



## Summer Learning for Incoming 4<sup>th</sup> Grade Scholars

We embrace our families and caregivers as vital partners in the education of all our scholars, as reflected in our strategic plan commitment of “schools can’t do it alone”. We care deeply about your child’s academic and social emotional learning.

### Summer Learning Support for Families and Scholars

This summer we will be providing resources and support for scholars to ramp up their learning to prepare for returning next school year. The purpose of this work is to prepare your child for the upcoming grade level and get practice with the upcoming grade level’s skills. You can support your child’s learning by doing the following:

- Share the importance of studying and completing schoolwork so they continue their learning growth
- Provide space/location to allow for quiet practice of skills
- Celebrate the completion of work
- Read together/talk about books

Using the suggested grade level weekly schedule below, scholars will maintain their daily learning practice in reading and math.

4 <sup>th</sup> Grade Schedule	Monday	Tuesday	Wednesday	Thursday
<b>Literacy</b> Pg. 3	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu
<b>Physical/Social Emotional Activity</b> Pg. 23/24	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu
<b>Math</b> Pg. 16	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath
<b>Reading</b>	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading

**Online Resources:** Login to FWPS Launchpad for access to the following programs: [learn.fwps.org](http://learn.fwps.org)

- iReady MyPath Math Lessons (K-8)
- Typing Agent
- Imagine Learning
- Wonders ConnectEd Resources



**Incoming 4<sup>th</sup> Grade Summer Learning**

**Directions:** The following packet of learning activities is provided to help prepare you for 4<sup>th</sup> grade. Practicing these essential skills and keeping your mind engaged will help you hit the ground running upon returning to the classroom in the Fall. If you do a little each day, it will keep the concepts fresh in your mind. We look forward to seeing you back in class!

**Weekly Activity Overview**

- \_\_\_ Read a book of your choice or myON or Arc Bookshelf for 30 minutes every day
- \_\_\_ Complete 20 minutes of Reading on Wonders ConnectEd or choose from assigned tasks in the Reading/Writing menu
- \_\_\_ Complete 20 minute of iReady online math lessons or choose from the Math Menu. Each week complete one math task
- \_\_\_ Do something active every day from the Activity/Health or Social Emotional menu

Here is a suggested schedule for times:

Schedule	Monday	Tuesday	Wednesday	Thursday
<b>Literacy</b>	20 min on MyON or iReady Reading OR Reading/Writing menu			
<b>Physical/Social Emotional Activity</b>	15 min Activity Menu			
<b>Math</b>	20 min Math Menu or Math Task Or iReady MyPath			
<b>Reading</b>	30 minutes of independent reading			

Math: iReady My Path - access on your launchpad  
Wonders ConnectEd Resources: access on your launchpad



## English Language Arts

Standards addressed:

4.RI.1 and RL1: ask and answer questions about text (fiction and non fiction)	4.RF.3 Know and apply grade-level phonics	4.W.2 Write informational text
4.W.1 Write opinion	4.RF.4 Read with sufficient accuracy and fluency to support comprehension.	4.L.4 Determine meaning of unknown words and phrases

**Directions:** Each day, practice 20 reading independently **OR** choose a reading/writing activity from the menu. Online resources for reading books and articles are listed below the menu. Some articles have also been included in this packet. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



**Wonders ConnectEd Directions:** Access on your launchpad. Spend at least 20 minutes reading. Once you're finished you can explore the games available there, too.

**Helpful ELA Sites** - The following websites provide online books and reading/writing practice:

### Reading

King County Library Summer Reading: <https://kcls.org/summer/>

Summer reading information video: <https://w3.kcls.org/srp/KCLS%202020%20Summer%20Reading%20Program.mp4>

Time for Kids: <https://www.timeforkids.com/>

Scholastic: <https://classroommagazines.scholastic.com/support/learnathome.html>

Tween Tribune: <https://www.tweentribune.com/>

Read Aloud Stories: <https://www.storylineonline.net/>

Funbrain: <https://www.funbrain.com/books>

Books in English and Spanish: <https://www.uniteforliteracy.com/>

International Digital library for kids: <http://es.childrenslibrary.org/>

Collection of Reading activities: <https://www.bbc.co.uk/teach/primary/zd7p47h>

### Writing:

Scribble and Ink Stories and Games: <https://pbskids.org/scribblesandink/draw>

Story Cube: <https://www.pbs.org/parents/crafts-and-experiments/play-a-storytelling-game>

Story Maker: <https://pbskids.org/pinkalicious/games/pinkcredible-story-maker>

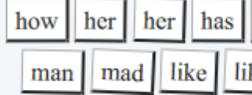
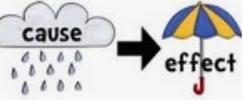
Magnetic Poetry: <http://play.magneticpoetry.com/poem/Original/kit/>

Create your own comic: <https://www.makebeliefscomix.com/>

ES Prompts: <http://canteach.ca/elementary/prompts.html>



**English Language Arts Menu**

<p>Read a book of your choice 20 min. and draw a picture of the setting. Include images to show time and place.</p> 	<p>Read one of the attached articles and respond to the prompt.</p> 	<p>Read 20 minutes out loud to your pet from a reading of your choice. Write a tweet your pet would say in response to the reading.</p> 	<p>Read 30 minutes under a blanket with a flashlight. Write about how your location impacts your reading experience.</p> 	<p>Read 20 minutes in a book of your choice. Create a bookmark with images that represent the theme of the book.</p> 
<p>Read one of the online articles. Make a one-pager that summarizes the central idea with images and at least one quote.</p> 	<p>Use Flip or another recording app to record yourself reading aloud for 20 minutes. Share the video with a family member.</p> 	<p>Read one of the online articles. Write down 3-5 unknown vocabulary words. Predict what they mean from context clues then look them up</p>	<p>Read 20 min in a book of your choice and create a comic strip for the section you read today. Try using the comic creator below.</p>	<p>Read 20 minutes in a book of your choice. Create a collage of items the main character would love.</p>
<p>Set up a time to meet virtually with a friend. Each of you read 20 min. in the book of your choice ahead of time. Discuss what you read.</p> 	<p>Read 20 min. in a book of your choice. Create a poem about the main character. Try using the magnetic poetry link below</p> 	<p>Read outside for 20 minutes. When done, design a new book cover for the book you are reading.</p> 	<p>Read an online article from one of the websites below. Write a summary paragraph of the article and share it with a family member.</p> 	<p>Read a book of your choice for 20 min. Write a review either recommending or not recommending the book. Use evidence.</p> 
<p>Read one of the online articles out loud to a family member. Discuss if you agree with the author or not and why.</p> 	<p>Read 20 min. in the book of your choice. If your main character was a superhero/villain who would they be? Write your response.</p> 	<p>Read one of the online or attached articles. What is one cause/effect relationship you notice?</p> 	<p>Read 20 minutes in a book of your choice. Write about how the story would change if you could completely change the setting.</p>	<p>Read 20 min. in the book of your choice. Write a short script, changing the dialogue between two characters.</p> 



**Complete one weekly Reading and Writing Activity**

Week	
1	<p><b><i>Is Playing Video Games a Sport?</i></b> After reading write a 2-sentence summary of the gist of the article. List key details from the article (at least 4) that you may want to use in your writing</p> <ul style="list-style-type: none"><li>• Video: <a href="https://www.youtube.com/watch?v=dz--Ct0ItSA">https://www.youtube.com/watch?v=dz--Ct0ItSA</a></li></ul> 
2	<p><b><i>Everyone Can Play</i></b> After reading write a 2-sentence summary of the gist of the article. List key details from the article (at least 4) that you may want to use in your writing</p> <ul style="list-style-type: none"><li>• Video: <a href="https://www.youtube.com/watch?v=9fcK19CAjWM">https://www.youtube.com/watch?v=9fcK19CAjWM</a></li></ul> 
3	<p><b><i>Hooked on Games</i></b> After reading write a 2-sentence summary of the gist of the article. List key details from the article (at least 4) that you may want to use in your writing</p> <ul style="list-style-type: none"><li>• Hooked on Video Gaming: <a href="https://www.youtube.com/watch?v=RAofqOge4jg">https://www.youtube.com/watch?v=RAofqOge4jg</a> Being hooked on video games isn't necessarily an addiction — here's why: <a href="https://www.businessinsider.com/being-hooked-on-video-games-isnt-necessarily-an-addiction-this-study-explains-why-2017-10">https://www.businessinsider.com/being-hooked-on-video-games-isnt-necessarily-an-addiction-this-study-explains-why-2017-10</a></li></ul> 
4	<p><u>Writing Assignment:</u> You are writing an <b>opinion essay about the advantages and disadvantages of video games.</b></p> <p>Using the sources you already read, develop a main idea about the advantages and disadvantages of video games. Include your advice to children and families about the use of video games Choose the most important information from the sources to support your main idea. Then, write an opinion article that is several paragraphs long. Clearly organize your article and support your opinion with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.</p>



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**DEBATE**



## Is Playing Video Games a Sport?

**O**n February 3, about 100 million people are expected to watch America's biggest sporting event, the Super Bowl. But three months ago, almost as many people around the world watched two teams face off in the finals of a video game tournament. The competition is called the League of Legends World Championship. It's one of the biggest in e-sports (short for *electronic sports*).

As e-sports grow in popularity, more people consider playing video games to be a sport. More than 100 colleges in the United States now have

e-sports teams. Many of those schools offer scholarships, just as they do for top athletes. The organizers of the Olympics are even considering adding e-sports competitions in the future.

Still, many people say e-sports don't belong in the same category as traditional sports. They argue an event isn't a sport just because a lot of people watch it. They point out that cooking competitions and talent shows are shown on TV. But few people would consider either of them to be a sport.

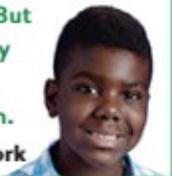
**Here's what two of our readers think.**

### Yes!

Just like football or soccer, e-sports are all about competition. They require skill and concentration. The best players are so talented, they're like the LeBron James of video games. Serious gamers spend many hours sharpening their skills. Some pro gaming teams practice for up to 50 hours a week.

Some people say playing video games doesn't involve physical activity. But that's not always true. When I play Wii sports, I move around and sometimes even get out of breath.

**Noah Johnson, New York**



### No!

A sport involves physical activity and skill. Playing video games takes skill. But it doesn't require enough movement to make it a sport. In fact, people often sit for hours while playing video games. Actual sports, like basketball, help kids get exercise.

Just because there are a lot of e-sports competitions doesn't make playing video games a sport. People compete in spelling bees where winners get prizes. Yet that's not a sport. And neither is playing video games.

**Nadiya Idalski, Michigan**





## Everyone Can Play

March 3, 2021, by Karena Phan (<https://www.timeforkids.com/g34/everyone-can-play/>)



GAME TIME Mark Barlet (seated, facing) of AbleGamers looks on as a hospital patient in New Orleans, Louisiana, uses the Xbox Adaptive Controller in 2018.  
GREG HAYNES

Clinton Lexa loves video games. But playing them hasn't always been easy. Lexa was born with a disability. It affects a person's hands. Lexa usually does tasks and activities, such as playing video games, left-handed. "I taught myself," Lexa told TIME for Kids. "There was no guide."

Today, Lexa is a professional gamer and one of many people working to make video games more accessible. Developers are helping. They're creating games with accessibility settings. And companies are designing controllers so people with disabilities can play.

### Games for All

When not gaming, Lexa is an accessibility consultant. This means giving feedback to developers about making video games accessible. One project is an adventure game called Celeste. It has an "assist" mode that lets players change the game's settings. Lexa helped update the mode's introduction so more people would feel encouraged to use the mode. The result is challenging while being "more inclusive," Lexa says.

*Can I Play That?* is a gaming website. It's run by Courtney Craven. According to Craven, video games are changing. This is thanks to advocates like Lexa. Craven hopes that one day, developers will focus on accessibility. Then advocates won't be needed. "We want to not have to exist," Craven says.



## **Get Connected**

Mark Barlet started the AbleGamers Charity. He says people with disabilities often feel alone. “Social isolation is a pandemic,” Barlet says. “Games are this shared experience.”

AbleGamers helps people with disabilities build gaming controllers that work for them. “Our mission is about combating social isolation,” Barlet says. Tools such as the Xbox Adaptive Controller, which AbleGamers helped design, make this possible.

Craig Kaufman works for AbleGamers. “We basically had to make sure that the industry was . . . focused on including players with disabilities,” he says. “For the longest time, most people didn’t.”



## Hooked on Games

September 7, 2018, by Brian S. McGrath ( <https://www.timeforkids.com/g34/hooked-on-games/> )



LOSING SLEEP Too much video gaming could be bad for your mental health.  
CLARKANDCOMPANY/GETTY IMAGES

Playing video games can be a fun way to unwind or spend time with friends. In schools, teachers use games like Minecraft to encourage teamwork and critical thinking.

But for some players, gaming is an unhealthy habit. At night, they are glued to a screen. Schoolwork suffers. The video-game world seems a friendlier place than the real one.

Mental health experts have taken notice. In June, the World Health Organization (WHO) added gaming disorder to its list of diseases and health conditions. A person may have the disorder if gaming has damaged his or her relationships with family and friends, and if it has affected his or her daily activities.



Not all experts agree that excessive gaming should be called a disorder. They say people hooked on video games may be suffering from other mental health problems. These should be treated first.

Others think WHO made the right call. Psychiatrist Clifford Sussman treats gaming addiction. He says kids often have feelings of anxiety. They get angry when a parent pries them from a device. “It becomes a self-destructive activity,” Sussman told *TIME for Kids*.

### **Taking Back Control**

What makes video games addictive? Playing excites the brain’s reward center. After a while, the brain becomes numb to pleasure. You feel bored without a controller in your hand. So you play even more.

Sussman advises tracking how long you play. He says you should take at least an hour-long break after every hour of play. The brain needs time to recover. Young gamers who think they might have a problem should ask an adult for help. Sussman suggests you first answer a simple question: “Are you in control, or is the game in control?”

**Stop & Think!** How does the author address multiple perspectives in the article? Support your answer with evidence from the text.



## Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

### **1. Say the Word or Phrase Aloud.**

Circle the word or phrase that you find confusing. Read the sentence aloud.

### **2. Look Inside the Word or Phrase.**

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

### **3. Look Around the Word or Phrase.**

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

### **4. Look Beyond the Word or Phrase.**

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

### **5. Check the Meaning.**

Ask yourself, "Does this meaning make sense in the sentence?"



# over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

## Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.



► **Think** Use what you learned from reading the science article to respond to the following questions.

- 1 What is the meaning of obstacles as it is used in paragraph 1 of the text?
  - A things made below or above ground
  - B things that slow or stop movement
  - C things that help people travel
  - D things built through mountains or over water

- 2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

► **Talk**

- 3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

►  **Write**

- 4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 19 to write your answer.



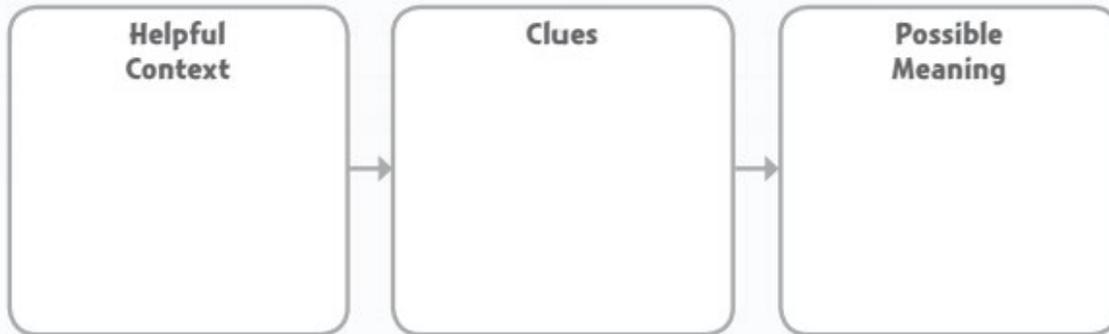
Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

**HINT** Use a chart to organize your thoughts about context clues.



# over Bridge, Under Tunnel

**3** Use the chart below to organize your ideas.



**Write** Use the space below to write your answer to the question on page 18.

**4 Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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## Math

The following math domains/standards for math practice will be covered in these menu's and online learning:

Numbers and Operations in Base Ten	Operations and Algebraic Thinking	Measurement & Data
Geometry	Model with Mathematics	Make sense of problems and persevere in solving them



**iReady Directions:** Sign into Launchpad to access your iReady My Path lessons. Spend at least 20 minutes working on MyPath or a teacher assigned lesson. Once you're finished you can explore the games available there, too.



**Math Menu Directions:** Choose one activity from the Math Menu on the next page. Once you have done an activity you can color it in or cross it off the chart. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



**Math Task Directions:** There are math tasks aligned to next years learning that you can complete. Try to complete one task each week!

**For further practice try one of these sites:**

Khan Academy: <a href="http://khanacademy.org">http://khanacademy.org</a>	PBS Kids: <a href="https://pbskids.org/games/math/">https://pbskids.org/games/math/</a>
Math Playground: <a href="https://www.mathplayground.com/">https://www.mathplayground.com/</a>	Sheppard Games: <a href="http://www.sheppardsoftware.com/math.htm">http://www.sheppardsoftware.com/math.htm</a>

### Multiplication Facts:

Fill in the following multiplication table to help you practice your facts! (HINT: Practice skip counting to fill it in)

1	2	3	4	5	6	7	8	9	10	11	12
2											
3											
4											
5											
6											
7											
8											
9											
10											



**MATH MENU**

Build something with blocks. What's the tallest tower you can make using only 20 blocks. How tall is it? Could you change your design and make it even taller?	How many ways can you make \$2, using only coins? What if you had to use at least three different coin values?	Have a scavenger hunt to find different shapes with the same number of sides. How are they the same or different?	Play a dice game like Yahtzee or Farkle	Create a "guess the measurement" game. In the game players will need to estimate and measure the lengths of certain items. Be creative designing your game.
Plan a meal for your family or friend. Find recipes with fractions in the ingredient list. With an adult make the meal/recipe.	Fold a piece of paper in half 2 times. Open it. How many rectangles? Now fold it in half again. How many rectangles? Predict how many rectangles you'd have if you folded it once more.	Find a place outside where you can observe creatures. Watch for 10 minutes. Record what you see. Create a bar graph to show what you discover.	Make the largest and smallest numbers you can using the digits: 4, 1, 7, 8, and 2. Find the difference and sum of these two numbers.	When you're shopping, add up all the costs as you go. Try to estimate the total. Check your answer at the register.
Would you rather have one dozen cookies or 2 cookies every night for one week? Why?	Create a code using letters and numbers and write a message to someone. Give them the key and see if they can crack the code.	<b>FREE SPACE</b>	Find a partner. Have them use a calculator and ask you math problems. You do mental math, they use the calculator and see who can get the correct answer first!	Draw a map of your house, to scale. Include a key that shows what everything is.
Practice your multiplication facts using flash cards or by skip counting.	Make an array using any objects. See if someone can figure out how many there are without counting. If they can't think of a way to figure it out, show them a strategy.	Complete a jigsaw puzzle of at least 500-pieces. Try 1000 or bigger!	Figure out how many hours of sleep you got last night. If you got that much sleep every night, how many hours would you sleep in a week? What about a month?	How many days until the first day of school? (Sept. 2) How many hours is that?
Play Connect Four, Monopoly, or Checkers	Using a calendar, figure out how many days are left in this year. Can you figure out a short cut so you don't have to count every day?	Find a measuring tool (like a ruler or tape measure) and record measurements of objects in your house (shelves, chairs, people)	Teach someone at home your favorite shortcut for some multiplication facts you know.	Play a card game like War or make up your own!



## Week 1 Task: Factors and Multiples



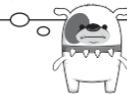
You'll need a number cube for this activity or another way to randomly select between the numbers 1-6.

### What You Do

- Roll the number cube. Find the factor next to that toss in the table. If it has already been used, roll again.
- Write the first five multiples of the factor you rolled on the **Recording Sheet**.
- Put a game marker on all the multiples of that factor on the **Game Board** that have not already been covered.
- Continue until all the multiples of 2, 3, 4, 5, 6, and 7 are covered.

Toss	Factor
1	2
2	3
3	4
4	5
5	6
6	7

To find multiples of a number, I start with 0 and skip-count by that number.



Multiples of 2: \_\_\_\_\_  
 Multiples of 3: \_\_\_\_\_  
 Multiples of 4: \_\_\_\_\_  
 Multiples of 5: \_\_\_\_\_  
 Multiples of 6: \_\_\_\_\_  
 Multiples of 7: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



## Week 2 Task: Comparing with Multiplication

You'll need a number cube



for this activity or another way to randomly select between the numbers 1-6.

### What You Do

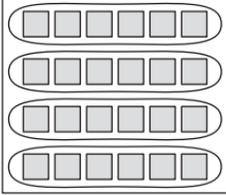
1. Take turns. Toss the number cube. Find the equation to match the toss.
2. Find the correct box on your **Recording Sheet**. Complete the two comparisons.
3. Your partner checks the comparisons. You score 1 point for each correct statement.
4. If you have already used the equation that matches your toss, your turn ends.
5. The first player to score 6 points wins.

Toss	Equation
1	$48 = 8 \times 6$
2	$10 = 2 \times 5$
3	$45 = 5 \times 9$
4	$18 = 6 \times 3$
5	$35 = 5 \times 7$
6	$24 = 6 \times 4$

I can use multiplication as a way to compare numbers.  $24 = 4 \times 6$ .



24 is 4 times as many as 6.



_____ is 7 times as many as _____.	_____ is _____ times as many as 3.
_____ is _____ times as many as _____.	_____ is _____ times as many as _____.
_____ is 4 times as many as _____.	_____ is 9 times as many as _____.
_____ is _____ times as many as _____.	_____ is _____ times as many as _____.
_____ is _____ times as many as 2.	_____ is _____ times as many as 8.
_____ is _____ times as many as _____.	_____ is _____ times as many as _____.



### **Week 3 Task: Making Sense of the Subtraction Algorithm**

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Solve the following problems in order to make a connection to the algorithm (stacking numbers). Use the algorithm to check your work and to support your explanation.

1. To work out  $856 - 138$ , Jane rearranges 856 as  $800 + 40 + 16$ . Why does she do this? Explain, using base ten blocks or models if necessary.

2. To work out  $856 - 162$ , Jane rearranges 856 as  $700 + 150 + 6$ . Why does she do this? Explain, using base ten blocks or models if necessary.

3. To work out  $856 - 168$ , Jane rearranges 856 as  $700 + 140 + 16$ . Why does she do this? Explain, using base ten blocks or models if necessary.

Now establish a standard written form for subtraction. A good way to do this is to explain why  $546 - 278$  requires 546 to be renamed 4 hundreds + 13 tens and 16 ones.



## Week 4 Task: Check Max's Work

Read this problem about adding whole numbers. Then look at Max's solution to this problem.

### Blog Site Visitors

Max posts the number of visitors to his gaming blog.

#### Max's Video Game Blog Visitors

► **January Visitors**

$$30,000 + 2,000 + 50 + 1$$

► **February Visitors**

28,486

► **March Visitors**

thirty thousand eighteen

In his April blog, Max will post hints about a popular new computer game. He sets some goals for the number of visitors he hopes to get in April.

- Get more than the total of two of the months combined.
- Get between 999 and 9,999 more visitors than the two combined months.

What is a number of visitors that would meet Max's goal? Tell why your number works.

Read the sample solution on the next page. Then look at the checklist below. Find and mark parts of the solution that match the checklist.



### PROBLEM-SOLVING CHECKLIST

- |   |   |
|---|---|
| <input type="checkbox"/> Tell what is known.              | <b>a. Circle</b> something that is known.                                 |
| <input type="checkbox"/> Tell what the problem is asking. | <b>b. Underline</b> something that you need to find.                      |
| <input type="checkbox"/> Show all your work.              | <b>c. Draw a box around</b> what you do to solve the problem.             |
| <input type="checkbox"/> Show that the solution works.    | <b>d. Put a checkmark</b> next to the part that shows the solution works. |



## MAX'S SOLUTION

- **I need to find the total visitors for two months combined.**

I know that I can pick any two months. I'll use February and March.

- **Next, I write the number for March in standard form.**

thirty thousand eighteen = 30,018

- **Then, I add the numbers for February and March.**

$$\begin{array}{r} 28,486 \\ + 30,018 \\ \hline 14 \\ 90 \\ 400 \\ 8,000 \\ \hline 50,000 \\ 58,504 \end{array}$$

- **For April I want between 999 and 9,999 more visitors than 58,504 visitors.**

I can round 999 to 1,000 and 9,999 to 10,000.

- **5,000 is about halfway between 1,000 and 10,000.**

- **Last, I add to find the goal.**

$$\begin{array}{r} \text{Two-month total:} \quad 58,504 \\ \text{Number used to set goal:} \quad + 5,000 \\ \hline 63,504 \end{array}$$

- **My goal for April is 63,504 visitors.**

The number of visitors for both February and March is about 30,000. I want an extra 5,000 visitors.

$$30,000 + 30,000 + 5,000 = 65,000.$$

My goal of 63,504 makes sense.

Hi, I'm Max. Here's how I solved this problem.



I had to choose a number that met the goal.

I added 5,000 to the total for February and March.

I rounded to check that my answer makes sense.



## 3-5 Health and Physical Activity Menu

**Activity & Health Menu Directions:** Choose one activity from the menu on the next page to complete each day. Once you have done an activity you can color it in or cross it off the chart. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!

Move It Monday	Take Out Tuesday	Wellness Wednesday	Thumpin' Thursday	Fitness Friday
<p><b>Play Catch</b> Get any kind of ball or crumpled up piece of paper and play catch with a family member. Start close to each other, then take a step backward every time a catch is made. How far apart can you get?</p>	<p><b>Mindful Snack</b> When eating a snack today, pay attention to the taste, feel, sound, smell, and look of the snack. What do you notice? Is the snack healthy or a "sometimes food". What is a healthy snack that you enjoy?</p>	<p><b>Shape Breathing</b> Draw any shape or design on a piece of paper. Slowly breathe in and breathe out as you trace your finger along the shape. This can help you calm your mind when you are feeling anxious.</p>	<p><b>Chicken Dance 24-7</b> Did you know you can do the moves to the chicken dance to ANY song. If you can hear 8 beats in a song, you can do the Chicken Dance to it. Try it! This is an oldie! <a href="https://youtu.be/l5slspLfmXM">https://youtu.be/l5slspLfmXM</a></p>	<p><b>Alphabet Walk</b> Ask a parent or family member to go on a walk with you. See if you can find things along your walk that start with each letter of the alphabet. For example: A = airplane B = bus stop</p>
<p><b>Steady!</b> Walk from room to room in your house while balancing a book on your head. How many minutes can you go without using your hands to keep the book in place or without the book falling? On your tiptoes?</p>	<p><b>Opposites</b> Can you eat an entire meal using your opposite hand? So – if you're right-handed, can you eat a meal using mostly your left hand?</p>	<p><b>Warm Hands</b> Rub your hands together until they are warm. Place them over your closed eyes and breathe in and out. Try this again later when you are in bed and getting ready to sleep.</p>	<p><b>Fortnite</b> Pick different dances from the Fortnite characters and try and master them. How many can you learn before the end of summer? <a href="https://youtu.be/cgMcfS8Z6sw">https://youtu.be/cgMcfS8Z6sw</a></p>	<p><b>S-T-R-E-T-C-H</b> Pick five different muscles to stretch. Hold each stretch for 20 seconds. Remember – feeling a little stretch is ok – pain means you are going too far and you need to back off a little.</p>
<p><b>Strike It</b> Get any kind of ball or crumpled up piece of paper and strike it (hit it) with your hands and arms to keep it up in the air. How many times can you strike it before it hits the ground? Try with a partner.</p>	<p><b>Water</b> Count how many glasses of water you drink in a day. Do you know how much water you should drink? How can you find out? How does water help your body?</p>	<p><b>Mindful Senses</b> What do you notice around you? Find: 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell, and 1 thing you taste.</p>	<p><b>Cha Cha Slide</b> Do you know how to do the Cha-Cha Slide? If yes – teach someone in your house. If no – watch to move along with the cues. <a href="https://youtu.be/wZv62ShoStY">https://youtu.be/wZv62ShoStY</a></p>	<p><b>Strong Arms</b> Crab walk around the room during a commercial of your favorite TV show. Can you go the whole time?</p>
<p><b>Obstacle Course</b> Can you make an obstacle course inside your house or in your yard? Try going over, under, through, around . . . How quickly can you complete the course safely? Can you beat yourself? Race someone?</p>	<p><b>Colors</b> Try to eat three different colors of fruits and vegetables today. Why is eating different colored foods important? If you don't know, where can you go to find out?</p>	<p><b>Positive Self-Talk</b> Be sure to talk to yourself today like you would talk to someone you love – be kind. Notice if there are times you aren't talking kindly to yourself and think of a different way to say it.</p>	<p><b>Git Up</b> Can you learn this dance by Blanco Brown? <a href="https://youtu.be/wExuLoDzRIM">https://youtu.be/wExuLoDzRIM</a></p>	<p><b>Random</b> Pick six exercises. Number them and write them on a paper. Roll one dice (di) to see which exercise to do. Roll two dice to see how many times to do it!</p>
<p><b>Helper</b> Do something to help around the house or yard today. What muscles are you using to do the work? What kind of fitness are you working on? How does it feel to help out?</p>	<p><b>Shopping Search</b> The next time you go with someone to the grocery store, look closely at the different vegetables in the vegetable aisle. Are there any that you don't know the names of? See if you can find three of those and learn their names.</p>	<p><b>Cool Off the Pizza</b> Imagine you have a hot slice of pizza in front of you. Slowly breathe in like you are smelling the pizza. Then, slowly breathe out to cool it off.</p>	<p><b>Dance it Out</b> Play your favorite song. Listen to see if you can hear 8 beats in the song. Make up a dance that has four moves that you can do to the beat. Can you do it for the whole song? Can you teach it to someone?</p>	<p><b>Alphabet Push-Ups</b> Get in a push-up position. Lift one hand off the floor and tap your opposite shoulder while saying the first letter of the alphabet. Then touch the other shoulder and say the second letter. Can you get to Z?</p>



## Social Emotional Learning

### Social Emotional Learning-15 minutes each week

**Directions:** Each week choose one or more activities from the menu to do. Once you have done an activity you can color it in or cross it off the chart. You can also repeat your favorites as many times as you want!

**Helpful Sites** – If you have technology available, the following sites can be used to support social emotional learning at home too!



How We Feel App:  
Scan QR code to download the app.



#### Free Mindfulness Videos on YouTube:

- English: <https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotIdKIUQCw>
- Spanish: <https://www.youtube.com/playlist?list=PLiaUKiwbiHMSzAac5smqxc98Huui9KwC->

**Second Step Activities and Resources for Families**  
<https://www.secondstep.org/free-sel-resources/families>

**Bullying Prevention Resource**  
[Captain Compassion: You Have the Power to Prevent Bullying!](#)





# MOOD METER

How are you feeling?

Feelings in the yellow quadrant are high in energy and high in pleasantness.

Feelings in the red quadrant are high in energy and low in pleasantness.

Feelings in the blue quadrant are low in energy and low in pleasantness.



Feelings in the green quadrant are low in energy and high in pleasantness.

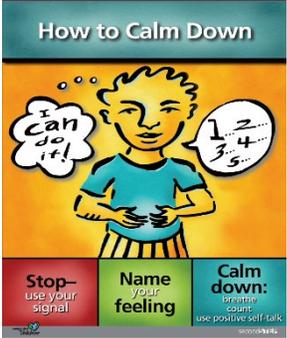
### To use the Mood Meter...

1. Think about how much energy your body has and if you're feeling pleasant or unpleasant feelings and try to identify which quadrant you are in.
2. Then try to find a word that best names how you feel.

Example: I feel like my body has energy, but it's kind of an unpleasant feeling. I think I'm feeling annoyed because I have to wait until it's my turn to play...



**Social Emotional Learning Menu**

<p><b>*Self-Awareness*</b></p> <p><b>Getting Into Our Feelings,</b> or emotions provides us with information about what we think and how we may act.</p> <p>Feelings are not good or bad, and naming our emotions is a superpower!</p>	<p><b>Track Your Feelings for a Day:</b></p> <p>Keep track of your feelings for one whole day on the worksheet provided (see worksheet below menu). Write or draw what was happening when you had those feelings for each part of the day.</p> <p>Keeping track of your feelings can help you be more aware of how they're affecting you.</p> <p>If you name a strong feeling, or emotion, it engages your thinking brain and helps you begin to calm down.</p> <p><b>Reflect at end of day, or next morning.</b></p> <ul style="list-style-type: none"> <li>• What types of feelings did you have?</li> <li>• Did you have more positive emotions at any times of day? Why?</li> </ul> <p>Did you have more negative emotions at any times of day? Why?</p>	<p><b>How Would You Feel If...?</b></p> <p>Read each scenario below and use the Mood Meter or feelings chart above to identify how you would feel if you were in each situation.</p> <p><b>Scenarios:</b></p> <ul style="list-style-type: none"> <li>• Getting to watch your favorite show.</li> <li>• You get hurt playing at the park</li> <li>• A birthday party gets canceled because the family is sick.</li> <li>• Your friend makes fun of you.</li> <li>• Your parents or caregiver stop to get you ice cream or a treat.</li> <li>• You lost in a video game or board game.</li> <li>• It's raining and you can't go play outside.</li> <li>• You are learning something new (how to ride a bike or play a game or instrument).</li> </ul> <p>You get to go to a friends' or families for a sleepover.</p>	<p><b>Calm Down Strong Feelings:</b></p> <ol style="list-style-type: none"> <li>1. Stop</li> <li>2. Name your feeling</li> <li>3. Take deep breaths (put your hands on your belly to feel yourself breathing)</li> </ol> <p>Say "Stop" and name your feelings to begin calming down.</p> <p>When did you use calm down strategies this week? Why? What was your strong feeling? Draw. Write. Share your strategy with one other person.</p> 
<p><b>*Self-Management*</b></p> <p><b>Mindfulness</b> is both a practice and a way of relating to life. It is being present in the moment with kindness and curiosity.</p>	<p><b>Loving-Kindness Buddy Wishes</b></p> <p>Close your eyes. Sit up tall. Take a deep breath in and a deep breath out. Think of one kind wish to send to yourself. It can be sending yourself Peace, Love, Courage, Hope or the chance to just be. Breathe in the kind wish deep into your heart and slowly breathe out.</p> <p>Take a deep breath in and a deep breath out. Take a moment and think of a kind wish to send to a person who could use a bit of love. This could be a grandparent, sibling, friend, or it can be someone in need. If you have a chance, share your kind wish with the person.</p> <p>How do you feel after a mindfulness exercise? Use the feelings chart.</p>	<p><b>Practice Using Your 5 Senses</b></p> <p>Have your child look around their room to find:</p> <ul style="list-style-type: none"> <li>• 1 thing they can see</li> <li>• 1 thing they can touch</li> <li>• 1 thing they can hear</li> <li>• 1 thing they can smell</li> <li>• 1 thing they can taste</li> </ul> <p>This is an exercise that can help manage strong emotions by focusing on what is around you.</p> <p>How do you feel after focusing on your 5 senses? Use the feelings chart.</p> 	<p><b>Be Like Nature</b></p> <p>Go outside, ideally in nature (park, yard) with a trusted adult or friend who can read the practice below.</p> <p><b>Think and share:</b> What is your favorite part of nature? How does being in nature make you feel?</p> <p><b>Practice:</b> Sit or stand. Close your eyes. We can be like beautiful parts of nature. Our body is like a tree- it grows and it is strong. Sit tall like a tree and stretch your hands and fingers out like branches. Our breath is like the wind blowing- take two big, slow breaths. Breathing in...breathing out, blowing out the wind. The sun is like the part of us that is warm and kind. As the sun shines on the tree, we feel our body. What body parts do you feel- just by noticing? Smile like the sun and say, "May I be happy." Open your eyes and look around- You are amazing!</p>



<p><b>*Self &amp; Social Awareness*</b></p> <p><b>Gratitude</b> is noticing the good things in life and saying thank you for them.</p>	<p><b>A Time I Felt Grateful</b></p> <p>We can feel gratitude for things we have, things that someone gives us, or things that are part of our daily life that we may not give much thought to. We can also feel grateful for things in nature (rain) or other important things in our lives.</p> <p>Write or draw a picture about a time that you felt grateful and what you were grateful for, or who you were grateful to. If you can, tell the person.</p>	<p><b>Gratitude Journal</b></p> <p>A gratitude journal helps us notice the good things happening in our lives and say thank you for them.</p> <p>Expressing gratitude can change your mood and help you feel more connected to others. It also trains your brain to focus on the positive.</p> <p>Each day, for one week, write or draw at least one thing you are grateful for. Why are you grateful for that thing? (see last page for gratitude journal)</p>	<p><b>Practicing Gratitude:</b></p> <p>Think about something that brought you happiness this week. It can be something simple!</p> <p>Remember that happy thing. Notice how you feel when you think about it. Silently, say thank you. Notice how it feels to say thank you.</p> 
<p><b>*Self &amp; Social Management*</b></p> <p><b>Safe &amp; Healthy Summer</b> skills and strategies.</p>	<p><b>Follow Directions:</b></p> <p>Listening helps you have fun AND stay safe.</p> <p>What Skills for Learning do you use to follow directions?</p> <p>Think about a time that you followed directions this week.</p> <ul style="list-style-type: none"> <li>How did it keep you safe?</li> </ul> 	<p><b>Info to Remember or Learn!</b></p> <p>Do you know the address where you are living? Do you know your parent/ caregiver's first and last names and phone numbers?</p> <ul style="list-style-type: none"> <li>If yes, share it with an adult family member or older sibling to practice and help you remember.</li> <li>If no, ask your family to help you learn it this summer.</li> </ul> <p><b>Reflect:</b></p> <p>Who are safe adults that you can talk to?</p> <p>Where are safe places that you can go near where you live? Draw. Write. Hang it up to remind you!</p>	<p><b>Safety, It Rules! (by Jenny Pritchett, Common Sense Media)</b></p> <p>We need to be safe whenever we're online So we follow these rules, to have a good time!</p> <ol style="list-style-type: none"> <li>Always ask your parents/ caregivers first.</li> <li>Only talk to people you know.</li> <li>Stick to sites just right for you!</li> </ol> <p>And we'll be safe wherever we go!</p> <p><b>Reflect: Write or Draw.</b></p> <p>What did you do online this week that was fun? Did you follow the online safety rules?</p> <ul style="list-style-type: none"> <li>Share with your home adult.</li> </ul>



<p><b>*Self &amp; Social Management*</b></p> <p>You can be assertive, play fair and problem-solve to stay safe, get along with others and keep having fun.</p>	<p><b>Be Assertive:</b> Respectfully say what you need or stand up for others, without being mean or hurtful.</p> <p><b>Brainstorm:</b> What is the difference between being assertive, aggressive, and passive when you talk to others?</p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Ask an adult for help in an assertive way (“Can you please help me?”).</li> <li>• Face the person you’re talking to.</li> <li>• Keep your head up and shoulders back.</li> <li>• Use a calm, firm voice.</li> <li>• Use respectful words.</li> </ul>	<p><b>Play Fair:</b> It is fun to play with our friends, family, and new kids in person and online!</p> <p>Remember when you play with others to...</p> <ul style="list-style-type: none"> <li>• Take turns</li> <li>• Trade or share items</li> <li>• Invite others to play</li> <li>• Use your words to tell someone what you need or want</li> <li>• Be an upstander to bullying in your neighborhood or online</li> </ul> <p><b>Write or Draw:</b> What did I do to play fair this week? How did it make me feel? How did others feel?</p>	<p><b>Solve Problems</b> “How should I do this?” Finding solutions to problems. <b>S</b>ay the Problem Without Blame <b>T</b>hink of Solutions that are Safe &amp; Respectful. <b>E</b>xplore Consequences (What would happen if...) <b>P</b>ick the Best Solution and Make Your Plan</p> <p>Pick a problem that you have had this summer. Practice the 4 STEPs above with your problem.</p> <p>How can this problem-solving process help you at home? In your neighborhood? At school?</p>
<p><b>*Self-Efficacy*</b></p> <p><b>Looking Ahead!</b> How will you keep growing your brain this year?</p>	<p><b>Note to Self</b> Draw or write about three things that went well today or this week. <i>What were you thinking? How were you feeling? What did you do?</i></p> <p>Draw or write about your best possible future self. <i>Who will you be when you grow up? What will you do? What do you like about that future person? Why are those things important to you?</i></p>	<p><b>Courage Creatures</b> What is courage? “Being brave isn’t about not feeling scared. Being brave is about what you do even when you do feel scared.” Courage can be loud (easy to see and looks brave) or quiet (something inside- reading what you wrote in front of the class).</p> <p>Imagine you have a courage creature living inside your heart. On a paper, draw what you think your courage creature would look like with detail. Think of what being courage or bravery means to you as you draw your creature.</p> <p>What does your courage creature need courage for? What does courage feel like in your body or your courage creature’s body?</p> <ul style="list-style-type: none"> <li>• Share with a family member or friend!</li> </ul>	<p><b>Goal-Setting for a New School Year</b> What is something that you are good at now because you worked hard and practiced a lot?</p> <p>Think about this coming school year... and fill out the following: <b>My goal is:</b> <b>Steps to reach my goal:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><b>Two things that will help me reach my goal:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>I will know I have reached my goal because:</b></p> <p style="text-align: right;">Date when I reach my goal:</p>



Feelings Tracker Date: \_\_\_\_\_

Instructions: Keep track of your feelings for a day. Try to use specific feelings words. Take notes or draw about what happened when you had each feeling.

Happy	Sad	Scared	Surprised	Angry	Disgusted
Time	Feeling(s)	What was happening			
Wake up					
Morning					
Midday					
Afternoon					
Evening					
Before bed					



Gratitude Journal Week: \_\_\_\_\_

**Instructions:** Each day this week, list one thing you're grateful for. Use the ideas at the top of the journal to help you think of something if you get stuck. Then explain why you're grateful for that thing. We can be grateful for big and little things! Think of something small or big that you are grateful for and why.

**Some Ideas:** Friends    Family    Food    Health    Body    Teachers    Pets    School  
                 Summer    Sunlight    Doctors    Books    Toys    Games

Day	What are you grateful for?	Why?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		