

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	Easter Monday	Activities: Area of Composite Figures (Lesson 10.4 Reteach) and Area of Composite Figures (Lesson 10.4 Additional Practice)	Khan Academy Video: "Slicing a Rectangular Pyramid" Activity: Describe and Analyze Cross Sections of Prisms and Pyramids (11.1 Reteach)	ck-12 Videos: "Surface Area of a Cube or Cuboid – Overview" "Surface Area of a Triangular Prism" Activity: Derive and Apply Formulas for Surface Area of Cubes and Right Prisms (11.2 Reteach)	Read from ck-12: "Volume of Rectangular Prisms" Watch embedded video and do review problems
Physical Education (15 Minutes)		Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout
English Language Arts (60 Minutes)		Reading Comprehension: Wit and Wisdom Lesson 4 part 2 Reading Comprehension: Commonlit: "Theseus and the Minotaur" text and questions (Print copies available at meal sites). Springboard Grammar: Active and Passive voice (Print copies available at meal sites) Grammar Practice: Click Here for Khan Academy	Reading Comprehension: Wit and Wisdom: Lesson 5 part 1 Reading Comprehension: Commonlit "The Underground Railroad" text and questions And paired text questions from "Theseus and the Minotaur" and "The Underground Railroad" (Print copies available at meal sites)	Reading Comprehension: Wit and Wisdom: Lesson 5 part 2 Vocabulary Practice: membean.com/enroll?t=CLEVMID and enter code: CLEVMID Membean can be accessed from any device – including a smartphone. Follow directions to enroll in your class, and answer the "calibration" questions to get your own personalized word list.	Reading Comprehension: Wit and Wisdom: Module 4 Lesson 1 Vocabulary Practice: Click Here for Membean.com and continue to work with your personalized word list. Writing Practice: Writable Assignment 2 Select: Argument Skills Activity Middle School – Provide a conclusion writing. (Print

Weekly Enrichment Plan: Week of April 13

Grade: 6

<p>Art (15 Minutes)</p>		<p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p>Springboard Grammar: Parallelism (Print copies available at meal sites)</p> <p>Grammar Practice: Click Here for Khan Academy</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, or call a friend and tell him or her about what you read as well.</p>	<p>Writing Practice: Writable Assignment 2 Select: Argument Skills Activity Middle School – Provide a conclusion writing. (Print copies also available) *This assignment will take more than 1 day</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, or call a friend and tell him or her about what you read as well.</p>	<p>copies also available) *This assignment will take more than 1 day</p> <p>Independent Novel Reading: Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>
	<p>Art (15 Minutes)</p>	<p>Music Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?</p>	<p>Art Free draw/paint/build Create something new from imagination or take inspiration from objects you see every day.</p>	<p>Music Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?</p>	<p>Art Free draw/paint/build Create something new from imagination or take inspiration from objects you see every day.</p>

<p>Science (30 Minutes)</p>		<p>Topic: Earth's Water Water and It's Properties Activity</p> <p>Read the text below and then complete the Symbol and Metaphor Handout</p> <p>Political Cartoons Political cartoons are expressions of opinions that use all sorts of emotional appeals and other techniques to persuade others to accept those opinions.</p>	<p>Topic: Earth's Water Ocean Currents Activity</p> <p>Click Here to read and complete Visual Distortion Worksheet</p>	<p>Topic: Earth's Water Human Impact on Water Mix and Match Activity</p> <p>Click Here to read and complete Iron Words & Images Worksheet</p>	<p>Topic: Earth's Water Human Impact on Water Activity</p> <p>Read the following editorial in favor of social distancing. Do you agree with the article? Explain your answer. Social Distancing Required, Emotional Connections Needed</p>
<p>Social Studies (30 Minutes)</p>		<p>Emotion Check-In Share your feelings with someone or journal about school being closed.</p>	<p>Self-Awareness Write a compliment to yourself and keep it to look at later.</p>	<p>Empathy & Communication Leave a kind note somewhere for a family member to find.</p>	<p>Self-Awareness Make a list of things for which you are grateful.</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p> <p>Student Daily Check-Off (check off each activity that you completed)</p>	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> SEL/Reflection

Suggested Daily Schedule: Grades 6-8

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:45 am	Mathematics
9:45- 10:00 am	Physical Activity
10:00– 10:45 am	English Language Arts – Reading Comprehension
10:45 – 11:00 am	15-Minute Break
11:00 – 11:15 am	Art
11:15 am – 12:00 pm	English Language Arts - Novel
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Science
1:30-1:45 pm	15-Minute Break
1:45-2:15 pm	Social Studies
2:15-2:30 pm	Social-Emotional Learning/Reflection

Family Suggestions

Parent Suggestions	Student Suggestions
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiarize yourself with your child's learning calendar. <input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments. <input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback. <input type="checkbox"/> Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback. <input type="checkbox"/> Remind your child to take frequent breaks to stay focused. <input type="checkbox"/> Consider designating a dedicated workspace to maximize time on task and facilitate learning. 	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete work on your suggested learning calendar. <input type="checkbox"/> Put in your best effort when completing tasks and assignments. <input type="checkbox"/> Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline. <input type="checkbox"/> Let your teacher know if you have access to a phone or computer. <p>How can I stay organized?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback. <input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time. <input type="checkbox"/> Find a quiet place to complete your work.

<p>Individual Support</p>	<p>Individualizing Supports</p> <ul style="list-style-type: none"> • See “Individualizing Supports for Students” for more information on how to support your child at home with these assignments. • Additional materials are available online and at school meal sites: <ul style="list-style-type: none"> • “Specially Designed Instruction for Students with IEPs” packets with instructional routines that can be used at home to address students’ IEP goal areas. • Materials and resources for students with life skills needs and significant disabilities will also be available.
<p>English Language Learners</p>	<p>Enrichment Packet</p> <ul style="list-style-type: none"> • Daily language learning is important! The following links/resources are available for students to access daily. • ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas. • Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupa ta mafunzo ya lugha ya kila siku. • दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्। <p>مهم ! الروابط / الموارد التالية متاحة للطلاب للوصول إلى تعلم اللغة اليومية.</p>

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading

Before Reading:

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

During Reading:

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
 - Who was the story/passage about?
 - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
 - What did the character(s) learn?
 - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
 - When did the story/passage occur? This would be most important for informative and historical passages
 - Where did the story/passage occur?
 - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
 - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
 - Bake something and have your child measure out all of the ingredients for the recipe.
 - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
 - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
 - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
 - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
 - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
 - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
 - Yahtzee: basic addition
 - Connect Four, Othello: problem solving, and strategic thinking
 - Puzzles: perfect for working on spatial awareness, which is key to geometry
 - Monopoly: have your child be the “banker” to work on money skills
 - Battleship: graphing coordinates
 - Uno: use numbers on cards to create calculation problems

For Students Who Struggle with Focus, Attention, and/or Study Skills

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.