

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"from Brown Girl Dreaming"

Genre: Memoir in verse

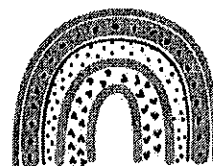
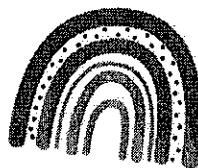
Vocabulary/Word Study Skill:
Onomatopoeia

Comprehension: Point of View

Grammar: Types of Nouns
(common, proper, possessive)

Vocabulary:

- squish: spongy, cushioned feeling when walking on a flexible surface
- humming: singing with closed lips and without words
- twist: wind or spin around one another
- twirl: turn around and around quickly
- shushes: tells or signals someone to be quiet
- feathery: light and airy; like touch of a feather



Name: _____

[illegible]

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CONCEPT VOCABULARY AND WORD STUDY

from *Brown Girl Dreaming*

Jacqueline Woodson

WORD LIST

squish humming twist twirl shushes feathery

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. Juan felt the *squish* of moss beneath his feet as he walked through the forest. Was the ground beneath Juan's feet feel hard and brittle? Explain. _____
2. If you are *humming* your favorite song, are you saying the words? Explain. _____
3. When rewiring an old lamp, Anna has to *twist* two wires together. Does she keep the wires separated? Explain. _____
4. A gust of wind picks up some leaves and causes them to *twirl* in the air. How are the leaves moving? _____
5. If a librarian *shushes* a visitor for talking loudly on his cellphone, is the librarian encouraging the visitor to be noisy and loud? Explain. _____
6. As a pastry chef, Luke's specialty is making flaky, *feathery* pie crust. Is Luke's pie crust dense and heavy? Explain. _____

B. WORD STUDY: Onomatopoeia is the use of a word that sounds like what it means, such *buzz*, *hiss*, *gurgle*, and so on. Each item below contains two onomatopoeic words in parentheses. Select the correct onomatopoeic word to complete each sentence.

1. All the tools came (crashing / swooshing) down when Pete tried to replace the wrench.
2. Having not eaten since breakfast, the students' stomachs were (crinkling / grumbling).
3. Keesha listened to the autumn leaves (rustle / whirr) in the breeze.
4. Shannon (slapped / slurped) up the last of her milkshake.

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from Brown Girl Dreaming

Jacqueline Woodson

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RL.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.

1. (a) Determine the meaning of words and phrases as they are used in the text, including connotative meanings.

Reread lines 1–11 of “brooklyn rain” from the excerpt from *Brown Girl Dreaming*, focusing on the phrases the poet uses to describe the rain in Greenville, such as “sweet smell of honeysuckle” and the “soft squish of pine.” Explain the connotative meanings, or emotional associations, attached to these phrases. How does the poet feel about the rain in Greenville?

- (b) Determine the meaning of words and phrases as they are used in the text, including figurative meanings.

In lines 15–16 of the poem “brooklyn rain,” the poet uses this figurative language: “humming / myself someplace far away from here.” Explain what she means by this phrase. Then explain how the phrase reflects the poet’s feelings about Brooklyn.

- (c) Analyze the impact of a specific word choice on meaning and tone.

In lines 1–11 of “brooklyn rain,” the poet uses the words *nothing*, *gray*, and *darker* to describe being stuck inside on a rainy day in Brooklyn. These words help the poet create a sad tone, or attitude. Read lines 17–25, in which the poet describes her life “Down south.” Identify the tone of these lines. Then choose two words from lines 17–25 and explain how the words help the poet to communicate the tone of the lines. Also explain what the two words show about the poet’s feelings about her former home.



RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. (a) Explain what the text says explicitly.

Read the poem “gifted” from the excerpt from *Brown Girl Dreaming*. Then explain what this poem reveals about the poet’s sister Odella. Cite textual evidence from the poem to support your response.

(b) Explain an inference you can draw from the text.

What can you infer from the poem “gifted” about the poet’s feelings about her sister? Support your inferences using both details from the poem and your background knowledge.

RL.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.

3. Analyze how a particular stanza fits into the overall structure of a text and contributes to the development of plot.

A conflict, or problem, in the excerpt from *Brown Girl Dreaming* concerns the stories the poet makes up. In the poem “sometimes,” the poet reveals that her sister disapproves of the stories that the poet tells to explain her father’s absence. In the poem “believing,” the poet reveals that her mother also disapproves of her made-up stories. Her mother and sister’s disapproval of her stories confuses the poet. Reread the poem “believing.” Describe Uncle Robert’s reaction to the poet’s stories. Then, explain how his reaction changes the poet’s feelings about her stories and helps her understand them in a new way.



RL.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.

4. (a) Identify a theme and explain how it is conveyed through particular details.

Identify a theme, or central message, of the excerpt from *Brown Girl Dreaming*. Then use details from the text to explain how the poet develops this theme.

- (b) Write a summary of a text.

Write an objective summary of the excerpt from *Brown Girl Dreaming* that includes main ideas but not your personal opinions or judgments. Be sure to include the author and title of the text.

EXTENDED-RESPONSE ACTIVITY Author's Purpose

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

5. Identify Jacqueline Woodson's purpose for writing her memoir *Brown Girl Dreaming*. Then, analyze how the author reveals her purpose. Consider how the situations or events that the author includes in the text support her purpose. Also consider how her use of poetry supports her purpose.

Use these guidelines in your writing or discussion.

- Think about whether the author has written to inform, describe, persuade, or entertain, or a combination of these purposes. Then identify the author's purpose.
- Explain how the situations and events that the author shares help her achieve her purpose. For example, think about what the author tells us about her sister and herself in the poem "gifted." How does this information support the author's purpose?
- Explain how the author's use of poetic devices supports her purpose for writing. For example, how do line breaks and the repetition of words help the author call attention to her ideas and feelings?

TIP FOR WRITTEN RESPONSE

Gather supporting evidence, including evidence from the text, before beginning to write.

TIP FOR DISCUSSION

Connect your ideas to the ideas of other discussion participants.

Name:

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ANALYZE CRAFT AND STRUCTURE → MEMOIR AND POETRY

from Brown Girl Dreaming

Jacqueline Woodson

In a memoir, an author tells a true story of an important period in his or her life. Memoirs are usually written from the **first-person point of view**, using the pronoun *I*. They include events in the author's life as well as the author's thoughts and feelings about those events. Most memoirs are written in **prose**—that is, in complete sentences, such as in a novel or biography. However, an author might choose to write a memoir as a series of poems, each expressing a different event or feeling. The poems might include the following elements:

- stanzas, or groups of lines, rather than paragraphs
- complete sentences broken up into separate lines
- language that breaks certain rules; for example, sentence fragments and nonstandard capitalization

In her memoir “Brown Girl Dreaming,” Jacqueline Woodson combines traditional storytelling elements, such as dialogue, with poetry. The combination of poetry and storytelling allows Woodson emphasize certain words, phrases, and ideas while relating a narrative.

DIRECTIONS: Answer the following questions about “Brown Girl Dreaming.” Use text evidence to support your responses.

1. How can you tell the point of view of the memoir?

2. The first line of the poem titled “uncle robert” in “Brown Girl Dreaming” reads, “Uncle Robert has moved to New York City!” What does this line reveal about the author’s feelings toward Uncle Robert and his visit?

3. In “believing,” what do the italicized words indicate? What does the information in italics reveal about the author?

4. Look at the last two lines of the poem “believing.” Why might the author have set the words “and memory” on the last line? What effect does this have on meaning?

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WORD STUDY ONOMATOPOEIA

Onomatopoeia is the use of a word that sounds like what it means—whose sound imitates its meaning. Examples of such words are *buzz*, *hiss*, *murmur*, *thud*, *sizzle*, *whirr*, and *rustle*. Animal sounds—such as *woof*, *moo*, and *meow*—are other examples of onomatopoeia.

Onomatopoeia is used to create musical effects and to reinforce meaning. It is an important element of poetry, but it is also used in prose.

A. DIRECTIONS: Each item below contains three onomatopoeic words in parentheses. Select the correct onomatopoeic word to complete each sentence. Use a dictionary for help, if needed.

1. The horse _____ hungrily on the apples.
(chomped, chirped, honked)
2. I really bothered by the constant _____ of the fly.
(flicking, chortling, buzzing)
3. Walking into the old, abandoned house was scary. Every board we stepped on _____ and sounded like a ghost was right on top of us!
(groaned, fizzed, plinked)
4. Walking along the edge of the pond, Amy saw a pair of ducks take flight, _____ as they passed her in mid-air.
(rustling, clanging, quacking)

B. DIRECTIONS: Select the correct onomatopoeic word from the word list below to complete each sentence. Use a dictionary for help, if needed.

thud • sloshing • croak • whimpering screeched

1. Maria drank so much water before the race that she could hear it _____ around in her stomach as she ran.
2. The child sat _____ after he could not find his favorite toy.
3. There was a loud _____ after Cecilia dropped her bag, which held every book from every subject at school.
4. The eagle _____ as it dove for its prey and missed.
5. Having had a sore throat for a week, Jason could barely _____ and ended up whispering for the entire day.

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WORD STUDY → ONOMATOPOEIA

A. DIRECTIONS: Select the correct onomatopoeic word to complete each sentence. Use a dictionary for help, if needed.

1. My dog Molly (snarled / sniffed) at the air as I cooked dinner.

2. There was a loud, metallic (clank / clap) when the muffler fell off the car.

3. The horse (clip-clopped / pitter-pattered) down the cobblestone street.

4. The rooster always gives a loud (cock-a-doodle-doo / hiss) in the morning.

5. I had to ask Tony to keep from (blaring / burping) his radio so late at night.

B. DIRECTIONS: Match the noun in the left-hand column with the corresponding onomatopoeic word in the right-hand column by choosing the correct letter.

- | | |
|---------------|-------------------|
| 1. lion _____ | a. <i>crackle</i> |
| 2. keys _____ | b. <i>squish</i> |
| 3. owl _____ | c. <i>roar</i> |
| 4. fire _____ | d. <i>jingle</i> |
| 5. mud _____ | e. <i>hoot</i> |

C. DIRECTIONS: Use the following onomatopoeic words in a complete sentence.

1. hiss

2. munch

3. howl

4. beep

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CONVENTIONS COMMON, PROPER, AND POSSESSIVE NOUNS

from **Brown Girl Dreaming**

Jacqueline Woodson

A **common noun** refers to a person, place, thing, or idea. It is not capitalized. In the example below, *dog* and *bone* are common nouns:

The dog buried the bone.

A **proper noun** refers to a particular person, place, thing, or idea whose name is capitalized. In the example below, *French*, *Fridays*, and *Mr. Beauchamp* are proper nouns:

We learn French on Fridays with Mr. Beauchamp.

Possessive nouns show ownership and function as adjectives by modifying a noun or pronoun in a sentence. Most *singular possessive nouns* end in an apostrophe and the letter *s* (*'s*). Most *plural possessive nouns* end in the letter *s* and an apostrophe (*s'*). In the example below, *Jenny's* is a singular possessive noun and *boys'* is a plural possessive noun.

When we go to Jenny's house, we take the boys' bikes.

DIRECTIONS: For each of the following lines from "Brown Girl Dreaming," identify the nouns. Then, label each noun as *common*, *proper*, or *possessive*. Note: There may be more than one kind of noun per line.

1. "All kinds of people are doing all kinds of things."

2. "Just Mama saying, *Stay inside today*."

3. "The class has already moved on."

4. "*Jack and Jill went up a hill*, my uncle sings."

5. "Uncle Robert has moved to New York City!"

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CONVENTIONS COMMON, PROPER, AND POSSESSIVE NOUNS

A **noun** names a person, place, thing, or idea. Here are three types of nouns:

- A **common noun** refers to a general person, place, thing, or idea. It is not capitalized.

Examples: *boy, state, creek*

- A **proper noun** refers to a specific person, place, thing, or idea. It is capitalized.

Examples: *Tony, Nevada, Davis Creek*

- A **possessive noun** shows ownership and functions as an adjective by modifying a noun or pronoun in a sentence. Most *singular possessive nouns* end in an apostrophe and the letter *s* (*'s*). Most *plural possessive nouns* end in the letter *s* and an apostrophe (*s'*).

Examples (singular possessive): *Tosha's; Mom's; bird's*

Examples (plural possessive): *boys'; cars'; students'*

A. DIRECTIONS: List the noun or nouns in each sentence. Then, identify each noun as *common, proper, or possessive*.

1. Keesha writes beautifully. _____
2. The teacher's desk is always neat. _____
3. Ryan's sisters like to eat pizza. _____
4. The crow on the lawn flew away. _____
5. The flowers bloom in May. _____

B. DIRECTIONS: Underline the nouns in each of the following sentences. The number in parentheses should equal the number you find.

1. Jill and Brian don't look like siblings. (3)
2. The paintings were created by Wanda. (2)
3. Mom tried the fancy dessert last Tuesday. (3)
4. Maria's car is red. (2)
5. The bulldozer made a clanking sound. (2)

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CONVENTIONS → COMMON, PROPER, AND POSSESSIVE NOUNS

A. DIRECTIONS: On the line, replace the underlined word with a noun of the type indicated in parentheses.

1. _____ I convinced her to come to the park with me. (proper)
2. _____ They were well-received by critics. (common)
3. _____ Marie finally found his book. (possessive)
4. _____ It has some tall buildings. (proper)
5. _____ "When do you want to leave?" he asked. (proper)
6. _____ Her house has a large front porch. (possessive)
7. _____ I gave him a gift on his birthday. (proper)

B. DIRECTIONS: Count the number of nouns in each sentence, and write the number on the line.

1. _____ Dad asked Sam to help Jack and Mohammed clean the basement.
2. _____ Sally and Justin had to walk because Mom's car was in the shop.
3. _____ The puppy wanted the purple toy.
4. _____ Scott congratulated Ava for winning the award.
5. _____ Tell Byron to go to the office before seeing the nurse.
6. _____ Bennet's cake had chocolate frosting and sprinkles.
7. _____ Today is Sally's birthday, so Samira threw a party.

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WRITING TO SOURCES POEM

from Brown Girl Dreaming

Jacqueline Woodson

In *Brown Girl Dreaming*, Jacqueline Woodson combines the genres of memoir and poetry. She blends elements of poetry, such as onomatopoeia and imagery, with narrative elements, such as dialogue and description, to depict scenes from her childhood.

A narrative in verse is two kinds of writing. It is a story, and it is a poem. As a story, a narrative in verse has a **narrator**, a **setting**, and **narrative details**, such as events in the story and characters. As a poem, the narrative in verse uses **rhythm**, **figurative language**, and **descriptive details**. It is written in lines of poetry instead of paragraphs. The lines do not have to rhyme or be of the same length. If the narrative in verse is told by an "I" narrator, then it is **autobiographical**, which means it tells a story from the writer's experience.

DIRECTIONS: Once you have selected an incident from your own life to use as a basis for your narrative in verse, complete the following chart to help plan your writing. For each element listed in the left column, provide information in the right column.

Setting (the time and place of the event or moment you will describe)	
Narrative details <ul style="list-style-type: none"> • Dialogue • Characters' reactions • Thoughts and feelings 	
Rhythm (ways of using stressed and unstressed syllables)	
Figurative language (such as Onomatopoeia)	
Imagery (word pictures)	
Sensory language (language that appeals to one or more of the five senses)	

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SPEAKING AND LISTENING → PARTNER DISCUSSION

from Brown Girl Dreaming

Jacqueline Woodson

A partner discussion is a discussion between two students on an assigned topic. Partners should explain their ideas and supporting reasons and listen to each other. Before the discussion, partners should prepare by thinking through the topic and making notes. During the discussion, one partner takes notes so that partners may report the results of the discussion to the class.

A. DIRECTIONS: Before you discuss with your partner whether Woodson is lying or just using her imagination, think through the topic and write down your ideas, along with supporting examples from the text, in the chart below.

Opinion:	
Main Idea 1:	Example from text:
Main Idea 2:	Example from text:
Main Idea 3:	Example from text:

B. DIRECTIONS: After you have considered the topic, you and your partner will discuss it. To help you with your discussion, complete the following listening log as you and your partner discuss each other's ideas.

QUESTIONS	NOTES FROM DISCUSSION
What is your partner's opinion about the topic?	
What examples does your partner use?	
Do you agree with your partner?	
Has your opinion changed during the discussion?	

Name _____

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	

Unit 1 Independent Reading Log

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Monday From _____ to _____			Great 5 4 3 2 1 Awful	
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Friday From _____ to _____			Great 5 4 3 2 1 Awful	