



SUMMER ESSENTIALS

LANGUAGE ARTS PRACTICE BOOK Grade 6



Name: _____

Welcome to your Summer Essentials Practice Book! This book is designed to support your learning this summer during the weeks of June 29 - July 31. In this book you will have opportunities to:

- Practice and apply reading, writing and word study skills from the past school year
- Engage in open-ended creative tasks through Learning Quests

This practice book focuses on essential skills in reading, writing, word study, mechanics, and vocabulary and has suggested activities for you to complete each weekday over the next five weeks. Take a few moments to look at the calendar on page 3 and explore the book with your family. Learning Quests are included for you at the end of the book. You can complete the quests and share your learning with family and friends. As you use this book, keep in mind:

- Practice books reinforce the most important skills needed as readers and writers. It is recommended that you engage in this review this summer; practice books will not be collected or graded.
- Practice books and answer guides are posted to FCPS 24/7 Learning Blackboard. Answer guides are not mailed.
- You have the opportunity to attend one virtual office hour each week with a teacher from your school. Office hours are optional and give you the chance to receive help with the content in this practice book. Please contact your school if you have questions about office hour details.

Usen este enlace para obtener la información en español.

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استخدم هذا الرابط للوصول إلى المعلومات باللغة العربية.

请使用本链接获得中文信息。

از طریق این لینک برای دسترسی به این اطلاعات به زبان فارسی استفاده کنید.

이러한 정보를 한국어로 확인하려면 다음 링크를 이용하기 바랍니다.

اردو زبان میں معلومات حاصل کرنے کے لیے، یہ لنک استعمال کریں

Hãy dùng liên kết này để truy cập thông tin này bằng tiếng Việt :

Message to families: <https://www.fcps.edu/node/41224>

Learning Opportunities

Language Arts		Pages
Week 1	<ul style="list-style-type: none"> Figure out unknown words by using many parts of the text Summarize stories to remember big ideas Plan a story by thinking about the main character, problem, and the role the setting will play 	4-9
Week 2	<ul style="list-style-type: none"> Find synonyms for words you read Make inferences to better understand the characters in a story Use descriptive language to create an image for the reader 	10-15
Week 3	<ul style="list-style-type: none"> Use the understanding of homophones to help you better understand a story Stop and think about what you have learned in non-fiction in order to develop a main idea Brainstorm topics for nonfiction texts 	16-21
Week 4	<ul style="list-style-type: none"> Use what you know about prefixes, suffixes, and roots to figure out the meaning of an unknown word Identify supporting details in a nonfiction text to help you better understand the main idea Use a topic sentence to convey to their reader the topic of your writing Use expert language to communicate knowledge about your topic 	22-27
Week 5	<ul style="list-style-type: none"> Use background knowledge to figure out the meaning of figurative language in a text Take note of figurative language to help you better understand the poem Use figurative language to bring your writing to life 	28-32
ESOL/ English Language Development		
Weeks 1-5	<ul style="list-style-type: none"> Engage in a fun, hands-on experience to practice the language of sequencing and comparing and contrasting Use this language to help the reader understand the order of events and how things or ideas are similar or different 	33-35
Learning Quests		
Weeks 1-5	<ul style="list-style-type: none"> Create a main character for a book or movie called “Justice, Now!” that viewers and readers will connect to Create something that will teach others all about your favorite thing 	36-39
COVID-19 Education		
Weeks 1-5	<ul style="list-style-type: none"> Identify common symptoms of COVID-19, how it is spread, and ways to help prevent infection 	40

Weekly Calendar

This calendar suggests practice activities for students to do each day. Every student works at a different pace. Please customize to meet the needs of your child and consider participating in Office Hours provided by your school as an additional support.

Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				
June 29 Weekly Message; Word Ladder Page 4	June 30 Reading- Context Clues Page 5	July 1 Reading- Theme Pages 6-7	July 2 Writing- Crafting a Character and Problem Page 8	July 3 Writing- Crafting a Setting Page 9
Week 2				
July 6 Weekly Message; Synonyms Pages 10-11	July 7 Reading- Inference and Character Interactions Pages 12-13	July 8 Reading- Inference and Character Interactions Pages 12-13	July 9 Writing- Show Don't Tell Page 14	July 10 Writing- Revising for Dialogue Page 15
Week 3				
July 13 Weekly Message; Homophones Pages 16-17	July 14 Reading- Main Idea in Nonfiction Pages 18-19	July 15 Reading- Main Idea; Comprehension Questions Page 19	July 16 Writing- Non-Fiction Brainstorm Page 20	July 17 Writing- Elaborating with Examples Page 21
Week 4				
July 20 Weekly Message; Word Ladder Page 22	July 21 Using Roots to Understand; Reading- Supporting Details Pages 23-24	July 22 Reading- Supporting Details; Comprehension Questions Pages 25	July 23 Writing- Crafting a Topic Sentence Page 26	July 24 Writing- Write like an Expert Page 27
Week 5				
July 27 Weekly Message; Word Ladder Page 28	July 28 Reading- Figurative Language Page 29	July 29 Reading- Poetry Pages 30-31	July 30 Reading- Poetry Pages 30-31	July 31 Personification and Poetry Page 32

Week 1

Day 1: Welcome Message

Dear Students,

I hope you had a sensational end to the year, even though it was different than usual. I am so excited to work with you throughout this summer. Over the next few weeks, you will have many opportunities to investigate how authors write. You will do this by writing yourself and learning author's secrets. I don't know about you, but I always assumed that authors wrote because they were just naturals, writing came easily to them. I had no idea that authors had a purpose for the way they create their stories. In fact, they often think about why things might happen a certain way before they even begin writing, so their stories are engaging to the reader. Isn't it wonderful that we can learn the secrets that authors use to help us become great writers, just like them? This week you will explore how authors use tricky words and give their readers clues to understand those words. You will also get to imagine characters and make them come to life in your stories. Plus, you will read a fiction story and figure out what the theme of the story is. Authors are always giving us clues and this week we will learn how they do it! Don't fret – I will be here to support you the whole time.

Your Learning Coach

For fun, try to solve this word ladder. Follow the clues to see if you can figure out the answer. Start at the bottom and work your way up. The first one is done for you.

Clue	Word
Change 1 letter to make what you should wash often to keep you healthy and away from germs.	
Add 1 letter to the beginning and 1 to the end to make what two or more groups of musicians would be called.	
Change 1 letter to make a conjunction (a word that joins more than one thing). "Jack ____ Jill ran up the hill."	and

"Timothy Rasinski, Ph.D." *Timothy Rasinski, Ph.D.* www.timrasinski.com/blog.html

Day 2: Reading: Context Clues

Readers figure out unknown words by using many parts of the text.

A context clue is when an author gives us information on a page and readers act as detectives to figure out what a word might mean. One way to figure out a context clue is to follow these steps:

1. Read before and after the new word. What other words are clues to help you?
2. Predict the word's meaning using the meaning of the section it is in.
3. Think more carefully about the word's parts, like the prefixes and roots.
4. Think about how the word is used in the sentence. Is it an active, descriptive, or naming word?
5. Go through the steps again, if necessary.

Look at the weekly message and use the steps above to see if you can figure out the meanings of some of the words. If there are other words you find, put them in the blank spaces. Have fun!

Look at the example sentence from the message: Over the next few weeks, you will have many opportunities to **investigate** how authors write. You will do this by writing yourself and learning author's secrets.

Word	Possible Meanings
investigate	explore, discover, notice, see
naturals	
fret	
assumed	
sensational	

Adapted from "Solving Word Meanings: Engaging Strategies for Vocabulary Development ReadWriteThink." *Readwritethink.org*

Day 3: Reading: Determining the Theme of a Story

Readers determine the theme of a story by thinking about the character's change.

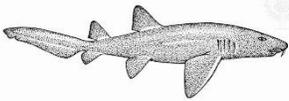
The following is a fiction story about a young boy snorkeling along the coral reef. The boy's adventure is being led by Juni, who has a surprise to share with the group. As you read, think about how the boy's feeling towards Juni changes.

Swimming with Sharks

By: Darienne Oaks

His modest, bright white sailboat gently bobbed the six of us on the sparkling turquoise sea. Our hired captain for the day was taking us on a very special snorkeling adventure on the living coral reef.

"Several years ago, around lunchtime, I was alone on my boat," he began his tale. "This day a man in the bow of another boat accidentally speared a nurse shark and threw it back in the water. The big boat sped to another place seeking fish. I anchored my boat and followed a thin trail of blood in the water to the wounded shark. The belly of the shark was swollen like she was getting ready to have babies. The next day she was still there but no longer bleeding. I gave her a little food and then moved back. She seemed very wary of me. Eventually, she gobbled up the food. I continued to come each day to feed her."



"One day I found two baby sharks swimming near her. Over the next year I came and visited them often, feeding them, petting them, and playing with them."

I was having a hard time believing any of Juni's story but was too polite to say anything. Before long, we anchored in a spot where there were no other boats. "I want you to stay on the boat until I signal for each of you to jump in and swim over to me one at a time. The sharks will approach me first. I do not want you to be afraid," Juni was smiling and talking warmly to us. "It is very important that you do not show any fear. They can sense fear."

Juni jumped into the shimmering sapphire water. He swam a short distance away from the boat. Out of nowhere, three adult steel gray nurse sharks swam up to him. Juni frolicked with the sharks in lazy, playful circles, a small distance away from our boat.

Very quickly it was my turn to jump in. With "show no fear, feel no fear" running in my head, I jumped in and swam to Juni. Immediately he took my left hand in his, pulling my hand on a long single light stroke down one of the shark's sides. It was thrilling to feel the surprising silky smoothness of its skin, not at all rough or scary the way I thought it would feel. Juni released my hand, and the shark swam away.

Way too soon, we headed back toward the boat. I fell into a happy, wet heap on its deck, grinning from ear to ear, buzzing with happiness. As I stood on the deck, though, I felt tight and small inside for not having first believed this gentle shark savers' story. I knew from then on, I would believe that anything was possible in the magical sea.

"Swimming with Sharks," by Darienne Oaks, EBSCO, 2018

Theme

One way to determine the theme of a fiction story is to stop and jot notes about the plot and then ask ourselves “What’s the big idea about what’s happening in the story? And how is the character changing?” Plot events are stated but the theme is rarely stated, and readers have to figure it out on their own.

1. Choose a plot point.
2. Ask yourself, “What’s happening at this point of the story?”
3. Ask yourself, “What is most important about this part?”
4. How is the main character changing or what is he or she learning?



For example: In the story, “Thirty Minutes Alone” from the last packet of the school year, Miguel ran to the basement with his brother. At this point in the story the tornado is approaching the house. The most important part is that the boys are safe. So, I think the theme is that if you are prepared you can stay safe in any emergency.

Your Turn: Use the steps above and try determining the theme for “Swimming with Sharks.”

Plot: What happened?	Theme: How is the main character changing or what is he or she learning?
Empty space for student input	Empty space for student input

Day 4: Writing: Planning Your Story

Writers plan stories by thinking of characters and problems they face.

One way that fiction writers can begin planning their story is to start with the main character. First, we must pick a person or creature and then decide on the problem they will face. This helps us develop the plot. As a writer of fiction, you might think through ideas that are realistic, historical, or even magical - the choice is yours! Brainstorm as many as you can!

Character	Problem
A twelve-year-old girl during the American Revolution	She needs to rescue a mistreated horse from her grumpy neighbor's property.
Sixth grade student	He is having a hard time making friends since his best friend moved away.

Now it's your turn! Who will your main character be? What is the major problem or obstacle that they will encounter?

Character	Problem

Once you have come up with a few ideas; choose one to start drafting!

Day 5: Writing: Planning Your Story

Writers determine the role of the setting to support the big ideas in their stories.

As writers we have the chance to choose where and when the story will take place; this is called the setting. In some stories the setting plays a major role in how the plot unfolds. You might think through a few settings or time periods for your story. Then jot some ideas about how this will impact the narrative.

Setting	Impact on the Story
Philadelphia, during the American Revolution	<ul style="list-style-type: none"> the main character knows Benjamin Franklin main character will be a Patriot no cars, no electricity in homes
Elementary school, modern times	<ul style="list-style-type: none"> characters will use social media to contact each other a teacher tries to help the main character make friends lunch bunch with the guidance counselor

Decide on a setting, and then make some notes about things that you will include in your story as a result of the setting.

Setting	Impact on the Story

Week 1 Image Sources - Retrieved from Encyclopædia Britannica ImageQuest: [Nurse Shark](#), [Open Book](#)

Week 2

Day 1: Weekly Message

Dear Student,

I hope you enjoyed coming up with characters and conflicts last week for your fiction stories. Planning out a story is such a fun part of being an author. I personally like to try out different ideas. This week, you will get to elaborate on your fiction stories. There are many ways authors can elaborate their fiction stories. One thing that authors do is think carefully about the words they are going to use in their piece. Word choice is important because it can help your reader enjoy your story even more! I am excited to see which words you choose this week to enhance your stories.

I hope you are taking some time each day to read, write, and discuss your thinking and ideas with other people. Often, you can get great ideas and suggestions just by sharing your work with others. There are many ways to share your thinking and ideas. One of my favorite ways is to call up a friend and ask if they have a minute to listen to my idea. What are some ways you can share your ideas with others?

Your Learning Coach

Here is this week's word ladder. Follow the clues to see if you can figure out the answers. Start at the bottom and work your way up. The first one is done for you.

Clue	Word
Add 3 letters to make the season that comes after spring.	
Change 1 letter to make what you get when you add 2 or more numbers together.	
Change 1 letter to make what the object in the sky that causes daylight.	
Change 1 letter to make a kind of bread that is used with hamburgers.	
Remove 1 letter to make a word that describes when you move fast.	
Change the vowel to make a part of a ladder that you step on.	ring

"Timothy Rasinski, Ph.D." *Timothy Rasinski, Ph.D. - Bio*, www.timrasinski.com/blog.html

Synonyms are words that are different but have similar meanings.

Here is a sentence from our morning message:

Planning out a story is such a **fun** part of being an author.

1. Think about the bold word.
2. If you need help figuring out another word, you can use a thesaurus or even ask a friend.
3. A synonym for the word **fun** is **exciting**.
4. Substitute it for the word **fun**.
5. Look at the new sentence: Planning out a story is such an **exciting** part of being an author.

“Exciting” enriches the sentence and sounds much better than the word “fun” and gets the same point across. I feel confident using this synonym. Find some synonyms for these words in our weekly message. Add some more of your own in the blank spaces below.

Word from Message	Synonym
fun	exciting, enjoyable, pleasurable
important	
many	
favorite	
great	

Days 2 and 3: Reading

Readers make inferences to better understand the characters in a story.

Have you ever been in a situation that you didn't feel quite right about? In "The Long Night" Bobby lives in an imaginary world where everyone has the urge to hibernate. He is the only one who wants to stay awake. As you read, think about how Bobby's instincts are different than his family's and what impact that has on the story.

The Long Night

By: Steve Vance

"You're not the only one," Bobby's father said as he drove their car very slowly and carefully through the empty streets. Although there were no other vehicles on the road, driving was still dangerous in this situation: his dad could hardly keep his eyes open. "There are at least a dozen people in this part of the state who haven't responded to the Hibernation Instinct."

"I hate putting you through all this trouble," the boy muttered. What Bobby really hated was the thought of being abnormal, the only person awake, while the rest of the world engaged in one gigantic sleepover. "We should be at home, like everybody else."

His dad looked over toward him with half-closed eyes. "Don't worry about Bobby. That's the great thing about the Sleep. If it does everything the experts have predicted, it will heal all diseases and injuries, rejuvenate our cells, let the pollution in the atmosphere clear up, and basically just give the whole world a brand-new start."

At least the hospital was still "alive." Lights shone brightly on every floor and in the parking area as their car rolled to a stop by the emergency entrance. Two muscular orderlies and a doctor in a white smock walked lazily out to meet them.

"This must be our insomniac, Bobby Jackson," the doctor said. She was holding a cup of steaming coffee in one hand, but it didn't seem to be helping her much. Like the orderlies, she was already blinking and yawning with every other breath.

"That's us," dad answered while he opened the rear door and pulled our bags out of the car.

"I'm sorry about this," I said.

"No need to apologize. Studies of smaller mammals such as rabbits and monkeys proved that different individuals succumb to the Sleep at different times, and I suppose you simply have a very hardy constitution." The doctor sighed and sipped a bit more of her coffee. "I do believe you're the last person in the entire city who's still awake without the use of chemical stimulants, however."

Freak, Bobby thought to himself.

"Don't worry," the doctor said, "Our studies show that giving you a strong sedative will allow the Instinct to take over in a matter of hours." She swabbed his left forearm with alcohol. The pricking of the needle hardly caused Bobby to blink.

He DIDN'T sleep six hours, much less six months. As he looked around the room, he noticed his family peacefully sleeping. A shudder ran through him. Was this what he faced for the next six months?

Bobby was looking for food when the first weird and tremendous noises broke through the stillness of the night with such power that he was almost knocked from his feet. It sounded like a gigantic piece of chalk screaming across a blackboard the size of Minnesota. The piercing screech reached right into his skull to shake his brain. Bobby ran to the rooftop. His eyes met a sight that he couldn't have imagined before that moment. From one horizon to the other, great glowing red fountains of radiance, each one emitted by a spacecraft, were training down upon the sleeping and helpless world.....

Vance, Steve. *The Long Night*. EBSCO, 2018

Character Interactions

An **inference** is an informed guess about why or how a character might be thinking or feeling a certain way. One way to make an inference is to think about how the main character interacts with the secondary characters. What can you infer about those character's relationships from that interaction?

Characters	Interactions	Inference
Bobby and his father	Bobby apologizes for putting his family through all this trouble. His dad responds kindly and tells him not to worry about it.	His father loves him and wants him to be safe. Also, he wants the family to be together during this unusual time.
Bobby and the doctor		

Comprehension Questions

1. At the end of the story the reader may conclude that ...

2. After reading the story the reader can infer that Bobby thinks he is a "freak" because...

3. How do you think Bobby's feelings have changed throughout the story?

Day 4: Writing: Show, Don't Tell

Writers use descriptive language to create an image for the reader.

As writers we must engage our readers, leaving them eager to read more and more. One way we can do this is through our word choice. We can opt to say the character is sad, or we can use our words to show that they are sad. Check out the examples below.

Tell	Show
The dog was scared.	The dog cowered behind the sofa, trembling. We could hear her whimper from across the room.
She was shocked.	Her jaw dropped, and her eyes opened wide. She stood in silence, amazed by what she saw.

Do you see how interesting the sentences are when you “show” the feeling? Give it a try! Read the sentences below and then rewrite the sentences to ‘show’ the feeling in the box next to it.

Tell	Show
The kid was angry.	
I was disappointed.	
He was nervous.	

Try this strategy out as you revise your own draft!

Day 5: Writing: Revising for Dialogue

Writers use dialogue to develop their scenes.

Another way to immerse readers in our narratives is through the use of dialogue. This is both appealing to the reader and develops the character. One way to do this is to find a part in your story when the character shows a strong emotion. Ask yourself: what would they say? Don't forget to include quotation marks at the beginning and end of your dialogue. Let's try!

Example

Her jaw dropped, and her eyes opened wide. She stood in silence, amazed by what she saw.

Dialogue that the character might say...

"It's mine! It's really mine? Thank you, thank you so much! I love it!"

1. She dropped the bat, shoulders slumped and walked back to the dugout. She couldn't believe that they had just lost the big game.

2. His palms were sweaty, and his throat was dry. He was not prepared to give a speech in front of the whole class.

3. She pressed submit on the test and closed her eyes. She had studied so hard. Slowly, she opened her eyes to see. She did it, 100%!

Try using dialogue in your own story!

Week 3

Day 1: Weekly Message

This week you'll see underlined pairs of homophones in the message. Circle the correct homophone that fits in the sentence.

Deer/Dear Student,

I no/know you had a wonderful time drafting your fiction stories last week and used grate/great elaboration techniques to enhance your story. This week we will be revisiting homophones.

Homophones are words that sound the same but are spelled differently and have different meanings. Sometimes we confuse these words while writing and have to rely on context clues to help us use the correct spelling.

This week we are going to begin another genre, called nonfiction. This is one/won of my favorites! Nonfiction text has information about a specific topic. When I want to learn more about a topic, I pick out a book or an article about that topic. I even ask other people who are experts about that topic to teach me more about it. What are sum/some other ways you can become an expert on a topic that interests you? This week you will use text features to help you understand nonfiction reading. You will also think about topics you know a lot about and will get to write/right your very own nonfiction peace/piece.

Have fun,

Your Learning Coach

Here is this week's word ladder. Follow the clues to see if you can figure out the answers. Start at the bottom and work your way up. The first one is done for you.

Clue	Word
Change 1 letter to make a word that describes the rear or back of something.	
Add 1 letter to make a word for a stream of air that blows from one place to another.	
Change 1 letter to make the opposite of lose.	
Take away 1 letter to make a small metal object for holding two pieces of cloth together.	
Start here!	pain

"Timothy Rasinski, Ph.D." *Timothy Rasinski, Ph.D.*

www.timrasinski.com/blog.html.

Homophones are words that sound the same but have different meanings and usually different spellings.

Have you circled the correct homophone in the pairs of words in the message above?

1. Read the sentence (e.g. Deer/Dear Student,)
2. Look at the underlined words. What do those words mean? (**Deer** is an animal, **Dear** is a friendly greeting.)
3. Ask which word makes sense in the sentence.
4. Circle the correct choice. (I know I would not start a letter with the animal. Instead, I would use the word “dear.”)
5. *Challenge* Use the other homophone in a sentence.

Sentence	Circle the correct homophone	Use the other homophone in a sentence
Deer/Dear Student,	<u>Dear</u> / Deer	The deer was standing silently in the wooded forest.
I no/know you had a wonderful time drafting your fiction stories last week and used grate/ great elaboration techniques to enhance your story.	no / know	
I no/know you had a wonderful time drafting your fiction stories last week and used grate/great elaboration techniques to enhance your story.	grate / great	
This is one/won of my favorites!	one / won	
You will also think about topics you know a lot about and will get to write/right your very own nonfiction peace/piece.	write / right	
One way is two/too/to read a book on the topic.	two / too / to	
What are sum/some other ways you can become an expert on a topic that interests you?	sum / some	

Days 2 and 3: Reading

Readers stop and think about what they have learned in nonfiction in order to develop a main idea.

Can you imagine flying through the stars on a rocket? For the first time in 11 years astronauts were launched from the United States. It's being called a new era in space travel. As you read, think about how your understanding of space travel may have deepened.

Dragon Carries Astronauts into Orbit

A new era of human spaceflight began Saturday, May 30, as space exploration technologies (called SpaceX) launched its Crew Dragon capsule into space. The Dragon became the first private spacecraft ever to take astronauts into space. The mission, called the Demo-2 mission, took NASA astronauts Robert Behnken and Douglas Hurley to the International Space Station (ISS).

Millions of people watched from home as SpaceX's Falcon 9 rocket launched the Dragon from the Cape Canaveral Air Force Station into space. In orbit, the crew tested the spacecraft's control system to make sure the capsule was performing correctly before its arrival at the ISS. The Dragon features lots of new technology. It has touchscreen controls that look like those used in the popular science fiction television show Star Trek.

An important part of the mission was docking the Dragon to the ISS. The capsule reached the ISS on Sunday, May 31, about 24 hours after launch. Aboard the space station, Behnken and Hurley will perform research and other tasks with the rest of the ISS crew. They will remain on the ISS for four months before returning to earth. The capsule will land in the Atlantic Ocean, where the crew will be picked up by a ship and return to Cape Canaveral, completing the mission.

If the Demo-2 mission is successful, Nasa will have the Crew Dragon to regularly take astronauts to the ISS. Since NASA's space shuttle program ended in 2011, the administration has relied on Russian spacecraft to take astronauts to space. The Dragon will be able to transport up to seven astronauts at once, and NASA will pay SpaceX \$55 million dollars per astronaut.

Adapted from: Behind the Headlines. *Dragon Carries Astronauts into Orbit*. World Book, 2020

Main Idea

One way to find the main idea of a text is to paraphrase each paragraph and then look back over your paraphrases and put the ideas all together.

1. Read a paragraph and stop.
2. Ask yourself, "How can I say what I learned in my own words." Put your ideas in the chart on the next page.
3. Look at all your paraphrases, what similarities do you see?
4. Ask yourself, "What could this whole article be about?"

Paragraph	Paraphrase
1	The new dragon spaceship took 2 astronauts to the International Space Station.
2	
3	
4	

Now look at all your paraphrases. What are you noticing is the same? What could be the main idea for this text?

This text is mostly about _____

Comprehension Questions:

1. According to the article the most likely reason the astronauts went to the international space station was ...

2. Write a heading for paragraph 3. (Think about what you know about the main Idea. Use your paraphrase for that paragraph to help you.)

3. What do you think might motivate someone to become an astronaut?

Day 4: What can I write about?

Writers brainstorm potential topics for nonfiction texts.

Nonfiction writers write factual information in a variety of forms on any topic in the world! You can write about anything! Let's gather some ideas.

Things I Know a Lot About

--

Things I Want to Teach Someone

--

Things I am Passionate About

--

Day 5: Elaborating with Examples

Writers use examples to support their claims.

Nonfiction writers often make many claims throughout their writing. A strong piece of writing includes examples to help make your point. You can do this by thinking of ways, or times the statement is true.

Claim	Example
Soccer is a sport that brings people together.	After school many friends from my apartment get together to play soccer. We are all from different grades and classes, but we have learned to work together.
Sea Turtles are fragile animals.	Only one of approximately every thousand baby sea turtles will survive into adulthood.

Now you try. Go through your topics from yesterday, right a claim about your topic in the right column and support it with an example on the right.

Claim	Example

Week 4

Day 1: Weekly Message

Dear Student,

I hope you enjoyed planning your nonfiction stories last week. This week, we will explore how authors use expert language to prove to their reader that they are knowledgeable on the topic. I never realized that authors picked specific words in their writing to provide evidence to readers. Authors sure are flexible in their thinking! You will also explore ways to construct a topic sentence to set your reader up for what they will be reading. Writers use so many special techniques to make their stories engaging. It is so exciting that you will have the chance to do this too!

You will also have an opportunity to locate facts and opinions in nonfiction texts. This is helpful as we learn new information as readers. Sometimes authors organize their books in certain ways to help the reader. One way authors might do this is by organizing their writing using something called cause and effect. Cause and effect can instruct readers on what the author is trying to teach. You will get to practice this week with some reading! We will also revisit roots this week. In fact, you might have noticed some roots in the weekly message already.

I cannot believe this is the fourth week of summer vacation. What are some things you have enjoyed about summer so far?

Your Learning Coach

Here is this week's word ladder. Can you solve it? Follow the clues to figure out the answers. Start at the bottom and work your way up. The first clue is done for you.

Clue	Word
Add 1 letter to make a word that describes when there is an overflow of water, especially over land.	
Change 1 letter to make a word for the things we eat.	
Take away the vowel and replace with 2 other vowels to make a word that is a soft covering for the head and neck.	
Start here!	hid

"Timothy Rasinski, Ph.D." *Timothy Rasinski, Ph.D. - Bio*, www.timrasinski.com/blog.html

Day 2: Using Roots to Understand

Roots are parts of words that have meaning. Often prefixes and suffixes are added to these roots to make words.

1. Find the roots in the chart below in the weekly message. Underline or highlight them.
2. Write the words you find in the weekly message that have these roots in the chart below. You might also think of some words you know with these roots that are not in the message. Write those too.
3. Look at the words and decide the meaning. (You might want to reread the sentence from the weekly message to use context clues to help you figure out the meaning).
4. Choose from the 4 options in the right column and circle the meaning of each root.

The first one is done for you.

Root	Examples	Root Meaning
loc	locate (found in weekly message) dislocate allocate local	a) see b) bend c) build d) place
struct		a) see b) bend c) build d) place
flect, flex		a) see b) bend c) build d) place
vid, vis		a) see b) bend c) build d) place

Days 2 and 3: Nonfiction - Supporting Details

Readers identify details that support the main idea of a nonfiction text.

In this article you will learn about a certain kind of protest called a sit-in. As you read, think about how protesting can be a powerful tool for creating change.

Sit-in

A sit-in is a form of peaceful protest. During a sit-in, a group of people enter a public place and remain seated for a long period. Sit-in protesters usually refuse to leave until their complaints are addressed or they are arrested or removed by force. Sit-ins came into wide use during the civil rights movement in the United States in the 1950s and 1960s. During this period, sit-ins were organized to protest racial discrimination. Racial discrimination is the unequal treatment of people based on race. Sit-ins were also employed by students to protest the Vietnam War (1957-1975) and by other groups to protest various government policies.

Important civil rights sit-ins took place in 1958 in Wichita, Kansas, and Oklahoma City, Oklahoma, and in 1960 in Greensboro, North Carolina. In these sit-ins, African American patrons sat in the “white only” section at lunch counters in drug stores and refused to leave when they were not served. The Greensboro protests gained national attention. College students throughout the South began similar sit-ins. In 1960, sit-in campaigns took place in more than 30 cities across nine southern states. Many of the protesters were arrested. The sit-ins contributed to the passage by Congress of the Civil Rights Act of 1964. This law banned segregation in public facilities.

Sit-ins were used in India in the 1900s. Mohandas Gandhi used sit-ins to protest the British treatment of Indians. Sit-ins were also used in Michigan during protests of police brutality in 2020. Sit-ins continue to be used as a form of powerful protest throughout the world.

"Sit-in." *World Book Kids*, World Book, 2020, www.worldbookonline.com/kids/article?id=ar839159. Accessed 09 Jun. 2020

Important Facts Compared to Interesting Facts

As a reader knowing which facts are important will help you remember the key ideas the author is trying to teach you. Try not to get distracted by the interesting facts. One way to do this is:

1. Read the text and determine the main idea.
2. Reread the text and stop after each section.
3. Ask yourself, “Does this fact support the main idea?”
4. If the fact supports the main idea, then that fact is important!

For example, in last week’s article, **Dragon Carries Astronauts into Orbit**, the main idea is that the Dragon is the first rocket in over 10 years to be launched from U.S. soil with astronauts aboard, changing how NASA operates forever.

As I read the first paragraph, I notice the fact, **the Dragon became the first private spacecraft ever to take astronauts into space**. This fact is important, and I should remember it because it relates to my main idea. In the last paragraph I notice the fact, **NASA will pay SpaceX \$55 million dollars per astronaut**. It's interesting that NASA will pay this much money, but it doesn't relate to the main idea. Now you give it a try. Reread the text about Sit-ins and write important and interesting facts in the chart below.

Important	Interesting

Comprehension Questions:

1. According to the article the most likely reason a person would participate in a sit-in is...

2. What are some current causes that might motivate people to participate in a sit-in?

Day 4: Writing: Crafting a Topic Sentence

Writers use a topic sentence to communicate the big idea about their topic.

Topic sentences provide clarity for our readers. We use topic sentences at the beginning the piece to name the big idea about our topic. As writers, we can take a specific look at our topic; rather than writing generally. One way to figure this out is to ask yourself: **What is it that I want to say about my topic?** Use this information to craft a topic sentence.

Topic	What is it that I want to say about my topic?	Topic Sentence
Gymnastics	<ul style="list-style-type: none"> - frequent injuries - you must face your fears - difficult 	Gymnastics is a physically and mentally demanding sport.

Choose: Try it out with a few different topics; or try out the same topic with different big ideas.

Topic	What is it that I want to say about my topic?	Topic Sentence

Day 5: Writing: Write Like an Expert

Writers use expert language to communicate knowledge of their topic.

As a writer of nonfiction, it is important that we communicate to our audience that we know a lot about our topic. This lets our readers know that we are credible; that we really know what we are talking about! One way we can do this is by using expert or content specific language about our topic.

If I was writing about gymnastics, I could use words like flips and tricks. However, by using words like back handspring, uneven bars, and Tsukahara Vault my reader would understand how much I really know about the topic.

Topic	Expert Language
Gymnastics	Back handspring Uneven Bars Tsukahara Vault

Take the topics you came up with last week, and brainstorm language you might use as an expert on this topic.

Topic	Expert Language

Week 5

Day 1: Weekly Message

Dear Student,

This is our last week of learning together for the summer. My heart is sad because I have enjoyed reading and writing with you over the last few weeks. This week you are going to explore how authors use figurative language in their writing to get the reader’s attention. You might have already noticed some figurative language in our message. I am so excited that you will get to read and write poetry this week. Poetry sometimes feels like a puzzle and it is so much fun to figure out! My brain laughs when I write and read poetry because it is fun and challenging at the same time. Has your brain ever laughed before?

As I think back on our time together, I am reminded of all we have done. We have explored how authors make intentional choices to engage readers. We have reviewed synonyms and antonyms, root words, and thinking about our reading before, during, and after. I don’t know about you, but a lot of what we reviewed this summer got me thinking a lot differently about authors. I never realized so much work went into writing books for readers. Exploring this has been quite a hike. In fact, that makes me think about my summer learning in general. My summer of learning has been like a jungle gym. What about yours?

Thank you for learning with me this summer,
Your Learning Coach

You have had a lot of practice with word ladders. Can you create your own word ladder this week? Look back at the word ladders from past weeks for help.

Clue	Word

Day 2: Reading: Figurative Language

Readers pay attention to figurative language to create clearer images as they read.

Read the two descriptions below. As you read, think about which one creates a clearer picture in your mind. Circle that paragraph.

We played in the pool today. The girls splashed in the water. They were so happy.	We played in the pool today. The water danced around the girls as they splashed. Their eyes were fireflies.
---	---

Figurative Language	Meaning	Example
Personification	Describing an object by giving it human-like qualities	The water danced around the girls as they splashed
Metaphor	A comparison of two unlike things to suggest how they are similar (does not use “like” or “as”)	Their eyes were fireflies.
Simile	A comparison of two unlike things to suggest how they are similar using, “like” or “as”	She was as slow as a turtle.

Read this week’s message again and find examples of personification and metaphors. Put a box around the examples of personification. Circle the metaphors. Highlight the similes.

Do the sentences below use figurative language? If yes, circle yes. If no, circle no and rewrite it so it does use figurative language.

Sentence	The sentence uses figurative language		My example of a sentence
The dog was happy.	Yes	No	The dog was a pogo stick when he saw his owner.
The thunder cried.	Yes	No	
The alarm clock went off.	Yes	No	
He stays up all night.	Yes	No	

Days 3 and 4: Reading: Poetry

Readers notice figurative language so they can better understand the poem.

Figurative Language

When we read poetry the poet often uses words or phrases in a unique or interesting way. As the reader, it is our job to figure out what the poet may be describing. One way to do this:

1. Read the poem all the way through once.
2. Reread the poem and stop at any confusing or unusual words or phrases.
3. Ask yourself, “What is happening in that part of the poem?”
 “What could the poet be describing?”
4. How is the word being used?
5. What **could** be the meaning of that word or phrase?

Sky Eye

By: Laura Purdie Salas

I like to look
 into the sky.
 A sea
 of velvet black.

But just last night
 I realized
 the sky
 was looking back!



Salas Purdie, Laura. *Then there were eight poems about space.* Capstone, 2018 (MyON)

Word or Phrase	What’s Happening in the Poem	Type of Word	Meaning of the Phrase or Word
A sea of velvet black	Poem is about space and looking into the sky.	Descriptive word	Describing the way the nebula looks in the night sky.

Your Turn:

Read the poem and use the chart below to think about the figurative language.

Why Toaster is Bread’s Best Friend

Bread gets all floppy after you ask him to hold some shaved turkey and cheese and pickles (though hold the mayo please)

Plus another slice of bread on top and you go to pick up your sandwich Bread goes limp between your fingers

You never use a plate like your mother asks you, but luckily you didn’t add any mayo

When he is toasted--

All tan and strong as if he spent the day out on the beach doing push-ups

He pops out of Toaster and looks proud

And brags that he could hold up DOUBLE the sliced turkey, DOUBLE the cheese, and add DOUBLE the pickles

(but still hold the mayo please)

Adapted from Hoena, Blake. *Trust, Truth, and Ridiculous Goofs*. Capstone 2014. (MyON)

Choose two phrases from the poem that show figurative language. Explain what’s happening. The first one is started for you.

Word or Phrase	What’s Happening in the Poem	Type of Word	Meaning of the Phrase or Word
Bread gets all floppy after you ask him to hold some shaved turkey.			

Day 5: Personification and Poetry

Poets use figurative language to enhance the meaning of the poem.

Figurative language brings our ideas to life. Personification is giving human characteristics to anything that is not a person. You read some examples on days 3 and 4. Now try it yourself in the chart below.

Idea	Description with Personification
Wilting flower	The flower bent toward me, crying out for sun and water.
Wind blowing through the trees in the fall	
The smell of your favorite food when you are hungry	
The cold winter air when you first step outside	

Come up with some of your own! And then try them out in a poem!

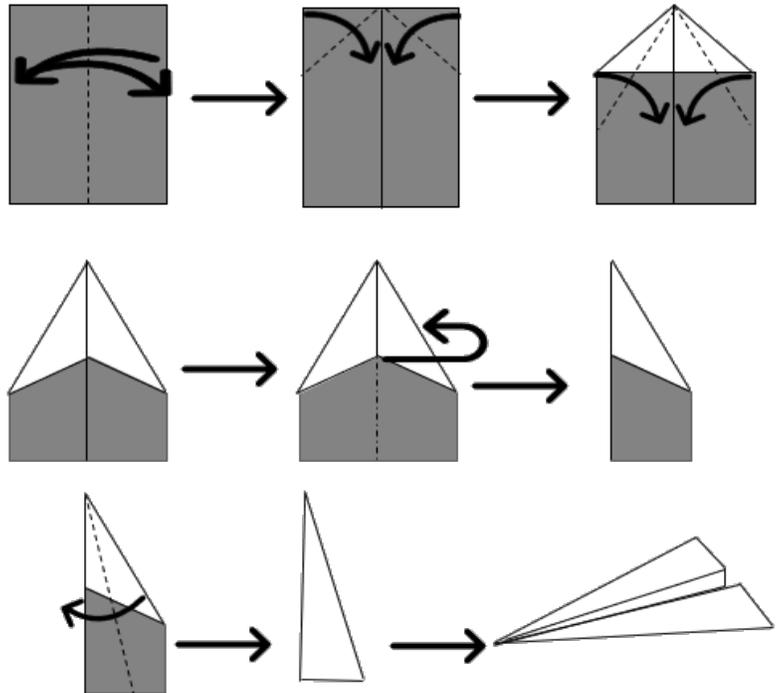
Idea	Description with Personification

Grades 3-6: ESOL

Learning Outcomes: Engage in a fun, hands-on experience to practice the language of sequencing and comparing and contrasting. Use this language to help the reader understand the order of events and how things or ideas are similar or different.

Part 1: Make a paper airplane.

1. Get a piece of paper.
2. Look at the pictures. 
3. Follow the steps to make a paper airplane. 
4. Throw it!
5. Throw it as many times as you want!



Write the sequence to explain how you made the paper airplane.

These words may help you: **first, second, third, then, next, finally, fold, and half.**

Then tell a friend or family member how to make one.



Part 2: Design your own paper airplane.

1. Come up with your own design for a paper airplane.
2. Get a piece of paper and build it! Think about each step.
3. Draw or write the steps below. 



4. Throw it!
5. Throw it as many times as you want!

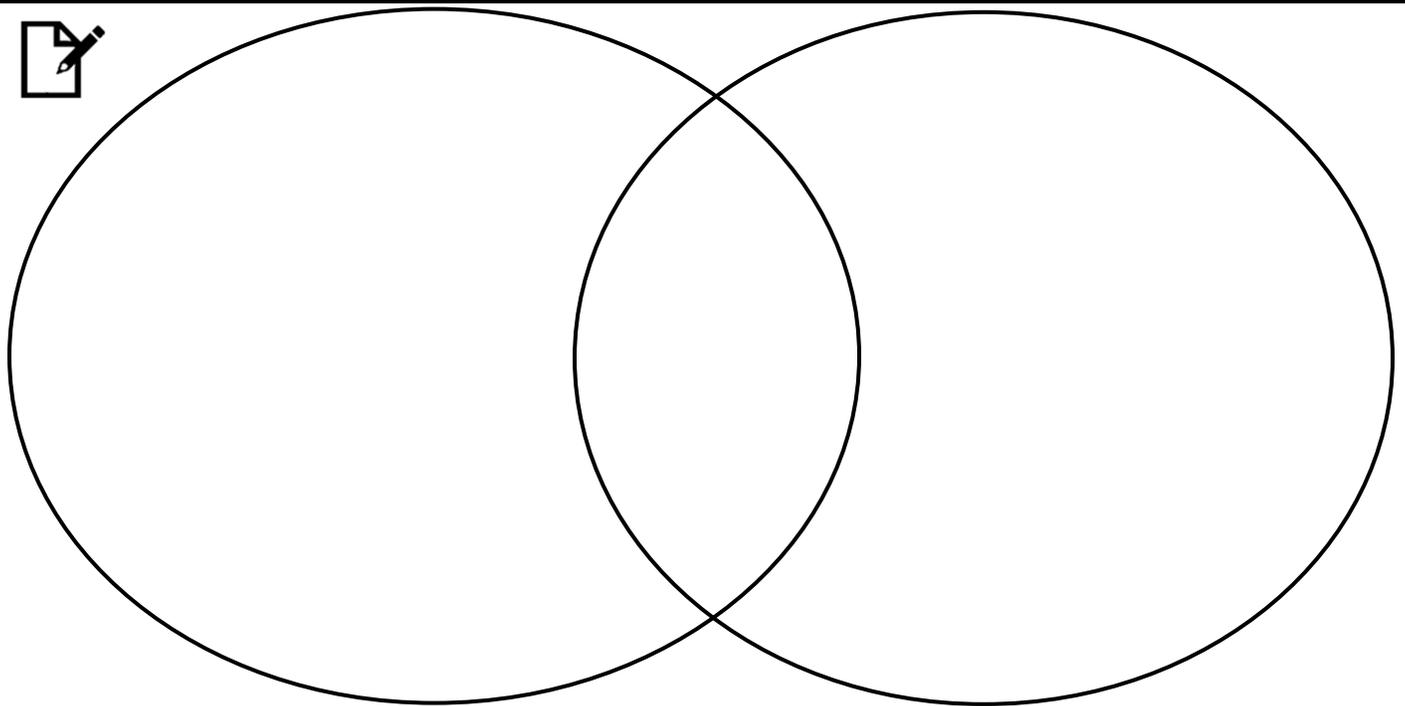


What do you notice about your airplane? Write what you notice and wonder about here:

Part 3: Compare and contrast the planes.

Think about the first paper airplane and your paper airplane.

- How are they the same? How are they different?
- Here are some things to think about:
 - Which one was faster?
 - Which one flew farther?
 - Which one looked better?
- What other comparisons can you make? Add them to the Venn Diagram.



Which airplane was better? Why? Explain your thinking below:

These words may help: **alike, also, both, different, in common, on the other hand, and same.**

_____ was a better airplane because

Now show your airplanes to a friend or someone in your family. Let them throw the airplanes. Which one do they think is better? Explain which one you think is better and why.





SUMMER LEARNING QUEST: JUSTICE, NOW!



I contribute to solutions that benefit our community.

Justice is defined as behaving in a way that is fair, equal, and balanced for everyone. What does it mean to be treated fairly? To be treated equally? For there to be balanced treatment of everyone?

What if you could change what others think about fairness and equity by making a character who stands up for justice?

How can you, as a writer, create a main character for a book or movie called “Justice, Now!” that viewers and readers will connect to?

What is an action, practice, or law that is unfair? Brainstorm three things that are unfair that your character could improve. Examples: bullying or lack of access to clean water.

What problems can you think of?

-
-
-

Circle which one is most important to you.

Developing your Character: How will your character act to change things that are unfair? Will they be brave, curious, open-minded, or kind? What might your character need to learn? Who might your character partner with to make change?

What ideas do you have?

-
-
-
-
-
-

What will they look like?	What will they say?	What materials will they need?
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •



Draw, label, and name your character for “Justice, Now!”
 Share what they would like to change and why it should matter to others.

Share your character with family, a friend, or someone else.

- Did they understand how your character is working for justice?
- What idea did they like best?

Reflect on your work:

- What idea did you like best? Why?
- How could you make your work better?

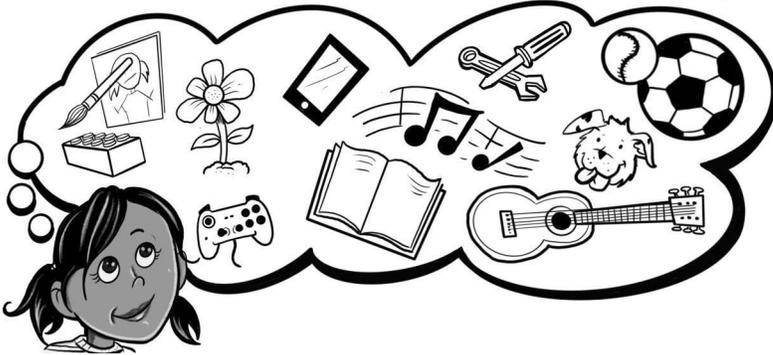
Ideas to take this project further:

- Draw a comic or write a story to show what your character does.
- Brainstorm more details to create a backstory. What happened to your character when they were younger? What made them want to help others?



SUMMER LEARNING QUEST: Show, Tell, and Teach

I am a Communicator who uses the writing process to organize and share ideas.



Have you ever shown someone something you love or that you enjoy doing and they responded by saying, “Wow! That’s really interesting,” or “How did you do that?” This is an opportunity for you to plan and share about your favorite things.

How can you create something that would teach people all about your favorite thing so they would understand it better and like it too?

Brainstorm: Take some time to think about your hobbies, interests, favorite books, or things you like to build. Are there 3 things that interest you most? Write or draw a picture of your 3 favorites below.

Idea 1:	Idea 2:	Idea 3:
<p>Why do you like this?</p> <p>What do you like about it?</p> <p>What made you like this?</p>	<p>Why do you like this?</p> <p>What do you like about it?</p> <p>What made you like this?</p>	<p>Why do you like this?</p> <p>What do you like about it?</p> <p>What made you like this?</p>

Circle your favorite thing out of these 3 ideas, then go to the next page!

Your Job: Create a poster, booklet, video, or other option that could:

- Teach someone all about your passion, why it is special to you, and why they might like it
- Teach someone, step-by-step, how to do/use/create your favorite thing

Think about your choice:

Write or draw 1 reason it is special, or step 1 in doing the activity

Write or draw another reason it is special, or step 2 in doing the activity

Write or draw another reason it is special, or step 3 in doing the activity

Share your work with family, a friend, or someone else.

Ask: What is one of their favorite activities?

What do they like about it?

Think about your work:

What did you like about sharing your favorite thing?

How did the steps help you do a great job?

Ideas to take this project further:

- Create a book cover or illustration to go with your project
- Reflect on other things you do and how you could break them into small steps
- Did you know computers use step-by-step instructions called algorithms and code? You can code, too! With your parent or adult family member's permission, animate your "how-to" by using Scratch on your computer. Go to <https://scratch.mit.edu/>



SUMMER LEARNING QUEST: WHAT SHOULD YOU KNOW ABOUT COVID-19?

What is COVID-19?



Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.

COVID-19 symptoms can range from mild (or no symptoms) to severe illness. Common symptoms include cough, fever, and shortness of breath.

How is COVID-19 spread?

People can catch coronavirus from others who have the virus.

This happens when an infected person sneezes or coughs, sending tiny droplets into the air.

These can land in the nose, mouth, or eyes of someone nearby, or be breathed in.



People also can get infected if they touch a surface that has infected droplets on it and then touch their own nose, mouth, or eyes.



**Look at the back cover of the Math
practice book to learn more about COVID-19!**

Information Sources: [Centers for Disease Control and Prevention](#), [Mayo Clinic](#), [Nemours Children's Hospital](#)

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