

Dear 6th – 8th Grade Parents and Guardians:

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as Pearson Realize, Compass Learning, and [Scholastic](#). Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#) (6th grade only), [Story Jumpers](#), or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available [here](#).



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Mathia. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#), [Khan Academy](#), and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read and complete the quiz. Also visit [Education.com](#), [Newsela](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes) - if you have access to online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit this [Optics 4 Kids](#) to learn about cool optical illusions and visit [Ask a Biologist](#) for virtual field trips and activities. Visit [YouTube videos](#) and [National Geographic Kids](#) to learn more about science. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.



Estimados padres y tutores de 6º a 8º grado:

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como Pearson Realize, Compass Learning y [Scholastic](#). Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué se trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- Si tiene acceso a recursos en línea, visite [Scholastic Story Starters](#) (solo 6th grado), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles [aquí](#).



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Mathia. Una búsqueda de matemáticas se puede encontrar en [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#), [Khan Academy](#), y para practicar y divertir con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios sociales (20 minutos) - Si tienen acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Encontraran articulos en ingles y espanol en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aqui. Tambien visite [Education.com](#), [Newsela](#), y [IXL](#) para actividades interactivas. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Visite [YouTube videos](#) y [National Geographic Kids](#) para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles [aquí](#).









Ejercicio (60 minutos diarios) - es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

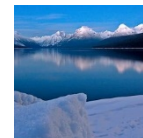
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around Latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Tool Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millennium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 3

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Read/listened to a story Imagine Math Scholastic Science experiment Jumping Jacks Reading packet Math packet	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 3

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Leer un libro Imagine Math Scholastic Experimento de Ciencias Jumping Jacks Paquete de lectura Paquete de matemáticas	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

HOW TO USE THIS BOOK

180 Days of Reading for 8th Grade offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

Every practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Days 1-3	
1-2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3-5	Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>
Day 4	
1-2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3-6	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it or</i>
	Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
7-8	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

What kinds of rights do you think people should have? For example, you probably think that people have the right to be safe from burglars. There are a lot of other rights that many people think we should have, too. That is why we need to have a government. Governments are there to protect the rights of citizens. In return, citizens support the government by paying taxes and obeying laws, and some serve in the armed forces. There are many different kinds of governments. One of them is the republic, which is the kind of government the United States has. In a republic, citizens elect people to represent them. Those representatives make laws that protect the citizens. In a republic, citizens do not vote on laws, but elect people to make and vote on laws.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total**1.** According to this text, why do we need to have a government?

- (A) to protect the rights of citizens
- (B) to pay taxes and obey laws
- (C) to serve in the military
- (D) to give people what they want

4. Which noun below can also be used as a verb?

- (A) government
- (B) republic
- (C) support
- (D) citizens

2. Which is **not** something citizens do to support the government?

- (A) pay taxes
- (B) obey laws
- (C) serve in the military
- (D) make laws

5. What is the meaning of the phrase *in return*?

- (A) as a favor
- (B) instead of
- (C) in exchange
- (D) most of the time

3. Which word is defined as *a person who lives in a state or country*?

- (A) representative
- (B) republic
- (C) law
- (D) citizen

NAME: _____

DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

There are many other kinds of governments besides republics. One of them is the monarchy. A monarchy is a government that is run by a ruler, often a king or a queen. The monarchy is one of the oldest forms of government. Many ancient people were ruled by monarchs. For example, in ancient Egypt, the monarch was called the Pharaoh (FAIR-oh). China and Japan had monarchs for a very long time, too. Some monarchies still exist today. For example, both England and Spain have monarchs. For many centuries, monarchs made all the decisions, and they could do whatever they wanted. But that is not true today. Today's monarchs usually do not have the last word when it comes to making decisions. The decisions are made by a group of representatives. The monarch still has some power, but it is shared with others.

1. What is this text mostly about?

- (A) China
 (B) representatives
 (C) Japan
 (D) monarchies

4. The root *cent* means 100. The noun *centuries* probably means

- (A) hundreds of days
 (B) hundreds of years
 (C) thousands of days
 (D) thousands of years

2. Which statement is true about monarchies?

- (A) In a monarchy, the government is run by a ruler.
 (B) There are no more monarchies.
 (C) The monarchy is a brand-new form of government.
 (D) Monarchies were not common in ancient times.

5. What does the phrase *to have the last word* mean?

- (A) to make the decision
 (B) to say something last
 (C) to have no power
 (D) to stand behind everyone else

3. Which word is a synonym for *monarch*?

- (A) country
 (B) government
 (C) ruler
 (D) power

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Sometimes, a government is run by a small group of people. That form of government is called an *oligarchy*. The people who run an oligarchy are all members of the same group. They are not elected to office. Instead, they hold power because they belong to that particular group. Some oligarchies are run by the very wealthy. Some are run by the members of a ruling family. Sometimes, they are run by members of one political party. There have been many oligarchies in history. For example, the kingdom of Sparta was a city-state in ancient Greece. It was run by an oligarchy. The ruling class of Sparta had all of the power and made all of the decisions. Ordinary people did not vote. The Soviet Union lasted from 1917 to 1991; it was also an oligarchy. Only members of the Communist Party could hold office. There have been other oligarchies, too.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

- 1.** Why are the people who run an oligarchy in charge?
- (A) The people elect them.
- (B) They are members of the same group.
- (C) They do not want to be in charge.
- (D) They know how to run a government.

- 2.** Which is a fact about an oligarchy?
- (A) A king or queen makes all of the decisions.
- (B) Anyone may be elected.
- (C) Ordinary people do not vote.
- (D) There is no government.

- 3.** The root *arch* means *chief* in *oligarchy*. What does the root *oli-* mean?
- (A) many
- (B) few
- (C) the study of
- (D) universe

- 4.** Which word from the text is an adjective?

- (A) wealthy
- (B) party
- (C) oligarchy
- (D) member

- 5.** What is the tone of the text?

- (A) informative
- (B) silly
- (C) persuasive
- (D) serious

NAME: _____ DATE: _____

WHO'S IN CHARGE?

For as long as people have lived in groups, they have had leaders. And when people began to live in cities, they began to create governments. Governments do several things for people. A government helps to protect people's rights and keep the peace. Governments also protect the borders of the countries they serve. They also provide things such as education, highways, and mail service. People cannot easily provide those things for themselves. So the government provides them. In return, people pay taxes, obey laws, and support the government.

People have tried many different forms of government. For example, one of the earliest forms of government was the *monarchy*. In a monarchy, a ruler, usually a king or queen, is in charge. For many years, monarchs had all of the power. They made all of the decisions. Those monarchies are called *absolute monarchies*. There are still monarchies today. But the rulers cannot do whatever they want. Today, most monarchs share power. They work with a group of elected representatives. The people vote for the members of that group. These monarchies are called *constitutional monarchies*. England and Spain are constitutional monarchies.

People have also been ruled by *oligarchies*. In an oligarchy, the government is run by a small group. Some are run by the wealthy, and others are run by members of a ruling family. Still others are run by members of the same political party. In many oligarchies, the people do not vote. The people who run the government are in charge because they are members of a particular group.



Queen Elizabeth II of England

Today, people want a voice in their government, and they want to be able to vote. So many governments are run by people who are elected to office. For example, many governments are republics. In a republic, the people vote, but they do not directly vote on laws. They vote for representatives. Then, those representatives make laws and vote on those laws. The United States is a republic. France, Israel, and Ireland are also republics.

As you can see, there are many different kinds of governments. Which government do you think works best?

NAME: _____ DATE: _____

DIRECTIONS

Read "Who's In Charge?" and then answer the questions.

1. If a reader doesn't remember what an *oligarchy* is, what could he or she do?

- (A) Review the title and the picture.
- (B) Reread the paragraph that has that word in it.
- (C) Say the word out loud.
- (D) Write the word a few times.

2. How is an absolute monarchy different from an oligarchy?

- (A) An absolute monarchy is run by a small group.
- (B) An absolute monarchy is very large.
- (C) An absolute monarchy is run by one ruler.
- (D) An absolute monarchy is elected by the people.

3. What might happen if there were no government?

- (A) People would pay taxes.
- (B) People would not be as safe.
- (C) There would be new highways.
- (D) People would vote in elections.

4. People who like to vote would like what form of government?

- (A) a republic
- (B) an oligarchy
- (C) an absolute monarchy
- (D) a king or queen

5. What is a purpose for reading this text?

- (A) to learn about different kinds of government
- (B) to learn how to vote
- (C) to read a personal story
- (D) to learn about a visit to England

6. How do absolute monarchs most likely feel about people who vote?

- (A) They want to teach them to vote.
- (B) They want them to vote.
- (C) They do not want them to vote.
- (D) They encourage them to vote.

7. What is something that the many different types of government have in common?

- (A) They have a queen or king.
- (B) All the citizens can vote.
- (C) They have nothing in common.
- (D) They protect their citizens and keep peace.

8. Why do you think many monarchies are now constitutional monarchies?

- (A) The people want a king or a queen.
- (B) Rulers do not want to share power.
- (C) Rulers want to share power.
- (D) The people want a voice.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

____ / 8

Total

NAME: _____ DATE: _____

DIRECTIONS

Reread "Who's In Charge?" Then, read the prompt and respond on the lines below.

SCORE

___ / 4

If you could design a government, what would it be like? Write about the government you would have.

ANSWER KEY *(cont.)*

Week 34 *(cont.)*

Day 3

1. A
2. D
3. B
4. C
5. C

Day 4

1. B
2. C
3. A
4. D
5. C
6. A
7. B
8. B

Day 5

Responses will vary.

Week 35

Day 1

1. A
2. D
3. D
4. C
5. C

Day 2

1. D
2. A
3. C
4. B
5. A

Day 3

1. B
2. C
3. B
4. A
5. A

Day 4

1. B
2. C
3. B
4. A
5. A
6. C
7. D
8. D

Day 5

Responses will vary.

Week 36

Day 1

1. B
2. D
3. C
4. C
5. A

Day 2

1. A
2. C
3. A
4. D
5. B

Day 3

1. C
2. B
3. D
4. B
5. B

Day 4

1. C
2. A
3. C
4. C
5. A
6. D
7. D
8. A

Day 5

Responses will vary.

HOW TO USE THIS BOOK

180 Days of Math for 4th Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every sixth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Addition or Subtraction	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands the meanings of operations and how they relate to one another; Computes events and makes reasonable estimates
2	Multiplication	
3	Division	
4	Place Value or Number Sense	
5	Fractions, Decimals, and Percents	Works flexibly with fractions, decimals, and percents to solve problems; Compares and orders fractions, decimals, and percents efficiently; Understands the meaning and effects of arithmetic operations with fractions and decimals
6	Order of Operations and Patterns	Understands the meanings of operations and how they relate to one another
7	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8		
9	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
10	Geometry	Uses visualization and spatial reasoning to solve problems; Analyzes characteristics and properties of two- and three-dimensional geometric shapes
11	Data Analysis/Probability	Selects and uses appropriate statistical methods to analyze data; Understands and applies basic concepts of probability
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

1. Calculate the sum of 146, 29, and 37.

2.
$$\begin{array}{r} 51 \\ \times 40 \\ \hline \end{array}$$

3. $6 \overline{)492}$

4. What number is 10 less than zero?

5. 75% of 400 is _____.

6. $(4 + 2) \cdot (5 + 3) =$ _____

7. Distribute.

$8(20 - r) =$ _____

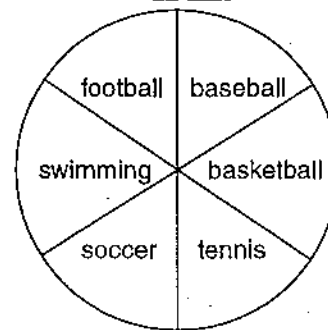
8. Find y . $y - 7.8 = 11.5$

$y =$ _____

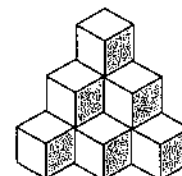
9. How many liters are in 4,500 milliliters?

10. True or false? A prism can have any polygon as its base.

11. What is the probability that the spinner will land on a sport that requires a bat or racket?



12. Count the number of blocks in this stack. How many more blocks are needed to make a cube that is 3 blocks high?



NAME: _____

DIRECTIONS Solve each problem.

1. Subtract 108 from 273.

2. Calculate the product of 30 and 73.

3. $67 \overline{)283}$

4. Write the factors of 30.

5. Write $3\frac{2}{3}$ as an improper fraction.

6. $3 + 4^2 - 5 \times 8 =$ _____

7. Distribute.
 $9(h - 11) =$ _____

8. Write the expression for the product of nineteen and e.

9. Find the area of a triangle with a base of 10 cm and a height of 14 cm.

10. How many vertices does the solid have?



11. What is the mean of this set of data?

13, 11, 12, 15, 16, 15, 14,
13, 15, 12, 12, 15, 15, 16, 13

12. Tickets at a carnival cost \$0.75 each. You want to go on the bumper car which costs 7 tickets. How much change will you get from a \$20 bill?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

1. Calculate the sum of 154, 38, and 49.

2. $27 \cdot 40 =$ _____

3. $422 \div 8 =$ _____

4. What number is 30 more than -16 ?

5. Write 90% as a fraction.

6. $17 - 2^2 \times 5 =$ _____

7. Find k . $k - \frac{3}{11} = \frac{4}{11}$

$k =$ _____

8. Find r . $r + \frac{1}{4} = \frac{3}{4}$

$r =$ _____

9. Calculate the distance a car can travel in 7 hours at $150 \frac{\text{km}}{\text{h}}$.

10. Circle the regular shapes.



11. Inside a bag of candy are 16 lollipops, 12 pieces of chocolate, and 7 pieces of licorice. If you reach in the bag and grab a piece of candy, what is the probability that it will either be licorice or a lollipop?

12. A punch recipe calls for twice as much lemonade as lime soda. It calls for half as much ice cream as lime soda. If you use 2 gallons of lime soda, how much lemonade will you need and how much ice cream will you need?

NAME: _____

DIRECTIONS

Solve each problem.

1. Take 136 away from 378.

2. $73 \times 20 =$ _____

3. $722 \div 10 =$ _____

4. How do you know that 3,050 is divisible by 5?

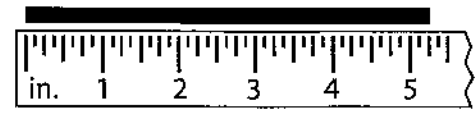
5. Arrange in ascending order.
2.5, 2.8, 2.6

6. $\square^2 = 36$

7. Write the expression for eighteen less than n .

8. Find w . $w^2 = 169$
 $w =$ _____

9. Record the line length.



10. What is the diameter of a circle with a radius of 3.5 cm?

11. In a game, the probability of the spinner landing on white is 3:4. How many times would you expect to land on white if you spin the spinner 16 times?

12. Yuki has 14 kids at her party, including herself. Four people can sit at each table. How many tables does she need?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $576 + 132 =$ _____

9.

Calculate the area of the shape.

2. (Y) (N)

2. $54 \times 32 =$ _____



3. (Y) (N)

3. $8 \overline{)249}$

10.

Is 91° an *acute* or *obtuse* angle?

4. (Y) (N)

4. Write the smallest possible number using 6, 3, 8, and 4.

11.

	Regular Price	Discount
Pants	\$32	25%
Shirts	\$24	30%
Shoes	\$45	35%
Socks	\$4	10%

5. (Y) (N)

5. $\frac{3}{8} + \frac{2}{8} =$ _____

How much money do you save with the discount when buying the pants?

6. (Y) (N)

6. Write the next number in the sequence. 320, 400, 480,

12.

A palindrome is a number that is the same backwards or forwards, for example 242. The addition problems below are also palindromes. Complete the chart with palindromes.

7. (Y) (N)

7. Distribute. $6(b + c) =$ _____

Addition	Palindrome
	121
$132 + 231$	
$623 + 326$	
	767

8. (Y) (N)

8. Find x . $17.5 + x = 22.1$

$x =$ _____

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

ANSWER KEY *(cont.)*

12. 448 miles

Day 175

1. 79
2. 800
3. $80\frac{1}{3}$
4. 299,999
5. $\frac{3}{6}$ or $\frac{1}{2}$
6. 400
7. $x^2 + 7$
8. 4
9. 3.5
10. 270°
11. 2,443
12. 350 cm

Day 176

1. 212
2. 2,040
3. 82
4. -10
5. 300
6. 48
7. $160 - 8r$
8. 19.3
9. 4.5 liters
10. true
11. $\frac{2}{6}$ or $\frac{1}{3}$
12. 17 blocks

Day 177

1. 165
2. 2,190
3. $4\frac{15}{57}$ or 4.22
4. 1, 2, 3, 5, 6, 10, 15, 30
5. $\frac{11}{3}$
6. -21
7. $9h - 99$
8. $19e$ or $19 \times e$
9. 70 cm^2
10. 8 vertices
11. 13.8
12. \$14.75

Day 178

1. 241
2. 1,080
3. $52\frac{3}{4}$ or 52.75
4. 14
5. $\frac{9}{10}$
6. -3
7. $\frac{7}{11}$
8. $\frac{2}{4}$ or $\frac{1}{2}$
9. 1,050 km
10. The hexagon and pentagon should be circled.
11. $\frac{23}{35}$
12. 4 gallons of lemonade and 1 gallon of ice cream

Day 179

1. 242
2. 1,460
3. $72\frac{1}{5}$ or 72.2
4. Any number ending in 0 is divisible by 5.
5. 2.5, 2.6, 2.8
6. 6 or -6
7. $n - 18$
8. 13 or -13
9. $5\frac{1}{4}$ inches
10. 7 cm
11. 12 times
12. 4 tables

Day 180

1. 708
2. 1,728
3. $31\frac{1}{8}$ or 31.125
4. 3,468
5. $\frac{5}{8}$
6. 560
7. $6b + 6c$
8. 4.6
9. 27 cm^2
10. obtuse angle
11. \$8
- 12.

Addition	Palindrome
$56 + 65$	121
$132 + 231$	363
$623 + 326$	949
$235 + 532$	767

The Courage to Take Action: A Lesson from Rosa Parks

by Barack Obama



Speech by President Obama at Dedication of Statue Honoring Rosa Parks at the United States Capitol in Washington, D.C.

Mr. Speaker, Leader Reid, Leader McConnell, Leader Pelosi, Assistant Leader Clyburn; to the friends and family of Rosa Parks; to the distinguished guests who are gathered here today.

This morning, we celebrate a seamstress, slight in stature but mighty in courage. She defied the odds, and she defied injustice. She lived a life of activism, but also a life of dignity and grace. And in a single moment, with the simplest of gestures, she helped change America -- and change the world.

Rosa Parks held no elected office. She possessed no fortune; lived her life far from the formal seats of power. And yet today, she takes her rightful place among those who've shaped this nation's course. I thank all those persons, in particular the members of the Congressional Black Caucus, both past and present, for making this moment possible.

A childhood friend once said about Mrs. Parks, "Nobody ever bossed Rosa around and got away with it." That's what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have her arrested, she simply replied, "You may do that." And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her -- a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott -- teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work -- walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

Three hundred and eighty-five days after Rosa Parks refused to give up her seat, the boycott ended. Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happen to be open. And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down.

It's been often remarked that Rosa Parks's activism didn't begin on that bus. Long before she made headlines, she had stood up for freedom, stood up for equality -- fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP. Her quiet leadership would continue long after she became an icon of the civil rights movement, working with Congressman Conyers to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus -- Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are -- children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness -- and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

Rosa Parks tells us there's always something we can do. She tells us that we all have responsibilities, to ourselves and to one another. She reminds us that this is how change happens -- not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice -- our conception of what is possible.

Rosa Parks's singular act of disobedience launched a movement. The tired feet of those who walked the dusty roads of Montgomery helped a nation see that to which it had once been blind. It is because of these men and women that I stand here today. It is because of them that our children grow up in a land more free and more fair; a land truer to its founding creed.

And that is why this statue belongs in this hall -- to remind us, no matter how humble or lofty our positions, just what it is that leadership requires; just what it is that citizenship requires. Rosa Parks would have turned 100 years old this month. We do well by placing a statue of her here. But we can do no greater honor to her memory than to carry forward the power of her principle and a courage born of conviction.

May God bless the memory of Rosa Parks, and may God bless these United States of America.

Name: _____ Date: _____

1. Why was Rosa Parks arrested?
 - A. She used the front door on a bus.
 - B. She tried to ride on an all-white bus.
 - C. She refused to give up her bus seat.
 - D. She boycotted the Montgomery buses.

2. The cause of the Montgomery bus boycott was Rosa Park's arrest. What was the direct effect of the boycott?
 - A. Americans were forced to see the injustices faced by African Americans.
 - B. A statue of Rosa Parks was erected in Washington, D.C.
 - C. Barack Obama became the President of the United States of America.
 - D. Rosa Parks challenged her arrest with the help of Martin Luther King, Jr.

3. Rosa Parks was passionate about equality and freedom. What evidence from the passage supports this conclusion?
 - A. Rosa Parks avoided riding the bus driven by the man who had once pushed her off the bus.
 - B. According to one of her friends, "Nobody ever bossed Rosa around and got away with it."
 - C. When the bus driver threatened to have Rosa Parks arrested, she did not resist arrest.
 - D. Rosa Parks fought for voting rights and rallied against discrimination in the criminal justice system.

4. What is one of the main reasons why President Obama delivered this speech?
 - A. to explain why you should never give up your bus seat
 - B. to convey the importance of fighting injustice
 - C. to give people a lesson in American history
 - D. to tell people to always be kind to one another

5. What is this passage mostly about?

- A. how buses in Montgomery, Alabama became desegregated
- B. the life and work of Martin Luther King, Jr.
- C. history of the civil rights movement in the U.S.
- D. how Rosa Parks helped change America

6. Read the following sentences: "Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happen to be open. And with that victory, the entire edifice of **segregation**, like the ancient walls of Jericho, began to slowly come tumbling down."

As used in this sentence, what does "**segregation**" mean?

- A. the practice of keeping people of different races separate
- B. the specific type of bus used in Montgomery, Alabama
- C. the practice of keeping people of different sexes separate
- D. the belief that some people or races are superior to others

7. Choose the answer that best completes the sentence below.

_____ most people remember Rosa Parks as the woman who refused to give up her seat on the bus, she stood up for equality and freedom throughout her lifetime.

- A. Particularly
- B. Although
- C. Therefore
- D. Ultimately

8. How did Rosa Parks become an icon for the civil rights movement?

9. According to President Obama, what were the long-term effects of the Montgomery bus boycott? Use information from the passage to support your answer.

10. Explain how one small act can have large and far-reaching effects. Support your answer using information from the passage.
