

June 27, 2024

Dear Students and Parents,

Congratulations on completing another successful school year! I am sure you are as proud of the academic progress made this year as I am.

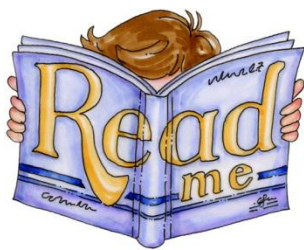
1. Reading is such an important part of learning. Therefore, part of your summer assignment is to read at least three (3) grade-appropriate books using either Learning Ally or a physical copy that you borrowed or own.
2. For each book you read, complete one of the attached book reports that is appropriate for the type of book you read, fictional or informational. Each report is two pages.
3. It is important to write regularly, so attached is a packet of writing prompts with guided practice activities.

Your assignment will be due on the first day of school in September.

Have a safe and happy summer, and enjoy your summer reading!

Sincerely,

Mr. Farrell, Ms. Ferrari, Ms. Basyurt, Ms. Juan, and Mrs. Soriano



Name _____

Date _____

Book Report: Fiction

Title: _____ Author: _____

Write a summary statement for this book.

Using transitions, write an informal outline. Include only the main events from the story. **Don't forget sequence of events, setting, characters, problem, solution, ending**

Choose one character from the book, and answer the following questions.

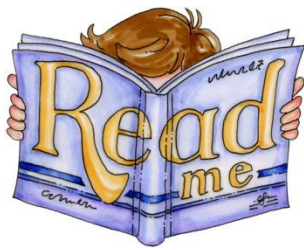
Character Name: _____

Describe the character's personality.

Compare yourself to this character.

Alike: _____

Different: _____



Name _____

Date _____

Book Report: Informational Text

Title: _____ Author: _____

Write a summary statement for this book.

Using complete sentences, write 5 interesting facts that you learned.

Did you enjoy this book or would you have preferred to read another book? Give two reasons why or why not.

How is this text organized? _____

List 5 new vocabulary words you read about. _____

What did some of the illustrations, graphs, and/or diagrams describe or explain. *Hint: Read the captions* _____

Write an unanswered question about this topic. _____

Write a summary of the book complete with a summary statement and transitions.

(Minimum 7 sentences)

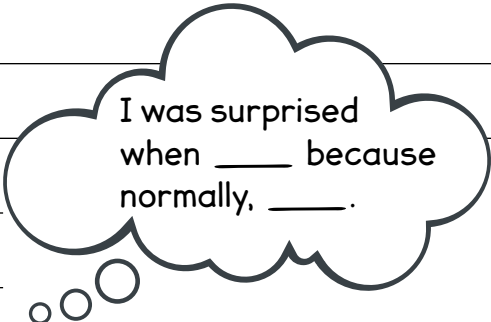
If needed, attach a separate piece of paper.

Choose 3 of the 5 vocabulary listed on the front of this paper and write its definition. Next, illustrate each word to demonstrate its meaning.

Journal Entry 1

PART 1

What is something you have experienced recently that was surprising or unusual? Describe the experience or event and explain what made it interesting or out of the ordinary.



Lesson 1

Phrases and Clauses



Introduction

Phrases and **clauses** are groups of words that give specific information in a sentence.

- A **phrase** may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

Sentence: The great American artist Romare Bearden was born on September 2, 1911.

Phrase 1: The great American artist Romare Bearden (*contains subject*)

Phrase 2: was born (*contains predicate*)

Phrase 3: on September 2, 1911 (*contains neither*)

- A **clause** contains both a subject and a predicate. An **independent clause** can stand alone. A **dependent (subordinate) clause** depends on another clause and cannot stand alone.

Sentence: Although Bearden was born in North Carolina, his family eventually moved to New York.

subject **predicate**

Clause 1: Although Bearden was born in North Carolina (*dependent*)

subject **predicate**

Clause 2: his family eventually moved to New York (*independent*)



Guided Practice

Circle P for phrase or C for clause to identify the underlined group of words in each sentence. Then write D above any dependent clauses.

Hint

A dependent clause often begins with *before, after, or until*. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

- | | | |
|---|---|-------|
| 1 | <u>Before he began his career as an artist,</u> Bearden received a degree in education. | P C |
| 2 | <u>After college,</u> he worked as a social worker in New York City. | P C |
| 3 | <u>He studied the works of many European artists,</u> including Picasso and Matisse. | P C |
| 4 | Bearden also studied <u>African art and Chinese landscape paintings.</u> | P C |



Independent Practice

For numbers 1–4, select the group of words that answers each question.

- 1** Which group of words in this sentence is a clause?

When World War II broke out, Bearden served in the U.S. Army.

- A** broke out
- B** in the U.S. Army
- C** served in the U.S. Army
- D** When World War II broke out

- 2** Which group of words in this sentence is a dependent clause?

After that, Bearden spent time in Paris, where he studied art.

- A** where he studied art
- B** spent time in Paris
- C** After that
- D** Bearden spent time

- 3** Which group of words in this sentence is an independent clause?

Back in New York once more, Bearden briefly became a songwriter before pursuing art again.

- A** Bearden briefly became a songwriter
- B** became a songwriter before pursuing art again
- C** Back in New York once more
- D** before pursuing art again

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)

Number
Correct

4

- 4** Which group of words in this sentence is a phrase?

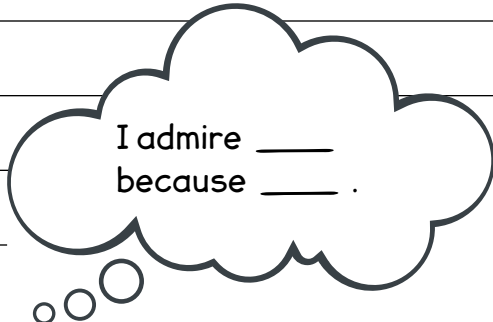
In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.

- A** he also became active in civil rights
- B** In the 1960s, while Bearden focused on creating collages
- C** In the 1960s
- D** while Bearden focused

► **Try It** Read what you wrote in Part 1. See if you can find two phrases and two clauses in your own writing. Underline the phrases you find. Put two lines under the clauses.

Journal Entry 2

Who is someone you admire or look up to? Describe the person. What qualities do they have that make you respect that person?



Lesson 2

Adjective Phrases and Clauses



Introduction

Remember that phrases and clauses are groups of words that give specific information in a sentence. A **clause** has both a subject and a predicate, while a **phrase** may have one or the other but not both.

Some phrases and clauses function like **adjectives**, modifying a noun or a pronoun in a sentence.

- An **adjective phrase** tells “which one,” “what kind,” or “how many.”

My **uncle from Chile** is my mother’s little brother.
(tells which uncle)

- An **adjective clause** also tells “which one,” “what kind,” or “how many.” It usually begins with a relative pronoun, such as *who*, *whose*, *whom*, *which*, or *that*. The relative pronoun often serves as the subject of the clause.

He has a **job that takes him all over the world**.
(tells what kind of job)



Guided Practice

Identify the underlined group of words as an adjective phrase or an adjective clause by writing *phrase* or *clause* on the line. Then draw an arrow from the phrase or clause to the noun it modifies.

Hint

A clause can include several phrases within it. These phrases are often **prepositional phrases**, which are phrases that often describe the location, direction, or timing of something.

- 1 My uncle told me a funny story about a mistake that he made at a hotel in Paris. _____
- 2 Uncle Nestor, whose French is not very good, went to the front desk to ask for an extra blanket. _____
- 3 The clerk at the desk looked puzzled. _____
- 4 It turns out that Uncle Nestor had confused the word for *blanket* with the word meaning “flag.” _____
- 5 The clerk thought my uncle wanted to wrap himself in a flag, which would not be very warm! _____



Independent Practice

For numbers 1–3, choose the group of words from each sentence that is an adjective phrase.

1 Kenya, in eastern Africa, was where Uncle Nestor lived for two years.

- A** for two years
- B** in eastern Africa
- C** where Uncle Nestor lived
- D** lived for two years

2 He also spent a lot of time in Prague, which is a city in the Czech Republic.

- A** a lot of time
- B** also spent
- C** in the Czech Republic
- D** which is a city in the Czech Republic

3 A man from the island of Crete convinced Uncle Nestor that he should spend some time there.

- A** that he should spend some time there
- B** from the island of Crete
- C** convinced Uncle Nestor
- D** A man from the island

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)
 5 (A) (B) (C) (D)

Number Correct / 5

For numbers 4 and 5, choose the group of words from each sentence that is an adjective clause.

4 Uncle Nestor worked for a while on a ship that sailed the Caribbean.

- A** that sailed the Caribbean
- B** for a while
- C** Uncle Nestor worked
- D** on a ship

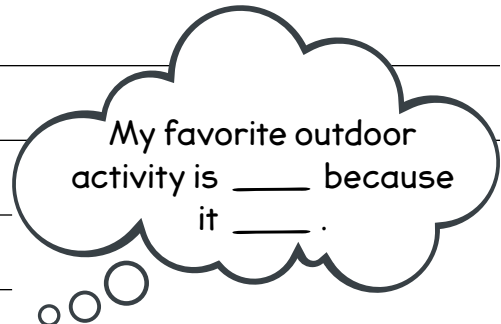
5 The captain of the ship was a man named Ramón, whom Nestor knew from Chile.

- A** of the ship
- B** knew from Chile
- C** a man named Ramón
- D** whom Nestor knew from Chile

► **Try It** Read what you wrote in Part 1. Look for adjective phrases or clauses. Remember, these give specific information in a sentence. If you haven't written any, see if you can revise a sentence to be more specific.

Journal Entry 3

What is one activity that you enjoy that you can do outdoors? Imagine explaining the activity to someone who has never heard of it before. What does it involve? What equipment do you need? What makes it fun?



Lesson 3

Adverb Phrases and Clauses

**Introduction**

Phrases and clauses are groups of words that give specific information in a sentence. A **clause** has both a subject and a predicate, while a **phrase** does not.

Some phrases and clauses function like **adverbs**, which means they modify a verb, an adjective, or another adverb in a sentence.

- An **adverb phrase** tells “how,” “when,” “where,” or “why.” It is often a prepositional phrase.

Soccer players **wear** protective gear **on the field**.
(tells where; modifies verb *wear*)

Soccer gloves are **thick with padding**.
(tells how; modifies adjective *thick*)

- An **adverb clause** can also tell “how,” “when,” “where,” or “why.” It is always a dependent clause.

Gloves **protect** goalies **when they catch the ball**.
(tells when; modifies verb *protect*)

Goalies **need** gloves **because the ball can hurt**.
(tells why; modifies verb *need*)

**Guided Practice**

Circle the word in each sentence that the underlined phrase or clause modifies. Write *how*, *when*, *where*, or *why* to explain what the phrase or clause tells.

Hint

Often an adverb phrase or clause immediately follows the word it modifies, but sometimes other words separate the two. The phrase or clause may also come at the beginning of a sentence, *before* the modified word.

- Goalies are the only players who touch the ball with their hands.

- As the ball comes toward the goal, the goalie moves quickly.

- If necessary, the goalie dives onto the ground. _____

- Sometimes the other team scores because the ball gets past the goalie. _____

- The game is over after two halves of play. _____



Independent Practice

In numbers 1–3, choose the information that the underlined adverb phrase or clause provides about the word or words in bold.

1 Before you sign up for a soccer team, you **should get** the gear you need to stay safe.

- A how
- B when
- C where
- D why

2 Your shin guards must fit **snugly** against your lower leg.

- A how
- B when
- C where
- D why

3 Many players also **use** a mouth guard because it protects their teeth, tongue, and jaws.

- A how
- B when
- C where
- D why

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)

Number Correct / **4**

In number 4, how does the underlined group of words function in each sentence?

4 Regular running shoes are not safe for soccer.

- A It is an adverb clause that modifies the noun *shoes*.
- B It is an adverb phrase that modifies the verb *are*.
- C It is an adverb phrase that modifies the adjective *safe*.
- D It is an adverb clause that modifies the adjective *safe*.

► **Try It** Read what you wrote in Part 1. Can you find any adverb phrases or clauses in your own writing? Look for phrases that tell “how,” “when,” “where,” or “why.” Underline any that you find.

Lesson 5

Complex and Compound-Complex Sentences



Introduction

A **clause** is a group of words with both a subject and a predicate. An **independent clause** can stand alone; a **dependent clause** cannot. A dependent clause usually begins with a **subordinating conjunction** such as *while*, *because*, or *although* or a **relative pronoun** such as *who*, *that*, or *which*.

- A **complex sentence** has an independent clause and at least one dependent clause.

While many people enjoy music, some scientists think that it also makes them smarter.

Scientists have done studies that suggest a link between music and reading skills.

- A **compound-complex** sentence has at least two independent clauses joined by a **coordinating conjunction**, as well as one or more dependent clauses.

Scientists have made some important discoveries about music, and this research has encouraged people who want school music programs to continue.



Guided Practice

Identify each sentence type by writing **complex** or **compound-complex**. Underline the dependent clause or clauses in each sentence.

Hint

Remember: A complex sentence has one independent clause. A compound-complex sentence has at least two independent clauses. Both types of sentences have at least one dependent clause.

- 1 Researchers have found interesting connections between music and brain activity, although the results are not final.

- 2 When college students in one study had received musical training before age 12, they were able to remember more words from a list than students who had not received training. _____
- 3 In another study, students had higher reading scores after seven months if they had received daily music lessons, and their scores remained high after a year. _____
- 4 Most schools do not want to cut music programs, but some schools have no choice because they do not have enough money.



Independent Practice

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

/ 3

- 1** Which of these is a complex sentence?
- A** Schools have had to cut not only music but also art.
 - B** Many students love music, and most of them like art.
 - C** Teachers value music and art, and many have fought to keep these programs.
 - D** While some children take private music lessons, many students can't afford them.

- 2** Which of these is a compound-complex sentence?
- A** Some schools have found ways to offer music instruction to their students.
 - B** These schools receive money from outside organizations that donate money.
 - C** A foundation is an organization that raises money for causes, and some foundations focus on music programs.
 - D** Music may raise students' test scores, so these foundations see music programs as an investment in the future.

- 3** Which of these is a complex sentence containing more than one dependent clause?
- A** A foundation in Tennessee bought musical instruments for students in Memphis who could not pay for their own instruments.
 - B** Only ten percent of families in the Memphis City Schools could afford to rent an instrument, so the foundation provided the money.
 - C** During the next eight years, the school district was voted one of the "Best Communities for Music Education in America" four times!
 - D** Because the foundation believed in the importance of music, all students in Memphis now have access to instruments, which has changed children's lives.

▶ Try It Read your response from Part 1. Look for any sentences you have written that are complex sentences or compound-complex sentences. If you haven't written any, see if you can revise one of your sentences to be either a complex sentence or a compound-complex sentence.

Lesson 6

Using Different Kinds of Sentences

**Introduction**

Building your sentences in different ways can help you eliminate wordiness and make clear connections between ideas. There are four basic types of sentences:

Type	Definition	Example
Simple	has one independent clause	Jousting was a medieval sport.
Compound	has two or more independent clauses	Medieval knights had to be experts in battle, and jousting was one way to prepare for battle.
Complex	has one independent clause and one or more dependent clauses	<u>Although jousting was a form of entertainment</u> , it also let knights practice important skills.
Compound-complex	has two or more independent clauses and one or more dependent clauses	Jousting wasn't as dangerous as combat, but a knight could still be hurt <u>when he fell off his horse</u> .

Varying the sentence types when you write can also make your writing more interesting to read.

**Guided Practice**

Underline the independent clause or clauses in each sentence.

Then write *simple, compound, complex, or compound-complex* to identify the sentence type.

Hint

The independent and dependent clauses in a complex or compound-complex sentence may be in any order. For instance, the dependent clause may come first.

Example:

While a knight had to be brave, he also had to be respectful, and he had to be loyal to his king.

- 1 A knight's training began early in life, and it ended in the knight's teenage years. _____
- 2 Jousts kept knights in great condition for real battles.

- 3 When spectators attended jousts, they often rooted for a favorite knight. _____
- 4 Although jousts often ended in bloodshed, the matches were a popular part of life, and townspeople regularly gathered to watch these events. _____
- 5 Jousting competitions were usually part of a larger tournament that included other events as well. _____



Independent Practice

For numbers 1–3, choose the best way to combine the sentences to eliminate repetition and make the relationships between ideas clear.

1 Jousts could be dangerous. Often knights broke bones. This would happen even though knights wore armor.

- A** Although jousts could be dangerous, knights wore armor and still broke bones.
- B** Because knights wore armor, they broke bones, and jousts were still dangerous.
- C** Jousts could be dangerous, and although knights wore armor, they still often broke bones.
- D** Because jousts could be dangerous, knights broke bones, but knights wore armor.

2 Special lances for jousting had to be made to avoid serious injury. This was because battle lances were such dangerous weapons.

- A** Battle lances were such dangerous weapons that special lances for jousting had to be made to avoid serious injury.
- B** Special lances for jousting had to be made to avoid serious injury although battle lances were such dangerous weapons.
- C** Because the special lances for jousting had to be made to avoid serious injury, battle lances were dangerous weapons.
- D** Battle lances were such dangerous weapons because special lances for jousting had to be made to avoid serious injury.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

3 Knights had many obligations and duties. They had to be strong and kind.

- A** Knights had to be strong and kind, but they had many duties and obligations.
- B** Knights had many duties and obligations, and they also had to be strong and kind.
- C** Knights had many duties and obligations because they had to be strong and kind.
- D** Although they had to be strong and kind, knights had many duties and obligations.

► **Try It** Read what you wrote in Part 1. Can you find at least three different kinds of sentences? Look for simple sentences, compound sentences, complex sentences, and compound-complex sentences.