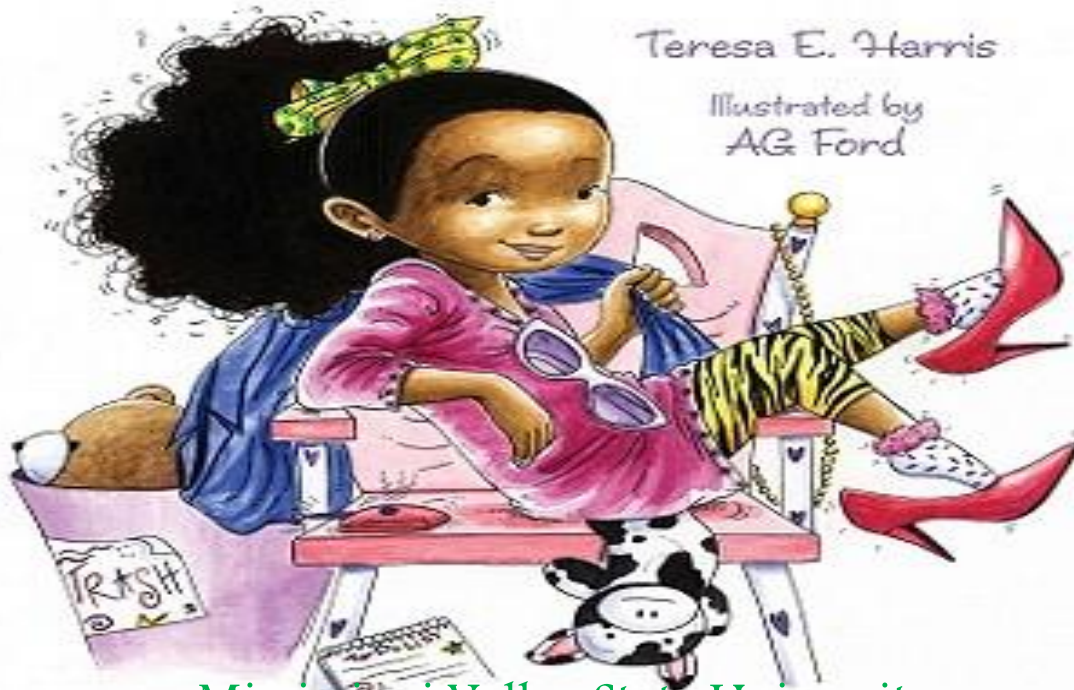


# Summer Jackson ★ Grown Up ★

Teresa E. Harris

Illustrated by  
AG Ford

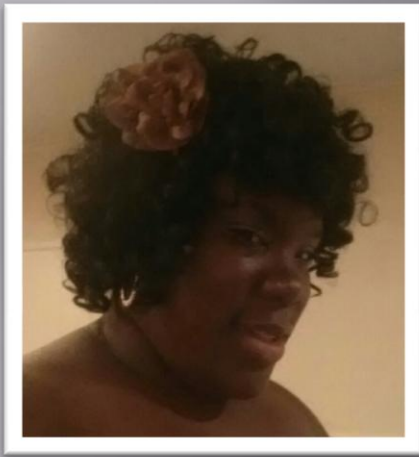


Mississippi Valley State University  
2013 No Child Left Behind Summer Reading Institute

## Thematic Unit

“I Can’t Wait to Be Grown”

# The Real Grown Folks



Tulawna Belcher  
4<sup>th</sup> Grade Reading  
Threadgill Elementary School



Travis Johnson  
9<sup>th</sup> - 10<sup>th</sup> Transition to Algebra and Algebra I  
Greenwood High School



Shakeya Leflore - Johnson  
K - 5 Special Education Inclusion  
Bankston Elementary School



Carmen Wyms  
9<sup>th</sup> Grade World Geography  
Merritt Jr. High School



Ashley L. Washington  
3<sup>rd</sup> Grade General Education Self Contained  
Davis Elementary School

# Summary

Summer Jackson is a feisty seven year old who is absolutely tired of being seven. Summer feels that all the characteristics of a seven year old are unfair. She goes from wanting to be a truck driver to consulting with peers on the playground during recess. Her parents show her that being a grown up is not all it's cracked up to be!

# "I Can't Wait to Be Grown"

## Subject Areas

Reading

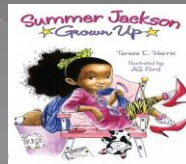
Language Arts

Math

Science

Social Studies

Health



# Reading Activities

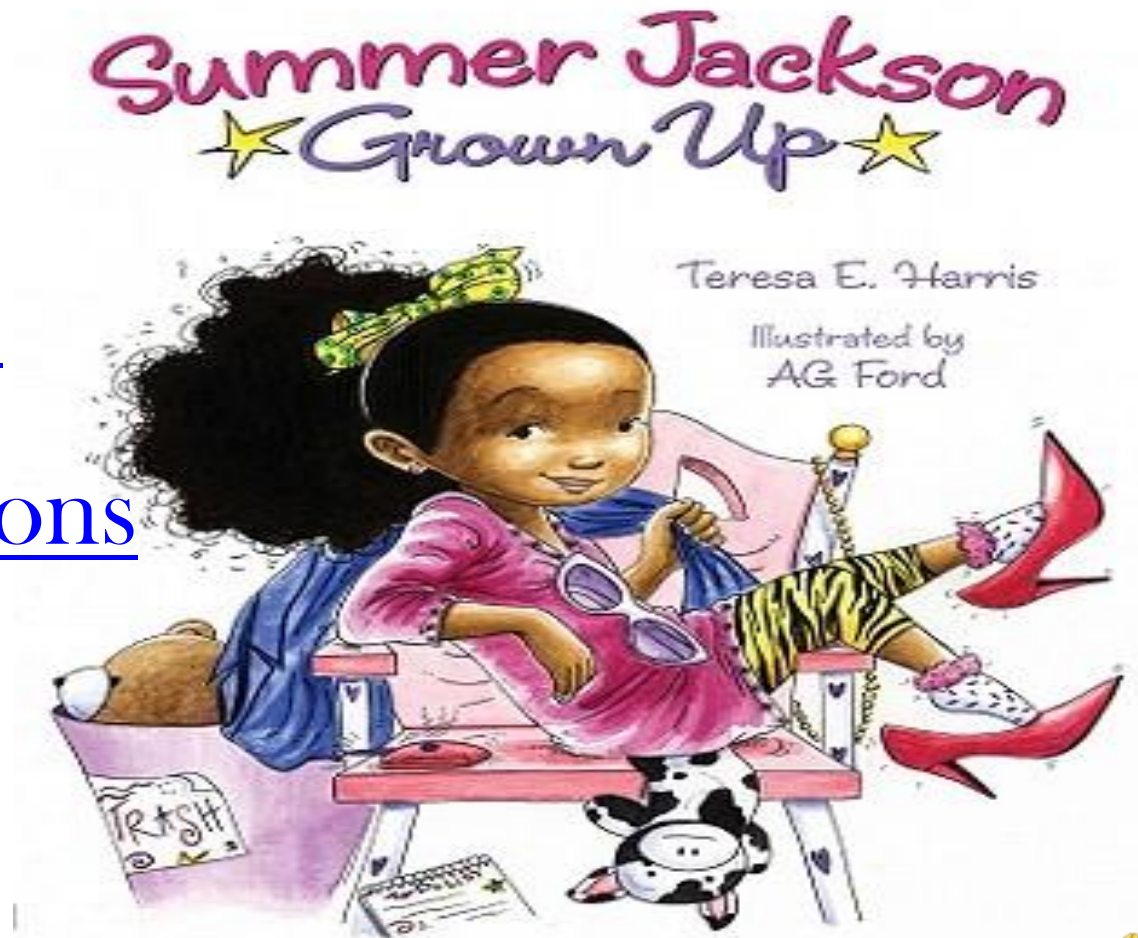
The Story

Questions

A Story Board

Essential Questions

Lesson Plan



# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

### Subject: Reading

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wyms (Social Studies)	<b>Name of Unit:</b> Summer Jackson Grown Up "I Can't Wait to be Grown"	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
<p>RL.3.1 – Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)</p> <p>SL. 3. 2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI. 3. 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Day1:</b>          The <b>Teacher will</b> bring the character Summer Jackson to life with an animated read aloud. (The pages from the book will be visible while teacher reads.)          The <b>Teacher will</b> generate essential related questions and questions based on the levels of Bloom’s Taxonomy.          The <b>Teacher will</b> provide each student with a copy questions          The <b>Student will</b> listen to the teacher as she reads the story aloud and interact with the teacher after the story is read by responding to questions.  <b>Reteach:</b> If needed the teacher will allow a student to re-read the book and assist with responses to questions.  <b>Enrichment:</b> The <b>Students will</b> create a group story board using the guidelines from the Mississippi Reading Fair. (Visual aid and supplies will be provided). The boards will be displayed in the classroom.  <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b></p>	<p><b>Day1:</b>          *Book (Summer Jackson Grown Up by Teresa E. Harris)          *Visual of Book (overhead or promethean board)          *Text related questions (questions are attached)          * Handouts  <b>Enrichment Material:</b>          *Visual aid (A teacher developed story board)          *Crayons, markers, and scissors          *Computer          *Other materials will be provided to the student</p>	<p><b>Day1:</b>          The student’s responses from the questions will be used to evaluate the student’s comprehension and understanding.  <b>Enrichment:</b> Rubric from the MS Reading fair will be used to grade the activity.</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology



**Directions:** As you listen to the story “Summer Jackson Grown Up”, think of a way to answer these essential questions.

## Day 1: Essential Questions

1. Who are the main characters in the story?
2. What is the conflict of the story?
3. Is the conflict of the story: person ~vs~ self, person ~vs~ nature, or person ~vs~ society.
4. In the story Summer Jackson went from a child to an adult, compare and contrast Summer Jackson as a child to Summer Jackson as an adult.
5. What genre of writing is being used in this book?
6. What was the overall text structure of the story?
7. Do you think the story had a moral?



# SUMMER JACKSON

## GROWN

Publisher  
Scholastic Inc.  
Publication Date  
September 2012

2012  
The author wants  
the readers to enjoy  
Lil Miss Summer  
Jackson

Author  
Christy Harris

Author's Address  
1234 Main Street  
Anytown, USA

Main Characters  
Summer & Lil Miss  
Jackson, Mom, Dad

Setting  
A sunny day at the beach

Summary  
Summer and Lil Miss Jackson go to the beach and have a picnic.

Summary  
Summer and Lil Miss Jackson go to the beach and have a picnic.





**Directions:** Remembering the story “Summer Jackson Grown Up” answer the questions below.



**Creating:**

Write a story about Summer Jackson. How would the story probably differ if Summer had a Lemonade stand instead of wanting to be grown?

**Evaluating:**

Judge was Summer good or bad. Defined your opinion.

**Analyzing:**

Compare the story to reality. What events could not really happen?

**Applying:**

Demonstrate what Summer would do if her parents did not show her that being a child was great.

**Understanding:**

Explain why Summer thinks it is better to be grown.

**Remembering:**

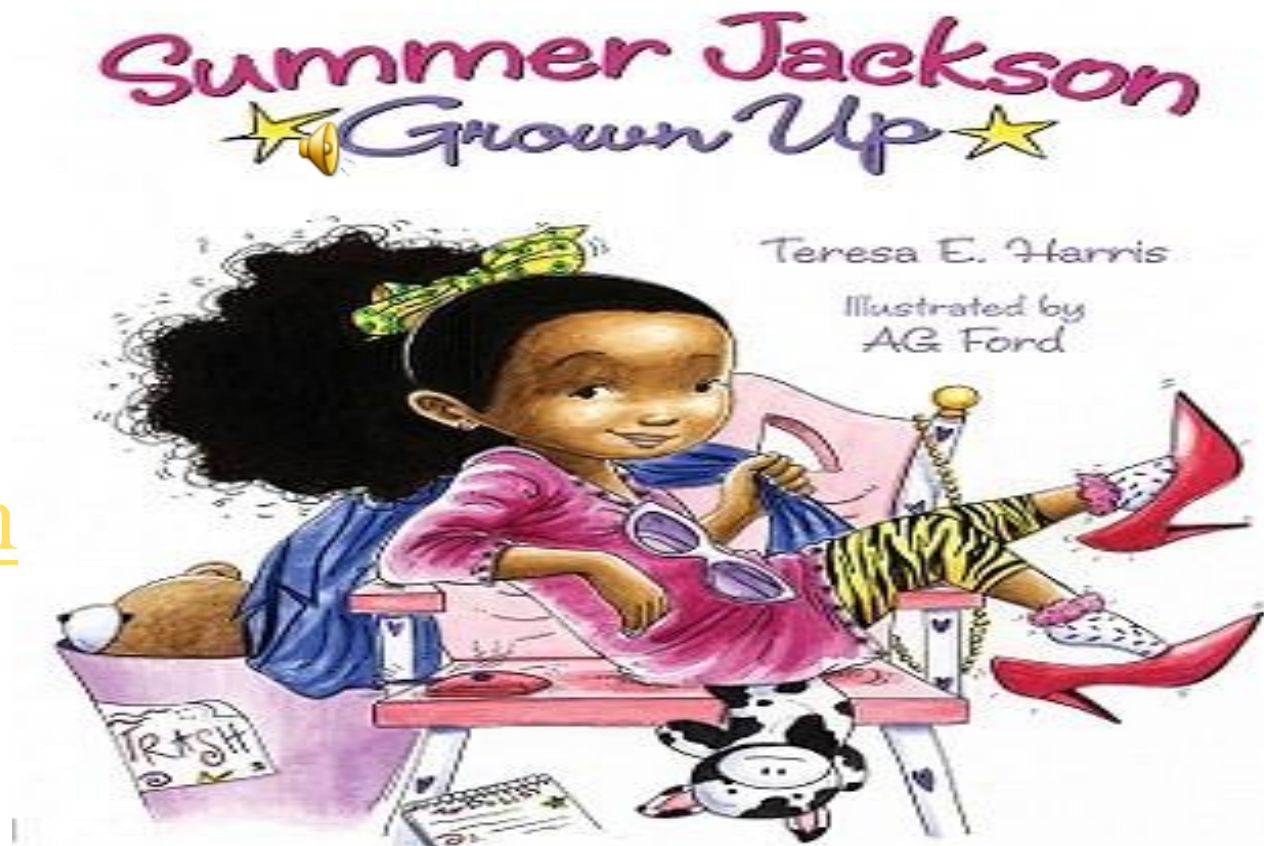
List some of the tangibles items Summer related to being a grown-up.

# LANGUAGE ARTS ACTIVITIES

## The Writing Process

## My Ending

## Lesson Plan



# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

**Subject:** Language Arts

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wyms (Social Studies)	<b>Name of Unit:</b> <i>Summer Jackson Grown Up</i> <i>"I Can't Wait to be Grown"</i>	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
<p>W.3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3 on pages 28 and 29).</p> <p>W.3.6 – With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others students.</p>	<p><b>Day1:</b>          The <b>Teacher will</b> display a visual aid of the step to the writing process. The <b>Teacher will</b> explain and review the writing process with the students. The <b>Teacher will</b> explain the directions for the daily activity and provide an example of an alternative ending to Summer Jackson Grown Up.          The <b>Student will</b> recall the steps of the writing process and create their own alternative ending to Summer Jackson Grown Up.  <b>Reteach:</b> If needed the teacher will review the steps of the Writing Process. The teacher will assistance student with developing an alternative ending.  <b>Enrichment:</b> Students will be allowed to take the story "Summer Jackson Grown Up" and create a play (Students will be grouped for this activity).  <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b></p>	<p><b>Day1:</b>          *Book (Summer Jackson Grown Up by Teresa E. Harris)          *Visual of Book (overhead or prometean board)          *Visual of the Writing Process          *Visual of the teacher's alternative ending  <b>Enrichment Material:</b>          Creativity and visual of book.</p>	<p><b>Day1:</b>          The students will be evaluated on the steps of the writing process and creativity. A rubric will be used as an evaluation tool.</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology



# The Writing Process

 **Prewriting:** thinking about a topic, brainstorming, and planning

 **Drafting:** quickly putting thoughts on paper

 **Revising:** reworking the organization and details

 **Editing:** reviewing and correcting spelling, grammar, capitalization, and punctuation

 **Evaluating:** reflecting and assessing what has been written

 **Publishing:** sharing final writing with others

Directions: Teresa Harris the author of “Summer Jackson Grown Up” ended the book one way, now it’s your turn to become a writer. Using the Writing Process create your ending to “Summer Jackson Grown Up”.

★ Grown Up ★



Written By: \_\_\_\_\_



# Social Studies Activities

Jobs, Jobs, Jobs

## Summer Jackson ★ Grown Up ★

Teresa E. Harris

Illustrated by  
AG Ford



Lesson Plan

My Dream Job

# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

### Subject: Social Studies

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wyms (Social Studies)	<b>Name of Unit:</b> Summer Jackson Grown Up "I Can't Wait to be Grown"	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
<p>RI.3.5 – Use text features and search tools (eg. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI. 3. 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Social Studies:</b> Civil Rights/Human Rights</p> <p>3.a – Identify important beliefs commonly held by Americans about themselves and their government (e.g., following individual rights, and freedoms, common goods, respects for law, importance of work, education, volunteerism, and conflict resolutions).</p> <p><b>Social Studies:</b> Economics</p> <p>4.e – Describe the division of labor within the community (e.g., interdependence of various jobs and careers).</p>	<p><b>Day1:</b>          The <b>Teacher will</b> discuss the importance of education and obtaining a job.          The <b>Teacher will</b> introduce an activity to the students about different jobs. The class will be divided into groups to complete the activity.          The <b>Student will</b> be allowed to express their opinions on the importance of education and obtaining a job.          The <b>Student will</b> participate in the class activity and complete the accompanied worksheet.  <b>Reteach:</b> If needed the teacher will review job readiness with the student.  <b>Enrichment:</b> The <b>students will</b> complete a compare and contrast chart using the website <a href="http://www.occupationalhandbook.com">www.occupationalhandbook.com</a>.          A classroom career fair will be held allowing students to tell about their jobs.  <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b></p>	<p><b>Day1:</b>          *Job scenarios          * Worksheet  <b>Enrichment Material:</b>          *Compare and Contrast chart          *Computer          *Internet directions</p>	<p><b>Day1:</b>          The students will be evaluated on their response to the questions on the worksheet.</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology





# JOBS, JOBS, JOBS

**DIRECTIONS:** Write your names on the line above and copy the occupation and salary from your card in the correct places. Then, using the clues from your card, work with your partner to answer the questions about the occupation.

Occupation: \_\_\_\_\_

Salary: \_\_\_\_\_

## Questions:

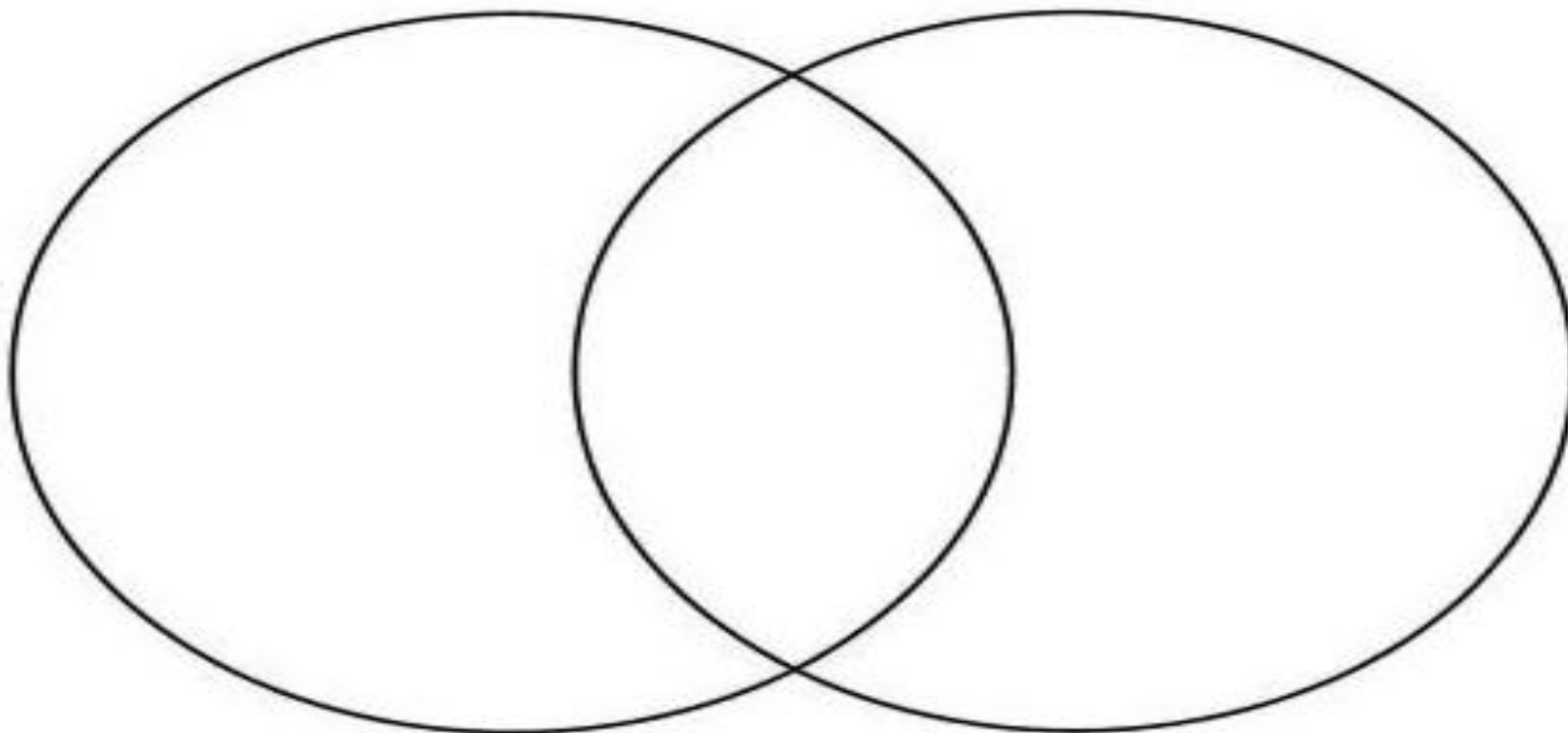
1. After finishing high school, what type of education or training must this person have?
2. What special tools or equipment does this person use?
3. What special skills or talents must this person have? (For example: this person must be someone who likes to work with people.)
4. Name some good things about this job? (For example: People with this job get to help others.)
5. Name some difficult things about this job. (For example: People who do this job may have to help people who have been injured.)





# “My Dream Job”

**Directions:** Think of two jobs that you would like to hold when you grow-up. Then go to [www.occupationalhandbook.com](http://www.occupationalhandbook.com) to complete the compare and contrast diagram on your selected occupations.



Occupation 1 \_\_\_\_\_

Occupation 2 \_\_\_\_\_

# Science Activities

## States of Matter

Summer Jackson  
★ Grown Up ★

Teresa E. Harris

Illustrated by  
AG Ford

## Lesson Plan



## Physical and Chemical Changes in Matter

# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

**Subject: Science**

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wyms (Social Studies)	<b>Name of Unit:</b> <i>Summer Jackson Grown Up</i> <i>"I Can't Wait to be Grown"</i>	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
RI.3.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <b>Science:</b> Physical Science <b>2.b</b> - Explore and identify physical changes of matter, including melting, freezing, boiling, evaporation, and condensation. <b>2.g</b> – Cite evidence to explain why heating or cooling may change the properties of materials (e.g., <b>boiling an egg, evaporating water, chilling gelatin, making ice cream, etc.</b> )	<b>Day1:</b> The <b>Teacher will</b> review and explain the physical changes of matter, including melting, freezing, boiling, evaporation, and condensation. The <b>Teacher will</b> ask discussion essential related questions (questions are provided). The <b>Student will</b> use the visual aids to follow the teacher lead discussion. The <b>Student will</b> be allowed to orally answer related questions. <b>Reteach:</b> If need the <b>Student will</b> complete the A-Mazing Matter worksheet in a small group with the teacher. <b>Enrichment:</b> The <b>Students will</b> use magazines to make a collage showing physical and chemical changes in matter. <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b>	<b>Day1:</b> *Handouts (State of Matter and notes on physical and chemical changes of matter). <b>Enrichment Material:</b> *Poster boards *Magazines *Glues *Scissors	<b>Day1:</b> The students will be evaluated on their ability to follow directions

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology



# States of Matter

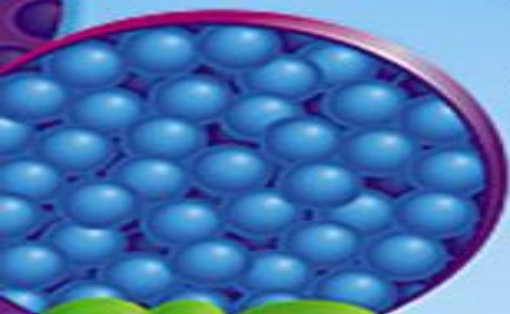
## Solid



- ❑ Particles in a solid are tightly packed, usually in a regular pattern.
- ❑ Particles in a solid will vibrate but cannot move past each other.
- ❑ Solids retain their shape.



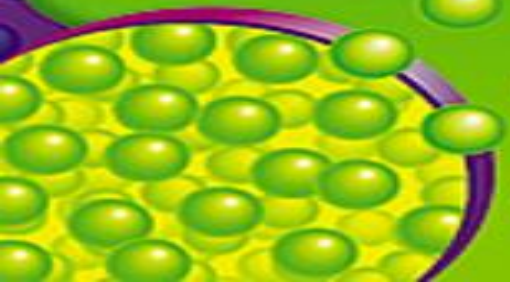
## Liquid



- 💧 Particles in a liquid are close together with no regular pattern.
- 💧 Particles in a liquid flow and can easily move or slide past one another.
- 💧 Liquids assume the shape of their containers.



## Gas



- 🟢 Particles in a gas are well separated with no regular pattern.
- 🟢 Particles in a gas vibrate and move freely at high speeds.
- 🟢 Gases assume the shape of their containers.



# Physical Changes

Physical changes involve states of matter and energy. No new substance is created during a physical change, although the matter takes a different form. The size, shape, and color of matter may change. Also, physical changes occur when substances are mixed, but don't chemically react. One way to identify a physical change is that such a change may be reversible, especially phase changes. For example, if you freeze an ice cube, you can melt it into water again.

## EXAMPLES

crushing a can

boiling water

breaking a glass

shredding paper

mixing red and green marbles

melting an ice cube

mixing sand and water

dissolving sugar and water

chopping wood

sublimating dry ice

# Chemical Changes

Chemical changes involve chemical reactions and the creation of new products. Typically, a chemical change is irreversible.

## EXAMPLES

rusting of iron

[metabolism](#) of food in the body

cooking an egg

mixing baking soda and vinegar to produce carbon dioxide gas

electroplating a metal

combustion (burning) of wood

mixing an acid and a base

digesting sugar with the amylase in saliva

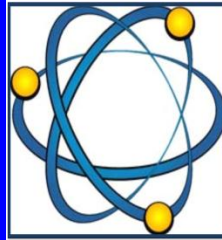
baking a cake

using a chemical [battery](#)

# Chemical Changes in Matter

- New Matter is formed.

- Burning
- Rusting
- Cooking
- Film Processing



# Physical Changes in Matter

- Cut
- Tear
- Folded
- Written On
- Painted
- Liquid
- Solid
- Gas
- Mixture
- Solution



# Health Activities

## Food Pyramid

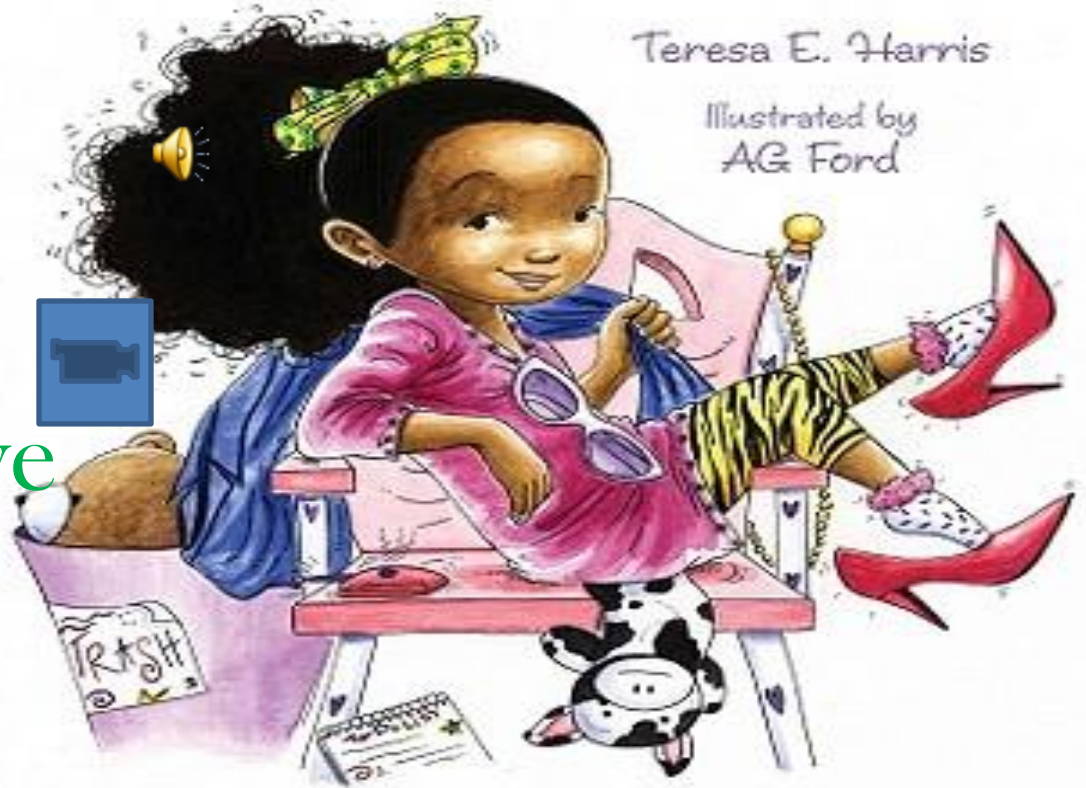


## My Plate

## Summer Jackson ★ Grown Up ★

Teresa E. Harris

Illustrated by  
AG Ford



## Our Time to Move

## Lesson Plan

# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

**Subject: Health**

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wymms (Social Studies)	<b>Name of Unit:</b> Summer Jackson Grown Up "I Can't Wait to be Grown"	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
<p>RI.3.5 – Use text features and search tools (eg. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI. 3. 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Health:</b> Standard (1.5.1) – Describe the relationship between healthy behaviors and personal health.</p>	<p><b>Day1:</b>          The <b>Teacher will</b> explain and review the food groups through a visual aid. (<i>USDA Serving Up MyPlate Curriculum lesson The Science of "Sometimes" Foods</i>)          The <b>Teacher will</b> ask essential related questions.          The <b>Teacher will</b> present the students with the directions for creating their own food chart.          The <b>Student will</b> use the visuals aid to follow the teacher lead discussion. The <b>Student will</b> be allowed orally answer discussion essential related questions.          The <b>Student will</b> create a food chart using donated food magazines.  <b>Reteach:</b> If needed the teacher will review the differences in the food groups.  <b>Enrichment:</b> The <b>Teacher and Student will</b> exercise, showing that eating properly along with exercise will keep us healthy.  <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b></p>	<p><b>Day1:</b>          *Food chart (A copy will be given to each student.)          *Magazines          *Poster Boards          *Markers          *Glue          *Scissors  <b>Enrichment Material:</b>          *NABEF Video of Beyonce song titled "Move Your Body"          First Lady Michelle Obama's Let's Move! Initiative to help curb childhood <a href="#">obesity</a></p>	<p><b>Day1:</b>          The students will be evaluated on their response to the questions during the discussion. A rubric will be developed to evaluate the created food chart.</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology





# Food Pyramid

## Level 4

Fats, oils and sweets (0-3 servings)



## Level 3

Milk, Yoghurt & Cheese  
(2-3 servings)  
Meat, poultry, fish, eggs  
and nuts group



## Level 2

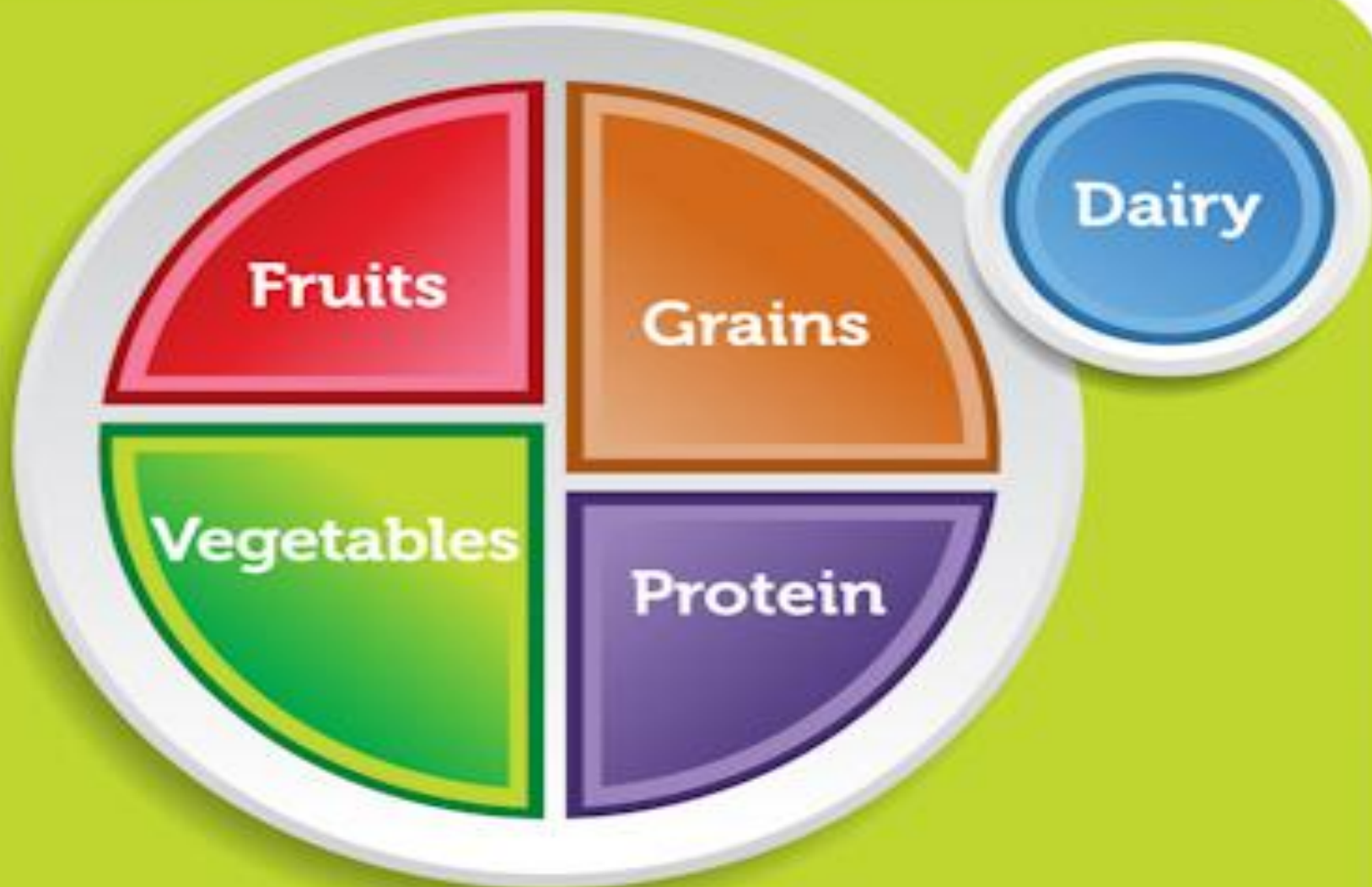
Vegetables  
(3-5 servings);  
Fruits (2-4 servings)



## Level 1

Bread, cereal,  
pasta, rice  
(6-11 servings)





Choose **MyPlate**.gov

# Math Activities

Pizza Fractions

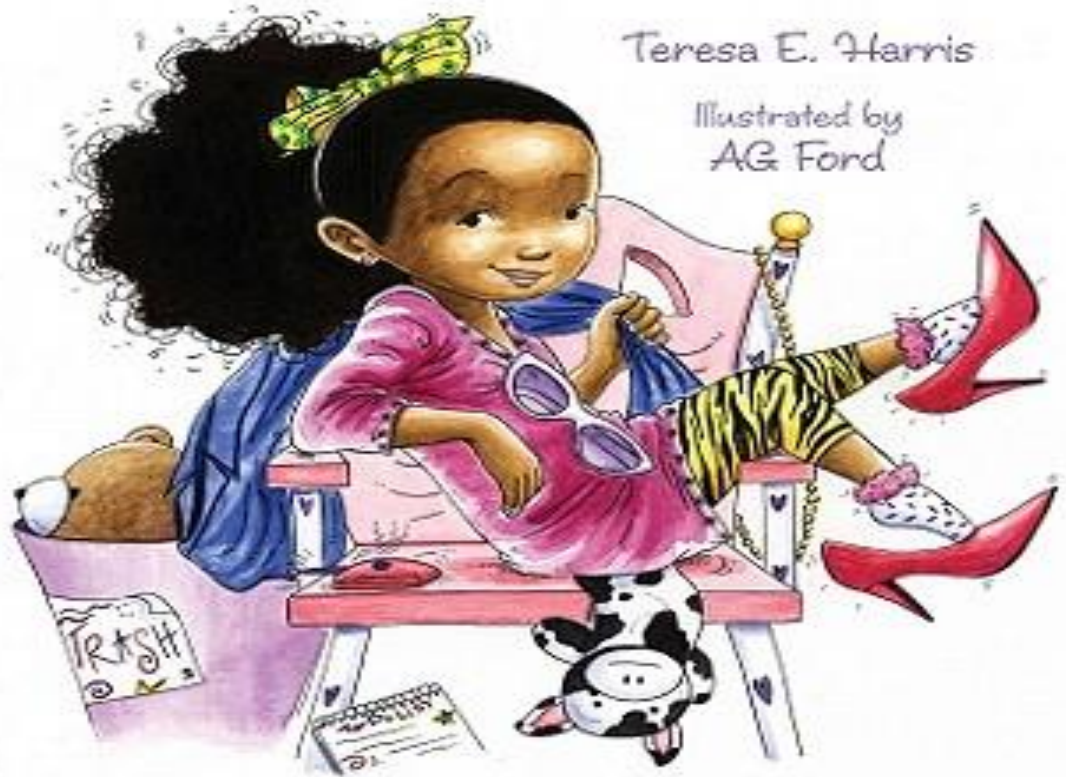
Lesson Plan

Fractions in My  
Food

Summer Jackson  
★ Grown Up ★

Teresa E. Harris

Illustrated by  
AG Ford



# MVSU NCLB 2013 Summer Reading Institute

## Lesson Plan Template

**Subject: Math**

<b>Name:</b> Tulawna Belcher (Reading) Shakeya Johnson (Science/Health) Travis Johnson (Math) Ashley L. Washington (Language Arts) Carmen Wyms (Social Studies)	<b>Name of Unit:</b> Summer Jackson Grown Up "I Can't Wait to be Grown"	<b>Date:</b>	<b>Grade Level:</b> 3rd
Objective	Procedures	Materials	Evaluation
<p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p> <p>3.NF.2a Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts . Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p>	<p><b>Day1:</b>          The <b>Teacher will</b> discuss meaning of a fraction and a whole using the concept of eating pizza.          The <b>Teacher will</b> ask student for the number of slices that come in the different sizes of each pizza.          The <b>Teacher will</b> demonstrate how to develop fractions using visual fraction models. (<b>pie chart, line graphs</b>)          The <b>student will</b> color pie charts and line graphs to represent the fractions with denominators 2, 3, 4, 6, 8.  <b>Reteach:</b> If needed, the student will complete an online activity from <a href="http://illuminations.nctm.org">illuminations.nctm.org</a>.  <b>Enrichment:</b> The <b>Teacher will</b> show a video on "How to make ice cream in a bag". <b>Student will</b> view the video, make the ice cream and enjoy eating ice cream and cup cakes. This activity is to show how fractions are used in our daily lives.  <b>Inclusion teacher will assist inclusion students and other students that might need assistance.</b></p>	<p><b>Day 1:</b>          *Pie Charts          *Line graphs          *Coloring pencils          *Cardboard cutouts of pizzas  <b>Enrichment Material:</b>          Video          *Ice Cream Recipe</p>	<p><b>Day1:</b>          The students will be evaluated on their response to the problems on the worksheet.</p>

For each lesson plan, do the following:

- 1). Align the standards
- 2). Identify the domain
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology

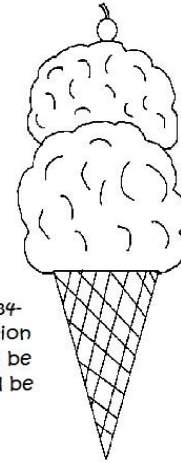




# Ice Cream in a Bag

## What you'll need:

- \* 1 tablespoon sugar
- \* 1/2 cup milk or half & half
- \* 1/4 Teaspoon Vanilla
- \* 6 Tablespoons rock salt
- \* 1 pint-size plastic food storage bag (e.g., Ziplock)
- \* 1 gallon-size plastic food storage bag
- \* Ice Cubes



Psalms 104:34-  
My meditation  
of him shall be  
sweet: I will be  
glad in the  
LORD.

## How to make it:

1. Fill the large bag half full of ice, and add the rock salt. Seal the bag.
2. Put milk, vanilla, and sugar into the small bag, and seal it.
3. Place the small bag inside the large one, and seal it again carefully.
4. Shake until the mixture is ice cream, which takes about 5 minutes.
5. Wipe off the top of the small bag, then open it carefully. Enjoy!

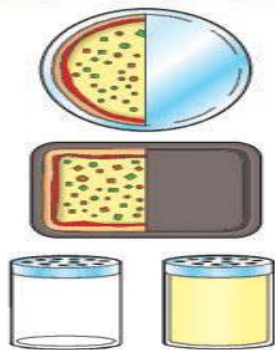
## Tips:

A 1/2 cup milk will make about 1 scoop of ice cream, so double the recipe if you want more. But don't increase the proportions more than that-- a large amount might be too big for kids to pick-up because the ice itself is heavy.

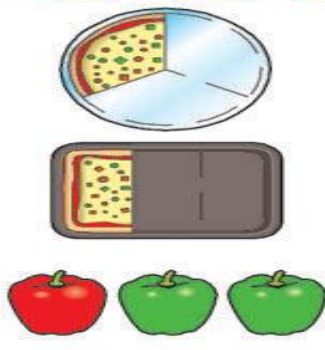




# Pizza Fractions



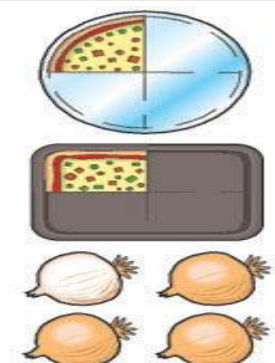
$\frac{1}{2}$   
 $\frac{1}{2}$   
 $\frac{1}{2}$



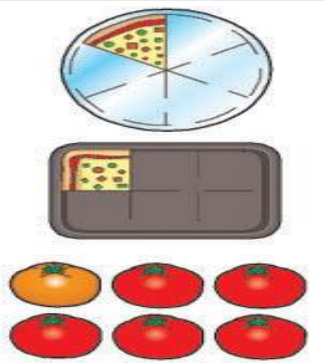
$\frac{1}{3}$   
 $\frac{1}{3}$   
 $\frac{1}{3}$



$\frac{1}{5}$   
 $\frac{1}{5}$   
 $\frac{1}{5}$



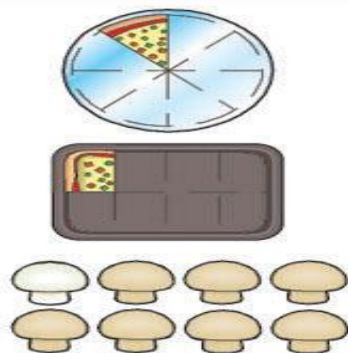
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 $\frac{1}{4}$   
 $\frac{1}{4}$



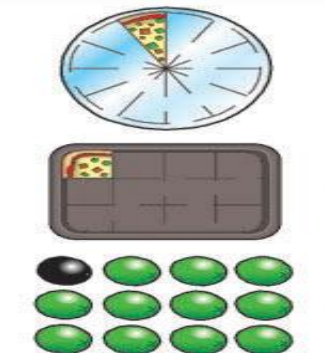
$\frac{1}{6}$   
 $\frac{1}{6}$   
 $\frac{1}{6}$



$\frac{1}{10}$   
 $\frac{1}{10}$   
 $\frac{1}{10}$



$\frac{1}{8}$   
 $\frac{1}{8}$   
 $\frac{1}{8}$



$\frac{1}{12}$   
 $\frac{1}{12}$   
 $\frac{1}{12}$





“I Can’t Wait to Be Grown”