Dear Parents/Guardians,

Research shows that practicing reading and math over the summer is important not only because it helps build skills, but also because it prevents the “summer slide” (summer reading/math regression). Therefore, it is critical that our children practice literacy and math skills throughout the summer. Ideally students should take time each day to practice and reflect on their learning.

The Summer Activities are aligned to the Common Core State Standards and MCPS Curriculum 2.0. The activities are designed for students to utilize reading, math, and writing strategies. Reflective thinking requires students to take their learning to a deeper level. In order to facilitate students’ reflective thinking we are providing each student a summer learning journal. These journals will be set up with the classroom teacher the last week of school to ensure students understand the expectations.

**Materials You Will Receive for Summer Learning Activities and Reflection**

1. This packet which includes:
   - literacy learning activities chart which your child can select from for summer practice
   - a reading log to record at least 10 reading materials read this summer
   - math learning activities which your child can select from for his/her summer practice
   - math resources to support your child’s mathematical thinking and reasoning

2. A Summer Learning Journal that your child will set up at school including:
   - a reading contract agreeing to read during the summer
   - reading strategies your child will use as he/she reads over the summer
   - math talk strategies to support your child’s mathematical thinking and reasoning
   - examples of how to format journal entries for summer learning activities and reflections

Students who meet the required expectations for the summer learning activities and reflection journal must turn in their work by Friday, September 8th in order to participate in a fall celebration.

Thank you for your support in helping your child successfully complete his/her *Summer Learning Activities and Reflections* over the summer. We hope that you and your family have a fantastic summer!

Sincerely,

Sarah Chung, Lisa Norris & Karlyn Kay

Reading Specialist, Media Specialist, & Math Specialist
## Great Seneca Creek Elementary School
### Summer Learning Literacy

#### Activities and Reflections

<table>
<thead>
<tr>
<th>A</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Response:</strong> Write a book review about a book from your reading log. Would you recommend this book to a friend? Why or why not? <em>R</em>&lt;br&gt;<a href="http://teacher.scholastic.com/witwll/bookrev/index.htm">http://teacher.scholastic.com/witwll/bookrev/index.htm</a></td>
<td>Read at least 5 books on MyOn. Take the quiz, after you finish reading each book! If it was just right you should score 4 or 5.&lt;br&gt;<a href="https://www.myon.com/">https://www.myon.com/</a></td>
<td>Write and send a postcard to Mr. Curry or Ms. Dennis telling him/her about what you did this summer. 13010 Dairy Maid Drive, Germantown, MD 20874</td>
</tr>
<tr>
<td><strong>Reading Response:</strong> Create a comic strip with a beginning, middle and an end. Share it with someone.&lt;br&gt;<a href="http://www.readweteach.org/files/resources/interactive/comic/">http://www.readweteach.org/files/resources/interactive/comic/</a></td>
<td>Be a MAKER and create something cool. Write directions for others to make it. You can use pictures and/or text to show how you made it. Be creative!</td>
<td><strong>Reading Response:</strong> Identify another title for the story. Provide details to support your answer.</td>
</tr>
<tr>
<td>Read a new recipe with a family member and make it together. Write the steps you took to make it. <a href="http://kidshealth.org/kid/recipes/">kidshealth.org/kid/recipes/</a></td>
<td><strong>Reading Response:</strong> Visualize your favorite part in the story. Draw and write a sentence about your picture.</td>
<td>Create a list of 25 books you would like to read next year on <a href="https://destiny.mcnsmd.org">https://destiny.mcnsmd.org</a>. Make sure you list a variety of genres that include fiction and nonfiction.</td>
</tr>
</tbody>
</table>

---

### Summer Learning Directions:

**Part 1:** Complete at least ___ activity(ies) from the calendar below. At least ___ of the activities should be reflective reading responses.

**Part 2:** Please record at least 10 materials you read over the summer on the Reading Log attached.

### Make a plan for your summer growth:

1. Decide how you will get materials to read.
2. Mark a calendar to set weekly goals.
3. Reward yourself when you meet your goal.
4. Don’t give up! Stay focused on your goals. Do as much as you can and most important be sure to READ something every day.

---

### Choices

1. Read a book from the public library, your personal book, or an electronic book from the online subscription service handout.
2. Any of the activities listed can be created or completed using technology or your journal.
3. The *R* symbolizes the website link is intended to be a reference to help students complete the activity or provide ideas.
4. Graphic organizers can be used to organize your thoughts before writing. Go to edhelper.com/teachers/graphic_organizers.htm
**Bullfrog Reading Log** - Read every day to grow your brain all summer long! As you read jot down at least 10 reading materials you finish. We know you will read more than 10, so you can choose which ones to record. The material you read can be in digital or print format.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author Last, First name</th>
<th>Genre</th>
<th>Fiction/Nonfiction</th>
<th>Just Right for You? (Y or N)</th>
<th>Which reading strategy(ies) helped you read and understand the book?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/17</td>
<td>Little Red Riding Hood</td>
<td>Perrault, Charles</td>
<td>Folktales</td>
<td>Fiction</td>
<td>Y</td>
<td>Stretchy the Snake, Making connections</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author Last, First name</td>
<td>Genre</td>
<td>Fiction/Nonfiction</td>
<td>Just Right for You? (Y or N)</td>
<td>Which reading strategy(ies) helped you read and understand the book?</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------------------------</td>
<td>-------</td>
<td>-------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>8/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Math Reading Suggestions

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Ways to Get to 11</td>
<td>Eve Merriam</td>
</tr>
<tr>
<td>A Fair Bear Share</td>
<td>Stuart J. Murphy</td>
</tr>
<tr>
<td>Actual Size</td>
<td>Steve Jenkins</td>
</tr>
<tr>
<td>Animals on Board</td>
<td>Stuart J. Murphy</td>
</tr>
<tr>
<td>Betcha!</td>
<td>Stuart J. Murphy</td>
</tr>
<tr>
<td>Count on Pablo</td>
<td>Barbara deRubertis</td>
</tr>
<tr>
<td>Dominoes Addition</td>
<td>Lynette Long</td>
</tr>
<tr>
<td>Earth Day-hooray</td>
<td>Stuart Murphy</td>
</tr>
<tr>
<td>Fish Eyes: A Book You Can Count On</td>
<td>Lois Ehlert</td>
</tr>
<tr>
<td>From One to One Hundred</td>
<td>Teri Sloat</td>
</tr>
<tr>
<td>I See a Pattern Here</td>
<td>Bruce Goldstone</td>
</tr>
<tr>
<td>Lemonade for Sale</td>
<td>Stuart Murphy</td>
</tr>
<tr>
<td>Let’s Make a Bar Graph</td>
<td>Robin Nelson</td>
</tr>
<tr>
<td>Mission: Addition</td>
<td>Loreen Leedy</td>
</tr>
<tr>
<td>Pigs Will Be Pigs: Fun with Math and Money</td>
<td>Amy Axelrod</td>
</tr>
<tr>
<td>Pizza Counting</td>
<td>Christina Dobson</td>
</tr>
<tr>
<td>Place Value</td>
<td>David Adler</td>
</tr>
<tr>
<td>Ten Black Dots</td>
<td>Donald Crews</td>
</tr>
<tr>
<td>The Great Graph Contest</td>
<td>Loreen Leedy</td>
</tr>
<tr>
<td>Two of Everything</td>
<td>Lily Toy Hong</td>
</tr>
<tr>
<td>Two Ways to Count to Ten: A Liberian Folktale</td>
<td>Ru Dee</td>
</tr>
<tr>
<td>What Comes in 2’s, 3’s, and 4’s?</td>
<td>Suzanne Aker</td>
</tr>
</tbody>
</table>

Math Games

Monopoly, Othello, Battleship, Connect Four, Mastermind, Mancala, Legos, K’Nex, Simon, Yahtzee, Checkers, Racko, 24, Sumoko, Chips…

Math Websites

Please review each site and monitor your child’s online sessions.

- [https://www.khanacademy.org/math](https://www.khanacademy.org/math)
- [http://www.aplusmath.com](http://www.aplusmath.com)
- [http://www.coolmath4kids.com](http://www.coolmath4kids.com)
- [http://www.mathplayground.com](http://www.mathplayground.com)
- [http://illuminations.nctm.org/](http://illuminations.nctm.org/)
- [http://gregtangmath.com/](http://gregtangmath.com/)


Number Sense:
Fluent math students are flexible, efficient and accurate! Take time over the summer exploring numbers! Use the attached 120 chart to locate numbers, look for patterns, skip count, as well as add and subtract numbers. Consider making a game using the 120 chart as one of your math tasks.

Ten Frames: Seeing quantities as *instantly recognizable* without having to recount from one is an important step in the stages of counting. Students develop cardinality when they can understand that the final number they counted represents the quantity of objects in a set. The ability to subitize comes later when students can instantly recognize a quantity of objects. The use of a ten-frame helps children build mental images, develop the ability to subitize, and gain understanding of part/whole relationships.
**Number and Operations in Base Ten**

- Count collections of objects (pennies, snacks, street signs, etc.).
- Represent numbers 1-120 using words, numerals, pictures, and objects. Two examples are shown below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Numeral</th>
<th>Picture</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>five</td>
<td>5</td>
<td><img src="image" alt="five" /></td>
<td><img src="image" alt="counters" /></td>
</tr>
<tr>
<td>thirteen</td>
<td>13</td>
<td><img src="image" alt="thirteen" /></td>
<td><img src="image" alt="counters" /></td>
</tr>
</tbody>
</table>

- Organize a collection of up to 120 objects into groups of ten and skip count by ten.
- Play a number game! Gather a set of up to 20 objects. Split the objects into two groups. Put the piles back together and split the pile again in a different way. Record your combinations. How many different combinations can you make?

- Draw a number line and count on and back from a given number.
- Count by 2’s, 5’s, and 10’s to 120. Consider using objects such as beans, pennies, etc. to support counting.
- Play a game! Put the numbers 1-9 in a bag. Choose two numbers from the bag to create and solve equations with unknowns in all positions.

<table>
<thead>
<tr>
<th>If 5 and 8 are chosen, the following equations could be written and solved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ + □ = □</td>
</tr>
<tr>
<td>□ + □ = □</td>
</tr>
<tr>
<td>□ + □ = □</td>
</tr>
</tbody>
</table>

- Play a game! Think of a mystery 2-digit number and ask yes/no questions about the mystery number. Ex. “Is it greater/less than ___?” and “Is the digit in the tens place greater than the digit in the ones place?”

**Operations and Algebraic Thinking**

- Play a number game! Identify a number that is one more/one less and ten more/ten less than a number given by a family member or friend.
- Count by tens up to a given multiple of 10 (30, 40, 50, etc.) while doing jumping jacks, skipping, clapping, singing, etc.
- Go on a number search for 2-digit numbers (ages of family members, street signs, mail, recipes, newspapers, etc.) and describe the value of the digits.

**Measurement and Data**

- Create a survey question and collect data from friends and family in a tally chart. Examples of survey questions include:
  - What is your favorite food?
  - Which group had the most? Least?

<table>
<thead>
<tr>
<th>Favorite Ice Cream Flavor</th>
<th>Tally Marks</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanilla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorbet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Collect data! Sort and count items of interest to you (food, toys, clothes, etc.). Count and record your totals.
- Ask and answer questions about the data. Which group had the most? Least?
- Choose an appropriate non-standard unit (pennies, cereal, footsteps, etc.) and measure the lengths of objects around the house. Non-standard units should be selected based upon an object’s size. Paperclips are an appropriate unit to use to measure a pencil because they are shorter than a pencil. A shoe is not an appropriate unit to measure a pencil because it is longer than a pencil.

- Create a song, rap, or poem using the doubles facts (0 + 0 = 0, 1 + 1 = 2, 2 + 2 = 4, 3 + 3 = 6, etc.).

- Take a walk outside with another family member. Record how many animals you see (birds, dogs, cats, etc.). Write a number sentence to show the total number of animals you saw (ex. ___ + ___ = ___)

- Discuss the importance of measurement in everyday life. What do we measure? When do we need to use measurement? Ex. When we build things, go to the doctor’s office (height, weight,..), etc.

**Geometry**

- Go on a 2-dimensional (2D) shape scavenger hunt around the house. Draw and label the shapes found.

<table>
<thead>
<tr>
<th>2D Shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
</tr>
<tr>
<td>triangle</td>
</tr>
<tr>
<td>square</td>
</tr>
</tbody>
</table>

- Create an original shape museum! Collect and display 3-dimensional (3D) shapes found around the house in a shape museum. Examples include boxes, cans, balls, etc.

- Help with laundry! Fold towels into halves and quarters. Discuss the change in shape and size of the towel.
<table>
<thead>
<tr>
<th>M</th>
<th>A</th>
<th>T</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Operations in Base Ten</strong></td>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td><strong>Measurement and Data</strong></td>
<td><strong>Geometry</strong></td>
</tr>
<tr>
<td>Choose a 2-digit number. Starting with that number, do jumping jacks while adding 10 with each jump.</td>
<td>Gather a set of fewer than 10 objects (buttons, coins, stuffed animals) to model and solve addition equations. For example, with 7 objects, you represent the equation $7 = 5 + 2$. Think about a related subtraction equation $(7 - 2 = 5)$ that you could make using the same number of objects. Repeat with various amounts of objects.</td>
<td>Measure a jump! Mark a starting point on the ground and jump forward and mark the landing point. Select an appropriate non-standard unit and measure the length of the jump. Jump two more times and measure the length of each jump using the same non-standard unit. Compare the three jumps using vocabulary such as “shortest” and “longest.”</td>
<td>Find real world objects that are partitioned (split) into equal parts. Examples include window panes, road ways, dressers, pizza, and sandwiches.</td>
</tr>
<tr>
<td>Roll a number cube three times. Use the first two numbers to build a 2-digit number and add the third number. Discuss whether or not composing a ten is necessary when solving the problem. For example, if a 4 and a 6 are rolled on the first two rolls, you can create the number 46. If a 5 is rolled on the third roll, the addition sentence would be $46 + 5 = 51$. In the equation, a ten needs to be composed because six ones added to five ones equals 11.</td>
<td>Play an addition game! Collect up to 20 objects (cereal, pennies, toys, etc.). Split the objects into three groups. Say or write an equation to represent the groupings of objects. For example, “I have 16 beans. I can split the beans into groups of 5, 7, and 4. So, $5+7+4=16$. Put the piles back together and split the objects again in a different way. What other combinations can you make? Create a schedule for a perfect day. Draw clocks to show the times for each event. Record the weather for two weeks. How many days were sunny days? Cloudy days? Raining days? How many more sunny days than rainy days?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice an equation game! Write five 2-digit numbers on pieces of paper and put them in a bag. Then write the numbers 1-9 on individual slips of paper and put them in a second bag. Choose a number from each bag and write an addition equation using the numbers. Then solve the problem, showing your work. Explain your strategy and solution with someone.</td>
<td>Practice making 10.</td>
<td>Draw a clock to show a time that represents a favorite time of day. Share the clock with family members and discuss the importance of that time.</td>
<td></td>
</tr>
<tr>
<td>Create and solve addition and subtraction word problems! For example, “I had 8 chicken nuggets on my plate. I ate some and now I have 4 left. How many chicken nuggets did I eat?”</td>
<td>Create a tally chart to show which of the ice cream flavors they like best. Write and answer 3 questions to go with your tally chart (ex. Which flavor was most popular? How many more people like ___ than ___?).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex. If 36 and 2 were chosen, the following equation would be written and solved: $36 + 2 = 38$</td>
<td>List your 4 favorite ice cream flavors. Survey 12 family members or friends and make a tally chart to show which of the ice cream flavors they like best. Write and answer 3 questions to go with your tally chart (ex. Which flavor was most popular? How many more people like ___ than ___?).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Ex. If 36 and 2 were chosen, the following equation would be written and solved: $36 + 2 = 38$
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>