GOING TO 4TH GRADE

Summer Packet

Scholar’s Name: __________

Summer Package Deadline: Please return to your new classroom teacher on the first day of school, Monday, August 9th. Por favor regrese a su nuevo profesor de clase el primer día de clases, lunes, 9 de agosto.
30 minutes/4 days per week on Zearn or Exact Path
my.classlink.com/uplift

“What else can I do this summer?”

- Ask someone you know about how to set up a weekly or monthly spending budget. Create one for yourself based off of an income that you create.
- Track any income that you make from helping out others. Deduct your expenses and record your daily/weekly balance.
- Measure all of the ingredients when cooking a meal (especially the liquids in the measuring cup). Challenge yourself to double or cut the recipe in half and find the new measurements.
- If you take a road trip, or even staying local, write down how far you travel. Draw a map with a scale of your travels. Bonus - research and find facts about the places you visit.
- Time yourself or someone else running. Record the times and order them from fastest to slowest. Do repeated trials and find the average speed.

<table>
<thead>
<tr>
<th>Math Tech Program</th>
<th>Time Spent</th>
<th>One Thing I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Tech Program</td>
<td>Time Spent</td>
<td>One Thing I Learned</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Rising 3rd</th>
<th>Rising 4th</th>
<th>Rising 5th</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sadiq and the Desert Star by Siman Nuurali" /></td>
<td><img src="image" alt="One Crazy Summer by Rila Williams Garcia" /></td>
<td><img src="image" alt="New Kid by Jerry Craft" /></td>
</tr>
<tr>
<td>Sadiq and the Desert Star by Siman Nuurali (Chapter book)</td>
<td>One Crazy Summer by Rila Williams Garcia</td>
<td>New Kid by Jerry Craft</td>
</tr>
<tr>
<td><img src="image" alt="We Are All Wonders by R.J. Palacio" /></td>
<td><img src="image" alt="The Harlem Charade by Natasha Tarpley" /></td>
<td><img src="image" alt="&quot;The Dreamer&quot; by Pam Munoz Ryan" /></td>
</tr>
<tr>
<td>We Are All Wonders by R.J. Palacio</td>
<td>The Harlem Charade by Natasha Tarpley</td>
<td>&quot;The Dreamer&quot; by Pam Munoz Ryan</td>
</tr>
</tbody>
</table>
Part I: Comprehension/ Reflection/Response to Reading Questions
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?
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.
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.*

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

### Bingo Choice Board

<table>
<thead>
<tr>
<th>Book with a female protagonist</th>
<th>Female author</th>
<th>biography</th>
<th>Historical fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scary book</td>
<td>Book with a number in the title</td>
<td>Book that became a movie</td>
<td>Mystery</td>
</tr>
<tr>
<td>Book recommended by a friend</td>
<td>Book set in the future</td>
<td>A book more than 20 years old</td>
<td>Funny book</td>
</tr>
<tr>
<td>Book with a 1-word title</td>
<td>Book with a male protagonist</td>
<td>Book about a social issue</td>
<td>Book with nonhuman characters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Dates</th>
<th>Bingo box category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III: Language Development Worksheets
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 _______
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: ____________________________
   ____________________________
   ____________________________

© Houghton Mifflin Harcourt Publishing Company
Commases 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.

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.
   
   

   She says she will help.
   
   

Next Step Use a compound sentence with a coordinating conjunction to tell a partner about using a computer.
Apostrophes 1

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

Two Words | Contraction
--- | ---
did not | didn’t
you are | you’re
I am | I’m

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 | Contraction
--- | ---
is not | isn’t
it is | it’s
do not | don’t
they are | they’re
cannot | can’t

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.

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

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?
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. Chester’s gerbil likes leaf lettuce.
2. I think LaJoy’s gerbil is the cutest.
3. Where is the teacher’s gerbil?
4. Molly’s gerbil is under my desk!
5. My neighbor’s 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.
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.
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.
## Travel Log

<table>
<thead>
<tr>
<th>Where did you go?</th>
<th>When did you go?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Illustration of palm trees and sand*

*Some text or graphics could be included here, e.g., a note about travel tips or a cartoon figure.*
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
4th of July Word Search
Summer Word Scramble

1. MSMUER
2. LPOO
3. SMWIMGN
4. KESINPRLR
5. REACCEMI
6. SUESNHNI
7. KBIE
8. ESRNDIF
9. WENLTAEMOR
10. IPICNC
11. SLESCPLOP
12. HACBE
13. NOTIVACA
14. IETUOSD
15. CNAIMGP
16. IYALGNP
17. FUN

Bike  Popsicles  Friends  Watermelon  Outside  Sunshine  Beach  Playing  Sprinkler  Summer  Pool
Vacation  IceCream  Fun  Picnic  Swimming  Camping

Created on TheTeachersCorner.net Scramble Maker
Summer Word Search

SUMMER
SWIMMING
SUNSHINE
PICNIC
SWIMSUITS
OUTSIDE
NO SCHOOL

HOT
SPRINKLER
BIKE
HOTDOGS
VACATION
CAMPING

POOL
ICE CREAM
WATERMELON
POPSICLES
BEACH
FUN

http://www.teacherspayteachers.com/Shark/KathyDrause_Homeschool