



INTERMEDIATE SUMMER HOMEWORK 2023 Environments

Dear Intermediates,

We hope you have a great summer full of activity, creativity, and adventures. When we return in the fall we plan to investigate environments both near and far. We will study the plants and landscape of Arbor's campus, learn about Oregon habitats (with a special focus on salmon), and end the year with investigations of world biomes and oceans. We plan on an overnight trip to the coast to do some tide-pooling, which will be a highlight of the spring.

During the summer, please be sure to read regularly and practice math so as not to lose ground with your skills. We have also designed an August reading project to help you transition from summer back to school, creating artwork that you will share with your classmates and proudly hang on our classroom walls.

Math: (3-4 hours in July, and 3-4 hours in August)

Please practice your math skills from time to time, so you don't get rusty over the summer. To do this effectively, you can't try to do all this work at once, and you can't save it until the last weekend of the summer—you'll have to spread your practice out throughout the summer. We recommend sessions of $\frac{1}{2}$ an hour to an hour, once or twice per week.

There are many options linked that you can select for your practice sessions:

- 1) There are sets of practice exercises scanned from the Singapore Primary Mathematics curriculum. Rising fours can use these to review 3rd grade subjects, rising fives can use these to review 4th grade subjects. You do not need to do all of the pages, and you do not need to do the exercises in order. You may choose the practice that is most useful and feels best to you.
- 2) There are lots of double-sided sheets focused on specific skills and algorithms (eg, "subtraction," "division," "addition with fractions," or "multiplication with decimals"). You may pick and choose from these as you see fit to target specific skills and focus your practice.
- 3) Finally, there is a math facts practice sheet with both division and multiplication facts on it. You can reprint and reuse this many times if you wish—with or without timing yourself—to determine which math facts trip you up, and focus on getting those down.

The idea is that you can choose which skills to practice and maintain. Choose what feels right for

you!

You do not need to complete all of the pages, and you do not need to do the exercises in order—just make sure you practice periodically as described above. The attached pages are more than we would expect any one person to do, we just want everyone to have options so that they can choose what they practice. Do the parts that feel right to you.

The third-grade review Singapore exercises for fours offer practice with subtraction, multiplication, and basic division. The fourth-grade review Singapore exercises for fives offer practice mainly with multiplication, and operations with fractions and decimals. You may use whatever resources from the available options seem helpful and appropriate. The intention is for you to practice something you've tried before, *not for you to try to learn something new independently over the summer*. If you come upon something that you feel you don't have a way to do, just skip it and move on to something else.

Please keep track of the days and times that you work, and then submit images of your July work to marc@arborschool.org on or around August 1st. Please bring all of the packet pages you complete over the summer with you on the first day of school.

Reading: (5 or more days per week)

Please read at least two to four books from the summer reading list. Choose books that you have not read before.

In addition, as your final book of the summer, please read **one** of the following in August (pick a book that you have not yet read):

The Evolution of Calpurnia Tate by Jacqueline Kelly

The True Blue Scouts of Sugarman Swamp by Kathi Appelt

Bayou Magic by Jewell Parker Rhodes

A Wolf Called Wander by Rosanne Parry

The Voyage of the Frog by Gary Paulsen

First Light by Rebecca Stead

Use the attached reading log to write a list of all the titles and authors of the books you have read over the summer. Use your best handwriting and spell carefully. Bring this list in on the first day of school.

Reading Project: A Story Map (A few work sessions in August)

The purpose of this activity is to create a visual “map” of the book you chose to read from the list above.

The map you make will include visual images from the story and your personal reactions to the story. This map is not like the maps in an atlas; rather, it is a creative project where you can “map” your thoughts and images from the book you’ve read.

You will need a large (about 18x24in) piece of poster paper, a pencil, and some art supplies of your choice--such as watercolors, oil-pastels, colored pencils, fabric, decorative paper, or natural objects. The very first step is to look over the prompts below and think about how you would like to arrange your responses on the map. You may want to include your responses inside the shape of something important from the book, surrounding a drawing of someone from the story, scattered around a map of the physical location of the book, or in any other way you devise. Your layout for the responses is up to you and can be as creative as you’d like.

Once you have designed your layout, you can begin responding to the prompts, creating a first draft of your writing before you enter it onto your map. Be sure to use correct spelling, full sentences, and your best handwriting for your final draft on the map.

- a) Begin 3 sentences with “I wonder ...” For example, “I wonder why (the main character) chose to...” Or it could be more personal. “I wonder if I would have done what (character’s name) did when...”
- b) Find 3 vivid, descriptive sentences from the book that you feel capture a sense of place. Copy these sentences carefully onto your map, weaving them in creatively.
- c) Imagine the environment in your novel as a character. Describe it using traits like you would a person. For example: *the ocean was angry, persistent, and loud* or *the mountain was ancient, sturdy, and dependable*.
- d) Think of one or more ways the environment *challenged* one of the characters in your book (storms, hunger, drought, flood, etc), and one or more *opportunities* or gifts the environment provided (food, water, shelter, etc). Find a way to represent these visually on your poster.

Be sure to include your name, the book title, and the author clearly on your story map, and bring it with you on the first day of school.

We can’t wait to see you in September,

The Intermediate Team

Your name: _____

Reading Chart

Title	Author	Date Finished

