




Contents

 TEACHER GUIDE	
• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9
 STUDENT HANDOUTS	
• Spotlight on Rita Williams-Garcia	10
• Chapter Questions	
<i>Chapters 1-3</i>	11
<i>Chapters 4-6</i>	14
<i>Chapters 7-9</i>	17
<i>Chapters 10-13</i>	20
<i>Chapters 14-16</i>	23
<i>Chapters 17-20</i>	26
<i>Chapters 21-23</i>	29
<i>Chapters 24-26</i>	32
<i>Chapters 27-29</i>	35
<i>Chapters 30-33</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45
 EASY MARKING™ ANSWER KEY	47
GRAPHIC ORGANIZERS	53

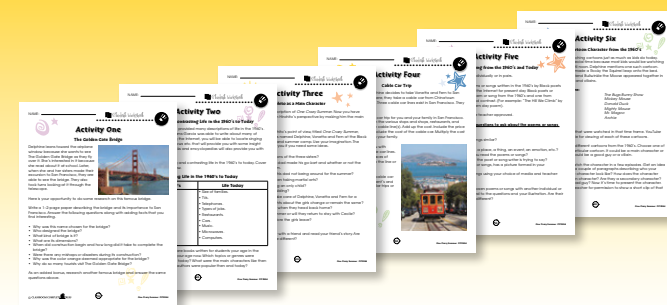
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Rita Williams-Garcia

Rita Williams-Garcia was born in Queens, New York in 1957. To say that she has been writing for most of her life would not be an understatement. While her friends in kindergarten would color, Williams-Garcia would write books. While living with her family in Queens, she and her brother and sister were not able to play outside so, writing stories was a way for her to spend her free time. When she was twelve years old, she began sending out some of her stories to magazines. The magazines responded with very polite rejections. By the age of 14 she sold one of her stories to Highlights magazine. Then, she sold another story to Essence magazine at the age of 20 when she was studying at Hofstra. She spent a year studying dance after she graduated from college, then she auditioned for Broadway musicals. Writing is what she always wanted to do, and by the age of 30, her first book, *Blue Tights* was published.



a simpler name for the third sister. That's when she decided it had to be Fern.

To write her novels, Williams-Garcia often referred to her diaries, where she wrote about her life as a child living in the 1960's and early 1970's. Her diaries were her primary sources for the Gaither sister's events. Choosing the names of the three sisters in *One Crazy Summer* was a bit of a task. She knew that one of the girls would be named Delphine; however, when she wrote to her editors about her story idea, she didn't have names for the two younger sisters. She played around with clapping out Delphine's name and soon came up with Vonetta. She then knew that she wanted

The chapter titled, "Colored Counting" is an activity that she and her siblings would do while watching T.V. Garcia-Williams admits she is not a poet so, when she realized that her character Cecile and later Fern were poets, she at first wanted to find a different way for Cecile to express herself rather than through poems. The poetry won out. Originally, she planned for Delphine to be the poet, not seven-year-old Fern; however, Delphine was just too busy to have the time to think about poems.

Did You Know?

- She enjoys doing the research for her stories and using her imagination.
- She loves to box, knit and dance.
- Her book *Clayton Byrd Goes Underground* was a finalist in the National Book Award.



Chapters Four to Six

(Green Stucco House to Collect Call)

Answer the questions in complete sentences.

1. At the end of the first three chapters, the girls have met their mother and are on their way to her house. What do you predict will happen in the following chapters?

2. How do you think you would react if you were in the same situation that Delphine, Vonetta, and Fern are facing?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- | | | | |
|----|---------------|--|---|
| 1 | stucco | An open shelter at the side of a building. | A |
| 2 | hippie | To slow down or fall behind. | B |
| 3 | franks | A hard covering for an exterior wall. | C |
| 4 | daybed | Moving from place to place. | D |
| 5 | monkey wrench | Police. | E |
| 6 | scrutiny | A searching or close look. | F |
| 7 | carport | A young person who rejects what society expects. | G |
| 8 | fugitive | A bed on wheels which fits beneath a bed. | H |
| 9 | coppers | To damage or change something so it no longer works. | I |
| 10 | lag | Hot dogs. | J |



Chapters Fourteen to Sixteen

(Coloring and La-La to Big Red S)

1. Put a checkmark (✓) next to the answer that is most correct.

- a) The middle Ankton girl asked, "Why she run around with her dolly?" Vonetta said:
 - A "It's her friend."
 - B "I don't know."
 - C "She likes it. That's all."
 - D "She's silly."
- b) Cecile asked Delphine why she was letting her sisters fight? Delphine wanted:
 - A Cecile to be a real mother and break up the fight.
 - B someone else to stop the fight and take care of her sisters.
 - C to go read a book.
 - D None of the above.
- c) Why did Vonetta color black marker all over Miss Patty Cakes?
 - A She wanted the doll for herself.
 - B She wanted the doll to go into the garbage.
 - C She was trying to make the doll as black and proud as Crazy Kelvin.
 - D It was the only marker she could find.
- d) What did Delphine do when Sister Mukumbu asked if she wanted to read the newspaper?
 - A She shook her head no.
 - B She nodded and pulled out two dimes.
 - C She laughed and said, "No way!"
 - D She said, "Yes, Sister Mukumbu!"
- e) Which groceries did Delphine purchase from Safeway?
 - A Onion, potatoes, cabbage, chicken thighs, and chicken wings.
 - B Onion, cabbage, chicken wings, and chicken legs.
 - C Onion, lettuce, chicken thighs, and chicken legs.
 - D Onion, potatoes, cabbage, chicken thighs, chicken wings, and stewed prunes.



Chapters Thirty to Thirty-three

(The Third Thing to Afua)

Answer each question with a complete sentence.

1. How did Vonetta change Nzila's poem?

2. Fern recited a poem. What was her poem about?

3. Eunice makes a discovery about Delphine and Hirohito. What is it?

4. Delphine didn't call Pa when Cecile was arrested. She shares her reasons with Cecile. What are they?

5. What did Cecile tell Delphine about herself?

6. Who is Afua and how did the sisters say good-bye to Cecile at the airport?

Journaling Prompt

In your final journal entry, write from either Hirohito's or Delphine's point of view. Write about the Black Panther summer camp and the rally. Do you think they will write or see each other next summer at the camp?



Chapters 14 to 16

(Coloring and La-La to Big Red S)

Plan a Family Meal

Delphine planned a meal for her sisters and Cecile. Using a budget of \$20.00, look through flyers online or in the mail and plan a healthy meal for your family. Ensure that you have the basic food groups covered: dairy, fruits and vegetables, protein (meat, fish, egg, beans, lentils, etc) and grains (bread, rice, corn, pasta, etc.) Calculate the total cost and the amount left over you will receive from your \$20.00.



Chapters 17 to 20

(China Who to Rally for Bobby)

Make a 30-Second Radio or TV Commercial

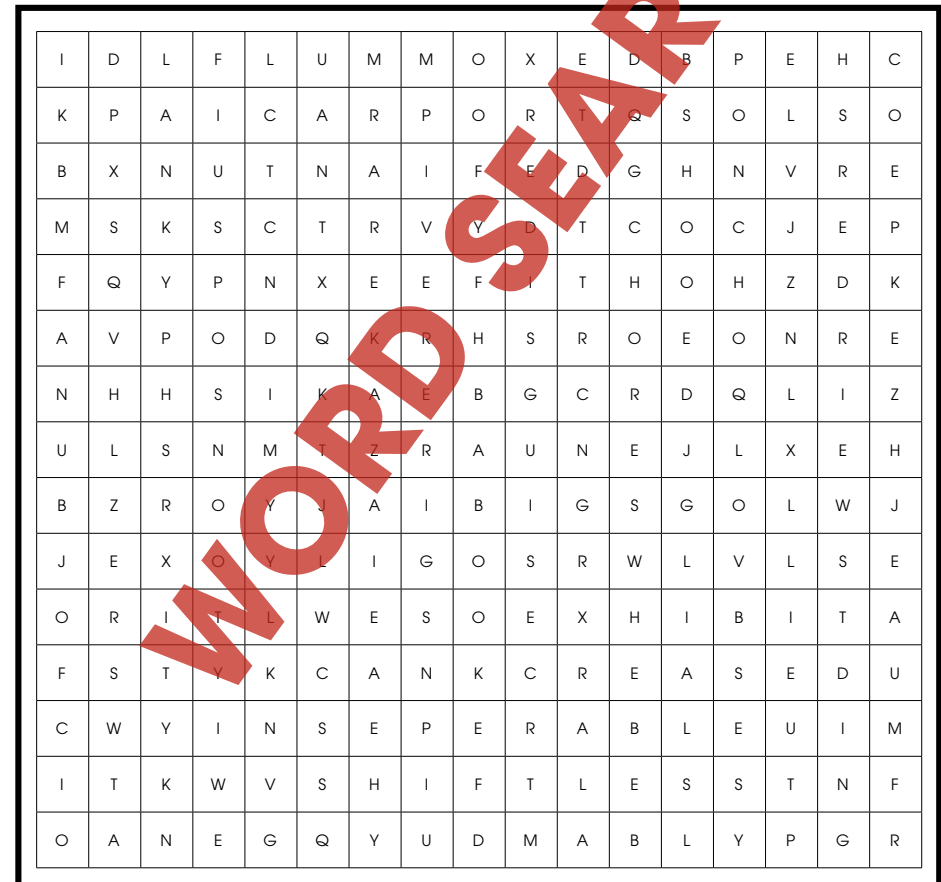
Write a unique commercial of a 1960's person, place, product or thing. Williams-Garcia mentions many in *One Crazy Summer*. For example: You might decide to write a commercial about a car. Which car from the 1960's would you like to feature? Record it as either a radio commercial or one to watch on TV or a device. It should be 30 seconds in length. You will find some examples of 1960 commercials online. However, yours should be different and original. Be careful, 30 seconds isn't a very long time. So, you will have to make every word count. Decide if it is a 1960's commercial or a modern day one.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

beakish	disguise	knack	shiftless
carport	exhibit	lanky	shoed
chores	flummoxed	litterbug	snooty
crease	inseparable	poncho	sops
defiant	jolt	rally	weirder



Comprehension Quiz

8. As Vonetta practices her poem, why does Delphine tell Vonetta that she is just like Cecile?



9. What did Mrs. Woods and Hirohito do for the sisters while Cecile was in jail?



10. What are two ways Delphine took good care of Vonetta and Fern?



11. Why did Delphine offer to help Mrs. Woods with the chores?



12. Describe the rally and what happened at it.



13. What happened to Cecile when she was 11 years old?



14. In your opinion, what has Cecile learned about her daughters?



SUBTOTAL: /17

Historical Fiction

A novel or story is historical fiction if it takes place 50 years or more before present day. The author describes people, places, events or objects from the 1960's. The combination of history and fiction shows that this novel is historical fiction. Fill in the red Historical column with proof from the novel that shows it is historical. Fill in the purple Fiction column with proof that shows it is fiction.



Historical: Real people, events, places, or objects.

Fiction: Author's imagined people, events, places or objects.

GRAPHIC ORGANIZERS

NAME: _____

After You Read 



Chapters Fourteen to Sixteen

(Coloring and La-La to Big Red S)

Answer each question with a complete sentence.

- Why did Delphine choose the Free Huey poster to color with Fern?

- Why did Delphine take her sisters to the library instead of the park?

- Delphine tried to clean Fern's doll. Describe what she did and if it worked. (There are five items she used).

- Fern was having difficulty counting the newspapers. What shortcut did Delphine suggest?

- Delphine had 10 dollars to buy groceries. How much did she spend and how much did she have left?

- Delphine wanted to cease the fighting between her sisters by becoming their enemy. How did purchasing food from Safeway instead of pizza or Mean Ming's food do this?

Journaling Prompt

In these Chapters, the author shares, "We all have our own la-la-la song. The thing we do when the world isn't singing a nice tune to us. We sing our own nice tune to drown out ugly." What do you think she means by this? Have you, a friend, or a sibling ever had to do this? Explain the circumstance.

1.
With just the two of them coloring and Fern coloring very slowly (snail-like) choosing the poster with just two words was the best choice.

2.
She had to separate her sisters because they were still angry with each other and could not play together. At the library she could do this.

3.
She used a bar of Ivory soap, a washcloth, Ajax, Pine Sol and a scouring pad. It didn't work.

4.
She had Fern to count out ten of ten and lay them this way. Count the next ten and lay them that way.

5.
She spent \$2.44 and had \$7.56 leftover.

6.
Instead of being mad at each other the girls could be mad at Delphine for buying food that was better to eat than takeout food.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- sole
- commercial
- rally
- Flummoxed
- vain
- scolded
- complexion
- Civics
- corny
- expressionless

1.

a) **T**

b) **T**

c) **F**

d) **T**

e) **F**

f) **F**

2.

a) 6

b) 1

c) 5

d) 4

e) 3

f) 2

1.

She learns that he is half Japanese and black and his father was arrested.

2.

Cecile is the Establishment. She finds them an old radio.

3.

The sisters watch TV and count all the colored people they see in shows and in commercials. They also count the words that they say.

4.

Delphine means that Hirohito could be getting angry or sad.

5.

Delphine felt angry and afraid and feels that she and her sisters may not be safe at the rally, or even at the Center. She thinks Big Ma and Pa would want her to keep her sisters safe.

6.

She responds, "It's dangerous, even being at the Center is dangerous. I have to look out for my sisters you know."



One Crazy Summer – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



Chapters Four to Six

(Green Stucco House to Collect Call)



Answer the questions in complete sentences.

1. At the end of the first three chapters, the girls have met their mother and are on their way to her house. What do you predict will happen in the following chapters?

2. How do you think you would react if you were in the same situation that Delphine, Vonetta, and Fern are facing?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

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- 2 **hippie**
- 3 **franks**
- 4 **daybed**
- 5 **monkey wrench**
- 6 **scrutiny**
- 7 **carport**
- 8 **fugitive**
- 9 **coppers**
- 10 **lag**

- A An open shelter at the side of a building.
- B To slow down or fall behind.
- C A hard covering for an exterior wall.
- D Moving from place to place.
- E Police.
- F A searching or close look.
- G A young person who rejects what society expects.
- H A bed on wheels which fits beneath a bed.
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Chapters 14 to 16

(Coloring and La-La to Big Red S)



Plan a Family Meal

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Chapters 17 to 20

(China Who to Rally for Bobby)



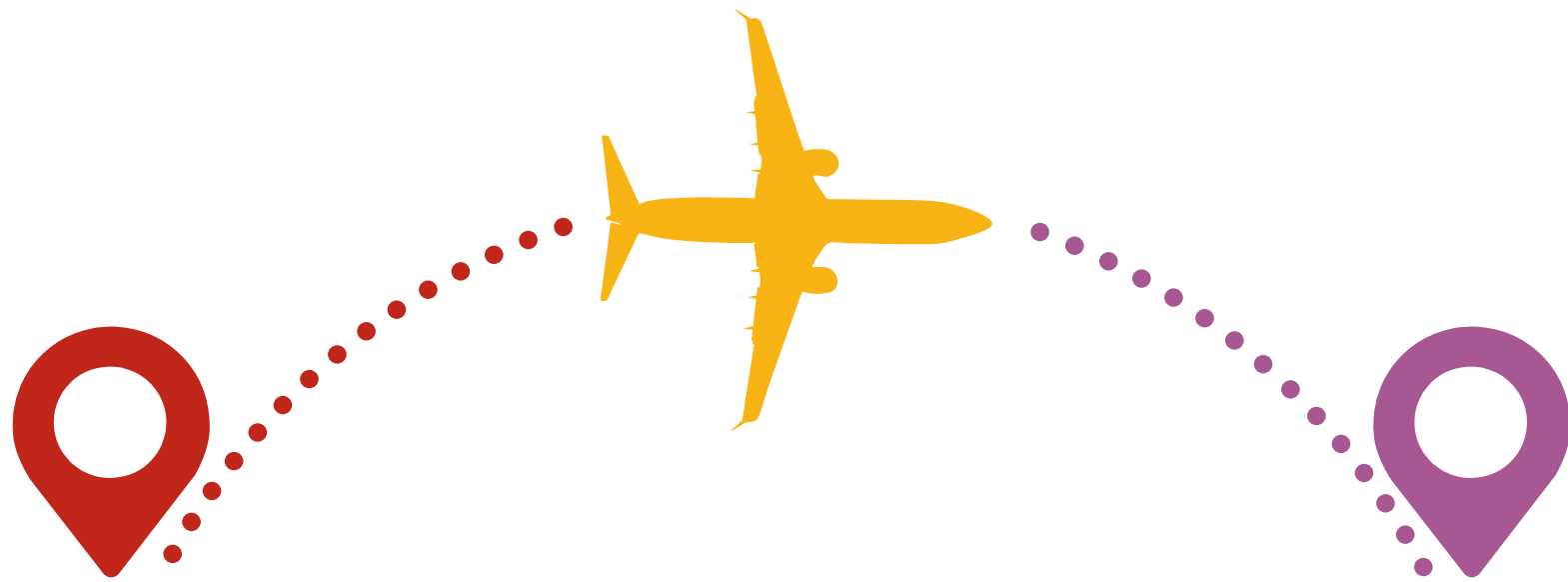
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