



SUMMER READING IS A WONDERFUL OPPORTUNITY FOR STUDENTS TO CONTINUE THEIR LEARNING JOURNEY OUTSIDE THE CLASSROOM. IT HELPS MAINTAIN AND IMPROVE LITERACY SKILLS, FOSTERS A LOVE FOR BOOKS, AND OPENS UP NEW WORLDS OF IMAGINATION AND KNOWLEDGE. BY EXPLORING VARIOUS GENRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.

Rising Kindergarten	Jabari Jumps by Gala Cornwall	
Rising First Grade	Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor	
Rising Second Grade	Surf's Up by Kwame Alexander The Water Princess by Susan Verde	
Rising Third Grade	Barack by Jonah Winter Ada Twist and the Perilous Pants by Andrea Beaty	
Rising Fourth Grade	Ellray Jakes is not a Chicken by Sally Warner J.D. and the Great Barber Battle by J. Dillard	
Rising Fifth Grade	ReStart by Gordan Korman The Last Kids on Earth by Max Brallier	
Rising Sixth Grade	The Dreamer by Paul Munoz Ryan Becoming Muhammad Ali by James Paterson	֓֞֞֜֞֜֞֜֜֞֜֜֜֟֜֜֟֓֓֓֓֓֓֟֜֟֜֟֓֓֓֓֓֟֜֟֓֓֓֓֟֜֟֓֓֡֡֡֟֡֓֓֓֡֡֟֡֓֡֡
Rising Seventh Grade	Long Walk to Water by Linda Sue Park Esperanza Rising by Pam Munoz Ryan	
Rising Eighth Grade	One Crazy Summer by Rita Williams Garcia We Beat the Street by Sampson Davis, George Jenkns, Rameck Hunt, Sharon Draper	-

Jam Session

by Frances Killea



"Aren't you a little old to be playing make-believe?"

I, myself, had given up on play-acting when I was nine. It was kid's stuff, and I didn't feel very much like a kid anymore. My mother, however, seemed to have absorbed everything about childhood that I'd left behind. Now she was dancing around the living room with the handle of a dust mop in her hand, held at an angle like a rock star's microphone, singing.

When I said that, though, she stopped.

"Hey, Monica, you like movies, right? Some people make a living out of playing make-believe."

She wasn't wrong. I did like movies, and actors did make a living dressing up, and pretending they were someone else. The fact that Mom was right annoyed me. I didn't say anything, but picked up a stack of magazines that was on the kitchen floor, and put it on the table.

"Thanks, honey. I don't think this dust mop could handle those." Mom hummed a few lines of the music she had on.

I liked rock best, and she liked musicals. But today was West Side Story, which I loved. I'd caught my mother in the middle of a very animated version of the song "Maria."

"Also, Monica, we're going blueberry picking after I finish the kitchen," Mom said, without looking up from her pile of dust, which she was now sweeping into the dustpan.

"We're WHAT?" I had just finished putting all of the books on my bedroom floor back on my bookshelves. Plus, I'd made my bed, and changed my hamster's water and food bowls. I was tired. "What am I? Your

personal assistant?"

"Ha! You're a lucky eleven-year-old girl who gets to be responsible for her very own bedroom in a safe house, in a safe neighborhood, in a free country. And you have the summer off, and a mom who is really good at making blueberry jam, but needs another set of hands."

I was about to protest, but she interrupted. "And you have full use of those hands. You're not sick or weak -so be thankful for that. You are far, far from oppressed, my friend."

Mom dumped a pan of crumbs and dust into the trash. I stared at her. She was pretty awesome, most days. I really did love her. Still...dancing in the kitchen, pretending to be a star? *Blueberry picking?* She was known to sing out loud a lot. The berry-picking thing was new.

"Why don't we just go to the store?" I asked.

Mom threw a rag at me, and I automatically started wiping down the counters. "Because, number one, the berries there are shipped in from across the country, and they don't taste as fresh or as flavorful as the ones we can pick ourselves. And number two..." she paused to slam a drawer full of silverware shut, which just about broke my eardrums with clashing forks. "...it's fun."

So that was that. I grumbled my way through putting the clean dishes away, and then grumbled my way into the car, staying silent as we drove out east. It felt like forever. I had looked at the car clock when we left the house, and when we rolled up to the blueberry farm, it had only been half an hour. It's funny how quickly the scenery changed. We'd gone from our little town and neighborhood-not a city, by any stretch, but at least *populated*-to the country, where a house seemed surrounded by a mile of corn on every side.

My mother pointed to a small barn. The big sliding door was open, and inside was an old man standing hunched over a cash register. Mom went to speak to him as I rounded the back of the building to explore. I found a wooden table full of white buckets, a few empty wooden crates stacked near a coil of hose and a dog bowl filled with water. A bumblebee was struggling in the water, and I picked up a stick to help it out.

"Monica, grab a couple of buckets. Those are what we'll pick into." Mom came around the corner, and I reached for a pail from the stacks on the table.

"They're stuck," I huffed, wrestling with two that didn't want to come apart. "Help me!"

Mom grabbed the end of one, and I held the handle on the other; and we yanked. The buckets slid free, and I fell over from the force of the pull.

"Okay," I said, dusting myself off and frowning. We started walking past rows of blueberry bushes, a lot of them taller than Mom. "How do we do this?"

"Well, just like how you'd think," my mother replied. She ducked into the path between two rows of bushes, and I followed.

"Just go for the ones that are dark all around. Don't pick anything with white or pink on it. Those aren't

ready yet, and they're going to be sour." Mom handed me an unripe berry.

"Duh, I know that, I've had blueberries before," I said, and didn't take it.

"Huh," Mom looked at me. "Not as sour as you, though, I bet." She turned away. "Let's divide and conquer, shall we? I'll pick here, and you can find your own row to work on, and we'll meet somewhere in the middle."

"Fine." I stomped away.

The grass itched my ankles. I wanted to sit down, but the sun was hot, and the shade under the bushes helped a little. So I found my own row, and started picking a short way into the patch. Almost immediately, reaching into the branches for a particularly juicy-looking berry, a yellowjacket stung my finger.

"OUCH!" I yelled. "STUPID BEE!" I swallowed to keep from crying. I listened, but didn't hear my mother reply to me.

She must not have heard. Or maybe she's ignoring me, I thought. My face felt hot, and I could feel anger bubbling up from my stomach to my chest. I kicked the near-empty pail by my feet, and screamed in frustration.

All I could hear in response were birds. I sniffed and wiped my eyes. My finger hurt, and it looked puffy. I picked up my bucket, and ran back up to where I thought my mom had been working. She wasn't there anymore. When I ran down the row calling out and looking for her, I saw no one, and heard nothing. I flipped the bucket upside down and sat on it, resting my face in my hands for a moment while I let a few tears slide down my nose.

There was nothing else to do but pick, I thought.

So I stood up, and walked a few rows back, parking myself next to a particularly tall blueberry shrub, making sure it was relatively bee-free. With both hands, I started yanking every ripe blueberry from the branches, fueled by anger. Gradually, though, I slowed down, feeling calmer as the sun shifted, and a breeze cooled off my shoulders.

"These are weird," I said to myself, looking at a handful of berries.

They were dusty-looking, like they'd been frosted. However, the dust rubbed off when I wiped them against my shirt. I'd never picked blueberries before; I'd actually never picked any berries before, and being out there was annoyingly hot and full of bugs. But I was beginning to relax. I caught myself humming one of the songs from the soundtrack my mother had been listening to that morning, and made myself stop.

I moved to the next bush, and started on that one. Shortly after, I walked to another, and then another; picking a handful of fruit from each before looking for new territory. My bucket was only a third of-the-way full, and my finger was hot and red, but I had to admit, I was having fun.

I didn't hear my mother when she walked up. I had filled my bucket another third of-the-way to the top, and I was singing and dancing in place under the branches.

"Who's making-believe now?" My mom laughed.

I was embarrassed. "Yeah...but I'm eleven. I'm allowed to do this."

"Newsflash, honey: people never get too old to pretend."

"I got stung," I said, and suddenly needed a hug. I almost tipped over my harvest, but jumped over it before kicking the pail.

Mom set hers down and hugged me back. "Let's head home, shall we?"

We paid for our berries by weight. Mom got me a can of Coke from a rickety, old machine in the barn, which I put on my finger before I popped the tab. We shared it in the car on the way home.

When we got back, Mom gave me some first-aid cream for my sting, and I curled up on the living room couch with a book. I don't remember which song exactly, because I was drifting in and out of a nap, but I heard my mom singing along to *West Side Story* again. Only this time, it made me smile, and when I woke up, there were five jars of jam on the counter, and the house smelled like vanilla, sugar, and fruit.

Name:	Dete
Name:	Date:
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- 1. What activity do Monica and her mom go out to do in the country?
 - A. Monica and her mom go out to sing songs from West Side Story in the country.
 - B. Monica and her mom go out to clean houses in the country.
 - C. Monica and her mom go out to catch bees in the country.
 - D. Monica and her mom go out to pick blueberries in the country.
- 2. What is a turning point in the story?
 - A. Monica's mom dances around the living room with the dust mop.
 - B. Monica's mom slams shut a drawer full of silverware.
 - C. Monica gets stung by a yellowjacket.
 - D. Monica grumbles as she gets into the car.
- **3.** While picking blueberries, Monica begins to relax. She catches herself humming a song. She dances in place under the branches.

What can be concluded from this evidence?

- A. Monica enjoys picking blueberries.
- B. Monica hates picking blueberries.
- C. Monica wants to go back home.
- D. Monica is hot and sweaty.
- 4. How does Monica's mood change between the beginning and end of the story?
 - A. She goes from being in a bad mood to being in a good mood.
 - B. She goes from being in a good mood to being in a bad mood.
 - C. She goes from being a bad mood to being in a terrible mood.
 - D. She goes from being in a good mood to being in a great mood.
- **5.** What is a theme of this story?
 - A. how boring blueberry picking can be
 - B. how beautiful the song "Maria" is
 - C. how awesome a mother can be

- D. how easy cleaning a house is
- **6.** Read the following sentence: "I **grumbled** my way through putting the clean dishes away, and then **grumbled** my way into the car, staying silent as we drove out east."

Why does the author use the word **grumbled** twice in this sentence?

- A. to show how long the drive out east took
- B. to show how excited the main character is about going for a drive
- C. to show how many dishes there are in the main character's house
- D. to show how grumpy the main character is feeling
- **7.** Choose the answer that best completes the sentence below.

Monica plays make-believe when picking blueberries _____ she felt like she was too old for make-believe at home.

- A. in conclusion
- B. although
- C. for instance
- D. above all

8.	What does Monica ask her mother when she sees her singing and dancing to a Wes
	Side Story song at the beginning of the story?
_	
_	

9. When she hears her mother singing along to West Side Story at the end of the story, what does Monica do?					
change b	Monica's respondence tween the beging from the passages	inning and e			
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Take Me Out to the Ball Game

by ReadWorks

Corinne skipped through the parking lot. She couldn't hold back her excitement. Her family was going to the baseball stadium for the first time!

"Corinne, chill out," said her brother, Jake. Jake was only two years older than Corinne, but he thought that gave him the authority to boss her around. Corinne slowed to a walk and waited for her family to catch up.

"I can't help it," she said. "I've never been to a baseball game before."

Corinne had watched countless baseball games on television. Baseball was her favorite sport, and she had been a Chicago Cubs fan as long as she could remember. Corinne thought that the best moment of her life would be when the Cubs finally broke their curse and won the World Series. The team had been losing for decades, but she knew that sooner or later, they had to win.

But tonight her family wasn't going to see the Cubs. They were going to see the Cougars, a new minor league team that had come to their town. Jake wasn't excited about the game. He thought the minor leagues didn't count. "The minor league is for players who aren't good enough for the major league," Jake always said. But Corinne liked the idea that these players weren't famous yet. They were still training and learning, just like her. Maybe she'd see baseball's next big star. Maybe he'd even sign a baseball for her.

"Mom," Corinne said, "Can we wait outside the dugout after the game? I want to get some autographs."

"Sure, we can," said Corinne's mother. "But let's enjoy the game first."

They pulled out their tickets and walked into the stadium. The stadium security guard checked Corinne's mother's purse and waved them through. "Mmmm," Corinne breathed in deeply. The air smelled like a delicious mix of popcorn and soda. Corinne looked at the tickets and saw that they were sitting on the upper level, just past third base. They walked up the concrete stairs and found their seats as the first inning was beginning.

Corinne couldn't decide whether to watch the field itself or the enormous screen behind the outfield. Her eyes darted back and forth between the two. The Cougars were pitching first.

She cheered at the top of her lungs for every strike and booed when anyone on the other team, the Cyclones, got a hit. Even Jake looked like he was having fun, cheering just as loudly as Corinne.

The game was close. The Cougars would score, and then the Cyclones would score. Back and forth, the two teams battled. The Cyclones had a better pitcher, but the Cougars were quicker. Corinne especially liked the shortstop. He was short, like her, and he was really agile. No matter where the ball was, he was there first. He seemed to have a magic ability to predict its path.

"Mom," said Corinne, tugging on her mother's sleeve. "What's the shortstop's name?"

Her mother looked through the program, searching. "Cory Alvarez," she said. "Cory!" thought Corinne. "Just like me."

By the end of the ninth inning, the teams were still tied, and the Cougars were up to bat. "This is it," Corinne said to Jake. "If the Cougars can manage to score just one run, then we'll win!"

"Don't be such a baby," said Jake. "It doesn't really matter. It's just the minor leagues."

Corinne noticed, though, that Jake was leaning forward in his seat and watching the batter with interest. Jake could pretend to be as cool as a cucumber, but inside he was just as excited as Corinne.

The batter turned, and Corinne saw that it was her favorite player, Cory Alvarez. "Come on Cory," she thought, "You can do it!"

Cory walked up to the home plate and tapped the bat on the ground twice. Then he lifted the bat and waited. The pitcher wound up and then threw a ball so fast, Corinne didn't even see it. She heard the crack when the bat hit the ball, though, and saw the ball flying through the air toward third base. The ball sailed past the base, then over the stands and straight toward Corinne's family. Corinne climbed up on her seat and put her hands out. She felt a sting and tumbled backwards as the baseball slammed into her palms. She tumbled out of the chair, and her parents kneeled over her. "Corinne! Corinne! Are you okay?"

Corinne held up the baseball and smiled. "I'm much more than okay," she said.

ReadWorks	Take Me Out to the Ball Game - Comprehension Question
5. What is the main idea of this story?	ı
6. Read the sentences and answer th	e question.
_	e was leaning forward in his seat and watching the end to be cool as a cucumber, but inside he was
What does the phrase "cool as a cu	ucumber" mean in this text?
7. What word or phrase best complete	es the sentence?
Corinne especially likes Cory Alvard predict where the ball will go and go	ez he seems to have the ability to et there first.

B. What happens to the baseball that Cory Alvarez hits?			
	the story, Corinne says, "I'm much more than okay." What does Corinne? Use evidence from the text to support your answer.		
	Corinne be feeling "much more than okay" at the end of the story? Use m the text to support your answer.		

Writing Prompt: Using the narrative writing rubric on a separate sheet of paper, Imagine you are Corinne. Write a journal entry about your first experience at the baseball stadium. Include details about what you saw, heard, and felt throughout the game.

Narrative Writing Rubric: First Experience at the Baseball Stadium

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
Focus and Organization	The narrative has a clear beginning, middle, and end, and the events are sequenced in a logical order that enhances the story.	The narrative has a clear beginning, middle, and end, and the events are mostly sequenced in a logical order.	The narrative has an attempt at a beginning, middle, and end, but the sequencing of events is somewhat disjointed.	The narrative lacks a clear beginning, middle, and end, and the sequencing of events is confusing or illogical.
Descriptive Details	The narrative includes vivid and specific details about what the writer saw, heard, and felt throughout the game, painting a clear picture for the reader.	The narrative includes some descriptive details about what the writer saw, heard, and felt, but more detail could be added to enhance the reader's understanding.	The narrative includes limited descriptive details about what the writer saw, heard, and felt, making it difficult for the reader to visualize the experience.	The narrative lacks descriptive details about what the writer saw, heard, and felt, leaving the reader with a vague understanding of the experience.
Voice and Engagement	The narrative is written in an engaging and authentic voice that draws the reader in and makes them feel a part of the experience.	The narrative is written in a mostly engaging voice, but there are some moments where the voice feels less authentic or the reader's interest wanes.	The narrative is written in a somewhat flat or unengaging voice, making it difficult for the reader to connect with the experience.	The narrative is written in a flat, unengaging voice that fails to draw the reader in or make them feel invested in the experience.
Conventions	The narrative is free of errors in spelling, grammar, and punctuation, making it easy to read and understand.	The narrative has a few minor errors in spelling, grammar, or punctuation, but they do not significantly interfere with the reader's understanding.	The narrative has several errors in spelling, grammar, or punctuation that sometimes interfere with the reader's understanding.	The narrative has significant errors in spelling, grammar; or punctuation that make it difficult for the reader to understand.

Butterflies in Culture

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.



The annual Yellow Butterfly Festival celebrates and protects butterflies and their habitats. Organized by local people and conservation groups, the festival features performances, costumes, butterfly-watching hikes, and ceremonies to honor butterflies.

To understand why butterflies are such popular symbols, look at the Chinese characters for "butterfly." The first character 蝴 (hú) has a similar sound as the character 福 (fú) for "good fortune." This is why butterflies are symbols of good luck. The second character 蝶 (dié) has the same sound as the character 耋 for "the elders." So butterflies are often seen in artwork celebrating a long life.

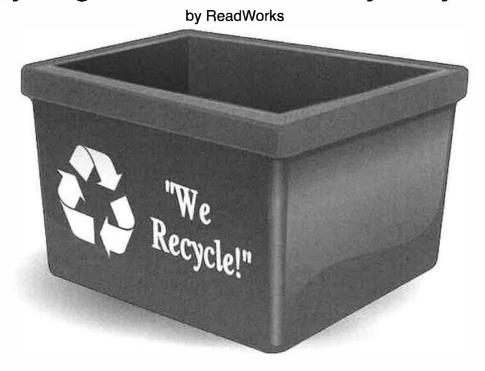


In the Rukai tribe, wearing a butterfly headdress is a great honor granted by the chief. These men run so swiftly, they have won the title "lyalivarane." It means "butterfly"!

Butterflies carry meaning for Taiwan's indigenous groups, too. For the Rukai people, the butterfly is a symbol of swiftness when used on headdresses. It is a symbol of diligence when used on clothes. The Paiwan people use tribal beads of the Swallowtail to decorate a person who is fast and nimble. And the Tao tribe believe that Magellan's Iridescent Birdwing represents evil spirits.

ReadWorks*	Butterflies in Culture - Comprehension Questions
Name:	Date:
1. What is one thing that butterflies are	
2. Butterflies can mean many differen	t things to people in Taiwan.
	t two pieces of evidence from the text.
3. What is the main idea of this text?	

Recycling & Conservation: Why Recycle?



Recycling is a process where something is reused rather than thrown away. Common items that are recycled include aluminum and steel cans, glass, and newspapers. Recycling can be time-consuming and dirty work. For example, recyclable objects have to be sorted from trash. Then the objects have to be cleaned. Afterwards, the objects are turned into materials that can be used by people and companies. Why should people bother to recycle even though it takes a lot of work?

Recycling helps protect the earth. Recycling means less garbage in landfills. These are places where garbage is taken and buried. Recycling also helps conserve the earth's resources. For example, factories use less energy by recycling steel cans than by making new ones. Recycling paper saves trees from being cut down. Trees are used to make paper.

Every time you are about to drop a plastic bottle in the garbage, stop and think. Is it worth harming the earth? Your actions now can help preserve the environment for generations to come. All you have to do is throw that bottle into a recycling bin.

Get in the habit. Be proud of recycling. Encourage others to recycle. You can make a difference!

Name:	Date:

- 1. What is recycling?
 - A. a process where something is reused
 - B. a process where something is thrown away
 - C. a process where something is taken and buried
 - D. a process where something harms the earth
- 2. How does the author organize the information in this passage?
 - A. The author explains the problems with recycling and suggests different solutions.
 - B. The author describes similarities and differences between recycling and throwing things away.
 - C. The author lists information about recycling in order of importance, from most to least important.
 - D. The author describes recycling and shares an argument about why it's important.
- 3. Read these sentences.
 - "... recyclable objects have to be sorted from trash. Then the objects have to be cleaned."

These sentences can be used to support which conclusion below?

- A. ". . . the objects are turned into materials that can be used by people and companies."
- B. "Recycling can be time-consuming and dirty work."
- C. "Recycling helps protect the earth."
- D. "Be proud of recycling."
- 4. What can be concluded from this passage?
 - A. The author works for a recycling plant.
 - B. The author does not believe in recycling.
 - C. The author believes that all you have to do to save the environment is throw a bottle in a bin.
 - D. The author believes that everyday people can help the earth.

A. Recycling helps protect the earth and conserve its resources.
B. Many people avoid recycling because it is too difficult.
C. People must make decisions what to recycle.
D. Only certain things can be recycled.
6. At the end of paragraph one, the author asks, "Why should people bother to recycle even though it takes a lot of work?" Why does the author include this question?
A. to transition the reader to the next paragraph, which answers the question
B. to question the reader's knowledge about recycling
C. to summarize the major points in paragraph one
D. to allow the reader to demonstrate understanding
7. Choose the answer that best completes the sentence below.
Recycling takes work, it is good for the environment.
A. instead
B. before
C. so
D. but
8. What does the author suggest you do when you are about to throw a plastic bottle in the garbage?

9. What examples does the author provide to show that recycling helps conserve the earth's resources?			
10. Read these sentences from the text.			
"Get in the habit. Be proud of recycling. Encourage others to recycle."			
How can these actions make a difference? Use evidence from the text to support your answer.			

Writing Prompt: Using the informational writing rubric on a separate sheet of paper, why is recycling important for our environment? Write an essay explaining the benefits of recycling and why people should bother to recycle, providing evidence from the text to support your points.

Informational Essay Rubric: Recycling & Conservation: Why Recycle?

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
Focus and Organization	The essay has a clear, focused thesis statement that addresses all aspects of the prompt. Ideas are logically organized with effective use of transitions to guide the reader.	The essay has a clear thesis statement that addresses the prompt. Ideas are generally organized with some use of transitions.	The essay has a thesis statement, but it may be unclear or only partially address the prompt. Organization is attempted but may lack coherence in places.	The essay lacks a clear thesis statement. Organization is unclear, and transitions are missing or ineffective.
Use of Evidence	The essay provides multiple, well-chosen pieces of evidence from the text to support the thesis. Evidence is thoroughly explained and integrated seamlessly.	The essay provides relevant evidence from the text to support the thesis. Evidence is explained, though integration could be stronger.	The essay provides some evidence from the text, but it may be limited or not fully relevant to the thesis. Explanation of evidence is basic.	The essay lacks sufficient evidence from the text, or the evidence provided does not support the thesis.
Elaboration and Analysis	The essay demonstrates a deep understanding of the benefits of recycling and why it is important for the environment. Analysis is insightful and explores multiple perspectives.	The essay demonstrates a good understanding of the benefits of recycling and why it is important for the environment. Analysis is logical and thoughtful.	The essay demonstrates a basic understanding of the benefits of recycling and why it is important for the environment. Analysis is limited or underdeveloped.	The essay demonstrates little understanding of the benefits of recycling or why it is important for the environment. Analysis is missing or flawed.
Conventions	The essay is free of errors in grammar, spelling, and punctuation. Sentence structure is varied and enhances the writing.	The essay has few errors in grammar, spelling, and punctuation. Sentence structure is generally correct.	The essay has several errors in grammar, spelling, and punctuation that may interfere with meaning. Sentence structure is sometimes awkward.	The essay has numerous errors in grammar, spelling, and punctuation that significantly interfere with meaning. Sentence structure is consistently problematic.



FOR THE SUMMER, ALL INCOMING K-8 STUDENTS MUST PRACTICE THEIR BASIC MATH FACTS LISTED BELOW AND COMPLETE THE MATH ACTIVITIES FOR THEIR GRADE LEVEL. THE GOAL IS TO BE 100% FLUENT IN THEIR FACTS WHEN THEY RETURN TO SCHOOL.



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	Rising Kindergarten	 Orally Count to 50 Count Objects up to 20
V	Rising First Grade	 Count by 1s, 2s, 5s, & 10s to 100 Addition & Subtraction within 20 Ex: 6+2=8 9-4=5 11+5=16 15-3=12 20-7=13
	Rising Second Grade	 Count to 120, starting at any number Addition & Subtraction within 50 Ex: 25+10=35 50-10=40 40+5=45 30-20=10
	Rising Third Grade	 Addition & Subtraction within 100 Ex: 60+30=90
	Rising Fourth Grade	 Addition & Subtraction within 1000 Ex: 250+300=550 Multiplication and Division Facts - 0 to 12 Fractions and Equivalent Fraction
	Rising Fifth Grade	 Addition & Subtraction of any multidigit number Ex: 20000+3000=23000 19500-1400=18100 Multiplication and Division Facts - 0 to 12 Fractions and Equivalent Fraction
	Rising Sixth Grade	 Multiplication and Division Facts - 0 to 12 Fractions and Decimal Fluency
X		Multiplication and Division Facts - 0 to 12

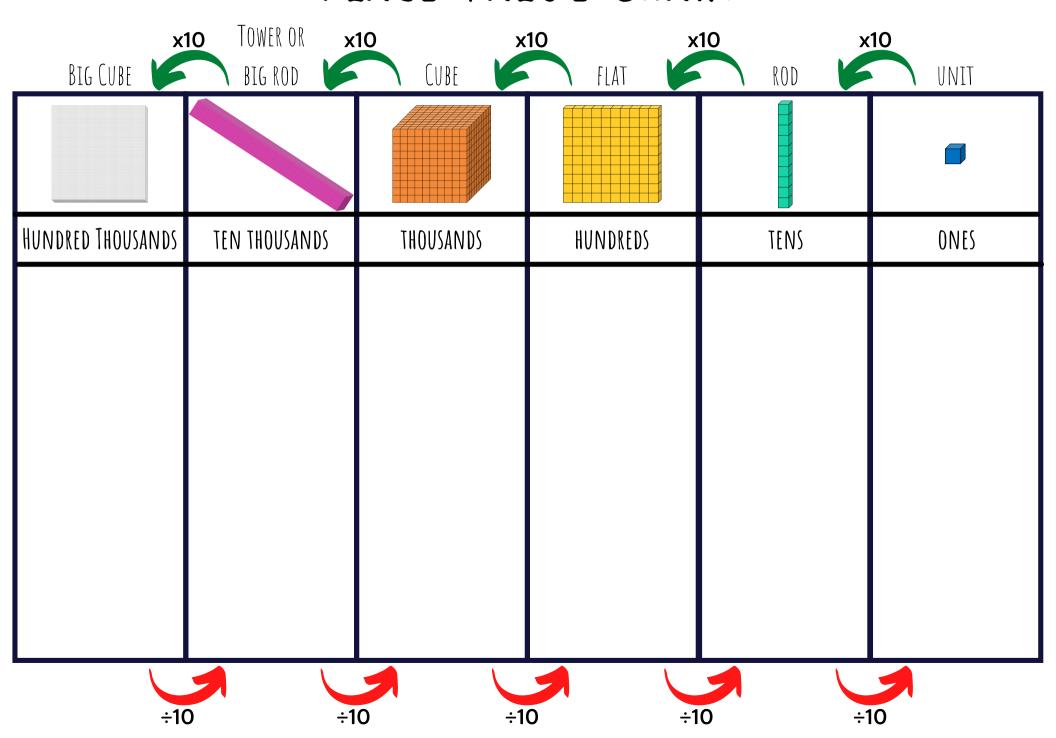
Fractions, Decimal, and Percent Fluency Solve Simple Expressions and Equations

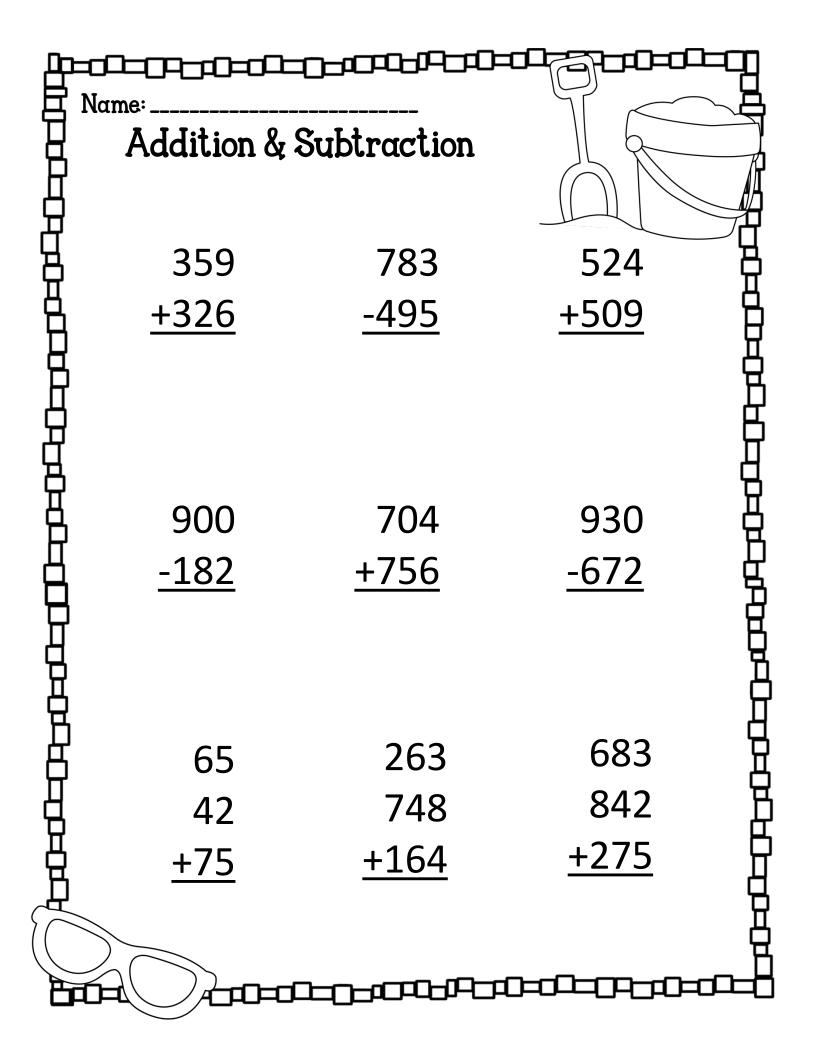
Rising Seventh Grade

Multiplication Chart 1-12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

PLACE VALUE CHART





Name: _ **%**0 4-Digit Subtraction 8,714 3,242 7,263 <u>-3,325</u> <u>-1,489</u> -5,007 6,326 6,901 8,354 <u>-6,174</u> <u>-2,732</u> <u>-4,829</u> 9,415 3,880 3,000 -8,057 *-*1,632 -1,882

Name: _____

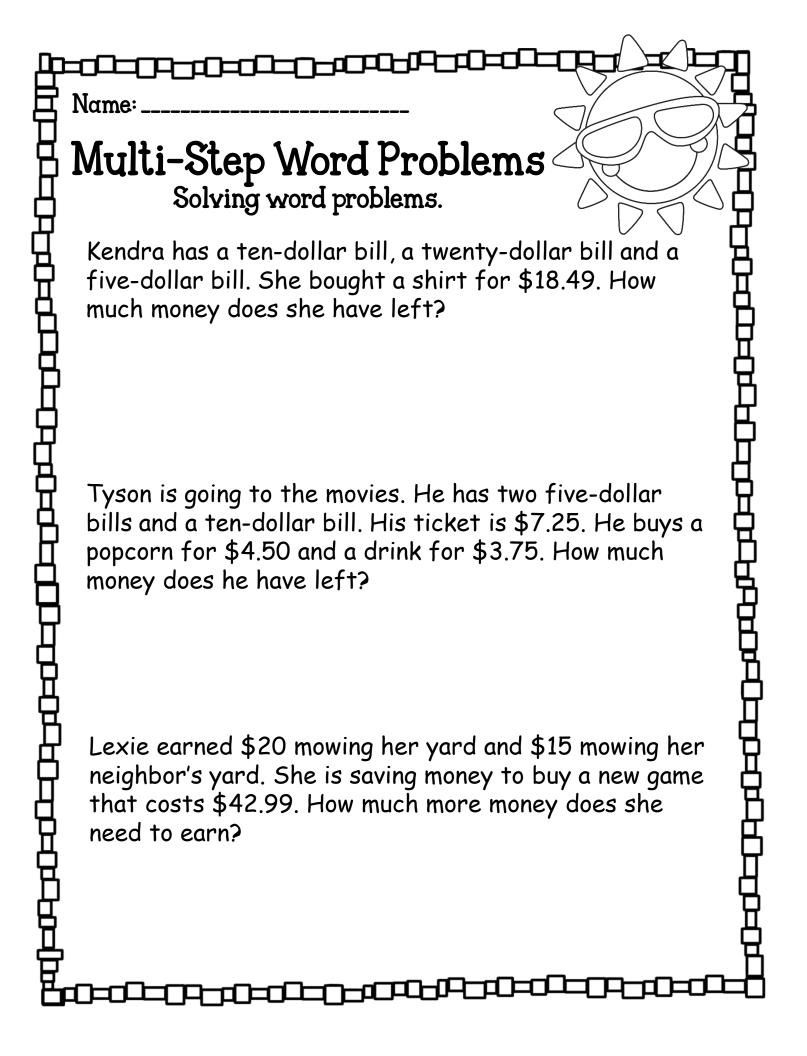
Complete the number sentences.

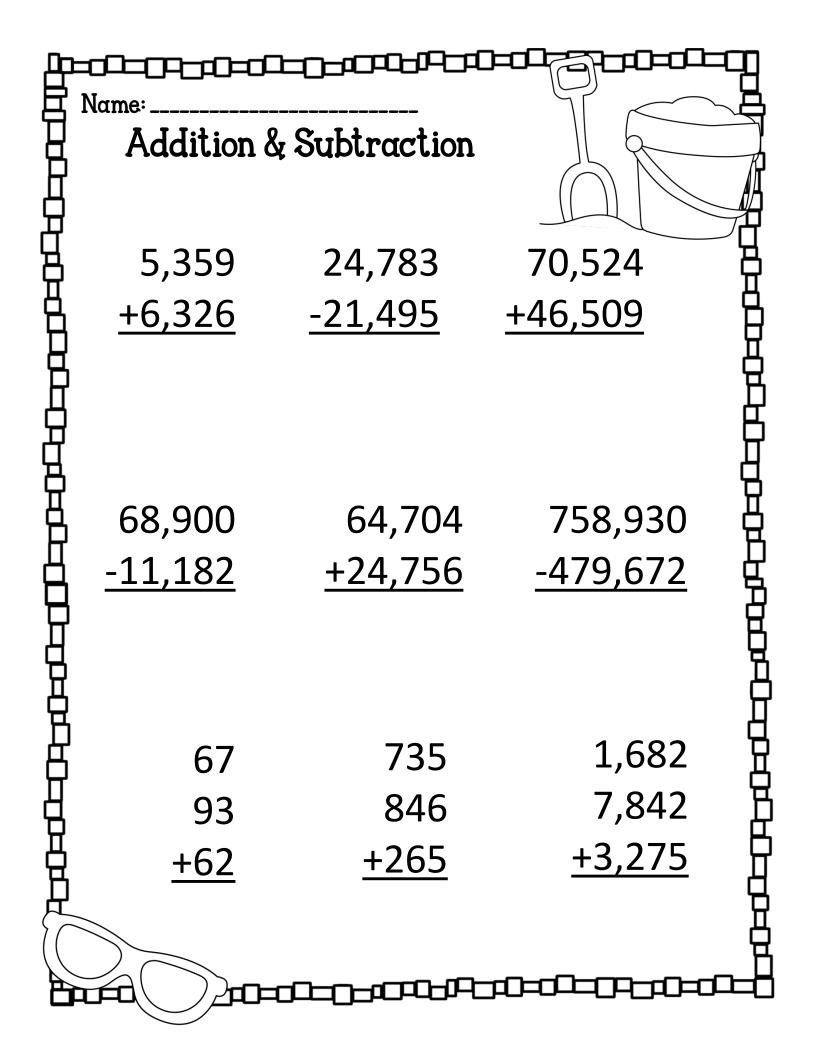
Name: _____

Division Facts

<u>Directions</u>: Write the answer to each fact. Color the odd answers red and the even answers blue.

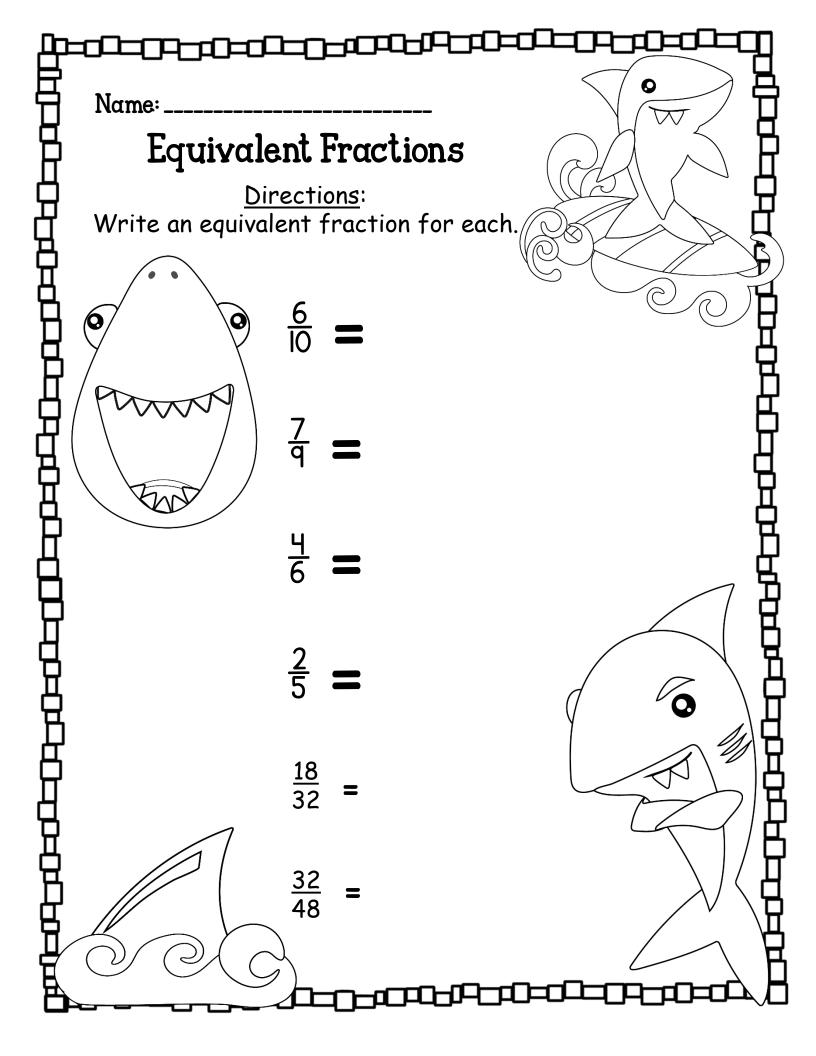
THE OUG WISWELD I	<u>ea ana rhe even ans</u>	owers blue.
40 ÷ 5 =	16 ÷ 2 =	28 ÷ 7 =
36 ÷ 9 =	10 ÷ 2 =	20 ÷ 4 =
18 ÷ 3 =	80 ÷ 10 =	81 ÷ 9 =
6 ÷ 1 =	21 ÷ 3 =	54 ÷ 6 =
45 ÷ 9 =	32 ÷ 8 =	64 ÷ 8 =
24 ÷ 4 =	28 ÷ 7 =	40 ÷ 4 =
42 ÷ 6 =	35 ÷ 7 =	42 ÷ 7 =

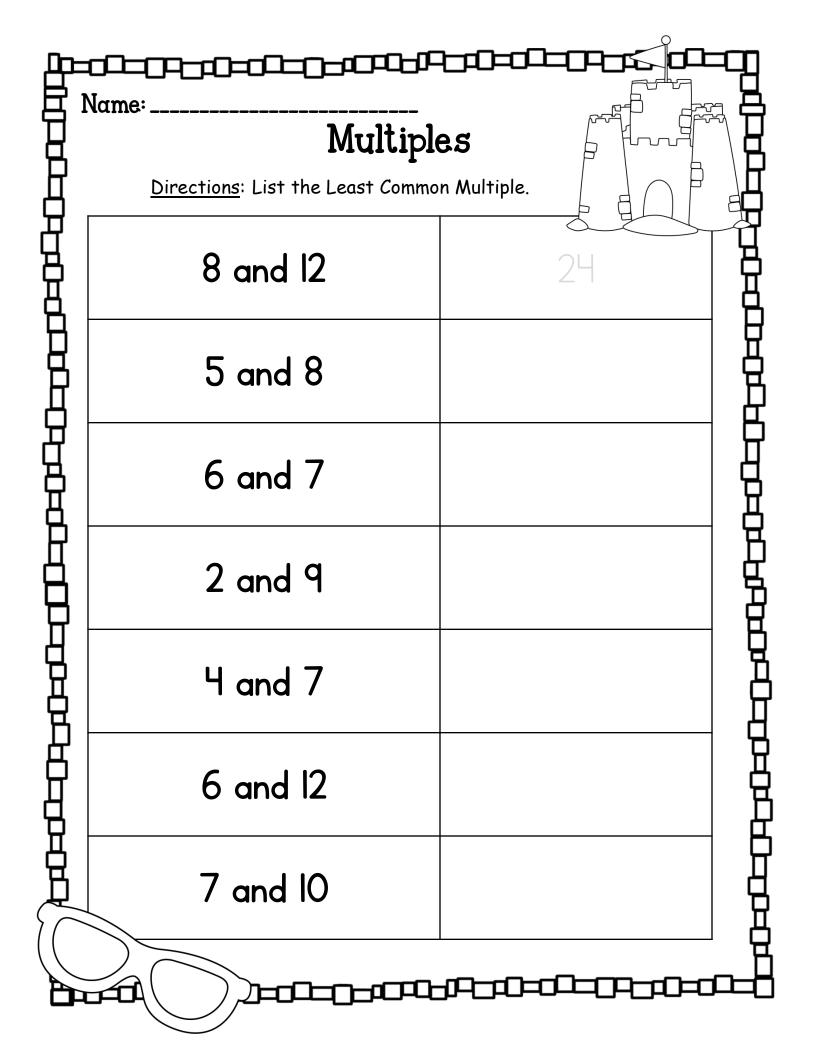


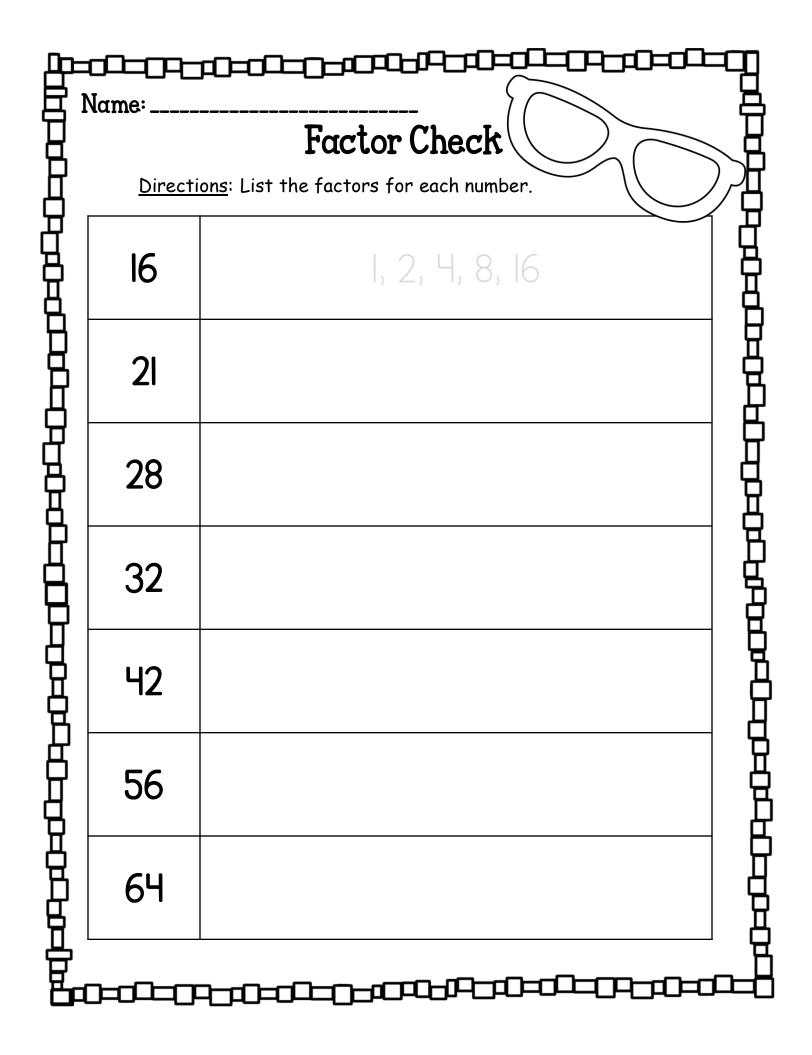


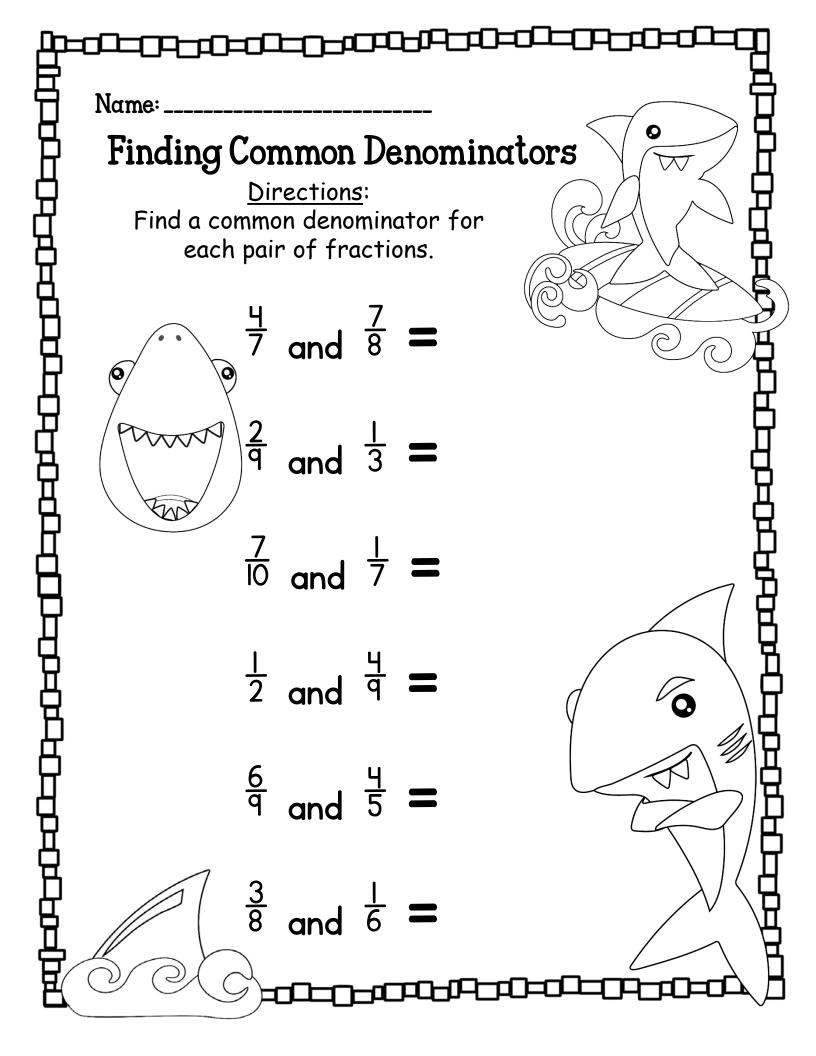
Name: _____

Using Mental Math to Multiply









Name: _ Write each improper fraction as a whole number or mixed number in simplest form.



THIS SUMMER, GET READY FOR STEM BY COMPLETING AS MANY BOXES ON THE CHOICE BOARD AS YOU CAN! BELOW IS AN OVERVIEW OF THE SCIENCE CONCEPTS YOU WILL LEARN ABOUT NEXT YEAR!NRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.



Evidence of Evolution

Information Technologies

Electromagnetic Forces

	·	
8	Rising Kindergarten	Living Things Our Changing World Weather & the Sun Make Things Move
7	Rising First Grade	All About Plants Animals & How TheyCommunicate Light & Shadows Sky Patterns
7	Rising Second Grade	Land & Water Properties of Materials Earth's Changing Landscape Living Things & Habitats
7	Rising Third Grade	Forces Around Us Life Cycles & Traits Different Environments Observing Weather
7	Rising Fourth Grade	Informaion Processing & Living Things Forces & Energy Using Energy Our Dynamic Earth
7	Rising Fifth Grade	Investigate Matter Ecosystems Earth's Interactive Systems Earth & Space Patterns
7	Rising Sixth Grade	Cells & Life Body Systems Reproduction of Organisms Energy & Matter The Water Cycle
	Rising Seventh Grade	Classification & States of Matter Properties & Changes Dynamic Earth Natural Hazards Materials Science Distribution of Earth's Resources
<u> </u>		Geologic Time Natural Selection & Adaptations

Forces & Motion

Mechanical Energy

Introduction to Waves

Rising Eighth Grade



DC Science Assessment Grade 5 Practice Test (Question 1 of 6)

1	2	3	4	5	6
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Q1 0

Trevor and Kayla's school takes part in the District of Columbia School Garden Program. Trevor's class is growing bean plants in soil in the school garden. Kayla's class is growing bean plants in soda bottles filled with water and nutrients in the classroom. Growing plants in water and nutrients is called hydroponics.

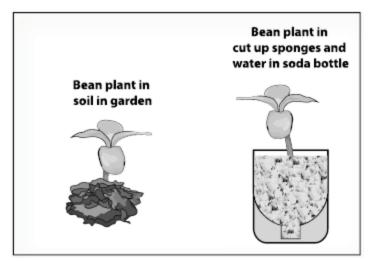
Kayla's class made their own hydroponics system by doing the following steps:

- 1. Removing the bottle cap
- 2. Cutting the bottle in half
- 3. Putting the top half of the bottle into the bottom half of the bottle
- 4. Mixing nutrients into the water
- 5. Placing the water in the bottom of the bottle
- 6. Adding cut up sponges to the top half of the bottle

Trevor and Kayla wondered if the plants would grow better in soil or in water. To find out, they did the following experiment:

- Trevor and Kayla planted their bean plants at the same time.
- Trevor planted his plants in the soil in the garden.
- Kayla planted her plants in water in the bottle.
- Both students watered their seeds every 2–3 days.
- Both students' plants received the same amount of sunlight each day.

The pictures below shows a bean plant in soil and a bean plant in water.



Trevor and Kayla observed the growth of their plants for one month. They measured the height of the stems every week for four weeks and recorded their results below.

Bean Plants Grown in Soil						
Week 1 Week 2 Week 3 Week 4						
Stem Height	4.5 cm	7.2 cm	10.6 cm	13.1 cm		

Bean Plants Grown in Water						
Week 1 Week 2 Week 3 Week 4				Week 4		
Stem Height	5.4 cm	8.6 cm	12.1 cm	15.4 cm		

Based on these results, Trevor and Kayla made the following claims:

Trevor: The bean plants grew faster in the soil in the garden because soil provides the nutrients for plants to grow.

Kayla: The bean plants grew better in water in the soda bottles because water provides the nutrients for plants to grow.

١	Study the data in the tables and Trevor and Kayla's claims. Whose claim is correct, Trevor's or Kayla's? Explain why Kayla's or Trevor's claim is correct. Use evidence to support your choice.				

STEM Enrichment Activity Chart Grades 3-5



Science Tuesday

Codina/Active Wednesday

Enaineerina Thursday

Fun Friday

Have a paper airplane flying

contest with your family! Visit

homemade frisbee? Trv different materials and see which ones fly the best!

Have an ice melting battle with your family! Give everyone a piece of ice and see who can get theirs to melt the fastest! Compare strategies and try it a 2nd time.

Check out the projects at scratch.mit.edu then create your own game!

Create a Paper Bridge! Test how strongyoru bridge is by adding coins onto the bridge until it collapses.

this website for ideas about different shapes and designs. Chart your results! https://shorturl.at/vJRXs

Create a maze and have a friend or family member try to solve it!

Watch a video on how to create a maze.

Check-in on the animals at the Bronx Zoo's Live Cams https://bronxzoo.com/virtual/live -cams

Choose one animal and create a poster (can be digial) with fun facts about your animal. Here's an example made on Canva.

https://shorturl.at/nRrQ2

Try the Botlogic Game here! https://botlogic.us/play



Watch the video on Biomimicry on YouTube.

https://

LNOcD

shorturl.at/

https://shorturl.at/wLi6K Then create an animal inspired invention that could help you at home.

website: nasa.gov/kidsclub/. Find out about the Mission to

the Moon. https://shorturl.at/WXMPU

Explore the NASA

Find out more about Space https://shorturl.at/xhBr0

shorturl.at/lKdJt

Watch:

https://www.voutube.com/watch? v=bbvEmLrOcJY Try this experiment using vinegar.

baking soda and a ziplock baggie. Do this in a large tray! Step 1: Draw a pic on the bag Step 2: Add vinegar to the bag Step 3: Put a little bit of baking soda in toilet paper, wrap it up and put it in the baggie

Step 4: Quickly seal the bag

What happened?

Play a coding game at the Hour of Code

https://hourofcode.com/us/ learn



Watch a video for step by step instructions.

Create a zip line for a small action figure to travel down from at least your shoulder height.

https://shorturl.at/vcfeq

Create a song with Song Maker! https://musiclab. chromeexperiments.com/Song-Maker/



each day that shows kindness to someone in your family Kindness Calendar

Work with your parents to

create a kindness calendar

for the week. Do one thing