



Mountain View
Whisman
School District

Summer Learning in MVWSD

June 2020





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Alignment and Purpose

Alignment to SP2021

Goal 1

- Every Student will be prepared for high school and 21st Century citizenship

Goal 2

- Achievement gaps will be eliminated for all student groups in all areas

Purpose of Summer Learning Plans

- Provide students additional opportunities to practice skills in reading and mathematics over the summer
- Provide families with some enrichment activities and an optional schedule for the summer.



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Summer Learning Plans

Summer Learning Plans

- Summer Learning Plans have been developed for students entering grades K-9
 - Many thanks to the team at Los Altos Elementary for sharing their plans and letting us use some of their content and format
- Summer learning will begin the week of June 15 and will end on July 18th
- Each plan contains the following:
 - A sample schedule
 - Reading activities and links to free online books
 - Math activities and tools to support learning (number lines, hundred charts, multiplication tables etc.
 - Links to i-Ready
 - Enrichment activities posted each week based on the skills in the District's Profile of a Graduate

Summer Learning Plans

- The District is planning to hire 2 teachers per school to support students over the course of the 5 week summer program
- The plans will be posted on the District website and all school sites will create a google classroom for summer learning
- Teachers will add students to the google classroom if requested so that teachers can schedule Zoom check-ins and office hours as well as to allow students to share projects and learning
- Families also have the option of participating on their own



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Learning Plan Samples

Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Profile of a Graduate Activities	Profile of a Graduate Activities	Profile of a Graduate Activities	Profile of a Graduate Activities	Profile of a Graduate Activities
30 minutes reading	30 minutes reading	30 minutes reading	45 minutes reading	30 minutes reading
Break*	Break*	Break*	Break*	Break*
30 minutes math	45 minutes math	30 minutes math	30 minutes math	30 minutes math

Sample Schedule

READING: 30-45 Minutes Per Day	EACH DAY <ul style="list-style-type: none">● Read with a focus● Complete either a reading review task or reading practice task● Review and practice on i-Ready
MATHEMATICS: 30-45 Minutes Per Day	EACH DAY <ul style="list-style-type: none">● Review and practice on Khan Academy and/or i-Ready EACH WEEK <ul style="list-style-type: none">● Work on a Youcubed creative math project
Profile of a Graduate: All the time you want to spend	EACH DAY <ul style="list-style-type: none">● Participate in the daily POG activities



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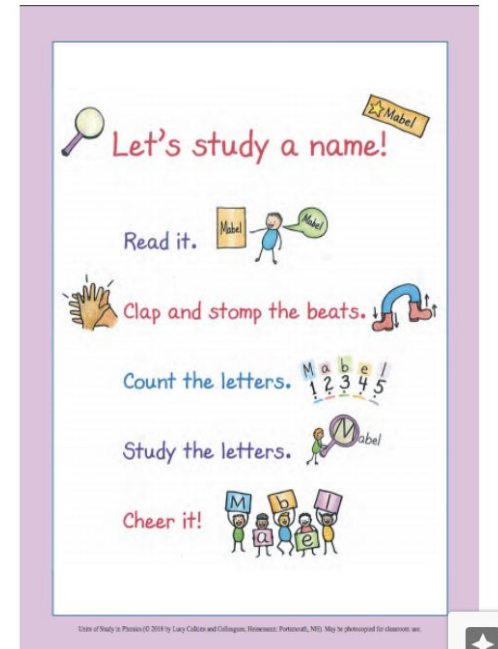
Reading Activity Samples

TK - For Students Entering Kindergarten

TK READING & PHONICS - KINDERGARTEN PREVIEW

In the first unit of study in phonics in kindergarten, students will be immersed in letters and sounds, rhyme and word play. Important ideas you can preview with your child include:

- **Concepts About Print:** the awareness of print conventions such as: book orientation, directional arrangement of print on the page, knowledge that print contains the story, and the purpose of punctuation and the idea that print is used to communicate meaning
- **Letter Knowledge:** the ability to identify the names, features, and sounds of letters and letter groups in isolation and within a word
- **Phonological Awareness:** words are made up of sounds and can be broken up into segments
- **Word Knowledge/Word Solving:** students are taught to read and write words by thinking about word parts and spelling patterns to help them chunk words



TK - For Students Entering Kindergarten

TK Reading and Writing Practice

	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
Reading or Writing Task:	Draw for 10 Minutes	Write for 15 Minutes	Write for 20 Minutes	Read together for 15 Minutes	Read together for 20 Minutes
Support	Label the things in your child's pictures. If your child draws a picture of a house, label it with "This is a house."	Let your child make lists. Help your child form the letters and spell the words.	Create a scrapbook. Cut out pictures of people and places and label them.	Model how to read a book. Mention to your child how we read from left to right and how words are separated by spaces.	Go ahead and read your child's favorite book for the 100th time! Repetition is key to building comprehension in early learners.
	Choice 6	Choice 7	Choice 8	Choice 9	Choice 10
Reading or Writing Task:	Read for 15 minutes	Read for 15 minutes	Write or draw for 20 minutes	Write for 10 minutes	Write or draw for 10 minutes
Support	Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the	Read to your child with humor and expression. Use different voices to act out the story for fun! Take turns reading with expression.	Ask your child to dictate a story to you. It could include descriptions of your outings and activities, along with mementos such as leaves and flowers,	Use a chalkboard or a family message board as an exciting way to involve children in writing with a purpose.	Respond to the content of children's writing, and don't be overly concerned with misspellings. Inventive spelling allows for creative

4th Grade - For Students Entering 5th Grade

4th GRADE READING REVIEW

An important part of preparing for fifth grade reading includes opportunities for students to solidify the skills that they learned in their **Interpreting Characters: The Heart of the Story unit** from fourth grade.

- **Reading Deeply:** Choose books that are within reach, and read with volume. Create mental movies, or *envision*, as you read. Retell a story chronologically or create a summary by organizing information in a way that makes sense.
- **Inferring about Characters:** Form ideas about characters based on evidence in the text, and adjust those theories if needed as you read on. Observe ways in which characters can be complicated.. Notice important details in the text and develop ideas about why they are significant.
- **Interpreting Texts:** Connect ideas about parts of a text to form interpretations, thinking about an overall theme or message in a book. Find meaning in recurring images, objects, and details.

4th Grade - For Students Entering 5th Grade

Choose one prompt below each day to practice and reflect on your reading of both fiction and nonfiction texts.

Fiction					
Characters	Summary	Plot	Theme	Author's Craft	Author's Purpose
<ul style="list-style-type: none"> • Think about what the main character is learning and how they are changing. • What evidence supports what the main character is learning and how they are changing? • Write at least one paragraph about one of the following: • Write about how a character in your story is changing. Use evidence from the story that shows the change. 	<ul style="list-style-type: none"> • As you read, stop to retell what has happened in the story. Think about what is most important to remember. • In at least one paragraph, write a short summary of what you read today. 	<ul style="list-style-type: none"> • Think about how the character(s) actions contribute to the development of the plot. • Tell someone about the problems the characters faced in what you read today. • Write about the problem(s) the character is facing and how the character reacts to the problems. Include evidence from the text. 	<ul style="list-style-type: none"> • What is the life lesson the story is teaching.? • How was the theme developed across the text (Beginning, middle, and end?) • What key details support the development of the theme? • Write at least one paragraph telling about the theme in this 	<ul style="list-style-type: none"> • Think about whose point of view you are hearing? (Is it 1st or 3rd person) Explain your answer, • How does the point of view move the story along • Tell someone or write about the characters point of view. Do you agree or disagree with the way they see things? 	<ul style="list-style-type: none"> • Why did the author write this story? Was it to entertain, to inform, to persuade? • Explain your answer and Include evidence from the text.

8th Grade - For Students Entering 9th Grade

8th GRADE READING REVIEW

An important part of preparing for ninth grade reading includes opportunities for students to solidify the fiction and nonfiction skills that they learned in eighth grade.

- **Theme and Central Ideas:** Read closely to identify the central idea by synthesizing information. Expect that complex texts may have multiple issues, themes and central ideas that you will need to be alert to and be able to organize thoughtfully.
- **Analyzing Parts of a Story:** Read flexibly and understand when the text shifts to narrative and activate your narrative schema. Be aware of elements of a story including characters, setting and plot development. Be attuned to how the narrative elements draw the reader into the nonfiction topic and help to expand your knowledge about the topic.
- **Read Closely:** Synthesize across text(s) and understand that authors embed parts for a reason. Read to deepen your understanding, and make connections to central idea(s).

8th Grade - For Students Entering 9th Grade

Grade 8 Summer Reading Practice Choice Board

Choose one prompt below each day to practice and reflect on your reading of both fiction and nonfiction texts.

Fiction					
Characters	Setting	Plot	Theme	Author's Craft	Author's Purpose
<ul style="list-style-type: none"> • How does conflict cause characters to change in order to move towards resolution? How does the character resolve the conflict? • What theories can you develop about each character? • What is keeping the character working towards resolution? What motivates the character? 	<ul style="list-style-type: none"> • How does the setting impact the plot (the big events and the problem-solution)? • How does the setting change (backstory, flashback, flashforward, or two plot lines) 	<ul style="list-style-type: none"> • Analyze how two or more characters, events, or settings impact the plot. • Explain how the character(s) actions contribute to the development of the plot. • What problem is the character facing and how does the character react to the problem? • What sub-plots and sub-characters can I 	<ul style="list-style-type: none"> • Analyze how the theme was developed across the text (beginning, middle and end)? • What key details support the development of the theme? 	<ul style="list-style-type: none"> • How did the author use words, phrases and conventions to shape meaning? (i.e., rhythm, repetition, simile, metaphor, onomatopoeia, alliteration, idioms, personification) • How does the author use words and phrases to create tone and mood? • How does the author use words 	<ul style="list-style-type: none"> • Why did the author write this story? Was it to entertain, to inform, to persuade? Explain your answer. • Whose point of view am I hearing? (1st or 3rd person) Explain your answer. • If first person, how has the author made the



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Math Activity Examples

TK - For Students Entering Kindergarten

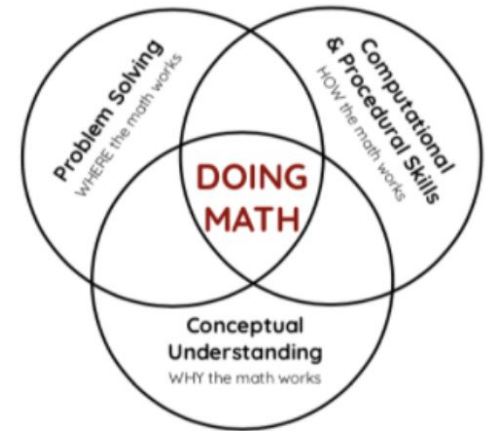
TK MATHEMATICS REVIEW and PRACTICE

In preparation for kindergarten, TK'ers may benefit from practice on the core ideas studied throughout the school year. This should include opportunities for both procedural practice, as well as spending time with interesting problems where students have to reason and explain their thinking. The activities listed below provide opportunities for both types of important practice.

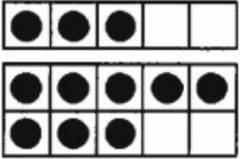
Here you can find a variety of [TK math games](#)

Here you can find [TK math activities](#) that focus on a core concept in math

Youcubed [creative math activities](#) at home.



TK - For Students Entering Kindergarten

	Choice 1	Choice 2	Choice 3	Choice 4
Math Skill	<p>Classification</p> <p>When children sort materials, they are demonstrating systematic thinking. They are also learning how to share their thinking with others when they talk about how certain things belong together.</p>	<p>Patterns</p> <p>Identifying and understanding patterns helps bring order to a complex world. It becomes a way for students to begin to understand the world.</p>	<p>Shapes</p> <p>A shape is defined by its number of sides and number of angles and not by its color or size.</p>	<p>Number Sense</p> <p>TK students need time counting objects to show how numbers combine and break apart.</p> <p>Using a 5-frame or 10-frame (below) helps students quickly see and understand groups of numbers.</p> 
Activity	<p>Sort silverware into forks, spoons, knives, etc.</p> <p>Sort legos, toy cars, or blocks by color.</p> <p>Sort toys into big and small or dolls into tall and short.</p>	<p>Using coins, colored blocks, or legos, show an example of a pattern, ie. red, blue, red, blue...</p> <p>Have your child make a pattern and explain in words what it is.</p>	<p>Point out or draw squares, circles, rectangles and triangles of all sizes and colors.</p> <p>Count the number of sides and angles in each. Practice saying the shape words out loud. Have your child practice drawing the different shapes and labeling them.</p>	<p>Place a few counters in the frame. Ask: "How many more counters do we need to make 5?" Your child can figure out how many more counters they need to fill the 5-frame. (This activity builds understanding that 5 can be broken into smaller parts.)</p> <p>Place an amount of counters on the frame. Ask: "Name the number." Listen as kids tell you how many counters are on the frame. Encourage children to name the</p>

4th Grade - For Students Entering 5th Grade

4th GRADE MATHEMATICS REVIEW and PRACTICE

In preparation for fifth grade, fourth graders may benefit from practice on the core ideas studied throughout the school year. This should include opportunities for both procedural practice, as well as spending time with interesting problems where students have to reason and explain their thinking. The activities listed below provide opportunities for both types of important practice.

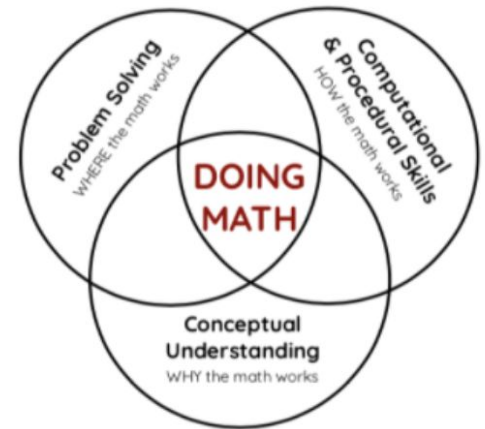
Ten days of [4th grade summer math review activities](#) of core concepts.

Khan Academy [4th grade curriculum for review](#) of core concepts.

Youcubed [creative math activities](#) at home.

Continue to practice your skills with i-Ready instruction.

<https://clever.com/in/mvwsd>



4th Grade - For Students Entering 5th Grade

Grade 4 Summer Math Activities

Below you can find learning activities that students can complete at home. The ten lessons allow students to re-engage with core concepts and skills from earlier in the year. These are assignments for students to do on paper without technology, either printed or on blank paper.

The activities are courtesy of our colleagues in SFUSD. [Grade 4 Answer Guide](#) is now available thanks to our colleagues at Prince George's County Public Schools.

Day	Topic	Student Pages – English	Student Pages – Spanish
1	Read and Write Multi-digit Numbers	Day 1 English Pages	Day 1 Spanish Pages
2	Adding with Whole Numbers	Day 2 English Pages	Day 2 Spanish Pages
3	Decimals as Part of the Whole	Day 3 English Pages	Day 3 Spanish Pages
4	Mixed Practice	Day 4 English Pages	Day 4 Spanish Pages
5	Whole Number Multiplication with Word Problems	Day 5 English Pages	Day 5 Spanish Pages
6	Whole Number Division	Day 6 English Pages	Day 6 Spanish Pages
7	Fractions, Dividing Wholes into Parts	Day 7 English Pages	Day 7 Spanish Pages
8	Fractions and Equivalency	Day 8 English Pages	Day 8 Spanish Pages
9	Factors and Multiples	Day 9 English Pages	Day 9 Spanish Pages
10	Multiples	Day 10 English Pages	Day 10 Spanish Pages

Links to optional tools to print for student use: [Open Number Lines](#), [Fraction Bars](#), [Decimal Grids](#), [Multiplication Chart](#)

8th Grade - For Students Entering 9th Grade

8rd GRADE MATHEMATICS REVIEW and PRACTICE

In preparation for eighth grade, seventh graders may benefit from practice on the core ideas studied throughout the school year. This should include opportunities for both procedural practice, as well as spending time with interesting problems where students have to reason and explain their thinking. The activities listed below provide opportunities for both types of important practice.

All Students:

Ten days of [8th grade summer math review activities](#) of core concepts.

Math 8.0 Students:

Khan Academy [8th grade curriculum for review](#) of core concepts.

Math 8.1 Students:

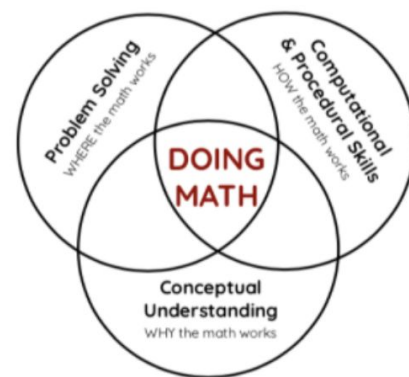
Khan Academy [Algebra 1 curriculum for review](#) of core concepts.

Math 8.2

- Khan Academy [Algebra 1 curriculum for review](#) of core concepts. Students should review the Algebra 1 curriculum in order to be prepared for Algebra II their freshman year. The honors course at the high school does not take time to review Algebra 1 before starting the Algebra II concepts.
- Khan Academy [Geometry curriculum for review](#) of core concepts.

All Students:

Youcubed [creative math activities](#) at home.



Mountain Continue to practice your skills with i-Ready instruction. <https://clever.com/in/mwvsd>

8th Grade - For Students Entering 9th Grade

Grade 8 Summer Math Activities

Below you can find learning activities that students can complete at home. The ten lessons allow students to re-engage with core concepts and skills from earlier in the year. These are assignments for students to do on paper without technology, either printed or on blank paper.

The activities are courtesy of the University of Utah Middle School Math Project in partnership with the Utah State Office of Education. Selected summative pages have been chosen from each section to represent the learning.

Day	Topic	Student Pages	Answer Keys
1	Analyze and Solve Linear Equations	Student workbook See pages 50, 78	Parent manual
2	Proportional and Linear Relationships	Student workbook See pages 35 - 36, 74 - 76, 126 - 129	Parent manual
3	Representations of a Line	Student workbook See pages 60 - 61, 83	Parent manual
4	Simultaneous Linear Equations	Student workbook See pages 25 - 26, 64	Parent manual
5	Functions	Student workbook See pages 47 - 48, 122 - 126	Parent manual



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Profile of a Graduate - Sample Activities

Profile of a Graduate - Attributes

MVWSD's Profile of a Graduate

COLLABORATIVE- Contributes, listens, communicates, and builds upon ideas to reach a common goal.

- Considers different perspectives
- Negotiates roles within a variety of groups
- Manages conflicts productively

CRITICAL THINKER - Analyzes and evaluates issues in order to form judgments, solve problems, and plan.

- Examines the dynamics to understand the big picture
- Questions underlying assumptions • Analyzes and interprets a variety of information including quantitative and data
- Uses both deductive and inductive reasoning

CURIOUS AND ENGAGED- Engages emotionally and intellectually, is motivated by the unknown, and loves to learn.

- Believes his/her talents can be developed through learning, exploration, dedication, and resilience
- Asks questions and investigates
- Finds and explores new information and experiences

CREATIVE -Applies knowledge to an original idea.

- Engages in productive struggle
- Takes risks with processes and products

FLEXIBLE AND ADAPTABLE - Adjusts to one's situation or environment.

- Reacts positively to change and ambiguity
- Creates and negotiates solutions to changes presented
- Takes initiative
- Believes that failure leads to learning
- Proceeds with self-confidence including an accurate awareness of self and others

EFFECTIVE COMMUNICATOR - Expresses thoughts clearly and concisely.

...Reads, writes, listens, and speaks in order to understand and convey ideas.

- Uses nonverbal communication, including understanding others, effectively

PROBLEM SOLVER - Uses critical thinking skills to consider diverse perspectives in order to synthesize a well-researched solution.

- Collects and analyzes data
- Asks questions
- Evaluates different perspectives
- Perseveres

TECHNOLOGICALLY LITERATE- Confidently and responsibly navigates a variety of digital tools to gather information, data, share ideas and connect to the world.

- Understands the development of digital tools
- Evaluates resources

Profile of a Graduate - Weekly Schedule

Join us each week for an in-depth, hands-on exploration of the attributes described above. Click on the link for each day of the week to find a series of resources and activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Tech Savvy Monday	Travel Tuesday	Wacky Wednesday	MA-THursday	Feeling Good Friday
Week 2	Tech Savvy Monday	Travel Tuesday	Wacky Wednesday	MA-THursday	Feeling Good Friday
Week 3	Tech Savvy Monday	Travel Tuesday	Wacky Wednesday	MA-THursday	Feeling Good Friday
Week 4	Tech Savvy Monday	Travel Tuesday	Wacky Wednesday	MA-THursday	Feeling Good Friday
Week 5	Tech Savvy Monday	Travel Tuesday	Wacky Wednesday	MA-THursday	Feeling Good Friday

Profile of a Graduate - Tech Savvy

Monday

Tech Use and Your Health: Screen Time

- **Think:** How do you stay healthy while using screens?
- **Learn more about screen time:**
 - **K-5, Watch:** [Grades K-5: Screen time](#) (3:28 min)
 - **Write:** What is screen time? What is the difference between screen time for play and for learning.
 - **6-8, Watch:** [Grades 6-8: Screen time](#) (5:16 min)
 - **Write:** What is the difference between “passive” and “active” screen time?

Profile of a Graduate - Travel Tuesday

Stamp your Passport!

- Stamp your passport! Today, you visited the Front Palace in Bangkok, **Thailand**.
 - Create your own stamp for THAILAND.
 - Examples of stamps:
- Draw a picture of something on today's passport page that shows something you saw there today.



Profile of a Graduate - Wacky Wednesday

What is Mindfulness?

- ❖ **Think-Write:** What have you heard about the word, “mindfulness,” or what it means to “be mindful”? What does it mean to be “aware”? What does it mean to be “present”? What is the connection between these words?
- ❖ **Watch** to learn more:
 - K-4: [Cosmic Kids: Mindfulness](#)
 - **Write:** What is something new you learned about mindfulness?
 - Gr 5-8: [Everyday mindfulness](#)
 - **Read and consider** this quote from the video: “The trick is to automatically react to whatever you’re paying attention to, but just notice what body sensations and emotions come up. And notice your reactions and what judgments come up, because there will be judgments...There’s no right or wrong; just noticing what’s happening in the moment.”
 - **Write** your thoughts about this quote. How does it connect to your understanding mindfulness?

Profile of a Graduate - MA-Thursday

Watch:

1. [Fibonacci](#)
2. [Fibonacci in Nature, Explained](#)

Write or Discuss:

- What did you notice?
- What questions do you have?

Profile of a Graduate - Feeling Good Friday

Feeling Good Fridays:

- Each Friday, we'll take a look at videos that highlight all the GOOD things that people do for each other, all around the world. 😊
- Sometimes, it can be hard to see the good. This is a chance for you to think critically to **find** the good stuff!
- **Write:** What was the last good thing you did for someone else?
- Feeling Good Fridays are MUCH more fun with a partner. If you haven't got one yet, please invite someone to join you each Friday!



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Next Steps

Next Steps

- Hire teachers
- Set up website page and Google Classrooms for each site
- Communicate to families about Summer Learning Options and how to enroll in their site's Google Classroom if desired
- Monitor student participation and make adjustments as necessary