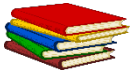




Dear 6<sup>th</sup> – 8<sup>th</sup> Grade Parents and Guardians:

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](#) (6<sup>th</sup> 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 6<sup>th</sup> 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 divertirse 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. Encontrarán artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aquí. También 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 <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></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






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



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



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


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

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

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

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

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

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> 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](#)

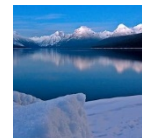
[Grand Canyon National Park](#)

[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 4

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 4

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 Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	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 Lexia
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

# HOW TO USE THIS BOOK

*180 Days of Reading for* 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.

Question	Common Core State Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <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>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> or <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
7–8	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <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.

Austin liked to spend time at his friend Devin's house. One of the greatest things about Devin's family was that Devin's older brother, Jacob, had his own band. Jacob and his band practiced in Devin's garage, and Austin really liked to hear them play. One day, Austin and Devin were talking about the band, and Austin suggested they should start a band of their own. Devin wasn't in the least bit interested in being in a band, but he said Austin ought to learn to play the guitar. "Who knows?" Devin said, "You might get really famous." Austin thought about what his friend had said. Maybe it would be a good idea to learn to play the guitar—the electric guitar. Then, when he was good enough at it, he could have a band like Jacob's even if Devin didn't want to join.

**1.** Who is the main character?

- (A) Devin
- (B) Austin
- (C) Jacob
- (D) Dad

**2.** What is Devin's suggestion for Austin?

- (A) He suggests that Austin not come to the house.
- (B) He suggests that Austin forget about music.
- (C) He suggests that Austin play in Jacob's band.
- (D) He suggests that Austin learn to play the guitar.

**3.** Which prefix could you add to *interested* to make a word that means "not in the least bit interested?"

- (A) *hyper-*
- (B) *semi-*
- (C) *un-*
- (D) *sub-*

**4.** Which word from the text can be both a noun and a verb?

- (A) idea
- (B) interested
- (C) band
- (D) talking

**5.** Which word has the same meaning as the phrase *ought to*?

- (A) should
- (B) cannot
- (C) might
- (D) could

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

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

Austin had decided he wanted to learn to play the electric guitar. It was originally his friend Devin's idea, but the more he thought about it, the more Austin liked the idea of being a guitarist in a band. So he asked his parents if he could have a guitar. His mom and dad liked the idea, too, but they thought that an electric guitar might be really expensive. Austin thought so himself. Then one day, he stopped into a music-supply store to look at prices. He noticed a few ads at the store for used guitars. He asked the manager about the ads. "Oh, sure," the manager said. "People are always selling used guitars. That's really the best way for a beginner to get an inexpensive instrument." Now Austin knew how he could get a guitar without spending a lot of money.

1. What do Austin's mom and dad believe?

- (A) A guitar might be really expensive.
- (B) Austin should not play the guitar.
- (C) Austin can use their guitar.
- (D) A guitar will probably be very cheap.

2. How will Austin get a guitar without spending a lot of money?

- (A) The manager will give him a guitar.
- (B) His mom and dad will give him a guitar.
- (C) He will buy a used guitar.
- (D) He will not get a guitar.

3. Which prefix can be added to *expensive* to make its antonym?

- (A) *in-*
- (B) *hypo-*
- (C) *mal-*
- (D) *super-*

4. What does the suffix *-ist* in the noun *guitarist* mean?

- (A) very small
- (B) brand new
- (C) special kind
- (D) someone who does something

5. What is *inexpensive instrument* an example of?

- (A) personification
- (B) alliteration
- (C) simile
- (D) metaphor

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Austin wanted to learn to play the electric guitar. His mom and dad thought it was a good idea, too, but they were concerned about the cost, and so was Austin. The solution to the problem turned out to be a used guitar. Austin had discovered that many musicians sell inexpensive, used electric guitars. So he returned to the music supply store where he had seen ads for guitars. He wrote down the names and telephone numbers listed on the ads. He didn't recognize any of the names he saw on the ads. So his mom and dad insisted on going with him when he went to look at the guitars. The first two guitars he wanted to see had already been sold, but the third one was still for sale, and Austin liked it. In a very short time, Austin had his electric guitar.

**1.** What is this text mostly about?

- (A) the history of the electric guitar
- (B) how Austin learns to play the guitar
- (C) how Austin gets an electric guitar
- (D) where to find an electric guitar

**2.** What happens before Austin's mom and dad go with him to look at guitars?

- (A) Austin buys the guitar he wants.
- (B) Austin writes down the names and numbers listed on the ads.
- (C) Austin and his parents look at guitars.
- (D) Austin finds out that two of the guitars have already been sold.

**3.** Which prefix can be added to *sold* to make a word that means "still for sale"?

- (A) *sub-*
- (B) *ambi-*
- (C) *bi-*
- (D) *un-*

**4.** What does the verb *returned* tell you about Austin?

- (A) He has never been to the music-supply store.
- (B) He has been to the music-supply store before.
- (C) He does not know where the music-supply store is.
- (D) He will never go to the music-supply store.

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

- (A) sarcastic
- (B) informal
- (C) persuasive
- (D) guilty

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## PLAYING IN THE BAND

Austin wanted to play the electric guitar. His friend, Devin, had first suggested the idea, and Austin thought it was a great one. Someday, he wanted to be in a band, but first he had to learn to play. So he bought a used electric guitar from a musician who was selling it. At first, Austin thought it would be easy to learn how to play. Devin's brother, Jacob, played electric guitar, and it looked easy when Austin watched him. But as soon as Austin tried to play his own guitar, he realized how mistaken he was.

Austin tried to play the same songs he heard Jacob and his band play, but he couldn't make his guitar sound the same at all. It wasn't long before he decided he was going to need lessons. Austin's mom and dad had thought of that, too, and together, the three of them found a guitar teacher. Austin attended the first few lessons, but he began to get bored. His teacher kept giving him little songs and music exercises to do, not real songs like Jacob played. When Austin complained to his mom and dad about it, his mother advised him, "Be patient. You need to learn the basics first so you can sound good later when you play harder songs." Austin didn't believe her, but he wasn't a quitter, either. So he kept going for lessons and practicing.

After a while, Austin started to sound good when he played, and he began to be able to play harder songs. One day, Jacob and his band even let Austin play a song with them. Austin didn't know if he was ever going to be famous, but it was going to be fun finding out!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Playing in the Band" and then answer the questions.

1. Why does Austin try to play his new guitar as soon as he gets it?
  - (A) He starts to sound better.
  - (B) He takes guitar lessons.
  - (C) He thinks it will be easy to play.
  - (D) He realizes that playing the guitar is not easy.
  
2. Why do Jacob and his band sound better than Austin does at first?
  - (A) They have practiced more and played longer.
  - (B) They have newer guitars.
  - (C) They do not practice.
  - (D) They have a bigger place to play.
  
3. Which reflects a reasonable purpose for reading this story?
  - (A) to learn how to play an instrument in a band
  - (B) to sign up to be in the school band
  - (C) to read about a character who likes music
  - (D) to read about a famous musician who plays in a band
  
4. Which would be a good gift for Austin?
  - (A) a basketball
  - (B) a science kit
  - (C) a guitar songbook
  - (D) a cookbook

5. What does Austin most likely hope will happen in the future?
  - (A) He will have his own band someday.
  - (B) He will stop playing the guitar.
  - (C) He will never visit Devin and Jacob.
  - (D) He will play only easy songs.
  
6. What inference can be made about Austin's mom and dad?
  - (A) They do not know Austin wants guitar lessons.
  - (B) They want to play the guitar.
  - (C) They wish Austin would not take guitar lessons.
  - (D) They are glad Austin is taking guitar lessons.
  
7. At the end of the text, what is Austin's attitude towards playing the guitar?
  - (A) bored
  - (B) confused and frustrated
  - (C) jealous of Jacob's band
  - (D) proud and pleased with his hard work
  
8. Why doesn't Austin like his music lessons at first?
  - (A) His teacher doesn't give him real songs to play.
  - (B) His music teacher is rude to him.
  - (C) He can't understand what his music teacher says.
  - (D) He doesn't want to be in a band.

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 "Playing in the Band." Then, read the prompt and respond on the lines below.

**SCORE**

\_\_\_\_ / 4

What have you learned to do well? Did it take a lot of practice? Write about what you have learned to do well and how you learned it.

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## 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* 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 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.

\_\_\_\_\_

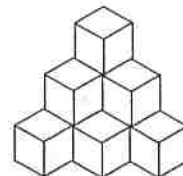
**11.** What is the probability that the spinner will land on a sport that requires a bat or racket?

\_\_\_\_\_



**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.

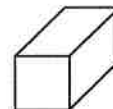
\_\_\_\_\_

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)

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

2. (Y) (N)

\_\_\_\_\_

3. (Y) (N)

2.  $27 \cdot 40 =$  \_\_\_\_\_

4. (Y) (N)

5. (Y) (N)

3.  $422 \div 8 =$  \_\_\_\_\_

6. (Y) (N)

7. (Y) (N)

4. What number is 30 more than  $-16$ ?

8. (Y) (N)

\_\_\_\_\_

9. (Y) (N)

5. Write 90% as a fraction.

\_\_\_\_\_

10. (Y) (N)

11. (Y) (N)

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

12. (Y) (N)

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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_ / 12

Total

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
- $n$
- .

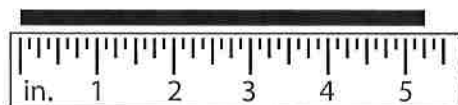
\_\_\_\_\_

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)

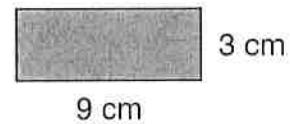
1.  $576 + 132 = \underline{\hspace{2cm}}$

9. Calculate the area of the shape.

2. (Y) (N)

2.  $54 \times 32 = \underline{\hspace{2cm}}$

\_\_\_\_\_



3. (Y) (N)

3.  $8 \overline{)249}$

10. Is  $91^\circ$  an *acute* or *obtuse* angle?

4. (Y) (N)

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

\_\_\_\_\_

5. (Y) (N)

5.  $\frac{3}{8} + \frac{2}{8} = \underline{\hspace{2cm}}$

11.

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

6. (Y) (N)

\_\_\_\_\_

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

8. (Y) (N)

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

\_\_\_\_\_

9. (Y) (N)

7. Distribute.  
 $6(b + c) = \underline{\hspace{2cm}}$

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.

10. (Y) (N)

\_\_\_\_\_

11. (Y) (N)

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

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

12. (Y) (N)

$x = \underline{\hspace{2cm}}$

\_\_\_\_ / 12

Total

# ANSWER KEY *(cont.)*

12. 448 miles

## Day 175

- 79
- 800
- $80\frac{1}{3}$
- 299,999
- $\frac{3}{6}$  or  $\frac{1}{2}$
- 400
- $x^2 + 7$
- 4
- 3.5
- $270^\circ$
- 2,443
- 350 cm

## Day 176

- 212
- 2,040
- 82
- 10
- 300
- 48
- $160 - 8r$
- 19.3
- 4.5 liters
- true
- $\frac{2}{6}$  or  $\frac{1}{3}$
- 17 blocks

## Day 177

- 165
- 2,190
- $4\frac{15}{67}$  or 4.22
- 1, 2, 3, 5, 6, 10, 15, 30
- $\frac{11}{3}$
- 21
- $9h - 99$
- $19e$  or  $19 \times e$
- $70 \text{ cm}^2$
- 8 vertices
- 13.8
- \$14.75

## Day 178

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

## Day 179

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

## Day 180

- 708
- 1,728
- $31\frac{1}{8}$  or 31.125
- 3,468
- $\frac{5}{8}$
- 560
- $6b + 6c$
- 4.6
- $27 \text{ cm}^2$
- obtuse angle
- \$8
- 

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

# Twist and Shout

by Stephen Fraser

## Preventing dreaded knee injuries in young athletes

Anne Montalto was playing in a preseason soccer game in July 2009 when it happened. She had run down the side of the field, moving into position to receive the ball from a midfielder. Coming to a stop, she planted her left foot and turned her body to get the ball. *Ow!* A sharp pain shot through her left knee. She fell to the ground.



Courtesy of Anne Montalto

"After the injury, I just followed the trainer's instructions—icing and elevating my leg," says Anne. "My emotional reaction was that I just wanted to get on the field. When my leg felt better, I tried to play again, but the pain came back."

Anne's physician sent Anne for a magnetic resonance imaging (MRI) test. The images revealed a torn *ligament* in her left knee. A ligament is a strip of fibrous tissue that crosses a joint, connecting two bones. "When the torn knee ligament was confirmed by the MRI, I was very, very sad," she says. "I knew that I would miss my whole freshman high school soccer season."

The injury Anne experienced isn't unusual for young female athletes. It is something they dread, though, often requiring surgery and a lengthy recovery period. It's also something that medical researchers are studying in an effort to prevent so many girls from suffering.

## Muscle Development

Any sport that involves pivoting, jumping, sudden stops, or quick changes in direction increases the risk of harm to the ligament that Anne injured. That ligament is called the *anterior cruciate ligament (ACL)*. It's one of four major ligaments that hold the knee joint together, connecting the *femur* (thighbone) to the *tibia* (shinbone). An estimated 90,000 high school and college athletes in the United States suffer ACL injuries every year.

Female athletes are particularly vulnerable to ACL injuries, says Timothy Hewett, a professor of sports medicine at the Ohio State University. Hewett examined hours of video of athletes in action to learn how ACL injuries happen. What he discovered is an imbalance in the way that boys and girls use their muscles.



Courtesy of Timothy Hewett

During puberty, boys experience a greater increase in muscular strength than girls do. When boys play certain sports, they tend to rely on the muscles at the back of their buttocks and legs and to flex their knees when they jump. Because girls' muscles aren't as strong as boys' muscles, girls rely more on the muscles at the front of their legs and tend to land with their legs straight. "That puts additional stress on the knee joints," says Hewett. That extra stress can cause the knees to collapse inward, tearing the ACL.

Girls are also more susceptible to ACL injuries because they have smaller *intercondylar notches* than boys do. Those are spaces within knees where the ACL and the *posterior cruciate ligament (PCL)* cross.

A mildly torn ACL may heal by itself, but a major tear requires surgery. The injured ACL is replaced with a *tendon* taken from the patient's body or from a cadaver. (A tendon is a band of tissue that connects a muscle to a bone.) Torn ligaments cannot be replaced with a patient's other ligaments, because they're all crucial in their various locations.

Anne was in surgery for only two hours, and she was able to return home the same day. Her recovery period was much longer, though: six months of physical therapy to restore strength and stability.

### Strengthening Program

Hewett has used his data to design an exercise program to prevent ACL injuries. Anne wasn't aware of Hewett's program before she injured herself, but she learned about it during her recovery. The program, she says, focused on strengthening her *quadriceps*, *hamstrings*, and *core muscles*. The quadriceps are four large muscles at the front of the thigh. The hamstrings are three muscles at the back of the thigh. And the core muscles are in the area of the belly and the mid and lower back. "I also worked on balance, jumping and landing softly, and making sure my body was in the right

position," says Anne.

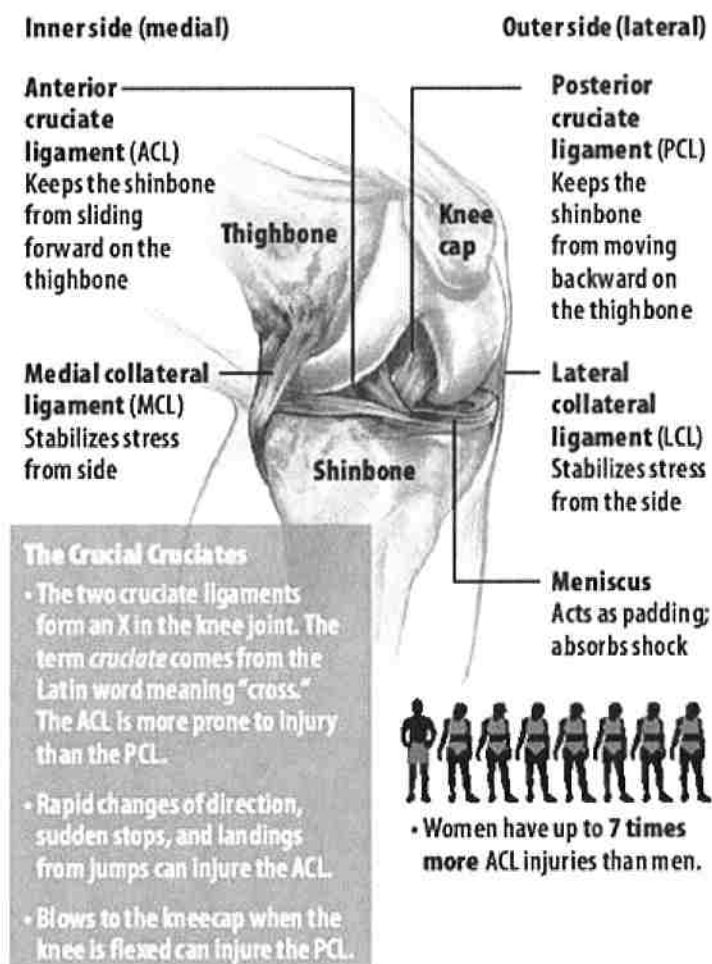
"I continue to use those exercises as part of my warm-up for soccer training and soccer games. I have incorporated the exercises into my routine, so it doesn't feel like I'm doing extra exercises. I just know I'm doing really good exercises!" For people who don't have access to his exercise regime, Hewett recommends a properly supervised program of *plyometrics*. Plyometrics are high intensity exercises that involve jumping and bounding movements. "Jumping on and off a box can also help," he says.

Some experts claim that playing sports all year increases the odds of ACL injuries. Not so, says Hewett. "Nor does alternating the sports an athlete plays during a year help to prevent ACL injuries," he adds.

Anne, now 16, is playing soccer again year-round. Her schedule is rigorous, training four to five days and playing one or two games a week. "I feel great and have had no decrease in performance," she says. "In fact, I may be in better condition due to the great training and instruction that I received."

### Knee Brace

Four major ligaments support the knee, the body's largest joint, restraining movement between the upper and lower leg bones.



Source: American Academy of Orthopaedic Surgeons/University of Connecticut Health Center; MCT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Review the graphic of the knee in the passage. Which action could cause an ACL injury?

- A. taking off in a jump
- B. rapid change of direction
- C. straightening the leg too quickly
- D. slowly stopping

2. What does Timothy Hewett suggest in his exercise program for female athletes to do to prevent the problem of ACL injuries?

- A. lengthening muscles and building flexibility with yoga and pilates
- B. strengthening the quadriceps, hamstrings and core muscles with plyometrics
- C. building stamina through running increasing distances over a period of time
- D. burning extra calories through intense cardio activities like biking and running

3. Which of the following conclusions about Anne Montalto is supported by the passage?

- A. Anne was unable to continue playing high school soccer after her injury
- B. Anne's training and instruction during her recovery led to her improved physical condition
- C. Alternating the sports she plays could have prevented her knee injury from occurring
- D. Anne did plyometrics regularly before her injury occurred

4. Read the following sentences and answer the question below: "Female athletes are particularly vulnerable to ACL injuries, says Timothy Hewett, a professor of sports medicine at the Ohio State University.

What does the word **vulnerable** mean in this context?

- A. unbeatable
- B. protected
- C. at risk
- D. closed off



5. The primary purpose of this passage is to describe
- A. the experience of five soccer teammates that had ACL injuries
  - B. the exercise program of Timothy Hewett as he tries to prevent hamstring injuries
  - C. the anatomy of the leg to explain how ACL tears occur in female athletes and not male athletes
  - D. the reason that ACL injuries hurt more girls than boys and how they can be prevented

6. What did Anne Montalto do immediately to treat her knee injury?

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7. Why might female soccer players be particularly vulnerable to ACL injuries?

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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

When Anne found out she had an ACL injury, she was sad \_\_\_\_\_ she knew she would miss her freshman high school soccer season.

- A. because
- B. but
- C. so
- D. yet