Summer Learning for Incoming 8th 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

- iReady MyPath Lessons (K-8)
- PowerUp
- Algebra and Geometry MATHia
- 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)

Incoming 8th Grade Summer Learning

Directions: The following packet of learning activities is provided to help prepare you for 8th 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									
	Houry Addrey Orothon								
Rea	d a book of your choice fo	or 30 minutes every day							
Cor	plete 20 minutes of Powe	erUp reading lessons or o	choose from assigned tas	ks in the Reading/Writin	g menu, Pg 3-10				
Cor	plete 30 minute of iReady	y online math lessons or	choose from tasks in the	Math Menu, Pg 11-18					
Get	ing Ready for Algebra 1 C	Complete 30 minutes of N	/ATHia or Math Activities	every day, Pg 19-27					
Do	something active every da	y from the Activity/Health	n menu, Pg 28-29						
Cor	plete one weekly Social B	Emotional Learning activi	ity, Pg 30-32						
Here is a	suggested schedule for	times:							
Weekly Schedule	Monday	Tuesday	Wednesday	Thursday	Friday				
	20 min PowerUp	20 min PowerUp	20 min Powerl In	20 min PowerUp	20 min PowerUp				
Literacy	OR	OR	OR Reading/Writing	OR	OR				
	Reading/Writing	Reading/Writing	menu	Reading/Writing	Reading/Writing				
Physica	20 min Activity	20 min Activity	20 min Health	20 min Activity	20 min Activity				

Activity

30 min

iReady MyPath

30 min MATHia

Get Ready for

Menu

30 min

iReady MyPath

30 min MATHia,

Get Ready for

Activity

Math

Algebra

Also Do

Menu

30 min

iReady MyPath

30 min MATHia

Get Ready for

Menu

30 min

iReady MyPath

30 min MATHia

Get Ready for

Weekly - Social-Emotional Learning Activity (choose from menu)

Daily - 30 Minutes of Independent Reading

Menu

Choose Activity from

Math Menu

30 min MATHia,

Get Ready for

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:

8.RL.1 & 8.RI.1 Cite evidence from text 8.RL.2 idea			& 8.RI.I Determine theme or central		8.RL.3 & 8.RI.3 story elements and idea interactions		
8.W.1 Write arguments 8.W.2			rite informational text		8.L.4 Determine n and phrases	8.L.4 Determine meaning of unknown words and phrases	
Read a book of your choice 20 min. and draw a picture of the setting. Include images to show time and place.		Newsela narize it dea and ails.	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.	Rea under flashli how impac	ad 30 minutes a blanket with a ght. Write about your location cts your reading experience.	Read 20 minutes in a book of your choice. Create a bookmark with images that represent the theme of the book.	
Read an online article from one of the websites below. Write a Claim about the article with two pieces of Evidence.	Use Flipgrid or a recording app to yourself reading for 20 minutes. the video with a member.	another record g aloud Share family	Read a Newsela article. Write down 3-5 unknown vocabulary words. Predict what they mean from context clues then look them up	Read 2 of yo create the so today comio	20 min in a book our choice and a comic strip for ection you read /. Try using the c 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 of your choice. C poem about the character. Try us magnetic poet below how her her man mad	a book Create a e main sing the ry link has like lii	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 fro websi a sum of the it	an online article m one of the tes below. Write mary paragraph article and share 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 articles. Make pager that sumr the central ide images and at le quote.	e online a one- narizes a with east one	Practice your favorite close reading strategy with one of the online articles.	Read book Write story you c char	20 minutes in a of your choice. about how the would change if ould completely ge 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. book of your ch your main charac a super hero/vill would they be? your respon	in the oice. If cter was ain who Write se.	Read one of the online articles. What is one cause/effect relationship you notice?	Read of article state	one of the online es. Write a "gist" ement 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: <u>https://kcls.org/summer/</u> Summer reading information video: <u>https://w3.kcls.org/srp/KCLS%202020%20Summer%20Reading%20Program.mp4</u> Time for Kids online articles: <u>https://www.timeforkids.com/</u> Scholastic Articles: <u>https://classroommagazines.scholastic.com/articles-for-students.html#middle-and-high-school</u>

Writing:

Magnetic Poetry: <u>http://play.magneticpoetry.com/poem/Original/kit/</u> Create your own comic:<u>https://www.makebeliefscomix.com/</u> Middle school prompts <u>https://www.journalbuddies.com/prompts-by-grade/writing-prompts-for-middle-school/</u>

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

Week 1: The Upside of Selfies: Social Media isn't all bad for kids

https://www.cnn.com/2013/11/21/living/social-media-positives-teens-parents/index.html

Directions:

- Read the following article about social media
- 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 of having social media? Use at least 3 pieces of evidence from the text in your answer.

STORY HIGHLIGHTS

- Report: One in five teens says social media makes them feel more confident
- 52% of teens also say social media helps their relationships with friends
- Media outlets tend to focus on the negatives of social media, such as cyberbullying
- Teens are also using social media for social good, experts say

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(CNN) -- I'll admit it right at the start: When I think about teens and social media, I immediately begin to tally up the negatives.

What good could possibly come from teens and tweens spending gobs of time on online networks, posting nonstop "selfies,"?

Report: Teens say social media more positive than negative

In fact, according to a survey of more than 1,000 13- to 17-year-olds about how they view their digital lives, 28% said social networking made them feel more outgoing versus 5% who said it made them feel less so; and 29% said it made them feel less shy versus the 3% who said it made them feel more introverted.

When it comes to relationships with friends, more than half (52%) of teens said social media has made them better versus just 4% who said it has negatively affected those relationships.

"On the whole, teens said that they feel that social media has a more positive than negative impact on their social and emotional lives," said Shira Lee Katz, Common Sense Media's director of digital media. "They believe that social media helps their friendships, makes them feel more outgoing and gives them confidence."



News outlets focus on the negative

The findings are likely to come as a surprise to most parents, including this writer, especially because most of what we hear about social media, especially *in* the media, are the negatives, such as how cyberbullying can turn tragic. "For every heartbreaking case of cyberbullying, there are many stories of teens using social media for good," said Katz.

Rebecca Levey, co-founder of a video sharing platform for tweens ages 7 to 12 called KidVuz has seen it firsthand during a special Tony Awards presentation earlier this year, kids were encouraged to either make videos singing parts of their favorite show tunes or talk about why theater was so important to them.

"The response from other kids was so awesome. I mean we had kids who were truly tone deaf and it didn't matter," said Levey with a chuckle. "Everyone's like, 'You're awesome,' 'Go follow your dream,' 'Don't give up.'"

Levey said another benefit is for kids who might feel slightly isolated to connect with other tweens and teens who share their same interests. "They can just find other kids who are super excited about the same thing, so if you are living in a small town and you're the only kid who loves musical theater, instead of feeling like a freak about it, you can go online and find all these other kids that love musical theater," she said.

Social media for social good

Teens have also shown they can use social media to make their voices heard.

"Teens and this young generation in general want action," said Elena Sonnino, a founder of the site Live.Do.Grow, social media strategist and writer who focuses on engaging tweens and teens in using their voice for social good. "They want to be able to see, for better or for worse, really quick action and social media allows them to create positive, meaningful change quickly."

Sonnino, who has created a Facebook group called Grow Global Citizens said social media has not only increased tweens and teens' awareness of the world around them, but also has allowed them to be more innovative about how they can get involved.

"In the past ... they would do canned food drives, they'd do the book drives, they'd do, all the things that have been done over and over, which were all wonderful, don't get me wrong, but now ... they're realizing there is so much more they can do," said Sonnino.

At a recent digital family summit, Sonnino said she heard from kids who are doing things like creating Rainbow Loom bracelets to raise money for cystic fibrosis, and taking "selfies" and using the hashtag #unselfie to promote awareness of "Giving Tuesday" the Tuesday after Thanksgiving, which is billed as a day to promote giving to others during the holiday season.

Week 2: Student Examines Negative Effects of Social Media on Teens

www.starnewsonline.com

Directions:

- Read the following article about social media.
- 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 using social media can be negative

for teens?

Use at least 3 pieces of evidence in your answer.



At 17, Lexi Duley, a senior at Mosley Performance Learning Center, has become a rebel. For her high school graduation project, she is researching the negative effects of social media on teenagers in today's society.

Duley first noticed the effects of social media when they began to impact her grades. She admits to being "so plugged in" that she would check Facebook, Instagram, and Twitter several times a day.

"I realized that I was getting nothing accomplished by sitting there and doing nothing (productive)," she said. "I needed to get out and do something else."

Duley wants her senior project to speak not only to her personal life, but also to others in similar situations. She believes that social media is not only a distraction to teenagers who have become addicted to checking their news feeds, but that it can lead to psychological and health issues. Her research shows that a number of anxiety and personality disorders stem from spending too much time on the Internet.

Social Media Anxiety Disorder, for example, occurs when people become addicted. Social media, she explains, may draw some teenagers away from having relationships with themselves and with people around them. They also put too much effort into following trends they see online instead of being themselves.

"Because of social media, I feel like people have unintentionally lost the creation of self-identity. People have conformed without realizing that they're conforming. I like to call it the 'paper doll theory,' " Duley said, adding that they're "not exactly the same but eerily similar: the way they go about doing things, the views they have towards other people, and judgment. I think that people need to take a step back and realize that it's OK to be yourself."

Duley's research also shows that social media increases the statistics for cyberbullying. There are many cases, she says, where teenagers are victims of rumors, oppression, and even kidnapping because of what they choose to share on the Web.

Kathryn Nash, Duley's English teacher, is impressed. "It was nice that she was stepping back and searching for perspective, and saying that sometimes we need to cut" social media off, Nash said. She added that Duley has proven to be very passionate about her topic.

Senior projects require an argumentative research paper, a speech, and a product. For her product, Duley decided to use her enemy as her weapon. She created a Tumblr blog.

The blog features posts, photos and drawings that give positive reinforcement on life for people negatively affected by social media.

Week 3: Social media's effects on young people aren't all negative

By Kaiser Health News, adapted by Newsela staff on 10.27.17

Directions:

- Read the following article about social media.
- 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 teens to use social media? Use at least 3 pieces of evidence in your answer.



It was 1:30 a.m. and Anna was trying to keep her mind off her ex-boyfriend. They had just broken up. It was too late to call the therapist she was seeing to work on low self-esteem and homesickness, and it was too late to stop by a friend's house.

So Anna, who asked to be identified by a fake name, turned to her Facebook community. "I'm having a really hard time right now." she posted. "Is there anyone I can call and talk to until I feel better?"

Almost immediately, three people responded with offers to talk. They were friends she had met playing Quidditch, a sport based on the Harry Potter books. She kept in touch with these friends online. Anna talked to two of them until she was able to fall asleep.

Difficult For Those With Mental Illness

"I used to be very shy about posting personal stuff on Facebook because I didn't want people judging me," said Anna, who is 26 years old. "But that night, I was in such a bad place; I was desperate, and I thought anything would help." Researchers and writers often focus on the negative effects of social media on young people's mental health. Social media can drive envy and enable cyberbullying. It can also be difficult for those who struggle with a mental illness. Mental illness refers to a range of mental health conditions. They are disorders that can affect mood, thoughts and behavior. Anxiety and depression are two examples. Many people have mental health concerns at some point. What distinguishes a mental illness, such as depression, from normal feelings such as sadness, is that mental illnesses cause ongoing stress and severely interfere with a person's life.

Most mental illnesses can be treated with medication and therapy. Many therapists warn teens and young adults with mental illnesses about using social media. They say it comes with risks.

Source Of Emotional Support

Some academics and therapists see it differently, though. They have found that social media may also help improve mental health by boosting self-esteem and providing a source of emotional support. Journalists and parents should also focus on these positive aspects, they say.

Amy Gonzales is an assistant professor who studies social media and health at Indiana University's Media School. She hopes we can avoid simplifying the issue. "We need to think about social media as not being absolutely good or bad," she said. "We need to think about how to come up with appropriate uses of this stuff."

Social media use is now central to the lives of teens and young adults. Nearly half of all teens, 45 percent, report they use apps such as Facebook, Twitter and Instagram every day.

Gonzales found encouraging results in recent research. College students who viewed their own Facebook profiles enjoyed a boost in self-esteem afterward. Users can build their online self in a way that shows off their best traits. This encourages users to remember what they like best about themselves.

Other studies reveal that people feel more social support when they present themselves honestly on social media. They also feel less stress after posting.

"You get much broader affirmation by posting on social media than from calling a relative," Anna said. "It's one thing if you text a friend; it's another thing if you have a bunch of people trying to help you out."

Social Connections Not In Your Area

Matthew Oransky is a professor and therapist in New York City who works with teens. He said many of his patients find social connections online they could not find elsewhere.

This is particularly true of teens who might have trouble fitting in, such as kids in foster homes and LGBT adolescents. LGBT refers to lesbian, gay, bisexual and transgender people. "I've seen some of the really big positives," Oranksy said. "Kids who are isolated can find a community."

Young adults with serious mental illness also find social support on social media platforms. John Naslund studies these benefits. "These people are openly discussing their illness online," he said.

Naslund admits there is still "hostility online." Even so, social media postings can help create greater acceptance of mental health struggles. "We've found that comments related to mental health are overwhelmingly positive. People can learn how to cope with symptoms and how to find the right support."

Use It Wisely

Parents can and should help their children use social media wisely, experts say. For example, Oransky suggests that parents talk with kids about privacy. It is important for teens to know how the things they post online might affect them when it comes time to apply for college or a job.

Anna uses filters to keep co-workers from seeing her mental health posts. She still views social media as a way to reach out for support when she needs it. "If you trust your friends," she said, "I don't see why you shouldn't embrace the social media option."

<u>Week 4: Writing an Essay</u>- Use the evidence you've gathered in the 3 articles above to write an argumentative essay to the following prompt: Is using social media <u>positive</u> or <u>negative</u> for teens? You must make a claim about one or the other.

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.



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

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 claim 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 evidence/ quotes to support their reason?	YES	NO
5. argume	Does each body paragraph include reasoning that explains how the evidence supports the main ent 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>underli</i>	Are there parts of the essay that are unclear? If you answered yes, then <u>ne the passage</u> and put a question mark next to the sentence	YES	NO

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



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: <u>http://khanacademy.org</u> Sheppard Software Games: <u>http://www.sheppardsoftware.com/math.htm</u> Cool Math: <u>http://coolmath.com</u>

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							
<u>Task A</u> - Lin's Bike Ride	How many ways can you make \$10, using only coins? What if you had to use at least three different coin values?	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? ½, 1/3, ¼??	<u>Task F</u> - Percentage Grids	Play a dice game, like Yahtzee or Farkle			
Try to plan a menu for three meals in a day, that falls within the recommended 2000 calorie daily allowance.	Play a game, like Monopoly, Chess, or Cribbage	<u>Task B</u> – Growing Figures	What is the average age of everyone who lives with you? How did you figure it out?	When you're shopping, add up all the costs as you go. Try to predict the approximate total. Check your answer at the register.			
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?	Task C - Hitting 1.00 Exactly	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?	$\frac{Task H}{Mystery}$ Jumps	Draw a map of your bedroom, to scale. Include a key that shows what everything represents.			
<u>Task G</u> – Fraction of a Number Bingo	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?	Complete a jigsaw puzzle of at least 500-pieces. Try 1000 or bigger!	Try to mentally calculate the sales tax on your next purchase (10% in FW). Check the receipt to see how close you were!	<u>Task D</u> - Aaron's Designs			
Record the temperature each day, for a week. Calculate the average temperature. Does it change from week to week?	Document your screen time every day and see what your weekly total is. See if you can determine your average daily screen time.	<u>Task E</u> – Algebraic Pyramids	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?	How many days until your next birthday? How many hours is that?			

Task A: Lin's Bike Ride

Lin rode a bike 20 miles in 150 minutes. If she rode at a constant speed,

a. How far did she ride in 15 minutes?

b. How long did it take her to ride 6 miles?

c. How fast did she ride in miles per hour?

d. What was her pace in minutes per mile?

Write an equation that shows the relationship described in each scenario above.



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			
Write an equation that would help you determine how many blocks would be in Figure x.							
1		1 5					

Task C: Hitting 1.00 exactly							
Using the digits 0-9, how <u>many different ways</u> causing the same digit twice, in one equation? Wh	an you complete the equation below, without nat did you try that <i>didn't work</i> ?						
0+ 0= 1.00 Ex: 0.74	+ 0.26 = 1.00						
**Try the same task, but with a digit in the <i>thou</i> 0+0 = 1.00	sandths place as well.						
<u>Task D: Aaro</u>	n's Designs						
Aaron is drawing some designs for greetings cards. He divides a grid into 4 quadrants and starts by draw He then reflects, rotates or translates the shape into	ving a shape in one quadrant. the other three quadrants.						
 Finish Aaron's first design by reflecting the gray shape over the vertical line. Then reflect both of the shapes over the 							

This will make a design in all four quadrants.

			\square		
		\bigvee			
<u> </u>	-				

 To finish drawing Aaron's second design, rotate the gray shape 1/4 of a turn in a clockwise direction about the origin. Then draw the second shape.

Rotate the second shape 1/4 of a turn in a clockwise direction about the origin. Then draw the third shape.

Rotate the third shape 1/4 of a turn in a clockwise direction about the origin. Then draw the fourth shape.

This will make a design in all four quadrants.





Task F: 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						60			
50								40	
20			6						
70							49		
90				36					
10		2							
150									135

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 twoUse coins or other small objects to mark your squares. Take turns with your partner. If youcan 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

¹ / ₂ of 4	¹ / ₂ of 6	¹ / ₂ of 8	¹ ⁄ ₂ of 10	¹ / ₂ of 12
1/3 of 6	1/3 of 9	1/3 of 12	1/3 of 15	1/3 of 18
¹ ⁄4 of 8	¼ of 12	¹ ⁄4 of 16	¹ ⁄4 of 20	¼ of 24
1/5 of 15	1/5 of 20	1/5 of 25	1/5 of 30	1/5 of 50
1/10 of 30	1/10 of 40	1/10 of 50	1/10 of 100	1/10 of 200
	1	1	1	

Task H: Mystery Jumps



What is the value of each yellow jump? How do you know?

What else do you know about the equivalencies represented here?

Get Ready for Algebra 1

MATHia: Log in through Launchpad and click the Carnegie Learning (CL) tile.

Then click MATHia. (8-12 Math Summer Learning and Practice Canvas Page has video and a pdf):

https://fwps.instructure.com/courses/58015/pages/8-12-math-school-to-home-summer-learning-and-practice

Complete the Getting Started. Click Let's Go: Get Ready for Algebra 1

Learning Activities Get Ready for Algebra 1

Activities are provided below in this document and they will cover the following; number and quantity, functions, and algebra Please go to <u>8-12 Math Summer Learning and Practice Canvas Page</u>

Select Getting Ready for Algebra 1 to find additional videos to help review and complete the activities.

Weekly Pattern

Please go to 8-12 Math Summer Learning and Practice Canvas Page

Can you find the pattern? Patterns are posted weekly for you to explore. S

Activity 1 Number and Quantity Exponents

Exponent a quantity representing the power to which a given number or expression is to be raised, usually expressed as a raised symbol beside the number or expression.

Complete the following looking for patterns and be prepared to write up mathematical noticing and wonderings.

$$3^{5} = 3 \cdot 3 \cdot 3 \cdot 3 \cdot 3 = _$$

$$3^{4} = 3 \cdot 3 \cdot 3 \cdot 3 = 81$$

$$3^{3} = 3 \cdot 3 \cdot 3 = 27$$

$$3^{2} = 3 \cdot 3 = _$$

$$3^{1} = 3$$

$$3^{0} = 1$$

$$3^{-1} = \frac{1}{3}$$

$$3^{-2} = \frac{1}{3} \cdot \frac{1}{3} = \frac{1}{9}$$

$$3^{-3} = \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} = \frac{1}{27}$$

$$3^{-4} = \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} = _$$

$$3^{-5} = \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} \cdot \frac{1}{3} = _$$

Complete the following table of exponent properties

Property of Exponents	Verbal Description	Algebraic Form	Numerical Example
Product of Powers		$a^m a^n = a^{m+n}$	
Quotient of Powers		$\frac{a^m}{a^n} = a^{m-n}$	
Negative Power		$a^{-m}=rac{1}{a^m}$ and $rac{1}{a^{-n}}=a^n$	
Zero Power		$a^0 = 1$	
Power of a Power		$(a^m)^n = a^{mn}$	
Power of a Product		$(a^m b^p)^n = a^{mn} b^{pn}$	
Power of a Quotient		$\left(\frac{a^m}{b^p}\right)^n = \frac{a^{mn}}{b^{pn}}$	

Activity 2 Number and Quantity

The lionfish is a fish that is native to the western Pacific Ocean. The lionfish began appearing in the western Atlantic Ocean in 1985. This is probably because people bought them as pets and then dumped them in waterways leading to the ocean. Because it has no natural predators in this area, the number of lionfishes grew very quickly and now has large populations throughout the Caribbean as well as along the eastern coastline of the United States and the Gulf of Mexico. They have recently been spotted as far north as New York and Rhode Island.

The table below shows the number of new sightings by year reported to NAS (Nonindigenous Aquatic Species), which is a branch of the U.S. Geological Survey Department.

Make a scatterplot of the year versus the total number of sightings.

Year	Total Number of Sightings
1998	5
1999	6
2000	12
2001	27
2002	77
2003	122
2004	179
2005	222
2006	273
2007	459
2008	622
2009	1289





Use your model to predict the total number of lionfish sightings by the end of 2010.

Activity 3 Number and Quantity Rational and Irrational

Rational Number is a number that can be expressed as a ratio or fraction of two integers.

Irrational Number all the real numbers which are not rational numbers or a number that cannot be expressed as the ratio of two integers. e.g. π and $\sqrt{2}$

 $(-3)^2 = -(3)^2$

 $\sqrt{49} > 6.8$

 $\sqrt{7} < 3$

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- 1. Determine for each number whether it is a rational or irrational. Mark the correct column for each number.
- 2. Select True or False to indicate whether each comparison is true.
- Determine for each number whether is rational or irrational after performing the operation. Mark the correct column.

-3+8	
$3\sqrt{2}$	
-7√36	
$\sqrt{3+4}$	
1011	

		$-\sqrt{64}$	
True	False	$-5\frac{1}{4}$	
		$\sqrt{3}$	
		$\frac{56}{7}$	



4. Fill in the numbers to create a mathematical expression that is $\sqrt{3}$

rational or irrational as marked

in the table.



Activity 4 Functions

A relation is the mapping between a set of input values called the domain and a set of output values called the range. Function notation is a way of representing functions algebraically. A relation can be represented in the following ways.

The function notation f(x) is read as "f of x" and indicates that x is the independent variable.

If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x.

The Vertical Line Test is a visual method used to determine whether a relation represented as a graph is a function. To apply the Vertical

Line Test consider all the vertical lines that could be drawn on the graph of a relation.

If any of the vertical lines intersect the graph of the relation at more than one point, then the relation is not a function.

	0	rde	ere	d F	Pairs		
{(-2,	2),	(0,	2),	(3,	-4),	(3,	5)}

Equation $y = \frac{2}{3}x - 1$

Verbal The relation between students in your school and each student's birthday.



Graph

C.

f.

i.

_			
τа	b	le	

Domain	Range
-1	1
2	0
5	-5
6	-5
7	-8

Determine whether each relation is a function. Explain how you know. 1.

b.

е

h.



d.







Output Input 15 0 10 5 5 10 10 15 15 20











ο.

Input:	Garrett bakes 2 dozen cookies for the bake sale.
Output:	Twenty-four people buy a cookie.

Activity 5 Functions

State if the following is a function or not. Explain/Show why a function or not.

- 1)
- $\{(2, 6), (-2, 5), (7, -13), (1, 0)\}\$ $\{(12, 0), (0.74, 18), (2, 5), (12, 7)\}$ 2)
- 3) {(-1, 8), (-4, 8), (3, 8), (14, 8), (-4, 8)}



Activity 6 Functions

Think like a mathematician! Connect graphs to problem situations connecting to math you know.

Situation 1: Jaquan lives at the bottom of a hill. He climbed slowly up the hill, walked across the top, and then ran down the other side.

Situation 2: Jaquan walked to the store at the end of his street stopped to buy a bottle of water, and then walked home.

Situation 3: Jaquan went for a run. He ran to the store at the end of his street, stopped to buy a bottle of water, and then walked home.

Add the words increasing, decreasing, and constant to each graph were appropriate.

Activity 7 Functions

George and his family were watching a movie and eating popcorn. Each family member had a bowl with the same amount of popcorn. The graphs below all show the amount of popcorn remaining in the person's bowl over a period of time.

Write a description for the amount of popcorn eaten over time for each member of the family.

2.



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Activity 8 Linear

Answer the following characteristics of graphs from functions.





What is the x-intercept? What is the y-intercept? Increasing, decreasing or constant? What is the slope? Write the equation. What is the x-intercept? What is the y-intercept? Increasing, decreasing or constant? What is the slope? Write the equation.

3.

What is the x-intercept? What is the y-intercept? Increasing, decreasing or constant? What is the slope? Write the equation.





Activity 9 Linear

Determine the slope and y-intercept of the linear relationship.

1.	$f(x) = \frac{2}{3}x - 12$		Slop	e:	y-int	ercept:	
2.	y + 2x = 7		Slop	e:	y-int	ercept:	
3.			Slop	e:	y-int	ercept:	
4.	¥		Slop	e:	y-int	ercept:	
	x -2	0	2	4	6	8	
	v 9	8	7	6	5	4	

5. The following graph shows the amount of peanut butter Betty has left in the jar compared to the number of sandwiches she makes. Find the slope and y-intercept of the graph and explain what they mean in the context of the problem.



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Activity 10 Linear

- 1. Write the linear equation with slope of $\frac{1}{2}$ and y-intercept of -6.
- 2. Write the linear equation of the given graph?
- 3. Write the linear equation from the data table?
- A car is traveling at 45 mi/hr.
 Write an equation that models the total distance *d* traveled after *h* hours.



x	y
1	0
2	1
3	2
4	3

5. In the above 4 problems which linear relationship has the greatest rate of change? Explain.

Activity 11 Linear

Yellowstone is famous for its geysers, especially one commonly referred to as Old Faithful. A geyser is a spring that erupts intermittently, forcing a fountain of water and steam from a hole in the ground. Old Faithful can have particularly long and predictable eruptions. As a matter of fact, park rangers have observed the geyser over many years and have developed patterns they use to predict the timing of the next eruption. The following link will take you to information and talks about predicting Old Faithful and a live-streaming webcam. https://www.yellowstonepark.com/things-to-do/about-old-faithful

a. Why might it be important for a park ranger to be able to predict the timing of Old Faithful's eruptions?

Length of Eruption (in minutes)	Approximate Time Until Next Eruption (in minutes)
1	46
2	58
3	70
4	82

- b. If an eruption lasts 6 minutes, about how long must visitors wait to see the next eruptions? Explain your reasoning using the patterns you identified in the table.
- c. You visit Old Faithful to find a sign indicating they had missed an eruption and that it would be approximately 2 hours before the next one. How long was the eruption you missed? Explain how you determined your answer.
- d. Let n represent the number of minutes an eruption lasts. Write an expression using the variable n that could be used to determine the waiting time until the next eruption.
- e. Create a graph of your data from the table. Discrete or continuous?
- f. Give the domain and range.



Activity 12 Linear

- 1. A submarine is diving under water. The depth of the submarine is described by this graph.
 - a. Identify the y-intercept of this graph and describe the meaning.
 - b. Interpret the slope for this situation.
- 2. A bakery carries both 9-inch pies and 4-inch mini pies. The shelves of a display case in the bakery are 6 feet long. The equation represents the possible combination of pies that fit along the length of each shelf. 9x + 4y = 72
 - a. Determine the value of the y-intercept in this equation.
 - b. Describe the meaning of the y-intercept t in terms of both 9-inch pies and 4-inch mini pies.
- 3. The graph shows how the total pages of notes in Keon's notebook depend on the number of hours he spends in class taking notes.
 - a. Identify the y-intercept of this graph and describe the meaning.
 - b. Interpret the slope for this situation.
- 4. Data was collected on the depth of a dive of penguins and the duration of the dive. The following liner model is a good summary of the data, where *t* is the duration of the dive in minutes and *d* is the depth of the dive in yards. The equation for the model is d = 0.015 + 2.915t
 - a. Determine the value of the y-intercept in this equation.
 - b. Describe the meaning of the slope in this equation.

Activity 13 Solving

Solution an action or process of solving a problem. **Solution** and answer to a problem. **Solution** a set of values of the variables that satisfies an equation. **Solution** makes a mathematical statement true.

1. Describe and correct the error in solving the equation.

a. 7	-3x = 12	b. $-2x + x = 10$
	4x = 12	-x = 10
	$\frac{4x}{4} = \frac{12}{4}$	x = 10
	x = 3	



2. What is the same and different in each problem

a.
$$3x - 8 + 2x = 7$$

b. $-2(2x - 5) = 10$
c. $5x - 8 = 7$
d. $-4x + 10 = 10$

3. The following is Melissa's first step in solving the following equation.

$$6 + \frac{x}{3} = -2?$$

Step 1: $6 + \frac{x}{3} - 6 = -2 - 6$

The following is Andre's first step in solving the following equation.

$$6 + \frac{x}{3} = -2?$$

Step 1: 3
$$(6 + \frac{x}{3}) = (-2)3$$

Both first steps are correct. Which method would you pick to solve the equation?

4. Describe the first step you would take to solve in words and then show the math.

$$-8 = \frac{1}{9}(-9r + 27)$$

5. Write out the equation for Step 1 in the solution process below.

$$5x - 4(x - 3) = 17$$

Step 1:
Step 2:
 $x + 12 = 17$
Step 3:
 $x = 5$

6. Ray worked the following problem. Is Ray's process and answer correct? If you disagree with Ray's process and answer, circle the step(s) with the mistake, explain his mistake(s) are and then correctly work the problem.

Ray's work
Step 1:
$$2 - x + 7 = -23$$

Step 2: $9 - x = -23$
Step 3: $9 - x + 9 = -23 + 9$
Step 4: $-x = -14$
Step 5: $-1(-x) = -1(-14)$
Answer: $x = 14$

Activity 14 Solving

1. Equivalent equations have exactly the same solution set. Select Yes or No to indicate whether each equation is equivalent to this equation: $4x + 3 = \frac{5}{2}x - 7$

	2	
Equation	Yes	No
$4x = \frac{5}{2}x - 4$		
8x + 3 = 5x - 7		
$4x = \frac{5}{2}x - 10$		

2. Decide if either student's work is correct and be ready to defend your answer. The following is Ella's work:

$$3(x + 5) = 3x + 15$$

 $3x + 5 = 3x + 15$
 $5 = 15$

The equation has no solution.

The following is Evan's work:

$$6(2y + 6) = 4(9 + 3y)$$

$$12y + 36 = 36 + 12y$$

$$12y = 12y$$

$$0 = 0$$

The solution is $y = 0$.

3. Fill in a description for each step of the problem and give the solution.

		• · · · ·
	7h + 2 = 4h - 10	Original equation
	7h + 2 - 4h = 4h - 10 - 4h	
	3h + 2 = -10	
	3h + 2 - 2 = -10 - 2	
	3h = -12	
	3h - 12	
	$\frac{1}{3} = \frac{1}{3}$	
	h =	Solution
4. U	se the justifications on the right to solve the equation.	
	4(2j+1) = 2(j-13)	Original equations
		Distributive Property
		Multiply
		Subtract from both sides (subtraction property of equality)
		Simplify (Combine like terms)
		Subtract from both sides (subtraction property of equality)
		Simplify (Combine like terms0
		Divide both sides (division property of equality)
		Simplify

Activity 15

Solve each equation.		
1. 3a - 2 = 13	6. $3g + 11 = 2g - 5$	10. 3n + 2(n - 1) = 9n + 4
2. $-5b - 10 = -60$		
	7. $4h + 2h - 11 = 6h + 17$	11. $3(p-2) + p = 6(p+3) - 4p$
3. $4c - 5 + 2c = -2$		
$\int \frac{d-8}{2} - 3$	8. $0.5j - 3.5 = 0.2j - 0.5$	
T. 3 - 5		12. 5(q - 2) + q = 6(q + 3) - 4
5 8f - 5 = 3f + 15	9. $6 - 2(k+6) = 3k + 4$	
0.0, 0.0, 10		

Activity 16

Solve an equation involving several variables by expressing the variable asked for in terms of the other variables.

- 1. -3a 7b + 12c = 18 solve for c.
- 2. $y 7 = \frac{1}{2}(4x 12)$ solve for x.
- 3. 2x + 3y = 21 solve for y.
- 4. A = bh solve for h
- 5. $V = \frac{1}{3}Bh$ solve for h.
- 6. $C = 2\pi r$ solve for r



Physical Activity & Health Menu: 20 minutes – DAILY				
Fueling Your Body Right- Nutrition	<u>Tabata</u> <u>Fit-Fitness</u>	Wellness These activities can be completed each day.	Try Something New-Fitness	Fun Fitness
HELP prepare a healthy meal for your family.	20 seconds of work, 10 seconds of rest 8 rounds per exercise. • Bicycle Crunches • Jumping Jacks • Forearm Plank • High Knees	Savasana – Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind.	Dice Fitness – 2 dice, set time for 20 minutes.Roll both die.Complete the exercises for each die.25 Crunches10 Burpees10 Squats15 Jumping Jacks10 Push- Ups15 High Knees1 min.15 Mt. Climbers1015 Frog Jumps1015 Frog Jumps202 min. Run	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.
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.	 20 seconds of work, 10 seconds of rest 8 rounds per exercise Squats Russian Twists Straight Arm Plank Jump Rope (with or without a rope) 	Square Breath Practice- Inhale for 4 counts, hold for 4 counts, exhale for 4 counts. Set a timer for 3 minutes and breathe in this manner the whole time.	Deck of CardsUsing a full deck of cards, pull onecard at a time and complete theexercises below for each. Facecards = 10 reps, number cards = their# of reps.Jokers = 25 BurpeesSit-UpsPush-UpsJumping JacksWalking Lunge	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!
Label Lingo – Look at the nutrition label for your favorite snack. Are the Macronutrients (carbs, fat, protein) balanced?	 20 seconds of work, 10 seconds of rest 8 rounds per exercise Mt. Climbers Sit-Ups Alternating Reverse Lunges Push-Ups 	Downward Dog – Hold three times for 20 seconds. Try lifting one leg for an even greater challenge!	AMRAP – 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	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!



Fueling Your Body Right	<u>Tabata</u> <u>Fit-Fitness</u>	Wellness These activities can be completed each day.	Try Something New	Fun Fitness
5 Food Groups Which of the 5 food groups do you need to eat more of? Veggies, Fruits, Grains, Dairy, Protein. Go to Myplate.org and learn what foods you need to eat more of and then eat away!	20 seconds of work, 10 seconds of rest 8 rounds per exercise • Burpees • Flutter Kick • Star Jumps • Tricep Dips w/chair	Mindful Minute- for 60 seconds, clear your mind & only focus on your breathing. If you mind starts to wander, bring your attention back to your breathing.	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.HEADSORTAILSJumpingHigh JacksHigh KneesJumpingHigh JacksSquatsLeg LiftsLungesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesJumpingHigh KneesLungesPushupsBurpeesLeg Lifts	Turn on your favorite song and dance like nobody is watching! OR go to <u>YouTube and search</u> <u>Just Dance</u> . Dance to 3 of your favorite songs!
Plan, shop for, and prepare a simple meal for your family.	20 seconds of work, 10 seconds of rest 8 rounds per exercise Create your own Tabata workout and do it with your family.	Try this "body scan meditation" on YouTube. <u>https://www.youtube.c</u> <u>om/watch?v=T0nuKB</u> <u>VQS7M</u> Or search to find your own.	Walk/Run Fitness – 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.	Field Day Activities – go to each link below for quick fun activities to do with friends. Volley Paper Challenge <u>https://youtu.be/UENzPmBc9U</u> g Hole In One <u>https://youtu.be/T91SNIQfM</u> <u>5Y</u> If The Shoe Fits <u>https://youtu.be/8VO2yK- Zvgk</u>





Social Emotional Learning

Use a Mindfulness Exercise whenever you wish & choose up to ONE Activity Each Week <u>Mindfulness Exercises</u>

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	Utilize the Mindfulness exercise	Support a friend/family member in going
examples	examples in another setting	through the mindfulness exercise examples

Square Breathing Activity	Five Things
1. Breath in through your nose for four counts	In silence for 3 minutes observe the world around



 Pause/Hold your breath for four counts Exhale through your mouth for four counts Pause/Hold your breath for four counts 	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.
Anchor Breathing	Name it to Tame it
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	Process the questions about	Support a friend/family in processing
social media by yourself	social media by with a thought	the questions or perceptions about
	partner	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).

• What you ope	led to the door closing? What helped en the new door?	 What can you do next time to recognize new opportunity sooner? 	the • What does a closed door represent to you now?
 How long did it take you to realize that a new door was open? Was it easy or hard for you to realize that a new door was open? 		 What were the effects of the door closir you? Did it last long? 	ng on • What did you learn from the door closing? • Is there more room for growth from these
		 Did the experience bring anything positi Which character strengths did you use it 	ve? types of experiences?
 What prevented you from seeing the new open door? 		exercise?	open?
	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 &	Process the Empathy & respect	Support a friend/family member with
respect tool Alone with a show	tool Alone with a show you (or	the Empathy & respect tool with a
you are currently in to.	both of you) are currently in to	show they are watching
	with a thought partner	

Personal Identity Chart



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

Returning to school in the Fall

So, what is next?

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?	What kind of differences do you foresee in the next school year? (i.e. Social Distancing, Wearing masks, Washing Hands)	
Who is a peer/other student you can check-in with?		