

A C S P

Summer Gazette

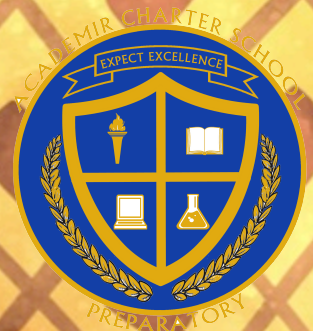
2020
Edition

Entering
5th Grade

- Curriculum
- Uniforms
- Contact Info

Student Name:

AcadeMir Charter School Preparatory
19185 SW 127th Ave.
Miami Fl. 33177





AcadeMir Charter School Preparatory
"Expect Excellence"

AcadeMir Charter School Preparatory is proud and excited to offer all students our summer assignments. This summer magazine contains all REQUIRED Reading, Mathematics, and/or Science project based learning activities for your child's incoming grade. Enclosed you will also find other pertinent information to help your family prepare for the upcoming school year. As always, use these assignments as a way to connect with your child and acclimate students to what will be expected next year. ALL magazines will be collected during the first week of school and will be evaluated for a participation grade. We hope you have a wonderful and restful summer.

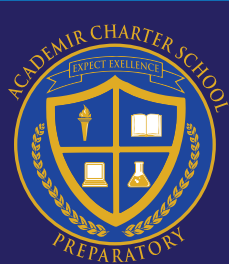
Sincerely,

M. Kristina Ledo Ed. D.
Principal

AcadeMir Charter School Preparatory está orgulloso y emocionado de ofrecer a todos los estudiantes nuestras asignaciones de verano. Esta revista de verano contiene todas las actividades de aprendizaje basadas en proyectos de Lectura, Matemáticas y / o Ciencias REQUERIDAS para el grado de su hijo. Adjunto encontrará también otra información pertinente para ayudar a su familia prepararse para el próximo año escolar. Como siempre, utilice estos proyectos como una manera de conectarse con su hijo y aclimatar a los estudiantes a lo que pueden esperar el próximo año. TODOS los proyectos se recogerán durante la primera semana de la escuela y serán evaluados para un grado de participación. Esperamos que tengan un maravilloso y tranquilo verano.

Sinceramente,

M. Kristina Ledo Ed. D.
Principal



AcadeMir Charter School Preparatory



Unisex Polo Spandex



Polo Rugby



Oxford Gala



Polo Dress
\$34.99 - \$36.99



Flat Front Pant
\$23.99



Flat Front Pant
\$19.99



Flat Front Short
\$14.99 - \$19.99



Tie



Skort With Flap Plaid



Pe Short



Pe T-Shirt



Snap Fleece Jacket



V-Neck Cardigan



V-Neck Vest -Gala

Fifth Grade

Classroom Supplies

1	Headphones (No Ear buds)
1 pack	Red Pens
1 pack	#2 Bic Mechanical Pencils with 2 refills
2	Elmer Glue Sticks
1	Blunt Scissor
2 packs	Wide Ruled Paper
3	Composition Books
3	Plastic Folders with inner pocket *Math *Homework *Intervention
1	1 Inch Heavy Duty View Binder
1	2 Inch Heavy Duty View Binder
1 pack	4 multi colored Highlighters
2 pack	8 Dividers (16 total)
1 pack	100 Sheet Protectors
1 pack	Post It Notes
1	Ruler (Inches & Centimeters)
2	Reams of white Copy Paper
2	White Magic Rub Erasers
1	Hand Sanitizers
2	Boxes of Tissue
1	Clorox Wipes
1	Roll of Paper Towel
1	Large Ziploc Bags (GRLS)
1	Small Ziploc Bags (BOYS)

Please Note: If supply states "BOYS ONLY" only boys purchase this item. If supply states "GIRLS ONLY" only girls purchase this

Special Area

Classroom Supplies

<u>MUSIC</u> 2 nd - 5 th Grade Only	Recorder Copy Paper Notebook Staff Paper
<u>ART</u> 2 nd - 6 th Grade Only	1 Canvas bag or Tote to carry art Supplies 1 Watercolor brushes 1 Pack of 24 Crayons 1 Pack of thick Markers 1 Sketch book (9x12) 3 Glue Sticks 1 Set of oil Pastels 3 Permanent black Markers Pencils Erasers 1 Pack of Color Pencils
<u>SPANISH</u> 2 nd - 6 th Grade Only	Copy paper Index cards College ruled paper or composition notebook

WISH LIST ITEMS

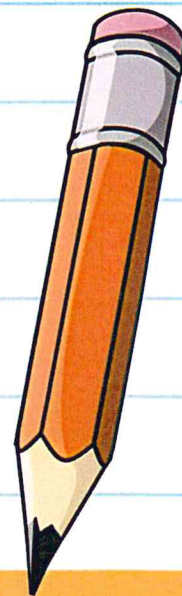
Reams of Copy Paper Manila Folders Clorox Wipes Lysol Spray Baby Wipes Pencils Erasers Scissors Glue Sticks Markers Band-aids	Paper Towels Mr. Clean Magic Erasers Kleenex Tissue Hand Sanitizer Water Color Paint Color Tissue Paper Construction Paper Crayons Salt Rubbing Alcohol Eye Droppers
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- ✓ ALL SUPPLIES LABELED WITH STUDENT NAME & CHARACTER.
- ✓ NO CARRYING OF BAGS OR BOXES.
- ✓ NO DELIVERY FEE.
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- ✓ OPTION TO BUY HEADPHONES SEPARATELY.
- ✓ OPTION TO BUY SUPPLY KITS BY CATEGORY.



WWW.SCHOOLREADYSUPPLIES.COM



Dear ACSP Families:

Books can take your imagination to faraway places, on fantastic adventures, or back in time. You can learn about new things, meet new characters, and experience other cultures when you read. Reading can be relaxing, fun and rewarding - we know that people become better readers by reading!

This summer, we want you to take some time to *READ*. You can either enjoy the book on your own or read it with a grown-up. Our Grade Level Reading List can be found below. After you read your book, *complete the summer reading activity that has been assigned to your grade level*. Please bring your finished project in during the first week of school and give it to your teacher. It will be shared and displayed in class!

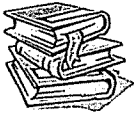
If you have any questions, please call our school office (305) 964-7542. Have a wonderful summer!

GRADE LEVEL	1 ST BOOK OPTION	2 ND BOOK OPTION
ENTERING KINDERGARTEN	LOVE YOU FOREVER BY ROBERT MUNSCH	OFF TO KINDERGARTEN BY TONY JOHNSTON
ENTERING 1 ST GRADE	DAVID GOES TO SCHOOL BY TONY JOHNSTON	HENRY AND THE MUDGE THE FIRST BOOK BY CYNTHIA RYLANT
ENTERING 2 ND GRADE	SUPER NARWHAL AND JELLY JOLT BY BEN CLANTON	HILDE CRACKS THE CASE: HERO DOG! BY HILDE LYSIAK
ENTERING 3 RD GRADE	TIME JUMPERS #1 STEALING THE SWORD BY WENDY MASS	RACE THE WILD #1 RAIN FOREST RELAY BY KRISTIN EARHART
ENTERING 4 TH GRADE	DIARY OF A WIMPY KID: THE MELTDOWN BY JEFF KINNEY	MR. POPPER'S PENGUINS BY: RICHARD ATWATER
ENTERING 5 TH GRADE	I SURVIVED #1: I SURVIVED THE SINKING OF THE TITANIC, 1912 BY: LAUREN TARSHIS	STAT #1: HOME COURT: STANDING TALL AND TALENTED BY: AMAR'E STOUDEMIRE
ENTERING 6 TH GRADE	MANIAC MAGEE BY JERRY SPINELLI	
ENTERING 7 TH GRADE	PERCEY JACKSON AND THE LIGHTNING THIEF	

Purchase your Summer Reading books at <https://www.scholastic.com/bf/academircharterschoolprep>

Name: _____
Teacher: _____

Date: _____



Book Report



Date Due: _____

Please answer the questions and pick ONE extended activity

Book Title: _____
Publisher: _____

Author: _____
Number of Pages: _____

What is the setting of your book when it begins? Compare your book's setting with another book. Tell me how they are similar or different.

What major events led up to the climax of your story?

Think about how your main character changed over time. Draw a picture of how he/she changed over the course of the book.

Who is your main character? What is your character's main challenge in the book? How does your character overcome this challenge?

Give me a short summary of your book. Be sure to include a beginning, middle, and end. You should have 4-6 sentences.

Find two vocabulary words in your book that are new to you. Write down the words below. Next, find your own definition of both words based on CONTEXT CLUES in your book. (NOT a dictionary definition)

1.

2.

Visualize!

Picture in your mind the characters, events, and setting to help you understand what you've read. Draw a picture of an event from the book that is very significant to the story. Explain why this event is so significant.



Explain the resolution of the story. Describe how your character was feeling after the resolution. Give me the best text evidence of how your character felt at the end of the story. (Direct quote from your book to explain how he/she feels after the resolution.)



LEARNING LOG



5th Grade

Reading

This log contains all the lessons required to ensure students are prepared for the upcoming year. Please keep track of each lesson as you complete it with a smart score of 80 points or better. You may print this log and use it to track or you may use the digital version provided in a separate link.

IXL Code	Lesson Name	Smart Score	Date Completed	Parent Signature
R3	Choose reasons to support an opinion			
II	Identify story elements			
H1	Use actions and dialogue to understand characters			
R5	Identify supporting details in informational texts			
H2	Compare and contrast characters			
M1	Analyze short stories			
EE1	Find words using context clues			
EE2	Determine the meaning of words using synonyms in context			
EE3	Use the context to identify the meaning of a word			
A2	Determine the main idea of a passage			
NI	Read and understand informational text.			

Read the “Should Elementary School Students Switch Classes?” passage set.

Should Elementary School Students Switch Classes?

Source 1: Difficult Decisions for Schools

by Lillian James

- 1 If your school is like most elementary schools, you stay with the same teacher to learn subjects like math, reading, science, and social studies. You might switch classes for gym, music, or art. But when you get to middle school, you’ll likely have a different teacher for each subject. Some people wonder whether students should switch classes earlier than in middle school.
- 2 Schools all over the country are changing to this model to see whether it improves student learning. Some schools are happy with the new system. Kathleen Marchetti is a fifth-grade teacher at a school in Salem, Massachusetts. She feels that switching classes allows her the time to be more creative than she could when she taught all subjects. Marchetti also points out there are some difficult parts of switching classes—for example, having more students than she did before.
- 3 Other schools have had less success with switching classes. The teachers don’t have enough extra time to plan together. They prefer a single classroom where they can plan at their own pace.
- 4 Brian Roberts is the assistant principal at Liberty Elementary School in Azle, Texas. He notes that parents have had mixed reactions. Some parents love how their children are learning more about each subject from teachers who are experts in that subject. Other parents find it hard to communicate with teachers. They feel it is easier to talk to one teacher who teaches their child all day, rather than try to talk with many teachers.
- 5 While switching classes at a young age can work for some kids, parents, and teachers, others will continue to find it hard. Schools will have to weigh the benefits and the drawbacks of each model to figure out what is best for their students.

“Difficult Decisions for Schools” by Lillian James. Written for educational purposes.

Source 2: Deeper Learning Through Specialization

by Leon Samuels

6 Nearly every high school in the country has different departments for each subject. The math teacher has a math background. The science teacher has a deep understanding of earth science or physics. These teachers get to teach what they know and take pride in knowing it well.

7 If this is good for high school students, it would help younger students as well. Younger children should move between different classes during the day so that they can learn more from teachers who are masters of their subject matter.

8 Some schools have already started switching classes in elementary school. Education consultant Steve Peha has seen the percent of his schools that switch classes increase from 5% to 20% in the past 15 years.

9 When a teacher teaches the same lesson throughout the day, he or she can ensure that students fully understand the material. The lesson may be of higher quality since the teacher only has to prepare one outstanding lesson to teach several times each day.

10 Teachers can take classes to deepen their knowledge of their subjects. Susana Cordova, the chief academic officer of elementary schools in Denver, Colorado, elementary schools, has seen increased interest in teacher training in single subject areas. According to Cordova, teachers feel that they learn more quickly when they only teach one subject area.

11 Ian Yale is the principal at Columbia Elementary School in Burbank, Washington. He says that even though he pays more for teacher training, he saves on school materials. Yale points out that he needed 90 books when each teacher taught math. But when one teacher teaches math to 30 students at a time, he only needs 30 books that can be used over and over again.

12 Students, teachers, and school leaders can all benefit from switching classes. With careful planning and good communication, students learn the most when they switch classes, even in elementary school.

"Deeper Learning Through Specialization" by Leon Samuels. Written for educational purposes.

Source 3: One Student, One Teacher

by Lucille Ruby

- 13 Young children need guidance, support, and stability. According to Donna Snyder, a professional development expert, this is provided by children's classroom teachers. By staying in one classroom with one teacher for the whole day, the youngest students can bond with their teachers. This connection with their teacher gives the young student confidence and creates a safe environment for learning.
- 14 Some schools are starting to consider having young students switch classes during the day. Seeing a different teacher for each subject may mean less work for the teacher. The teacher only teaches one lesson over and over each day, rather than planning a full day of lessons. Students, however, do not get to bond with teachers when they are only with each teacher for a short time each day.
- 15 A lot of time is lost when a child changes classes during the day as well. Students lose teaching time when they switch classrooms. Principal Kim Doecker of Blue Ridge Elementary in Walla Walla, Washington, notes that many young students have a hard time with transitions. Spending more time each day moving from room to room will make it harder for these students to learn.
- 16 Teachers also lose some freedom in their schedules. Teachers in multi-subject classrooms can extend a lesson as needed when they do not need to stick to a strict schedule. The teacher can also make more connections across subject areas when teaching. For example, the students may be learning about ancient Greece during social studies. They could then read stories about ancient Greece during reading, or study ancient Greek water systems during science.
- 17 Students need to switch classes in high school. These students need to learn from experts and focus on deeper learning in each subject as they prepare for college and careers. Young students need more of a bond with their teachers to develop a love of learning. While switching classes works well for older students, it does not meet the needs of the youngest learners.

"One Student, One Teacher" by Lucille Ruby. Written for educational purposes.

Writing Prompt

Write an article for the school newspaper in which you give your opinion about whether students in your school should switch classes for different subjects. Use information from the passages in your article.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Name _____

Opinion Writing

My Purpose:

Convince your reader: Provide reasons and examples to make your opinion clear.

**Sentence starters for stating
your opinion:**

- In my opinion
- I think
- I strongly believe
- I feel
- My favorite

**Transitions to use in the body of
your writing:**

- For example/instance
- Another reason
- In addition/Additionally
- First, second, next,
finally
- Most importantly

**Transitions to use in your
conclusion:**

- In conclusion
- For all the reasons I've
given
- To sum it up
- To summarize
- As you can see

State your opinion clearly in a single, complete sentence.

Convince your reader: Provide reasons and examples to make your opinion clear.

Reason: _____

Example: _____

Reason: _____

Example: _____

Conclusion: _____

< AcadeMir MATH



Making Math Memories



But first lets take a Math Selfie



30 likes

Making Math Memories Academir Students: Snap a picture of your summer adventure and how it involved math. We want to see at least 4 examples of how you used math this summer. You can make a memory book or a poster with your pictures. Don't forget to include a caption of what you did in the picture and how it used math. BE READY TO SHARE! [#MathIsEveryWhere](#)



5th GradeMath

This log contains all the lessons required to ensure students are prepared for the upcoming year. Please keep track of each lesson as you complete it with a smart score of 80 points or better. You may print this log and use it to track or you may use the digital version provided in a separate link.

IXL Code	Lesson Name	Smart Score	Date Completed	Parent Signature
B 2	Add and subtract whole number word problems			
B 9	Estimate sums and differences word problems			
C 6	Properties of multiplication			
C 23	Multiplication input/output tables: find the rule			
G 4	Place value in decimal numbers			
G 12	Convert fractions to decimals			
K 4	Equivalent Fractions			
K 6	Convert between improper fractions and mixed numbers			
O 3	Write numerical expressions: one operation			
W 11	Create line plots			
BB 10	Classify quadrilaterals			

5th Science

Nature of Science

Student Name: _____

Student ID: _____

Week	Interactive Tutorial Lesson	Date Completed
1	Investigate Like a Scientist: Types of Scientific Study	
2	Do You Need Me to Repeat That?	
3	Identifying the Control Group	
4	How Do We Do Science?	

5th Science

Nature of Science

Standard: SC.5.N.1.2: Explain the difference between an experiment and other types of scientific investigation.

Explore the differences between an experiment and other types of scientific investigations as you complete this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/174645>
2. Start the tutorial: **Investigate Like a Scientist: Types of Scientific Study**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SC.5.N.1.3: Recognize and explain the need for repeated experimental trials.

Learn how to identify explicit evidence and understand implicit meaning in a text. In this tutorial you will learn to identify the importance of repeated trials in an experiment.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/115137>
2. Start the tutorial: **Do You Need Me to Repeat That?**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SC.5.N.1.4: Identify a control group and explain its importance in an experiment.

Learn to identify a control group and explain its importance in an experiment with this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/122091>
2. Start the tutorial: **Identifying the Control Group**
3. Complete each practice question.
4. Print the certificate of completion.

5th Science

Nature of Science

Standard: SC.5.N.1.5: Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

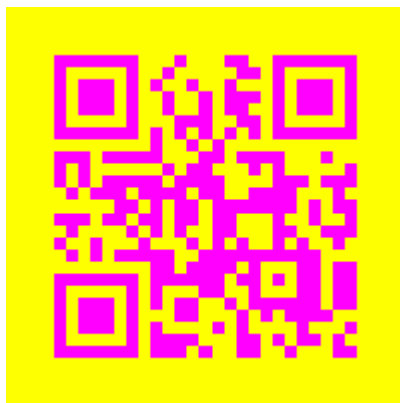
Learn how authentic scientific investigations do not always follow the steps of the traditional "scientific method" with this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/112447>
2. Start the tutorial: **How Do We Do Science?**
3. Complete each practice question.
4. Print the certificate of completion.



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mensajes de texto
en su teléfono
móvil ahora!**



**Sólo tiene
que enviar
"Y" o "Yes"
a 67587**

