

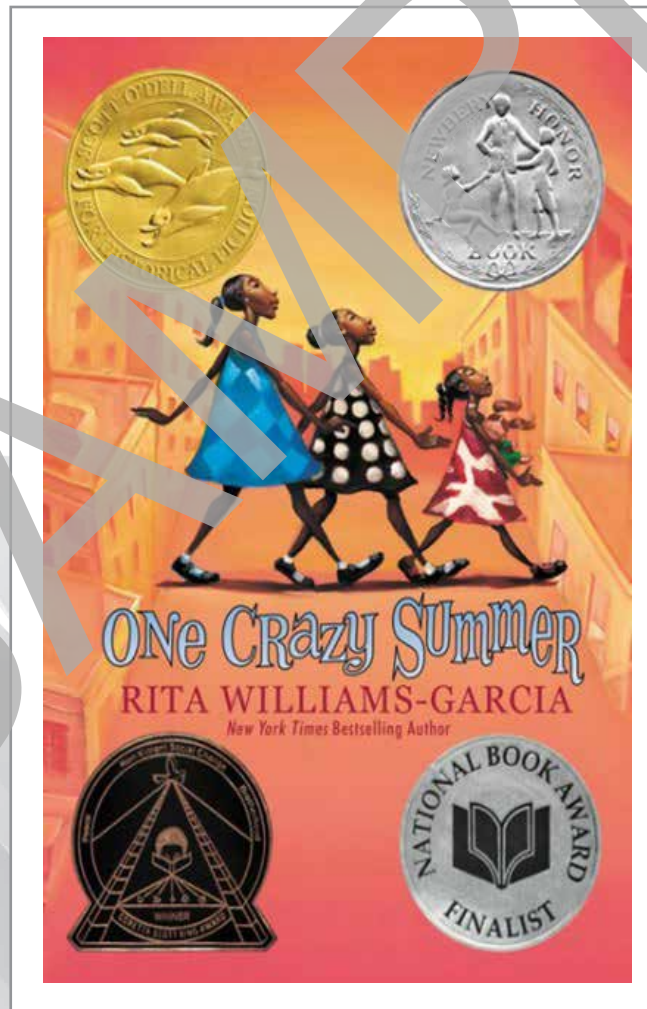


STUDENT PACKET

GRADES 6-8

One Crazy Summer

Rita Williams-Garcia



READ, WRITE, THINK, DISCUSS AND CONNECT

One Crazy Summer

Rita Williams-Garcia

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Word Map

indulgence prospect hovered	begrudgingly accountable blanched	amiss knack yokes	defiant tempted
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Directions: Complete a word map for at least six of the vocabulary words above.

<p>Synonyms</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Magazine cut-out, drawing, or symbol that shows what the word means</p>
<p>Word</p> <hr/>	
<p>Definition in your own words</p> <hr/> <hr/> <hr/> <hr/>	<p>Word used in a sentence</p> <hr/> <hr/> <hr/> <hr/>

Name _____

China Who–Eating Crow

1. What assumption does Delphine make about Hirohito's race?
2. What do the girls ask Cecile to put in the house?
3. What is "colored counting"?
4. What does Cecile give the girls in response to their request for a TV?
5. What does Delphine learn about Hirohito's father?
6. What does Kelvin call the police?
7. What frightening memory does Delphine recall from a previous summer?
8. Who is "Li'l Bobby"?
9. Why doesn't Delphine want herself or her sisters to participate in the rally?
10. What response do Fern and Vonetta hope to get from Cecile if they sing at the rally?
11. Why do the girls attend the rally even though Delphine doesn't want to?
12. Why do Eunice and Delphine become friends?

Itsy Bitsy Spider–Wish We Had a Camera

1. What does Cecile say about the Gwendolyn Brooks poem Vonetta is reciting?
2. What happened when Delphine told her fourth-grade class that her mother was a poet?
3. What does Cecile put in the kitchen for Delphine?
4. What does Cecile do after Delphine finishes washing the dishes?
5. Why doesn't Cecile own a hot comb or a curling iron?
6. Where do the girls go on their third weekend in California?
7. How does Fern act strange on the bus?
8. What do the girls see when they get off the bus?
9. Why do you think the tall, blond family takes pictures of the girls?
10. Why do the girls leave the first souvenir shop without buying anything?
11. Why do the girls feel guilty on their way back to Oakland?
12. What do the girls see when they get to Cecile's house?

Name _____

One Crazy Summer
Activity #16 • Writing
Use After Reading
(Write to Inform)

News Story

Directions: Write a news report describing what occurred at the Black Panther rally.

The Daily News

Wednesday, June 2 • Section A, Page 1

