

## **Summer Learning for Incoming 6<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 on the next page, scholars will maintain their daily learning practice in reading and math.

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

- iReady Math Lessons (K-8)
- Typing Agent
- Imagine Learning
- SORA- This is an online library that has collections of great books for scholars. It can also be used to access the KCLS library system without additional passwords or sign in. For guides on use follow this link:

[Parent Portal / SORA@King County Library System \(fwps.org\)](http://Parent Portal / SORA@King County Library System (fwps.org))



## Incoming 6<sup>th</sup> Grade Summer Learning

**Directions:** The following packet of learning activities is provided to help prepare you for 6<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 for 30 minutes every day
- \_\_\_\_\_ Complete 20 minutes of Powerup reading lessons or choose from assigned tasks in the Reading/Writing menu, Pg 3-11
- \_\_\_\_\_ Complete 30 minute of iReady MyPath math lessons or choose from tasks in the Math Menu, Pg 12-18
- \_\_\_\_\_ Do something active every day from the Activity/Health menu, Pg 19-20
- \_\_\_\_\_ Complete one weekly Social Emotional Learning activity, Pg 21-23

Here is a suggested schedule for times:


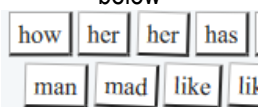


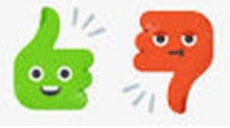





Weekly Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy</b>	20 min PowerUp OR Reading/Writing menu	20 min PowerUp OR Reading/Writing menu	20 min PowerUp OR Reading/Writing menu	20 min PowerUp OR Reading/Writing menu	20 min PowerUp OR Reading/Writing menu
<b>Physical Activity</b>	20 min Activity Menu	20 min Activity Menu	20 min Health Activity	20 min Activity Menu	20 min Activity Menu
<b>Math</b>	30 min iReady Math	30 min iReady Math	30 min iReady Math	30 min iReady Math	Choose Activity from Math Menu
<b>Also Do</b>	<ul style="list-style-type: none"><li>• Daily – 30 Minutes of Independent Reading</li><li>• Weekly – Social-Emotional Learning Activity (choose from menu)</li></ul>				



## English Language Arts - 20 min DAILY

**Directions:** Each day, practice 20 minutes on PowerUp lessons **OR** choose a reading/writing activity from the menu. In addition, complete the weekly task with the articles included in this packet. Online resources for reading articles are listed below the menu. Keep your written responses together on notebook paper or in a reading journal. Think of the menu like BINGO and try to get a blackout!

### Standards Addressed

Read an online article from one of the websites below. Write a Claim about the article with two pieces of Evidence.	Use Flipgrid or another recording app to record yourself reading aloud for 20 minutes. Share the video with a family member.	Read an online article. Write down 3-5 unknown vocabulary words. Predict what they mean from context clues then look them up	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.	Read an online article. Write down a claim the author makes and explain if you agree or disagree. Use evidence from the text.
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. 	Read 20 min. in a book of your choice. Create a poem about the main character. Try using the magnetic poetry link below 	Read outside for 20 minutes. When done, design a new book cover for the book you are reading. Make sure the cover connects to the theme. 	Read an online article from one of the websites below. Write a summary paragraph of the article and share it with a family member. 	Read a book of your choice for 20 min. Write a review either recommending or not recommending the book. Use evidence. 
Read 20 min. in the book of your choice. How would you change this part of the book? Rewrite one page with your changes.	Read one of the online articles. Make a one-pager that summarizes the central idea with images and at least one quote.	Practice your favorite close reading strategy with one of the online articles.	Read 20 minutes in a book of your choice. Write about how the story would change if you could completely change the setting.	Read 20 minutes in a book of your choice. Create a collage of items the main character would love.
Read one of the online articles out loud to a family member. Discuss if you agree with the author or not and why. 	Read 20 min. in the book of your choice. If your main character was a super hero/villain who would they be? Write your response. 	Read one of the online articles. What is one cause/effect relationship you notice? 	Read one of the online articles. Write a "gist" statement for each paragraph. 	Read 20 min. in the book of your choice. Write a short script, changing the dialogue between two characters. 

**Helpful ELA Sites** – If you have technology available, the following websites provide online books and reading/writing resources:

#### 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 online articles: <https://www.timeforkids.com/>

Scholastic Articles: <https://classroommagazines.scholastic.com/articles-for-students.html#middle-and-high-school>

#### Writing:

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

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

Middle school prompts <https://www.journalbuddies.com/prompts-by-grade/writing-prompts-for-middle-school/>



**Writing with Evidence-** Closely read one article each week and follow the directions to practice gathering evidence from your reading. In the 4<sup>th</sup> week, you will use this evidence to write an essay.

### **Week 1: Teens Learn there is Freedom in Telling Their Stories**

*By PBS NewsHour, adapted by Newsela staff on 01.16.19*

Photo: Larisa Epatko/PBS NewsHour

#### **Directions:**

- Read the following article showing how some teens use their voice.
- As you read, circle unknown vocabulary words and try to determine their meaning from context clues.
- Write a gist statement for each paragraph

After you have finished reading, answer the following Prompt:

*How did the person/people use their voice? Use at least 3 pieces of evidence in your answer.*



Malak Lahham was pulled aside by security guards at Israel's international airport. The guards said she would have to answer some questions.

"I was creeped out," 16-year-old Malak, an Arab, later admitted. "Have I done anything wrong?" She was traveling with no family members, only her teacher. All of her belongings were unpacked and checked. The guards even looked through her phone. Where was she going?

Malak was heading to an annual summit of Narrative 4 in Limerick, Ireland. It is an organization that aims to build empathy in people through storytelling. Empathy is the ability to put yourself in someone else's shoes.

During the previous year, Malak's school had partnered with a Jewish-Israeli school in Narrative 4's program. They hoped to help foster a better understanding of each other. Conflict between Arab-Israelis and Jewish Israelis has been ongoing. The conflict has largely been over land that both groups believe belongs to them.

"I was searched only because of my identity as an Arab," she thought.

(It is worth noting that Arab refers to speakers of Arabic, not a particular religion. While there are many Arab Christians and Arab Jews, the majority of Arabs in the Middle East are Muslim, meaning they practice the religion of Islam.)

#### **Sharing A Powerful Story**

Instead of responding to the situation with hatred, Malak decided to "fight it with love and kindness." She wanted to show the guards she was human, "simply by saying, 'Thank you, have a nice day.'"

"You can't judge a whole group because of a small part of it," she said.

"They said, 'Thank you, enjoy your flight.'" Malak told her story at the meeting, which Lee Keylock, programs director for Narrative 4, called "very powerful." He commended her for being "generous," trying to "hear the stories of the security guards."

#### **Narrative 4 Gains Supporters And Schools**

Narrative 4 formed in 2012 by a group of writers and activists. They recognized that learning each other's stories and retelling them in the first-person is a powerful way to gain understanding. The program evolved



from Lisa Consiglio, Narrative 4's executive director. She ran a literature organization in Colorado, including a story-swap program in English classes there. In the process, she met novelist Colum McCann. He became a strong supporter and later president of Narrative 4.

A major donor to the program asked if they wanted to make Narrative 4 international and pair people around the world. Soon, kids in New Orleans were connected through video chat with Haitian children. This was just after a major earthquake had hit Haiti.

Their next stop was the Middle East, where they paired Arab-Israeli and Jewish-Israeli students. "These kids were 20 minutes apart and natural born enemies," Consiglio said. Through telling each other's stories, they were able to see each other with new eyes.

"We change the world when we walk in one another's shoes," McCann said. "People understand one another by walking inside the language and inside the story of somebody else's experience." McCann calls this "radical empathy."

### **Listen To And Caring About Others' Stories**

The practice of learning someone else's story well enough to retell it as your own builds a special connection between the participants. By caring about others' stories, it might even spark a desire to do something more within the community.

The organization has authors and artists visit the schools help with the program. Schools around the world can connect with each other through a growing network on the group's page on social-media site Facebook.

Maru Castaneda is a Spanish teacher in Tampico, Mexico. Through the network, she connected with English teacher Faisal Mohyuddin in a suburb of Chicago.

Tampico, a port city on the Gulf of Mexico, suffers from gang violence. This makes residents afraid to be out at night, Castaneda said. "The American kids don't know this is happening, they think it is a normal city. It's not a normal city," she said.

Her high school kids told their stories, and the students in Illinois talked about their personal troubles such as their parents' divorce. Learning about the problems of others helped put their own lives in perspective, she said. "It doesn't matter if you're in the United States or Mexico, we are human and we are here to be better."

## **Week 2: Survey: Children in the United Kingdom feel they don't have voice in their future.**

*By Karen McVeigh, The Guardian, adapted by Newsela staff on 11.27.17*

Photo by Paul Davey / Barcroft Images / Barcroft Media via Getty Images

### **Directions:**

- Read the following article showing how some teens use their voice.
- As you read, circle unknown vocabulary words and try to determine their meaning from context clues.
- Write a gist statement for each paragraph

After you have finished reading, answer the following Prompt:

*Do you think kids in the US would feel the same way? Why or Why not? What are some ways kids can show their voice?*

Use at least 3 pieces of evidence in your answer.





A new poll of children from 14 countries shows how worried they are about different issues that influence them. The poll showed children around the globe have concerns about terrorism, poverty and poor education. It also showed their doubts in adult leaders. They are worried about their leaders' abilities to make good decisions for them.

Children in the United Kingdom and South Africa feel the most disenfranchised when it comes to decisions that impact them. Meanwhile, those in India feel the most empowered, according to the survey. The survey was done by the United Nations Children's Fund (UNICEF). They provide assistance to children and mothers around the world.

### **Despite Progress, Some Kids Face Bleak Futures**

UNICEF found that even with positive changes, 1 in 12 children still live in countries where their futures look bleaker than those of their parents. This affects 180 million children worldwide. Millions of children in 37 countries are more likely to live in extreme poverty, be out of school, or to suffer a violent death than young people living in those nations 20 years ago. This is wrong, UNICEF said.

Some children have not seen increases in their living standards "through no fault of their own or those of their families." This is tragic," said Laurence Chandy, a researcher at UNICEF. New technology should be improving the lives of everyone, he said. It is wrong for hundreds of millions of people to see their lives getting worse instead, Chandy said.

### **Treatment Of Refugee, Migrant Children A Concern**

A different poll of children ages 9-18 showed they are very concerned about global issues affecting them and children their age. Children in Mexico, Brazil and Turkey were most likely to worry about unfair treatment of refugee and migrant children, the poll found.

Half of the 11,000 children surveyed reported feeling like they don't have power or a voice about decisions made that affect children around the world. In South Africa and the United Kingdom, seven out of 10 children said that their opinions do not make a difference. About half of the children surveyed in India, however, believe that their views count.

### **Some Children Lack Trust In World Leaders**

Nearly half of the children said they do not trust their adults or world leaders to make good decisions for them. Children in Brazil have the least faith in their leaders. Eight out of 10 children in Brazil and almost seven out of 10 children in South Africa do not trust their adults and world leaders. Children in India had the most trust in their leaders, with only three out of 10 feeling apprehension.

The 14 countries polled included Japan, Kenya, Malaysia, the Netherlands, New Zealand, Nigeria, Egypt and the United States. The research was carried out for World Children's Day, which celebrates the anniversary of the adoption of the United Nations Convention on the Rights of the Child.

### **More Findings In UNICEF Survey**





The survey also found the number of children under the age of 19 dying violently in countries experiencing conflict had increased. The seven countries include the Central African Republic, Libya, South Sudan, Syria, Ukraine, Iraq and Yemen.

Additionally, the number of people living on less than \$1.90 a day has increased in 14 countries. These include Madagascar, Zambia and Zimbabwe on the African continent. Elementary schools have also seen a decrease in students in 21 countries. The reason is often financial crises, increases in the number of people living there and the effects of conflicts.

### **Week 3: Beyonce's performance breathes new life into "black national anthem"**

*By Washington Post, adapted by Newsela staff on 4.17.2018*

#### **Directions:**

- Read the following article about Beyonce performing at Coachella.
- As you read, circle unknown vocabulary words and try to determine their meaning from context clues.
- Write a gist statement for each paragraph

After you have finished reading, answer the following Prompt:

*Why do you think Beyonce chose that song for her performance? Use evidence from the text. What is something you are passionate about that you'd like to use your voice for?*



Photo by: Larry Busacca/Getty Images for Coachella

In 1899, a young poet and school principal named James Weldon Johnson was asked to address a crowd in Jacksonville, Florida for the anniversary of Abraham Lincoln's birthday. Just two decades had passed since the Reconstruction era, and lynchings were on the rise in the segregated South.

But instead of preparing a speech, Johnson decided to write a poem. He began with a simple but powerful line, a call to action: "Lift every voice and sing." He paced back and forth on his front porch, agonizing over the lines of the poem.

#### **A Rallying Cry For The Black Community**

After finishing each stanza, he handed the lyrics to his brother, John Rosamond Johnson, who put the words to music, according to an account found in the book "Anthem: Social Movements and the Sound of Solidarity in the African Diaspora" by Shana L. Redmond.

As James Johnson wrote, evoking the struggle and resilience of his ancestors, he wept. "I could not keep back the tears, and made no effort to do so," he recounted.

The following year, a chorus of 500 schoolchildren performed the song at the Lincoln celebration.

The song quickly took off, becoming a rallying cry for black communities in the South. Or as one observer noted at the time, "a collective prayer."



Churches embraced the song as a hymn and it was performed at school graduations. Within 20 years, the National Association for the Advancement of Colored People (NAACP) adopted "Lift Ev'ry Voice and Sing," as its official song. For generations, it became known as the "black national anthem."

### **Beyonce's Coachella Performance Goes Viral**

On Saturday, April 14, in front of tens of thousands of people, one of America's biggest pop stars paid tribute to the song by singing a few of its lines. Beyoncé became the first black woman to headline the Coachella music festival in California. Her entire historic set - complete with a drum line, step dancing and musicians in berets - honored black culture and historically black colleges.

Arguably the most significant moment - politically and historically - was her version of "Lift Every Voice and Sing," as it is also called, just before her song "Formation." Based on the response on social media, the performance resonated particularly with black audiences livestreaming the concert at home, many of whom grew up knowing the song by heart.

The inclusion of the hymn was important not only because of the audience's size, but because of the setting - a mainstream festival known for being attended predominantly by white people.

"To have someone on the scale of Beyoncé in a space like Coachella is really a departure," said Redmond, an associate professor of Musicology and African-American Studies at the University of California, Los Angeles. "It's really something to pay attention to."

On Twitter, some black viewers said "Lift Every Voice and Sing" brought them to tears, bringing back memories of singing the hymn at church or elementary school as children.

Playwright Nick Fury tweeted about her experience. "I cannot stress how much of an important moment in music history, Black history, American history, the entire history of me - it was to hear Beyoncé sing Lift Every Voice & Sing."

Yet others on Twitter, along with Redmond, wondered how many could actually identify the song and its significance. "It's unclear to me to what extent the song resonated with those in the audience," Redmond said. In her study of the song, she's finding fewer young people know the lyrics. "It is not in wide use in the same way."

More than 20 years ago, K. Sue Jewell conducted research showing only two in three black U.S. college-age students knew "Lift Every Voice and Sing."

What is clear is Beyoncé's reach. "Beychella" was the number-one trending topic on Twitter, and the hymn's title was itself a hashtag. It was perhaps one of the most high-profile, public stages for the song in recent years, Redmond argued.

### **Song's Message Resonates In Current Political Climate**

Reaching a large audience was a goal of the Johnson brothers, Redmond said. The songwriters intended to not only lift up black communities still healing from slavery, but also send a message to white people, illuminating the suffering African-Americans had endured for generations.

Redmond said she has noticed the song's revival in recent years, particularly with the rise of the Black Lives Matter movement. After the 2012 Trayvon Martin shooting, protesters at Howard University, a historically black college, prayed and sang "Lift Every Voice and Sing."

A retired Howard professor, Eugene Williams, persuaded several NBA teams to play the song at games during Black History Month last year. Several teams agreed, including the Washington Wizards.



In 2017, dozens of New York Police Department officers sang the song in support of Colin Kaepernick. He is the NFL player who gained national attention for protesting during the national anthem.

### **Opinions On The Song Divided**

Nevertheless, the hymn has created divisions within the black community. Timothy Askew, a professor at Clark Atlanta University, a historically black college, loves the hymn. However, he said it shouldn't be labeled a "black national anthem."

"To sing the 'black national anthem' suggests that black people are separatist and want to have their own nation," Askew said. "This means that everything Martin Luther King Jr. believed about being one nation gets thrown out the window."

Redmond argued the anthem is an important way for Americans - particularly African-Americans - to show their citizenship. "I think all citizenship is performed," she said. "That's how people learn to represent themselves and see themselves in these United States."

"There's something already built into 'Lift Every Voice and Sing' that encourages people," she said.

**Week 4: Writing an Essay-** Use the evidence you've gathered in the 3 articles above to write to the following prompt: **What are some ways people use their voices to make change?**

Spend time writing each day as you follow the writing process below.

#### ***Prewriting***

First, you will complete a prewrite. Review the graphic organizer for the structure of a multi paragraph essay. Review through your notes from the readings. What is the main idea or claim you want to make? What is the evidence you will use to support it? How will you explain how the evidence supports? You don't have to write full sentences at this stage of the writing process. Just brainstorm ideas. Use any type of graphic organizer that works for you. Review the structure of a 5 paragraph essay below.



## WRITING STRUCTURE: 5 PARAGRAPH ESSAY

### INTRODUCTION (3–4 sentences)

- **HOOK/LEAD** (*Attention grabber, quote, statistic, fact, bold statement*) 1 sentence
- **BACKGROUND INFORMATION** (*Historical context/Why is this topic important?*) 1–2 sentences
- **THESIS/MAIN IDEA** (*Main idea = topic + opinion+ reasons*) 1 sentence

### BODY PARAGRAPH 1 (2–3 paragraphs total in body)

- **TRANSITION + TOPIC SENTENCE** (*This is the first reason that supports your thesis/main claim*)

Include 2–3+  
pieces of  
reasoning and  
evidence.

- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)
- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)

- **CONCLUDING SENTENCE** (*Wrap up this paragraph*)

### BODY PARAGRAPH 2

- **TRANSITION + TOPIC SENTENCE** (*This is the second reason that supports your thesis/main claim*)

Include 2–3+  
pieces of  
reasoning and  
evidence.

- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)
- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)

- **CONCLUDING SENTENCE** (*Wrap up this paragraph*)

### BODY PARAGRAPH 3

- **TRANSITION + TOPIC SENTENCE** (*This is the third reason that supports your thesis/main claim*)

Include 2–3+  
pieces of  
reasoning and  
evidence.

- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)
- » **Evidence** (*Concrete details, quotes, facts, textual evidence*)
- » **Reasoning** (*Elaboration, commentary*)

- **CONCLUDING SENTENCE**

*NOTE: Beginning in 7th grade, Argumentative writing needs to include counter claim and refutation within the body paragraphs.*

### CONCLUSION (3–4 sentences)

- **RESTATE THESIS** (*Remind the reader of your thesis or main claim*) 1 sentence
- **SUMMARIZE MAIN POINTS** (*Review each of your main reasons*)
- **FINAL THOUGHT** or **CALL TO ACTION**



### **Drafting**

Next, you will complete your first draft of your essay. Remember, this is a first draft. Don't worry about spelling or grammar just get your ideas down in an organized way. Write the body of your draft based on your prewrite with topic sentences for each of your supporting ideas followed by evidence and reasoning. Follow the structure from the 5 Paragraph Essay organizer to create your own graphic organizer. Make sure you include evidence (quotes) from each of the articles. Cite your quotes with the title of the article. Use transitions between your paragraphs. When you are finished your draft should include an introduction, body paragraphs and a conclusion.

### **Revising, Editing and Publishing**

Once your draft is done, you will revise, edit and publish. Revising is the process of changing and improving your first draft. It's your opportunity to think about what you've written and then add, cut, or change it as needed. Add more details to your first draft. Add clear words, specific vocabulary and more description. Your goal is to make all of your ideas clear, detailed and complete. Use the checklist below to help you revise. Then you will edit and publish your essay. Editing is checking your revised writing line by line for errors. Also proofread for errors in spelling and punctuation. When you are sure all of your writing is correct. Create your final draft of your writing. Use your very best handwriting or you may type and print your writing using a computer. Read your final essay to a family member.

1.	Is the overall <b>claim</b> clearly stated in the introduction?	YES	NO
2.	Does the introduction hook the reader and give brief background on the topic?	YES	NO
3.	Does each body paragraph begin with a supporting topic sentence that supports the overall claim?	YES	NO
4.	Does each body paragraph include <b>evidence/ quotes</b> to support their reason?	YES	NO
5.	Does each body paragraph include <b>reasoning</b> that explains how the evidence supports the main topic for that paragraph?	YES	NO
6.	Does the conclusion restate the main points of the essay in a new way?	YES	NO
7.	Does the writer use academic vocabulary and persuasive words and language?	YES	NO
8.	<i>Are there parts of the essay that are unclear? If you answered yes, then underline the passage and put a question mark next to the sentence</i>	YES	NO

CONVENTIONS	CHECK FOR THE FOLLOWING	
<b>Capitalization</b>	The beginning of each sentence is capitalized.	
	Proper nouns are capitalized	
<b>Punctuation</b>	Periods are at the end of each complete sentence	
	Commas are used when needed	
	Apostrophes are used when needed	
<b>Quotation Marks</b>	Quotation marks are placed at the beginning and at the end of the quotation.	
<b>Spelling</b>	All words are spelled correctly.	
<b>Dead words are not used</b>	words such as: stuff, big, alot, like, etc.	



## Math – 30 minutes DAILY



i-Ready

### Math Menu or iReady Lesson – 30 Minutes each day

**iReady Directions:** Sign into Launchpad to access your iReady My Path lessons. Spend at least 30 minutes working on a lesson. Once you're finished, you can explore the learning games available there, too.

**Math Menu Directions:** Choose one activity from the Math Menu on the next page. The tasks listed (A – H) are on the pages that follow. Once you have done an activity you can color it in or cross it off the chart. Try to cross them off in a row or even complete the whole page, like a BINGO board.

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

Khan Academy: <http://khanacademy.org>

Sheppard Software Games: <http://www.sheppardsoftware.com/math.htm>

Cool Math: <http://coolmath.com>

**Math Tasks from the Math Menu, and lessons in iReady work on the following domains:**


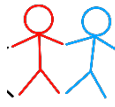





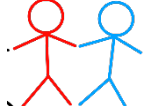
- Numbers and Operations
- Algebra and Algebraic Thinking
- Measurement and Data
- Geometry

**Additionally, this work supports student in developing the skills outlined in the Standards for Mathematical Practice:**

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning



## MATH MENU

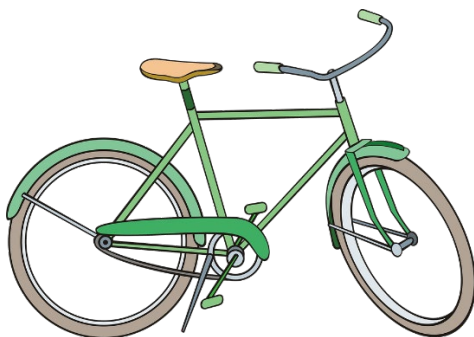
<p><u>Task A -</u> Lin's Bike Ride</p> 	<p>How many ways can you make \$10, using only coins? What if you had to use at least three different coin values?</p>	<p>Federal Way currently has a population of 97,300. There are approximately 23,500 students in FWPS. What fraction of the total population is this, roughly? <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> ??</p>	<p><u>Task F -</u> Percentage Grid II</p> 	<p>Play a dice game, like Yahtzee or Farkle</p>
<p>Try to plan a menu for three meals in a day, that falls within the recommended 2000 calorie daily allowance.</p>	<p>Play a game, like Monopoly, Chess, or LIFE</p>	<p><u>Task B -</u> Growing Figures</p> 	<p>What is the average age of everyone who lives with you? How did you figure it out?</p>	<p>When you're shopping, add up all the costs as you go. Try to predict the approximate total. Check your answer at the register.</p>
<p>If gas costs \$3.00/gallon, how much would it cost to fill a 16-gallon tank? If that 16-gallon tank gets 20 miles per gallon, how many miles can it go on one tank of gas?</p>	<p><u>Task C -</u> Hitting 1.00 Exactly</p> 	<p>Find a recipe for 4 servings, you would like to make. How would you have to adapt the recipe for 8 servings or 6 servings?</p>	<p><u>Task H -</u> Fraction of a Number Bingo II</p> 	<p>Draw a map of your bedroom, to scale. Include a key that shows what everything represents.</p>
<p><u>Task G -</u> Fraction of a Number Bingo</p> 	<p>If it takes about 2,000 steps to walk a mile, about how many steps would it take for you to walk to school from your house?</p>	<p>Complete a jigsaw puzzle of at least 500-pieces. Try 1000 or bigger!</p>	<p>Try to mentally calculate the sales tax on your next purchase (10% in FW). Check the receipt to see how close you were!</p>	<p><u>Task D -</u> Alex's Garden</p> 
<p>Record the temperature each day, for a week. Calculate the average temperature. Does it change from week to week?</p>	<p>Document your screen time every day and see what your weekly total is. See if you can determine your average daily screen time.</p>	<p><u>Task E -</u> Percentage Grid</p> 	<p>If you got 1 dollar today, and 2 dollars tomorrow, and the amount doubled each day after that, how much money would you have at the end of the summer?</p>	<p>How many days until your next birthday? How many hours is that?</p>



### **Task A: Lin's Bike Ride**

**Lin rides her bike to school every day. The distance between her house and her school is  $2\frac{1}{2}$  miles.**

- A) What is the round-trip (back and forth) distance Lin travels to and from school every day?
- B) If Lin rides to school and back home every day (M-F), how many miles does she travel in a school week?
- C) How many days would Lin have to ride to/from school to travel a total of 100 miles?
- D) If it takes Lin 20 minutes to ride to school, and she rides at a constant speed, how long does it take her to ride each mile?
- E) On the way home, it's slightly downhill and she covers a mile in 6 minutes. How long does the trip home take Lin each day, at that speed?



### **Task B: Growing Figures**

How do you see the figures below growing?

Use words and numbers to explain the growth pattern. What will Figure 4 look like? Figure 7?

Figure 1



Figure 2



Figure 3



Figure 4

Figure 7





Task C: Hitting 1.00 exactly

Using the digits 0-9, how many different ways can you complete the equation below, without using the same digit twice, in one equation? What did you try that *didn't work*?

$$0. \square\square + 0. \square\square = 1.00 \quad \text{Ex: } 0.74 + 0.26 = 1.00$$

\*\*Try the same task, but with a digit in the *thousandths* place as well.

$$0. \square\square\square + 0. \square\square\square = 1.00$$

Task D: Alex's Garden

Alex was planting a garden. The area of the whole garden was 30 square feet. He planted  $\frac{2}{5}$  of the garden with potatoes,  $\frac{1}{3}$  of the garden with lettuce,  $\frac{1}{5}$  of the garden with beans. The rest of the garden was planted with tomatoes.

Color in or label the picture to accurately show how much of the garden has each kind of vegetable:




### **Task E: Percentage Grid**

See how many percentages of numbers you can fill in. It may help to go down a column or across a row! Some are already done for you. *How does knowing 10% of a number help you find other percentages of a number?*

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
100								80		
50					25					
20	2									
70			21							
90					45					
10	1								9	
150		30								

### **Task F: Percentage Grid II**

See how many percentages of numbers you can fill in.

*How could you use 10% to help figure out 5%? What do you know about 50%?*

	5%	10%	15%	25%	50%	75%	85%	90%	95%
40			12						36
80						60			
200		20					170		
10								9	
100				25					
1000	50				500				



**Task G: Fraction of a Number Bingo – a game for two**

Use coins or other small objects to mark your squares. Take turns with your partner. If you can name the fraction of the number in a given square – it's yours! 5 across or 5 down wins.

Ex:  $\frac{1}{2}$  of 20 is 10

$\frac{1}{2}$ of 4	$\frac{1}{2}$ of 6	$\frac{1}{2}$ of 8	$\frac{1}{2}$ of 10	$\frac{1}{2}$ of 12
$\frac{1}{3}$ of 6	$\frac{1}{3}$ of 9	$\frac{1}{3}$ of 12	$\frac{1}{3}$ of 15	$\frac{1}{3}$ of 18
$\frac{1}{4}$ of 8	$\frac{1}{4}$ of 12	$\frac{1}{4}$ of 16	$\frac{1}{4}$ of 20	$\frac{1}{4}$ of 24
$\frac{1}{5}$ of 15	$\frac{1}{5}$ of 20	$\frac{1}{5}$ of 25	$\frac{1}{5}$ of 30	$\frac{1}{5}$ of 50
$\frac{1}{10}$ of 30	$\frac{1}{10}$ of 40	$\frac{1}{10}$ of 50	$\frac{1}{10}$ of 100	$\frac{1}{10}$ of 200










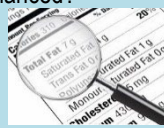



**Task H: Fraction of a Number Bingo II**

*Same game, different board!*

$\frac{1}{2}$ of 16	$\frac{1}{2}$ of 32	$\frac{1}{2}$ of 50	$\frac{1}{2}$ of 28	$\frac{1}{2}$ of 44
$\frac{1}{3}$ of 21	$\frac{1}{3}$ of 24	$\frac{1}{3}$ of 27	$\frac{1}{3}$ of 30	$\frac{1}{3}$ of 60
$\frac{1}{4}$ of 32	$\frac{1}{4}$ of 28	$\frac{1}{4}$ of 36	$\frac{1}{4}$ of 40	$\frac{1}{4}$ of 60
$\frac{1}{5}$ of 45	$\frac{1}{5}$ of 60	$\frac{1}{5}$ of 100	$\frac{1}{5}$ of 75	$\frac{1}{5}$ of 200
$\frac{1}{10}$ of 60	$\frac{1}{10}$ of 70	$\frac{1}{10}$ of 10	$\frac{1}{10}$ of 80	$\frac{1}{10}$ of 90


















**Physical Activity & Health Menu: 20 minutes – DAILY**

Fueling Your Body Right-Nutrition	<u>Tabata</u> <u>Fit-Fitness</u>	Wellness	Try Something New-Fitness	Fun Fitness																		
<p>HELP prepare a healthy meal for your family.</p> 	<p>20 seconds of work, 10 seconds of rest 8 rounds per exercise.</p> <ul style="list-style-type: none"><li>• Bicycle Crunches</li><li>• Jumping Jacks</li><li>• Forearm Plank</li><li>• High Knees</li></ul> 	<p><u>Savasana</u> – Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax &amp; clear your mind.</p> 	<p>Dice Fitness – 2 dice, set time for 20 minutes. Roll both die. Complete the exercises for each die.</p> <table><tr><td>25 Crunches</td><td></td><td>10 Burpees</td></tr><tr><td>10 Squats</td><td></td><td>15 Jumping Jacks</td></tr><tr><td>10 Push-Ups</td><td></td><td>15 High Knees</td></tr><tr><td>1 min. Wall Sit</td><td></td><td>15 Mt. Climbers</td></tr><tr><td>10 Lunges</td><td></td><td>15 Frog Jumps</td></tr><tr><td>Water Break</td><td></td><td>2 min. Run</td></tr></table>	25 Crunches		10 Burpees	10 Squats		15 Jumping Jacks	10 Push-Ups		15 High Knees	1 min. Wall Sit		15 Mt. Climbers	10 Lunges		15 Frog Jumps	Water Break		2 min. Run	<p>Go for a walk outside or in your home. Try to find one thing that starts with each letter of the alphabet. Do this with your family or friends and make it a competition. You can set a time limit, whoever has the most letters wins.</p> 
25 Crunches		10 Burpees																				
10 Squats		15 Jumping Jacks																				
10 Push-Ups		15 High Knees																				
1 min. Wall Sit		15 Mt. Climbers																				
10 Lunges		15 Frog Jumps																				
Water Break		2 min. Run																				
<p>Did you know you should drink at least half of your body weight (in ounces) of water per day? Calculate how many ounces you should drink daily, then keep track to make sure you are hydrated.</p> 	<p>20 seconds of work, 10 seconds of rest 8 rounds per exercise</p> <ul style="list-style-type: none"><li>• Squats</li><li>• Russian Twists</li><li>• Straight Arm Plank</li><li>• Jump Rope (with or without a rope)</li></ul> 	<p><u>Square Breath Practice</u>- Inhale for 4 counts, hold for 4 counts, exhale for 4 counts, hold for 4 counts. Set a timer for 3 minutes and breathe in this manner the whole time.</p>	<p><b>Deck of Cards</b> Using a full deck of cards, pull one card at a time and complete the exercises below for each. Face cards = 10 reps, number cards = their # of reps. Jokers = 25 Burpees</p> <table><tr><td> Sit-Ups</td><td> Push-Ups</td></tr><tr><td> Jumping Jacks</td><td> Walking Lunge</td></tr></table>	Sit-Ups	Push-Ups	Jumping Jacks	Walking Lunge	<p>Create an obstacle course in your yard or at a nearby park. Practice it with your family and friends and then hold a friendly competition to see who can complete it the fastest!</p> 														
Sit-Ups	Push-Ups																					
Jumping Jacks	Walking Lunge																					
<p>Label Lingo – Look at the nutrition label for your favorite snack. Are the Macronutrients (carbs, fat, protein) balanced?</p> 	<p>20 seconds of work, 10 seconds of rest 8 rounds per exercise</p> <ul style="list-style-type: none"><li>• Mt. Climbers</li><li>• Sit-Ups</li><li>• Alternating Reverse Lunges</li><li>• Push-Ups</li></ul>	<p><u>Downward Dog</u> – Hold three times for 20 seconds. Try lifting one leg for an even greater challenge!</p> 	<p><b>AMRAP</b> – complete as many rounds as possible in 20 min. 5 Burpees 10 Tricep Dips (w/chair) 15 Squat Jumps 20 second plank 25 – Speed Skaters</p> 	<p>Go on a bike/scooter ride with family or friends. At each street corner hop off and do 15 jumping jacks. You can switch up the jacks and/or the interval in which you stop. Make it fun!</p> 																		



# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

Fueling Your Body Right	<u><a href="#">Tabata Fit-Fitness</a></u>	Wellness These activities can be completed each day.	Try Something New	Fun Fitness																																	
<p>5 Food Groups Which of the 5 food groups do you need to eat more of? Veggies, Fruits, Grains, Dairy, Protein. Go to <a href="#">Myplate.org</a> and learn what foods you need to eat more of and then eat away!</p> 	<p>20 seconds of work, 10 seconds of rest 8 rounds per exercise</p> <ul style="list-style-type: none"><li>Burpees</li><li>Flutter Kick</li><li>Star Jumps</li><li>Tricep Dips w/chair</li></ul>  <p>FLUTTER KICKS</p>	<p>Mindful Minute- for 60 seconds, clear your mind &amp; only focus on your breathing. If you mind starts to wander, bring your attention back to your breathing.</p> 	<p>Flip A Coin Fitness – Set the timer for 20 min. Flip a coin and do the corresponding exercise for 30 seconds. Go down the whole list one row at a time, repeat until time is up.</p> <table><tr><th>HEADS</th><th>OR</th><th>TAILS</th></tr><tr><td></td><td></td><td></td></tr><tr><td>Jumping Jacks</td><td></td><td>High Knees</td></tr><tr><td>Pushups</td><td></td><td>Squats</td></tr><tr><td>Leg Lifts</td><td></td><td>Lunges</td></tr><tr><td>Jumping Jacks</td><td></td><td>High Knees</td></tr><tr><td>Plank</td><td></td><td>Burpees</td></tr><tr><td>Squats</td><td></td><td>Crunches</td></tr><tr><td>Jumping Jacks</td><td></td><td>High Knees</td></tr><tr><td>Lunges</td><td></td><td>Pushups</td></tr><tr><td>Burpees</td><td></td><td>Leg Lifts</td></tr></table>	HEADS	OR	TAILS				Jumping Jacks		High Knees	Pushups		Squats	Leg Lifts		Lunges	Jumping Jacks		High Knees	Plank		Burpees	Squats		Crunches	Jumping Jacks		High Knees	Lunges		Pushups	Burpees		Leg Lifts	<p>Turn on your favorite song and dance like nobody is watching! OR go to <a href="#">Youtube and search Just Dance</a>. Dance to 3 of your favorite songs!</p> 
HEADS	OR	TAILS																																			
																																					
Jumping Jacks		High Knees																																			
Pushups		Squats																																			
Leg Lifts		Lunges																																			
Jumping Jacks		High Knees																																			
Plank		Burpees																																			
Squats		Crunches																																			
Jumping Jacks		High Knees																																			
Lunges		Pushups																																			
Burpees		Leg Lifts																																			
<p>Plan, shop for, and prepare a simple meal for your family.</p> 	<p>20 seconds of work, 10 seconds of rest 8 rounds per exercise</p>  <p>Create your own Tabata workout and do it with your family.</p>	<p>Try this “body scan meditation” on youtube. <a href="https://www.youtube.com/watch?v=T0nuKBVQS7M">https://www.youtube.com/watch?v=T0nuKBVQS7M</a> Or search to find your own.</p>	<p><b>Walk/Run Fitness</b> – Warm-up by walking for 5 minutes. Then for 20 min. Run 1 minute, walk one minute. Walk for 5 minutes to cool down. You can vary the amount of walking and running depending on your fitness level.</p>	<p><b>Field Day Activities</b> – go to each link below for quick fun activities to do with friends.</p> <p>Volley Paper Challenge <a href="https://youtu.be/uENzPmBc9Ug">https://youtu.be/uENzPmBc9Ug</a></p> <p>Hole In One <a href="https://youtu.be/T91SNIQfM5Y">https://youtu.be/T91SNIQfM5Y</a></p> <p>If The Shoe Fits <a href="https://youtu.be/8VO2yK-Zvgk">https://youtu.be/8VO2yK-Zvgk</a></p>																																	





## FWPS SEL SUMMER CHALLENGE

Scan the QR code OR type in the link below to learn more about the Summer SEL Challenge . All participants will be entered into a raffle!



<https://qr-codes.io/opRC36>

### Social Emotional Learning

Use a Mindfulness Exercise whenever you wish & choose up to ONE Activity Each Week

#### Mindfulness Exercises

Defined: Being mindful is taking notice of how your body feels and what you see, smell and taste. Improved focus can help you achieve higher levels in sports, school or music. When you notice what is happening around you, it can help you calm down when you're sad, angry or frustrated.

Mindfulness is a skill that helps us stay calm and in control. Look around your room to find 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. This is a grounding exercise that can help manage tough emotions and provide a mental reset when needed. After giving it a try, you can move to another room and try the same.

Utilize the Mindfulness exercise examples

Utilize the Mindfulness exercise examples in another setting

Support a friend/family member in going through the mindfulness exercise examples



Square Breathing Activity	Five Things
<ol style="list-style-type: none"> <li>1. Breath in through your nose for four counts</li> <li>2. Pause/Hold your breath for four counts</li> <li>3. Exhale through your mouth for four counts</li> <li>4. Pause/Hold your breath for four counts</li> </ol>	<p>In silence for 3 minutes observe the world around you and notice things you normally overlook. This will help the brain sort through distracting or stressful thoughts. In silence, notice five things you see, feel, or hear. Explain the benefits of just noticing the world around us and that they can use this mindfulness activity when they start to feel overwhelmed or anxious.</p>
Anchor Breathing	Name it to Tame it
<p>Anchor breathing is the practice of using your breath to help focus your mind on one point. Place your hand on your belly, on your chest, or in front of your nose. The placement of your hand and the sensation of breath is your anchor spot. The anchor spot is where you put your attention. As you breathe in, keep your attention on your anchor spot; as you breathe out, keep your attention on your anchor spot and repeat for 2 minutes.</p>	<p>While sitting and relaxing, have students relax while focusing on their deep breathing. The act of naming your worries engages your “thinking brain,” which tames and calms down your “teaching brain.”</p>

### **Social Engagement**

Do you have at least 2 or more social media accounts? How about 4 or more? What do you enjoy about using social media? How does social media represent you and your values? What can make a social media experience negative? Do you think it's easier for people to be mean to each other online than it is in person? (Expand on topics you find of interest)

Process the questions about social media by yourself	Process the questions about social media by with a thought partner	Support a friend/family in processing the questions or perceptions about social media by yourself
--	--	---

### **Growth Mindset/Resiliency**

Think about a time in your life where someone rejected you or you missed out on something important or when a big plan collapsed. These would be points in your life where a door closed. Now think about what happened after: what doors opened after? What would have never happened if the first door didn't close? Write down these experiences in the spaces below (write as many experiences as possible that come to mind).

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>▪ What led to the door closing? What helped you open the new door?</li> <li>▪ How long did it take you to realize that a new door was open?</li> <li>▪ Was it easy or hard for you to realize that a new door was open?</li> <li>▪ What prevented you from seeing the new open door?</li> </ul> | <ul style="list-style-type: none"> <li>▪ What can you do next time to recognize the new opportunity sooner?</li> <li>▪ What were the effects of the door closing on you? Did it last long?</li> <li>▪ Did the experience bring anything positive?</li> <li>▪ Which character strengths did you use in this exercise?</li> </ul> | <ul style="list-style-type: none"> <li>▪ What does a closed door represent to you now?</li> <li>▪ What did you learn from the door closing?</li> <li>▪ Is there more room for growth from these types of experiences?</li> <li>▪ Is there a closed door that you still wish to see open?</li> </ul> |
|--|---|---|



# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

	Process the Growth Mindset/Resiliency tool Alone	Process the Growth Mindset/Resiliency tool with a thought partner	Support a friend/family member with going through the Growth Mindset/Resiliency tool	
--	---	---	--	--



## Empathy & Respect

Spend some time watching a show or movie. At any given time, pause and discuss how the characters are feeling. You might ask: "How are they feeling?" and "How would you feel if that happened to you?" Use this conversation to build on considering how others feel, discussing social cues, and caring about their emotions.

Process the Empathy & respect tool Alone with a show you are currently in to.	Process the Empathy & respect tool Alone with a show you (or both of you) are currently in to with a thought partner	Support a friend/family member with the Empathy & respect tool with a show they are watching
---	--	--

## Personal Identity Chart

	<p>"Who am I?" Take some time to think about yourself, your role in your family, culture, ethnicity, hobbies, and background. Some aspects of our identities are consistent over our lives, others change as we gain skills and have different roles in life. Some aspects are very important to us, and some are not. Parts of our identity are seen by others, but not necessarily seen by us. Take some time to dive into your Personal Identity Chart.</p>
--	--

Create a Personal Identity Chart for yourself	Create a Personal Identity Chart with a thought partner	Support a friend/family member in creating a Personal Identity Chart
---	---	--

## Returning to school in the Fall

Create with words or visuals on a separate piece of paper

So, what is next?

Personal or Academic Goal(s) for the year	What strategies will you use to positive in challenging times?	What are you proud about yourself?  Where can you continue to grow as a person?
Who is an adult when school starts again that you feel connected with?  Who is a peer/other student you can check-in with?	What kind of differences do you foresee in the next school year? (i.e. Social Distancing, Wearing masks, Washing Hands)	