

## Summer Learning for Incoming 7<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](https://learn.fwps.org)

- iReady MyPath Lessons (K-8)
- PowerUp
- 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 \(fwps.org\)](https://www.fwps.org/parent-portal)



## Incoming 7<sup>th</sup> Grade Summer Learning

**Directions:** The following packet of learning activities is provided to help prepare you for 7<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 lessons or choose from assigned tasks in the Reading/Writing menu, Pg 3-9
- \_\_\_\_\_ Complete 30 minute of iReady MyPath math lessons or choose from tasks in the Math Menu, Pg 10-16
- \_\_\_\_\_ Do something active every day from the Activity/Health menu, Pg 17-18
- \_\_\_\_\_ Complete one weekly Social Emotional Learning activity, Pg 19-21

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 MyPath	30 min iReady MyPath	30 min iReady MyPath	30 min iReady MyPath	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>				




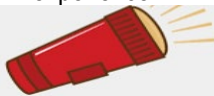
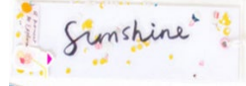

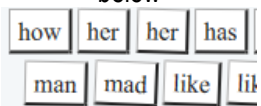


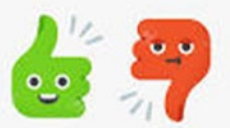







## English Language Arts - 20 min DAILY

**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:

7.RL.1 & 7.RI.1 Cite evidence from text	7.RL.2 & 7.RI.1 Determine theme or central idea	7.RL.3 & 7.RI.3 story elements and idea interactions
7.W.1 Write arguments	7.W.2 Write informational text	7.L.4 Determine meaning of unknown words and phrases

<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 an online Newsela article and summarize it with the central idea and at least 3 details.</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 an online article from one of the websites below. Write a Claim about the article with two pieces of Evidence.</p>	<p>Use Flipgrid or another recording app to record yourself reading aloud for 20 minutes. Share the video with a family member.</p>	<p>Read a Newsela article. 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 an online article. Write down a claim the author makes and explain if you agree or disagree. Use evidence from the text.</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. Make sure the cover connects to the theme.</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 20 min. in the book of your choice. How would you change this part of the book? Rewrite one page with your changes.</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>Practice your favorite close reading strategy with one of the online articles.</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 minutes in a book of your choice. Create a collage of items the main character would love.</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 super hero/villain who would they be? Write your response.</p> 	<p>Read one of the online articles. What is one cause/effect relationship you notice?</p> 	<p>Read one of the online articles. Write a "gist" statement for each paragraph.</p> 	<p>Read 20 min. in the book of your choice. Write a short script, changing the dialogue between two characters.</p> 



# FEDERAL WAY PUBLIC SCHOOLS

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

**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>

Newsela- sign in from the link in your ELA teacher's Canvas page. You will have access until August

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: Pets Enhance Learning

[http://connect.readingandwritingproject.org/file/download?google\\_drive\\_document\\_id=0B7BccMltK6LqQ2VCRmJ3Y1o2dlk](http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqQ2VCRmJ3Y1o2dlk)

### Directions:

- Read the following article about pets in the classroom
- 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:

*What are some benefits to pets in the classroom?*

Use at least 3 pieces of evidence from the text in your answer.



Caring for pets in the classroom improves school attendance, teaches children about responsibility, supports students' self-esteem, and develops strong human animal bonds. All of this means that pets are not only good for households, but are also good for classrooms. Pets enrich classroom experiences and provide new ways for students to learn.

It's official. Studies show that children from families with pets are better equipped to fight off infection than kids from non-pet households, showing significantly higher levels of immune system performance. When school attendance records were compared side by side, researchers discovered that kids with pets averaged more days at school every year than their pet-free counterparts.

The study also showed that kids turn to their pets for emotional well-being, with 40% of children choosing pet companionship when feeling down. Kids were also found to seek out their pets when feeling tired, upset, scared or lonely, and 53% of respondents said they enjoy doing their homework with pets nearby. "Being around animals is extremely good for children," says Dr. Harvey Markovitch, a pediatrician and editor of The Archives of Disease in Childhood. "They are good for morale, and teach children about relationships and about the needs of another living being. Learning to care for a pet helps them to learn how to care for people."

Helping to take care of a pet gives a child a sense of pride and accomplishment, especially if the animal is able to return the affection. Shari Young Kuchenbecker, Ph. D., research psychologist at Loyola Marymount University in Los Angeles, says,



“The child who cares for a pet knows that what he does matters, and so he’ll want to do more of it. The more successfully he feeds, walks, or emotionally bonds with the pet, the more confident he’ll feel.” In fact, studies conducted by the Waltham Centre have shown that children with pets have higher levels of self-esteem than those without pets.

Lots of animals such as cats, dogs, and guinea pigs love human contact and can become a child’s best buddy. Kids can even develop strong human animal bonds with non-responsive animals such as fish or turtles. These relationships help to strengthen a child’s social skills, giving them the potential to do better in a school setting.

Whether its math (“How much does a hamster weigh?”) or science, (“What does a snake eat?”) geography (“What part of the world do ferrets come from?”) or grammar (“What words would we use to describe a goldfish?”) Students will approach learning all these subjects with a new enthusiasm and interest.

Students who have no experience with animals in their home environments can see, feel, touch, and make connections to animals and nature when classrooms have animals. Studies have shown that the presence of animals tends to lessen tension in classrooms. Classroom pets increase students’ understanding of the feelings and needs of others – both humans and animals.

## **Week 2: Leave Animals Out of the Classroom**

[http://connect.readingandwritingproject.org/file/download?google\\_drive\\_document\\_id=0B7BccMltK6LqOTJ1NkFoUldORVU](http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqOTJ1NkFoUldORVU)

### **Directions:**

- Read the following article about classroom pets.
- 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:

*What are some reasons having a classroom pet is not a good idea?*

Use at least 3 pieces of evidence in your answer.



At the end of every school year, shelters across the country are inundated with hamsters, mice, rabbits, gerbils, fish, guinea pigs, and reptiles that are no longer needed or wanted in the classroom. Many teachers believe keeping an animal in the classroom is a good way to foster responsibility, teach respect, or raise awareness about animals. But the learning environment can turn sour when the classroom pet becomes too big a burden and must be surrendered to the local animal shelter. Despite teacher’s good intentions, keeping a classroom pet puts the animals at serious risk for neglect and substandard care.

Once animals are in the classroom, important aspects of their nature are ignored completely. For example, hamsters and most small animals are nocturnal, yet they are kept in brightly lit classrooms and removed from their cages during the day. Birds tend to be sensitive to drafts and changes in air temperature, but climate control is normally regulated by the students’ comfort levels, not the animals’ needs. Furthermore, animals are removed from their habitat, and placed in cages.

Classroom pets are often neglected during school breaks and holidays. Many suffer from missed meals, unsanitary living conditions and lack of climate control. If left alone for a weekend, pets can be literally starving or dehydrated come Monday morning. A fire or power outage can also be deadly to an animal that is left alone in a building overnight or on weekends.





Animals' health can also be compromised when caregivers fail to address their nutritional needs. Inadequate veterinary care also leads to failed health of classroom pets. Many animals actually die in classroom environments, which is not only a terrible fate for the animals but a devastating experience for the students.

Filling the role of classroom pet or mascot can be extremely stressful on an animal. Going from five days of noise to two days of isolation is particularly traumatic and confusing. Constant poking and handling can also be taxing on an animal.

Furthermore, keeping animals in a classroom poses serious health risks for students. Recently there have been reports of Salmonella, caused by having reptiles in the classroom. Students with asthma and or allergies can be adversely affected by the presence of an animal in the classroom.

Fostering responsibility and teaching respect are important components of a child's educational and personal development. Classroom pet duties, however, are not an appropriate method for instilling values. The learning process is inherently filled with mistakes and failures, which are appropriate in normal life circumstances but is it fair to allow a mistake by a child to result in the suffering of a dependent animal?

### **Week 3: College Students Love Pet Projects**

*By Miami Herald, adapted by Newsela staff on 03.30.16*

#### **Directions:**

- Read the following article about college students and pets.
- 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:

*Is it a good idea for college students to have pets?*

Use at least 3 pieces of evidence in your answer.



Photo by Carl Juste Miami Herald/TNS

MIAMI, Fla. — By the end of his first year at Johnson & Wales University in Miami, Florida, Josh Nackenson was not doing well.

His girlfriend died suddenly in another state and he had a heavy school workload. To make matters worse, he was still getting used to being on his own after moving from New Jersey to Miami. Nackenson became depressed and had to stay in the hospital. After speaking with a therapist, he decided a pet might help him. In 2013, Nackenson bought a furry brown bunny named Peanut from a pet store. "Everything has been better since," said Nackenson, 20. He keeps Peanut in a cage in his dorm room.

#### **It Sure Beats A Kennel**

Peanut is not the only pet in her owner's 40-apartment building. In fact, Johnson & Wales opened a new pet-friendly dorm this school year. "We saw the need, and so far everything is going great," said Lou Kaminski, the school's housing director. Many college students suffer from anxiety, meaning they are frequently worried or upset. Dogs have long been thought to soothe anxiety, lower blood pressure and improve emotional ties. In a 2005 study done at the University of California, Los Angeles (UCLA) Medical Center, teams of volunteers and trained therapy dogs visited hospitalized patients. Patients who were visited by a volunteer with a dog reported 24 percent less anxiety. Those who met volunteers without dogs only had 10 percent less anxiety. "Dogs are a great comfort," Katie Cole, the study's lead author, wrote in an article in American Heart Association magazine. "They make people happier, calmer and feel more loved. That is huge when you are scared and not feeling well."

### **A Living Study Aid**

Colleges and universities are starting to recognize these benefits. Some colleges now allow pets in dorm rooms, and others even offer therapy dogs for students' use. Jonathan Banks is a professor of psychology at Nova Southeastern University in Florida. He is studying what effects petting a dog before a test might have on students.

Right before midterm exams last semester, he brought in about 10 dogs to visit Johnson & Wales and sit in grassy area where students often hang out. The dogs came from Canine Assisted Therapy, a group that provides special pets for hospitals, nursing homes and other purposes. Banks brought together 56 students as part of the study. He said 29 students who played with the dogs for 10 minutes had lower levels of anxiety. They also reported feeling less stressed and could concentrate longer. "We know that pets are used for a variety of purposes, but we wanted to see whether having them on campus really helped," he said. "This is a good sign."

### **All Work And No Play ...**

Jennifer Minogue, 19, smiled as she petted Schooner, a golden retriever. Minogue, who had been studying nonstop for her four exams, said the break was "definitely needed."

"It's a really good stress reliever," Minogue, a Nova Southeastern second-year student, said.

"Instead of studying, all you are thinking about is having fun."

Shannon Perez, a first-year student from Wellington, Florida, said having play time with a dog helps her relax. "I am not thinking about my tests right now," she said. Kathy Adamle is a professor at Kent State University in Ohio. She said she began the first pet therapy program at a U.S. university in 2004.

She had noticed how students always commented on her dogs as she walked them on the school grounds. As a scientist, she said she began to wonder why.

### **More Pets On Campus**

The program has since grown. Adamle said more than 100,000 students have participated in pet therapy at schools across the country. After other universities heard about her program, they asked her about how to start one. Now, more than 250 colleges have some type of pet therapy program, she said.

"Dogs are nonjudgmental," Adamle said. "Sometimes that's what a student needs."

For Johnson & Wales student Crystal Jacques, having an on-campus, pet-friendly place to live helped her decide to attend cooking school. Jacques, a 29-year-old veteran, said she and her dog, Oliver, were a package deal. She said she couldn't imagine being without him.

"Having housing where I could have him just made it so much easier," Jacques said. Taking care of Peanut is now part of Nackenson's everyday life. The bunny sits in her gated corner of his dorm room as he studies. While he has a busy schedule, he always makes time for some Peanut snuggles. "It's unconditional love," he said.

**Week 4: Writing an Essay-** Use the evidence you've gathered in the 3 articles above to write an argumentative essay to the following prompt: **Should schools allow pets on campus?**

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. Try to include at least one counter claim in the body paragraphs.



## 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)
  - » **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)

Include 2–3+  
pieces of  
reasoning and  
evidence.

### BODY PARAGRAPH 2

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

Include 2–3+  
pieces of  
reasoning and  
evidence.

### BODY PARAGRAPH 3

- **TRANSITION + TOPIC SENTENCE** (This is the third reason that supports your thesis/main claim)
  - » **Evidence** (Concrete details, quotes, facts, textual evidence)
  - » **Reasoning** (Elaboration, commentary)
  - » **Evidence** (Concrete details, quotes, facts, textual evidence)
  - » **Reasoning** (Elaboration, commentary)
- **CONCLUDING SENTENCE**

Include 2–3+  
pieces of  
reasoning and  
evidence.

*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 checklists 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 an argument 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 argument for that paragraph?	YES	NO
6.	Does the conclusion restate the main points of the essay in a new way? Is there a call to action?	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> Fruit Salad</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> Baking Bread</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 rode a bike 20 miles in 150 minutes. If she rode at a constant speed,

- How far did she ride in 15 minutes?
- How long did it take her to ride 6 miles?
- How fast did she ride in miles per hour?
- What was her pace in minutes per mile?



### **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: Fruit Salad**

A fruit salad consists of blueberries, raspberries, grapes, and cherries. The fruit salad has a total of 280 pieces of fruit. There are twice as many raspberries as blueberries, three times as many grapes as cherries, and four times as many cherries as raspberries. How many cherries are there in the fruit salad? (the picture isn't accurate!)





**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: Baking Bread**














**A bread recipe calls for 5 cups of flour and 2 teaspoons of yeast.**















How much flour and how much yeast do you need for two batches of bread? Draw a picture that shows the batches as well as the total amount of flour and total amount of yeast needed.

How many batches can you make with 30 cups of flour? How many teaspoons of yeast would you need? Indicate the batches with a picture.



Physical Activity & Health Menu: 20 minutes – DAILY																						
Fueling Your Body Right-Nutrition	<a href="#">Tabata Fit-Fitness</a>	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><a href="#">Savasana</a> – 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																				
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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><a href="#">Square Breath Practice</a>- 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><a href="#">Downward Dog</a> – 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> 																		



Fueling Your Body Right	<u><a href="#">Tabata Fit-Fitness</a></u>	Wellness	Try Something New	Fun Fitness																																	
<p>5 Food Groups</p> <p>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																																			
																																					
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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
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<b>Square Breathing Activity</b> <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></ol>	<b>Five Things</b> <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</p>
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4. Pause/Hold your breath for four counts	noticing the world around us and that they can use this mindfulness activity when they start to feel overwhelmed or anxious.
<b>Anchor Breathing</b>	<b>Name it to Tame it</b>
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.	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.”

### **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
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### **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>
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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
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# FEDERAL WAY PUBLIC SCHOOLS

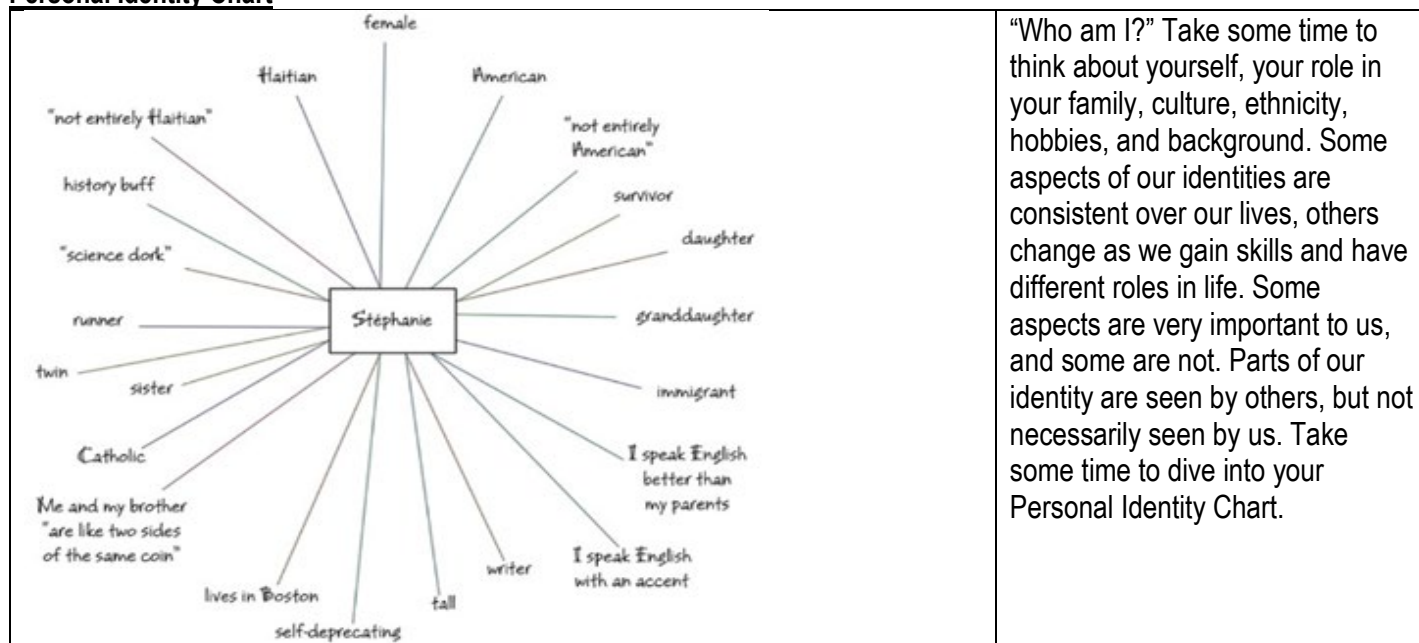
Each Scholar: A voice. A dream. A BRIGHT future.

## 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
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## Personal Identity Chart



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
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## So, what is next?

### Returning to school in the Fall

Create with words or visuals on a separate piece of paper

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)	