMBER:

Courage doesn't mean you're not scared.

Courage means you keep going even when you are!

You are stronger than you think. You are braver than you believe.

YOU have the power to face anything!

PART 7

A WRINKLE IN TIME
DISCUSSION & CRITICAL THINKING!



THERE ARE NO RIGHT OR WRONG ANSWERS—JUST BIG IDEAS!



The story makes us think about big ideas.
Let's explore them together! Write your thoughts, share your ideas, and be ready to listen to others.

Use details from the story to support your answers.



1 WHAT MAKES SOMEONE TRULY BRAVE?

Is it facing monsters, speaking up, standing up for others, or something else? Explain your ideas.



2 IS INTELLIGENCE MORE IMPORTANT THAN KINDNESS?

Do you think being smart is more important than being kind?
Why or why not?



3 WHY IS BEING DIFFERENT VALUABLE?

Meg, Charles Wallace, and Calvin are all different in special ways.
How does being different help them?
How does it help the world?



4 CAN LOVE DEFEAT FEAR?

The story shows that love is a powerful force.
How does love appear in the story?
Can love really overcome darkness and fear? Explain.



5 WOULD A "PERFECT" WORLD ACTUALLY BE GOOD?

Meg and her friends visit a planet that seems perfect, but it is not.
What makes a world truly good?
What are the dangers of trying to make everything perfect?





THINK DEEPER!

Choose one question above that you found most interesting.
Write more about your thinking.
What new ideas or questions do you have now?





Great ideas come from curious minds. Keep wondering. Keep thinking.
The universe is full of mysteries—and so is your mind!



PART 8

A WRINKLE IN TIME
CREATE YOUR OWN PLANET!



YOU ARE THE CREATOR. IMAGINE ANYTHING!

Meg and her friends visit amazing worlds unlike Earth.
Now it's your turn! Invent your very own planet.
Use your imagination to create a place that no one has ever seen before!

MY PLANET

Draw your planet here! Be creative! Use colors, shapes, and details!

1. PLANET NAME

_____

2. LOCATION

Where is your planet in the universe?

_____

_____

3. CREATURES

What lives on your planet?

_____

_____

_____

4. ENVIRONMENT

What is the land, water, and sky like?

_____

_____

5. SPECIAL RULES

What are some rules or laws on your planet?

- _____
- _____
- _____

6. TECHNOLOGY

What kind of technology or inventions exist?

_____

_____

_____

7. SPECIAL POWERS OR ABILITIES

Do the people or creatures have any special powers? What can they do?

_____

_____

8. WOULD I WANT TO LIVE THERE?

Why or why not?

_____

_____

_____

RATE YOUR PLANET!

Color the star that shows how much you would like to visit your planet.

Not sure → Absolutely!

The universe is full of infinite possibilities... and so is your imagination!

PART 1
BEFORE YOU READ

HATCHET

THEME: SURVIVE AND THRIVE



Brian's small plane crashes in the wilderness, and he must learn to survive all alone. Before we read, let's think about survival, courage, and being prepared for the unknown!



VOCABULARY PREVIEW

Match each vocabulary word with its meaning.

1	survival	A	a wild area with no buildings or people
2	wilderness	B	a place that protects you from danger or bad weather
3	shelter	C	the act of being saved from danger
4	resourceful	D	the will to keep trying even when things are hard
5	determination	E	staying alive in a difficult situation
6	rescue	F	able to find clever ways to get what you need

PREDICTION QUESTIONS

Think about the story before you read. Write your answers below.

1. Could you survive alone in the wilderness? Why or why not?

2. What three items would you bring with you if you had to survive in the wilderness? Why?

3. What do you think would be your biggest challenge if you were lost in the wilderness?

MY SURVIVAL BACKPACK



Draw and label the things you would pack in your backpack to help you survive.



THINK ABOUT IT!

Choose one of the questions above and explain your answer in a few sentences.

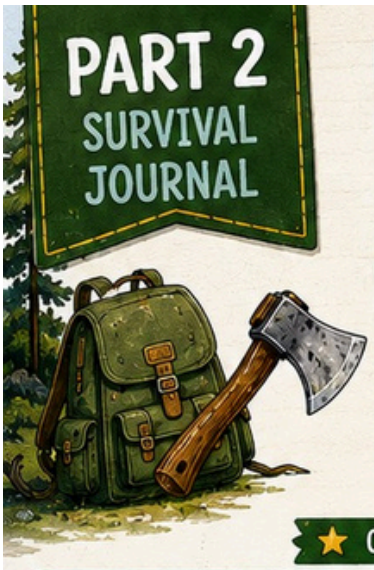


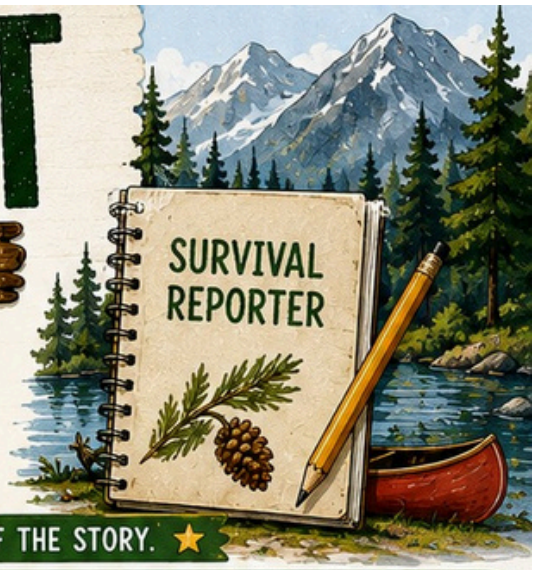
Be brave. Be smart. Be prepared. You never know when you'll need to survive and thrive!

PART 2
SURVIVAL JOURNAL

HATCHET

TRACK BRIAN'S JOURNEY





Brian is alone in the wilderness and must face many challenges. As you read, become a survival reporter! Fill in your Survival Journal to track his problems, solutions, and what he learns along the way.

★ COMPLETE ONE SECTION FOR EACH IMPORTANT PART OF THE STORY. ★

1 EARLY DAYS

WHAT WAS BRIAN'S PROBLEM OR CHALLENGE?	HOW DID BRIAN SOLVE IT OR DEAL WITH IT?	WHAT DID BRIAN LEARN FROM THIS EXPERIENCE?

2 BUILDING SURVIVAL SKILLS

WHAT WAS BRIAN'S PROBLEM OR CHALLENGE?	HOW DID BRIAN SOLVE IT OR DEAL WITH IT?	WHAT DID BRIAN LEARN FROM THIS EXPERIENCE?

3 MAJOR CHALLENGE

WHAT WAS BRIAN'S PROBLEM OR CHALLENGE?	HOW DID BRIAN SOLVE IT OR DEAL WITH IT?	WHAT DID BRIAN LEARN FROM THIS EXPERIENCE?

4 THE TURNING POINT

WHAT WAS BRIAN'S PROBLEM OR CHALLENGE?	HOW DID BRIAN SOLVE IT OR DEAL WITH IT?	WHAT DID BRIAN LEARN FROM THIS EXPERIENCE?

LOOKING BACK

What are the biggest ways Brian has changed from the beginning of the story to now?

Every challenge made him stronger and smarter!

★ Survival is not just about staying alive—it's about learning, adapting, and never giving up! ★

PART 3
WILDERNESS SKILLS

HATCHET

SURVIVAL SKILLS GUIDE



In Hatchet, Brian learns to use the wilderness to survive. Explore the important skills he uses. Then, decide what you would do first if you had to survive in the wilderness.

1. SHELTER



A good shelter protects you from rain, wind, sun, and cold.

Example from the story:

_____

_____

2. FIRE

Fire provides warmth, cooks food, purifies water, and can signal for help.



Example from the story:

_____

_____

3. FOOD



Finding safe food is important for energy and strength.

Example from the story:

_____

_____

4. WATER

Clean water is essential for survival. You must find and purify it.



Example from the story:

_____

_____

5. TOOLS



Tools help you build, cut, defend, and get things done.

Example from the story:

_____

_____

WHAT WOULD I DO FIRST?

If you were in the wilderness like Brian, what would you do first?
List the steps you would take in order.

1. _____
2. _____
3. _____
4. _____
5. _____



6. SAFETY

Staying aware of dangers helps you stay alive.



Example from the story:

_____

_____

THINK ABOUT IT!



- ☆ Which skill do you think is the most important? Why?

  _____

- ☆ Which skill do you think would be the hardest to learn?

  _____

- ☆ What skill do you already have that could help you survive?

  _____

MY SURVIVAL PLAN

Draw a quick sketch or write a few sentences about how you would survive using these skills.

★ Be resourceful. Stay calm. Never give up. **You have what it takes to survive!** ★

PART 4
SURVIVAL VOCABULARY LAB

HATCHET
VOCABULARY LAB



Strong words help us understand the story—and survive in the wilderness!
Explore these important words from Hatchet.

1 WORD MATCH

Draw a line to match each word with its best meaning.

survival	to stay alive in a dangerous situation
wilderness	a wild area with no buildings or people
shelter	a place that gives protection
resourceful	able to find clever ways to do things
instinct	a feeling or action that comes naturally
perseverance	to keep trying even when things are hard
rescue	to save someone from danger
determination	a strong desire to achieve a goal

2 CONTEXT CLUES

Read each sentence. Use the context clues to figure out which vocabulary word fits best.

1. Brian used branches and leaves to build a _____ from the rain.
2. He had to rely on his _____ to find food and water.
3. Even though he was scared, Brian showed great _____ by not giving up.
4. The _____ was full of rivers, trees, and animals.

3 SYNONYM CHALLENGE

Write a synonym (a word with almost the same meaning) for each word.

survival _____	instinct _____
wilderness _____	perseverance _____
shelter _____	rescue _____
resourceful _____	determination _____

4 USE IT!

Choose 2 words from the list and use each in a complete sentence.
Underline your vocabulary word in each sentence.

Word #1: _____

_____

_____

_____

Word #2: _____

_____

_____

_____

_____

5 SURVIVAL CODE PUZZLE

Use the code to solve the puzzle below.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Can you crack the survival code?

1.  _____
2.  _____
3.  _____
4.  _____

6 THINK DEEPER

Pick one vocabulary word.
Explain why it is important in the story and how Brian shows this word.

Word: _____

_____

_____

_____

_____

_____

_____

The right words can help you understand, survive, and never give up!

★ Strong words. Strong mind. Strong survivor. Keep learning. Keep growing. Keep going! ★

PART 5
PROBLEM SOLVER CHALLENGE

HATCHET

YOU'VE GOT THIS!



Brian faces many problems in the wilderness. For each one, write how he solved it and what YOU would do in the same situation.

THE PROBLEM	BRIAN'S SOLUTION	MY SOLUTION	WHAT I WOULD LEARN
1 **FINDING SHELTER** Brian needs a safe place to sleep.			
2 **MAKING FIRE** Brian needs warmth, cooked food, and protection.			
3 **FINDING FOOD** Brian needs food for energy and strength.			
4 **GETTING WATER** Brian needs clean water to stay alive.			
5 **STAYING SAFE** Brian faces storms, wild animals, and accidents.			
6 **KEEPING HOPE** Brian feels scared, lonely, and unsure at times.			

THINK ABOUT IT!

★ Which problem do you think would be the hardest to solve? Why?

★ What is the most important thing that helps Brian survive? Why?

★ You can solve problems. You can learn. You can survive! Believe in yourself! ★

PART 6
GROWTH MINDSET MOUNTAIN

HATCHET

GROWING STRONGER EVERY DAY!



Brian changes a lot throughout the story. Challenges help him learn, grow, and become stronger. Think about a challenge you have faced. Use the mountain to show your growth!

MY CHALLENGE

Write or draw about a challenge you have faced.

What was this challenge?

When did it happen?

How did it make you feel?

STRONGER EVERY DAY!

Every challenge you face helps you become a better YOU!

5 **THE SUCCESS**
What are you proud of now? What did you accomplish?

4 **THE GROWTH**
How did this challenge help you grow?

3 **THE LESSON**
What did you learn from this?

2 **THE STRUGGLE**
What was hard to deal with?

1 **THE CHALLENGE**
What was difficult or hard about it?

KEEP CLIMBING! KEEP GROWING!

LOOKING BACK AND MOVING FORWARD

- What was the hardest part of your challenge?
- What helped you the most when things were tough?
- What is another challenge you want to overcome?

I WILL REMEMBER...

Write one thing you will always remember from this experience.

★ Challenges help us grow. Mistakes help us learn. Effort helps us succeed. You've got this! ★

PART 7
DISCUSSION & CRITICAL THINKING

HATCHET

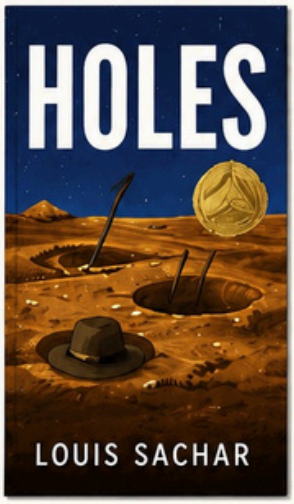
BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 1
MEET THE BOOK

EVERYTHING IS CONNECTED





TITLE: Holes

AUTHOR: Louis Sachar

GENRE: Realistic Fiction

Stanley Yelnats is sent to Camp Green Lake, a camp for boys who have done wrong. Every day, the boys dig holes in the dry lakebed. As Stanley uncovers clues about a mystery from the past, he learns that everything—in his family's history and his own life—is connected.

FOCUS QUESTION

Can events from the past affect people many years later?

In *Holes*, events that happened a long time ago are connected to what happens to Stanley and many other people.

Think about it...

- ★ How might the past leave clues for the future?
- ★ Can one small choice change many lives?

YOUR PREDICTION

After reading the summary and looking at the cover, what do you think will happen in this story? Write your prediction below.

Great thinking comes from great questions! ★ Keep wondering. Keep learning. Keep growing! ★

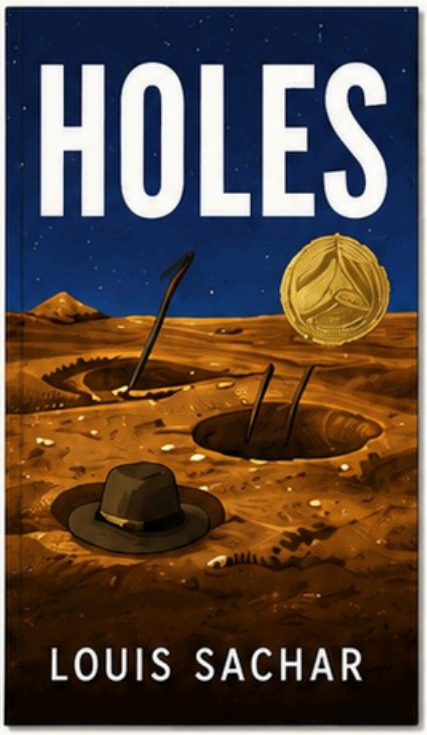
BOOK 6

SUMMER BOOKS • GRADES 4–5

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YOUR PREDICTION

After reading the summary and looking at the cover, what do you think will happen in this story? Write your prediction below.

BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 2

CONNECTION DETECTIVE



NOTHING IN THIS STORY IS A COINCIDENCE.

In *Holes*, many people, places, and things seem unrelated at first.
But as the story goes on, they connect in surprising ways.

Look at the pictures below. Choose any two and explain how they might be connected in a story like *Holes*.


1 PAIR OF SHOES


2 ONION


3 SHOVEL


4 LIZARD


5 LAKE


6 TREASURE CHEST


7 MOUNTAIN


8 MAP


9 RAIN CLOUD


10 FAMILY TREE


11 SUITCASE


12 NOTEBOOK



MAKE CONNECTIONS!

Pick any TWO pictures from above. Then, explain how they could be connected in a story. Be creative! There can be more than one right answer.

Great detectives notice the clues others miss!

CONNECTION #1

I chose picture _____ and picture _____.
How are they connected?

_____

_____

_____

_____

CONNECTION #2

I chose picture _____ and picture _____.
How are they connected?

_____

_____

_____

_____

EXAMPLE:

Picture 8 (Map) + Picture 6 (Treasure Chest)

They could be connected because someone used the map to find hidden treasure. The map was the clue that led to the treasure.



BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 3

CAUSE AND EFFECT CHALLENGE



Every choice. Every action. Every event can set something else in motion.

Read each situation below. Then complete the **cause-and-effect chain.**
Fill in the missing events and explain the final result.

1	Stanley takes the wrong shoes by mistake.	→		→		→	**Final Result:** How might this affect Stanley in the long run? _____
2	A girl drops a piggy bank in the past.	→		→		→	**Final Result:** How might this affect future generations? _____
3	Zero decides to help Stanley.	→		→		→	**Final Result:** How does this choice change the story? _____
4	Someone steals a very special pair of sneakers.	→		→		→	**Final Result:** What big consequences could this cause? _____
5	It doesn't rain at Green Lake for a long time.	→		→		→	**Final Result:** How might this affect the boys at the camp? _____



THINK ABOUT IT!

Choose one chain above.
Do you think the final result was caused by one big event,
or by many small events adding up?
Explain your answer.

_____

_____

_____

_____

BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 4

REAL-LIFE BUTTERFLY EFFECT

SMALL CHOICES. BIG CONSEQUENCES.



In *Holes*, events from the past create surprising results in the future.
This is sometimes called the "butterfly effect." Read about real-life examples below.



1. A MOLDY DISCOVERY

In 1928, scientist Alexander Fleming left a petri dish out by accident. When he came back, he saw mold had grown in the dish. Instead of throwing it away, he noticed something amazing—the mold had killed the bacteria around it!

That accident led to the discovery of **penicillin**, one of the most important antibiotics in medicine. **Millions** of lives have been saved because one scientist did not throw something away.



2. A STRONG, BUT WEAK IDEA

In 1928, scientist Spencer Silver was trying to create a super strong glue. Instead, he made a glue that was very weak. For years, no one knew what to do with it.

Then, a co-worker used it to make sticky notes that could be removed and reused. Today, Post-it® Notes are used all over the world—because of a "failed" experiment!



3. A SMALL DREAM TAKES FLIGHT

The Wright brothers were known as **bicycle makers**. They simply wondered, "What if people could fly?"

Through many small steps, tests, and even mistakes, they built the first airplane that could really fly in 1903.

That one small dream **changed the world**—connecting people and places in ways no one imagined.

THINK ABOUT IT!

1. Which story shows that an accident led to something amazing?

2. Which story shows that something "failed" at first but became useful?

3. Which story shows that a small dream led to a big change in the world?

4. Think of something small that happened in your life that led to a bigger result. Describe what happened and how it changed something.

BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 5

FAMILY MYSTERY PROJECT

EVERY FAMILY HAS A STORY.



In *Holes*, secrets from the past affect people many years later.
Now it's your turn!
Create your own family mystery that starts long ago and has an effect on someone today.

1 THE ORIGINAL EVENT



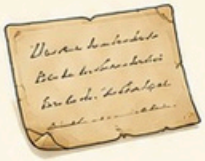
What happened long ago? Where and when did it happen?

2 THE PEOPLE INVOLVED



Who was involved in the event? What were they like?

3 THE CLUE LEFT BEHIND



What clue or object was left behind? Where is it hidden?

4 HOW IT WAS FORGOTTEN



Why did people forget about it? What happened over the years?

5 THE EFFECT TODAY



How does this mystery from the past affect someone in the present day?

PUT IT ALL TOGETHER!

Write a short paragraph (6–8 sentences) that tells your family mystery from beginning to end. Make sure to include how the past and present are connected.



THINK LIKE A DETECTIVE!

The best mysteries have surprises and connections. Ask yourself:

- ★ What is the most surprising part of your story?
- ★ What lesson or message might your family learn?
- ★ If someone found the clue today, what might they do?

BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 6
TIMELINE PUZZLE



PUT THE PIECES IN ORDER. FIND THE CONNECTIONS.

In *Holes*, events from the past connect to events in the present.
Your job is to put the events below in the correct order from earliest to latest.
Then, answer the questions that follow.

THE EVENTS (mixed up!)

A Louis becomes the richest man in the town.



B The treasure is hidden in the desert.



C Stanley finds out about the family secret.



D A boy steals a pig from the farmer and runs away.



E The farmer curses the boy and his family.



F Many years later, Stanley is sent to Camp Green Lake.



G Elya digs in the dry lake bed and discovers the treasure.



H The curse continues through many generations.



YOUR TIMELINE

Write the letter of each event in the correct box to show the order in which they happen.

1	2	3	4	5	6	7	8

THINK LIKE A WRITER!



1 Which event happened first? Why do you think so?

2 Which event was the turning point in the story? Why?

3 Choose one early event that caused a later event. Explain how it caused it.

4 If the very first event (the boy stole a pig) had never happened, what do you think might be different?



BIG CONNECTION QUESTION

How do events from the past affect the future in *Holes*?
Write a few sentences using examples from the timeline.

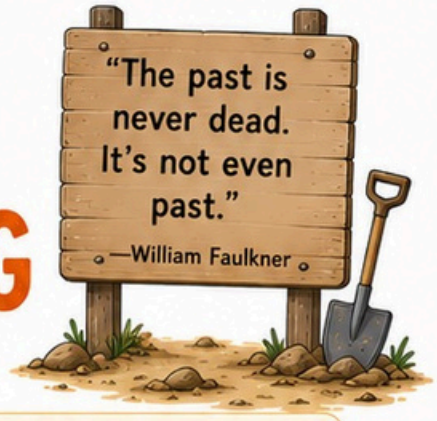
BOOK 6

SUMMER BOOKS • GRADES 4–5

PART 7

BIG QUESTION WRITING

THINK DEEPLY. WRITE CLEARLY. SUPPORT YOUR IDEAS.



In *Holes*, events that happened many years ago had a huge impact on Stanley's life. This raises an important question that people have thought about for a long time.

THE BIG QUESTION

Do we create our own future, or are our lives shaped by events that happened before we were born?

Write an opinion essay that answers the big question above.
Be sure to include your opinion, reasons, and examples.

Good writers:
- ✓ state their opinion clearly
- ✓ give reasons
- ✓ use examples
- ✓ explain their thinking

1 MY OPINION

State your opinion on the big question.

2 REASONS

Give at least two reasons that support your opinion.

1.
2.

3 EXAMPLES

Give at least two examples (from *Holes*, your life, or the real world) that support your reasons.

1.
2.

4 CONCLUSION

Restate your opinion in a new way and leave the reader thinking.

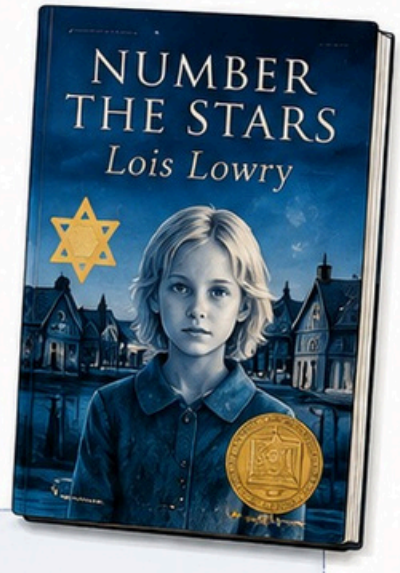
CHECK YOUR WRITING

- ☐ Did I state my opinion clearly?
- ☐ Did I give at least two reasons?
- ☐ Did I use at least two strong examples?
- ☐ Did I explain how my reasons connect to my opinion?
- ☐ Did I use complete sentences and good word choices?

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 1 MEET THE BOOK: *What Is Courage?*



Ordinary people can do extraordinary things.

About the Book

Published in 1989, *Number the Stars* is a historical fiction novel set in Denmark during World War II. It tells the story of a young girl named Annemarie and her family as they help their Jewish friends escape to safety.

FOCUS QUESTION

What is the difference between being brave and being fearless?

Think about it before you read the story. You will return to this question after you finish the book.

LOOK AT THE COVER

Examine the book cover carefully. What clues does it give you about the story? Write three things you notice and what you think they might mean.

1. _____
2. _____
3. _____

MAKE A PREDICTION

Based on the title, the cover, and what you know about World War II, write a prediction about what you think will happen in this story.

THINK, PAIR, SHARE

Discuss the focus question with a partner. Write a few sentences about your ideas.

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 2 COURAGE SCALE

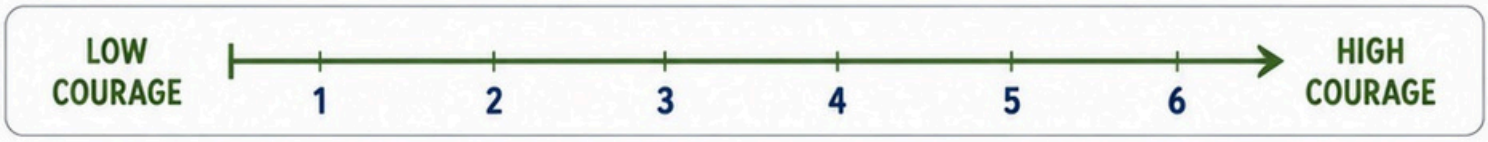
NOT ALL COURAGE LOOKS THE SAME.

In *Number the Stars*, Annemarie and others make brave choices in difficult and dangerous times. Sometimes courage is loud and visible. Sometimes it is quiet and hidden.

Read each situation below. Then decide how much courage you think it takes to do that action. Write the number of each situation on the courage scale to show where it belongs.

1 = low courage 6 = very high courage

Some situations may fall in the middle!



THE SITUATIONS

1. Raising your hand to answer a question in class. _____
2. Trying out for a team or club even though you might not make it. _____
3. Admitting that you made a mistake. _____
4. Standing up for a friend who is being treated unfairly. _____
5. Moving to a new city or country and starting a new school. _____
6. Speaking in front of a large group of people. _____
7. Helping someone who is in danger, even if it might be risky. _____
8. Telling an adult about something that is wrong. _____
9. Learning something that is very hard for you. _____
10. Choosing to do what is right, even if your friends don't agree. _____
11. Leaving your family to help others in need. _____
12. Hiding someone who is in danger, even if you could get in trouble. _____

THINK ABOUT YOUR CHOICES

1. Choose the situation you placed highest on the scale. Why does it take a lot of courage?

2. Choose the situation you placed lowest on the scale. Why does it take less courage?

DISCUSS: Do people show courage in the same ways? Give an example of a quiet act of courage.

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 3 ORDINARY PEOPLE, EXTRAORDINARY CHOICES

The choices we make can make a big difference.

★ In *Number the Stars*, Annemarie and others have to make difficult decisions to help people stay safe. What would **YOU** do?



Read each situation below. Then choose the best choice you would make. Write the letter of your choice and explain why you chose it. Finally, think about what might happen next.

1 You hear that a family is hiding a Jewish child in their home. You are told not to tell anyone.



A. Tell a friend because it feels wrong to keep a secret.
B. Keep the secret and do not tell anyone.
C. Tell an adult in charge, even if it might be risky.

My choice and why: _____

_____

_____

What might happen next? _____

_____

2 You see a classmate being bullied. No one else is helping.



A. Walk away and hope it stops.
B. Join in so you don't become a target.
C. Speak up or get help for your classmate.

My choice and why: _____

_____

_____

What might happen next? _____

_____

3 You find a wallet full of money on the street. No one saw you find it.



A. Keep the money. No one will know.
B. Turn it in to the police.
C. Try to find the person who lost it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

4 Your family is moving to a new city and you don't want to leave your friends.



A. Refuse to go and stay behind.
B. Go with a bad attitude and not try to make new friends.
C. Go and try to make the best of it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

5 You see a news story about an unfair law. It makes you angry.



A. Do nothing. There's nothing you can do.
B. Share your feelings with others and try to learn more.
C. Post mean comments online about it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

6 A friend asks you to keep a secret that could get someone hurt.



A. Keep the secret no matter what.
B. Ask your friend to tell someone who can help.
C. Tell an adult you trust right away.

My choice and why: _____

_____

_____

What might happen next? _____

_____



THINK ABOUT IT

Which situation was the hardest to choose? Why?

_____

_____

What do these situations have in common with the choices people make in *Number the Stars*?

_____

_____

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 4

REAL HEROES OF DENMARK

TRUE EVENTS. REAL COURAGE.

★ The events in *Number the Stars* were inspired by real people and real historical events.

THE RESCUE OF DANISH JEWS

During World War II, Denmark was occupied by Nazi Germany in 1940. In 1943, the Nazis announced that all Jewish people in Denmark would be arrested and sent to concentration camps. But the Danish people refused to let that happen.

Fishermen used their boats under cover of night to smuggle Jewish families across the sea to neutral Sweden. Neighbors, teachers, doctors, and even the king helped. In just a few weeks, more than 7,000 of Denmark's 7,200 Jewish citizens were safely evacuated. This incredible act of courage saved thousands of lives.



Danish fishermen took great risks to help people escape to safety.

COMPREHENSION QUESTIONS

Answer the questions using evidence from the article.

1 MAIN IDEA

What is the main idea of this article?

2 CAUSE AND EFFECT

What caused the Danish people to take action in 1943? What was the effect of their actions?

3 EVIDENCE

What evidence from the article shows that many different people helped with the rescue?

4 INFERENCE

Why do you think the Danish people were willing to risk their lives to help others?

5 UNUSUAL OR UNIQUE?

Why is the rescue of Danish Jews considered unusual compared to what happened in other countries during World War II?

6 TEXT CONNECTION

How does this true story connect to what you have read so far in *Number the Stars*?



★ THINK MORE!

Imagine you lived in Denmark during this time. What might have been difficult about helping others? What gave the people the courage to help anyway?

What would I do?

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 5 SECRET MISSION CHALLENGE

PLAN SMART. STAY SAFE. HELP OTHERS.

In *Number the Stars*, Annemarie and others take great risks to help their Jewish friends escape to safety. You are the **planner**!

You are helping a Jewish family escape from Denmark to Sweden. Use the map, code message, and checkpoint below to plan the safest route. Be ready to explain your decisions.

THE MAP



CODE MESSAGE

Your friend sent this message with possible checkpoints. Can you crack the code?

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

MESSAGE:

3-15-19-19-1-18 5-18 12-15-3-11 22-5-14-7-5

3-1-19-20 15-18-4-1-25 20-5 19-1-18-4-5

19-20-1 9-19-20-8-5-18-4-5-19-20-1

CHECKPOINTS:

Aarhus • Helsingborg • Malmö • Roskilde
The Fishing Boat • Neutral Sweden

YOUR MISSION PLAN

1 What route will you take?
List the places you will go in order. → _____ → _____

_____ → _____ → _____

2 Why did you choose this route?
Explain the reasons for your choices.

_____

_____

_____



3 What are the biggest risks on your route?
List at least two.

a. _____

b. _____

4 What will you do if something goes wrong?
What is your backup plan?

_____

_____

THINK LIKE A HELPER

What does this mission show about courage and helping others in *Number the Stars*?

_____

_____



BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 6 SYMBOL DETECTIVE

LOOK DEEPER. THINK BIGGER.

Authors often use symbols to show ideas that are bigger than the words on the page. Let's decode some important symbols in *Number the Stars*!

A symbol is something that stands for something else. It can be a person, place, thing, or even an action. Symbols help the author share deeper meanings.

DIRECTIONS: For each symbol below, think about what it means in the story. Then explain what it might represent.

SYMBOL	WHAT IT LITERALLY MEANS IN THE STORY	WHAT IT MIGHT REPRESENT (BIGGER IDEA)	EVIDENCE FROM THE STORY (Example or Quote)
1 THE STAR 			
2 THE NECKLACE 			
3 THE BOAT 			
4 THE FOREST 			
5 THE HANDKERCHIEF 			

THINK AND CONNECT

1. Which symbol do you think is the most important in the story? Why?

2. How do these symbols help the author show the theme of courage in quiet, everyday ways?



REMEMBER: Symbols invite us to look beneath the surface of the story and discover deeper meaning.

BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 7
THE COURAGE INTERVIEW

LISTEN. LEARN. UNDERSTAND.

Imagine you are a reporter. You get to interview Annemarie after everything that happened in *Number the Stars*.



Annemarie has shown incredible courage throughout the story. Now it's your turn to learn more about her thoughts, feelings, and choices.

DIRECTIONS: Write five thoughtful interview questions you would ask Annemarie. Then, imagine how she might answer each one. Use details from the story to help you.

YOUR QUESTIONS	ANNEMARIE'S POSSIBLE ANSWERS
1 _____ *(Ask about her feelings)*	_____ _____
2 _____ *(Ask about a choice she made)*	_____ _____
3 _____ *(Ask about her fears)*	_____ _____
4 _____ *(Ask about her friendship with Ellen)*	_____ _____
5 _____ *(Ask about what courage means to her)*	_____ _____

THINK DEEPER

Choose one of your questions above.

→ Why is this question important to ask?

_____

_____

→ What does Annemarie's answer teach us about courage in the story?

_____

_____

Great interviews help us understand people better. Your questions can help others understand Annemarie—and the story—on a deeper level.



REMEMBER: Good questions show respect and curiosity. They help us understand others—and ourselves—better.

BOOK 7

SUMMER BOOKS • GRADES 4–5

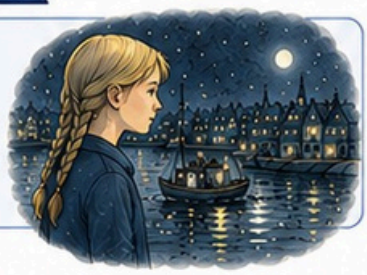
PART 8
BIG QUESTION WRITING

THINK DEEPLY. WRITE CLEARLY. SUPPORT YOUR IDEAS.

★ You've read the story. Now it's time to share what you think! Use evidence from *Number the Stars* and real life to support your ideas.

THE BIG QUESTION

Is courage something people are born with, or something they develop through experience?



DIRECTIONS: Write a well-developed essay using the writing plan below. Use details and examples from *Number the Stars* and from real life to support your ideas.

1 CLAIM (Your Opinion)

Write your answer to the big question in one or two complete sentences.

_____

_____

2 REASONS (Why You Think So)

Write at least two reasons that support your claim.

Reason 1: _____

_____

Reason 2: _____

_____

3 EXAMPLES FROM THE BOOK

Give at least two examples from *Number the Stars* that support your reasons.

Example 1: _____

_____

Example 2: _____

_____

4 REAL-LIFE EXAMPLES

Give at least one example from real life (history, current events, or your own life) that supports your ideas.

_____

_____

5 CONCLUSION

Wrap up your essay. Restate your opinion in a new way and explain why it matters.

_____

_____

WRITING CHECKLIST

Did you...

- ☐ answer the big question?
- ☐ give clear reasons for your opinion?
- ☐ use examples from *Number the Stars*?
- ☐ use a real-life example?
- ☐ write in complete sentences?
- ☐ check your spelling and punctuation?
- ☐ write a strong conclusion?

Strong ideas. Good evidence. Powerful writing!

THINK MORE

★ After writing your essay, what part of your opinion might someone else disagree with? Why? _____

★ How has reading *Number the Stars* changed the way you think about courage? _____



BOOK 8

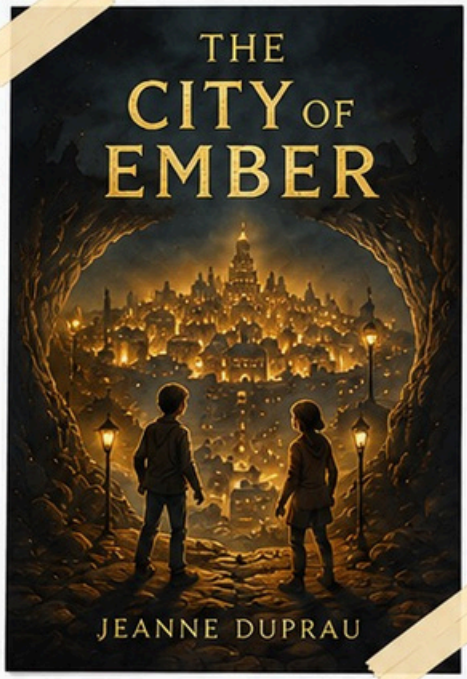
SUMMER BOOKS • GRADES 4–5

PART 1

MEET THE BOOK: ASK QUESTIONS

CURIOSITY OPENS DOORS.

Readers ask questions before, during, and after they read. Good questions help us think deeper and understand more.



ABOUT THE BOOK

The City of Ember is an exciting adventure about two friends, Lina and Doon, who live in an underground city where the lights are failing and supplies are disappearing. They discover clues that might lead them to the truth about their city—and maybe to a way out.

As you read, think about the people, places, and mysteries you discover. Get ready to ask great questions, make smart predictions, and think deeply about what you read.

FOCUS QUESTION

Is it ever a good idea to question the rules? ?

BEFORE YOU READ

Look closely. Think carefully. Ask questions.

1 EXAMINE THE COVER

What do you notice about the cover picture? What details stand out to you?

2 MAKE PREDICTIONS

Based on the cover and the summary, what do you think this story will be about? What might happen?

3 ASK QUESTIONS

What questions do you have about the story? Write at least three questions you hope the book will answer.

1.
2.
3.

4 RESPOND TO THE FOCUS QUESTION

What does the focus question mean to you? Write your first thoughts.

THINK AHEAD

Good readers wonder, predict, and question. As you read *The City of Ember*, keep asking questions and thinking about what you discover.

What will I learn?
What will surprise me?
What will make me think?

BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 2 MYSTERY OF EMBER

CLUES. CODES. QUESTIONS.

In *The City of Ember*, Lina and Doon find strange clues that help them discover the truth about their city.

You're about to explore some clues!

You have found a collection of strange things. Each one might be a a clue. Study each clue carefully. Then answer the questions and make predictions. What might these clues mean? How could they be important?

THE CLUES

1 STRANGE INSTRUCTIONS



A note written in code words. What could it mean?

2 BROKEN MAP PIECES



Parts of a map with missing sections. What might it show?

3 UNKNOWN SYMBOLS



Symbols carved into a metal coin. What could they stand for?

4 SMALL METAL KEY



A tiny key with no lock nearby. What might it open?

5 OLD LIGHT BULB



An unusual light bulb. What makes it special?

6 WORN BOOK PAGE



A page torn from a book. What could it be about?

7 STRANGE DEVICE



A device with dials and numbers. What could it be used for?

8 YELLOW POUCH



A pouch with a symbol on the front. What's inside?

YOUR INVESTIGATIONS

1 WHAT DO YOU NOTICE?

Write at least three things you notice about the clues above.

- _____
- _____
- _____

2 MAKE PREDICTIONS

What do you think is happening in Ember?
What might these clues be helping someone do?

_____

_____

_____

3 WHAT MIGHT THESE CLUES MEAN?

Choose two clues that you think are the most important. Explain what each might mean and why.

Clue # _____ : _____

_____

Clue # _____ : _____

_____



THINK LIKE AN INVESTIGATOR

Look closely. Ask questions. Search for patterns. Every clue has a purpose!



BOOK 7

SUMMER BOOKS • GRADES 4–5

PART 3 ORDINARY PEOPLE, EXTRAORDINARY CHOICES

The choices we make can make a big difference.

In *Number the Stars*, Annemarie and others have to make difficult decisions to help people stay safe. What would **YOU** do?



Read each situation below. Then choose the best choice you would make. Write the letter of your choice and explain why you chose it. Finally, think about what might happen next.

1 You hear that a family is hiding a Jewish child in their home. You are told not to tell anyone.



A. Tell a friend because it feels wrong to keep a secret.
B. Keep the secret and do not tell anyone.
C. Tell an adult in charge, even if it might be risky.

My choice and why: _____

_____

_____

What might happen next? _____

_____

2 You see a classmate being bullied. No one else is helping.



A. Walk away and hope it stops.
B. Join in so you don't become a target.
C. Speak up or get help for your classmate.

My choice and why: _____

_____

_____

What might happen next? _____

_____

3 You find a wallet full of money on the street. No one saw you find it.



A. Keep the money. No one will know.
B. Turn it in to the police.
C. Try to find the person who lost it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

4 Your family is moving to a new city and you don't want to leave your friends.



A. Refuse to go and stay behind.
B. Go with a bad attitude and not try to make new friends.
C. Go and try to make the best of it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

5 You see a news story about an unfair law. It makes you angry.



A. Do nothing. There's nothing you can do.
B. Share your feelings with others and try to learn more.
C. Post mean comments online about it.

My choice and why: _____

_____

_____

What might happen next? _____

_____

6 A friend asks you to keep a secret that could get someone hurt.



A. Keep the secret no matter what.
B. Ask your friend to tell someone who can help.
C. Tell an adult you trust right away.

My choice and why: _____

_____

_____

What might happen next? _____

_____



THINK ABOUT IT

Which situation was the hardest to choose? Why?

_____

_____

What do these situations have in common with the choices people make in *Number the Stars*?

_____

_____

BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 4

UNDERGROUND CITIES AROUND THE WORLD

PEOPLE HAVE BUILT AMAZING PLACES UNDERGROUND!

Learning about real places helps us understand the world in the book—and our own world!

Many places around the world have underground homes, tunnels, and cities for safety, storage, transportation, or survival. Read about each one. Then answer the questions.

THINK ABOUT IT:

How are these places similar to Ember?
How are they different?



1 DERINKUYU (TURKEY)



Derinkuyu is an ancient underground city that goes about 280 feet deep. It could hold up to 20,000 people with homes, kitchens, churches, and even stables for animals.

1. What was this underground city used for?
2. What features helped people live safely underground?
3. How is Derinkuyu similar to Ember?

2 NAOURS WELL (FRANCE)



Naours Well is a deep underground cave system used as a shelter during World War I. It had rooms for living, schools, and hospitals.

1. Why did people build this underground shelter?
2. What rooms and spaces did it have?
3. How is Naours Well similar to Ember?

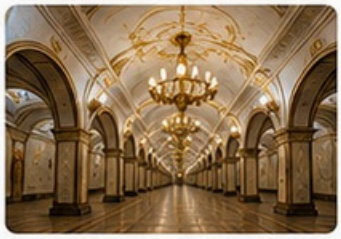
3 MOLE PEOPLE (COOBER PEDY, AUSTRALIA)



Many people in Coober Pedy live underground to escape the extreme heat. Their homes, churches, and shops are built beneath the ground.

1. Why do people live underground in this place?
2. What are some advantages of living underground here?
3. How is Coober Pedy similar to Ember?

4 THE MOSCOW METRO (RUSSIA)



Some subway stations in Moscow are built very deep underground. They were designed to be strong and beautiful—and could also serve as shelters.

1. Why were these stations built so deep?
2. What features make these stations special?
3. How is the Moscow Metro similar to Ember?

COMPARE AND THINK

1. What are some reasons people build or live underground?
2. What challenges might people face when living underground?
3. What did you learn from these real places that helps you understand *The City of Ember* better?

GOOD READERS CONNECT! Learning about the real world helps us make deeper connections in books. The more we know, the more we understand!



BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 5
DECODE THE MESSAGE

CLUES. PATTERNS. MEANING.

Lina and Doon find messages with missing parts. They must think carefully, look for patterns, and use clues to understand. You can too!



You have found a damaged message from someone in Ember.
Parts of the message are missing! Use the clues to figure out what it says.
Fill in the blanks, then rewrite the full message on the lines below.

THE DAMAGED MESSAGE

Citizens of Ember,

The _____ are failing faster than we were told.

We must not _____.

There is a way _____. The old maps are real.

Go to the _____ where the pipes turn cold.

Look behind the _____ door.

Then follow the _____ north.

Trust your _____. The future is still possible.

— A friend who still believes

CLUES TO HELP YOU

1. People in Ember depend on these for light.
2. The writer warns people not to do this.
3. The opposite of "lost" or "hidden."
4. Old maps exist in Ember. They are not fake.
5. A place in Ember where water moves through metal tubes.
6. A door that is not the main entrance.
7. The direction on a map that points up.
8. Use your gut feeling and good judgment.

FILL IN THE MISSING WORDS

Write the correct word for each blank using the clues above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

REWRITE THE FULL MESSAGE

Now that you have solved it, rewrite the complete message in the box below.

_____

_____

_____

_____

_____

_____

_____

THINK AND REFLECT

1. Which clue was the most helpful? Why? _____
2. Was there a word you weren't sure about at first? How did you figure it out? _____
3. How did figuring out the message make you feel? Why do you think messages like this are important in the book?

_____



DECODER'S TIP: Look for patterns, use context clues, and don't give up!
Careful thinking helps us solve mysteries and understand more.



BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 6 INVENTOR CHALLENGE

The people of Ember need new ideas! Design an invention that could help solve a problem in the city.

SOLVE A PROBLEM. CREATE A SOLUTION.



Ember faces many challenges. Your job is to invent something that could make life better for the people who live there! Choose a problem from the list below. Then design your invention.

CHOOSE A PROBLEM TO SOLVE

DARKNESS
The lights are failing.

WATER
Clean water is running low.

FOOD
Food is scarce and hard to grow.

TRANSPORTATION
Getting around is difficult.

COMMUNICATION
It's hard for people to share information.

1 DRAW YOUR INVENTION

Draw and color your invention in the space below.

2 LABEL THE PARTS

Write the names of at least 4 important parts of your invention.

1. _____
2. _____
3. _____
4. _____
5. _____

3 HOW DOES IT WORK?

Explain in 3–5 sentences how your invention works.

_____

_____

_____

_____

4 HOW WOULD IT HELP EMBER?

Explain how your invention would solve the problem you chose. What would be better? Who would it help?

_____

_____

_____

_____

MY INVENTION WOULD...

- ☑ Make life safer.
- ☑ Save time.
- ☑ Save resources.
- ☑ Help many people.

5 THINK LIKE AN INVENTOR!

What was the hardest part of designing your invention?

_____

_____

What new ideas or skills did you use?

_____

_____

If you could improve your invention in the future, what would you change?

_____

_____

GREAT INVENTORS NEVER STOP ASKING, "WHAT IF?"

Your imagination can change the world—just like Lina and Doon!



BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 7 ESCAPE PLAN

PLAN SMART. THINK AHEAD. STAY SAFE.

Lina and Doon dreamed of leaving Ember to find a better future. Now it's your turn!
Design a plan to escape Ember safely and reach a new beginning.



You and a small group have decided to leave Ember.
Create a detailed escape plan that will give you the best chance of reaching safety. Think carefully about every step!

1 PLAN YOUR ESCAPE

Fill in each part of your plan. Be as specific and realistic as possible.

ROUTE



Where will you go? Draw your route or describe the path you will take to get out of Ember.

SUPPLIES & EQUIPMENT



What items will you need to survive and travel safely? List the most important ones.

OBSTACLES & DANGERS



What problems might get in your way? Think about outside dangers and challenges.

PEOPLE & ROLES



Who is in your group? What is each person's role or special skill?

PLAN B



What is your backup plan if something goes wrong?

2 JUSTIFY YOUR PLAN

Explain why you made the choices in your plan. How will they help your group succeed?



3 ESCAPE PLAN CHECKLIST

Check each box to make sure your plan is strong and complete.

- ☐ Our route is safe and makes sense.
- ☐ We have enough supplies for our trip.
- ☐ We have thought about dangers and challenges.
- ☐ Everyone in our group has an important job.
- ☐ We have a backup plan if something goes wrong.
- ☐ Our plan gives us the best chance of reaching safety.

REMEMBER:
Good plans help you stay calm, make smart choices, and don't give up when things get hard!

4 REFLECT & SHARE

- What part of your plan are you most proud of? _____
- What was the hardest part to plan? Why? _____
- If you were in Ember, would you have the courage to escape? Why or why not? _____



BIG THINKING: Great plans come from brave ideas, careful thinking, and working together. Just like Lina and Doon, you can turn hope into an action plan!



BOOK 8

SUMMER BOOKS • GRADES 4–5

PART 8
LOOKING BACK, LOOKING FORWARD

LEARN FROM THE PAST. PREPARE FOR THE FUTURE.

Ember's story doesn't end here. Think about what you've learned and imagine what comes next!

Ember is a place of courage, hope, and smart thinking. You've explored its underground world, solved problems, and planned for the future. Now, take time to reflect on what you've learned and imagine what's next for Ember and its people.



1 WHAT I LEARNED

List four important things you learned about Ember from reading *The City of Ember.*

1. _____
2. _____
3. _____
4. _____

2 CAUSE AND EFFECT

Fill in the chart to show how events in Ember lead to important results.

CAUSE		EFFECT
1. The Builders hid messages and supplies.	→	_____
2. The lights began to fail.	→	_____
3. Lina and Doon followed the clues.	→	_____
4. The people worked together.	→	_____

3 WHAT IF?

Use your imagination! What if one of these things had happened?

What if the lights had never started to fail?

_____

_____

_____

What if Lina and Doon had never found the first clue?

_____

_____

_____

What if the people of Ember had given up?

_____

_____

_____

4 A LETTER TO THE FUTURE

Write a letter to someone who might live in Ember many years from now. Share your hopes, advice, and what you think is most important for them to remember.

Dear Future Emberite,

_____

_____

_____

_____

_____

From, _____

5 WHAT COMES NEXT?

What do you think the people of Ember will do after they escape? Check all that might happen.

- ☐ Explore the world above ground.
- ☐ Build new homes and a new city.
- ☐ Learn more about the old Builders.
- ☐ Stay connected to their past.
- ☐ Share their story with others.
- ☐ Solve new problems together.
- ☐ Create new rules for their new life.
- ☐ Other: _____

6 FINAL REFLECTION

What was your favorite part of *The City of Ember*? Why?

_____

_____

_____

What character did you connect with the most? Why?

_____

_____

_____

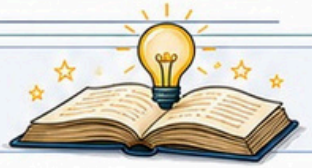
What lesson from Ember will you remember and use in your life?

_____

_____

_____

KEEP THE LIGHT GOING! Stories help us imagine, learn, and grow. Keep exploring books, asking questions, and building a better future!



BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 1

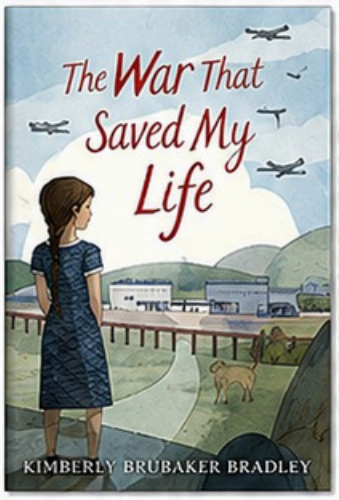
MEET THE BOOK; WHAT MAKES SOMEONE STRONG?

FOCUS QUESTION: IS STRENGTH SOMETHING YOU ARE BORN WITH, OR SOMETHING YOU DEVELOP?

Look closely at the cover, read the introduction, and make predictions about the story. Then think about the focus question and share your ideas!

ABOUT THE BOOK

The *War That Saved My Life* is a historical fiction novel by Kimberly Brubaker Bradley. It takes place in England during World War II. The story is told from the point of view of a young girl named Ada, who has never been allowed to do many things. When she goes to live with strangers in the countryside, she begins to discover new things about the world—and about herself.





1 LOOK AT THE COVER

Study the cover of the book. Write three things you notice.

1. _____
2. _____
3. _____

What do you think the book might be about?

_____

_____

_____

2 READ THE INTRODUCTION

After reading the back cover or summary, write two important things you learned.

1. _____

_____

2. _____

_____

What questions do you still have about the story?

_____

_____

3 MAKE PREDICTIONS

What do you think will happen in the story? Make at least two predictions and explain why you think so.

Prediction 1: _____

_____

Why do you think this? _____

_____

Prediction 2: _____

_____

Why do you think this? _____

_____

_____

4 FOCUS QUESTION REFLECTION



Focus Question:

Is strength something you are born with, or something you develop?

What do you think?

- ☐ I think strength is something you are born with.
- ☐ I think strength is something you develop.
- ☐ I think it is a little of both.

Explain your thinking.

_____

_____

_____

THINK AND SHARE

Talk with a partner or small group about the focus question. What examples from your own life or from other stories show strength? Write one idea you want to remember.

_____

_____

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 2

FIXED MINDSET VS. GROWTH MINDSET

THE WAY WE THINK AFFECTS HOW WE GROW.

★ Ada learns that she can do more than she ever believed possible. A growth mindset helps her change!



People with a fixed mindset believe their abilities stay the same.
People with a growth mindset believe they can learn and improve with effort.
Read each statement below. Decide if it shows a fixed mindset or a growth mindset.
Write the letter in the correct column and explain your choice.

STATEMENTS	FIXED MINDSET (Abilities stay the same)	GROWTH MINDSET (Abilities can grow)
A I can't do that.		
B I can't do that yet.		
C I always fail.		
D This is too hard.		
E I'll never be good at this.		
F I can improve with practice.		
G I give up when it gets hard.		
H Mistakes help me learn.		
I I'm not good at this.		
J I'll keep trying a different way.		

★ EXPLAIN YOUR THINKING

Choose two statements from each column above. Explain why each one shows a fixed mindset or a growth mindset. Use examples from your life or from the story of Ada.



Two Fixed Mindset Statements I chose:

1. _____

Why? _____

2. _____

Why? _____

Two Growth Mindset Statements I chose:

1. _____

Why? _____

2. _____

Why? _____

THINK AND APPLY

Write one statement that shows a growth mindset. Then, think of a challenge you are facing and write how you can use a growth mindset to help you improve.

My Growth Mindset Statement: _____

A Challenge I Can Grow From: _____

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 3
FEAR LADDER

FACING FEAR HELPS US GROW STRONGER.

★ Ada has many fears in the beginning of the story. As she faces them, she becomes braver and more confident.



Everyone has fears. When we face them, they often become smaller and easier to handle. Rank the fears below from the scariest (1) to the least scary (6) for you.

SCARIEST (1)



LEAST SCARY (6)

RANK	FEAR	
____	Speaking in front of the class	
____	Trying a new sport or activity	
____	Moving to a new place	
____	Learning to ride a bike	
____	Meeting new people	
____	Asking for help	

2 THINK ABOUT IT

Look at your rankings.

- Which fear is the scariest for you? Why?

- Which fear is the least scary for you? Why?

- Have you ever faced one of these fears? What happened when you did?

3 WHEN WE FACE OUR FEARS...

Answer the questions below in 3–4 sentences each.

1. What can help people be brave?

2. How do you think Ada's fears changed throughout the story? What helped her?

TAKE IT HIGHER! Write about a time you faced a fear.

☑ What was you afraid of? ☑ What did you do? ☑ What did you learn about yourself?



BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 3
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____	Meeting new people	
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BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 4
REAL PEOPLE WHO OVERCAME OBSTACLES

THEIR STORIES CAN INSPIRE OURS.

Ada learns that she can do more than she ever believed possible. These real people faced big challenges too—and kept going!



Many people have faced difficult challenges, but they didn't give up. Read about each person below. Then answer the questions that follow. Think about how their stories are similar to or different from Ada's.

1 HELEN KELLER

Author and Advocate



Helen lost her sight and hearing when she was a baby. With the help of her teacher, Anne Sullivan, she learned to communicate, went to college, and became a writer and speaker.

Big Challenge: _____

_____

How She Overcame It:

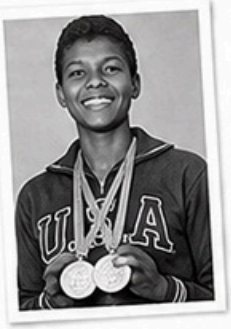
_____

_____

_____

2 WILMA RUDOLPH

Olympic Sprinter



Wilma was born premature and sick. She had polio as a child and was told she might never walk normally. Through hard work and determination, she became a 3-time Olympic gold medalist!

Big Challenge: _____

_____

How She Overcame It:

_____

_____

_____

3 STEPHEN HAWKING

Physicist



Stephen was diagnosed with a disease that affected his muscles. Doctors said he might not live long. He became one of the world's most famous scientists and writers.

Big Challenge: _____

_____

How He Overcame It:

_____

_____

_____

4 THINK, COMPARE, AND CONNECT

Answer the questions in complete sentences.

1. What challenges did each person face?

_____

_____

_____

_____

2. What helped each person keep going?

_____

_____

_____

_____

3. How are these people's stories similar to or different from Ada's journey in *The War That Saved My Life*?

_____

_____

_____

_____

BIG IDEA

Courage, determination, and support can help anyone grow stronger—just like Ada and these amazing people!



Which person's story inspired you the most? Why?

_____

_____

_____

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 5
MY SUPPORT TEAM

WE ALL GROW BETTER WITH SUPPORT FROM OTHERS.

Ada learns that people who care about her help her believe in herself and try new things. Everyone has a support team!

We all have people who encourage us, help us, and believe in us—just like Ada does. Think about the people in your life who support you.

Create your support team map below.



FAMILY
Who in your family supports you?

FRIENDS
Who are your friends that support you?

TEACHERS
Which teachers help you learn and grow?

ME

COACHES OR LEADERS
Who coaches or leads you in activities?

MENTORS
Is there anyone (not a parent or teacher) who inspires you or guides you?

OTHERS
Are there other people who support you? Who and how?

2 THINK AND WRITE
Answer the questions in complete sentences.

1. Who is the most important person on your support team? Why?

2. How do the people on your team help you grow?

3. How can you be a good support for others?

3 REFLECT
Write a short paragraph.

How would your life be different if you didn't have people who support you? Why is it important to support others too?

Together we are stronger, kindness helps us grow, and support can change lives—just like it does for Ada.

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 6
SKILL BUILDER CHALLENGE

PRACTICE TODAY. IMPROVE TOMORROW. GROW FOREVER.

★ Ada learns new skills step by step. She works hard, practices, and never gives up. You can do the same!



Ada learns to ride a horse, draw, and gain confidence by practicing new things. Choose a skill you would like to get better at or learn. Create a plan to help you grow that skill!

1 CHOOSE YOUR SKILL

What is one skill you want to improve or learn?

_____

Why is this skill important to you?

_____

_____

_____

EXAMPLES OF SKILLS:

- Reading
- Soccer
- Playing an instrument
- Drawing or painting
- Cooking
- Writing stories
- Swimming
- Computer coding

2 MY GOAL

What is your goal for this skill?

_____

How will you know when you reach your goal?

_____

_____

A good goal is SMART!
Specific • Measurable • Achievable
Realistic • Time-bound

3 STEPS TO SUCCESS

List the steps you will take to improve this skill.

1. _____
2. _____
3. _____
4. _____
5. _____

4 CHALLENGES I MIGHT FACE

What challenges or problems might you have?

- _____
- _____
- _____

How will you handle these challenges?

- _____
- _____
- _____

☆ Challenges are part of growing!

5 HOW I WILL TRACK MY PROGRESS

How will you keep track of your practice and improvement?

_____

When will you check your progress?

_____

How will you celebrate when you reach your goal?

_____

_____

6 MY COMMITMENT

I am committed to growing my skill. I will practice, be patient with myself, and keep trying even when it is hard!

I commit to starting on _____ (date)

My signature: _____ ☆

REMEMBER:

- ✓ Practice makes progress.
- ✓ Progress builds confidence.
- ✓ Confidence leads to growth.
- ✓ Growth changes your life!

"You don't have to be great to start, but you have to start to be great."
— Zig Ziglar

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 7
CHARACTER TRANSFORMATION TRACKER

PEOPLE GROW AND CHANGE THROUGHOUT THEIR JOURNEYS.

★ Ada changes a lot during the story. Let's track how her thoughts, feelings, skills, and confidence grow from beginning to end!



Think about Ada at the beginning, in the middle, and at the end of the story. How does she change? Fill in the chart below.

	BEGINNING ADA (At the start of the story)	MIDDLE ADA (In the middle of the story)	ENDING ADA (At the end of the story)
BELIEFS ABOUT HERSELF What did Ada believe about herself?			
FEARS SHE FACED What was Ada afraid of at this part of the story?			
SKILLS SHE LEARNED What new skills or things did Ada learn?			
CONFIDENCE LEVEL How confident was Ada at this part?			

2 THINK AND WRITE

Answer the questions in complete sentences.

1. What change do you think was the most important in Ada's journey? Why?

2. What helped Ada change and grow?

3. Can you think of a time you changed or grew? What helped you?

3 REFLECT

Ada's story shows that everyone can grow. What is one thing you want to keep working on so you can continue to grow?

GROWTH MINDSET!

Every step forward—no matter how small—helps you become the best version of you!

BOOK 9

SUMMER BOOKS • GRADES 4–5

PART 8
BIG QUESTION WRITING

THINK DEEPLY. WRITE CLEARLY. SUPPORT YOUR IDEAS.

★ Ada's story shows us that believing in someone can change their life. Think about the book, your own experiences, and the world around you!



THE BIG QUESTION:

Can one person believing in you change your life?

Write a well-developed response to this question. Use evidence from *The War That Saved My Life*, your own life, and real-world examples to support your ideas.

1 CLAIM (YOUR ANSWER)

Write your answer to the question in one or two strong sentences.

2 EVIDENCE FROM THE BOOK

Give 2–3 examples from *The War That Saved My Life* that support your claim. Explain how each example shows your idea.

3 PERSONAL EXAMPLE

Share a time when someone believed in you and it helped you grow or try something new.

4 REAL-WORLD EXAMPLE

Give an example from the real world (a person you read about or heard about) where one person's belief made a big difference.

5 CONCLUSION

Restate your answer and explain why this question is important. What is the lesson we can learn?

WRITING CHECKLIST

- ☐ I answered the question clearly.
- ☐ I used evidence from the book.
- ☐ I included a personal example.
- ☐ I included a real-world example.
- ☐ I explained my ideas.
- ☐ I wrote a strong conclusion.

REMEMBER:

- ★ Use details and examples.
- ★ Explain how they support your ideas.
- ★ Write in complete sentences.
- ★ Check your spelling and punctuation.

REFLECT

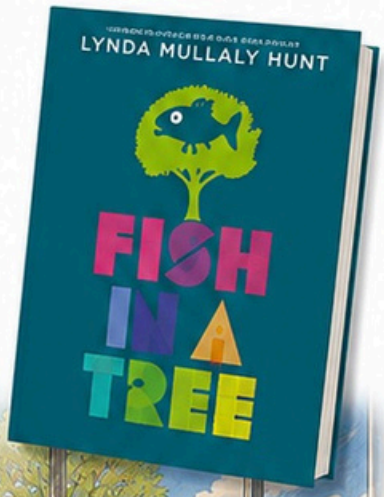
What did you learn from Ada's journey about believing in yourself and others?

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 1 MEET THE BOOK

WHAT DOES IT MEAN TO BE SMART?



Everyone is smart in different ways! This story will help you discover what intelligence really means.

In *Fish in a Tree*, Ally has always thought she wasn't smart. But when she meets a teacher who sees her strengths, everything changes. This book reminds us that intelligence comes in many different forms.



1 BEFORE YOU READ

Look closely at the book cover.

- What do you see?
- What do you think the title means?
- What do you think this story might be about?

2 FOCUS QUESTION

What does it mean to be intelligent or **"smart"**? Write your ideas below.



3 MAKE PREDICTIONS

Based on the cover, the title, and what you already know, answer the questions.

- Who do you think the main character is?
- What challenges do you think she faces?
- How do you think the story will change her life?

THINK AND WRITE

Write one thing you hope to learn from this book.

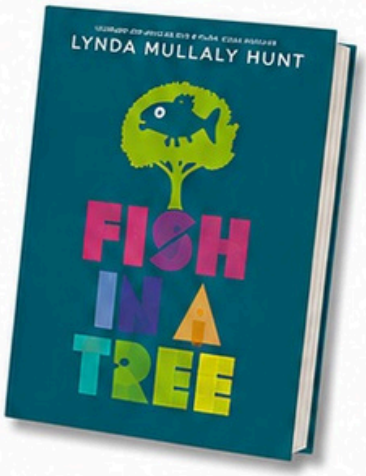
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

– Albert Einstein

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 2
MANY WAYS TO BE SMART



Ally learns that people are smart in different ways. We all have our own strengths!

INTELLIGENCE COMES IN MANY DIFFERENT FORMS.

There is more than one kind of intelligence. Check the box next to the strengths you think match each example.

PART A: MATCH THE EXAMPLES TO THE STRENGTH

ARTISTIC



Good with art, drawing, painting, or design

I love to draw, paint, and create new things.

☐

LOGICAL



Good at solving problems, figuring things out

I enjoy puzzles, riddles, and understanding how things work.

☐

LINGUISTIC



Good with words, reading, and writing

I love to read, write stories, and learn new words.

☐

MUSICAL



Good with music, singing, or rhythms

I love to sing, play instruments, and listen to music.

☐

BODILY-KINESTHETIC

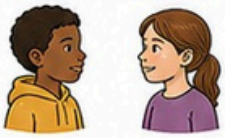


Good with movement, sports, or hands-on activities

I learn best by doing, moving, and being active.

☐

INTERPERSONAL



Good at understanding and working with people

I enjoy helping others and making friends.

☐

INTRAPERSONAL



Good at understanding yourself and your feelings

I think about my goals, feelings, and choices.

☐

NATURALISTIC



Good with nature, animals, and the outdoors

I love plants, animals, and being outside.

☐

PART B: YOUR OWN STRENGTHS

Think about yourself. What are your strongest areas? Write or draw.

My Top 3 Strengths Are:

1. _____
2. _____
3. _____

One strength I want to get better at is:

_____

I feel proud of these strengths because...

_____

_____

_____

PART C: THINK AND WRITE

Which strengths do you think are most important in school? Why?

_____

_____

_____

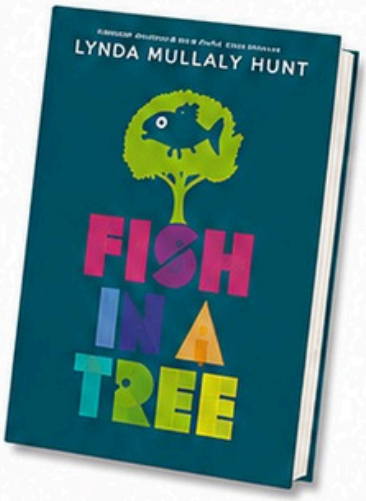
You don't have to be good at everything. It's important to find your strengths and use them!

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 3 STRENGTHS INVENTORY

DISCOVER. CELEBRATE. GROW.



Ally learns that there are many ways to be smart. This activity helps you discover your own strengths!

Everyone has different strengths. Some of them are easy to see. Others are hidden! Think about the things you enjoy, the things people compliment you on, and the things you are good at. Then complete your strengths inventory below.

A WHAT ARE YOU GOOD AT?

For each category, write or draw as many things as you can.

SCHOOL SMARTS
(reading, math, science, studying, etc.)

CREATIVE SMARTS
(art, music, writing, imagination, design, etc.)

PEOPLE SMARTS
(making friends, helping others, leading, listening, etc.)

BODY SMARTS
(sports, movement, dance, coordination, etc.)

THINKING SMARTS
(solving problems, figuring things out, noticing patterns, asking questions, etc.)

COMMUNICATION SMARTS
(public speaking, writing, explaining ideas, telling stories, expressing yourself, etc.)

B REFLECT

Answer the questions in complete sentences.

1. Which strengths come most easily to you?

2. Which strengths would you like to get better at?

3. How do your strengths help you every day?

C USE YOUR STRENGTHS!

Choose one strength you have and write how you can use it to help you reach your goals this year.

My strength: _____

How I can use it: _____

My goal: _____

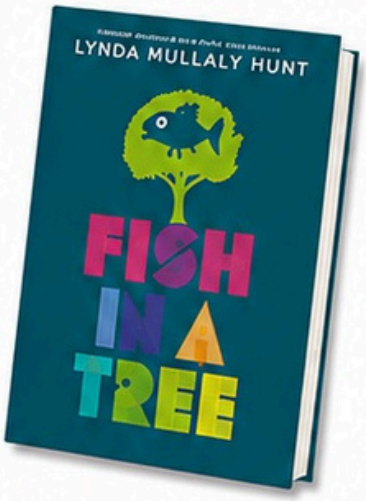
Remember: Your strengths make you unique. They are something to be proud of!

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 3 STRENGTHS INVENTORY

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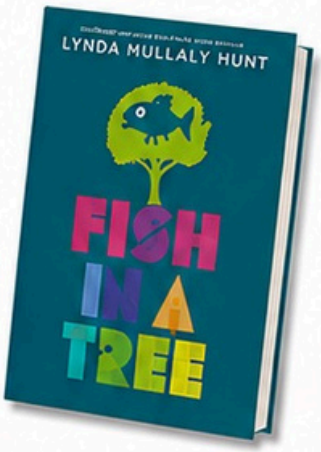
BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 4

FAMOUS PEOPLE WHO STRUGGLED IN SCHOOL

EVERYONE LEARNS DIFFERENTLY. EVERYONE CAN SUCCEED.



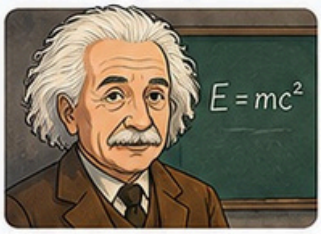
Ally learns that intelligence is not just one thing. Even people who struggled in school can do amazing things!

Many successful people had a hard time in school when they were young. They had strengths that were not always noticed. Read about these people and then answer the questions below.

A READ THEIR STORIES

Read the short biographies below.

ALBERT EINSTEIN
(Scientist)

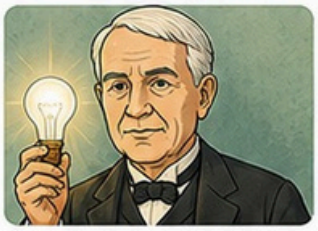


Einstein didn't talk until he was almost 4 years old. His teachers thought he was "slow" and that he would never succeed. He struggled with traditional school, but he loved asking questions and thinking in new ways.

What was his strength?

_____

THOMAS EDISON
(Inventor)



Edison was told by his teacher that he was "too stupid to learn anything." His mom took him out of school and taught him at home. Edison was curious, creative, and never gave up. He made over 1,000 inventions!

What was his strength?

_____

WHOOPI GOLDBERG
(Actor and Comedian)



Whoopi struggled in school because she had dyslexia, a learning difference that makes reading and writing hard. Teachers said she wasn't trying. She discovered her talent for acting and comedy —and became a star!

What was her strength?

_____

STEVE JOBS
(Entrepreneur)



Jobs didn't enjoy school and often felt bored. He followed his curiosity instead and loved learning about design and technology. He went on to create amazing products that changed the world.

What was his strength?

_____

B COMPARE AND THINK

Answer the questions about the people above.

1. What challenges did these people face in school?

_____

_____

_____

2. What strengths helped them become successful?

_____

_____

_____

3. How are their stories similar to Ally's story in the book?

_____

_____

C REFLECT AND WRITE

What does this page teach you about intelligence and success? Use details from the biographies to support your ideas.

_____

_____

_____

_____

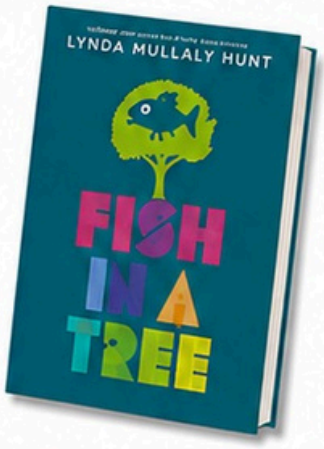
REMEMBER:

It's not about being "smart" the same way. It's about discovering your strengths, working hard, and believing in yourself!

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 5
HIDDEN TALENTS CHALLENGE



LOOK BEYOND THE CHALLENGE. DISCOVER THE STRENGTH.

Ally learns that people have strengths that others might not see right away. Look for the strengths in each person below!

Sometimes people struggle in one area, but they have amazing strengths in another. Read each profile and answer the questions that follow.

A MEET THE STUDENTS

Read each profile carefully.

CHILD A



- Struggles with spelling and writing.
- Hates reading out loud.
- Builds robots from recycled materials.
- Can spend hours figuring out how things work.

What are this child's strengths?

CHILD B



- Gets nervous during tests.
- Finds math confusing.
- Has perfect pitch.
- Creates beautiful songs and plays several instruments.

What are this child's strengths?

CHILD C



- Daydreams in class.
- Forgets to turn in homework.
- Draws incredibly detailed pictures.
- Notices details others often miss.

What are this child's strengths?

CHILD D



- Talks a lot in class.
- Gets distracted easily.
- Organizes events and brings people together.
- Excellent at planning and solving problems.

What are this child's strengths?

B THINK LIKE AN ENCOURAGER

For each child, answer the questions.

Child	What should teachers notice and celebrate?	What kind of support would help this child succeed?
Child A		
Child B		
Child C		
Child D		

C REFLECT AND WRITE

Answer in complete sentences.

1. What did you learn about strengths from these profiles?

2. How can looking for strengths help someone feel better about themselves?

3. How can you use this idea in your classroom, with friends, or at home?

REMEMBER: Everyone has something they are good at. When we look for strengths, we help each other grow!

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 6
LEARNING STYLES INVESTIGATION



Ally learns that when we understand how we learn best, we can do our best! Discover your own learning style.

WE ALL LEARN IN DIFFERENT WAYS.

There is no one "right" way to learn. You might learn best by seeing pictures, listening to others, moving your body, or trying things hands-on. Let's explore how YOU learn best!

A WHAT WORKS FOR YOU?

Read each statement and check how much it is like you.

I learn best when...	ALMOST ALWAYS	SOMETIMES	RARELY	NEVER
1. I see pictures, charts, or diagrams.	☐	☐	☐	☐
2. I listen to someone explain things.	☐	☐	☐	☐
3. I read words and information.	☐	☐	☐	☐
4. I write things down.	☐	☐	☐	☐
5. I try things out or do a hands-on activity.	☐	☐	☐	☐
6. I move around or use my body.	☐	☐	☐	☐
7. I work with a partner or in a group.	☐	☐	☐	☐
8. I take my time and work alone.	☐	☐	☐	☐
9. I use technology or videos to learn.	☐	☐	☐	☐
10. I talk about my ideas out loud.	☐	☐	☐	☐

TYPES OF LEARNERS

VISUAL LEARNER
You learn best when you see pictures, charts, and videos.

AUDITORY LEARNER
You learn best when you hear information and discuss ideas.

READING/WRITING LEARNER
You learn best when you read and write things down.

KINESTHETIC LEARNER
You learn best when you do things, move, and use your hands.

SOCIAL LEARNER
You learn best when you work with and learn from others.

B MY LEARNING PROFILE

Count your checks in each column above and write the totals.

Which ways of learning are your strongest? Write your totals.

Visual Learner _____

Auditory Learner _____

Reading/Writing Learner _____

Kinesthetic Learner _____

Social Learner _____

What does this tell you about YOU?
Write 2–3 sentences about how you learn best.

_____

_____

_____

_____

_____

DID YOU KNOW?

Most people use more than one learning style! That's great. You can use all of your strengths to help you learn.

C PUT IT INTO PRACTICE

Choose a school subject and explain how you can use your learning style to do well.

SUBJECT:
_____

How can I use my learning style in this subject?

_____

_____

MY GOAL:
What is one goal you have for this subject?

_____

What will I do to reach my goal?

_____

_____

REMEMBER:

When you understand how you learrn best, you can choose strategies that help you succeed!

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 7
IF I WERE ALLY'S TEACHER



Ally needed a teacher who believed in her and helped her learn in a way that worked for her. Now it's your turn!

EVERY STUDENT DESERVES TO BE SEEN, UNDERSTOOD, AND SUPPORTED.

Imagine you are Ally's teacher. Design the best classroom and learning plan you can to help Ally feel confident, learn successfully, and discover her strengths.

A MY CLASSROOM

Draw a picture of your classroom. Include things and spaces that would help all students learn and feel comfortable.

B MY TEACHING IDEAS

List at least 5 activities or lessons you would use that help students learn in different ways.

1. _____
2. _____
3. _____
4. _____
5. _____

C SUPPORTS AND STRATEGIES

What supports would you give Ally and other students who struggle in some areas? List at least 5.

1. _____
2. _____
3. _____
4. _____
5. _____



GREAT TEACHERS...

- ☆ listen
- ☆ encourage
- ☆ believe
- ☆ adapt
- ☆ don't give up!

D WORDS THAT BUILD UP

Write 3 things you would say to Ally when she feels frustrated or doesn't believe in herself.

1. _____
2. _____
3. _____

E REFLECT

In a few sentences, explain how your classroom and teaching plan would help Ally discover her strengths and become more confident.

_____

_____

_____

☆ REMEMBER:

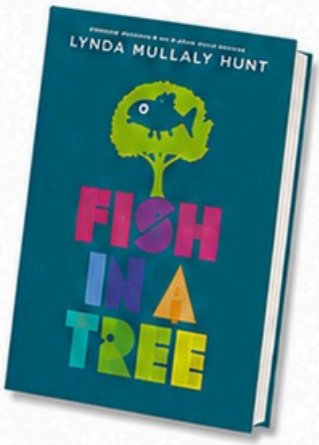
It's not about being the same or perfect. It's about helping each student become the best version of themselves.

BOOK 10

SUMMER BOOKS • GRADES 4–5

PART 8
PUTTING IT ALL TOGETHER

USE WHAT YOU KNOW. SHARE WHAT YOU'VE LEARNED.



You've learned so much about strengths, learning, and yourself. Now it's time to show what you know and plan your future!

Ally's story teaches us that everyone has strengths and that the right support can help us succeed. In this final part, you will reflect on your learning, set goals, and share your ideas.

A WHAT DID YOU LEARN?

Fill in each box with ideas from this book.

One important lesson from Ally's story:

_____

_____

_____

One strength Ally discovered about herself:

_____

_____

_____

One way Ally's teacher helped her:

_____

_____

_____

One thing I can learn from Ally's journey:

_____

_____

_____

B MY STRENGTHS PLAN

Choose a strength you discovered about yourself and create a plan to use it.

MY STRENGTH:

_____

HOW I WILL USE IT:

_____

_____

_____

A GOAL I CAN REACH USING THIS STRENGTH:

_____

_____

PEOPLE WHO CAN SUPPORT ME:

_____

_____

_____

C CONNECT AND COMPARE

Answer the questions in complete sentences.

1. How has your thinking about strengths changed after reading this book?

_____

_____

_____

2. What does this book teach us about believing in ourselves?

_____

_____

_____

3. How can understanding others' strengths help us all?

_____

_____

_____

D SHARE YOUR MESSAGE

Create a short "message of encouragement" for Ally or another student who is struggling. You can write a letter, a poem, a speech, or a comic strip. Use what you've learned to inspire them!



E FINAL REFLECTION

Finish each sentence.

I am proud of myself because _____

_____

One thing I will keep working on is _____

_____

My future is bright because _____

_____

REMEMBER:

Everyone has strengths.
With the right support, you can do amazing things!
Keep learning. Keep growing.
Be your best YOU!