

LINC/KCPS SUMMER LITERACY PARTNERSHIP 2015

6th Grade ELA/SS

Helping KCPS Scholars Succeed and Read



Student Progress Chart

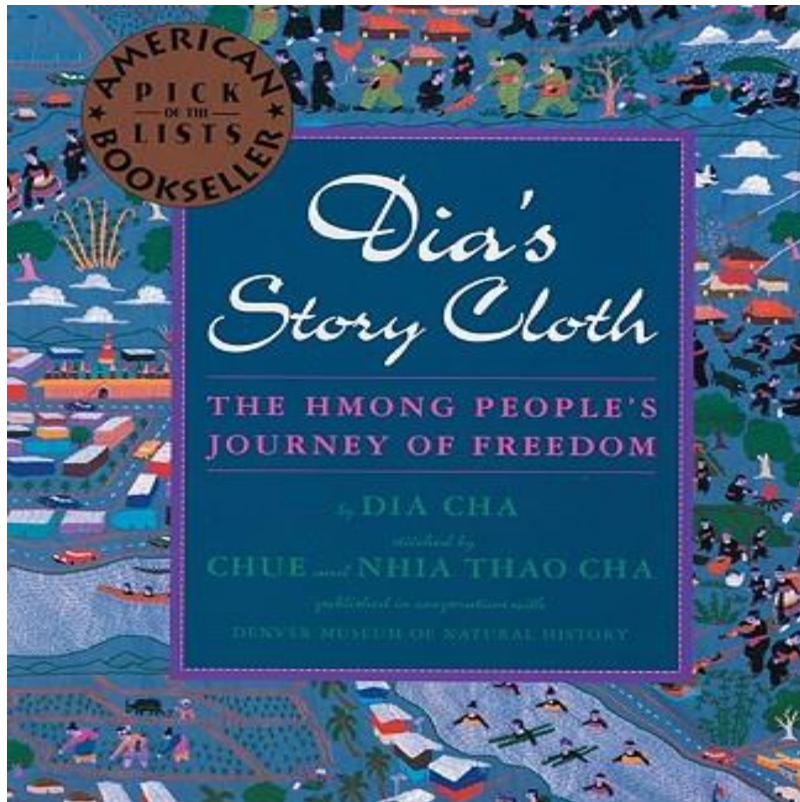
Student Name: _____

Write any reading skills that need particular work. Write in the number correct or percentage for each Reading Test. Circle the attained level for each Writing Test.

| | Reading/Phonics Skills That Need Work | Score | Writing Level | |
|--------------------|---------------------------------------|-------|------------------------|----------------------|
| Pre-Test | | | Advanced Proficient | Basic Below Basic |
| Unit 1 Test | | | Advanced Proficient | Basic Below Basic |
| Unit 2 Test | | | Advanced Proficient | Basic Below Basic |
| Unit 3 Test | | | Advanced Proficient | Basic Below Basic |
| Unit 4 Test | | | Advanced Proficient | Basic Below Basic |
| Unit 5 Test | | | Advanced Proficient | Basic Below Basic |
| Unit 6 Test | | | Advanced Proficient | Basic Below Basic |
| Post-Test | | | Advanced Proficient | Basic Below Basic |

T E S T

Sixth Grade Week One



Text

Dia's Story Cloth:
The Hmong People's Journey
to Freedom

By

Dia Cha

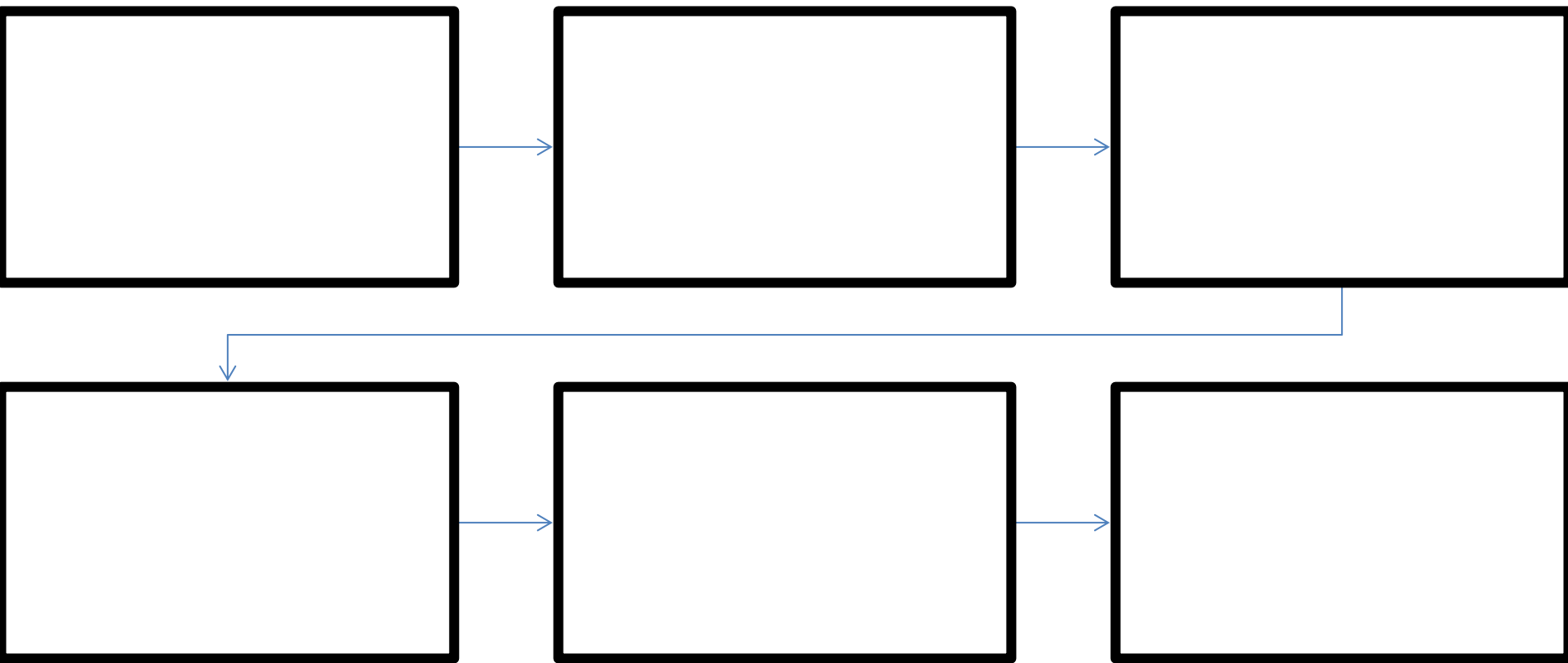
MONDAY / TUESDAY
PRE-READING & READING

| | |
|---|---|
| <p>Activating Prior Knowledge / Predicting</p> | <p style="text-align: center;">This story is about a Hmong family’s survival and fight for freedom.</p> <p style="text-align: center;">Pre-reading Focus Questions</p> <ol style="list-style-type: none"> 1. Look at the cover of the book and discuss the illustration and title. 2. Have students predict what the story might be about. 3. Ask students what they know about the Hmong people–look at the illustration for more Information. |
| <p>Previewing Text: Picture Walk</p> | <p style="text-align: center;">Show the students each picture. Allow student to predict what the story will be about and what is going to happen in the story.</p> |
| <p>Read Aloud & Talking Points</p> | <p style="text-align: center;">Page 1 – How is a Hmong story cloth like a book?</p> <p style="text-align: center;">Page 2 & 3 – Can you imagine having to leave your home and walk to a new home hundreds of miles away?’</p> <p style="text-align: center;">Page 6 & 7 – What would you do if you were in the position the author is in of not knowing news of her father.</p> <p style="text-align: center;">Pages 8 – 11 – How is the story cloth helping the family keep their memories?</p> <p style="text-align: center;">Page 14 – 15 – Do you agree with the way the family convinces the U.S. government that they were refugees?</p> <p style="text-align: center;">Pages 16 & 17 – Now that the author tells how she uses the story cloth, does it fir with your thinking?</p> |

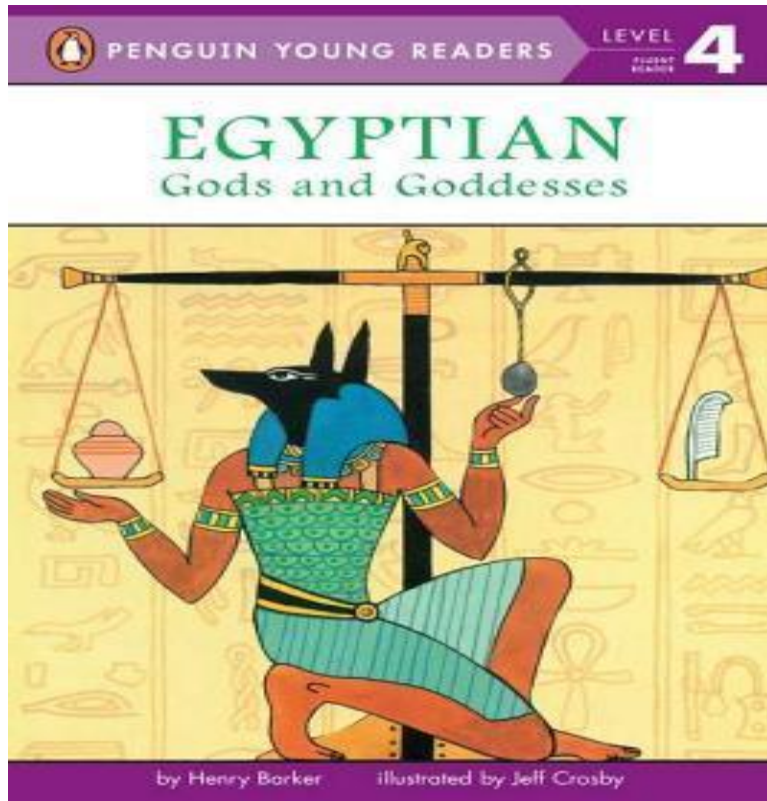
WEDNESDAY / THURSDAY / FRIDAY
READING & RESPONDING

| | |
|--|---|
| <p>Vocabulary Development</p> | <p>Activity: Have students illustrate their understanding of each of the vocabulary words.</p> <p>Key Words: tradition, needlework, refugee, communist, regime, recruit, province, guerrilla, anthropologist, vivid</p> |
| <p>Re-Reading / Drawing Conclusions / Questioning</p> | <p style="text-align: center;">Have students complete a timeline of the story events using the form provided.</p> |
| <p>Main Idea, Summarizing, or Theme</p> | <p style="text-align: center;">Ask and Discuss the following questions.</p> <p style="text-align: center;">Have students discuss in groups of 3 and compose an answer together.</p> <ol style="list-style-type: none"> 1: Did you know people had to go through all that to get freedom? 2: Do you have a story that you could make a story cloth out of? 3: Do you know anyone who has gone though something like this? |
| <p>Writing Project</p> | <p style="text-align: center;">Make a Story Cloth</p> <p style="text-align: center;">In the story, Dia’s family creates a story cloth to tell their memories. Think of a family memory you have and create a drawn or construction paper story cloth of that memory.</p> |

Dia's Family Story



Sixth Grade Week Two



Text

Egyptians Gods and
Goddesses

By

Henry Barker

MONDAY / TUESDAY
PRE-READING & READING

| | |
|--|--|
| Activating Prior Knowledge / Predicting | <p style="text-align: center;">This story is about a Hmong family’s survival and fight for freedom.</p> <p style="text-align: center;">Pre-reading Focus Questions</p> <ol style="list-style-type: none">1. Look at the cover of the book and discuss the illustration and title.2. Ask students what they know about the Egyptian people—look at the illustration for more information. |
| Previewing Text: Picture Walk | <p style="text-align: center;">Say: “ Many people say that Egypt is the birthplace of civilization. Today, we are going to read a book about Ancient Egypt. Your job is to decide if you agree that Egypt is the birthplace of civilization.”</p> <p style="text-align: center;">Show the students each picture. Allow student to predict what the book will be about. Discuss their predictions.</p> |
| Read Aloud & Talking Points | <p style="text-align: center;">After reading, ask and discuss the following questions....</p> <ol style="list-style-type: none">1) How did the dead person get to the Underworld safely?2) What were some of the dangers on the way to the Underworld?3) How was the feather of truth used?4) What was the inside of the Egyptian’s tombs like? |

WEDNESDAY / THURSDAY / FRIDAY
READING & RESPONDING

| | |
|---|--|
| Vocabulary Development | <p style="text-align: center;">Activity: Have students illustrate their understanding of each of the vocabulary words.</p> <p style="text-align: center;">Key Words: gods, warriors, battle, Land of the Dead, soul, Book of the Dead, Hall of Judgment, scale, Field of Reeds, afterlife, mummy, tomb, pyramid, temples</p> |
| Exploration & Research | <p style="text-align: center;">Have students explore the following website to research Ancient Egypt.</p> <p style="text-align: center;">http://www.childrensuniversity.manchester.ac.uk/interactives/history/</p> |
| Main Idea, Summarizing, or Theme | <p style="text-align: center;">The book is all about how the Ancient Egyptians believed the afterlife was like. Have students fill in the Constructed Response Page showing the afterlife process.</p> |
| Writing Project | <p style="text-align: center;">Expository Paragraph</p> <p style="text-align: center;">Have students choose one of the Egyptians gods to research and write an informational paragraph telling what that god was thought to look like and what the god was in charge of. Share your paragraphs.</p> |



Ancient Egypt Constructed Response

Student _____

What did ancient Egyptians believed happened after a person died? Be sure to tell all the events.

A large, empty rectangular box with a black border, intended for the student's written response to the question.

Sixth Grade Week Three



Website

All About
Mesopotamia

By

<http://www.mesopotamia.co.uk>

MONDAY / TUESDAY
PRE-READING & READING

**Activating Prior Knowledge /
Predicting**

This week students will explore the ancient world of Mesopotamia. They probably do not know much about this topic. But, begin by asking...

- 1) Have you ever wondered what ancient civilization were like?
- 2) Do you know which civilization is credited with inventing writing?

Exploration and Research

This week students will explore a website(s) about Mesopotamia and create a powerpoint presentation sharing key information they find out.

Websites to Explore:

<http://www.mesopotamia.co.uk>

www.mesopotamia.mrdonn.org/

www.ducksters.com/history/mesopotamia/ancient_mesopotamia.php

Main Idea

Students will create and present a Power Point Presentation about Mesopotamia.

Suggested Slides:

- 1) Daily Life
- 2) Life for Children
- 3) Jobs
- 4) Politics
- 5) Achievements/Inventions
- 6) Culture and Art

Students can create additional slides as it suits their creativity.

WEDNESDAY / THURSDAY / FRIDAY

READING & RESPONDING

Art Connections

Salt was extremely important to the early Sumarians and Babylonians. They even used it in their art. Let students paint with salt paint.

Salt Paint Recipe

Ingredients:

Salt

Flour

Water

Food Coloring

Directions:

Mix equal parts of salt, flour, and water. Add food coloring to color. Place in small squeeze bottles. The mixture must be used quickly. This recipe must be mixed and used in approximately one hour or it will lose its consistency.

**Re-Reading / Drawing
Conclusions / Questioning**

Mesopotamia made many great contributions to society. Discuss those contributions then have students complete the constructed response form.

Writing Project

Write a historical story.

Let students use the story elements organizer to plan and write a story set in Mesopotamia. They should know a great deal about daily life in ancient Babylonian and Sumaria.

Key Vocabulary

1. code – It is a systematic statement of a body of law.
2. rights – It is the power or privilege to which one is justly entitled.
3. reform – It is to improve by change.
4. justice – It is the administration of law.
5. law – It is a rule of conduct or action.
6. scribe – It is a person that writes. After graduating from a Sumerian school, a young man became a scribe or writer.
7. Mesopotamia – It means land between two rivers.

Ancient Mesopotamia Constructed Response

Student _____



Why is ancient Mesopotamia important to study?
What contributions to society and art did the
Mesopotamians make?

THE ELEMENTS OF A SHORT STORY

Title of Selection: _____

Author: _____

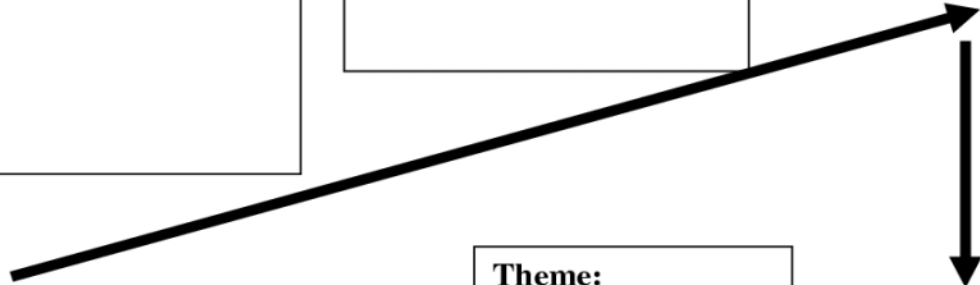
**Basic Situation /
Exposition:**

Conflict:

Complications:

Climax:

Resolution:



Characters:

**Setting: (place, time,
mood/atmosphere)**

Theme:

Point of View:

Tone:

Sixth Grade Week Four



Text

Athens' Democracy

By

www.mrdonn.org

MONDAY / TUESDAY
PRE-READING & READING

| | |
|---|---|
| <p>Activating Prior Knowledge / Predicting</p> | <p>The article this week is about the development of democracy in Athens. Greece..</p> <p style="text-align: center;">Pre-reading Focus Questions</p> <ol style="list-style-type: none"> 1. What is democracy? 2. Where is democracy thought to have been developed? 3. What do you know about Ancient Greece? 4. What do you know about Athens and Sparta? |
| <p>Vocabulary Development</p> | <p>Activity: Have students illustrate their understanding of each of the vocabulary words.</p> <p>Key Words: democracy, ancient, experiment, direct democracy, representative democracy, majority, dispute, Athens, Sparta</p> |
| <p>Main Idea Part I</p> | <p>Democracy is believed to have been invented in Ancient Greece – specifically in Athens. Before reading, fill in your thinking about the question on the constructed response form.</p> |
| <p>Read Aloud & Talking Points</p> | <p>Paragraph #1: Would you consider Athens’ democracy a true democracy? Why or why not?</p> <p>Paragraph #2: What is your opinion of the Athenian system?</p> <p>Paragraph #3: What is Pericles meaning?</p> <p>Paragraph #4: What can you infer about Sparta?</p> <p>Paragraph #5: Why would democracy be considered Athens greatest gift to the world?</p> <p>Paragraph #6: How does a representative democracy differ from a direct democracy?</p> |
| <p>Main Idea Part II</p> | <p>Fill in the After Reading section of the Constructed Response form. Be as specific as you can be based on the article you just read.</p> |

WEDNESDAY / THURSDAY / FRIDAY
READING & RESPONDING

| | |
|--|---|
| <p>Re-Reading / Drawing Conclusions / Questioning</p> | <p>While we read the article, you should have gotten a quick contrast between Athens and Sparta. Today, you will research using the Internet and create a Venn diagram comparing Athens to Sparta.</p> |
| <p>Art Connection</p> | <p>The Ancient Greeks had gods and goddesses for everything. Today, you will create a paper bag puppet of an ancient god or goddess you think the Greeks forgot about. Some possibilities: God of Football, God of Books, Goddess of Dance, Goddess of Soccer</p> |

Athens' Democracy

(from www.mrdonn.org)

What was Democracy like over 2400 years ago in ancient Athens?

Paragraph #1: For one thing, a form of democracy in ancient Greece was only practiced in ancient Athens, and only for about 100 years. It was an experiment. The people really liked it. How it worked is that all citizens had to take an active part in government (rule by many) if called on to do so. At this time, citizens were free men. Women, children, and slaves were not citizens, and thus could not participate or vote.

Paragraph #2: Each year, there was a drawing. 500 names were drawn from a pool of all the citizens of Athens. Those 500 citizens had to serve for one year. During that year, they were responsible for making new laws and for changing old laws as they saw fit. But, nothing they did became law until all the citizens of Athens had a chance to vote yes or no. Majority ruled. So these citizens were the law makers. But all citizens of ancient Athens could vote before any change was made.

Paragraph #3: This form of government is called a direct democracy. That famous Athenian, Pericles, said: "It is true that we (Athenians) are called a democracy, for the administration is in the hands of the many and not the few, with equal justice to all alike in their private disputes."

Paragraph #4: This form of government came to an end in ancient Athens after Athens lost a war with Sparta. This was the Peloponnesian War. For a while, Athens was ruled by a small group of Spartans.

Paragraph #5: For a brief period of time, Athens had a **direct democracy**, or a government in which all citizens vote on rules and laws. We owe them a lot! It is one of their finest gifts!

Paragraph #6: A **representative democracy**, like the government of the United States, is a government whose citizens vote for representatives. These representatives create and change the laws that govern the people.



Democracy in Athens Constructed Response



Student _____

What was Democracy like over 2400 years ago in ancient Athens?

A large, empty rectangular box with a black border, intended for the student to write their answer before reading the text.

MY ANSWER BEFORE READING

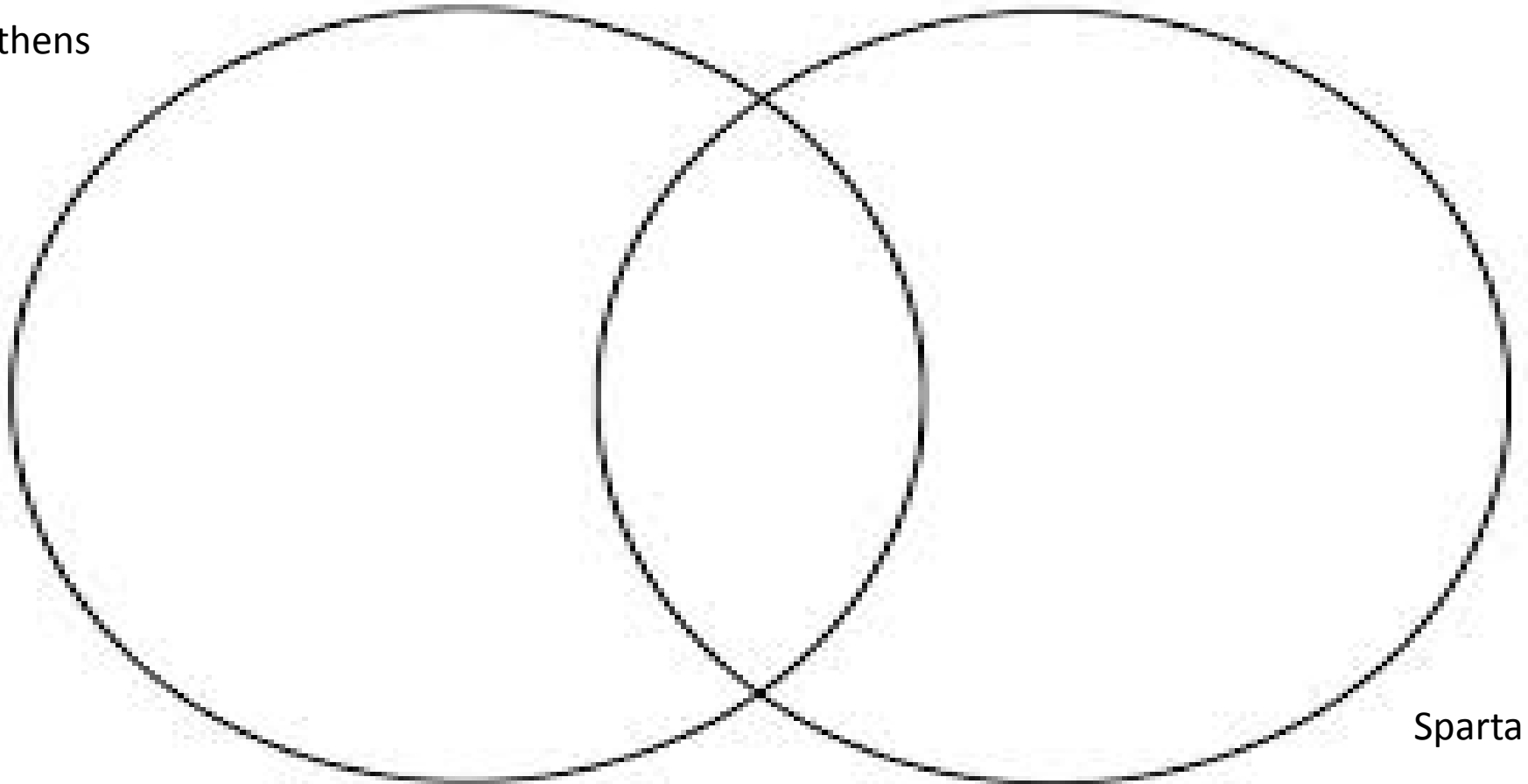
A large, empty rectangular box with a black border, intended for the student to write their answer after reading the text.

MY ANSWER AFTER READING

Athens vs. Sparta

Which city would you have wanted to live in? Why

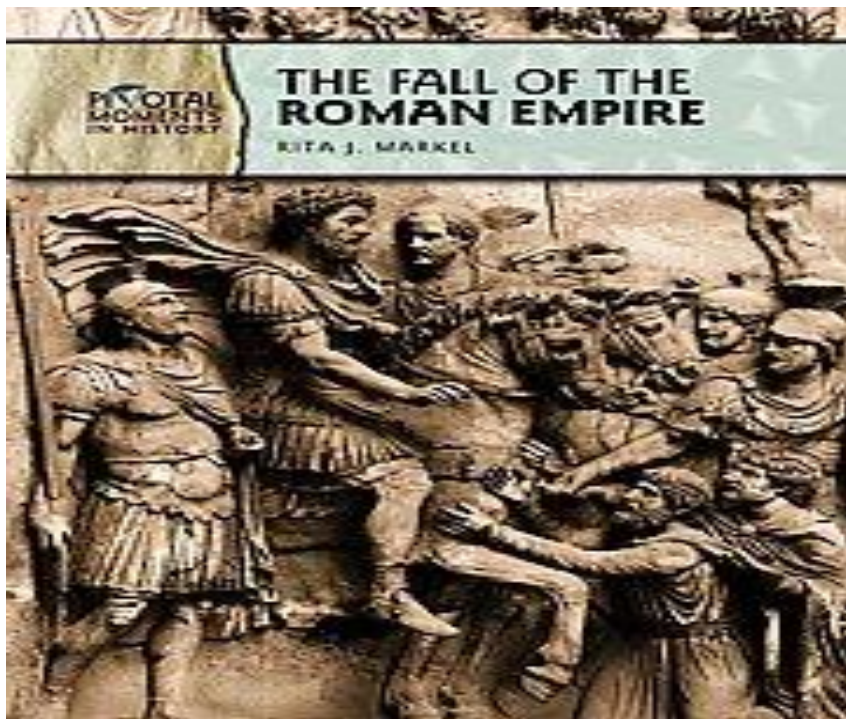
Athens



Sparta

Sixth Grade

Weeks Five & Six



Text

Pivotal Moments in
History: The Fall of the
Roman Empire

By

Rita Markel

PRE-READING & READING

| | |
|--|---|
| Activating Prior Knowledge / Predicting | <p>Last week we studied Ancient Greece. The Ancient Romans took over the Greeks. This week we will read a nonfiction, informational book about Ancient Rome.</p> <p style="text-align: center;">Pre-reading Focus Questions</p> <ol style="list-style-type: none">1. Look at the cover of the book and discuss the illustration and title.2. Have students brainstorm what they know about Ancient Rome.3. Picture Walk through the book and create predictions about what information will be in the book. |
| Vocabulary Development | <p>Activity: Using the vocabulary words, have students decide what they can infer about how Rome's style of government.</p> <p>Key Words: edicts, uprising, dwindled, empire, self-governing, monarchy, rebelled, plunder, dictatorship, legionaries, auxiliaries, prosperity, assassination, seized, duty, honor, conquered, turmoil, representation, emperor, realm, victory, loyalty, discipline</p> |
| Read Aloud & Talking Points | <p>Say: Last week, we read about democracy in Ancient Greece. The government changed while under Roman rule. We are going to read the first chapter of the book, The Fall of the Roman Empire, to see how the government changed. Given the vocabulary words, what can you conclude about Roman government? Why?</p> <p>Page 4 & 5 – What does the fact that Varus chose suicide over surrender tell you about Roman generals?</p> <p>Pages 6 & 7 – How is Roman government like Greek government? How is it different?</p> <p>Page 8, 9, 10, 11 – How is the Roman government changing? Why do you think it is changing?</p> <p>Pages 12 – 16 – What clues does the Roman military tell you about their government style?</p> <p>Pages 17 – 18 – How did Rome use roads to expand its empire?</p> <p>Pages 18 – 20 – Why would the Roman government want to force all the conquered people to speak and use Latin? How did a common language help the Roman government?</p> <p>Page 21 – 22 – How did Rome's open mind about religion help their empire grow?</p> <p>Pages 22 – 26 – How did the Roman government use the arts and entertainment to distract people from watching the actions of the government? Do you think it worked?</p> <p>Pages 26 & 27 – Do you agree that the connections kept the Roman Empire together for 500 years.</p> |

READING & RESPONDING

Discuss the following questions with students...

- 1) Why might The Romans have transitioned from a democracy to an empire? Do you agree?
- 2) How did becoming an empire help the Roman empire grow?
- 3) How might it have contributed to their eventual fall?
- 4) In your opinion, which is stronger a democracy or an empire? Why do you think so?

**Re-Reading / Drawing
Conclusions / Questioning**

Main Idea / Summarizing

Have students write a 1 page summary about the Roman government. They can use the book or Internet to help support their findings.

Social Studies Extension

The following website shows the difference between the Roman kingdom, the Roman republic, and the Roman Empire. Allow kids to explore the various factions of Roman government and decide how they are all the same and different.

<http://www.rome.mrdonn.org/>

http://www.etap.org/demo/grade7_history/lesson1/lesson.html

Writing

Pretend you are a Roman citizen. Write a speech for your fellow citizens to convince them that Rome should be a representative democracy or an empire. Be sure to give at least 3 reasons to support your decision.

