



# ELIZABETH PUBLIC SCHOOLS

*Every Child, Achieving Excellence*

**Olga Hugelmeyer**  
Superintendent of Schools

**Jenny Costa Reguinho**  
Principal

June 2024

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for **5<sup>th</sup> grade** at Terence C. Reilly Gifted and Talented School No. 7! To better prepare each student for the upcoming school year, below is a list of supplies for **incoming fifth graders**:

*Each student must have the following items at school in every class, every day. Please label every item clearly with permanent marker, and ensure you have enough supplies to last the entire school year.*

### Individual School Supplies

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> HEADPHONES/ear buds                        | <input type="checkbox"/> 2" Binder with looseleaf paper (Social Studies) | <input type="checkbox"/> 2 Erasers                       |
| <input type="checkbox"/> 2 Composition notebooks (100 sheet) (Math) | <input type="checkbox"/> 2 Folders (two-pocket)                          | <input type="checkbox"/> 1 Highlighter                   |
| <input type="checkbox"/> 1 Composition notebook (LAL)               | <input type="checkbox"/> 12 pencils                                      | <input type="checkbox"/> Post-it flags-4 pack (LAL)      |
| <input type="checkbox"/> 1 Composition notebook (Science)           | <input type="checkbox"/> Pencil case                                     | <input type="checkbox"/> Laptop carry case (recommended) |
|   | <input type="checkbox"/> Handheld pencil sharpener (manual)              |  |

**Homeroom Items:** 2 boxes of tissues and 1 roll of paper towels

### Home Supplies

*In addition to the above, the following supplies should be **kept at home** for projects and other assignments:*

- |  |                                   |   |  |
|--|-----------------------------------|---|--|
| <input type="checkbox"/> Markers         | <input type="checkbox"/> Tape     | <input type="checkbox"/> Construction paper | <input type="checkbox"/> Ruler         |
| <input type="checkbox"/> Colored Pencils | <input type="checkbox"/> Glue     | <input type="checkbox"/> Index cards        | <input type="checkbox"/> Extra pencils |
| <input type="checkbox"/> Crayons         | <input type="checkbox"/> Scissors | <input type="checkbox"/> Calculator         |  |

### Library Card

If you do not already have one, please obtain a library card for your child and encourage him/her to use your local library for schoolwork.

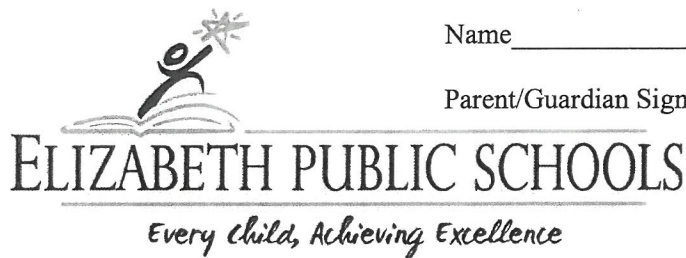
\*Keep a look out for sales at the following stores throughout the summer, specifically during July and August.

- |                        |                           |                |
|------------------------|---------------------------|----------------|
| • Staples/Office Depot | • CVS/Walgreens/Rite-Aide | • Supermarkets |
| • Walmart/Target       | • Dollar Stores           |                |

All individual supplies, summer reading, and math summer work (Khan Academy) are expected on the first day of school. Good organization, being prepared with needed supplies, and checking PowerSchool weekly will contribute to a successful fifth grade year. Your 5<sup>th</sup> grade teachers anticipate an exciting year filled with new adventures and fantastic learning experiences. ***Together we can*** work to achieve greatness during the school year!

**Terence C. Reilly School No. 7**

Please return this paper to your math teacher on the first day of school!



Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

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## Summer Math Practice for Incoming 5<sup>th</sup> Graders

Dear Students,

As you know, this coming September, you will be learning math at a 6<sup>th</sup> grade level in your 5<sup>th</sup> grade math classroom. To brush up on your 5<sup>th</sup> grade math skills and prepare you for the 6<sup>th</sup> grade math curriculum, it is important to practice and work to refine your skills during the summer months. You will use the Khan Academy website to gain an advantage and be better prepared for the coming school year. This will allow you extra practice and the opportunity to work at your own pace. Your work should be completed from June through August. Attached are directions on how to connect to your math teachers through Khan Academy and how to begin. Your math teachers will be monitoring your progress and you will receive credit for your hours spent on Khan Academy in September when you return to school. Please plan to work on Khan Academy for at least 100 minutes per week. Try to set up a schedule for yourself. (For example: You may choose to work for 25 minutes on Monday, Tuesday, Wednesday, and Thursday). You may use your home computer, a computer at the library or a friend or relative's computer. Be sure that you log in each time you visit Khan Academy to receive credit for your work! You should have at least 75% complete of "Get ready for 6<sup>th</sup> Grade" by September 2024.

1. Once you connect to the 5<sup>th</sup> Grade class, your teacher will assign you a "Mastery Goal".

2. Click here to begin.

3. Your progress should be 75% by September 6.

All the best,

Your Fifth Grade Math Teachers

**Terence C. Reilly School No. 7**

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Please return this  
paper to your math  
teacher on the first  
day of school!



# Khan Academy

FIFTH GRADE MATH 2024-2025

## How To Join Your Fifth Grade Teacher's Khan Academy Class

1. Sign in to [khanacademy.org](https://khanacademy.org). \*\*If you do not have an account, sign up. (CLICK ON "CREATE A NEW ACCOUNT")

Write down your username and password here:

---

Username

---

Password

2. Click on **Teachers** and enter your **Class Code: TCZHJ899**
3. Now you're set. Click on **Continue**.
4. Next, the 5<sup>th</sup> grade teachers will assign you a "Mastery Goal".
5. Once it has been assigned, click on **Mastery Goals** and then **Get Ready for 6<sup>th</sup> Grade**.
6. Take the Course Challenge or choose any individual skill to work on.
7. Continue to work on the Mastery Goal each time you log in.
8. Khan Academy will keep a record of the percentage that you have completed and send a report to your 5<sup>th</sup> grade math teacher. You can check your progress by clicking on Mastery Goals.

Terence C. Reilly School No. 7

## 5th-Grade Summer Reading Assignment

To keep your minds and skills sharp over the summer recess, all incoming fifth grade students should complete the following activity. Read **two** novels. You can choose to read what interests you. As you read, fill in the **Notice and Note** organizers (see attached) as you've already done throughout the school year. We will be collecting the organizers in the first week of the coming school year. This will be counted as your first grade in Powerschool. If you work on this activity across the summer months, you should not have a problem completing it. Pace yourselves.

We're looking forward to seeing all of you next year.

5<sup>th</sup> Grade LAL Teachers



# NOTICE

# & NOTE

## Signpost Posters, Reading Logs, and Bookmarks

Again  
and Again

Aha  
Moment

Tough  
Questions

Words of the  
Wiser



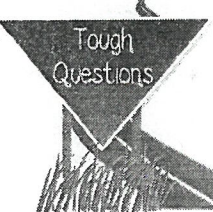
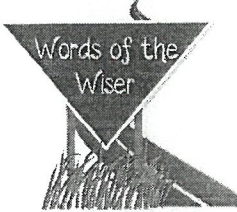


Contrasts  
and  
Contradictions

Memory  
Moments



## OVERVIEW OF LITERARY SIGNPOSTS

**OBJECTIVE:** Increase our Understanding of Literature Through Meaningful, Interpretive, and Evaluative Analysis, Discussion, and Presentation

Signpost	Task [a Brief Overview of each Signpost]	Literary Elements	Annotation Symbol
	<p>A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well-established patterns.</p> <ul style="list-style-type: none"> <li>□ A character behaves or thinks in a way we don't expect, or an element of a setting is something we would not expect.</li> </ul> <p><b>Why is the character doing that?</b></p>	<ul style="list-style-type: none"> <li>- Character development</li> <li>- Internal conflict</li> <li>- Theme</li> <li>- Relationship between setting and plot</li> </ul>	CC
	<p>A character's realization of something that shifts his actions or understanding of himself, others, or the world around him.</p> <ul style="list-style-type: none"> <li>□ Phrases, usually expressing suddenness, like:</li> <li>□ "Suddenly I understood..."</li> <li>□ "It came to me in a flash that..."</li> <li>□ "The realization hit me like a lightning bolt..."</li> <li>□ "In an instant I knew..."</li> </ul> <p><b>How might this change things?</b></p>	<ul style="list-style-type: none"> <li>- Character development</li> <li>- Internal conflict</li> <li>- Plot</li> </ul>	Aha
	<p>Questions a character raises that reveal his or her inner struggles.</p> <ul style="list-style-type: none"> <li>□ Phrases expressing serious doubt or confusion:</li> <li>□ "What could I possibly do to...?"</li> <li>□ "I couldn't imagine how I could cope with..."</li> <li>□ "How could I ever understand why she...?"</li> <li>□ "Never had I been so confused about..."</li> </ul> <p><b>What does this question make me wonder about?</b></p>	<ul style="list-style-type: none"> <li>- Internal conflict</li> <li>- Theme</li> <li>- Character development</li> </ul>	???
	<p>The advice or insight a wiser character, who is usually older, offers about life to the main character.</p> <ul style="list-style-type: none"> <li>□ The main character and another are usually off by themselves, in a quiet, serious moment, and the wiser figure shares his wisdom or advice in an effort to help the main character with a problem or a decision.</li> </ul> <p><b>What's the life lesson, and how might it affect the character?</b></p>	<ul style="list-style-type: none"> <li>- Theme</li> <li>- Internal conflict</li> <li>- Theme</li> <li>- Relationship between character and plot</li> </ul>	WW
	<p>Events, images, or particular words that recur over a portion of the novel.</p> <ul style="list-style-type: none"> <li>□ A word is repeated, sometimes used in an odd way, over and over in the story.</li> <li>□ An image reappears several times during the course of the book.</li> </ul> <p><b>Why does this keep showing up again and again?</b></p>	<ul style="list-style-type: none"> <li>- Plot</li> <li>- Setting</li> <li>- Symbolism</li> <li>- Theme</li> <li>- Character development</li> <li>- Conflict</li> </ul>	AA
	<p>A recollection by a character that interrupts the forward progress or the story.</p> <ul style="list-style-type: none"> <li>□ The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.</li> </ul> <p><b>Why might this memory be important?</b></p>	<ul style="list-style-type: none"> <li>- Character development</li> <li>- Plot</li> <li>- Theme</li> <li>- Relationship between character and plot</li> </ul>	MM

## Aha Moment

DEFINITION: THE CHARACTER REALIZES OR STARTS TO REALIZE SOMETHING THAT CHANGES THINKING.

TEXT CLUE: CHARACTERS SAY "I REALIZED" OR "I SUDDENLY KNEW" OR "NOW I KNOW WHY..."

QUESTION: HOW MIGHT THIS CHANGE THINGS?



What did I notice?		
What is the Aha Moment?	What are my final thoughts? Why do you think the author has the character realize this?	What is the Aha Moment?
What inferences can be made about why the character will do now or think now?		What inferences can be made about why the character will do now or think now?
What did I notice?		



## contrasts and contradictions

DEFINITION: THE CHARACTER ACTS IN A WAY THAT IS CONTRADICTORY OR UNEXPECTED GIVEN HOW HE OR SHE NORMALLY ACTS.

TEXT CLUE: AUTHOR SHOWS FEELINGS OR ACTIONS THE READER HASN'T SEEN BEFORE OR DOESN'T EXPECT.

QUESTION: WHY IS THE CHARACTER DOING THAT?

Contrasts  
and  
Contradictions



What did I notice?		
Where in the text does the unexpected event or statement show up?	What are my final thoughts? I think the author uses this contrast or contradiction to show the reader...	Where in the text does the unexpected event or statement show up?
What inferences can be made about why the character would act this way?		What inferences can be made about why the character would act this way?
What did I notice?		



## Tough questions

**DEFINITION:** THE CHARACTER ASKS A TOUGH QUESTION THAT REVEALS HIS OR HER CONCERNS [INTERNAL CONFLICT].

**TEXT CLUE:** THE CHARACTER ASKS HIMSELF OR HERSELF A DIFFICULT QUESTION.

**QUESTION:** WHAT DOES THIS QUESTION MAKE ME WONDER ABOUT?  
WHAT DOES IT TELL ME ABOUT THE CHARACTER?



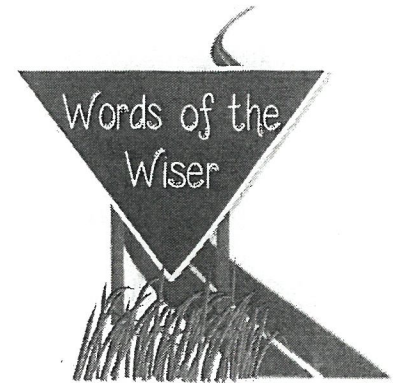
What did I notice?		
What is the question?	What are my final thoughts? This question makes me wonder if... It tell me that...	What is the question?
What does this question make me wonder about? What does it tell me about this character?		What does this question make me wonder about? What does it tell me about this character?
What did I notice?		

## words of the wiser

**DEFINITION:** AN OLDER CHARACTER (MENTOR, ADVISOR, PARENT, ETC.) GIVES ADVICE OR AN INSIGHT TO THE MAIN CHARACTER.

**TEXT CLUE:** A WISER, OFTEN OLDER, CHARACTER OFFERS A LIFE LESSON, USUALLY IN A QUIET MOMENT.

**QUESTION:** WHAT'S THE LIFE LESSON, AND HOW MIGHT IT AFFECT THE CHARACTER?



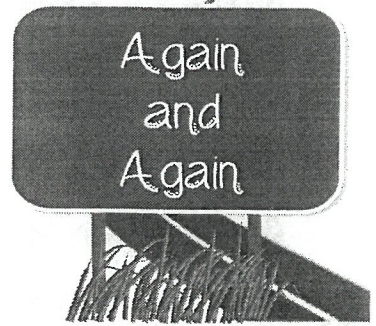
What did I notice?		
What did I notice?	What are my final thoughts? This advice is important in the story and in life because...	What did I notice?
What inferences can be made about why the message is important?		What inferences can be made about why the message is important?
What did I notice?		

## Again and Again

DEFINITION: THE AUTHOR KEEPS BRINGING UP THE SAME IMAGE, PHRASE, OR REFERENCE.

TEXT CLUE: A REPEATED IMAGE, PHRASE, OR REFERENCE.

QUESTION: WHY DOES THIS KEEP SHOWING UP AGAIN AND AGAIN?



What did I notice?			
What is the idea or phrase that is repeated again and again?  Why do you think the author keeps bringing up this idea?	What are my final thoughts?		What is the idea or phrase that is repeated again and again?  Why do you think the author keeps bringing up this idea?
What did I notice?			

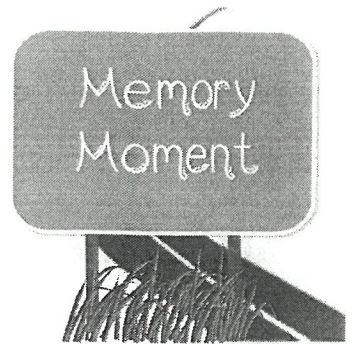


## Memory Moment — Flashback

**DEFINITION:** THE AUTHOR INTERRUPTS THE FLOW OF THE STORY BY LETTING THE CHARACTER REMEMBER SOMETHING.

**TEXT CLUE:** "I SUDDENLY REMEMBERED..."; "I REMEMBER..."; OR "THINKING BACK..."

**QUESTION:** WHY MIGHT THIS MEMORY BE IMPORTANT?



What did I notice?			
What did the character remember?	What are my final thoughts?	What did the character remember?	
Why might the memory be important?		Why might the memory be important?	
What did I notice?			



TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_

Contrasts and Contradictions	<b>AHA MOMENT</b>	Tough Questions
<b>WORDS OF THE WISER</b>	Again and Again	<b>MEMORY MOMENT</b>

signpost	what I noticed	response / note

# Notice & Note Reading Log

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Fiction / Non-Fiction

Genre:

Author's Purpose

Persuade

Inform

Entertain

## WORDS OF THE WISER

What made you think this was a Words-of-the-wiser moment?

What advice or insight did the wiser character share?

How do you think this will affect the plot line?

## Again and Again

What keeps repeating over and over again?

Why do you think the author keeps relating this?

What does lead you to think will happen later in the story?

## Contrasts and Contradictions

What character action or feeling was unexpected?

What was unexpected about the action or feeling?

Why did the character act or feel this way?

## Memory Moment

What was happening when the character recalled the memory?

What memory came to the character's mind?

Why do you think this memory is important?

## AHA MOMENT

What words told you this was going to be an Aha Moment?

What realization came to the character's mind?

How is this realization likely to be important in the story?

## TOUGH QUESTIONS

HOW DID YOU KNOW THIS WAS GOING TO BE TOUGH QUESTION?

WHAT DID YOU WONDER ABOUT WHEN YOU THOUGHT ABOUT THE QUESTION?

HOW WILL THE CHARACTER'S ANSWER AFFECT THE EVENTS IN THE STORY THAT FOLLOWS?

TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_

Contrasts and Contradictions	<b>AHA MOMENT</b>	Tough Questions
<b>WORDS OF THE WISER</b>	Again and Again	<b>MEMORY MOMENT</b>

signpost	what I noticed	response / note