

A C S P

Summer Gazette

2020-2021 Edition

ENTERING 5TH GRADE

- CURRICULUM
- UNIFORMS
- CONTACT INFO

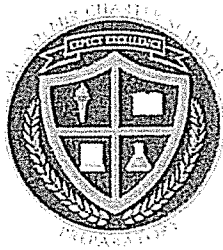
STUDENT NAME:

Acadmir Charter School Preparatory

19185 SW 127 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.

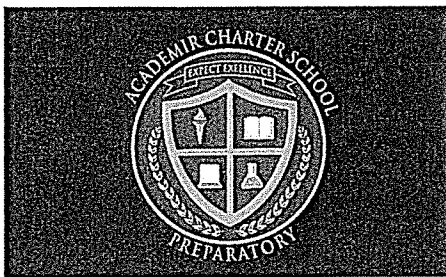
Sincerely,

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



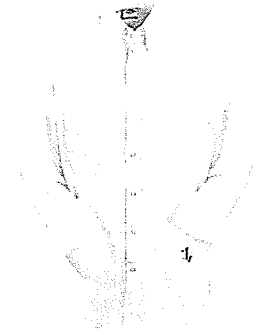
Academir Charter School Preparatory



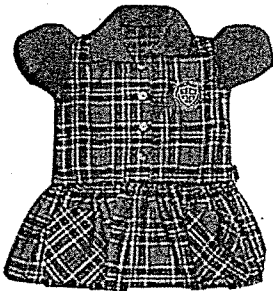
Unisex Polo Spandex



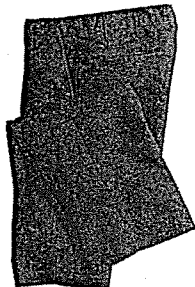
Polo Rugby



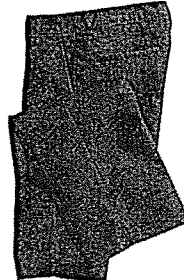
Oxford Gala



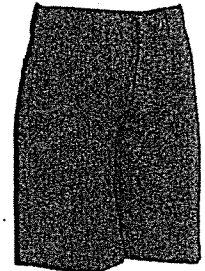
Polo Dress
\$34.99 - \$36.99



Flat Front Pant
\$23.99



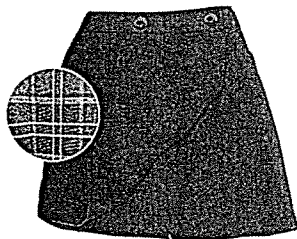
Flat Front Pant
\$19.99



Flat Front Short
\$14.99 - \$19.99



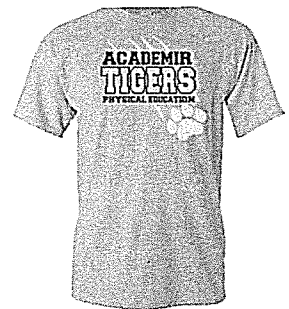
Tie



Skort With Flap Plaid



Pe Short



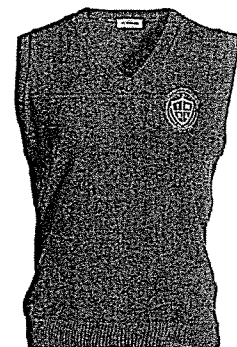
Pe T-Shirt



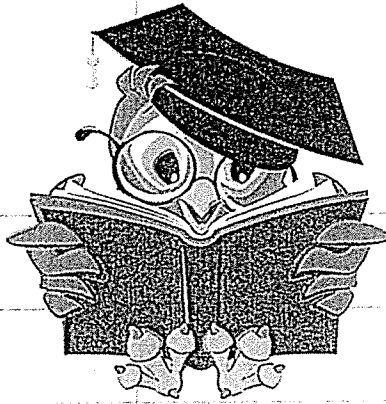
Snap Fleece Jacket



V-Neck Cardigan



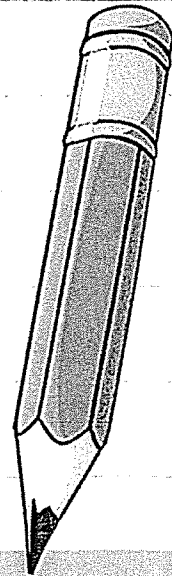
V-Neck Vest -Gala



School Ready

STRESS-FREE SUMMER & HASSLE-FREE
BACK-TO-SCHOOL!

- ✓ NO WORRY OF OBTAINING SCHOOL SUPPLIES.
- ✓ NO WAITING IN LONG LINES.
- ✓ NO STRESS OVER SOLD-OUT ITEMS.
- ✓ ALL SUPPLIES SHIPPED IN ONE DELIVERY TO THE SCHOOL
- ✓ ALL SUPPLIES LABELED WITH STUDENT NAME & CHARACTER.
- ✓ NO CARRYING OF BAGS OR BOXES.
- ✓ NO DELIVERY FEE.
- ✓ OPTION TO ORDER ONLINE
- ✓ 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!

<i>Grade Level</i>	<i>Book</i>
<i>Entering Kindergarten</i>	<i>All Are Welcome by Alexandra Penfold</i>
<i>Entering 1st grade</i>	<i>The Little Butterfly that Could by Ross Burach</i>
<i>Entering 2nd grade</i>	<i>Jabari Jumps by Gaia Cornwall</i>
<i>Entering 3rd grade</i>	<i>Ranger in Time: Hurricane Katrina Rescue by Kate Messner</i>
<i>Entering 4th grade</i>	<i>Ways to Make Sunshine by Renee Watson</i>
<i>Entering 5th grade</i>	<i>Key Hunters: The Mysterious Moonstone by Eric Luper</i>
<i>Entering 6th grade</i>	<i>I Survived the American Revolution, 1776 by Lauren Tarshis</i>
<i>Entering 7th grade</i>	<i>I Survived the Battle of Gettysburg, 1863 by Lauren Tarshis</i>
<i>Entering 8th grade</i>	<i>The Big Game by Tim Green</i>

Students Entering Grades 1-3

- *In addition to the summer reading books above, students entering grades 1-3 will be required to complete 45 minutes Lexia weekly.*

Students Entering Grades 4-8

- *In addition to the summer reading books above, students entering grades 4-8 will be required to complete Reading Plus weekly.*

Total to be completed by August 1:

- *10 See Readers reading comprehension activities*
- *10 Read Arounds vocabulary activities*

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

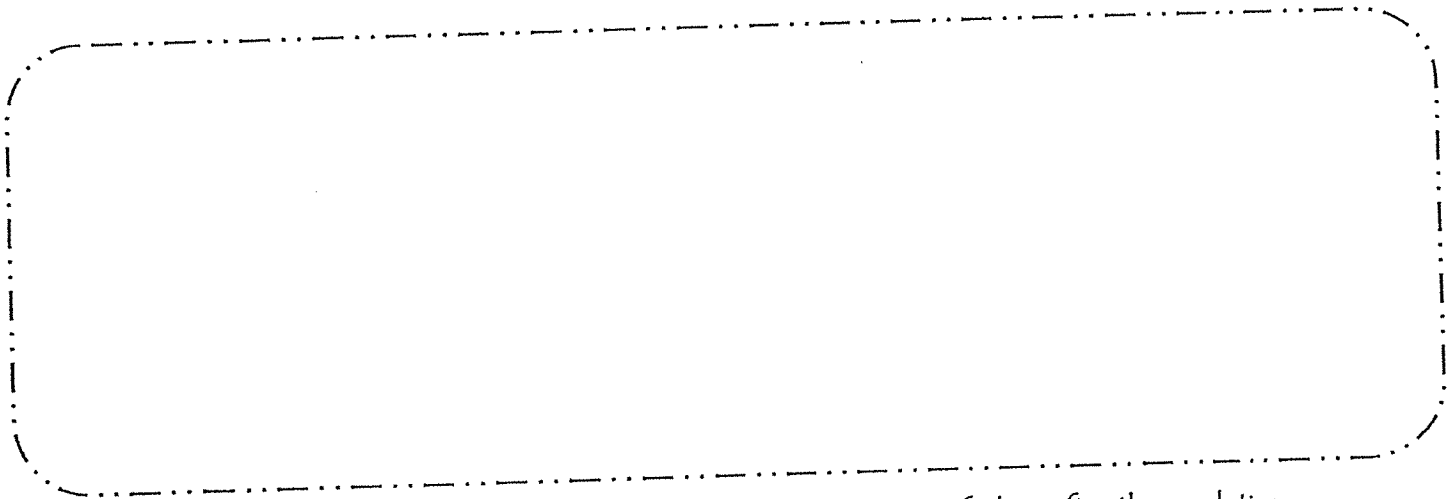
Find two vocabulary words in your book that are new to you. Write down the words below. Next, find your own definition of both words based on CONTEXT CLUES in your book. (NOT a dictionary definition)

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.)

Read the passage and answer the questions that follow.

The Columbian Exchange

- 1 After Christopher Columbus landed in the Caribbean in 1492, plants, animals, and, unfortunately, diseases, began to cross the Atlantic Ocean. Some were brought from Europe to the Americas, and others were brought back from the Americas to Europe. Historians now call this movement of plants, animals, and diseases the Columbian Exchange. It changed everyday life in both Europe and the Americas. For example, people began to eat new foods—including many that you probably eat regularly today. The following are some of the items and animals involved in this great exchange.

From the New World to the Old

Potatoes

Potatoes have been cultivated in the Andes Mountains of South America for nearly two thousand years. By the end of the 1500s, the Spanish and Italians were growing potatoes, too. The potato soon became an important part of the cuisines of Germany, Poland, Russia, Britain, and Ireland. Today, only grains are cultivated more widely than potatoes, which are grown in at least eighty different countries throughout the world.

Tomatoes

Like potatoes, tomatoes are members of the nightshade family that are native to South America. (Pepper, eggplant, and tobacco plants are also members of the nightshade family.) The Inca and the Aztec both cultivated tomatoes. Unlike potatoes, tomatoes were not immediately popular with Europeans. In fact, their fruit was thought to be poisonous! However, the Spanish and Italians began to use tomatoes in their cuisine. Today, of course, tomatoes are especially associated with Italian cooking.

Chocolate

The scientific name of the cacao tree is *Cacao theobroma*, which means “food of the gods.” The heavenly food made from the beans of the cacao tree is chocolate. The Aztec cultivated cacao beans. They made a bitter drink called *xocoatl* from the beans. The Spanish conqueror Hernando Cortes called this drink divine. He sent three chests of the beans to Spain. In Europe, the drink was sweetened and flavored with cinnamon and vanilla. Then, in the 1800s, Europeans began to make chocolate that could be eaten instead of drunk. In 1876, milk chocolate was first made in Switzerland. Today, the Swiss are the world’s leading consumers of chocolate, with as much as twenty-two pounds of chocolate eaten per person every year.

From the Old World to the New

Horses

- 5 The fossil record shows that the horse evolved mostly in North America. About two million years ago, animals belonging to the genus *Equus* (which includes the horse) had spread to South America, Europe, Asia, and Africa. However, for unknown reasons, the horse disappeared from the Americas about ten thousand to eight thousand years ago. Spanish explorers returned the horse to its native home in the 1500s.

Apples

European settlers brought apples with them to North America. At the time, apples were not eaten raw. They were mostly used to make cider, or apple juice. As settlers moved westward, they brought apples with them, often planting the trees near their homes. Today, five-and-a-half million tons of apples are produced in the United States every year.

Sugarcane

Sugarcane did not originally come from Europe. It came from the faraway island of New Guinea, just north of Australia. From there, sugarcane spread throughout the South Pacific and to India. Then, from India its cultivation spread westward to Persia and then throughout the Mediterranean world. On his second trip to the New World, Columbus brought along sugarcane from the Canary Islands. Its production soon became important to the economies of the West Indies, Brazil, Mexico, and later the southern United States.

The process of globalization started long before 1492 and continues to the present. However, the Columbian Exchange stands out for its thorough transformation of the cultures and ecology of so much of the world.



Lesson 7 Quiz

1. Why is the movement of plants, animals, and diseases described in this passage MOST LIKELY called the Columbian Exchange?
 - A. Columbus described the exchange in his writings.
 - B. The exchange began with the arrival of Columbus in the Caribbean.
 - C. Columbus was responsible for organizing the exchange.
 - D. The exchange was begun to honor the achievements of Columbus.

2. Which of the following details from the passage BEST supports the idea that the Columbian Exchange changed everyday life in Europe?
 - A. "The potato soon became an important part of the cuisines of Germany, Poland, Russia, Britain, and Ireland."
 - B. "Then, in the 1800s, Europeans began to make chocolate that could be eaten instead of drunk."
 - C. "At the time, apples were not eaten raw. They were mostly used to make cider, or apple juice."
 - D. "On his second trip to the New World, Columbus brought along sugarcane from the Canary Islands."

3. Which BEST compares the text structure of the paragraph titled "Tomatoes" with that of the other paragraphs of this passage?
 - A. "Tomatoes" compares and contrasts ideas, whereas the text structure of the other sections is mostly cause and effect.
 - B. "Tomatoes" tells about problems and solutions, whereas the text structure of the other sections is mostly chronological order.
 - C. "Tomatoes" compares and contrasts ideas, whereas the text structure of the other sections is mostly chronological order.
 - D. "Tomatoes" tells about problems and solutions, whereas the text structure of the other sections is mostly cause and effect.

4. From the context in paragraph 4, you can conclude that the word divine has to do with
 - A. gods.
 - B. chocolate.
 - C. conquering.
 - D. drinking.

5. Read this sentence from the passage.

About two million years ago, animals in the genus *Equus* (which includes the horse) had spread to South America, Europe, Asia, and Africa.

Based on this statement, you can infer that

- A. the Columbian Exchange was unusual in that it included plants as well as animals.
- B. the Columbian Exchange was most likely much less important than historians believe.
- C. the Columbian Exchange was not the only example of the global movement of species.
- D. the Columbian Exchange resulted in the return of many plants and animals to their native homes.

6. As it is used in paragraph 8, the word present refers to

- A. a gift.
- B. the current time.
- C. displaying something.
- D. being in a nearby location.

7. Based on the details in this passage, what does the term globalization mean?

Read the passage and answer the questions that follow.

Three Child Kings

- 1 To be president of the United States, a person must be at least thirty-five years old. In a monarchy, on the other hand, there is usually no minimum age requirement. Throughout history, children have been crowned the kings and queens of nations.

Tutankhamen

Tutankhamen, also known as King Tut, is the most famous of all the ancient Egyptian pharaohs. He did not earn this fame by doing great things, however. He is famous for his tomb, which was discovered in 1922. It held hundreds of treasures, from which we have learned much about the lives of ancient Egyptians.

Born in 1343 BCE, Tutankhamen became king when he was about nine years old. Government officials helped the young king rule.

Tutankhamen not only became pharaoh when he was young but he also died young, when he was only eighteen. He was buried west of the Nile, in the Valley of the Kings, where many other pharaohs were also buried.

The Sun King

- 5 King Louis XIV of France once said, "I am the state." He described himself this way because during his long rule, he took on far more power than any other French king had done before.

Louis became king in 1643, when he was four years old. The early years of his rule are known as the Regency. A regent is a person who rules in the place of a monarch who is too young or otherwise unable to rule a nation or people. Until Louis came of age in 1652, he had two regents. They were Queen Anne of Austria, his mother, and Cardinal Jules Mazarin, the chief minister of France.

In 1648, a civil war broke out in France. The Parliament of Paris, which was the supreme law court in France, and the nobility both objected to the growing power of the royal government. During the war, Louis, Queen Anne, and Cardinal Mazarin fled from Paris. Louis did not return to Paris until October 1652.

This war had a strong influence on Louis and his ideas about government. After the death of Cardinal Mazarin in 1661, Louis claimed all of the power of the state for himself. Although he would appoint ministers as advisers, he declared that he alone would make all decisions of government. Louis XIV ruled in this way for fifty-five years.



The Last Emperor of China

Like Tutankhamen, the Xuantong emperor of China, better known as Puyi, ruled only a short time. However, Puyi's reign did not end with his death. It ended with a revolution.

10 Puyi became emperor when his uncle died in November 1908. Puyi was only three years old. He ruled, with his father as regent, for hardly more than three years. Revolution had been brewing in China since 1900, before Puyi was born, and on October 10, 1911, the revolution succeeded. Puyi abdicated, or gave up the throne, in February 1912.

For much of the rest of his life, Puyi continued to live in Beijing. From 1934 to 1945, however, he ruled over a Japanese state in Manchuria, a province in northeastern China. Because he worked with the Japanese when they were at war with China, he was later imprisoned as a war criminal. Pardoned in 1959, he worked in a botanical garden and later as a researcher. He died in 1967.



Lesson 7 Quiz

8. Which BEST describes the main idea of this passage?
- A. Children have sometimes been the rulers of nations.
 - B. Child monarchs tend to suffer an early death or are forced to abdicate.
 - C. Child monarchs need the help of a regent in order to rule.
 - D. Children do not have the skills to be a monarch.
9. Which quotation shows why Tutankhamen MOST LIKELY did not rule for very long?
- A. His tomb “held hundreds of treasures.”
 - B. “Born in 1343 BCE, Tutankhamen became king when he was about nine years old.”
 - C. Tutankhamen “died young, when he was only eighteen.”
 - D. “He was buried west of the Nile, in the Valley of the Kings.”
10. As it is used in paragraph 5, the word state refers to
- A. saying something.
 - B. being a certain way.
 - C. a nation or government.
 - D. one of the fifty United States.

11. Read this sentence from the passage.

This war had a strong influence on Louis and his ideas about government.

Based on the details in paragraph 8, how did the civil war affect Louis?

- A. He allowed the states to govern themselves.
- B. He believed the king should have a lot of power.
- C. He became unable to make decisions himself.
- D. He decided that Cardinal Mazarin should be king.

12. From the context in paragraph 11, you can conclude that the word pardoned means

- A. hired.
- B. jailed.
- C. forgiven.
- D. punished.

13. Which BEST describes the text structure of each of the sections of this passage?

- A. cause and effect
- B. problem and solution
- C. compare and contrast
- D. chronological order

14. What do each of the kings described in the passage have in common? Why is this unique?

READY TO GO

Multiplying Whole Numbers

Multiply $2,417 \times 4$.

Set up the problem vertically. Line up the digits with the same place value.

Multiply the **ones** by 4.

$$4 \times 7 \text{ ones} = 28 \text{ ones}$$

Regroup the ones.

$$28 \text{ ones} = 2 \text{ tens } 8 \text{ ones}$$

$$\begin{array}{r} 12 \\ 2417 \\ \times 4 \\ \hline 9668 \end{array}$$

Multiply the **tens** by 4.

$$4 \times 1 \text{ ten} = 4 \text{ tens}$$

Add the regrouped tens.

$$4 \text{ tens} + 2 \text{ tens} = 6 \text{ tens}$$

Multiply the **hundreds** by 4.

$$4 \times 4 \text{ hundreds} = 16 \text{ hundreds}$$

Regroup the hundreds.

$$16 \text{ hundreds} = 1 \text{ thousand } 6 \text{ hundreds}$$

Multiply the **thousands** by 4.

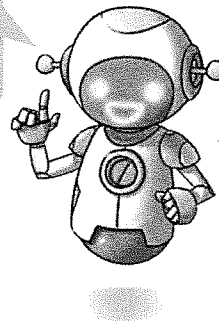
$$4 \times 2 \text{ thousands} = 8 \text{ thousands}$$

Add the regrouped thousands.

$$8 \text{ thousands} + 1 \text{ thousand} = 9 \text{ thousands}$$

$$2,417 \times 4 = 9,668$$

I always multiply the ones first.



I see! I need to regroup when the product of the digits is a 2-digit number.



How is setting up the problem vertically to multiply similar to finding a product using partial products and place value?

LESSON LINK

PLUG IN

You can use place-value models and multiplication facts to multiply by multiples of 10.

$$\begin{array}{l} 7 \times 6 = 42 \\ 7 \times 60 = 420 \end{array}$$

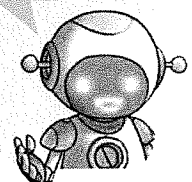
POWER UP

You can multiply two factors with and without area models.

$$\begin{array}{r} 2 \\ 14 \\ \times 15 \\ \hline 170 \\ + 140 \\ \hline 210 \end{array}$$

GO!

I can use what I know about multiples of 10, place value, and multiplying vertically to multiply numbers with 3 or more digits!



Use the standard algorithm to multiply.

$$\begin{array}{r} 1. \quad 145 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 162 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 158 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 3,623 \\ \times \quad 7 \\ \hline 61 \end{array}$$

$$\begin{array}{r} 5. \quad 4,105 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5,433 \\ \times \quad 2 \\ \hline \end{array}$$

Multiply.

$$\begin{array}{r} 7. \quad 212 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 365 \\ \times 53 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 812 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1,346 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 7,171 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1,867 \\ \times \quad 4 \\ \hline \end{array}$$

Choose the best answer.

13. Anna bought 116 bicycles for her rental shop. She also bought 2 spare tubes for each bicycle. How many spare tubes did Anna purchase?

A. 114
B. 218
C. 232
D. 2,320

14. A plane carries 225 passengers on a flight. The average legroom for each passenger is 31 inches. What is the total amount of leg room for all the passengers?

A. 256 inches
B. 900 inches
C. 6,875 inches
D. 6,975 inches

PROBLEM SOLVING

MAKING PROGRAMS

READ

Ms. Reed is making programs for a band concert. Each program contains 14 sheets of paper. If she makes 250 programs, how many sheets of paper will she need in all?

PLAN

- What is the problem asking you to find?

The total _____ that Ms. Reed needs

- What do you need to know to solve the problem?

There are _____ programs and _____ sheets of paper in a program.

- How can you find the total number of sheets of paper?

Multiply the number of _____ by the number of _____.

SOLVE

Multiply.

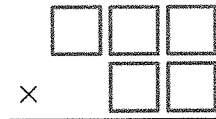
Write 250×14 vertically.

Multiply 250 by 4 ones. Regroup when necessary.

Multiply 250 by 1 ten.

Add the partial products.

$250 \times 14 =$ _____



CHECK

Use place value to check.

14 is the same as 1 ten and 4 ones. You can multiply 250×10 and 250×4 , and then add the partial products.

$250 \times 10 =$ _____

$250 \times 4 =$ _____

Add the partial products.

_____ + _____ = _____

Ms. Reed needs _____ sheets of paper in all.

Multiply to solve each problem.

15. A printer received 4 orders for copies. Each order needed 315 copies. How many copies did the printer make to complete the 4 orders?
- _____
16. A bus company has 32 buses. Each bus holds 128 passengers. How many people can the bus company serve at one time?
- _____
17. Book People ordered 12 copies of a new book. The book has 374 pages. How many pages do the 12 copies of the book have in all?
- A. 748
B. 3,488
C. 3,740
D. 4,488
18. Sam's Used Cars sold 489 cars last year. Each car had 4 wheels. How many wheels were on the cars that Sam's Used Cars sold last year?
- A. 1,956
B. 1,926
C. 1,656
D. 1,626
19. A concert hall has 236 rows of seats. Each row has 44 seats. How many people can the hall seat at one time?
- _____
20. A factory makes 6,921 packages of fruit snacks in a day. Each package contains 8 fruit snacks. How many fruit snacks does the factory make in one day?
- _____

Solve.

21. Mr. Cooper planted 114 rows of carrots with 48 seeds in each row. He said he planted 912 seeds. Is Mr. Cooper correct? Explain.
- _____
- _____
22. Ms. King ordered 16 bags of party favors for the school carnival. Each bag contained 285 party favors. Mrs. King said she ordered 4,560 party favors. Is Ms. King correct? Explain.
- _____
- _____

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.

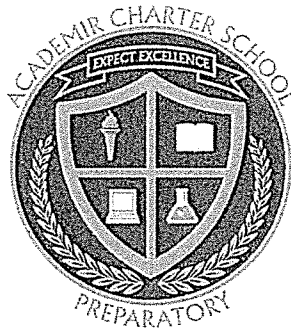
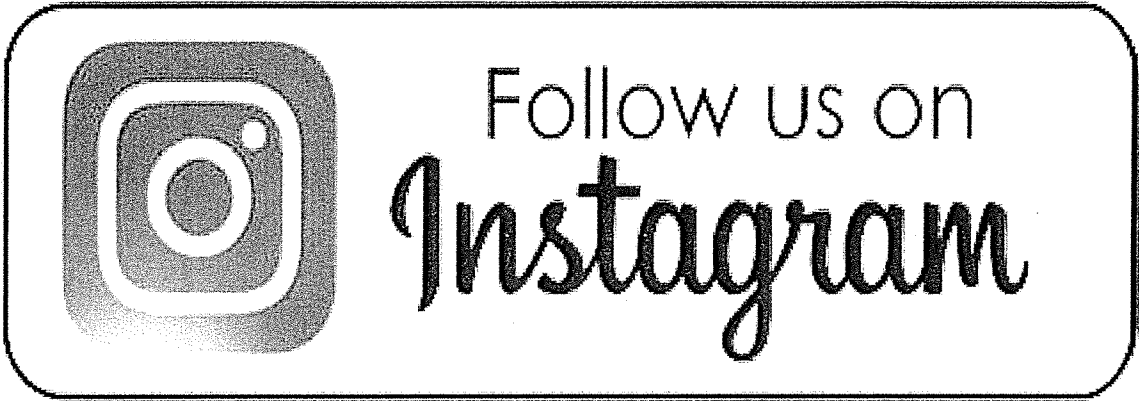
5th Science

Nature of Science

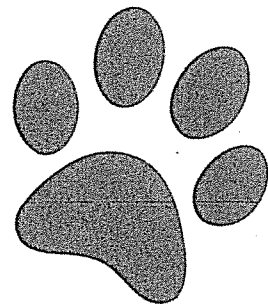
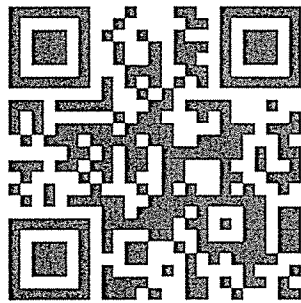
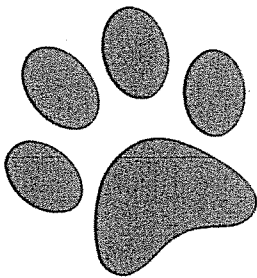
Student Name: _____

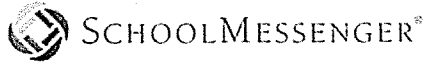
Student ID: _____

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?	



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The Trusted Platform
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Padres y Tutores

Ustedes pueden aprovechar nuestro Servicio de Mensajes de Texto

Nuestra escuela utiliza el sistema de SchoolMessenger para entregar mensajes de texto, directamente a su teléfono móvil con información importante sobre eventos, cierres de escuelas, alertas de seguridad y mucho más.

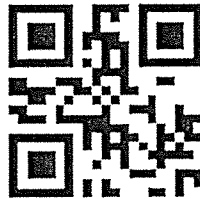
Usted puede participar en este servicio gratis* con sólo enviar un mensaje de texto de "Y" o "Yes" al número de código corto de nuestra escuela, 67587.

También puede optar por no recibir estos mensajes en cualquier momento simplemente respondiendo a uno de nuestros mensajes con "Stop".

SchoolMessenger es compatible con el Student Privacy Pledge™ (Compromiso Con La Privacidad de Los Estudiantes). Puede estar seguro que su información es segura y nunca será entregada o vendida a nadie.



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

