

Life As We Knew It Tanglewood Summer Assignments

Life As We Knew It by Susan Beth Pfeffer is our selection for all students to read during the 2018 summer.

Teachers will include this book in lessons throughout the school year.

Pick one assignment option per subject area and complete over the summer (4 total). Each assignment must be turned in by September 4th (A Day) or 5th (B Day) 2018.

Your work must include a Works Cited page with the resources you used during research or to fulfil your assignments.

Resources

Science -

<http://environment.nationalgeographic.com/environment/natural-disasters/>

History - Option 1: Use Google Earth to get "before" pictures of the city.

Science and History - Option 3: See list of free times for museum and metro is free for students all summer.

English - See attachment for detailed instructions and links for all three options.

Math - Find Math Assignment on website



Free Museum Times

Asia Society Texas Center – Grand Hall (downstairs) FREE access during museum hours

Buffalo Soldiers National Museum – FREE Thursday 1-5 pm

Children's Museum of Houston – FREE Thursday 5-8 pm

Czech Center Museum Houston – FREE last Monday of the month 12-4 pm

The Health Museum – FREE Thursday 2-7 pm

Holocaust Museum Houston – FREE Sunday

Houston Museum of African American Culture – FREE Thursday 6-8 pm

Houston Museum of Natural Science – Permanent Exhibit Halls FREE Thursday 2-5 pm

The Museum of Fine Arts, Houston – FREE Thursday 10 am–9 pm



Science

Option 1

Research about floods, earthquakes and volcanic eruptions that are fictionalized in the book.

Prepare a detailed 1 page report that explains what the causes, effects and impacts on human life of each of these natural disasters. Include specific examples of particularly devastating real life natural disasters.

Option 2

Research the likelihood of this scenario actually occurring.

Answer the following:

Could the moon be knocked out of orbit? What would happen as a result (things discussed in the book and other possibilities the author did not include)? Could ash from volcanic eruptions fill the air from so many miles away? What technologies do we take for granted in our modernized society? What would happen if we lost these?

Option 3

Visit a science related museum or exhibit. Write a 1 page reflection on what you learned or found interesting. Attach ticket stub to your reflection.

History

Option 1

Imagine You are a character in *Life As We Knew It*. **Pick** a specific city in the world where you would be located when the catastrophe occurs.

Research the population, natural land formations, major tourist attractions and climate.

Write at least four journal entries detailing your experiences. Use your five senses to make these entries as realistic as you can. Dying is not an option, but evacuation is. If your region becomes uninhabitable, you may move on, as long as you chronicle the details of your trip.

Option 2

Research: Does the government typically do a sufficient job of providing aid when disasters occur? Search information about 2017's Hurricane Harvey in Houston or the April 2014 Tornado Outbreak. What did government officials learn from the disaster? What changes were made due to the changes? Did they receive criticism about their response?

Write a persuasive essay on *Who is most responsible for taking care of citizens in the wake of a natural disaster: individuals or the government?*

Option 3

Visit a history related museum or exhibit. Write a 1 page reflection on what you learned or found interesting. Attach your ticket stub to your reflection.

English

Math

Option 1

Write Letters between Characters

Using any two characters from the story, write a letter from one character to the other. Choose this project if you think interaction between characters is more interesting than introspection from one character. Each letter must be a minimum of one page. Neatness and creativity matter!

See the math assignment at the end of this packet.

Option 2

Design a CD Cover and Make a Playlist Based on the Novel

If the characters or themes in the book reminded you of songs you love, use that inspiration for your project. The design of your CD cover must relate to your book. Inside the CD booklet, you must include commentary for the five songs. For each song include the title, artist, and the reasons why you chose it. (i.e. how does it relate to the story's characters, plot, theme, or mood).

Option 3

Dialectal Journal

Going beyond the obvious, choose passages that stand out to you and create five journal entries. For example, what does the character do to demonstrate frustration? If you find the character brave, how does the author's use of language show this? Each entry must include two quotes from the text and must follow the dialectical journal guidelines. Pick this project if the characters really came alive for you.

Tanglewood Middle School

English Language Arts Summer Reading Assignment

Required reading: Life as We Knew It by Susan Beth Pfeffer

Students are to read Life as We Knew It for their summer reading assignment. At the beginning of the school year for 2018-2019, students will be required to write an expository essay explaining the importance of survival. Within the essay, students will provide text evidence to support their understanding and provide text-to-world connections. This assignment will be done in class the first couple weeks of school. It is very important that you are prepared for this assignment.

Choose **ONLY ONE** of the three following projects below:

Project #1 Write Letters between Characters

Using any two characters from the story, write a letter from one character to the other. Choose this project if you think interaction between characters is more interesting than introspection from one character. Each letter must be a minimum of one page long. Neatness and creativity matter!

Informal letters are letters to friends or people you know well.

Structure:

- The sender's address should always appear on the top right hand corner of the page.
- Greeting -There are several variations that can be used depending on how well you know the person: Dear Mary, Hi Mary, Greetings.
- Complimentary close — short comment, for example Love, Lots of love, With thanks, See you soon.



Project #2 — Design a CD Cover and Make a Playlist Based on the Novel

Choose this project if music is your life or if you are artistic. If the characters or themes in the book reminded you of songs you love, use that inspiration for your project. The design of your CD cover must relate to your book, and inside the CD booklet you must include commentary for the five songs. For each song you choose include the title of the song, the artist, and the reasons why you chose each song (i.e. how they are related to the story's characters, plot points, theme, or tone). You will present your project to the class. Your project will include original artwork, a playlist of songs selected and arranged by you and a short, written (typed) commentary for each song selected. **NOTE:** For the five selected songs you choose, you're just creating a playlist of music, not burning an actual CD of music.

Project Instructions:

- **Size:** Your album should be about the size of a CD case.
- **Materials:** Materials may include copy paper, card stock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun!
- **Front Cover:** Include the title of the book, the author's name and artwork that represents the novel. Your artwork may be hand drawn, painted, collaged or scrapbooked.
- **Inside Cover (Left side):** On an inside, print and paste in an approximately 200-300 word summary of the book. Include major plot line and characters. The summary must include the book's ending.
- **Inside Cover (Right Side):** Write a 2-3 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists.
- **Back Cover:** Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
- You may research or look at any CD's you have at home as a resource to help guide you in creating your CD cover.
- Your final product should demonstrate quality work and should be colorful and visually attractive.
- The summary and playlists must be typed.
- You are designing this album as if someone should want to buy it based off how it looks.
- You may choose to enhance the project beyond these requirements.
- Your presentation to the class will include the artwork and what it represents, the summary of the book, the five songs from your playlist and the commentary for each song.

Project #3

Dialectical Journal Entry

Example and Guidelines

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

As you read, choose passages that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*). In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage) You **must** label your responses using the following codes:

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal Entry: Beyond the Yellow Highlighter

Quote from Text	Page #	Your Response/Connection (find personal meaning)	Explanation of Quote (explain why this quote is important to the story)
1. "The yellow marks in my college textbooks...did not help me very much."	82	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.	The author uses this quote to help the reader understand that annotating should not require everything to be highlighted in the text.

CHOOSING PASSAGES FROM THE TEXT:

- Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:
- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

The author uses this quote....

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Name: _____

Title/Author of Book: _____

Dialectical Journal Entry

Directions:

You may write or type this assignment. This document is an editable word document.

In the first column: Write down a direct quote from the text.

In the second column: Cite the page number.

In the third column: Write your response/connection to the quote.

In the fourth column: Explain the significance of the quote--explain why it is important to the plot/character development, etc.

Quotation from the Text	Page #	Your Response/Connection (find personal meaning)	Explanation of Quote (explain why this quote is important to the story)

Name: _____

Title/Author of Book: _____

Dialectical Journal Template

Directions:

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Quotation from the Text	Page #	Your Response/Connection (find personal meaning)	Explanation of Quote (explain why this quote is important to the story)

Criteria	Achievement Level	Level Descriptor		Task-Specific Clarification for Dialectical Journal
Criterion A: Analyzing	7-8	The student: <ul style="list-style-type: none"> Provides perceptive identification and comment upon significant aspects of texts. Provides perceptive identification and comment upon the creator's choices. Gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology. Compares and contrasts features within and between texts. 		5-7 entries <ul style="list-style-type: none"> Discuss the theme of bullying throughout the novel – three clear examples and/or explanation of details and commentary on relevance and believability Discuss the theme of learning to live with physical and mental challenges – three clear examples and/or explanation of details and commentary on relevance and believability
	5-6	The student: <ul style="list-style-type: none"> Provides substantial identification and comment upon significant aspects of texts. Provides substantial identification and comment upon the creator's choices. Sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology. Describes some similarities and differences in features across and within and between texts. 		4 entries <ul style="list-style-type: none"> Discuss the theme of bullying throughout the novel – two clear examples and/or explanation of details Discuss the theme of learning to live with physical and mental challenges - two clear examples and/or explanation of details
	3-4	The student: <ul style="list-style-type: none"> Provides adequate identification and comment upon significant aspects of texts. Provides adequate identification and comment upon the creator's choices. Justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology. Identifies some similarities and differences in features within and between texts .		3 entries <ul style="list-style-type: none"> Discuss the theme of bullying throughout the novel –one example and/or explanation of details Discuss the theme of learning to live with physical and mental challenges – one clear examples and/or explanation of details
	1-2	The student: <ul style="list-style-type: none"> Provides minimal identification and comment upon significant aspects of texts. Provides minimal identification and comment upon the creator's choices. Rarely justifies opinions and ideas with examples or explanations; uses little or no terminology. Identifies few similarities and differences in features within and between texts .		2 entries <ul style="list-style-type: none"> Discuss the theme of bullying throughout the novel – no clear examples and/or explanation of details Discuss the theme of learning to live with physical and mental challenges – no clear examples and/or explanation of details
	0	The student does not reach a standard described by any of the descriptors above.		Assignment is incomplete or has not been submitted
Your Score:		Feedback:		

Criteria	Achievement Level	Level Descriptor	Task-Specific Clarification
Criterion B: Organizing	7-8	<p>The student:</p> <ul style="list-style-type: none"> Makes sophisticated use of organizational structures that serve the context and intention effectively. Effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way. Makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ul style="list-style-type: none"> Size: Your album should be about the size of a CD case. Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun! Front Cover: Include the title of the book, the author's name and artwork that represents the novel. Your artwork may be hand drawn, painted, collaged or scrapbooked. Inside Cover (Left side): On an inside, print and paste in an approximately 200-300 word summary of the book. Include major plot line and characters. The summary must include the book's ending. Inside Cover (Right Side): Write a 2-3 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists. Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	5-6	<p>The student:</p> <ul style="list-style-type: none"> Makes competent use of organizational structures that serve the context and intention. Organizes opinions and ideas in a logical manner, with ideas building on each other. Makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> Size: Your album should be about the size of a CD case. Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Be creative and have fun! Front Cover: Include two out of the three items. Inside Cover (Left side): On an inside, print and paste in an approximately 100-200 word summary of the book. Include major plot line and characters. The summary must include the book's ending. Inside Cover (Right Side): Write a 1-2 sentence commentary for the five songs you chose: one sentence explains the song, and one sentence connects the song to your book and why you chose it. Include the song titles and the artists. Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	3-4	<p>The student:</p> <ul style="list-style-type: none"> Makes adequate use of organizational structures that serve the context and intention. Organizes opinions and ideas with some degree of logic Makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> Size: Your album should be about the size of a CD case. Materials: Materials may include copy paper, cardstock paper, poster board, cardboard, etc. It should not be made out of notebook paper. Your artwork must be original. Front Cover: Include two out of the three items. Inside Cover (Left side): On an inside, print and paste in an approximately 100-200 word summary of the book. The summary must include the book's ending. Inside Cover (Right Side): Write a 1-2 sentence commentary for the five songs you chose: one sentence explains the song. Back Cover: Type the playlist with the title and artist of each song in order on the back. At the bottom of the back cover, include your full name.
	1-2	<p>The student:</p> <ul style="list-style-type: none"> Makes minimal use of organizational structures, though these may not always serve the context and intention. Organizes opinions and ideas with a minimal degree of logic. Makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ul style="list-style-type: none"> Size: Your album should be about the size of a CD case. Materials: Materials may include notebook paper. Front Cover: Includes one out of the three items. Inside Cover (Left side): No summary. Inside Cover (Right Side): No explanation for each song. Back Cover: Playlist without artist name.
	0	The student does not reach a standard described by any of the descriptors below.	Assignment is incomplete or has not been submitted
Your Score:		Feedback:	

	Achievement Level	Level Descriptor		Task-Specific Clarification
Criterion C: Producing Text	7-8	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to support ideas.</p>		<p>Content: Distinguished-The text includes thoughts and feelings of the character and it is clear which character is writing the letter. The text includes additional information about what is happening to the character with specific details from the text. The letter requests relevant information from the other character and it is accurate within the context of the novel.</p> <p>Voice: Distinguished-Second person is never used in the text (you, your).</p> <p>Grammar/Punctuation/Mechanics : Distinguished-No more than 3 grammatical errors are present in the text</p> <p>Requirement: Distinguished-Writing was well articulated and writer exceeded minimum requirement in a thoughtful and meaningful way to clarify ideas or add additional details important to understanding the content of the column.</p> <p>Format: Distinguished-Formatted correctly with addresses, countries, and dates.</p>
	5-6	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to support ideas.</p>		<p>Content: Satisfactory-The letter is clear and articulate. It is clear which character is writing the letter. The context of the letter is clear regarding what is happening to the character. The information the character requests is clear.</p> <p>Voice: Satisfactory-The narrator stays in first person, never uses third person and only uses second person at appropriate times.</p> <p>Grammar/Punctuation/Mechanics : Satisfactory-The articles contain no more than 9 grammatical errors.</p> <p>Requirement: Satisfactory-Minimum number of paragraphs (containing 5-7 sentences each) achieved.</p> <p>Format: Satisfactory-Formatted Correctly.</p>
	3-4	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to support ideas.</p>		<p>Content: Satisfactory-The letter is clear and articulate. It is clear which character is writing the letter. The context of the letter is clear regarding what is happening to the character. The information the character requests is clear.</p> <p>Voice: Satisfactory-The narrator stays in first person, never uses third person and only uses second person at appropriate times.</p> <p>Grammar/Punctuation/Mechanics : Satisfactory-The articles contain no more than 9 grammatical errors.</p> <p>Requirement: Satisfactory-Minimum number of paragraphs (containing 5-7 sentences each) achieved.</p> <p>Format: Satisfactory-Formatted Correctly</p>
	1-2	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to support ideas.</p>		<p>Content: Unsatisfactory-In the letter the information requested is unclear. The actions that are happening to the character are unclear. It is unclear who is writing the letter.</p> <p>Voice : Unsatisfactory-The narrator starts in first person, but may change at inappropriate times to third or second person</p> <p>Grammar/Punctuation/Mechanics : Unsatisfactory-More than 10 grammar, punctuation, or mechanical errors including but not limited to end punctuation, word choice, and agreement errors.</p> <p>Requirement: Unsatisfactory-Less than 4 sentences per paragraph used in each paragraph.</p> <p>Format: Unsatisfactory-Some formatting issues.</p>
	0	The student does not reach a standard described by any of the descriptors given below.		Assignment is incomplete or missing
		Feedback:		

In order to keep your mind active during the summer, you will complete the problems in the pages that follow. The problems in this packet will help you review the skills and concepts of your 6th Grade year.

You are expected to complete the problems **by the first day of school**. You **must show your “work” (process/strategy)** in the space provided for every problem set. Your **answers should include correct units**, if applicable. Packets will NOT be accepted without proof of an effective strategy. The expectation is that you know how to complete these types of problems on your own and without the aid of a calculator.

In addition to this packet, you are required to write the multiplication tables, from 1 thru 12, five times each on a separate sheet of paper. The calendar in this packet shows what days these should be written and should be reviewed using flash cards or other forms of self-quiz the following day. An example of how this would look is:

$1 \times 1 = 1$

$1 \times 7 = 7$

$1 \times 2 = 2$

$1 \times 8 = 8$

$1 \times 3 = 3$

$1 \times 9 = 9$

$1 \times 4 = 4$

$1 \times 10 = 10$

$1 \times 5 = 5$

$1 \times 11 = 11$

$1 \times 6 = 6$

$1 \times 12 = 12$

This will be written 5 times EACH.

We hope you enjoy your vacation and come back ready to take on 6th Grade Math in the Fall!

July 2018

July 2018							August 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7							
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Jul 1	2 1s Multiplication Table	3	4 2s Multiplication Table	5	6 3s Multiplication Table	7
8	9 4s Multiplication Table	10	11 5s Multiplication Table	12	13 6s Multiplication Table	14
15	16 7s Multiplication Table	17	18 8s Multiplication Table	19	20 9s Multiplication Table	21
22	23 10s Multiplication Table	24	25 11s Multiplication Table	26	27 12s Multiplication Table	28
29	30	31	Aug 1	2	3	4

<u>Saturday, July 1</u> $16 \times 4 =$ $14 \times 9 =$		<u>Sunday, July 2</u> $25 \times 4 =$ $28 \times 7 =$	
<u>Monday, July 3</u> Amanda used the expression $8 + 25 \times 2 - 45$ to find how many beads she has. How many beads does she have?	Process (Strategy):		Answer:
<u>Tuesday, July 4</u> Jamie baked 24 cupcakes. Her sister Mia ate 3 cupcakes, and her brother David ate 2 cupcakes. Write an expression that Jamie can use to find how many cupcakes are left and solve.	Process (Strategy):		Answer:
<u>Wednesday, July 5</u> The Davis family pays \$200,000 for a new house. They make a down payment that is $\frac{1}{10}$ of the price of the house. How much is the down payment?	Process (Strategy):		Answer:
<u>Thursday, July 6</u> What is the quotient of 43.8 and 12?	Process (Strategy):		Answer:
<u>Friday, July 7</u> Jackie found a rock that has a mass of 78.852 grams. What is the mass of the rock rounded to the nearest tenth?	Process (Strategy):		Answer:

Saturday, July 8

$34 \times 8 =$

$32 \times 3 =$

Sunday, July 9

$43 \times 6 =$

$41 \times 4 =$

Monday, July 10

A company manufactures 295 toy cars each day. How many toy cars do they manufacture in 34 days?

Process (Strategy):

Answer:

Tuesday, July 11

There are 6 buses transporting students to a baseball game with 32 students on each bus. Each row at the baseball stadium seats 8 students. If the students fill rows completely, how many rows of seats will the students need altogether?

Process (Strategy):

Answer:

Wednesday, July 12

Marci mailed 9 letters at the post office. Each letter weighed 3.5 ounces. What was the total weight of the letters that Marci mailed?

Process (Strategy):

Answer:

Thursday, July 13

Denise, Keith, and Tim live in the same neighborhood. Denise lives 0.3 mile from Keith. The distance that Tim and Keith live from each other is 0.2 times longer than the distance between Denise and Keith. How far from each other do Tim and Keith live?

Process (Strategy):

Answer:

Friday, July 14

Madison needs to buy enough meat to make 1,000 hamburgers for the company picnic. Each hamburger will weigh 0.25 pound. How many pounds of hamburger meat should Madison buy?

Process (Strategy):

Answer:

<u>Saturday, July 15</u> $57 \times 9 =$ $56 \times 3 =$		<u>Sunday, July 16</u> $67 \times 2 =$ $64 \times 6 =$	
<u>Monday, July 17</u> Rayna correctly wrote the population of her city as $(9 \times 100) + (6 \times 10,000) + (2 \times 100,000) + (8 \times 10)$. What is the population written as a whole number?	Process (Strategy):		Answer:
<u>Tuesday, July 18</u> The four highest scores on the floor exercise at a gymnastics meet were 9.675, 9.25, 9.325, and 9.5. Put these in order from least to greatest.	Process (Strategy):		Answer:
<u>Wednesday, July 19</u> Allison and Justin's father donated \$3 for every lap they swam in a swim-a-thon. Allison swam 21 laps and Justin swam 15 laps. How much money did their father donate?	Process (Strategy):		Answer:
<u>Thursday, July 20</u> Lawrence bought $\frac{3}{4}$ pound of roast beef. He used $\frac{1}{4}$ pound to make a sandwich. How much roast beef remained after Lawrence made his sandwich?	Process (Strategy):		Answer:
<u>Friday, July 21</u> Vanessa made 6 sandwiches for a party and cut them all into fourths. How many $\frac{1}{4}$ -sandwich pieces did she have?	Process (Strategy):		Answer:

Saturday, July 22

$78 \times 8 =$

$75 \times 3 =$

Sunday, July 23

$85 \times 4 =$

$86 \times 7 =$

Monday, July 24

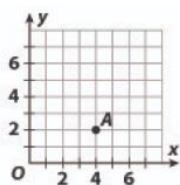
Dr. Watson combines 400 mL of detergent, 800 mL of alcohol, and 1,500 mL of water. How many liters of solution does he have?

Process (Strategy):

Answer:

Tuesday, July 25

What ordered Pair describes the location of Point A?



Process (Strategy):

Answer:

Wednesday, July 26

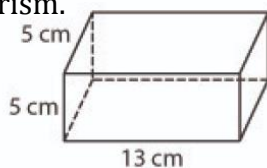
How much trail mix will each person get if 5 people share pound of trail mix?

Process (Strategy):

Answer:

Thursday, July 27

Find the volume of the rectangular prism.



Process (Strategy):

Answer:

Friday, July 28

A pizza box measures 16 inches by 16 inches by 2 inches. What is the volume of the box?

Process (Strategy):

Answer:

Saturday, July 29

$93 \times 3 =$

$92 \times 8 =$

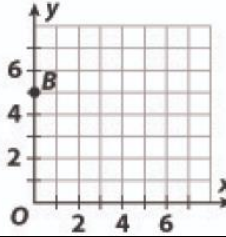
Sunday, July 30

$126 \times 2 =$

$375 \times 7 =$

Monday, July 31

What ordered pair describes the location of Point B?



Process (Strategy):

Answer:



DONE

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YOUR
SUMMER!

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