

Week 8 - Summer

**Academic
Enrichment
Learning**



May 25 - June 5, 2020





Eric S. Gordon
Chief Executive Officer

May 25, 2020

To: Families and Caregivers of CMSD Students:

Thank you for the many ways you are remaining connected to your child's school.

In consideration of what all our families are doing to support students during the closure of Ohio's schools, I am pleased to provide the District's first mailed packet of Summer Fun Enrichment activities. Each student household will receive one packet that includes activities for grades PreK–12. These enrichment activities are designed to provide your child with fun opportunities to stay engaged throughout the summer. Packets will be mailed home two times per month. We will also send home books for each student in the District starting in June with enrichment activities you can complete with your child.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to continue working with your child to develop and maintain a routine at home that will extend his or her learning throughout the summer months. Make time and space for quiet reading and active engagement with your child's learning packet, and with other materials found online to stimulate curiosity, increase critical thinking skills and enable your child to practice reading.

Children learn best when instruction is continuous, which is why CMSD educators will continue to produce learning materials to keep students engaged and keep their minds active during the summer months.

Visit the District's website at ClevelandMetroSchools.org/LearningOpportunities to access digital versions of the Summer Fun Enrichment Activities.

Also inside the activities packet is daytime contact information for your schools and a Help Line if your child needs assistance with technology.

Thank you for the opportunity to emphasize the importance of academic enrichment in your child's experience, and for the important role you play every day in our shared commitment to the safety, well-being and future of Cleveland's children.

Sincerely,

A handwritten signature in black ink, appearing to read 'ESG'.

Eric S. Gordon
EDUCATOR: Chief Executive Officer
Cleveland Metropolitan School District

P.S. CMSD has stressed the importance of participating in the 2020 Census and is turning to students to help spread the word. The Cleveland Foundation is supporting a Census Contest to encourage Clevelanders to complete the 2020 Census by creating a promotional video. Twelve students from grades PreK–12 will be awarded a \$200 Visa gift card for their winning videos. See details on this contest inside this week's activities packet.

Chief Executive Officer
Eric S. Gordon

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Eric S. Gordon
Chief Executive Officer

25 de mayo de 2020

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Estimados Padres y Representantes de estudiantes de CMSD:

Gracias por las maneras en las que mantienen una conexión con la escuela de su hijo.

Me alegro proveerle el primer paquete de actividades de enriquecimiento académico de verano. Le enviaremos por correo un paquete que incluye actividades para **Preescolar-12º** grado a cada hogar. Estas actividades enriquecedoras brindarán oportunidades de aprendizaje divertidas a sus hijos. Recibirán dos paquetes por mes. Además, comenzando en junio, le enviaremos libros a cada estudiante del Distrito con actividades de enriquecimiento académico que se las animamos realizar junto con su hijo.

Ya que los estudiantes están acostumbrados a seguir un horario consistente, recomiendo fuertemente que trabaje con su hijo para establecer y mantener una rutina en casa para que siga aprendiendo durante los meses de verano. Con el fin de estimular su curiosidad, aumentar su habilidad de pensar críticamente y mejorar su habilidad de leer, es aconsejable designar un horario específico y apartar un espacio tranquilo donde puede leer, estudiar y hacer el trabajo del paquete de aprendizaje y trabajar con otros materiales encontrados en línea.

Los estudiantes aprenden mejor sin interrupciones. Por eso, los educadores de CMSD seguirán creando materiales interesantes y estimulantes que atraerán la participación de estudiantes, manteniendo sus mentes activas durante el receso de verano.

Visite ClevelandMetroSchools.org/LearningOpportunities para acceder versiones digitales de las actividades de enriquecimiento académico de verano.

El paquete de actividades también incluye los teléfonos de las escuelas para el verano y una línea a la cual puede llamar en caso de necesitar ayuda con tecnología.

Gracias por la oportunidad de recalcar la importancia del enriquecimiento académico para nuestros estudiantes, sus hijos, y por su compromiso con la seguridad, desarrollo y futuro de los estudiantes de Cleveland.

Atentamente,

Eric S. Gordon
EDUCADOR: Director General
Distrito Escolar Metropolitano de Cleveland

P.D. CMSD ha estado recalcando la importancia de participar en el Censo del 2020 y ahora, con el apoyo de la Cleveland Foundation, buscamos la ayuda de nuestros estudiantes en pasar la voz, creando videos que motiven a los ciudadanos de Cleveland a participar en el Censo. Doce (12) estudiantes desde Preescolar-12º tendrán la oportunidad de ganar una tarjeta Visa con valor de \$200. Lea los detalles dentro del paquete de aprendizaje de esta semana.

BE COUNTED



CMSD Census Contest

Student videos can help spread Census message.

CMSD has been stressing the importance of the 2020 Census and is turning to students for help in spreading the word.

With support from the Cleveland Foundation, the District is asking students in preschool through 12th grade to create videos that encourage Clevelanders to participate in the Census. Twelve students will win \$200 Visa gift cards.

A full count in the Census helps increase critical federal funding that CMSD and the region receive based on population. But less than half of Cleveland households have completed the form, and the city's participation rate trails those of Ohio's seven other urban centers.

In under a minute, the students' videos should explain why the Census is important to them and their families and encourage friends, relatives and neighbors to complete the Census form. Students can choose song, dance, rap, writing, drawing or other creative means to send the message.

Students or families should post their videos to social media, including YouTube, TikTok, Instagram, Facebook or Twitter, and use the hashtag **#CMSDCounts** or **#inthistogetherOhio**.

Entries should be submitted to <https://tinyurl.com/CMSDCensus> by 11:59 p.m. on **Friday, June 5**.

The CMSD Census Committee will judge the videos for creativity and effectiveness and notify winners by June 12. Four winners will be picked from each of three grade bands: PreK-4, 5-8 and 9-12.

CMSD and partners will use the videos to promote the Census.

For information or assistance with entering the CMSD Census Contest, email Lavora.Gadison@ClevelandMetroSchools.org.

The Census can be completed quickly online, by mail or by phone, and federal law requires that personal information remain strictly confidential. Learn more about the Census and complete the form at www.2020Census.gov or by calling **844.330.2020**.



Daytime Numbers

FOR CMSD SCHOOLS (Monday – Friday)

K-8 Schools

To reach your child's teacher or school principal, to update your contact information and for answers to your questions about learning packets, your child's grades and other academic issues, call your school.

TECHNOLOGY HELPLINE – For assistance with logging into your device, accessing the Internet and other issues related to educational technology, call our Technology Helpline during school hours: **216.838.0440**

| SCHOOL | PHONE | SCHOOL | PHONE | SCHOOL | PHONE |
|---|----------|---|----------|--------------------------------------|---------------|
| Adlai E. Stevenson | 838.5300 | Garfield | 838.6300 | Orchard | 838.7350 |
| Albert Bushnell Hart | 838.4400 | George Washington Carver | 838.1450 | Patrick Henry | 838.2350 |
| Alfred A. Benesch | 838.1300 | Halle | 838.6350 | Paul L. Dunbar | 838.7400 |
| Almira | 838.6150 | Hannah Gibbons | 838.0750 | Riverside | 838.6700 |
| Andrew J. Rickoff | 838.4150 | Harvey Rice | 838.1500 | Robert H. Jamison | 838.5400 |
| Anton Grdina | 838.1150 | International Newcomers Academy: Thomas Jefferson | 838.7150 | Robinson G. Jones | 838.6750 |
| Artemus Ward | 838.6200 | Iowa-Maple | 838.0800 | Scranton | 838.7450 |
| Benjamin Franklin | 838.3150 | Joseph M. Gallagher | 838.6400 | Sunbeam | 838.1700 |
| Bolton | 838.1200 | Kenneth Clement Boys' Leadership Academy | 838.8800 | Tremont Montessori | 838.9850 |
| Buhrer Dual Language | 838.8350 | Louis Agassiz | 838.6450 | Valley View Boys' Leadership Academy | 838.8900 |
| Campus International | 838.8000 | Louisa May Alcott | 838.6500 | Wade Park | 838.1750 |
| Campus International High School | 838.8100 | Luis Muñoz Marín | 838.3300 | Walton | 838.7500 |
| Case | 838.1350 | Marion C. Seltzer | 838.6550 | Warner Girls' Leadership Academy | 838.8950 |
| Charles A. Mooney | 838.3200 | Marion-Sterling | 838.1550 | Waverly | 838.7550 |
| Charles Dickens | 838.4200 | Mary B. Martin | 838.1600 | Whitney M. Young | 838.5350 |
| Clara E. Westropp | 838.6250 | Mary M. Bethune | 838.2250 | Wilbur Wright | 838.6800 |
| Clark | 838.7300 | Memorial | 838.0850 | William Cullen Bryant | 838.3350 |
| Daniel E. Morgan | 838.1400 | Michael R. White | 838.2300 | William Rainey Harper | 838.3400 |
| Denison | 838.3250 | Miles | 838.5250 | Willow | 838.1800 |
| Dike School of the Arts | 838.9150 | Miles Park | 838.4450 | Willson | 838.1850 |
| Douglas MacArthur Girls' Leadership Academy | 838.8400 | Mound | 838.1650 | | |
| East Clark | 838.0650 | Nathan Hale | 838.4250 | Downtown Education Center | 443.4902 |
| East Tech High School | 838.1000 | Newton D. Baker School of Arts | 838.6650 | Residential Schools | 741.2241 x132 |
| Euclid Park | 838.0700 | Oliver H. Perry | 838.0900 | | |
| Franklin D. Roosevelt | 838.2200 | | | | |

ALL AREA CODES ARE 216



Daytime Numbers

FOR CMSD SCHOOLS (Monday – Friday)

High Schools

To reach your child's teacher or school principal, to update your contact information and for answers to your questions about learning packets, your child's grades and other academic issues, call your school.

TECHNOLOGY HELPLINE – For assistance with logging into your device, accessing the Internet and other issues related to educational technology, call our Technology Helpline during school hours: **216.838.0440**

| SCHOOL | PHONE | SCHOOL | PHONE |
|---|----------|--|---------------|
| Bard High School Early College Cleveland West Campus | 838.9700 | John Marshall School of Engineering | 838.6100 |
| Campus International High School | 838.8100 | John Marshall School of Information Technology | 838.6850 |
| Cleveland Early College High School | 838.8250 | Lincoln-West School of Global Studies | 838.7050 |
| Cleveland High School for Digital Arts | 838.9650 | Lincoln-West School of Science & Health | 838.7100 |
| Cleveland School of Architecture & Design | 838.8200 | Martin Luther King Jr. Campus | 838.9350 |
| Cleveland School of Science & Medicine | 838.8300 | Max S. Hayes Career-Technical High School | 838.9400 |
| Cleveland School of the Arts | 838.9000 | MC ² STEM: Great Lakes Science Center | 838.8550 |
| Davis Aerospace & Maritime High School | 838.2500 | MC ² STEM: GE Lighting @ Nela Park | 838.8520 |
| Design Lab Early College | 838.8150 | MC ² STEM: CSU Rhodes Tower West | 838.8500 |
| East Tech High School | 838.1000 | New Tech Collinwood | 838.0500 |
| Facing History New Tech High School | 838.8600 | New Tech East High School | 838.8650 |
| Garrett Morgan High School | 838.8450 | New Tech West High School | 838.8700 |
| Ginn Academy | 838.4466 | Rhodes College & Career Academy | 838.3050 |
| Glenville High School | 838.2000 | Rhodes School of Environmental Studies | 838.3100 |
| James Ford Rhodes High School | 838.3000 | Washington Park Environmental Studies | 838.9200 |
| Jane Addams Business Careers Center | 838.9250 | Whitney M. Young Leadership Academy | 838.5500 |
| JFK E ³ agle Academy | 838.5150 | | |
| JFK PACT | 838.5200 | Downtown Education Center | 443.4902 |
| John Adams College & Career Academy | 838.4050 | Residential Schools | 741.2241 x132 |
| John Adams High School | 838.4000 | | |
| John Marshall School of Civic & Business Leadership | 838.6050 | | |

ALL AREA CODES ARE 216



Summer
Learning Activities
for Grades PreK - 12





Grades PK - 5

Happy Summer! Attached, you will find several resources that will help you engage in fun learning opportunities throughout the summer. Families will receive interactive tools and learning supports throughout the summer (see below and attached). We encourage you to use your discretion and choose from the many options to plan and engage in fun activities that meet your family's needs.

Online Tools:

Please use the online tools shared (some may be accessed through Clever and some may be accessed using free accounts set up by you) if you have Internet access and digital devices available to you. These resources are optional and aligned to the grade level expectations. Practice will help to prepare your child for learning during the next school year. Please visit: <https://www.clevelandmetroschools.org/summerlearning> for more information as it is shared.

Text and Learning Resources:

PK-5 students are encouraged to continue to use the many resources that have been distributed during the spring and summer. Students should have materials shared in the learning kits that were distributed through meal sites. Summer reading books and book lists are being provided throughout the summer as well. Summer Reading activity kits are being sent directly to homes in the beginning of June. In addition to the books distributed at the meal sites, each PK-5 student will receive a pack of 3 books with activity sheets in the mail at the beginning of June. All PK-8 students will also receive a copy of the book entitled, *Escape from Mr. Lemoncello's Library*. We will use this book to engage in One Book, One District strategies throughout the summer. There will be video read alouds posted and shared and activities that align to the book. The book can be read independently or aloud as age appropriate.

Adult Support:

Please use your judgment to choose activities that are meaningful and appropriate for your use with your children. It is suggested that support may be provided by an adult or older child as needed.

Photos and Journals:

We encourage you to take photos and create photo journals throughout the summer to document the learning and fun activities that you experience together.

Summer Learning on CMSD Website:

The CMSD website will be updated weekly with additional links to learning materials and additional print resources that may be used to continue to practice learned skills. There will be Reading and Math activity sheets added weekly along with updated information aligned to this work.

The Cuyahoga County Public Library:

Once the library opens, there will be engaging activities that align to our theme of learning

ONLINE Connections

*This resource may be used to access online connections to support the summer learning initiative. Links may be accessed through the electronic copy of this page.
Students can use their Clever login to access District applications.*

Grades PK-2 & 3-5 Activity Menu

See attached pages (also available on CMSD Summer Learning website)
<https://www.clevelandmetroschools.org/summerlearning>

Scholastic Read-A-Palooza

Information: <https://www.scholastic.com/site/summer/home.html>
Sign up for Free Online Home Base Account (scroll to bottom of Scholastic page)

CMSD Online Learning Resources (Reading and Math Activity Pages)

<https://www.clevelandmetroschools.org/summerlearning>

Cuyahoga County Public Library Summer Programs

https://www.cuyahogalibrary.org/Events/Summer-Reading-Program.aspx?gclid=CjwKCAjw5Ij2BRBdEiwA0Frc9Yngmie0Z8OhD6vKmo83vN1fzylevUXifrAelNpor9O8vuVhS4QuhoCGEUQAvD_BwE

Mr. Lemoncello Activities

<https://chrisgrabenstein.com/books/escape-from-mr-lemoncellos-library/>
<https://www.readbrightly.com/brightlys-book-club-for-kids-escape-from-mr-lemoncellos-library/>

Imagine Learning: Language and Literacy / Math

(accessible through CMSD student Clever accounts)

ExactPath (individual learning path)

(accessible through CMSD student Clever accounts)

CMSD TV - Online Lessons and Video Read Alouds on YouTube

https://www.youtube.com/channel/UCIk_itomOHTmC-f1xF50-5A

ABC Mouse (PK/K)

<https://www.abcmouse.com/redeem>

Step One: Click Link 'Redeem Code'
and enter code: SCHOOL6225
Step Two: Follow prompts to access ABC Mouse
(you can also download the application once registered)





| | | | | |
|--|---|---|--|---|
| <p>Look out a window where you live and draw a picture of what you see with as much detail as you can. Share it with your family.</p> | <p>The Nature Center at Shaker Lakes Watch the video: https://www.youtube.com/watch?v=KC44j8MwFpg&feature=youtu.be</p> <p>Create a model of the animal in the video using items you find around your house. For an example, a paper bowl can be a turtle shell. Be creative!</p> | <p>Name the coins in a loved one's pocket or purse. How much money do you have? Do you have enough money to buy a candy bar that costs fifty cents?</p> | <p>Make chalk. The recipe can be found here: https://www.wikihow.com/Make-Sidewalk-Chalk</p> <p>Use the chalk to write a message on the sidewalk to your neighbors.</p> | <p>Listen to your favorite song and sing along to the lyrics. Teach the song to your family.</p> |
| <p>Listen to someone "famous" read a book online. https://www.storylineonline.net/</p> | <p>Draw a picture of your family doing your favorite summer activity or game. Share it with your family.</p> | <p>Take a walk and see if you can find things in your neighborhood that start with every letter in the alphabet.</p> | <p>The Cleveland Museum of Natural History Watch the video: https://www.cmnh.org/learn/cmnh@home/wildlife-wednesdays/red-tailed-hawk</p> <p>and visit the Cleveland Museum of Natural History. Make a list of 3 adaptations that this species of bird has to help it catch and eat its prey (food).</p> | <p>Look around your house for shapes or take a walk and name the shapes you see in nature. Identify everyday objects that are circles, squares, rectangles and triangles.</p> |
| <p>Using pots and pans at home, make your own drumline for your family</p> | <p>Interview a grandparent or an older relative about what life was like when they were young.</p> | <p>Write down the times at which you eat breakfast, lunch and dinner. Draw the hands on a clock to show these times.</p> | <p>Learn to draw a Minion! https://www.youtube.com/watch?v=b6vg1BQLiI&feature=youtu.be&app=desktop</p> | <p>Build a fort. Read a book inside the fort.</p> |
| <p>Count the number of windows in your home. Count the number of doors. How many windows and doors do you have in all? Do you have more windows or doors? How many more?</p> | <p>List everything you want to do this summer. Cross of each activity after you do it.</p> | <p>Teach your family your favorite dance to your favorite song and make a music video of it.</p> | <p>Go to one of the 'Cleveland' signs around the city and take a photo with your siblings for your photo journal. Write about it. See how many signs you can include in your photo journal.</p> | <p>Draw a map from your front door to your bedroom. Have someone in your family follow the map. Then make a map to help someone find treasure</p> |

Look in the mirror and draw or paint a self-portrait. You may want to take a picture to help you.

The Nature Center at Shaker Lakes
Watch the video:
<https://www.youtube.com/watch?v=KmioGFJmMN4&feature=youtu.be>
Think about an outside space near your home that is changed by people. Draw a picture of the environment. Would this be a good environment for the animals in the video? Why/why not?

REGISTER
Cleveland Public Library
Summer Lit League
Democracy 2020!
#CLELITLEAGUE
<https://cpl.beanstack.org/reader365>

Make a music playlist for your best friend or a family member and be sure to tell them why you selected the music.

Addition War: Use playing cards. Throw down two cards. The person who finds the sum of the two cards first keeps the pair. The person with the most pairs wins.

Use sidewalk chalk to draw a map of the setting in a book you recently read.

Dice Game: You need three dice for this one. A player rolls all three dice at once, then sets the highest die aside. Roll the remaining two, and again set aside the highest. Roll the last die, then add all three together. Each player takes a turn doing this, with the highest score winning the rounds. Play a set number of rounds, or see who can get to a designated number like 100 first.

Use sidewalk chalk to draw two characters from a book you are reading. Write a brief dialog exchange between the characters.

Watch the live video [Owl Puke Dissection](https://www.youtube.com/watch?v=b6vgIIBQLiI&feature=youtu.be&app=desktop)
Think about an outside space near your home that is changed by people (maybe a park people care for, a garden or a construction site). Draw a picture to show what the environment is like. Then, answer the following question: Would this environment make a good home for the animal in the video? Why or why not?

Learn to draw and animate a Minion!
<https://www.youtube.com/watch?v=b6vgIIBQLiI&feature=youtu.be&app=desktop>

Sing and dance to your favorite piece of music. You can record your moves and share.

Menu Math: Use a take-out menu from a local restaurant. Identify the most and least expensive items. Count up the total number of dishes between \$8 and \$12. If you have \$47.23 to spend on a meal how that can be divided equally between each family member so they can each order an item from the menu? Find the weirdest combination of menu items that totals \$36.

Find nouns in the outdoor area you are exploring. Write the nouns in your journal. Then, write an adjective that describes the noun. Write a sentence about what you see that uses the adjective and the noun.

Let's go to the Cleveland Museum of Natural History and learn about [Fossils, Fossils Everywhere!](https://www.cmnh.org/mmfossils everywhere!)
<https://www.cmnh.org/mmfossils everywhere>
Saber-toothed tigers were beefy, muscular cats that lived during the Pleistocene.
Draw your own saber-tooth living in its habitat! Hint: Think about the climate during the Ice Age. What would it look like? What would it eat? Where would it find shelter?

Ohio. Find it Here.
Let's take a virtual field trip to the historic home Stan Hywet in Akron, Ohio.
About Stan Hywet: https://www.youtube.com/watch?time_continue=235&v=Q3tR8yF-kwJU&feature=emb_logo
Virtual Tour of the Manor House: <https://www.stanhywet.org/virtual-tour/#overlay-context=>
After your field trip. Write about your experience in your journal.

Help a parent follow a recipe to make something in the kitchen. Measure all of the ingredients (especially the liquids in the glass measuring cups). Challenge yourself to double the recipe or cut the recipe in half – fractions are everywhere!

Ohio. Find it Here.
Let's take a virtual field trip to the historic home Stan Hywet in Akron, Ohio.
About Stan Hywet: https://www.youtube.com/watch?time_continue=235&v=Q3tR8yF-kwJU&feature=emb_logo
Virtual Tour of the Manor House: <https://www.stanhywet.org/virtual-tour/#overlay-context=>
After your field trip. Write about your experience in your journal.



Theme: Cedar Point

Over the next two weeks complete 10 of the following activities in any order as you take a virtual trip to Cedar Point with your family. This is the first stop in your Summer Enrichment Passport. Every two weeks we will take you to a different location and keep you actively engaged in real world academics. It is also recommended that you continue reading throughout the summer. Find books that interest you and complete an Independent Reading Activity each week.

| Art | Science | Math | Literacy | Music |
|---|--|---|--|--|
| <p>Create an invitation for your family for your tip to Cedar Point. Draw or paint your favorite rides as part of the invitation.</p> | <p>“Designing roller coasters for thrills and safety”</p> <ol style="list-style-type: none">1. Read the article2. Answer questions #1 – 4 <p>After reading the article and answering the questions, watch this short video that explains the physics of a roller coaster: https://ideastream.pbslearningmedia.org/student/code/hamster32501/</p> | <p>Roller Coasters. Visit the Cedar Point website https://www.cedarpoint.com/ and look at the facts for each roller coaster. Which coaster is the tallest? Fastest? Which coaster has the longest ride? Which coaster is has the shortest height? Which one is the slowest? Which one has the shortest ride? Find the difference between the height, speed and time of those roller coasters.</p> | <p>Read this article https://www.usatoday.com/story/travel/experience/america/theme-parks/2018/05/04/cedar-point-steel-vengeance-coaster-opens/578251002/ about Cedar Point’s newest roller coaster Steel Vengeance. Then visit this link to ride the virtual ride. Using the information in the article and your experience of riding the ride, think about your five senses and all that you would experience on Steel Vengeance. Write a 10 – 15 line poem using as much descriptive language as you can to help your reader feel like he or she is riding Steel Vengeance along with you.</p> | <p>Plan your Cedar Point playlist for the long drive. Ask each family member to add a song. How many songs will you need for the trip there and the trip back?</p> |

| Literacy | Art | Social Studies | Science | Math |
|--|--|---|---|--|
| <p>Visit the Cedar Point Shores website for fun on the water. https://www.cedarpoint.com/play/fun-on-the-water Click on the links for the beach, Jet Express, parasailing, wave runners, and more (click the arrow next to wave runners to see more information). Read about the options guests have for water fun. After gathering this information, write a 7 – 10 sentence paragraph informing others about these amenities that Cedar Point offers. Remember to have a topic sentence, details from what you read, and a conclusion sentence.</p> | <p>Use any camera to take a picture of you and your family at Cedar Point, using what you have at home to recreate the experience—perhaps use chairs to create a rollercoaster “scream shot”, or wearing Cedar Point swag.</p> | <p>While standing in line to ride the Rougharou Roller Coaster, you are zapped back to the year 1898. Now instead of waiting to ride the Rougharou, you are waiting to ride the Switchback Railway Roller Coaster. Visit this link https://www.youtube.com/watch?v=8TceKQS1iCE to see pictures of both coasters. Visit this link https://www.youtube.com/watch?v=RuweAtyeUuU to “ride” both.</p> <p>Then do the following additional activities:</p> <ol style="list-style-type: none"> 1. Research to find information about both coasters: <ul style="list-style-type: none"> • Height • Top Speed • Length of tracks • Duration of ride 2. Think of songs that remind you of your roller coaster “rides” and create your playlist. Your list should contain at least two songs for each roller coaster. | <p>“Family Roller Coaster Design Challenge” Together or individually watch the three short videos. https://www.pbslearningmedia.org/resource/midlit1.sci.phys.maf.energ.y/roller-coaster-design/, https://www.pbslearningmedia.org/resource/phyo3.sci.phys.mfe.zcoaste1/designing-a-roller-coaster/ and https://www.pbslearningmedia.org/resource/a1345e3a-6568-4da8-9318-0238ab1f4a26/a1345e3a-6568-4da8-9318-0238ab1f4a26/</p> <ol style="list-style-type: none"> 1. Think about everything you have read and learned. 2. Think about everything you have read and learned. 3. Each family member can design his or her own roller coaster or just build one together that will be a prototype to test the safety of the design. You should use items found around your house. For example, small toy cars, water noodles, Styrofoam, PVC, marbles, paper cups, straws, scraps of wood, etc. <ul style="list-style-type: none"> * Be creative, have fun but most of all be safe. 4. Test your coaster. 5. Make a video of your coaster challenge and test run! *Remember safety first for you and your roller coaster. | <p>Plan your ride. Use Google Map or other map application and find the route from your house to Cedar Point. How many miles must you drive to get there? What will the mileage be to get there and back? About how long does the app estimate your trip to take to get there? If the park opens at 10:00 am what time should you leave your house in order to get there when the park opens? The park closes at 10:00 pm. What time will you get home if you leave the park when it closes? If your vehicle averages 22 miles per gallon of gas, how many gallons of gas will it take to get there? How much gas will you need for a round trip? If gas costs \$1.89 per gallon, how much will the gas cost for a round trip?</p> |



Grades 6-8

Summer Enrichment

May 25-June 5, 2020

| Music | Social Studies | Math | Art | Literacy |
|--|---|---|--|--|
| <p>Show time! Cedar Point has great performances. Check out the shows and find music at home in the style of one of the shows for a virtual show!</p> <p>https://www.cedarpoint.com/play/shows</p> | <p>Did you know that Cleveland residents had an amusement park all their own? Luna Park, called Cleveland's Fairyland of Pleasure, was constructed by Frederick Ingersoll, and opened on May 18, 1905. Visit the links below for information about Luna Park and answer following questions:</p> <p>Luna Park https://case.edu/ech/articles/luna-park</p> <p>Luna Park, Cleveland https://en.wikipedia.org/wiki/Luna_Park,_Cleveland#/media/File:Luna-park-cleveland-entrance.jpg</p> <ol style="list-style-type: none">1. Where was Luna park located?2. When did it close?3. Name five attractions of the park.4. What was Jim Crow Day? | <p>Calculate the cost of the trip. How much will it cost to buy each member of your family a ticket if the price per ticket is \$44.95? How much does it cost to park? Will you pack your meals (lunch and dinner) or will you buy them from a vendor? Plan your packed meals for the whole family and estimate the total cost, or look at Cedar Point's website https://www.cedarpoint.com and choose a meal plan for eating at the park. What will it cost for everyone to purchase the meal plan? The code word to enter in the Cedar Point square on your passport is the name of the meal plan that costs \$14.99.</p> | <p>Create an advertisement for Cedar Point from the perspective of a person your age. It can be a poster, a commercial, even a web app—you choose what you want it to be. Be sure to focus on what things a person your age would love most about a trip to Cedar Point.</p> | <p>Check out all of the rides at Cedar Point on their website https://www.cedarpoint.com/play/rides (or think about your own experiences). Think about what is missing! If you could create any ride to be built at Cedar Point, what would it be? Write a descriptive response giving this ride a name, colors, and details. Is it a rollercoaster? A water ride? Something that spins? Make sure you explain why you make your selections and be creative!</p> |

Designing roller coasters for thrills and safety

By Cricket Media, adapted by Newsela staff on 02.26.20

Word Count **815**

Level **940L**



When riding a roller coaster, you might feel the effects of acceleration. Roller coasters accelerate when they change speed or direction.
Photo: anton5146/ Getty Images

Roller coasters dive, twist and loop through the sky. They may seem scary, but roller coasters are actually very safe. They are designed to balance high-speed thrills with safety. That way, millions of people can ride them each year without any risk of injury.

The Science Of Scary

Roller coaster fans can quote characteristics about their favorite rides, such as the tallest drop, greatest vertical angle and biggest roll. These are the elements that combine to give riders a feel of adventure. What do these elements have in common? They're all measures of change.

Acceleration describes a change in velocity over time. Velocity is the speed of an object in a certain direction. So, there are two ways to accelerate: changing speed or changing direction. This means that acceleration can happen when an object speeds up or changes direction.

By itself, high speed isn't thrilling. It's acceleration that is exciting. Think about flying in an airplane. While in the air, the airplane and all of the passengers are moving hundreds of miles an

hour. But the speed is constant, so no one notices. However, when the speed quickly increases or decreases on takeoff or landing, then people realize how fast they are moving. Roller coasters are designed with this in mind. By changing speed quickly, roller coaster engineers make riders feel the speed.

There are many ways of creating these sensations on a rollercoaster. The most easily recognized change in speed is the very first hill on the ride. Taking off from a stop at the top of the hill, the riders go from zero to max speed. On the other hand, loops and rolls are designed to change the direction of speed very quickly. These elements are usually slower than the first hill, but the change in direction causes a change in acceleration.

Less Than One G: You Fell For It!

The feeling of being pressed into your seat is an effect of acceleration. So is the feeling of floating above your seat. Engineers use the term "g-forces" to talk about these effects. This term describes the force of acceleration on an object in relation to gravity. When you walk around under the usual effects of gravity every day, you experience 1 g. But when you accelerate in the same direction as gravity, it feels like you're weightless, and you experience less than 1 g.

Larry Giles is in charge of engineering at a theme park in Williamsburg, Virginia. He says, "When your body gets less than 1 g, it starts perceiving 'Hey! I'm falling!'" This happens when you come up and over a hill on a roller coaster. You'll feel yourself lift into the air. The feeling transmits a scare factor to your entire body, Giles says.

When acceleration acts in the opposite direction as gravity, the extra force makes you feel heavier. This is called "positive g's." For example, when the roller coaster moves down one hill and quickly up another hill, the riders are forced down into their seats.

Engineers concentrate on maximizing the amount of time riders spend at less than 1 g. Giles explains that positive-g situations happen every day. Something as simple as stepping down a stair may lead to an increase to 2 or 3 g's. Feeling weightlessness is more unfamiliar. The unexpected sensation leads to thrills.

Engineering Thrills

All of these changes in speed make roller coasters exciting, but how much is too much? Engineers have spent decades understanding the human body's response to acceleration. Highly trained astronauts and fighter pilots can tolerate 8 or 9 g's. The most that roller coasters create is 4 or 5 g's.

Roller coaster designers constantly evaluate g-forces at each part of the ride. Powerful computer programs examine how different forces affect riders. They look at the amount of vertical, side-to-side and front-to-back g-forces that riders will experience. Every second of every ride must meet safety standards.

Safety First But Thrills Out Front

Roller coaster designers also use many safety systems to keep riders safe during the action. Jim Seay is the owner of a company that makes theme park rides. Safety is the most important part of every feature of a roller coaster, he says. Every safety element is also redundant. This means that

two or more parts perform the same task. If one part fails, there are still backups to make sure that everything works.

Lap bars and shoulder harnesses are examples of these safety features. But most people do not realize just how secure they are. The systems inside the bars and harnesses have many locks so that if one fails, there are backups, Seay says. "Safety is layered," he explains. Backups to the backups are standard practice.

Everything about a modern coaster is designed to give riders a thrill while keeping them safe. Engineers make sure that riders can scream without worry.

Quiz

- 1 Which answer choice accurately characterizes the human body's reaction to changes in g-force?
- (A) The human body feels weightless with less g-force and heavier with more g-force, but most people cannot tolerate very high g-forces.
 - (B) The human body feels the difference in speed and motion with more g-force, but these changes are harder to feel with less g-force.
 - (C) The human body reacts with fear when g-force changes suddenly and causes people to scream, which is why riders must wear lap bars.
 - (D) The human body reacts with excitement and notes a new speed when g-force changes, which is why fast and straight tracks are best.

- 2 What is the MOST likely reason the author included the comparison between airplanes and roller coasters?
- (A) to suggest that being on an airplane is exactly the same as being on a roller coaster
 - (B) to illustrate the relationship between acceleration and speed with a specific example
 - (C) to illustrate that both put together many passengers who feel nervous and thrilled
 - (D) to explain that people should ride roller coasters before their first trip on an airplane

- 3 Read the following paragraph from the section "The Science Of Scary."

Roller coaster fans can quote characteristics about their favorite rides, such as the tallest drop, greatest vertical angle and biggest roll. These are the elements that combine to give riders a feel of adventure. What do these elements have in common? They're all measures of change.

How does this paragraph contribute to the article's MAIN idea?

- (A) It narrates the experience of roller coaster fans learning about velocity.
 - (B) It elaborates on the contrast between roller coaster drops and angles.
 - (C) It describes the way roller coaster engineers solve design problems.
 - (D) It introduces the effect of changes in motion on roller coaster riders.
- 4 How effective is the concluding section, "Safety First But Thrills Out Front," at closing the topic of roller coaster design for readers?
- (A) It is effective because it emphasizes the steps taken to make sure riders are safe as they experience the forces and thrills described in the article.
 - (B) It is effective because it elaborates on the differences between the roller coasters that are being designed today and those that were built in the past.
 - (C) It is not effective because it indicates that there are multiple safety features on each roller coaster but fails to explain why they are there.
 - (D) It is not effective because it introduces a new idea about safety on roller coasters but fails to explain how it relates to the idea of design.

Middle School: Independent Novel Activities for Summer Reading

Directions: Choose an activity to complete each week

1. **Dear Classmate:** Email, text, or call a friend. Tell them what you are reading and details about characters, plot, and setting – both time and place.
2. **Write a postcard to the author or one of the characters:** Take on the voice of your favorite or least favorite character in the book, and write to the author or another character about something that has occurred in the novel thus far. Are you happy about it? Sad? Confused? Remember that a postcard is not very large. Make the most of the words and sentences that you choose to write. Add in descriptive details and try to capture the tone of the character.
3. **Billboard:** While you are probably not that far yet in your novel, think about some of the most compelling moments thus far. Can you capture that in images either through your own drawings or pictures that you find online or in magazines? Make a billboard advertisement for your book.
4. **Write a Haiku about the novel:** Remember the rules for a Haiku: The entire poem consists of three lines and 17 syllables. The first line is 5 syllables, the second 7 syllables, and the third is 5. Haikus typically connect to nature.
5. **Fictional Friends:** Who of the characters would you want as your friend? Write a journal response identifying the character and reasons you would want him or her as your friend.
6. **What if:** Write about or call a friend and talk about how the story would differ if the characters were something other than they are.
7. **Time Machine:** instead of you traveling into the book, write a scene where the characters travel out of the book into today.
8. **Reader response:** Pick the most important word/line/image/object/event in the chapter and explain why you chose it. Be sure to support all analysis with examples.



9. **Convention Introduction:** You have been asked to introduce the book's author to a convention of English teachers. What would you say? Write and deliver your speech.
10. **Sing me a song:** Write a song from any music genre or a ballad about the story, a character, or an event in the book.
11. **Write your own:** Using the themes in the story, write your own story, creating your own characters and situation. It does not have to relate to the story at all aside from the theme.
12. **Open mind:** Draw an empty head and inside of it draw any symbols or words or images that are bouncing around in the mind of the character of a story. Follow it up with writing or discussion to explain and explore responses.
13. **Change the Point of View:** Write a journal response about how the novel would change if it were from a different point of view. If it is in first person, change it to third person, etc.
14. **That was then, this is now:** After reading the text, create a Before/After list to compare the ways in which characters or towns have changed over the course of the story. Then, write a paragraph explaining reasons why these changes occurred.
15. **Daily edition:** Using the novel as the basis for your stories, columns and editorials, create a newspaper or magazine based on or inspired by the book you are reading.



Grades 6-8 2020 Summer Enrichment Passport

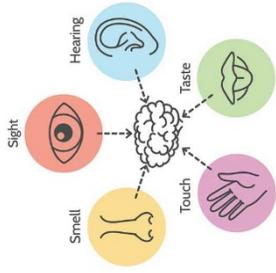
Every two weeks we will take you to a different location and keep you actively engaged in real world academics. When you complete each visit, you will mark off that location on your passport with a code word. You will find the code word in one of the activities that you complete on your trips biweekly. We hope you enjoy your virtual visits around the state of Ohio. Bring your completed passport to class the week of August 17th so we can share what we've learned.

| | |
|---|---|
| <p>May 25-June 5, 2020</p>  | <p>June 8-June 19, 2020</p>  |
| <p>June 22-July 3, 2020</p>  | <p>July 6-July 17, 2020</p> <p>Cleveland Museum of NATURAL HISTORY</p>  |
| <p>July 20-July 31, 2020</p>  | <p>August 3-August 14, 2020</p>  |

Student Name _____

Theme: Cedar Point

Over the next two weeks complete the following activities in any order as you take a virtual trip to Cedar Point with your family. This is the first stop in your Summer Enrichment Passport. Every two weeks we will take you to a different location and keep you actively engaged in real world academics.

| | | | |
|---|--|---|--|
| <p>Art</p> <p>Create an invitation for your family for your trip to Cedar Point. Draw or paint your favorite rides as part of the invitation.</p> <p>Example:</p> <p>Look at how the invitation is written and decorated.</p>  | <p>Draw or paint</p>  | <p>Think about the rides you've been on at Cedar Point.</p> <p>Go to:</p> <p>www.cedarpoint.com.</p> <p>Click "Play". View the rides and pictures of each ride.</p> <p>Draw or paint them on your invitation.</p>  | <p>Write and create your invitation.</p> <p>Write 4 of the 5W's!</p> <p>Include who, what, where, & when.</p> <p>Decorate your invitation.</p>  |
| <p>Literacy</p> <p>Watch:</p> <p>Watch the video link: https://www.youtube.com/watch?v=g8K4ep1UMoU.</p> <p>Listen to the sounds of the ride and the noises that people make.</p> <p>Think about your five senses and all you would experience while watching the video.</p>  | <p>The 5 senses</p>  <p>The key element to good descriptive writing is using all five senses.</p> | <p>Write:</p>  <p>Write a 10 - 15 line poem using as much descriptive language as you can to help your reader feel like he or she is riding Steel Vengeance along with you. Use what you highlighted in the article and create your poem.</p> <p>Example:</p> <p>Non-descriptive to descriptive language It was cold. → The air was frigid and I couldn't feel my ears.</p> | <p>Example:</p> <p>GREEN GIANT</p> <p>There lived a green giant whose name was Sam. His hair was the color of strawberry jam. He had one brown and one blue eye, And a beard the color of pumpkin pie. His coat and pants were oh so bright, Like a peppermint stick all red and white. His socks were as yellow as lemon pop. His shoes were as brownies as chocolate drop. His hat was the color of gingerbread. With a tall, tall feather of raspberry red.</p> <p>Notice how the poem:</p> <ul style="list-style-type: none"> • Rhymes (example Sam and Jam.) • Has 10 lines. • Describes the noun (example: in line 7, the noun "sock" is yellow as a lemon pop.) |

Art



Use any camera to take a picture or a selfie of you and your family at Cedar Point, using what you **have at home** to **recreate** the experience—perhaps use chairs to **create a rollercoaster “scream shot”**, or wearing Cedar Point swag.



Science

“Energy in a Roller Coaster”

1. **Read** the background information that explains how energy is transferred in the design of roller coasters.
2. **Launch** the **interactive simulation:** [Energy in a Roller Coaster Ride](#)
3. **Think** about and **answer** the discussion

4- Corner Vocabulary Graphic Organizer

Steps:

1. **Watch a short** you tube video on Energy transfer: <https://youtu.be/87E0DKs5bok>
2. After watching the video **look** at the **example** and **complete** the following **4 corner vocabulary organizer** go to this website for help with the vocabulary organizer and for pictures as well: <https://examples.yourdictionary.com/>
3. Use a notebook or black paper to create and complete a 4-corner vocabulary organizer for the following words: *potential energy, mechanical energy, thermal energy*

Example:

| | |
|--|--|
| <p>Illustration</p>  | <p>Sentence A bowling ball has kinetic energy when it is moving. When it strikes the pins, some of that energy is passed on to the pins.</p> |
| <p>Definition the energy of a body that results from its motion</p> | <p>Vocabulary Word kinetic energy</p> |

High School: Summer Online Learning Options

| | |
|----------------|---|
| ELA | <ul style="list-style-type: none"> • CommonLit.org : • Study Island.com • NewsELA.com • Exact Path https://login.edmentum.com/ • Imagine Learning 9th-10th grade https://www.imaginelearning.com/ • Facing History https://www.facinghistory.org/topics |
| Math | <ul style="list-style-type: none"> • Khan Academy.org • CK12.org • Study Island.com • Imagine Math (through geometry) https://math.imaginelearning.com/users/sign_in • Exact Path https://login.edmentum.com/ |
| Science | <ul style="list-style-type: none"> • Khan Academy.org • CK12.org • Study Island.com • McGraw Hill - Clever • NewsELA.com |
| Social Studies | <ul style="list-style-type: none"> • Khan Academy.org • Study Island.com • McGraw Hill - Clever • NewsELA.com • Facing History https://www.facinghistory.org/topics • CK12.org |
| AP Courses | <ul style="list-style-type: none"> • College Board https://www.collegeboard.org/ |

High School: Summer Enrichment Suggestions May 25 – June 5

- **Spend a little time each day reinforcing skills you learned throughout the year by working in any of the online options in the menu above.**
- **The College Board suggests these 5 options for high school students to stay on track during the summer:**
 1. Get hands on experience through a paid job, volunteer work, or an internship. There are plenty of virtual options available for students to get involved and gain experience. Summer work allows you to gain new skills and looks good on a college application.
 2. Take a class. Summer is the perfect time to learn a new language or deepen your skills in a subject you love. The Cleveland Public Library offers free courses for individuals with library cards. Some of the courses include Rosetta Stone, web design, and accounting. Visit <https://cpl.org/eventsclasses/online-courses/> to see all available courses.
 3. Join or form a book club. A book club is a great way to become comfortable sharing your thoughts in a group setting. You could begin by reading the grade level book sent to you by CMSD. 9th graders are reading Chains; 10th graders are reading The Skin I'm In; 11th graders are reading Becoming Maria; 12th graders are reading I Will Always Write Back.
 4. Keep a journal. We are going through an unprecedented time right now, and writing about what you are experiencing and feeling is a great way keep in touch with your emotions as well as maintain your writing skills. Try adding photos to your journal as well. Having the visual image will help to spark your creativity as you write about your experiences.
 5. Read the news. Reading is a great way to build your vocabulary, expand your knowledge, and learn to analyze text. Reading the news helps to make you an informed citizen.

- **Complete the Racial Equity and Social Justice Challenge from the YWCA**

Each week presents a different topic with daily challenges. Weeks 1 and 2 are centered around voting and education. Follow this link to participate in the challenge: <https://www.ywcaofcleveland.org/2020-21-day-racial-equity-and-social-justice-challenge/>

- **Research a college of your choosing: The College Board suggests the following 10 ways to learn about a college online.**
 1. Take a virtual tour to learn things like the size of the campus and the makeup of the student body.
 2. Visit the college's social media pages to learn about everyday life at the school.
 3. Browse the course catalogue to see what is offered and what courses are required for each major.
 4. Visit an academic department to look at a posted syllabus and learn something about the professors.
 5. Investigate what support services - such as tutoring, writing or career-planning are offered.
 6. Look into housing options to see what is available for freshmen and upper classmen.
 7. Visit the online library to find out what databases the college uses.
 8. Explore the dining options.
 9. Read the school newspaper to find out about local events.
 10. Contact alumni or current students to find out additional information about the college.
- **Read the following article from The College Board to help you begin thinking about different career options:**

Exploring Careers Step-by-Step

Which Jobs Are Right for You?

Deciding what career you want to pursue is exciting. But because there are so many career paths it can be hard to choose. You might read about a court case in the news and want to be a trial lawyer. Then, after you watch a wildlife documentary, becoming a marine biologist might seem like a good idea.

How do you decide which to choose, or even where to start? Here's an activity that can help you explore the possibilities. You'll gain more than a better understanding of various jobs; you'll also learn something new about yourself.

To come up with ideas for potential careers, think about people you've met with interesting jobs.

Step 1: Think about what interests you.

Divide a page into four columns. Label the first two columns "Interests" and "Job Ideas." In the first column, list your interests, such as children or sports. Then in the second column, list jobs that have something to do with each interest.

Step 2: Consider how to get there.

Label the third column "Requirements." No, you don't have to plan your whole life right now, but it's good to know what skills, classes and degrees different jobs require.

You might discover that you don't like any of the courses needed to complete a college major that would prepare you for one of the jobs on your list. To get information about education requirements for different jobs, use [Major and Career Search](#).

Step 3: Try it out.

Label the last column "Things I Can Do Now" and list ways of getting a feel for what one of the jobs on your list is really like. You can choose some of these ideas or come up with your own:

- Volunteer where you're likely to meet someone who has one of the jobs you're interested in.
- Look into a paid or unpaid internship.
- Accompany someone working in that field to see what a day on the job is like.
- Conduct research at the library or on the Web.
- Find a mentor who can give you perspective and advice.
- Talk to family members and friends who work in those careers or know others who do.

Once you've gotten a better feel for a career, decide whether you still want to keep it on your list. Even if you decide to cross it off, you'll have gained valuable insight into what you might like to do.

Specialized
Learning Supports





MENU OF LEARNING OPPORTUNITIES FOR ENGLISH LEARNERS

During the summer months, we are encouraging students to continue practicing English in all language domains (Reading, Writing, Listening, and Speaking). Use Imagine Learning on a daily basis for additional language practice. The following are some areas in which your children may benefit from in practicing academic language.

| Language Domain | Ways to Practice Language Domains at Home |
|--|---|
| <p>Reading <i>This domain refers to the ability of comprehending English through reading.</i></p> | <ul style="list-style-type: none"> • Watch TV shows, movies, or your favorite YouTube channel in English and display subtitles. This will allow you to listen and read the words that are being spoken. • Have your child read various types of literature through read aloud, shared reading, and independent reading for at least 20 minutes per day. • Ask your child questions about what he or she read in the book, magazine, website. • Label items in your house in English and native language for your child to identify them. • Practice reading sight words, flashcards, and or word families. • Read with your child chapter books, fairytale stories, poetry, comic books, non-fiction and informational text. |
| <p>Writing <i>This domain refers to the ability of expressing ideas and thoughts about a topic in English.</i></p> | <ul style="list-style-type: none"> • Have your child keep a summer writing journal to practice writing in English fluently. • Have your child write letters or postcards to family members in English. • Have your child keep a weather log to write about weather changes. • Have your child write about how they feel on a particular day or event that they have experienced. • Have your child write about their pet and how they take care of their pet. • Have your child write about their favorite food or recipe they would like to try. • Have your child write songs, poems, and their favorite song. |
| <p>Listening <i>This domain refers to receiving and identifying sounds of speech and processing them into words and sentences in English.</i></p> | <ul style="list-style-type: none"> • Have your child listen to Read to Me online books and audio books https://www.getepic.com/students • Watch TV shows, movies, or your favorite YouTube channel in English. • Listen to the radio in English. • Listen to podcasts and YouTube videos about a topic that interests them. • Use active listening skills (paying close attention to what you are listening to). • Have your child record themselves reading a book and listen to themselves attentively while reading. |
| <p>Speaking <i>This domain refers to deliver and express ideas and thoughts verbally in English.</i></p> | <ul style="list-style-type: none"> • Practice conversational English with pretend play of ordering at a restaurant, going on a trip, asking for directions. • Help your child improve their speaking skills by talking to themselves in English. • Standing in front of a mirror and speaking in English for two to three minutes about a specific topic. • Try saying English tongue twisters. You can find those by going to the following website: https://www.fluentu.com/blog/english/tongue-twisters-in-english/ • Watch TV shows or your favorite YouTube channel in English and repeat. • Sing and read the lyrics to English songs. • Have your child tell you a story in English about favorite character in a book or movie. • Have your child describe their favorite sports, hobby, or activities in English. |

Stay tuned! We will be sharing more ideas during the summer!

MENÚ DE OPORTUNIDADES DE APRENDIZAJE-ESTUDIANTES DE INGLÉS COMO SEGUNDO IDIOMA.

Durante los meses de verano, estamos animando a los estudiantes a seguir practicando inglés en todos los dominios de idiomas (Lectura, Escritura, Escuchar y Hablar). Utilice Imagine Learning a diario para una práctica de idiomas adicional. Las siguientes son algunas áreas en las que sus hijos pueden beneficiarse en la práctica del lenguaje académico.

| Dominio del Idioma | Formas de Practicar el Lenguaje en el Hogar |
|---|--|
| <p>Lectura <i>Este dominio se refiere a la capacidad de comprender el inglés a través de la lectura.</i></p> | <ul style="list-style-type: none"> • Ver programas de televisión, películas, o su canal favorito de YouTube en inglés y mostrar subtítulos. Esto le permitirá escuchar y leer las palabras que se están pronunciando. • Pida a su hijo que lea varios tipos de literatura a través de la lectura en voz alta, la lectura compartida y la lectura independiente durante al menos 20 minutos al día. • Haga preguntas a su hijo acerca de lo que leyó en el libro, la revista y el sitio web. • Etiquete los artículos de su casa en inglés y en idioma nativo para que su hijo los identifique. • Practique la lectura de palabras a la vista, tarjetas y o familias de palabras. • Lea con su hijo libros de capítulos, cuentos de hadas, poesía, cómics, no ficción y texto informativo. |
| <p>Escritura <i>Este dominio se refiere a la capacidad de expresar ideas y pensamientos sobre un tema en inglés.</i></p> | <ul style="list-style-type: none"> • Pida a su hijo que lleve un diario de escritura de verano para practicar la escritura en inglés con fluidez. • Pida a su hijo que escriba cartas o postales a los miembros de la familia en inglés. • Pida a su hijo que guarde un registro del tiempo para escribir sobre los cambios climáticos. • Pida a su hijo que escriba acerca de cómo se siente en un día o evento en particular que haya experimentado. • Pida a su hijo que escriba sobre su mascota y cómo cuida de su mascota. • Pida a su hijo que escriba sobre su comida o receta favorita que le gustaría probar. • Pida a su hijo que escriba canciones, poemas y su canción favorita. |
| <p>Escuchar <i>Este dominio se refiere a recibir e identificar sonidos de voz y procesarlos en palabras y oraciones en inglés.</i></p> | <ul style="list-style-type: none"> • Pida a su hijo que escuche libros y audiolibros en línea de Read to Me https://www.getepic.com/students. • Ver programas de televisión, películas, o su canal favorito de YouTube en inglés. • Escucha la radio en inglés. • Escucha podcasts y videos de YouTube sobre un tema que les interesa. • Usa habilidades de listado activas (prestando mucha atención a lo que estás escuchando). • Pida a su hijo que grabe leyendo un libro y que se escuche atentamente mientras lee. |
| <p>Hablando <i>Este dominio se refiere a entregar y expresar ideas y pensamientos verbalmente en inglés.</i></p> | <ul style="list-style-type: none"> • Practica inglés conversacional con el juego simulado de pedir en un restaurante, ir de viaje, pedir direcciones. • Ayude a su hijo a mejorar sus habilidades para hablar hablando consigo mismos en inglés. • De pie frente a un espejo y hablando en inglés durante dos o tres minutos sobre un tema específico. • Intenta decir traba-lenguas en ingles. Puede encontrarlos visitando el siguiente sitio web: https://www.fluentu.com/blog/english/tongue-twisters-in-english/ • Ver programas de televisión o su canal favorito de YouTube en inglés y repetir. • Canta y lee la letra de las canciones en inglés. • Pida a su hijo que le cuente una historia en inglés sobre el personaje favorito en un libro o película. • Pida a su hijo que describa sus deportes, pasatiempos o actividades favoritas en inglés. |

¡Estén atentos! ¡Compartiremos más ideas durante el verano!

Menu of Learning Opportunities for Special Kids

For the month of June, our theme is **practice, practice, practice!** Kids with special learning and behavior needs will benefit from lots of opportunities to practice using the reading, writing, math, and social-emotional skills that they were developing in school throughout the year.

Practicing skills in reading, writing, math, and social-emotional learning can be easy and fun, if you know where to look! Use the District's available tools and resources to help with practice opportunities.

- Use ExactPath to practice skills at your child's current level of performance.
- Use Imagine Learning in language and math for additional practice.
- Khan Academy (www.khanacademy.org) has daily learning schedules with links to videos.

Here are some low-cost, low-preparation activities that you and your child can do at home in key skill areas. Review your child's Individualized Education Plan (IEP) to determine the best activities to focus on.

| Area of Need | Ways to Practice Skills at Home |
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| <p>Basic Reading <i>Practice sounds, letters, and reading words.</i></p> | <ul style="list-style-type: none"> • Practice naming rhyming words, words that begin with the same sound, and words that have the same medial vowel sounds (such as <i>cat</i> and <i>mop</i>). • Practice making and reading words using Scrabble tiles, magnetic letters, or letter cards. • Practice word attack skills by writing made up words (such as <i>plip</i>) and having your child read them. |
| <p>Reading Fluency <i>Practice reading out loud accurately and at a natural pace.</i></p> | <ul style="list-style-type: none"> • Use sight word flash cards to practice reading words quickly. • Read books, articles, and environmental print (signs, etc.) out loud together (this is called <i>choral reading</i>, or have the child repeat after you as you read (this is called <i>echo reading</i>). |
| <p>Reading Comprehension <i>Practice thinking about text, and build background knowledge and vocabulary to make reading easier.</i></p> | <ul style="list-style-type: none"> • Read a book together and discuss it. Ask the child what just happened in the story. Ask the child to think about what the main character could have done differently. Ask the child to describe what they see in their mind when reading the story. Build vocabulary by having your child name objects in the real world and in pictures. Encourage the use of specific vocabulary – for example, instead of saying “dog,” have your child describe the dog as a “beagle with a black nose and floppy orange ears.” • Build content knowledge by watching science and history videos on websites and apps such as BrainPop, Noggin, or National Geographic. |

| Area of Need | Ways to Practice Skills at Home |
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| <p>Math Calculation Practice mental math and memorizing facts.</p> | <ul style="list-style-type: none"> • Use math flash cards to practice facts. • Practice mental math with place value. For example: “What is $100 + 20 + 3$?” (123) • Have child think of as many ways to get to a number as possible. For example: you can get to 24 by adding $23 + 1$, $22 + 2$, $21 + 3$... or you can subtract $50 - 26$... or you can multiply 6 times 4.... There are many possible answers! |
| <p>Math Problem-Solving Practice solving problems that involve math concepts.</p> | <ul style="list-style-type: none"> • Use a calculator to add prices at the store. • Use measuring tools at home (scale, ruler, measuring cup, timer). Before measuring an object’s weight, length, or volume, have your child estimate what the answer will be. • Count money (real or pretend). • Play number games such as Sudoku. |
| <p>Written Expression Practice writing for fun and for information.</p> | <ul style="list-style-type: none"> • Have child write a story to match a self-made drawing or photograph. • Have child journal about their day and how they are feeling. • Have child build sentences with word cards. |
| <p>Speaking and Listening Practice having conversations and telling stories.</p> | <ul style="list-style-type: none"> • Have your child reminisce about fun experiences they have had. Ask for as many details as they can remember! • Practice two-way conversation by asking questions of your child, then having the child respond, and then having the child ask a follow-up question of you. |
| <p>Self-Management, Self-Determination, and Self-Advocacy Practice tasks that the child can learn to do independently.</p> | <ul style="list-style-type: none"> • Teach a child a task, and practice it with them until they can do it on their own. Then give them ownership of this task in the household. Be sure to give them lots of praise and feedback to do it right! • Role-play with your child to help them solve problems by thinking of possible solutions, considering the pros and cons of each solution, and then choosing the best solution. • Provide child with choices whenever possible. 2 choices is enough to build a child’s feelings of independence and self-determination. |

Stay tuned for more enrichment activities for CMSD’s special learners – we will share more ideas throughout the summer!

Summer Enrichment for Students with Significant Cognitive Disabilities

Throughout the summer the district will be providing you with recommendations for activities to complete at home to sharpen your child's skills and practice what they already know.

Looking at your child's IEP, identify skills that you would like to work on with him/her. Please use the choice board below as a guide for suggested activities for your child to complete. Most activities will need some level of support or prompting, but students may be familiar with recommended websites due to daily classroom use. Throughout the summer try decreasing the level of support to increase your child's independence. Many activities below can be completed each day or every couple days to create a routine. Recommended activities will be updated and added to with each update that is sent out.

CMUSD Low Incidence Teachers will continue to provide videotaped lessons on WUAB every Friday through the summer months! Replays can be found on the Cleveland Metropolitan School District YouTube page.

*Please see a list below the choice board of recommended websites that many CMUSD Low Incidence teachers utilize within daily classroom instruction. *

| Math | Reading | Writing | Science / Social | Art / Music / Motor |
|---|--|--|--|--|
| <p>Counting/adding practice: Race to 100! (or 10 or 20...) Play a game to count. Use a pair of dice, give each player 1. Take turns rolling. Write down the number, adding to what you have each time. The first to 100 (or designated number) wins!</p> | <p>Reading and Comprehension: Read a book at home with your family or caregiver. Identify: Who are the characters? Where did it happen? What happened at the beginning, middle and end?</p> | <p>Writing Practice: Tell an adult a sentence about your day and they will write it. If you can, trace or copy the sentence and draw a picture to go with it.</p> | <p>*Daily Activity*</p> <ul style="list-style-type: none"> Check the daily weather report via newscast or online. Compare the forecast to the actual weather Document the temperature on a graph | <p>*Daily Activity* Visit https://tinyurl.com/y8xo9ddt and select one activity from Occupational Therapy (fine motor) and one from Physical Therapy (gross motor) to do independently or as a family</p> |
| <p>Patterns: Create a pattern using toys, cards, or other items commonly found around the house</p> | <p>Reading Fluency: Read a story to a stuffed animal or pet. Read the words if you can. If not, tell what is happening in the pictures and use your imagination.</p> | <p>Independent Writing Practice: Write a sentence or story on your own. Make sure to include a capital letter and ending punctuation (".", "?", "!", "!"")</p> | <p>Map Skills: With support go to www.maps.google.com and put in your address. How far away do you live from your school?</p> | <p>Music Listen to a school appropriate song and create a picture about what you hear. Use different tools (scissors, crayons, paper, glue) to work on fine motor skills</p> |

| Math | Reading | Writing | Science / Social | Art / Music / Motor |
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| <p>Make Math Fun: Choose a board or card game to play with your family or caregiver. (not electronic) Many board games involve math calculation, probability</p> | <p>Listening Comprehension: Visit: www.storylineonline.net To listen to a story with your family or caregiver. Ask questions to your child about what was read to them.</p> | <p>Written Expression: Make a card for someone in your family or community. Mail it or doing a social-distancing drop off to them.</p> | <p>Museum Exploration: Visit a museum, zoo or aquarium online and take a tour. Just Google: free museum (or zoo, or aquarium) virtual tours and have fun!</p> | <p>Movement and Mindfulness: Sign up for a FREE account at www.gonoodle.com Each day, select a different education video that will both get you moving and help you learn</p> |
| <p>Sorting Practice/Life Skills: Using items around the home, create a sorting activity. The possibilities are endless: toys, blocks, books, etc. <i>For older students:</i> work on laundry and kitchen skills with sorting appropriate materials.</p> | <p>Sight Word Recognition/Life Skills: Have your parent/guardian make word cards for items around your house. Read the cards with them and then label the item in the house.</p> | <p>My Information/Life Skills: Practice writing/copying/tracing your first and last name, phone number, and address.</p> | <p>Cooking/Life Skills: Make a meal using visual recipes. Go to the Accessible Chef website www.accessiblechef.com to find a bank of recipes with visuals attached that can be completed as a family.</p> | <p>Media/Art Create a picture that shows what your classroom looks like. Label where your desk and your teacher's desk are.</p> |

Websites Commonly Used in CMSD Low Incidence Classrooms:

- CMSD YouTube page: https://www.youtube.com/channel/UCIk_itomOHTmC-f1xE50-5A
- Geography and Habitats: www.kids.nationalgeographic.com – National Geographic Kids
- Math: <https://tinyurl.com/y83l67xj> - Adapted Mind educational website (free log-in)
- Movement: www.gonoodle.com – GoNoodle: a movement and mindfulness website with hundreds of
- Occupational and Physical Therapy: <https://tinyurl.com/y8xo9ddt> - CMSD OT/PT Enrichment Website
- Reading: www.storylineonline.net – Storyline Online: streaming videos of actors reading books



Special Education
and Intervention Services