



uplifteducation



***GOING TO 4<sup>TH</sup> GRADE***

***Summer Packet***



***Scholar's Name:*** \_\_\_\_\_

**Summer Package Deadline:** Please return to your new classroom teacher on the first day of school, **Monday, August 9<sup>th</sup>**. Por favor regrese a su nuevo profesor de clase el primer día de clases, **lunes, 9 de agosto**.





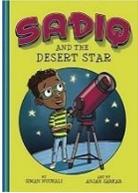
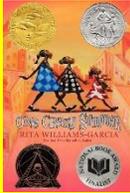
# Independent Learning Format

Part I: Comprehension / Reflection/Response to Reading Questions\*

Part II: Literacy Choice Board Activities

Part III: Language Development Worksheets

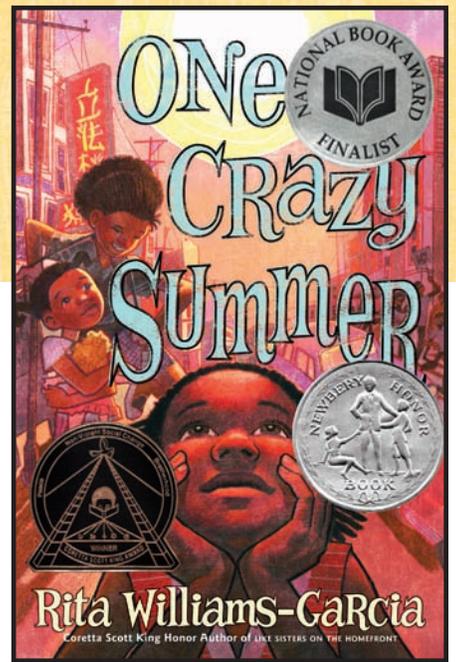
\*Scholars will need a copy of the following 20-21 Uplift Education At Home Reading Novels.

Rising 3rd	Rising 4th	Rising 5th
 <p><a href="#"><u>Sadiq and the Desert Star by Siman Nuurali (Chapter book)</u></a></p>	 <p><a href="#"><u>One Crazy Summer by Rita Williams Garcia</u></a></p>	 <p><a href="#"><u>New Kid by Jerry Craft</u></a></p>
 <p><a href="#"><u>We Are All Wonders by R.J. Palacio</u></a></p>	 <p><a href="#"><u>The Harlem Charade by Natasha Tarpley</u></a></p>	 <p><a href="#"><u>"The Dreamer" by Pam Munoz Ryan</u></a></p>

**Part I: Comprehension/ Reflection/Response  
to Reading  
Questions**

# ONE CRAZY SUMMER

By Rita Williams-Garcia  
Discussion Guide



## About the Book

Eleven-year-old Delphine has it together. Even though her mother, Cecile, abandoned her and her younger sisters, Vonetta and Fern, seven years ago. Even though her father and Big Ma will send them from Brooklyn to Oakland, California, to stay with Cecile for the summer. And even though Delphine will have to take care of her sisters, as usual, and learn the truth about the missing pieces of the past.

When the girls arrive in Oakland in the summer of 1968, Cecile wants nothing to do with them. She makes them eat Chinese takeout dinners, forbids them to enter her kitchen, and never explains the strange visitors with Afros and black berets who knock on her door. Rather than spend time with them, Cecile sends Delphine, Vonetta, and Fern to a summer camp sponsored by a revolutionary group, the Black Panthers, where the girls get a radical new education about the world, their mother, and themselves.

## Questions for Discussion

1. How would you describe Delphine's relationship with her sisters? How is it like your relationship with your sibling(s) or like the relationships of siblings you know? How is it different? What does Delphine mean when she says she enjoys her role as Vonetta and Fern's "enemy and big sister"?
2. What does Delphine expect from Cecile? Do her expectations differ from Vonetta's and Fern's expectations? Why? What word or words would you use to describe Cecile?
3. What does Delphine decide about Oakland on her first night there? If you were in her place, would you have come to a similar conclusion? Have you ever felt similarly about a place you've visited? Did you discover anything that changed your mind?
4. Are Cecile and Delphine at all alike? How? How are they different? What does Cecile mean when she tells Delphine that it wouldn't kill her to be selfish (p. 110)?
5. What elements in the story give you clues about the characters' personalities? Some of the characters have objects that are closely associated with them, like Delphine and her Timex, Cecile and her printing press, and Hirohito and his go-kart. What do these objects say about the characters? Can you find more examples of characters with close associations to objects in the story?
6. Names play an important role in the story. How does Cecile feel about names? How does she explain the name she gave herself, Nzila? Why is Delphine upset when she finds her name in the dictionary? Why does Cecile call Fern "Little Girl" for most of the book, and what finally causes her to call Fern "Fern"? Why does Delphine tell Fern her Cecile-given name, even though Cecile hadn't planned to tell her?
7. Are the Black Panthers Delphine observes at breakfast her first few mornings in Oakland like she expected them to be? How do Sister Mukumbu and Sister Pat differ from Delphine's expectations? What do you think she means when she says that "beating eggs never makes the evening news" (p. 64)?
8. What kind of image does Crazy Kelvin project? Is it possible to judge the whole Black Panther group based on Crazy Kelvin's actions? Do you think groups can be distinguished negatively or positively by the actions of individual members?
9. What does the stool in the kitchen mean to Delphine? Does her relationship with Cecile change the evening the stool appears? How?
10. How does Delphine feel about the messages of the Black Panthers? Why does she want to stop taking her sisters to the People's Center and skip the rally? Do her beliefs about the Black Panthers and their messages change throughout the story? How would you have felt in her place?
11. *One Crazy Summer* is full of metaphors. Look up the definition of the word *metaphor* (if you don't already know what it means). Do you think Delphine's ride on the go-kart is a metaphor? What might the go-kart ride symbolize? What other metaphors can you find in the story?
12. Do you feel any sympathy for Cecile throughout the book? Does hearing Cecile's story at the end make you more sympathetic toward her? How does Delphine react to learning her mother's side of the story she's been hearing for years? How do you think you would have felt in her place?
13. Do the sisters find what they were looking for on their trip to Oakland? Why, or why not?

# ONE CRAZY SUMMER

## DISCUSSION GUIDE

### Extension Activities

- 1. Be a Journalist.** Have students research the Black Panther movement. What aspects of the organization were covered most prominently in the media? Does their public image match Delphine's experience with them? Ask students to write a magazine or newspaper article (or a letter to the editor) about the Black Panthers from Delphine's perspective.
- 2. Living History.** Encourage students to read about what was happening in the Civil Rights Movement in 1968. Then have each of them interview someone who was old enough in 1968 to remember what was going on, to get a first-hand perspective on history.
- 3. Civil Rights Today.** Prompt students to look through current newspapers and magazines or to do some online research about what civil rights issues are most prominent in the news today. In groups or individually, have students choose one issue to learn about and present to the class.
- 4. Day Tripping.** Ask students to put themselves in Delphine's place and plan a day trip for two younger siblings. Have them choose a city, find a map, and then plan out all of the places they'll take their siblings and how much money they'll need for each item on the itinerary.
- 5. Be a Poet.** Have students take a cue from Cecile and Fern and write a poem that sheds light on a topic or makes people see something in a different way. Collect all of the poems to create a classroom poetry anthology.

### Praise for ONE CRAZY SUMMER

"This novel is just glorious."—Jacqueline Woodson, Newbery Honor Author of *After Tupac and D Foster*

"*One Crazy Summer* is a genuine rarity: a book that is both important in its contents and utterly engaging in its characters . . . with the tremendous bonus of being beautifully written."—Linda Sue Park, Newbery Medal-winning author of *A Single Shard*

### About the Author

Two-time National Book Award Finalist and winner of the PEN/Norma Klein Award, **Rita Williams-Garcia** is the author of six distinguished novels for young adults: *Blue Tights*, *Every Time a Rainbow Dies*, *Fast Talk on a Slow Track*, *Like Sisters on the Homefront*, *No Laughter Here*, and *Jumped*. *Like Sisters on the Homefront* was named a Coretta Scott King Honor Book and a best book of the year by ALA Booklist, *School Library Journal*, *The Bulletin of the Center for Children's Books*, and *Publishers Weekly*. *No Laughter Here* and *Jumped* are among Rita's ALA Best Books for Young Adults.

Rita Williams-Garcia is currently a faculty member at Vermont College for the MFA in Writing for Children and Young Adults Program. She has two daughters, Michelle and Stephanie, and lives in Jamaica, New York.



Photo by Jason Berger



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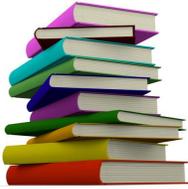
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## **Part II: Literacy Choice Board Activities**

# Book Report Choice Board



**Directions:** Choose at least **2 activities** from the board that you would like to do after you have read the book. Please be as creative and detailed as possible. **You may create it digitally or on paper.**

<p>Imagine the book is being made into a movie. <b>Write the script</b> for the <b>movie trailer</b>. <b>Perform</b> the trailer and record it, or prepare to perform in class.</p>	<p><b>Create a collage</b> with a mix of <b>images and text</b>. Must represent knowledge of characters, setting and plot.</p>	<p>Design a <b>comic strip</b> that depicts a major scene from the book. Must be images and text, neat and sequential.</p>
<p><b>Create a diorama</b> or <b>other 3D structure</b> that depicts a major scene from the book. Include the scene description. Must include characters, setting and plot elements.</p>	<p><b>Conduct a fictional interview</b> of the main character. <b>Write at least 8 questions</b> you would ask related to the story and the character's <b>responses</b> to the questions. <b>You may</b> act out and record a skit of the interview.</p>	<p><b>Create a test</b> about the book's characters, the setting and plot. Must be a variety of <b>15 questions</b>. Include the answer key.</p>
<p><b>Write a blog reviewing the book.</b> Talk about what you liked/disliked about the plot, characters and the setting/time period. Who would you recommend it to? Or not?</p>	<p><b>Create or research a recipe</b> that would relate to your book. Provide the recipe and a description of how it relates to the book. <b>You may cook and include a picture</b> of the finished product from the recipe.</p>	<p><b>Design a movie theatre poster</b> advertising the book. Be sure to include the plot elements, setting and characters in the poster. Provide a 'grabber' summary to get others to read the book.</p>



# Part III: Language Development Worksheets

Name \_\_\_\_\_

Write Source Link

## End Punctuation

- A **question mark** follows a question.  
*Do you want broccoli for supper?*
- An **exclamation point** follows a word or sentence that shows strong feeling.  
*Wow! That's a great idea!*
- A **period** follows a statement or a request.  
*I'm not sure I heard you. Say that again.*



**1**

Put a period, a question mark, or an exclamation point at the end of each of these sentences.

1. What's good about broccoli \_\_\_\_\_
2. Broccoli is rich in vitamins \_\_\_\_\_
3. It tastes great \_\_\_\_\_
4. It has a pretty green color \_\_\_\_\_
5. The home gardener finds it easy to grow \_\_\_\_\_
6. Why doesn't everyone eat broccoli \_\_\_\_\_
7. I like it with cheese sauce \_\_\_\_\_
8. Who likes it raw \_\_\_\_\_
9. I do \_\_\_\_\_ I do \_\_\_\_\_
10. Broccoli is definitely my favorite vegetable \_\_\_\_\_



2

Put a question mark, an exclamation point, or a period at the end of each sentence in this paragraph.

My favorite vegetable is carrots They're so sweet Do  
 you know how my little brother eats carrots He puts them  
 in rolls and eats them like hot dogs It's gross What is your  
 favorite vegetable Do you like carrots, too

**Next Step** Write three sentences about one of the vegetables listed below. One sentence should make a statement or request, another sentence should ask a question, and the third one should express strong feeling.

eggplant cabbage asparagus squash corn

1. *Statement:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *Question:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *Exclamation:* \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Commas in Compound Sentences

Use a **comma** before the coordinating conjunction in a compound sentence. Some common conjunctions are *and*, *but*, and *or*.

I study plants in school, *and* I know a lot about them.

I've read about the Venus flytrap, *but* I've never seen one.

Write Source Link



**1**

Underline the coordinating conjunction in each of these compound sentences. Put a comma before each conjunction.

1. Most plants get their food from soil but some plants eat insects.
2. The Venus flytrap grows in swamps and it really is a trap for flies.
3. The flytrap looks harmless but it is a danger zone for bugs.
4. The leaves are like traps and they actually have teeth!
5. An insect lands on a flytrap's leaf and the leaf snaps shut.
6. The insect is trapped and it can't get away.
7. Venus flytraps are grown in plant stores or they grow wild.
8. You can feed your Venus flytrap bugs but you shouldn't feed it meat.
9. Meat has salt in it and Venus flytraps don't like salt.

**2**

Combine each pair of simple sentences to make a compound sentence. Put a comma before the coordinating conjunction. The first one has been done for you.

1. Computers are fast.  
They are fun to use.

*Computers are fast, and they are fun to use.*

---

---

2. Robin wants to use her new computer.  
She does not know how to turn it on.

---

---

3. She needs help fast.  
She will cry.

---

---

4. Robin asks Ms. Kadiddle.  
She says she will help.

---

---

**Next Step** Use a compound sentence with a coordinating conjunction to tell a partner about using a computer.

Name \_\_\_\_\_

Write Source Link

# Apostrophes 1

An **apostrophe** is used in the spelling of a contraction. The apostrophe takes the place of one or more letters.

## Two Words

did not

you are

I am

## Contraction

didn't

you're

I'm

apostrophes



1

Write a contraction for each word or word pair in the list. Then rewrite each sentence, replacing the words in bold letters with a contraction.

## Two Words

is not

it is

do not

they are

cannot

## Contraction

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

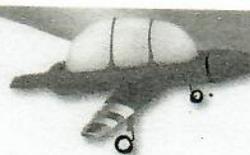
1. Mary **cannot** sing. Mary can't sing.

2. Jake **is not** singing. \_\_\_\_\_

3. **They are** both not singing. \_\_\_\_\_

4. **It is** time for you to sing. \_\_\_\_\_

5. But I **do not** want to. \_\_\_\_\_



2

Write contractions for the following word pairs.

<u>Two Words</u>	<u>Contraction</u>	<u>Two Words</u>	<u>Contraction</u>
1. it is; it has	_____	8. will not	_____
2. they will	_____	9. I would	_____
3. do not	_____	10. who is	_____
4. I am	_____	11. there is	_____
5. I have	_____	12. could not	_____
6. is not	_____	13. was not	_____
7. you are	_____	14. did not	_____

3

In each sentence below, write a contraction to replace the words in bold.

1. **They will** be riding six white horses when she comes. \_\_\_\_\_
2. **It is** just like a magic penny. \_\_\_\_\_
3. But the cat came back: it just **could not** stay away. \_\_\_\_\_
4. If **you are** happy and you know it, clap your hands. \_\_\_\_\_
5. **There is** a hole in the bottom of the sea. \_\_\_\_\_
6. I **have** been working on the railroad. \_\_\_\_\_
7. **Who is** afraid of the big, bad wolf? \_\_\_\_\_
8. I **am** a little teapot short and stout. \_\_\_\_\_

**Next Step** The sentences above are lines from songs. Can you sing any of them?

Name \_\_\_\_\_

Write Source Link

## Apostrophes 2

An **apostrophe** plus an **s** is added to a singular noun to show ownership. (Singular means "one.")

**the girl's bike** (The bike belongs to the girl.)

**the cat's whiskers**

(The whiskers belong to the cat.)



**1**

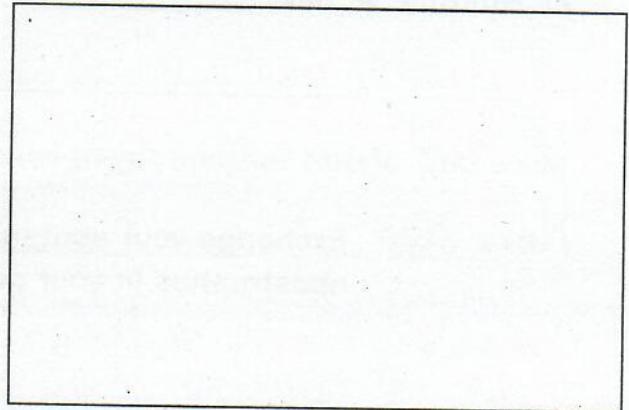
In each sentence, put an apostrophe in the word that tells who the gerbil belongs to. The first one has been done for you.

1. Chesters<sup>v</sup> gerbil likes leaf lettuce.
2. I think LaJoys gerbil is the cutest.
3. Where is the teachers gerbil?
4. Mollys gerbil is under my desk!
5. My neighbors gerbil stays in a cage.

**2**

In each sentence, draw a line under the word that tells who the hat belongs to. Draw one of the hats in the box.

1. Who has the baby's hat?
2. Mr. Dandelion's hat is yellow.
3. Look at Roger's hat!
4. Did you see Kathy's red hat?
5. Rocky Stark's hat is black.





3

Combine each set of words into a possessive phrase. Then write an interesting sentence using the phrase. Make sure to use apostrophes correctly. The first one has been done for you.

1. Betty > house Betty's house

I went to Betty's house to play.

2. my sister > pony \_\_\_\_\_

3. our dog > name \_\_\_\_\_

4. a clown > face \_\_\_\_\_

5. Mr. Brown > car \_\_\_\_\_

6. a bluebird > house \_\_\_\_\_

7. Shauna > desk \_\_\_\_\_

**Next Step** Exchange your sentences with a classmate. Check the apostrophes in your partner's work.



name: \_\_\_\_\_

What are 10 things you want to do this summer?

1.

2.

3.

4.

5.

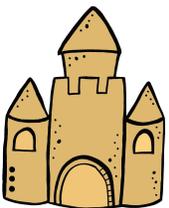
6.

7.

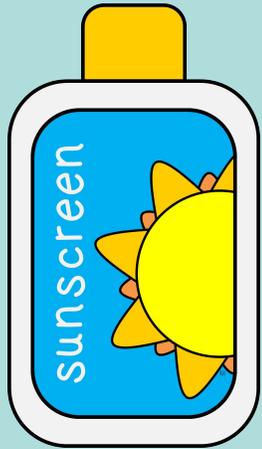
8.

9.

10.



# Sun Safety Tips



## **Always use sunscreen!**

Reapply often if playing in the water. Use at least 30 SPF. The sun's rays are the most intense between 11am and 3pm.



**Wear sunglasses**, the sun's rays can damage your eyes even if you aren't looking at the sun directly.



If you start to feel dizzy or sick, **get in the shade** and tell a parent or other trusted adult.



# SUMMER BUCKET LIST

- Have a picnic
- Camp in your backyard
- Roast marshmallows
- Have a lemonade stand
- Go to the beach
- Walk in in the woods
- Have a water balloon fight
- Run through the sprinkler
- Keep track of how far you ride on your bike
- Read at least 3 books
- Play mini golf
- Go to your local ice cream shop
- Visit the library
- Make homemade ice cream
- Plant flowers
- Go to your local farmers market
- Draw with chalk all over your driveway
- Blow bubbles
- Dance in the rain
- Have a hula-hooping contest
- Catch fireflies
- Pick strawberries or blueberries
- Go to the park
- Fly a kite



HELLO  
SUMMER!

# 4th of July Word Search

Created with TheTeachersCorner.net Word Search Maker

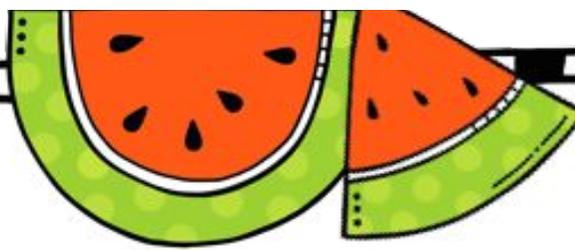
J X Y  
O Z F A Q Z F T S  
L S I F E R O Y Y E O F U  
O C Y F Y D I V C N T V W M L M H  
Z C X B L N P G L T A M R V Y P A X C  
T S V S U M M E R E T N I L E A S O G O J  
H V P J C X M O L S C T D U I B D K M P P  
P M R H M A L F M D A A N Z Q K R I K K S G R  
P Y B J P G I B E W E Z U E N K D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

FIREWORKS  
LIBERTY  
AMERICA  
SUMMER  
PICNIC

FREEDOM  
PARADE  
ANTHEM  
PATRIOTIC  
UNITED STATES

INDEPENDENCE  
FLAG  
JULY  
BARBECUE





# Summer Word Search

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

SUMMER  
SWIMMING  
SUNSHINE  
PICNIC  
SWIMSUIT  
OUTSIDE  
NO SCHOOL

HOT  
SPRINKLER  
BIKE  
HOTDOGS  
VACATION  
CAMPING

POOL  
ICE CREAM  
WATERMELON  
POPSICLES  
BEACH  
FUN

