Please refer to the directions below. If you find your child is exceeding the 'Estimated Duration' noted in the far right column, please bring closure to the the activity. Students will have three school days to turn in all completed work.

Put a check next to the activities your child completed. Provide an adult signature once requirements have been met for all subjects.

Adult Signature: _____ Date: _____

Subject	Directions and Activities	Estimated Duration
English Language Arts	• ***ALL students do this: Students will read their current independent reading book, small group, or teacher-assigned book for 30-45 minutes.*** *Student records the page they started on and ended on, and it <u>must be signed by a parent</u>.* • **Students will then choose *ONE* of the following options to complete/turn in to teacher:** **Option A:** (Offline) If student is reading a **fictional book**, he/she will write a one paragraph character analysis. Student will choose a main character and identify one or two character traits for that character with text support. Paragraph should include: topic sentence, text support/analysis, text support/analysis. **Option B:** (Offline) If student is reading **nonfiction text**, he/she will write a one paragraph character analysis of a significant real life figure represented in the book. Paragraph should include: topic sentence, text support/analysis, text support/analysis. **Option C:** (Online) Student may do either of the above options on the **computer** to submit a final product to the teacher. Or, student may create a digital presentation which includes the requirements of options A or B. **Option D**: (Online or Offline) Student may create a picture of a significant event/person in the story with a paragraph to explain why the event or person was significant.	30-45 minutes 45 minutes
Math	**Each student should choose *TWO* activities to complete/turn in to teacher:** • **Geometry –** Student will find objects at home which models 2D and 3D geometric shapes he/she has studied: prism, cylinder, pyramid, sphere, cone, cube, square, rectangle, rhombus, parallelogram, trapezoid, triangle, pentagon, etc. Student should make a chart with at least 5 shapes and items listed in their house that represent that shape. • **Number sense/expressions** – Student will choose a number (Ex. 8) and develop at least 10 expressions which represent this number. (For example, $(7 \times 6 - 2 \times 9) \div 3$ represents the number 8 when solved.) Student should remember order of operations (parentheses first, then exponents, then multiplication/division from left to right, and lastly addition/subtraction left to right). Student also needs to include at least 3 math symbols per expression (+, -, x, ÷).	90 minutes for both activities

	• **Computational fluency –** Become a math fact whiz! Choose the 5 multiplication or division basic math facts (0-12) that you struggle with the most. Develop a game to practice these facts. It can be as simple as a memory game or flash cards. (i.e. If 7 x 8 = 56 causes you trouble, make a flash card with 7 x 8 on one side and 56 on the back.) Be creative if possible. Practice these facts using your game.	
Science/ Social Studies	**Each student should choose _ONE_ option**: **Social Studies: Career Development** – Develop a minimum of 5 questions for an adult you know who is currently working in a career field. Interview them in person, over the phone, or online. Record your answers to the questions in complete sentences. Write a short paragraph reflection from the information you gathered such as: Is this a career field you are interested in? What education is required to do well in this field? What character traits are needed to be successful in this field? **Social Studies/Science: Strengthen your skills!** - Study your current social studies or science study guide by making flash cards with questions on one side/answer on the other, or by placing questions on one card/answers on the other and playing a matching/memory game. Choose the most difficult concepts for you. **Science: Scientific Method/Conservation** (Online or Offline) Did you know that each time you open the refrigerator door at home it loses 300 liters of cool air? Your job is to count the number of times the refrigerator door is opened and closed at home for one half hour. This can be done by placing a pencil and pad next to the refrigerator and asking everyone to place a tally mark each time they go to the refrigerator for something to eat. Make sure that you put an ending time and beginning time on the paper. You will then multiply that by 300 to realize how much energy is being wasted at home. After this, brainstorm at least 2 ways that you could reduce the amount of energy that is wasted and share this with the class when you return.	20-30 minutes
Special	_Your student should complete the assignment for:_ ☐ _Art_ ☐ _Music_ ☐ _PE/Health_ ☐ _Library_ ☐ _Counseling_ _Find this assignment at www.carlisleschools.org/FIDspecials_ _**Or**_ _Refer to the work which was sent home in hard copy._	30 minutes
Reading Or ELD Support	If your child receives additional reading instruction, please practice the "regular" nightly homework or spend 15 minutes reading together. ELD students have been given language practice work for FID by their ELD teacher.	15 minutes