

**Cross Categorical  
Special Ed  
6-8th Grade**

**May 18 - 29**

Special Education 6-8th grade  
Math, Science, Social Studies and English Learning Packet  
May 15-29th

On the following pages, you will find an Activity Board with activity directions and support pages.

- Complete the boxes that are right for you in **any order you would like.**
- When you have completed the activity check off the box!

We have set bi-weekly meeting times with you through Zoom, Google Meet and/or phone calls. We are excited to learn with you. In addition, support services have also scheduled time with you. Please stay true to your schedule.

No class on Memorial Day: Monday May 25. Last Day for Remote Learning Friday, May 29th. **Last day Virtual Zoom or Google Meet classes will be Thursday, May 28th.**

Please check your email or mail for T3 Progress Report updates.

All T3 grades will reflect the letter **I** for **Incomplete** or **P** for **Pass**.

**Every Friday we have Optional WHOLE CLASS zoom.**

Come and hangout with your friends!

6th grade 11-11:30

7th grade 11:40-12:10

8th grade 12:20-12:50

**District Resources:** Keep checking [www.sd194.org](http://www.sd194.org) for updated information.

**Grab & Go Breakfasts/Lunches and Home Learning Packets will be distributed at the District office on May 18, 21, & 28 from 8am-11am**  
**Monday night 5-7pm**

**The packet are also available to print and can be found on the [www.sd194.org](http://www.sd194.org) starting May 18th**

If you have any questions, please do not hesitate to reach out!

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### Activity Choice Board

<p style="text-align: center;">Activity 1</p> <p style="text-align: center;"><b>Addition Activity</b></p> <p style="text-align: center;"><b>Choose what is right for you!</b></p> <p>Use the TouchMath Strip, Number Line, or Count out objects you have at home!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 2</p> <p style="text-align: center;"><b>Multiplication Activity</b></p> <p style="text-align: center;"><b>Choose what is right for you!</b></p> <p>Use your multiplication chart for support. SHOW YOUR WORK!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 3</p> <p style="text-align: center;"><b>Telling Time Activity</b></p> <p>Write the time that is shown on the clocks! REMEMBER: The RED hand is the hour, and the BLUE hand is the minutes!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 4</p> <p style="text-align: center;"><b>Donut Math Fun!</b></p> <p>Challenge yourself with some fun word problems that ask you about money and donuts!</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p style="text-align: center;">Activity 5 THEME</p> <p>Answer Questions 1 -6</p> <p>Remember: Theme is the MAIN LESSON</p> <p style="text-align: center;">Ask Yourself What is this story trying to teach me?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 6</p> <p>Predictions, Conclusions &amp; Inferences</p> <p>Answer Questions 1-6</p> <p style="text-align: center;"><b>Ask Yourself:</b> What will happen next? What will happen last? What is this text not saying but telling me?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 7 STORY ELEMENTS</p> <p>Plot: What happened at the Beginning, Middle &amp; End?</p> <p>Setting: When and Where did the story take place</p> <p>Characters: Who was the story about?</p> <p>Read the story and Answer the Questions</p> <p>Then answer the Multiple Choice Questions 1 -6</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p style="text-align: center;">Activity 8</p> <p style="text-align: center;"><b>Reflection and Goal Setting for the 2019-2020 school year.</b></p> <p style="text-align: center;"><b>Do ONE Reflection Page each week.</b></p> <p style="text-align: right;"><input type="checkbox"/></p>

Activity 9	Activity 10	Activity 11	Activity 12
<p>Go to Youtube.com and watch the <b>CNN 10</b> for the day.</p> <p><b>6&amp;7th grade:</b> write 2-3 sentences.</p> <p><b>8th grade:</b> Write 3-4 sentences</p> <p><input type="checkbox"/></p>	<p><b>Social Studies</b></p> <p>Read “City Government” and answer the questions.</p> <p><input type="checkbox"/></p>	<p><b>Science</b></p> <p>Read “Science Experiments” and answer the questions.</p> <p>Then do your own science experiment! Make a backbone</p> <p><input type="checkbox"/></p>	<p><b>Social Emotional Learning</b></p> <p><b>Talk to a trusted adult or journal your answers to the sentence starters</b></p> <p><input type="checkbox"/></p>



### **CONTINUE LEARNING ALL SUMMER LONG**

**IXL resource coming soon.**

**TUMBLEBOOK Login: tinley Password: books**

**PRODIGY: Individual Login & Password already assigned.**

Write the answer for each problem. Then, color according to the key at the bottom.

 Black  3

Activity 1: Addition-CHOOSE WHAT IS RIGHT FOR YOU!

j.		5	8			k.		7	3			l.		9	4
	+	9	1				+	1	7				+	2	0
	<hr/>						<hr/>						<hr/>		
m.		2	2			n.		2	2			o.		7	3
	+	1	7				+	6	7				+	2	6
	<hr/>						<hr/>						<hr/>		

j.		4	8	6		k.		7	3	2		l.		9	4	8
	+	3	5	1			+	1	7	7			+	2	0	2
	<hr/>						<hr/>						<hr/>			
m.		5	2	5		n.		9	2	2		o.		3	4	7
	+	5	7	4			+	3	7	3			+	1	6	1
	<hr/>						<hr/>						<hr/>			

d.	6	7	10	12	12	7	9
	$\times 4$	$\times 7$	$\times 4$	$\times 12$	$\times 8$	$\times 9$	$\times 9$
<hr/>							
e.	6	8	11	3	12	8	2
	$\times 9$	$\times 9$	$\times 11$	$\times 3$	$\times 3$	$\times 2$	$\times 5$
<hr/>							
f.	0				2	9	4
	$\times 1$				$\times 2$	$\times 12$	$\times 11$
<hr/>							
g.	8				6	3	1
	$\times 7$				$\times 8$	$\times 7$	$\times 12$
<hr/>							

[illegible]

## Activity 2: Multiplication (continued)

	g.		<b>9</b>	<b>9</b>				h.		<b>6</b>	<b>4</b>				i.		<b>4</b>	<b>2</b>
		<b>x</b>	<b>9</b>	<b>9</b>					<b>x</b>	<b>7</b>	<b>3</b>					<b>x</b>	<b>7</b>	<b>0</b>
	j.		<b>8</b>	<b>2</b>				k.		<b>3</b>	<b>5</b>				l.		<b>2</b>	<b>7</b>
		<b>x</b>	<b>6</b>	<b>1</b>					<b>x</b>	<b>4</b>	<b>5</b>					<b>x</b>	<b>4</b>	<b>8</b>



### Activity 3: Telling Time

Name: \_\_\_\_\_

## Telling Time

Write the time shown.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Donut Shop Problem Solving

Chocolate frosted donuts are Mr. Franco's favorite donuts. Each chocolate frosted donut costs \$1.50. He wants to buy enough for his 24 students. How much will he spend in all?



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## Donut Shop Problem Solving

Mr. Beverly wants to buy 2 chocolate frosted donuts that cost \$1.50 each and a coffee that costs \$2.75 for breakfast. How much did Mr. Beverly's breakfast cost?



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## Donut Shop Problem Solving

Henry buys 3 donuts that cost \$1.30 each. How much change will he receive from a \$5.00 bill?



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## Donut Shop Problem Solving

Donut holes are Justine's favorite bite-sized treat. Each donut hole costs \$0.12. She wants to buy 100 to share in the teacher's room. What was her total?



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## Donut Shop Problem Solving

Jeremy loves jelly filled donuts! Each jelly donut cost \$1.95. If he buys 5 to share with his coworkers, what was his total?



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## Donut Shop Problem Solving

Luke wants to buy a dozen donuts at \$10.00 and a lemonade that costs \$1.75. He hands the cashier a \$20.00 bill, how much change will he receive?



© Let's be Franco

## Activity 5



# Theme of Writing

ELA  
D

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1

A \_\_\_\_\_ is the **main idea** or **underlying meaning** of written material.

- A theme
- B title
- C paragraph
- D summary



2

Not all written works have a **theme**.

- A true
- B false



3

The \_\_\_\_\_ of the story help develop the **theme** of a story.

- A beginning
- B elements
- C end
- D bold print



4

When a person in a story decides to **overcome his fear of heights to save someone else**, we can infer from his actions that the **theme** of the story is \_\_\_\_\_.

- |         |           |
|---------|-----------|
| A death | C courage |
| B love  | D family  |

5

Brett and Garrett have been best friends since first grade. They do everything together. They even go on vacation with each other's families.

What is the **subject** of this paragraph?

- |                   |                |
|-------------------|----------------|
| A school          | C the library  |
| B summer vacation | D best friends |

6

Choose which of the following could be considered a **theme** of a story.



- A a girl who fell off her bike
- B about my weekend
- C a boy going to the store
- D love

## Activity 6

### Predictions, Conclusions & Inferences

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1

Dana finished brushing her teeth and put the toothbrush away. She washed her face and dried it off with her towel. She was now ready to go to bed.

**Where is Dana?**

- A in the bathroom
- B in the garage
- C in the kitchen
- D in the living room



2

We bought our tickets and then went to buy popcorn. After we found our seats, the lights were turned down. We knew it was going to begin. **Where was this taking place?**

- A at school
- B at the movie theatre
- C at the birthday party
- D at the library



3

Rachel was trying to sleep but the sun was too bright in her room. She noticed her curtains were open. Rachel wanted the room darker so she could sleep.

**What do you think Rachel did next?**

- A opened her window
- B crawled under her bed
- C slept in her closet
- D closed her curtains



4

Steven was trying to make me laugh. He was pretending to use a piece of fruit as a telephone. It was funny because the fruit had a similar shape to a telephone.

**What kind of fruit was he using?**

- A orange
- B banana
- C pear
- D apple



5

Tommy was so happy when he ran off the soccer field. Everyone was cheering for him and giving him high fives. They won the game. **You can infer that Tommy \_\_\_\_\_.**

- A tripped and fell
- B kicked the ball out of bounds
- C scored a goal
- D told a funny joke



6

Jacob left his ice cream outside in the hot sun. When he came back to get it, he was disappointed. **What had happened to his ice cream?**

- A It was frozen.
- B It tasted bad.
- C It was missing.
- D It melted.





## Activity 7 STORY ELEMENTS

### What are the Elements of a Story?

Story elements are **plot, setting, and characters**.

A **plot** is the plan of the story. It tells what the story is about. It is sometimes called the main idea of the story. A plot has a beginning, middle, and end.

The **setting** is the place where the story happens. It could be a small room or a huge country or any place in between.

The **characters** are the people and animals in the story. In a play, the characters are the actors. Sometimes the author is the narrator who seems to be a person in the story.

### Try this!

**Read the story and answer the questions.**

My friend, Kira, lives in Alexandria, Virginia. She has three cats named Lisa, Bart, and Jose. When she is not home the cats run and play all day. One time, Lisa shut a door so that Bart and Jose were stuck in the basement. They were lucky because they had food and a litter box. Lisa was not lucky because she could not get to the food or the litter box!

What is the plot of this story? \_\_\_\_\_

Where does this story take place? \_\_\_\_\_

Who are the characters? \_\_\_\_\_

## Activity 7 Story Elements Continued



### Story Elements

ELA  
B

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1

Bill and Jane wanted to know when St. Louis was settled.

Who are the **characters**?

- A Louis
- B settlers
- C Bill, Jack, Louis
- D Bill and Jane

2

Little Bunny was afraid to leave the nest. His mother wanted him to go exploring with his brothers.

How does the bunny **feel**?



- A bold
- B brave
- C hot
- D scared

3

Chicken Little tried to warn his friends that the sky was falling.

How was Chicken Little **feeling**?



- A worried
- B chubby
- C hungry
- D like a fox

4

A troll would not let goats cross over his bridge. He said he would eat them.

How would you describe the **troll**?



- A kindly
- B bully
- C smarter
- D afraid

5

"I can't find my shoes or my coat! I lost my homework! I forgot to pack a lunch!"

This **character** is feeling \_\_\_\_\_.

- A happy
- B saturated
- C frustrated
- D lonely

6

A tired, hungry man told a woman he could make soup from a stone. She told him to show her.



The woman wanted to see stone soup because she was \_\_\_\_\_.

- A curious
- B funny
- C wonderful
- D worried



## Activity 8 Reflections of this School Year & Goal Setting

### #1 Reflection & Goal setting 2019-2020

Name: \_\_\_\_\_

Date: \_\_\_\_\_

In Math, I remember when....

In Math, I learned...

In Science, I remember when....

In Science, I learned...

I am most proud of \_\_\_\_\_.

I hope that \_\_\_\_\_ school year will be \_\_\_\_\_.

I will remember \_\_\_\_\_

the most about \_\_\_\_\_ grade.

At lunch, I enjoyed \_\_\_\_\_.

**SAY this AFFIRMATION VERY LOUD!**

**Sometimes I struggle and learning is hard but it is  
okay because I will learn more next year!**

## #2 Reflection & Goal setting 2019-2020

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In Social Studies, I remember when

In Social Studies, I learned...

In English, I remember when....

In English, I learned...

My favorite Explore class was (Music, Art, Technology and/or PE)  
because...

My best friends this year were...

I have two goals for next year.

1. My first goal for next year is...

2. My second goal for next year is...

I wish....

I will miss \_\_\_\_\_ about Columbia Central Middle School over  
the summer.

## Activity 9 CNN10

 <p>My Daily Recap of the News On (date): _____ By: _____</p>	<p>Today I was most: (circle one) interested in    shocked by    upset by    excited about</p> <p>Because _____</p>
--	---

## Activity 10

**Read the passage. Then, answer the questions.**

### **City Government**

The president and the prime minister are important national leaders, but important leaders also live in your city. Many cities have mayors who are responsible for making decisions for the cities. They may also attend events such as parades or the openings of new libraries. A mayor often works with a group of people known as a city council. The members of the council are residents of different parts of the city who meet to plan activities and find solutions to any problems in the city. A city may also have a manager who makes sure that the city services are running smoothly. The city manager also creates a **budget** to plan how the city should spend its money. Other members of the city government include the chief of police and the fire chief. They make the rules that all police officers and firefighters must follow. A city needs many different people to work together to make life better for all of its citizens.

9. What is the main idea of this passage?
  - a. The president is an important leader.
  - b. The leader of the police is called a chief.
  - c. City government includes many different people.
10. What does a mayor do? \_\_\_\_\_
11. Where do members of a city council come from? \_\_\_\_\_
12. What does a city manager do? \_\_\_\_\_
13. What is a budget?
  - a. a plan that tells how a city should spend its money
  - b. a parade
  - c. the person who is the head of the fire department



**FITNESS FLASH:** Do arm circles for 30 seconds.

## Activity 11

Read the passage. Then, answer the questions.

### Science Experiments

Scientists learn about the world by conducting experiments. They take careful notes about the instruments they use and the results they find. They share their discoveries with others so that everyone learns more about their subjects. You can do experiments too! The library has many books with safe experiments that use balloons, water, or baking soda. You can learn how light travels or why marbles roll down a ramp. Ask an adult to help you choose and set up an experiment and to watch to make sure you are being safe. Be sure to clean up the area and wash your hands afterward. Take good notes about your work. By changing only one thing, the next time you do the experiment, you may get a completely different result. The important thing is not to worry if your results are not what you expected. Some of the greatest scientific discoveries in the world were made by accident!

12. What is the main idea of this passage?
- a. Children can do experiments as long as they are safe.
  - b. Scientists often make mistakes that lead to great discoveries.
  - c. You should always take good notes when conducting an experiment.
13. What kinds of information do scientists write in their notes? \_\_\_\_\_
- \_\_\_\_\_
14. What happens when scientists share their findings with others? \_\_\_\_\_
- \_\_\_\_\_
15. Why should you ask an adult to help? \_\_\_\_\_
- \_\_\_\_\_

**CHARACTER CHECK:** At the beginning of one day, tell a family member three good things that are going to happen to you that day.



## Activity 11

### Build a Backbone

Where would you be without a backbone? You would not be able to walk. You would not even be able to sit in a chair! The backbone is an amazing structure. Without it, you would not be able to do much of anything! Build a model backbone to see just how important it is.

#### Materials:

- 11 cardboard tubes (short)
- Hole punch
- 11 rubber bands (2" or about 5 cm long)
- Scissors



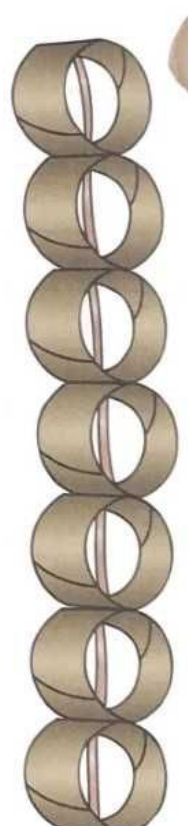
#### Procedure:

1. Carefully cut each cardboard tube into thirds.
2. Punch two holes on opposite sides of each tube.
3. Loop the rubber bands together to form one long string. Thread the string of rubber bands through the holes in the tube sections, one at a time. When all of the sections are threaded on the rubber band string, tie off the string at the top and bottom.
4. Now, experiment with your model backbone. Bend it in different directions to see if it has any limitations. Try to figure out what would happen if one or more of the sections were damaged or had to be removed.

#### Conclusion:

The backbone serves as the major supporting structure in the body, which means it must possess a lot of rigidity. At the same time, it must be flexible to allow twisting, turning, and bending. The human spine has 33 vertebrae. They allow swaying and bending and, at the same time, provide support for the head and a place for the ribs and the pelvis to attach.

Research pictures of different animal vertebrae. How do your vertebrae compare to the vertebrae of a giraffe? How do they compare to the vertebrae of a snake?



## Social Work - 8th grade



Call someone you care about and send a friendly signal through the phone with kind words and a friendly tone of voice.	Think of your favorite place that brings you lots of positive feelings. What does it smell like? Look like? Sound like? Feel like? Come back here in your mind when you feel upset.	Write down or tell someone about 5 people and 5 things you feel grateful for, and why you're grateful for them.	Because it's okay to be mad but not okay to be mean, work with your family to write down a list of all your favorite ways to calm down when you're feeling mad.	Every time you have to share something with someone, such as a game, today, take the time to be kind and let the other person go first.
Play Emotions Charades. Make feeling cards with a feeling face on one side and feeling word on the other. Take turns picking a feeling and giving clues. Have fun reading body language!	After washing your hands, create a friendly card for an elderly person you live by. Go with your safe grown-up and deliver it to their mailbox or door.	Take the time to be kind and ask your family what extra chores you can do to help out.	Do starfish breathing using your hand: Trace your fingers and breathe in on the way up each finger, and breathe out on the way down each finger.	Have a happy heart! Work with your family to think of all the things you can do and say to bring more happy feelings into your home.
Take 3 calm down breaths every hour today! Smell the flower and blow out the candle...	Friendly faces create friendly places! Every time you see your family members today, send them a friendly signal, such as a smile, wave, hello, or fist bump.	Think of a time you made a mistake with how you handled your feelings with someone this week. Put your brave in front, own your mistake, say why you're sorry, and make it better.	To practice knowing when to be silly and when to be serious, play some Freeze Dance.	Write yourself a love letter - write down all the things you're proud of yourself for doing right now while you are home from school, and all the things that are special about you.
When someone in your family does something to upset you, be kind and let them try again.	Take the time to be kind by surprising a family member with a meal you make for them. Be sure to make safe choices!	Do rainbow breathing if feeling cloudy: Color a rainbow. Then breathe in while dragging your finger up each color arc, and breathe out while dragging your finger down each color arc.	Create a friendly card for someone you miss from school so you can make their day when you go back to school.	Take a mindful minute by walking or looking outside. Perhaps you'll find some clovers, roses blooming, or bugs playing. What do you notice? What gets your attention?
Write a letter or draw a picture to tell someone in your family or a friend you miss from school why you are grateful for them, and give it to them when the timing is right.	Because it's always more fun when we make room for everyone, invite everyone you live with to play your favorite game with you.	Whenever you have a hard-to-have feeling today, name it and tell a trusted adult about it.	Get grounded by paying attention and naming 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.	Because a hopeful heart makes many things possible, tell someone what you're most hopeful about for time at home and for when school starts up again.

[www.constantloveandlearning.com](http://www.constantloveandlearning.com)

Social Skill: Self-Esteem **(Strengths and Qualities)**

Choose your **favorite**: Celebrity, Artist, Musician, Athlete or Famous Person (Draw a picture of them)

**Who** is this person? **Why** did you choose this person? What **good qualities** do he/she have?

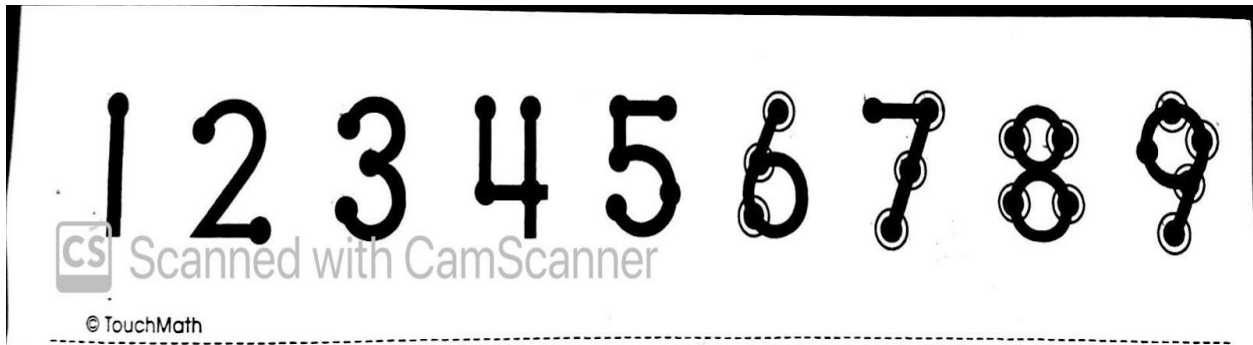
**Everyone** has strengths (things you are good at) and good qualities. **What are yours? Do you know?**

Ask a family member to help you discover what makes you special by completing the boxes together.

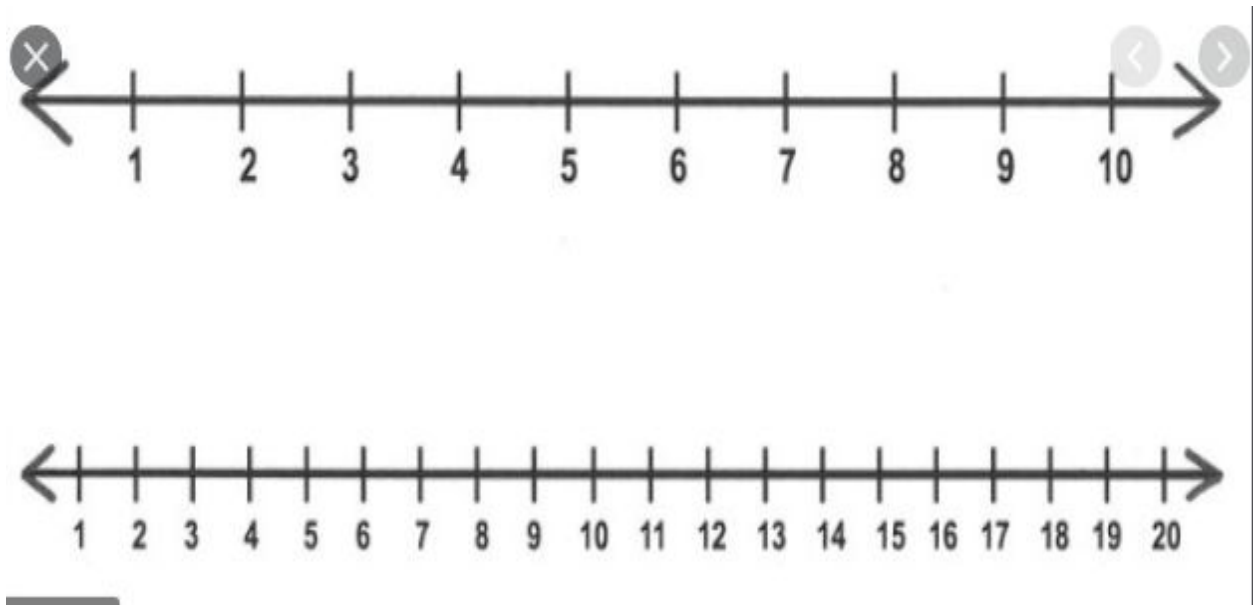
(3) Things I am good at:	(3) Compliments I have received:	(3) Challenges I have overcome:
What I like about my appearance:	(3) Talents/Skills that I have:	(3) ways I've helped others by:
(3) Things that make me unique/special?	What I value the most: What are my inner qualities?	Times I've made others happy:



## Touch Math Strip



## Number Line Tool



# Multiplication Chart

X	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100