

SUMMER Scholars

Language Arts

Lessons and Activities

Rising 6th Grade

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SUMMER
Scholars

Language Arts

Management Guide



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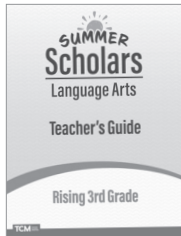
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How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

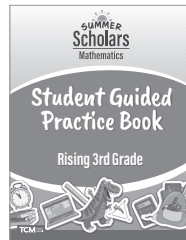
What's Included?

Teacher's Guide



The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



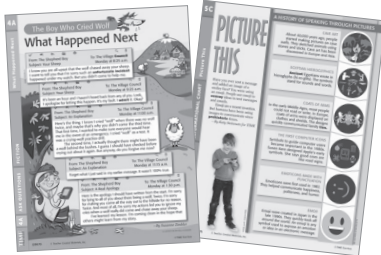
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



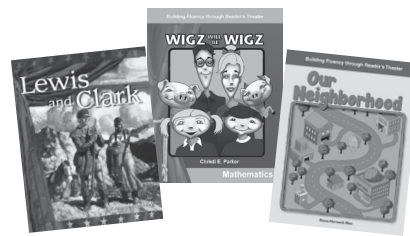
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



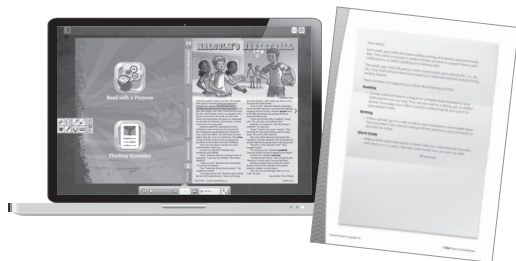
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

How to Use This Resource *(cont.)*


Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

TIME FOR KIDS™ Text Cards

3A
Mr. Crenshaw's Day
REALISTIC FICTION
USE TEXT FEATURES



MR. CRENSHAW'S DAY
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old trumpet. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

3A ESSENTIAL QUESTION How do patterns help you?

KEY WORDS

- interrupt:** to cause something to stop happening for a time
Our card game was interrupted.
- join:** to go somewhere in order to be with a person or group
Sam joined his friends for lunch.
- routine:** activities always done the same way and in the same order
Brushing his teeth is the first step in Jeremy's morning routine.
- schedule:** a plan of things that will be done and when they will be done
Greg has a busy schedule.

STORY MAP

Character	
BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

TALK ABOUT IT

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

WORK TOGETHER

Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.



How to Use This Resource (cont.)

Reading Comprehension (cont.)

Lesson Plans

Day 5
The Test Features



Mr. Crenshaw's Day

Look Before You Leap  

- Discuss the questions below using the "Shout Out" classroom protocol. Students will shout out responses for every question.
 - What character is named in the title? What will we learn about the character by reading the text?
 - What do you notice about the time of day on the right side of the illustration versus the left side of the illustration? What are the various settings shown in the photograph? The same character is shown five times in the illustration. Why? How does this illustration relate to the title of the text?
 - What other character is in the illustration with Mr. Crenshaw? Describe what they are doing.
- Have students review the key words list from page xx in the Student Guided Practice Book. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that sometimes in fiction text, authors use different crafts as they write. Say, "The main character in 'Mr. Crenshaw's Day' changes throughout the story."
- Guide students by saying, "Authors often use details such as what the character does, says and thinks, to show that a character is changing."
- What details show how the character changes in 'Mr. Crenshaw's Day'? Give students an opportunity to discuss their thinking.

Support for Language Learners: Review the terms morning and evening that are used in the text. Provide examples of events that occur during each time of day.

Technology: A digital copy of the text card, 'Mr. Crenshaw's Day' can be accessed in the digital resources and displayed for the group.

Read and Think  



- Explain to students that they will practice the strategy of using text features to preview the text.
- Remind students that you already identified the text as fiction. Say, "I know that fiction texts usually have characters, settings, and events. I am going to look for some of these features as I preview the text card."
- Point to the title. Say, "I read in the title the name of a character, Mr. Crenshaw. I also read in the title that the story will be about his day. The setting can tell when something happens. I read in the title that this story will take place in a day. See in the illustration that the place or setting where the man is seems to change."
- Point to the bold words in the text and say, "I notice some words in bold font in the text. I see that the words schedule, interrupted, and routine all relate to a person's day."
- Read the first three paragraphs aloud. Discuss with students how the illustrations and bolded words give hints to how the character may change in the story.
- Ask students that as they continue to read the text, they will try to identify other parts of a fictional text that they have read. Tell students they will need to identify what happens in the middle and end of the story.
- Guide the students to read the rest of the text. After each section, prompt students to preview the next section and use the question below as prompts with their partners.
 - What do you think will happen next?

Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Mr. Crenshaw's Day



Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It  



- Reread the text card, 'Mr. Crenshaw's Day.'
- Lead a discussion using the following prompts.
 - How do patterns help you?
 - Why do you think Mr. Crenshaw chose to have the same routine every day?
 - How did Mr. Crenshaw change at the end of the story? What caused the change?
 - Do you think it is good to have a daily routine? Explain.
- Have students get in pairs or small groups to share their responses, creating lists of their supporting details.
- Allow time for students to combine into larger groups to share their ideas and come up with one agreed-upon answer.

Support for Language Learners: Provide discussion response frames, such as these:

- A daily routine is a pattern because _____.
- Mr. Crenshaw had the same routine every day because _____.
- At the end, Mr. Crenshaw _____ He changed because _____.
- A daily routine is good is not good because _____.

Quick Check  

- Provide time for students to complete the Quick Check from page xx in the Student Guided Practice Book.
- Review student responses as a whole group. Acknowledge incorrect answers and award students toward text evidence that supports the correct answers.

Practice  

- Have students fill in the graphic organizer from page xx of the Student Guided Practice Book. Make sure students focus on what Mr. Crenshaw is like at first, and then how he changes.
- If students finish early, encourage them to visit their writing piece from the previous day.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

Student Guided Practice Book

Day 5

Name: _____ Date: _____

Words to Know

Directions: Read about each word. Write notes for each word. Choose a word from the text to add to the last row.

Word	Definition	Notes
interrupt (verb)	to cause something to stop happening for a time	
join (verb)	to go somewhere in order to be with a person or group	
routine (noun)	activities always done the same way and in the same order	
schedule (noun)	a plan of things that will be done and when they will be done	

Day 6

Name: _____ Date: _____

How Words Work

When *ou* is used at the beginning or middle of a word, it is usually pronounced /ou/ as in *out*.

At the Beginning of a Word	In the Middle of a Word
ou <u>t</u>	h <u>ou</u> se

Directions: Practice writing the words your teacher reads. Use the *ou* spelling pattern.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Challenge: Write more words that follow the *ou* spelling pattern.

- _____
- _____
- _____
- _____

Rule Breaker! Some words spelled with *ou* have the short *u* sound as in the word *young* or *touch*.

There are many ways for students to access the activities in the Student Guided Practice Book:

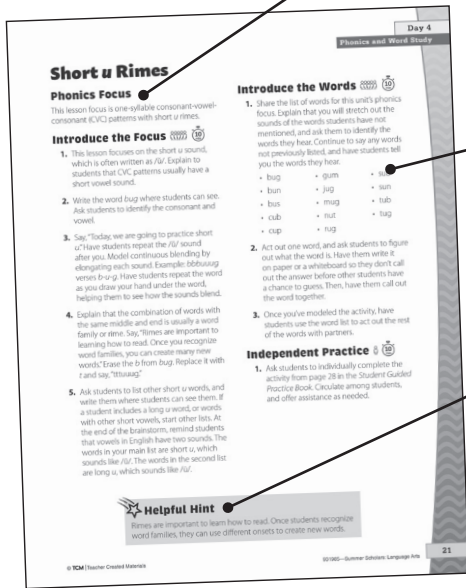
- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

How to Use This Resource (cont.)

Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

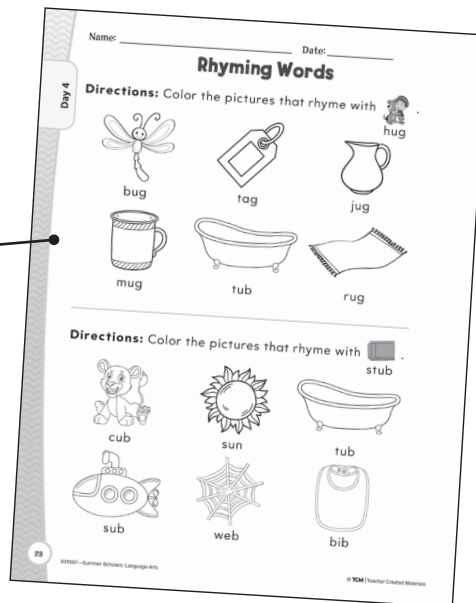
On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.



Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the Student Guided Practice Book allow for increased retention.



How to Use This Resource *(cont.)*

Phonics and Word Study *(cont.)*

Day 5
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus











- Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
- Remind students to have the same letter in the same family learning word in words. Ease the say this.

Guided Practice

- Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-u above your head so students can see each letter being "written" in the air with your fingers.
- Place students in pairs, and have them write words for the rest of the words in this unit.

Name: _____ Date: _____







Read, Write, Match
Directions: Read each word. Write each word. Circle the picture that matches each word.

- cup  
- nut  
- tub  
- bun  
- rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Name: _____ Date: _____

Picture Match
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup
sun
bus
bug
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

Summative and formative assessment opportunities are provided in every lesson.

Day 6
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus

- Review together the answers for pages 32-33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

Independent Practice









- Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

Quick Check

- Ask students to spell these two words: *fun* and *mad*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.





Name: _____ Date: _____

Change a Letter
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

-  
b a g
-  
c u f
-  
t u g
-  
b u

Name: _____ Date: _____

Tapping Sounds
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

-  
[] [] [] []
-  
[] [] [] []

Directions: Write two words.

How to Use This Resource *(cont.)*

Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17
Fluency and Oral Language


Camping Constitution

Introducing the Script

1. Present the following scenarios: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
2. Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
3. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
4. Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
5. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

1. Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
2. Ask a few partner groups to share their stories and talk about the details they included.



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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about the details of our camping trip? It's 1787. They had something to work hard on the details to a decision.

Madison: Are you talking about the American Revolution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

Mrs. Freedom: Sure, it's that—and so is the supreme law of the land.

Sam: It's the supreme law of the land.

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Name: _____ Date: _____

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Camping Constitution *(cont.)*

Practicing the Script

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with one another the various visual expressions in the poem.

Day 18
Fluency and Oral Language

Camping Constitution *(cont.)*

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
 - George: second half of 2nd grade
 - Thomas: second half of 2nd grade
 - Madison: first half of 3rd grade
 - Sam: first half of 3rd grade
 - Narrator: second half of 3rd grade
 - Mrs. Freedom: second half of 3rd grade

Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
 2. Write the following sentences from the script on strips of paper.
 - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
 - Madison: "I plan on swimming all day!"
 - Narrator: "But, then more problems occur!"
 - Sam: "Can we go swimming?"
 - Thomas: "We need hot dogs—and what else?"
2. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
3. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way their classmates read the sentences.
4. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

Day 23
Fluency and Oral Language

Camping Constitution *(cont.)*

Collaborative Activity

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
 - compass
 - flashlight
 - toothpaste

Practicing the Script

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize when they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while reading and performing.

Name: _____ Date: _____

Act 6

Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

George: We can vote on where we'll go.

Thomas: who will do what chores,

Sam: how late we will stay up,

Madison: and whether or not we'll bring our own toothpaste and soap.


Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

Act 7

Thomas: I can't believe how much planning it takes to get ready for a camping trip!

Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.



How to Use This Resource *(cont.)*

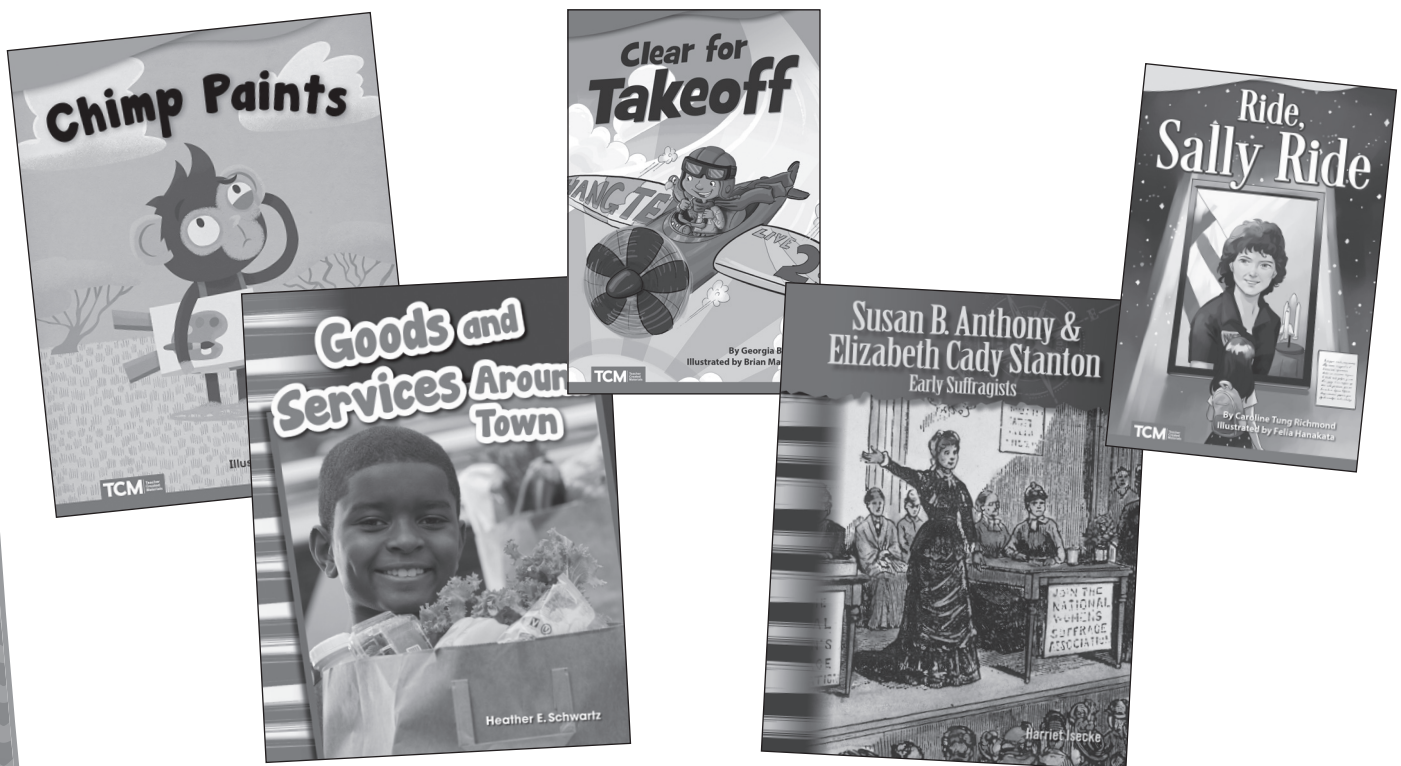
Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

Summer Scholars includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

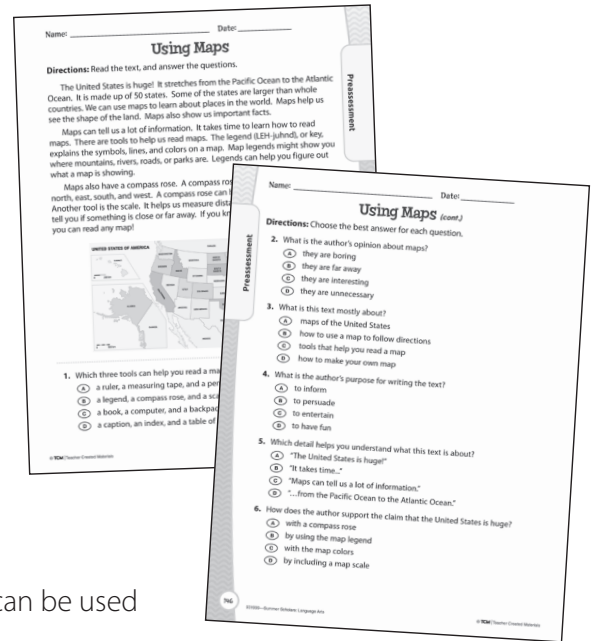


How to Use This Resource *(cont.)*

Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



SUMMER
Scholars

Language Arts

Rising 6th Grade

Grade Level Details

Rising 6th Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1		Summarize	Identify different characters' perspectives and describe how they respond to events in a story. Write opinion pieces.	Inflectional Endings	Know and apply grade-level word analysis skills in decoding words.	<i>Constitution of the United States</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 2		"On a Mission" (science fiction)			Use knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words.		
Day 3		Summarize	Determine the central idea of a text using relevant supporting evidence. Write narratives.		Know and apply grade-level word analysis skills in decoding words.	<i>Constitution of the United States</i> Analyze poem and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 4		"Sitting Down to Take a Stand" (informational)					
Day 5		Use Text Features	Analyze author's choices and use of narrative techniques in a text. Write narratives.	-ice, -ile, and -ite Endings	Use combined knowledge of syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words.	<i>Constitution of the United States</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 6		"The Big Surprise" (realistic fiction)					
Day 7		Use Text Features	Use evidence to draw inferences from a text. Write explanatory texts.	-ar, -er, and -or Endings	Know and apply grade-level word analysis skills in decoding words.	<i>Constitution of the United States</i> Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.
Day 8		"Return of the Grizzlies" (informational)					

Rising 6th Grade Scope and Sequence (cont.)

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 9	Ask Questions "A Chat with Malala" (interview)	Generate questions about a text before, during, and after reading to deepen understanding. Write explanatory texts.	-ar, -er, and -or Endings	Use knowledge of letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context. Use knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words.	<i>The Mathematical Journey of a Lifetime</i> Introduction and assign parts	Recount or describe key ideas or details from information presented orally or through other media.	
Day 10		Write explanatory texts.					
Day 11	Ask Questions "The Return of the Flying Monkeys" (fiction)	Use details in a literary text to explain the theme. Write personal narratives.	-tion Ending	Know and apply grade-level word analysis skills in decoding words.	<i>The Mathematical Journey of a Lifetime</i> Sing song and practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
Day 12							
Day 13	Make Inferences "Basketball Dreams" (poetry)	Describe how a series of events develops into a theme. Write explanatory texts.	-ible, -icle, and -iple Endings	Use knowledge of letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	<i>The Mathematical Journey of a Lifetime</i> Analyze poem and practice performance	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Day 14							
Day 15	Make Inferences "Taking Flight" (informational)	Use evidence to draw inferences from a text. Write explanatory texts.		Use knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words. Know and apply grade-level word analysis skills in decoding words.	<i>The Mathematical Journey of a Lifetime</i> Create props and perform	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.	
Day 16							

Rising 6th Grade Scope and Sequence (cont.)

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17	Use Evidence	Explain how an author uses evidence to support a point.	-ture Ending	Use knowledge of letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	<i>Lewis and Clark</i>	Recount or describe key ideas or details from information presented orally or through other media.
Day 18	"Fight for the Top of the World" (informational)	Write explanatory texts.		Know spelling sound correspondences.	Introduction and assign parts	
Day 19	Use Evidence	Use evidence and details to summarize a literary text.	Hard and Soft G Endings	Use knowledge of grade appropriate phonics to read words.	<i>Lewis and Clark</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 20	"This Gym is Ours!" (realistic fiction)	Write personal narratives.		Know spelling sound correspondences.	Analyze poem and practice performance	
Day 21	Synthesize Elements	Determine the meaning of words or phrases as they are used in a text.	Soft C Patterns	Use knowledge of grade appropriate phonics to read words.	<i>Lewis and Clark</i>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 22	"The Goat and the Ram" (folktale)	Write narratives.		Use knowledge of grade appropriate phonics to read words.	Sing song and practice performance	
Day 23	Synthesize Elements	Determine how words or phrases used in a text contribute to the central idea.	Reading and Writing text	Use knowledge of grade appropriate phonics to read words.	<i>Lewis and Clark</i>	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.
Day 24	"The Science of Sibling Relationships" (informational)	Write poems.		Use knowledge of grade appropriate phonological awareness to decode words.	Create props and perform	n/a
Day 25	Culminating Activity "Social Media Posts"	Ask and answer questions about a text. Write explanatory narratives.				

Rising 6th Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards.

Title	Genre	Lexile® Measure	Description
On a Mission	Science Fiction	670L	Jerome and his family are part of a mission to see how humans are affected while living on the moon. After hearing news that five families will have to stay on the moon an extra year, Jerome organizes the residents to fight against this decision and stand up for others.
Sitting Down to Take a Stand	Informational Text	900L	Learn about how the Greensboro Four stood up for civil rights and fair treatment of Black Americans by sitting at a “whites-only” lunch counter. Their peaceful protest led to a change in American history.
The Big Surprise	Realistic Fiction	630L	Twin brothers Trevor and Jordan are told by their dad that they’ll be moving to a new town. Their dad helps them cope with this change by researching the fun and interesting things they could do in their new home.
Return of the Grizzlies	Informational Text	870L	Grizzly bear populations throughout the continental United States have mostly disappeared. Read about how conservationists in Yellowstone National Park are protecting this species and preventing the population from dwindling.
A Chat with Malala	Interview	820L	Malala Yousafzai, a Nobel Prize-winning activist for girls’ right to education, talks about her turbulent life growing up and speaking out against the Taliban. She discusses what inspires her to fight for the right of education for all.
The Return of the Flying Monkeys	Fiction	620L	The Cowardly Lion, Scarecrow, and Tin Man send emails back and forth, detailing that the flying Wicked Witch’s flying monkeys are planning another attack on Oz. They help one another build courage to stand up to this new threat without Dorothy and the Wizard.
Basketball Dreams	Poetry	n/a	Bill writes a letter to his coach detailing how hard he’s been working at getting better at basketball. He discusses how he uses his failures as tools to improve his game.
Taking Flight	Informational Text	920L	Learn about how the Wright Brothers learned from their many failures and took flight in the early 1900s, changing the world.
Fight for the Top of the World	Informational Text	950L	Countries present their arguments on why they believe they should claim areas of the icy Arctic. Learn about the natural resources that exist there, and why countries are competing to claim the land.
This Gym is Ours!	Realistic Fiction	680L	A surprise storm forces the school football team and theater club to practice inside the cramped gym together. The two groups argue about who should use the limited space until they realize they can improve their respective skills by working together.
The Goat and the Ram	Folktales	620L	A goat and ram are forced to learn how to survive in the forest after being sent away from their farm. They strategize to escape certain demise from a pack of wolves.
The Science of Sibling Relationships	Informational Text	770L	Learn how siblings shape each other through understanding and interacting with each other. Read about studies that detail the reasons why siblings have argue and fight, and why they can overcome those conflicts easier than others can.

Rising 6th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>Constitution of the United States</i>	Narrator Madison Delegate Ben Franklin Washington John Russell	This reader's theater takes place in the Pennsylvania State House in Philadelphia, Pennsylvania.	The Founders of the United States meet to draft the Constitution. A young John Russell listens in as they debate and deliberate on what laws they should include in the document. They explain how the three branches of government work and the actions each branch can take.
<i>The Mathematical Journey of a Lifetime</i>	Narrator 1 Narrator 2 Jacob Adam Narrator 3 Genie	This reader's theater takes place in Jacob's home and in the middle of a dream.	Jacob is frustrated about nothing exciting ever happening in his life. One night, he meets a Genie in his dream and takes off on a journey with his friend Adam. They solve math problems to push their rowboat forward on this exciting adventure.
<i>Lewis and Clark</i>	George Drouillard Meriwether Lewis William Clark Sacagawea, Scout Chief Cameahwait	This reader's theater takes place along the Jefferson River and at a camp at the foot of the Rocky Mountains.	The Corps of Discovery set off on an expedition to cross the Rocky Mountains. Winter is approaching, and the Corps need to meet with the Shoshone tribe to barter for horses so they can cross the mountains. Through conversation and the help of Sacagawea, the Corps peacefully negotiate with the Shoshone tribe.

Rising 6th Grade Classroom Library

This chart includes important information about the books included in the classroom library.


Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Early Explorers</i>	600L	T	European explorers left their homes to explore an unknown world. They did not always find what they expected. But they helped discover the truth about our world's geography. These early expeditions helped map out the modern world.
<i>Forming a New Government</i>	540L	U	In 1774, Great Britain and the American colonies were at odds. The colonists were fed up with the British government. But they disagreed on what to do. Some wanted to break away and form a new country. Others were still loyal to the king. A group of leaders met to discuss these issues. Their decisions changed the course of history.
<i>Immigration</i>	710L	U	News of life in America spread to Europe and Asia. America was a land of opportunity where people could work, own land, and begin a life of prosperity. Immigrants from all over Europe flocked to America, bringing their hopes and their dreams with them. The immigrants were courageous people, faced with language and cultural barriers that they needed to overcome. Immigrants enriched American culture as they brought with them their own cultures and skills.
<i>Lewis & Clark</i>	610L	T	Brave explorers Lewis and Clark were commissioned by President Thomas Jefferson to find a water route from the Mississippi River to the Pacific Ocean and to explore the newly purchased Louisiana Territory. They had different personalities—one was serious, while the other was jovial. They never found a water route, but the information they documented helped people understand more about the exciting new lands of the West.
<i>Reasons for a Revolution</i>	610L	T	From 1764 to 1775, tensions rose between the American colonies and Great Britain. The British government tried to control the colonists. They imposed taxes, and they sent troops to keep order. The colonists grew angry and frustrated. War was on the horizon.
<i>Ride, Sally Ride</i>	670L	O	Aimee wants to be just like her hero, Sally Ride. She can't wait to visit the space museum and compete for a neat prize. But can she beat the smartest kid in her class to win it?

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Rising 6th Grade Classroom Library *(cont.)*

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>The Adventures of Kingii the Frilled Lizard</i>	640L	M	Kingii the Frilled Lizard is faced with many dangers, but he always finds ways to make himself at home.
<i>The Boy Who Cried Wolf and Other Aesop Fables</i>	610L	P	Aesop's fables are among the oldest and best-loved stories in the world. You can enjoy reading nine of them in this book.
<i>The Magical, Mystical Book of Everything</i>	700L	R	Ms. Wilde was the most interesting teacher in the whole wide world. She told funny stories, sad stories, stories about faraway places and stories about wonderful characters. And she acted them out, too!
<i>Welcome to Your Haunted House</i>	650L	Q	Anna and Jason don't want to move. They are afraid the new house won't be any fun. The family moves, and the new house is more interesting than expected. It's old and spooky and just might be haunted!

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



SUMMER
Scholars

Language Arts

Teacher's Guide

Rising 6th Grade

Days 1–2 Overview

On a Mission

Learning Outcomes

- Analyze the traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Identify key details and summarize the main idea.
- Carry out assigned roles for a group project by following agreed-upon rules.

Reading Strategy: Retell Narrative Fiction

One way to practice summarizing narrative fiction is by retelling the story. In this lesson, students will read “On a Mission” and use a character map organizer to record details about the main character.

Summary of the Text Card

This story is about a special, year-long mission to the moon that astronauts and their families go on. The families find out that they need to stay for one additional year. The courage of one quiet, young boy makes all the difference. (Science Fiction)

Inflectional Endings

Learning Outcome

- Know and apply grade-level word analysis skills in decoding words.

Phonics Focus

Students will focus on the inflectional verb endings *-ed* and *-ing* in multisyllabic words. Students will complete sentences using these words, find synonyms and antonyms, and practice adding inflectional endings to base words.

The Constitution of the United States

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on reading accurately and with expression.

Fluency Focus

Students will listen to the script, discuss the themes, and reflect on the importance of a constitution. To reflect on the script, they will draw pictures of characters from the story. Students will begin practicing the script. They will also focus on reading with proper voice and facial expression.

Summary of the Script

This script takes students back to the Constitutional Convention of 1787. Students learn about the process of writing the U.S. Constitution and the formation of checks and balances within the government.

Materials

- *Student Guided Practice Book* pages 8–18
- drawing paper
- crayons or markers

Big Idea

Rights

Essential Question

How would you convince someone to stand up for other people’s rights?

On a Mission

Look Before You Leap

- Before the lesson, write the following questions where students can see. Review the questions with students, but do not discuss the answers.
 - Look closely at the illustration. What does it tell you about this space community?
 - Why might the space community not have any outdoor spaces?
 - What does the title, "On a Mission," tell you about the content of the story?
- Discuss the following questions using the Give One, Get One protocol. For this protocol, have students stand up and move around the room. Students will stop and talk to three or four different students. For each student they stop and talk to, they should "give" answers or information and they should "get" different answers or information from the other student.
- Review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the genre of this text is science fiction. Stories in this genre are imaginary. They are often based on life in the future due to scientific or technological advances. Often, characters live on other planets or travel in time. "On a Mission" is set on the moon. The text does not explain that it is set in the future, but we can determine that it is because no one currently lives on the moon.
- Invite students to share titles of science fiction narratives they are familiar with. These might include books, video games, television shows, or films.

Support for Language Learners: Write the term science fiction on the board and draw a sketch next to it that will help students understand the concept (i.e., a spaceship or an alien). Then, write sentence frames on the board or chart paper to facilitate students' participation in the discussion of science fiction narratives. For example, "One science fiction narrative I know is _____."

Read and Think

- Explain to students that they will practice the strategy of retelling to summarize the text. Use the following think aloud to model the strategy as you read the first two paragraphs:
 - Say, "To retell this story effectively, I need to think about what I'm learning about the setting, the characters, and the events. I know a lot of information so far. To retell the beginning of the story, Jerome lives away from Earth with other families. The kids are not able to go outside because it is too dangerous. By retelling what I've read so far, I can identify and summarize only the most important things in my own words."
- Have students reread "On a Mission." Have them choral read (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the Jump-In Reading protocol (one student starts reading aloud and then the other students take turns "jumping in" to take over the reading). After each section, have students discuss the following prompt with partners:
 - What happened in this section? Let's retell.

Technology: A digital copy of the text card, "On a Mission," can be accessed in the digital resources and displayed for the group.

On a Mission

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

Read with a Pencil

1. Guide students as they annotate the text from page 5 in the *Student Guided Practice Book*.
2. Use the following prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with prompt A, then move to prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

Note: Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

retelling

third-person

standing for rights

Jerome was brave

- **Prompt A**—Think about retelling the story to a friend. Underline what Jerome loves about living on the moon. Then, underline the statement that indicates he doesn't think it is that great.
 - **Prompt B**—Circle a sentence that shows the story is told by a third-person narrator.
 - **Prompt C**—Put a box around the words from Jerome that show he wants to stand up for people's rights.
 - **Prompt D**—Put a dashed box around the sentence that tells how Jerome is brave even though he doesn't feel that way inside.
3. Once students have annotated the text, have them share their findings with the group.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Jerome is able to convince an astronaut on the mission to make a change for the other families. They all decide not to work until the plan is changed. Think of something that you think is unfair. Write a letter to an authority figure. Respectfully present your case for how to change things.*
2. Remind students to edit and revise their writing. Let them know their responses should:
 - include a description of the problem
 - include a description of their plan for change
 - be written in business-letter format

Technology: If students are ready to work independently, they can access a digital copy of the text card, "On a Mission." In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

Inflectional Endings

Phonics Focus

This unit's focus is on inflectional verb endings *-ed* and *-ing* in multisyllabic words.

Introduce the Focus

1. This lesson focuses on inflectional endings. These are suffixes that change the tense of verbs (*-s*, *-ed*, *-ing*). First, write the words *control*, *decide*, *happen*, and *admit* where students can see them. Ask students to change the words to the past tense. Write student responses next to each word. Underline the *-ed* ending in each word.
2. At the end of the brainstorm, tell students that another way to change the tense of the word is to say that these words are happening right now. Write *-ing* where students can see it. Ask students to change the words once more so they all have *-ing* endings. Write the new forms of the words next to the *-ed* words. Underline the *-ing* in each word. Tell students that *-ed* and *-ing* are called *inflectional endings*.
3. Write the verb endings *-ed* and *-ing* where students can see them. Have students work with partners to brainstorm three more words that can be changed using both *-ed* and *-ing* inflectional endings. Have students share their answers with the group. Record responses where students can see them.

Introduce the Words

1. Share the list of words for this unit's phonics focus:
 - admitted
 - amusing
 - arrived
 - beginning
 - controlled
 - covered
 - decided
 - dividing
 - forgetting
 - happened
 - limited
 - patrolling
 - permitted
 - prepared
 - referring
 - retiring
 - settled
 - submitted
2. For each word, first say the word, and have students repeat it. Then, ask students to clap the syllables for each word. Write the number of syllables next to each word.
3. Ask students to tell you what each word means. Allow time for students to turn and talk to others as you ask for the definitions.
4. Once you've shared a definition of each word, have a student volunteer create a hand or body motion that represents the word. (For example, *decided* could be shown by a thumbs-up.) For each word, have the group say the words and make the motion while you point to the letters.

Independent Practice

1. Ask students to individually complete page 7 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

Helpful Hint

Drop the silent *e* before adding an inflectional ending. Also, double the consonant if the syllable closest to the ending is stressed (*pa-trol·ling*, *be-gin·ning*). Do not double the consonant if the syllable closest to the ending is unstressed (*lim-it-ed*, *hap-pened*).

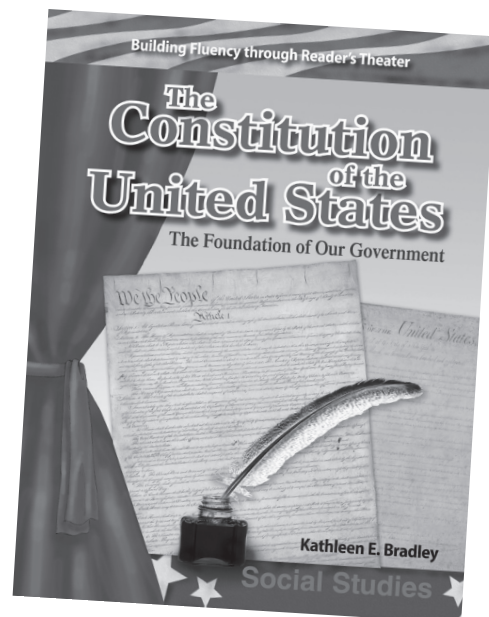
The Constitution of the United States

Introducing the Script

1. Begin a discussion by asking, "What does a constitution do for our country? Why do you think we need a constitution? What would our country be like without one?" Discuss with students that they will practice their reading fluency by learning about how the U.S. Constitution was created.
2. Tell students that they will perform a reader's theater called *The Constitution of the United States*.
3. Before reading the script, introduce new vocabulary words to students. Start by using the words in the glossary. Have students help you define the words as you read them aloud.
4. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–18 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
5. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to the names of the characters to see if any of them sound familiar.
6. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.
7. At the end of the script, have students discuss the different people involved in crafting the U.S. Constitution. This can be done as a whole group, in small groups, or with partners.

Collaborative Activity

1. Once students have heard the script read aloud, ask them to work in pairs to draw pictures of the characters from the story. Tell them to include at least one setting from the story in their pictures. They can refer to their scripts as they work.
2. Ask a few partner groups to share their pictures and talk about the details they included.



On a Mission

Read and Find

1. Explain that “On a Mission” centers around character development. The text follows Jerome and his actions and feelings regarding staying at the moon.
2. Guide students to reread the text to gather details that will help answer the Essential Question: *How would you convince someone to stand up for other people’s rights?*
3. While searching for details, have students analyze the main character’s personality traits looking for how he thinks and feels and what he does.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and/or drawings to the Notes column for one or two words. For example, students might use the word *perk* in sentences or draw digital devices next to *high-tech*.

Support for Language Learners: Guide students to talk about the bike the kids used in space. How was it like riding a real bike? Why did riding the bike make Jerome miss home?

Author’s Craft

1. Have students learn about third-person storytelling from page 19 in the *Student Guided Practice Book*.
2. Read the instructional section at the top of the page. Explain that the narrator is the person who tells the story. Say, “We can see in the second sentence of the text that the narrator is someone outside of the story who is describing events. If Jerome were telling the story, the sentence might be phrased like this: *I loved being the only kid from my home state*. The author doesn’t tell us who the narrator is. This is an example of third-person storytelling.”
3. Read the directions aloud. Check for understanding as you guide students to read the first example.
4. Guide students as they complete the exercises independently, with partners, or in small groups.

Essential Question

1. Have students talk to partners about the Essential Question: *How would you convince someone to stand up for other people’s rights?*
2. Allow time for students to share their ideas with the whole group.

On a Mission

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It

1. Guide student discussion of the Essential Question: *How would you convince someone to stand up for other people's rights?*
2. Engage students in the Campfire Discussion protocol. For this protocol, have students sit in a circle with a large sheet of chart paper (campfire) in the middle. Provide students with sticky notes, and have them write their responses to the following questions. Students should then place their notes around the chart paper.
 - Jerome does not get excited when he finds out he doesn't have to stay on the moon. How does this relate to the idea of standing up for the rights of others?
 - How does Jerome put his feelings into action?
 - How do Jerome's actions convince others to stand up for other people's rights?
3. After the questions have been addressed, have each student take a turn reading aloud a sticky note other than their own, providing each person in the group with an opportunity to respond. As students share, discuss how these questions help to answer the Essential Question.

Support for Language Learners: Provide discussion response frames, such as these:

- *Jerome does not get excited because _____.*
- *This relates to the idea of standing up for the rights of others because _____.*
- *Jerome puts his feelings into action when he _____.*
- *When Jerome speaks up, one of the astronauts says _____.*

Quick Check

1. Provide time for students to complete the Quick Check from page 20 in the *Student Guided Practice Book*.
2. Review student responses as a group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

Practice

1. Have students complete the graphic organizer on page 21 in the *Student Guided Practice Book*. Remind students to focus on the details that describe Jerome.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.

Inflectional Endings

Phonics Focus

This unit's focus is on inflectional verb endings *-ed* and *-ing* in multisyllabic words.

Revisit the Focus

1. Write the words *patrol*, *permit*, *refer*, and *forget* where students can see them. Ask students to share the version of the word that shows it is happening right now. As you add *-ing* inflectional endings to words, show students how the spellings of these words change. Remind students that if the syllable is stressed, the consonant should be doubled (e.g., *patrolling*, *permitting*, *referring*, *forgetting*).
2. Have students work with partners to add *-ing* to the words *submit*, *control*, and *admit*. Review the correct spelling with students.

Guided Practice

1. As a whole group, review the definitions of the words on this unit's list. Draw a quick sketch next to each word to serve as a reminder of the definition.
2. Place students in pairs. Have student pairs write all the words from Day 1 on sheets of paper, and have them cut out each word. Tell students that they will be sorting the words into categories.
3. Have students talk with their partners and decide what their categories might be (e.g., words that end in *-ed*, words that are in the past tense, or words that have double letters). Have students sort their words. Once students have finished, challenge them to create new categories.
4. Ask student pairs to share their different sorting methods with the whole group. Discuss what was easy and hard about this activity.

Independent Practice

1. Ask students to individually complete pages 22–23 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

The Constitution of the United States

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
 - John Russell and Ben Franklin: second half of 3rd grade
 - George Washington and Delegate: first half of 4th grade
 - James Madison and the Narrator: second half of 4th grade

Practicing the Script

1. Place students into their small groups for repeated reading practice. Encourage students to focus on reading with expression. Also, encourage them to practice their parts at home with family members.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing because it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
2. Write the following sentences from the script on strips of paper.
 - Russell: "Oh! Mr. Franklin, please forgive me."
 - Franklin: "Lucky for me I never wear a white wig!"
 - Narrator: The delegates laugh. James Madison bites his bottom lip to conceal a smile.
 - Madison: "Gentlemen, those are the main points of our new Constitution."
 - Washington: "Very well then, this meeting is concluded."
3. Have five student volunteers draw the strips from your hand. Ask each of them to read their assigned sentence aloud.
4. Have students in the audience turn to partners and discuss how the characters are feeling based on the way their classmates read the sentences.
5. Ask for new student volunteers to reread the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

SUMMER
Scholars
Language Arts

Student Guided Practice Book

Rising 6th Grade



Name: _____ Date: _____

Words to Know

Day 1

Directions: Review the key words from “On a Mission.” Add words or drawings in the Notes column to help you remember the words. Use the last two rows to record challenging words you or your teacher identifies.

Word	Part of Speech	Definition/Sentence	Notes
high-tech	adjective	using new technology <i>All the students did their research on their high-tech tablets.</i>	
perk	noun	a privilege or a bonus <i>One of the perks of living in this building is that you get to use the swimming pool.</i>	
stationary	adjective	not moving; in a fixed position <i>The rain clouds have stayed stationary over Minnesota.</i>	

On a Mission

Living on the moon had its **perks**. Jerome loved being the only kid from his home state who got to spend an entire year away from Earth. His cousin Jaden had called it the sleepover party of the century.

But the truth was that most of the time, it didn't feel like a party at all. Jerome and the other 22 sons and daughters of astronauts making history had to spend all their time inside. "It's just too dangerous for kids to take moonwalks," Jerome's dad explained.

Most afternoons, Jerome could be found in the rec room. There were plenty of books and video games. And you could wear a virtual-reality headset while riding a **stationary** bike.

As Jerome pedaled, he watched the screen, which showed an Earthlike neighborhood. There were birds in the sky, sidewalks, and green lawns. It was just like his own street back home, only cleaner and sunnier. Sometimes, riding the **high-tech** bike felt like a break. Other times, it just made him homesick.

Halfway through the yearlong mission, there was an unexpected announcement from Mission Control. Five families would have to stay for an extra year. Scientists wanted to see how an even longer stay on the moon affected people. Names would be picked out of a hat.

When Jerome's family was not selected, he didn't jump up and down like some of the other

kids. A little girl named Hanna was crying. Her family would be staying for the extra year. "I miss Grandma," she said through her tears.

Jerome felt like crying too. He turned to his dad. "This isn't right," he said.

That night was the weekly meeting. Jerome was known as a quiet kid. So it came as a surprise to everyone when he asked if he could say something.

He was nervous, but his voice was strong. "Six months ago, we all started this journey together. We pledged to stick together. Now five families are being told they have to stay here for an extra year. That's twice as long as the rest of us."

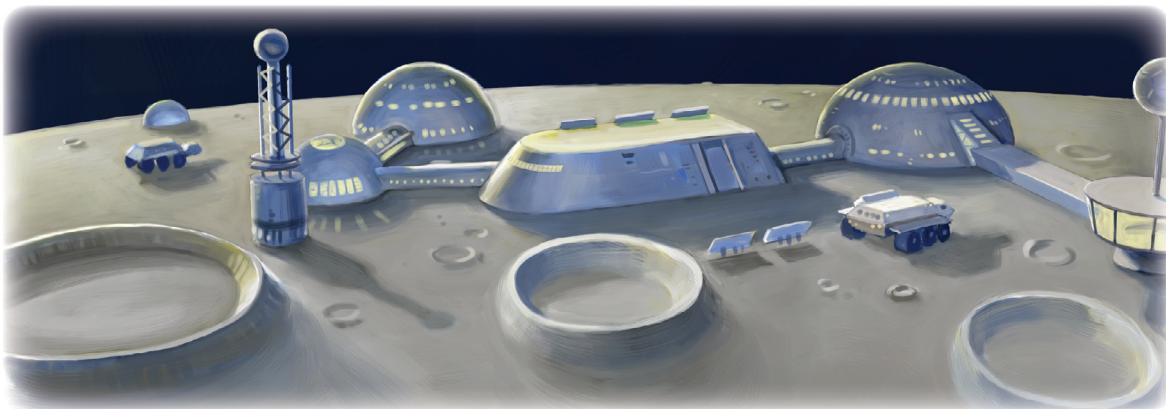
No one said anything, so Jerome continued. "It isn't fair. We all need to stand up for these families."

At first, the room was silent. Then one of the astronauts stood up. "The boy has a point," she said. "I suggest we pause all activity on the moon until this plan is reversed."

The adults took a vote. Everyone agreed. The next morning, Mission Control announced that no one would have to stay longer than the year they had signed up for.

The astronaut who had listened to Jerome found him at breakfast. She shook his hand. "Thank you," she said, "for reminding us all to do the right thing."

—By Suzanne Zimbler



Write It

Day 1

Directions: Read the prompt, then write a letter about how to make things more fair.



Your response should:

- include a description of the problem
- include a description of your plan for change
- be written in business-letter format

Jerome is able to convince an astronaut on the mission to make a change for the other families. They all decide not to work until the plan is changed. Think of something that you think is unfair. Write a letter to an authority figure. Respectfully present your case for how to change things.

Sentence Completions

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank			
admitted	beginning	covered	forgetting
happened	patrolling	permitted	prepared
referring	submitted	suggested	transferring

- Justin was cold while napping on the couch, so I _____ him with a blanket.
- What _____? There's mud all over the kitchen floor!
- Dad _____ a salad to go with our spaghetti and meatballs.
- I felt much better after I _____ that I broke Mom's phone.
- We missed the _____ of the movie because the line at the theater was so long.
- I keep _____ to water the flowers. I hope they're not wilted!
- Kelly and I both _____ entries for the poster contest.
- Children are not _____ on the field during the game.
- Dad still works for the bank, but he's _____ to a different department next month.
- My doctor is _____ me to a specialist.
- The librarian _____ that I read *The Lightning Thief*.
- The Coast Guard was _____ the shoreline during the president's visit to the island.



Name: _____ Date: _____

The Constitution of the United States: The Foundation of Our Government

Act I

- Narrator:** By mid-morning in June 1787, the air inside the Pennsylvania State House is hot and sticky. The East Room is filled with 55 delegates. These men represent 12 out of the 13 states in the union.
- Madison:** As we've already agreed, the Articles of Confederation established a "league of friendship" between our states, but not much more, sir.
- Narrator:** Tempers flare and voices rise while they hash out the details of a new Constitution for the United States of America. A Massachusetts delegate pounds his fist upon the table.
- Delegate:** But the Articles gave our smaller states the power to do as we see fit. They protected our personal liberties. Your Virginia Plan gives too much power to a central government. In Great Britain, they call that a monarchy!
- Madison:** Need we remind you of Shay's Rebellion that originated in Massachusetts one year ago? It took Congress six months to gather enough money and troops to put an end to eight months of rioting. Your state's court system was practically held captive by the local farmers.
- Narrator:** The eldest delegate to attend, 81-year-old Benjamin Franklin, adds to the conversation.
- Franklin:** Shay's Rebellion! Pure chaos, I dare say! I should think you delegates from Massachusetts would be the first in line to sign your names to this new plan.
- Madison:** There are 13 different states each printing their own money, taxing one another excessively, not paying their debts. The Articles just do not work.

Name: _____ Date: _____

Franklin: Mr. Madison is right. We all agreed weeks ago that the present Articles will not protect us in times of peace or trouble. We also agreed to adopt the Virginia Plan as this Constitution's foundation. We should move forward now.

Delegate: Tax us to death. That's all a big government will do. Once for the war we won and twice for the war to be!

Franklin: Wars are not paid for in wartime. The bill comes later. Our debt is still owed. We must pay back France. We may need her help again someday.

Narrator: There is a scuffle in the front of the room. George Washington, the delegate voted to preside over the Constitutional Convention, raises his hand to silence the men.

Washington: Hold your tongues, gentlemen! We have strangers amongst us.

Russell: Let me go!

Washington: What goes on there?

Narrator: All at once, the delegates turned to face the front of the hall. A guard clutches a boy by the shoulder with one hand and a crumpled envelope in the other. George Washington steps down from the raised platform. Confidently, he strides across the room, toward the young intruder. Mr. Washington is an imposing man with broad shoulders. His expression is stern.

Washington: What is the meaning of this, guard? You know your orders are to keep anyone from entering. Your commanding officer will be notified. Return to your post.

Narrator: The boy pulls himself free. He grabs the envelope.

Russell: Sir, it is an honor to be in your presence. My name is John Russell.

Washington: How much have you heard?

Name: _____ Date: _____

Russell: Only that our Articles of Confederation are in jeopardy.

Washington: State your purpose.

Russell: I was ordered to bring this letter to you and the other delegates.

Washington: Ordered? By whom?

Russell: The Rhode Island General Assembly.

Narrator: The boy gives Ben Franklin the letter. Mr. Franklin places his glasses on the tip of his nose. He scans the letter.

Russell: The authorities in Rhode Island believe you've gathered here to destroy our union's Articles of Confederation.

Washington: Destroy is a mighty powerful word, Mr. Russell.

Russell: That is their word, sir, not mine. I didn't believe it, until I just heard it spoken aloud in this room.

Franklin: Oh, a spirited lad. Not afraid to speak his mind. Child, what you've overheard is simply us speaking our minds, too.

Russell: Yes, sir. My apologies.

Franklin: Young man, you've done your job well. Across the street is the City Tavern. A fine place for good food and drink. Go and fill your belly. Tell them Mr. Franklin will pay the charge.

Russell: Thank you, kind sir. I am most grateful for your generosity.

Narrator: George Washington shakes his head. He strokes his chin with his hand.

Washington: Gentlemen, must I remind you of the secret nature of these meetings. The guard has committed a grave error. This boy cannot be released. He has heard too much. The task at hand is still in progress.

Name: _____ Date: _____

Franklin: So what are we to do with him? Plug his ears, stuff him in a box, and prop him in a corner until we've finished debating?

Narrator: Ben Franklin winks at the boy. John Russell smiles back.

Franklin: I like this lad. I'll vouch for his good nature. He'll keep his lips sealed better than I.

Narrator: The delegates laugh.

Delegate: You? Ben Franklin vouching for someone's ability to keep a secret? How many times have we rescued you from spilling a detail or two about these meetings at the City Tavern?

Franklin: Fair enough. Fair enough.

Washington: Who then will take this boy?

Madison: I will take him.

Narrator: The delegates turn to the voice at the back of the room. There, seated at a table covered with papers and books is James Madison.

Madison: I agree. The boy must remain. We are close to putting the quill to paper on this plan. He'll sit with me, as my apprentice. Can you write, son?

Russell: Yes, sir.

Madison: Then the first item we'll write is a letter to your family explaining the situation. Until these meetings are concluded, you will assist me in recording these often long conversations. Your help will be appreciated.

Name: _____ Date: _____

Poem: It's My Honor

To be part of something great—
Am I ready for the task?
It's a privilege to be called.
I am honored to be asked.

The delegation's trust
Has been given to my care.
I want them all to know
Their trust rests safely there.

The work that they are doing
Is more important than I guessed.
I'll give them everything I've got
Until, at last, we rest.

One day my children's children
Will be proud of what I've done—
Helping to preserve our nation
And the freedom that we won.

Act 2

Narrator: After two months of daily debating, the delegates are exhausted. On July 23, 1787, they decide to take off 10 days to rest. Five delegates are elected to remain and write a draft of the Constitution.

Washington: Before we leave on our much-needed break, let us review what we do actually agree upon. Mr. Madison, before I ask you to begin, I would like John Russell to listen very closely. John, if anything we say is unclear, please let us know.

Delegate: Why should it matter what a boy thinks?

Washington: I'll tell you. John Russell, what is your father's business?

Name: _____ Date: _____

Russell: He was a farmer, sir, before the war. He died in the battle of Yorktown.

Washington: A farmer and a patriot . . . My sympathies, son, to you and your family. Gentlemen, this young man's ability to understand this Constitution is critical. Through him, we will know if our words will be clear to all men, from farmers to lawyers.

Narrator: James Madison scans his notes. Before standing up to deliver the information, he hands the quill to the boy.

Madison: Do your best, John. I can always fill in the blanks later.

Narrator: James Madison steps in front of his table. He is dressed in knee-length trousers with white silk stockings. A crisp, white ruffled shirt with a bow tied at the neck peeks out between the lapels of his long suit coat.

Madison: Thank you, gentlemen. First, we have agreed that our United States of America must be just that—*united*. This will be accomplished by creating a stronger national government. The laws of the United States will be the supreme laws of the land. These laws will have power over and above the laws of any of the 13 individual states.

Narrator: Grumbling can be heard from around the room. James Madison clears his throat. John Russell's hand shakes slightly against the parchment as he tries to write.

Madison: In order to create and protect these laws, a system of three branches of the government will be established. The first will be the legislative branch, the second will be the executive branch, and the third will be the judicial branch.

Delegate: Let this point be very clear. The people of each state will elect members for the legislative branch. This branch will be made up of two houses of Congress. The House of Representatives will be based on the population of each state. The Senate will have just two elected officials from each state. Congress will make the laws for the government.

Name: _____ Date: _____

- Madison:** That is correct. Most importantly, there will be a system of checks and balances. For instance, both houses of Congress must approve a law by at least one-half of its members before it can go before the executive branch for final approval.
- Narrator:** John Russell leans over and whispers to Ben Franklin.
- Russell:** What is the executive branch?
- Franklin:** The executive branch will consist of the president of the United States, his vice president, and a cabinet of advisors. The president will either approve a law that Congress presents to him, or he will veto it.
- Russell:** Veto? What does that mean?
- Franklin:** That means that the president can always say “no.” However, if he does, the law will go back to Congress and it can still become a law if a two-thirds majority from each house votes in favor of it.
- Russell:** So, no one man has absolute power? Like a king?
- Madison:** Yes. Each branch will check and balance the other.
- Franklin:** And these representatives, these senators, and the president will have limited amounts of time that they can serve.
- Delegate:** Congress will propose the laws to protect our country. They will order the formation of a United States militia. This army and navy will govern the land and sea of all 13 states. Congress will be responsible for funding this militia.
- Madison:** Further, it will be responsible for decisions involving making coin money, taxation, and declaring war.
- Narrator:** John Russell writes as quickly as he can.
- Delegate:** Our central government will mint the money that will be used by all 13 states. It will ensure that it is backed by gold and silver. No longer will one state’s money be worthless in another state.

Name: _____ Date: _____

Franklin: Then it is agreed that the power will lie mostly with Congress, which is elected by the people of each state, rather than the power lying with just one person—the president.

Madison: The president’s primary duty will be to review and either deny or sign the laws that Congress proposes. He will also be able to select men to help him keep relations strong with other countries.

Russell: Like Mr. Franklin did over in France?

Franklin: Yes. That was a glorious time in my life. A president cannot be in several countries all at once. He must send a person in his place to represent our country’s wishes. But if any agreement is to be made between our country and theirs, the president is the person to make that decision.

Delegate: . . .with the approval of Congress.

Russell: It seems that the legislative branch and the executive branch will work closely together. But what about the judicial branch? How will they be involved?

Washington: The judicial branch will be the third branch of our government. It will house the United States Supreme Court and other United States courts. They will make sure that the laws that are written in the Constitution are followed.

Russell: Does that mean that there will no longer be courts within our own states?

Washington: No, not at all. Your state’s courts will continue, but each state will govern their people based on the laws of the Constitution. However, if there is a problem involving two different states or anything that involves a foreign party, or treason, then the U.S. courts will become involved.

Russell: So they will be like watchdogs over everyone?

Franklin: Yes! Nipping at our heels, if we step out of line.

Name: _____ Date: _____

Narrator: A silence falls over the room as each delegate thinks about the plan. Only the buzzing of a single blue-bottle fly can be heard. It lands on John Russell's quill pen. He shakes it off without thinking. Indigo ink flies off the tip of the quill and splatters across Ben Franklin's spectacles.

Russell: Oh! Mr. Franklin, please forgive me.

Franklin: Lucky for me I never wear a white wig!

Narrator: The delegates laugh. James Madison bites his bottom lip to conceal a smile.

Madison: Gentlemen, those are the main points of our new Constitution.

Washington: Very well then, this meeting is concluded.

Narrator: The delegates shake one another's hands. Laughing, Benjamin Franklin leans over and tousles John Russell's auburn hair.

Act 3

Narrator: On September 17, 1787, in the East Room of the Philadelphia State House, 39 delegates gather together to sign a piece of parchment that begins with the words "We the People."

Washington: Gentlemen, four months ago you were chosen to come to Philadelphia to create a better plan for the people of our United States. It was not a simple task. You should be proud of the work that you have done for your country.

Narrator: As the president of the Constitutional Convention, George Washington signs the document first. He passes the quill pen to Ben Franklin.

Franklin: Even though I do not agree with everything written in this document, I will sign it. I urge everyone here to do the same. We must all stand behind this Constitution.

Delegate: Hear! Hear!

Name: _____ Date: _____

Washington: The work done here will form a bright future for generations to come. This Constitution will be sent to your state for approval. Nine out of the 13 states in our union must formally agree to it. Then it will become law.

Narrator: James Madison steps up to the table with the Constitution on it. He takes a deep breath then signs his name under the state of Virginia. The other delegates sign and then say their goodbyes to each other. James Madison shakes hands with several of the delegates and then walks back to his own table. John Russell is standing beside it. A delegate from Massachusetts is speaking to John.

Delegate: Young man, I would be happy to assist you in returning to Rhode Island. There is room in my carriage for more than one.

Russell: I am most grateful, sir.

Narrator: James Madison interrupts.

Madison: Pardon me. If I may, I'd like to have a private word with John. I'll send him out to meet you in just a moment.

Delegate: Certainly, Mr. Madison. Good day, sir.

Narrator: James Madison turns quietly to John Russell.

Madison: It has been a pleasure to work with you, son.

Narrator: John Russell bows slightly to his mentor.

Russell: Thank you, sir. It was an honor to work as your apprentice.

Madison: As a remembrance of your good service, I'd like you to have this.

Narrator: James Madison gives John a thin wooden box with a silver latch. John opens it. He smiles. Inside rests the bottle of ink and the white quill pen that John and James used to take their notes.

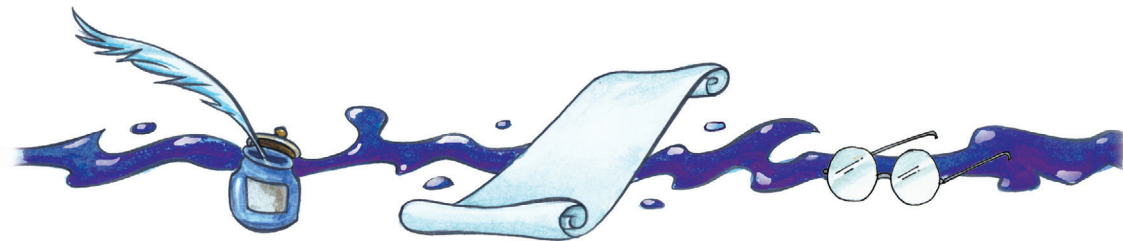
Madison: Two simple tools that helped change your world. Good luck, my boy. Be well.

Name: _____ Date: _____

Song: We the People

We the people—
Must have our own voice.
We the people—
Have respect for choice.
We will not have a monarchy.
We'll celebrate our liberty.
Our goals will be life-long.
We'll keep this country strong.
Oh, we the people—
We the people

We the people—
Our words they must be clear.
We the people—
So everyone can hear.
The laws that make this country great.
The Constitution of the United States.
Oh, we the people —
We the people



Author's Craft

Third-Person Storytelling

The narrator is the person who tells the story. This story is not told by one of the characters. An outside narrator tells it. This is called **third-person storytelling**. The focus of the story is on one character, Jerome. How do we know the narrator is not a character in the story? Explain.

Try It!

Directions: Read the sentences. Write *True* if it is third-person storytelling. Write *False* if it is not third-person storytelling.

1. The teacher yelled at Trevor because he was not doing his work.	
2. "You've got this, Brooke! So far, you have gotten all the correct answers."	
3. The parents rewarded their kids for passing a hard test.	
4. "Thank you for helping me find my lost glasses! I am so relieved because I can't read without them."	
5. The bus driver was upset. He reminded the kids to make safe choices on the bus.	

Quick Check

Directions: Choose the best answer for each question. You may use the text to help you.

1. Which of these should you do if you want to retell a story?

- (A) Ask yourself, "Which are the most important events?"
- (B) Ask yourself, "What are the traits of the main character?"
- (C) Ask yourself, "Where does the story take place?"
- (D) Ask yourself, "What is the problem, and how is it solved?"

2. Which of these would be an example of a *perk*?

- (A) chores to do after school
- (B) helping a sibling with homework
- (C) hearing the school bell ring
- (D) receiving money for completing a task

3. The text tells us that _____.

- (A) living on the moon is exciting
- (B) people will really live on the moon someday
- (C) being on the moon can be dangerous
- (D) it is common for astronauts to bring their kids with them to space

4. From the text, we learn that _____.

- (A) standing up for people's rights isn't worth it
- (B) only adults should stand up for people's rights
- (C) standing up for people's rights can bring about change
- (D) life isn't always fair

5. Use details from the text to explain how Jerome is brave.

Read and Find

Directions: Skim the text on page 5. Find the details that describe Jerome. What words tell readers about his interests, feelings, and personality?

The image contains three orange outlines. The first is a profile of a person's head with a jagged top, labeled 'Thinks'. The second is a simple heart shape, labeled 'Feels'. The third is a gear-like shape with many teeth, labeled 'Does'.

Think about the essential question: *How would you convince someone to stand up for other people's rights?* Explain why Jerome stands up for the rights of others.

Name: _____ Date: _____

Synonyms and Antonyms

Directions: Use a word from the Word Bank for each section.

Word Bank

admitted	amusing	arrived	beginning
decided	dividing	forgetting	happened
limited	permitted	submitted	suggested

Write a synonym for each word or phrase.

1. allowed _____
2. handed in _____
3. occurred _____
4. restricted _____

Write an antonym for each word.

5. ending _____
6. denied _____
7. multiplying _____
8. remembering _____

Write a word that fits each category.

9. came, showed up, appeared, _____
10. funny, entertaining, humorous, _____
11. settled, chosen, resolved, _____
12. recommended, advised, proposed, _____



Inflectional Endings

Directions: Complete the chart by adding *-ing* and *-ed* to each verb on the left. Irregular verbs have already been completed for you.

Verb	Present Tense (Add: <i>-ing</i>)	Past Tense (Add: <i>-ed</i>)
admit		
begin		<i>began</i>
control		
cover		
happen		
limit		
refer		
submit		

Directions: Choose a word from your answers above to complete each sentence.

1. We better book our flight soon because there's a _____ number of seats left on the plane.
2. We can't prevent earthquakes from _____, but we can try to prepare for them.
3. Mom _____ all the leftovers with plastic wrap before she put them in the fridge.
4. Kiara _____ that she broke mom's favorite vase on accident.
5. My stepbrother is _____ applications to 10 colleges in New England.



When a two-syllable verb ends with a single vowel followed by one consonant, sometimes the consonants need to be doubled before adding a vowel suffix such as *-ed* or *-ing* at the end of the word. Here's how to decide: If the syllable closest to the ending is stressed, double the consonant (*permit, permitting*). If the syllable closest to the ending is unstressed, do not double the consonant (*summon, summoning*).