

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // LEVEL 6

Creativity & Community

INDIVIDUAL NOVEL STUDY

LESSON GUIDE

ONE CRAZY SUMMER
BY RITA WILLIAMS-GARCIA



www.blossomandroot.com

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Blossom & Root

Integrated Language Arts,
Level 6:

Creativity & Community

A Hands-On, Secular Language Arts Curriculum

Individual Novel Study For:

One Crazy Summer
by Rita Williams-Garcia

Blossom & Root Integrated Language Arts
Level 6: Creativity and Community

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Blossom and Root Novel Studies

Level 6

Important Note to Parents and Guardians

Level 6 novel studies are designed to be done independently by students. However, while some learners will be ready to work independently at this level, others will still need (or prefer) the guidance of an adult. Please consider the options on the following page, and decide which one fits your family best. Regardless of the option you choose, please follow these guidelines:

1. **Always screen any and all films, website links, and books before allowing your student access to them.** Some of these will not be appropriate for every family.
2. **This guide is designed for a parent or guardian to oversee their student's work, even if they are using the independent option.** Please take time to look over this lesson guide at the beginning and end of each week. Decide what your learner will and won't be expected to complete, as there are many optional activities. Decide which links you want them to access or skip. Mark the guide as needed to help your learner understand what to do and what to skip.
3. Please always sit with (or supervise) your student when they're using the internet for research, to access links, etc. Please note that ads on some websites, commercials before certain videos, and comment sections can sometimes feature content that will not be appropriate. This is a good age to start teaching your learner how to navigate the internet safely and responsibly.

Scheduling Options

Weeks 1 - 3 are the heart of the curriculum, but we have included a fourth week to provide additional breathing space, review, and deep dives for families that prefer a more relaxed pace.

- **Three-Week Schedule:** Complete Weeks 1 - 3. Omit Week 4, or select desired activities from Week 4 to fold into the third week.
- **Four-Week Schedule:** Complete Weeks 1 - 4.
- **Beyond Four Weeks:** If your family loves deep dives and rabbit trails, please take as much time as you like to complete this novel study. The scripted daily schedules are only suggestions.

Options for Use

Adult-Led Option

If your child is not ready for independent work, or you prefer to do the work together, please use this guide as a parent guide. You will read the literature books to them, guide them through the lessons as written, oversee the assignments, etc. Treat this lesson guide as you would a parent guide from previous levels. Even though the guide is written to the child, you can easily use it as a framework for instruction. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt it as needed to work for you and your family.

Transitional Option

If your child is ready for some independent work, but not all of it, or if they are ready to do some of the assignments independently but they aren't ready to read the literature to themselves, or if they're ready to work independently but you still want to do the read-alouds as a family, you can use the transitional option. Assign and oversee the work you want your child to complete independently, and lead the rest yourself. You can pass this lesson guide back and forth, note what you want them to complete alone or together with you, etc. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt as needed to work for you and your family.

Independent Option

If your child is ready or wanting to complete the work independently, they can use this guide as a lesson guide for themselves. **You will still need to oversee their work to some degree, help them to understand what to do and what to skip from the week's various options, and screen ALL links, books, and websites before allowing them to watch or access them.** This curriculum was not designed to be handed over to a child without parental supervision and screening. If your child wants to work independently but cannot read the literature selections alone just yet, audiobooks are a great option. Please see the following page for more information on the independent option. Please note that you do not have to follow the schedule for each week as written. We provide a daily framework in this level to help guide independent learners, but it is only a suggestion. Please feel free to adapt as needed to work for you and your family.

Tips for Use: Independent Option

- Think of this option as a "teamwork" option. You are still the coach, but your student has more freedom to work independently. You are still overseeing them, screening links and books, and helping them learn how to manage their time and follow a framework, but they are completing the bulk of the work itself on their own.
- Before handing anything to your student, read over this lesson guide when you first receive it. Get familiar with the layout. Note any extra resources you'll need to acquire from the book and supply lists at the beginning. Decide if you want them to follow the daily layout as written, or if you want to allow them to complete things in any order they like.
- Take a few minutes before beginning this unit to walk your student through the guide, and show them which assignments correspond with pages in their notebooks. Show them how to mark assignment checkboxes (one slash for "in progress", two crossing slashes in an "X" for "completed"). Show them the "catch up" day on day 5 of each week. We do not recommend that you give the child access to the clickable links PDF. Rather, we recommend you setting up the links you've approved for them as needed. If you would prefer your child to access the links themselves, please show them how you will mark links approved for them to watch or visit and how you will mark those they may not watch or visit in the lesson guide. **ALWAYS SCREEN every single link. Not every video or website (or book) will be appropriate for every family.**
- We highly recommend taking a few minutes the night before a new week begins to screen the next week's links, cross out any links or optional activities you'd like them to skip, write a "T" next to any assignments you want to complete together, etc.
- Sit down with them for a quick moment at the beginning of the week and go through the week ahead with them, using the lesson guide. Show them where you crossed out any assignments or links you want them to skip. Show them where you marked a "T" next to anything you want to do together, so they won't complete it without you. If you want them to follow the daily schedule as written, let them know. If you don't care what order they complete things in, let them know that they may complete the assignments in any order they want over the course of the week.
- Optional: At the beginning of Day 5, look over the past 4 days with your student. Is there anything unfinished that needs to be finished? Help them learn to manage their time and their assignments by providing guidance and support.
- If your student wants to read the literature independently, but they are not quite able to yet, audiobooks are a great option! And you can always read the literature together as a family read-aloud, even if they're using the independent option.

Make It Yours

How to Teach This Curriculum

"You can't use up creativity. The more you use, the more you have."

- Maya Angelou

Part One: Exploring Literature

Your student will spend time each week reading the literature selections, or you can read them together. After reading, they'll explore elements of story through short prompts provided in the curriculum. They will then explore the literature through journal prompts, narrations, and a variety of activities, from hands-on projects, to rabbit-trail options, and more. Please note that we continue to provide space for drawings and illustrations in this level, but it is completely optional. Students who do not enjoy coloring and drawing need not feel pressured to do so every week.

Before having your student read any of the novels in this curriculum, we highly suggest you read ahead. Some stories may contain elements, words, or imagery that are not appropriate for your family's values, or perhaps too intense for your child's individual sensitivities. Some stories may also contain references to alcohol or drug use, adult situations, violence, racism, peril, gambling, or cruelty.

Part Two: Vocabulary, Writing, Grammar, and Punctuation

Vocabulary

Your child will explore new vocabulary through a variety of exercises, or by writing an original sentence, poem, meme, joke, song lyric, billboard, or whatever else they can think up, using provided vocabulary words. Sometimes, the vocabulary lesson uses match-up prompts instead. All vocabulary words from this novel study are reviewed in Week 4.

Part Two, cont.

Copywork, Dictation, and Grammar

We have provided copywork prompts and passages each week in the student notebook. These are meant to help children practice handwriting, spelling, and punctuation, and to explore grammar concepts. If your child needs more room (or larger lines) for their copywork, feel free to use a separate notebook or loose pages created for middle-grade writers. Our copywork includes grammar prompts to complete first. Some weeks also include an optional dictation exercise. You will read the dictation passage slowly out loud and they will write it down. You may need to read it several times. When they finish, give them the passage from the lesson guide to check their work and make any corrections to their own passage. Cursive copywork pages have been included at the back of this guide and can be switched out for the regular print copywork if you wish.

The Super Secret Notebook Guide

The Super Secret Notebook Guide replaces the Creative Extensions Guide (from Levels 2 and 3) in Levels 4 and up. This guide is designed to get your child playing with words, sentences, paragraphs, short essays, and stories in a gentle and creative way. It is the primary writing portion of this curriculum. These prompts are designed to be done by your student independently, but you are welcome to adapt them to be parent-led instead if that fits your needs better. Please refer to the guide itself for further details.

Please note that Super Secret Notebook prompts are contained in a separate PDF.

Independent Reading

We recommend that most Level 6 students read from a level-appropriate book for at least 40 minutes per day. We highly recommend letting them choose their own books for independent reading at this level, from both fiction and non-fiction sources.

Part Three: Social Studies Prompts

Each week includes an optional social studies prompt that ties into the literature selection. ALL social studies prompts in this curriculum are completely optional. Do not feel pressured to complete them all.

Scope & Sequence:

Novel Study for *One Crazy Summer*

"Elements of Story" Focus:

- Exploring Symbols and Motifs
- Examining How Settings Inform a Story
- Investigating Themes (Week 4)

Literature Projects:

- Settings Collage: Exploring Time and Place in a Visual Way
- Symbols and Motifs Collage: Exploring Symbols and Motifs in a Visual Way
- "Moveable Type" Project: Create a Poem or a Message Using Your Own Mini Printing Press

Grammar Focus:

- Adjectives
- Positive, Comparative, and Superlative Adjective Forms
- Articles

Punctuation Focus:

- Commas in Adjectives
- Hyphens in Adjectives

Super Secret Notebook Project:

- Personal Narrative

Social Studies Tie-Ins:

- Media Literacy
- The Black Panther Party
- Grassroots Movements

Additional Topics Explored:

- Oakland, California
- The Year 1968
- The Music of Sarah Vaughan and Brenda and the Tabulations
- The Poetry of Gwendolyn Brooks
- How a Printing Press Works
- Planning an Excursion

Week No. 1: One Crazy Summer

Day 1

In the student notebook, complete the journal prompt: "What's in a Name?"

Read the full prompt in the student notebook, then write and illustrate your response.

Elements of Story: Motifs and Symbols

There are many kinds of storytellers in the world. There are sculptors, painters, musicians and composers, filmmakers, playwrights, poets, novelists, and so many more. Storytellers use many different tools. Some are unique to their craft (like color for visual artists or pitch for musicians) and some are tools used across mediums. Motifs and symbols are two tools used by many different kinds of storytellers, and we will be exploring them in this novel study.

A motif is a recurring element in a story, whether that story is a series of paintings or a novel like *One Crazy Summer*, that appears again and again throughout the story. This element might be a phrase or a saying, a specific image, a series of similar situations, or a broader concept. In *One Crazy Summer*, a key motif is the broader concept of names and their significance. As you begin to read, pay attention to the recurring concept of names and jot down notes on the corresponding pages in the student notebook. Anytime you notice names come up, make a quick note. If you like, you can write out quotes from the novel, or you can just make a note. (For example: "Cassius Clay vs. Muhammad Ali") Don't focus only on specific names of people, but names that are given to things, too.

A symbol is something a storyteller uses to represent something else. This can be a person, an animal, an object, a place, a color, a sound--anything the storyteller uses to stand in for something else within the story. It carries a message beyond the literal meaning of the thing itself. As you begin to read, pay attention to anything you suspect might be a symbol the author is using to represent something else, and jot down notes on the corresponding pages in the student notebook. Again, you can write out quotes from the novel, or you can just make a quick note.

At first glance, symbols and motifs may seem very similar. The key difference is that a motif is recurring--it shows up again and again. A symbol may be a motif if it keeps making an appearance throughout a story. A motif can be a symbol, but it doesn't have to be. Sometimes motifs are used simply to create rhythm and aren't being used to represent something else. You may find that some of the things you've written on the "symbols" pages keep showing up. If you notice a symbol is recurring, make a note about it--you may have discovered a motif.

In Week 3, we will revisit your notes on symbols and the motif of names in *One Crazy Summer*, and we will explore the "why" behind these storytelling tools in Week 4.

Start the literature project: Make a Time and Place Collage of Oakland and the Year 1968

This week, you will create a mixed-media collage of place and time, two key elements of setting, in *One Crazy Summer*. As you build your collage, you will explore Oakland, California. You will also explore the year 1968. Try to find a variety of images and quotes to use in your collage. You can use oil pastel sticks or markers to write notes, dates, events, or big ideas or to draw on top of the images and quotes. To assemble the collage, you can make photocopies from books or magazines at the library, take pictures at local history exhibits, or use the Internet. We have provided some links to get you started in the "Bonus Activities" section for this week. Keep in mind that your "time" pieces don't have to be centered around your "place" pieces. There were a lot of things happening around the world in 1968 that contribute to the "time" part of the story's setting. Your collage can be big or small, flat on a piece of paper, or three-dimensional. Feel free to get creative with this project. There is no "one right way" to do it. Next week, we'll explore the concept of setting using your collage.

Optional **Independent reading for 40 minutes or more**

Week No. 1: One Crazy Summer

Day 2

- In the student notebook, complete the first prompt on the copywork page.
- Begin the prompt for *One Crazy Summer* 1 in the Super Secret Notebook Guide.
- Continue the literature project: Make a time and place collage of Oakland and the year 1968.
- Optional **Independent Reading for 40 minutes or more**

Day 3

- In the student notebook, complete the **vocabulary page**: Read the instructions and complete the activities in the student notebook. This week you'll explore several vocabulary words in context.
- In the student notebook, complete the second prompt on the copywork page.
- Continue working on the prompt for *One Crazy Summer* Week 1 in the Super Secret Notebook Guide.
- Continue the literature project: Make a time and place collage of Oakland and the year 1968.
- Optional **Independent Reading for 40 minutes or more**

Day 4

- In the student notebook, complete the **narration page**. Illustrate and retell an event from this week's literature selection.
- In the student notebook, complete the third prompt on the copywork page. Today you will copy the passage (or a portion of the passage) in your best printing.
- Continue working on the prompt for *One Crazy Summer* Week 1 in the Super Secret Notebook Guide.
- Finish the literature project: Make a time and place collage of Oakland and the year 1968.
- Optional **Independent Reading for 40 minutes or more**

Week No. 1: One Crazy Summer

Day 5 (optional)

- In the student notebook, complete the dictation exercise.** Ask an adult to read the dictation passage in this guide out loud to you a few times, slowly and clearly. As you listen, copy the passage onto the dictation page in your notebook. When you are finished, use the dictation passage in this guide to check your work. Correct any spelling, punctuation, or grammar mistakes as needed.
- Finish the prompt for *One Crazy Summer* Week 1 in the Super Secret Notebook Guide, if you have not finished it already.**
- Catch up on any work from the week, if needed**
- Optional Complete this week's bonus activity: Exploring the Time (1968) and Place (Oakland, California)**

Use the links below to learn about Oakland, California, and about some of the events that happened in the United States of America and around the world in 1968. An adult should always screen first.

Oakland, California and the Black Panther Party

- <https://www.oaklandca.gov/topics/oaklands-history-of-resistance-to-racism>
- <https://www.blind-magazine.com/news/rediscovering-historic-photos-of-the-black-panther-party-in-1960s-oakland/> (screen first--this is included for the photos but the article may be of interest to older learners)
- <https://www.theguardian.com/artanddesign/gallery/2019/feb/17/black-panthers-photo-gallery-1960s-san-francisco-art-institute>
- <https://www.kennethpgreenphotography.org/#/oakland-community/>
- <https://www.kennethpgreenphotography.org/#/black-panther-party/>

1968

- <https://www.si.edu/spotlight/1968> (screen first--some nudity, adult references)
- <https://www.thepeoplehistory.com/1968.html> (screen first)

IMPORTANT: Clickable links from every lesson in this curriculum can be found in the Clickable Links PDF that came with your purchase!

- Optional Complete Social Studies Prompt for the Week**
See next page for details.

BLOSSOM & ROOT

INTEGRATED LANGUAGE ARTS // LEVEL 6

Creativity & Community

INDIVIDUAL NOVEL STUDY

STUDENT NOTEBOOK



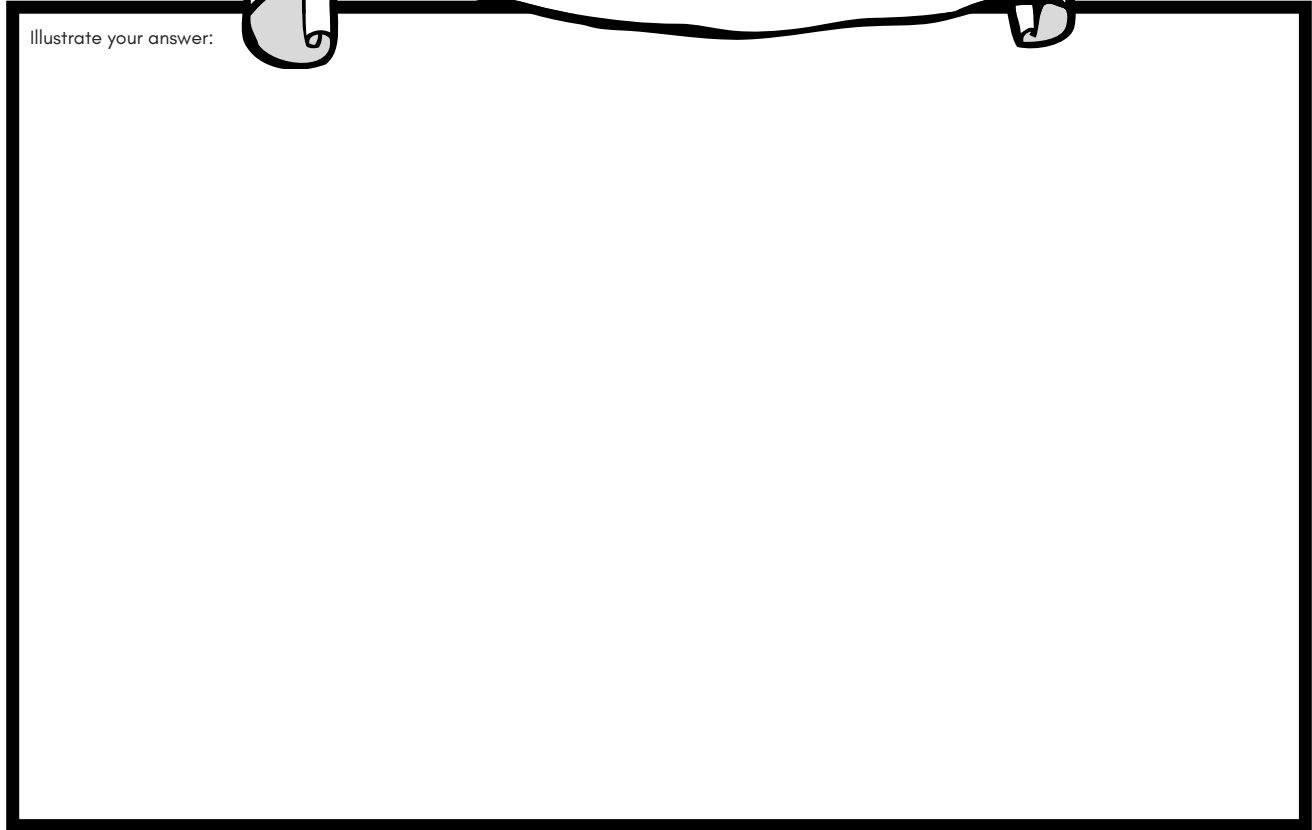
ONE CRAZY SUMMER
BY RITA WILLIAMS-GARCIA

Integrating Creativity, Social Studies, Reading, and Writing with Fiction, Non-Fiction, and Poetry

Week 1

Literature Journal

Illustrate your answer:



What's in a Name?: Names are an important motif in *One Crazy Summer*. In the first chapter, Delphine reflects on two different names used by the same person--Cassius Clay and Muhammad Ali--and what these names bring to mind for her. She says "Cassius Clay" sounds like "the clash of fists" while "Muhammad Ali" reminds her of a "mighty mountain." Think of two or more names and write down what they look, sound, or feel like to you. These can be people you know, celebrities from sports or entertainment, characters in books or films, etc. Describe what these names bring to your mind, using specific images or details.

Motifs: Names in *One Crazy Summer*

See the "Elements of Story" prompt in the lesson guide for instructions.

Symbols in *One Crazy Summer*

See the "Elements of Story" prompt in the lesson guide for instructions.

Read first: According to the lesson guide, you will complete prompt 1 below on Day 2, prompt 2 on Day 3, and prompt 3 on Day 4. The corresponding passage can be found on the "copywork passage" page.

Prompt 1: All of the words in the entire world can be sorted into eight categories called the parts of speech. They are nouns, pronouns, adjectives and articles*, verbs, adverbs, prepositions, conjunctions, and interjections. (*In this level, we will group articles with adjectives.) In this novel study, we are going to focus on adjectives.

Adjectives modify nouns and pronouns. They can change or adapt any noun or pronoun to better suit our needs. Let's take one noun--"smile"--and modify it with several different adjectives. A *cunning* smile is different from a *gentle* smile. A *cruel* and *spiteful* smile would never be confused with a *warm* and *genuine* smile. Can you picture a *sheepish* smile? What about a *flat* smile? A *dazzling* smile? A *gruff* smile? Can you see how all of these adjectives modify the noun "smile"?

Adjectives can also modify pronouns. When they do, they're usually connected to them by a linking verb like "is," "looked," or "seems." For example, "She is *relentless*." "It looked *weather-worn*." "He seems *antsy*."

On the following page, play with adding some adjectives to the sentences to modify the nouns and pronouns. Try to use strong and descriptive adjectives that really breathe life into the nouns and pronouns. (Answers will vary.)

Prompt 2: Adjectives are a bit like spices in a recipe. The right adjectives can modify a noun and bring a sentence to life the same way the right spices can enhance a meal and balance it just right. However, too many adjectives (or the wrong adjectives) can clutter and ruin a sentence just like too many spices (or the wrong spices) can clutter and ruin a recipe.

Let's take a look at an example. In following sentence, there are too many similar adjectives that can be reduced or replaced with a more descriptive adjective: "Renee held out a small, little, tiny key." Let's eliminate the redundant adjectives and replace them with one stronger adjective: "Renee held out a minuscule key."

The passage at the bottom of the following page contains too many adjectives. Can you eliminate the redundant or unnecessary adjectives and replace those weaker adjectives with a stronger, more descriptive adjective? (Answers will vary. You may use a thesaurus if you like.)

Prompt 3: Today, you will copy the copywork passage (or a portion of the passage), using your best printing. Can you spot the adjectives in the passage? Highlight or underline them, and check your answer against the dictation page in the lesson guide.

Prompt 1: Modify the nouns and pronouns by adding adjectives in the blanks.

The _____ peacock paraded away merrily.

Three bowls of _____ porridge rested on the _____ table.

He is a /an _____ artist but a / an _____ teacher.

The _____ magician stumbled through the show.

A / an _____ storm roared all night over the _____ seaside town.

Who left their _____ socks on the stairs?

I'll never go near that _____ house again.

The statue near the entrance seemed _____ on such a _____ day.

The _____ crew gazed out over the _____ and _____ forest.

Prompt 2: Correct the Passage

I pushed against the big, large, giant door until it finally creaked open. Inside was a pretty, lovely, nice garden surrounded by an old, aging brick wall. As I crossed beneath the doorway, my nose filled with the nice, pleasant scent of rose and gardenia blossoms.

When the door had swung, I heard a rustle between the flash of opening and closing. Like fall leaves rustling. I looked up in time to see white wings hanging from above in the quick flash of the opened door.

To the normal kids in my classroom, that would have looked crazy. White wings hanging in the kitchen.

Parents: Cursive copywork / dictation passages can be found in the Cursive Copywork and Dictation Passages at the end of the Lesson Guide PDF.

wring

greatly dismayed or horrified

warble

to grab hold of; to become attached to; to stick to; to steal or take for oneself

appalled

to restrain; to stop oneself from doing something

gawk

to squeeze and twist (something)

glom

to gape or stare foolishly

scrutiny

critical observation or examination

refrainto sing in a trilling manner or with many turns and variations;
to sing in an uneven, quavering voice

Exploring Words in Context

Step One:

This week, you'll explore some vocabulary words in context. These are all words that appear in *One Crazy Summer*. Look at the clues on the next page, then come back to this page and match the words in the first column above with their definitions in the second column above. If you need a little more context to discern the meaning of a word, open your copy of the book to the page listed after the provided quote. (Some copies of the novel will have different page numbers than those listed.)

Step Two:

Create a doodle, comic, song lyric, dialogue, slogan, poem, etc. using one or more of the vocabulary words provided above. Try to choose words that you're not familiar with yet and use this exercise to help you memorize their meanings in a fun way. A blank page has been provided for you to use after the following page.

wring

context:

"Ma is sore and worn out from wringing your wet clothes and hanging them to dry."
(page 14, "Secret Agent Mother")

warble

context:

"Oh, my. What adorable dolls you are. My, my.' She warbled like an opera singer."
(page 15, "Secret Agent Mother")

appalled

context:

"The redheaded stewardess was appalled by my uppity behavior."
(page 16, "Secret Agent Mother")

gawk

context:

"She thought it was all right to have the large white woman gawk at us, talk to us, and buy our attention." (page 17, "Secret Agent Mother")

glom

context:

"There was something uncommon about Cecile. Eyes glommed onto her."
(page 19, "Secret Agent Mother")

scrutiny

context:

"She looked at all of us wondering not only who we were but *what* we were.
Fern didn't notice the scrutiny." (page 26, "Green Stucco House")

refrain

context:

"Fern hugged Miss Patty Cake but refrained from putting a piece of toast to her doll's lips like she would have done at home. " (page 66, "Breakfast Program")

Week 1

Vocabulary Part Two

Use the space below for your doodles, comics, song lyrics, dialogues, slogans, poems, etc.



Illustrate your narration:

Narration: Share a favorite event from this week's literature selection.



Ask an adult to read the dictation passage in the lesson guide out loud to you a few times, slowly and clearly. As you listen, copy the passage below. You may wish to write on every other line, so you can correct any mistakes on the lines between. When you are finished, use the dictation passage in the lesson guide to check your work. Correct any spelling, punctuation, or grammar mistakes as needed.

Blank lined area for writing the dictation passage.