CRI & Regional Middle School (6-8)
Summer
Enrichment/Instructional Packet

Math, Reading, Science, Social Studies

Prince George’s County Public Schools
Division of Academics
Department of Curriculum and Instruction
Dear Middle School (Grades 6-8) CRI and Regional Program Parents/Guardians,

Congratulations! You and your child made it through the end of the school year! The Department of Special Education wants you to know how much we appreciate your partnership with your child's teachers and support staff. Many creative instructional practices and materials have been used to help your child continue to work on their educational goals, including all of the hard work we know you have done at home. We want to offer the materials in this packet to you and your child as a way to allow continued growth over the summer. We know our students need the practice to keep their skills sharp!

This packet contains instructional activities in Reading, English, Language Arts, Math, Science, and Social Studies taught through the domains of Lifelong Learning, Daily Living, Personal Life, and Employability. The activities come with materials that you may print out and cut out if you choose. The instruction your child receives when he/she is in school or learning virtually is repeated over multiple days to help students learn and retain the skills and information. You may present the stories and learning activities more than one time to your child while at home.

This packet does not need to be turned in for grades. If you would like to share the completed pages with your child's teacher when school resumes in the new school year, it will provide that teacher with useful information about how your child's knowledge and skills have changed over the summer.

We wish you a healthy, happy, and restful summer. We can't wait to see you and your child next school year!

Sincerely,

PGCPS Department of Special Education
At the Amusement Park
At the Amusement Park

Level B

by Jen Voight

Illustrated by Alex Wisehart
Zach is at the amusement park.
The merry-go-round moves slowly.
The roller coaster moves fast.
The pirate ship moves back and forth.
The water on the waterslide moves down.
The dart moves in the air.
What would you try?
The End
At the Amusement Park

- try
- move
- look
- choose
- slow
- fast
- back and forth
- down
- slippery

Yes:
- yes
- no

No:
- Zach
- amusement park
- roller coaster
- waterslide
- balloon dart game
- air

MIDDLE, Summer Unit, Physical Science/Transition, At the Amusement Park
Lesson 1, Leveled Book, At the Amusement Park
Within each category, pictures are listed from left to right in the order in which they appear in the text.
What is the title of the story?

From the title, what do you think the story will be about?

Who is the author of the story?

Who is the illustrator of the story?

I like to...

Read by myself.

Have someone read to me.

Listen on the computer.

Version 1

How was the story presented?

What was different from one story to the other story?

What was the same from one story to the other story?

Check which version you liked better.

Version 2
1. Where is Zach?
   - library
   - school
   - amusement park

2. How does the merry-go-round move?
   - slow
   - down
   - straight

3. How does the roller coaster move?
   - circle
   - slow
   - fast

4. How does the water on the waterslide move?
   - up
   - down
   - zigzag

5. What does the balloon dart game look like?
   - fun
   - pretty
   - scary
**Main Idea and Key Details**

**Who is the main character in this story?**

- a. Brent
- b. Mom
- c. Zach

**What is this story about?**

- a. Zach flies on an airplane.
- b. Zach goes to an amusement park.
- c. Zach stays home.

**Events**

<table>
<thead>
<tr>
<th>First</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Last</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Important Idea or Lesson**

What is an important idea or lesson you learned from the story?

- a. Zach needs to go on every ride at the amusement park.
- b. Zach cannot go to the amusement park.
- c. Zach can choose what to try at the amusement park.
Chapter 1: Choosing Activities
The Kinder family is at an amusement park.

They see roller coasters and rides.

They see games, shops and places to eat.
The amusement park is very big.

The family will spend all day at the park.

But, they cannot do everything.

The Kinders must choose what to do.
Mr. Kinder has a map of the amusement park.

The family looks at the map.

Each person chooses one thing to do.

The family will do those things first.
Gwen chooses the water rides.

Gwen will slide down the waterslide.

Gwen can also float around in a tube.

Gwen loves to play in the water.
Ben chooses the roller coasters.

Roller coasters move very fast.

They make turns and loops.

Ben wants to ride down the big hills.
Jen chooses to ride the Ferris wheel.

The Ferris wheel moves slow.

People go up very high.

Jen wants to ride to the top of the Ferris wheel.
Mr. Kinder chooses to play games.

People throw balls or rings to win some games. People get prizes if they Win.

Mr. Kinder wants the family to Win prizes.
Mrs. Kinder chooses to shop at the gift shop.

Gift shops sell items like T-shirts and mugs.

Later on, they can think about their trip.
The family will go to the water rides first.

Next, they will ride roller coasters.

Then, they will ride the Ferris wheel.

Finally, they will play games and shop.
Choosing Activities

Within each category, pictures are listed from left to right in the order in which they appear in the text.

see
eat
down

family
amusement park
roller coaster
game

spend
choose
fast

shop
day
Mr. Kinder
map

float
move
slow

Gwen
waterslide
tube

win
sell
top

Jen
Ferris wheel
Mrs. Kinder

T-shirt

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What is the title of this chapter?

What do you think this chapter will be about?

This is a Chapter Book. What kind of Chapter Book is this?

What is the chapter topic?

Compare this book to a Chapter Book that has been read recently.

What kind of book would you choose?
1. The Kinder family is at an ________

2. The Kinders must ________ what to do.

3. Gwen will slide down the ________

4. Roller coasters move very ________

5. Jen wants to ride to the ________ of the Ferris wheel.
<table>
<thead>
<tr>
<th>waterslide</th>
<th>top</th>
<th>amusement park</th>
<th>choose</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>[image of waterslide]</td>
<td>![image of block]</td>
<td>![image of amusement park]</td>
<td>![image of choose]</td>
<td>![image of fast]</td>
</tr>
</tbody>
</table>

or

hands

- [image of waterslide] | ![image of block] | ![image of amusement park] | ![image of choose] | ![image of fast] |
Wait in line for your turn.

Keep some space between yourself and others in line. If people stand too close, nicely ask them to step back.

If you see a bag or other items left on a bench or near a ride, leave them alone.

Wear headphones or go to a quiet place with someone if it is too loud.

Buy or bring your own food; do not share food with strangers.

You may not get to choose your seat on every ride. It is OK to wait so your whole group can ride together.

Say when you don't like or don't want to do something.

Keep your hands to yourself.

Ask an amusement park employee for help.
Mary Beth walks to the games at the amusement park. She cannot find the Spill the Milk game. What should Mary Beth do?

Danielle is waiting to ride a roller coaster and a stranger is standing too close to her. What should Danielle do?

Ryan sees a bag left on a bench. He does not know who it belongs to. What should Ryan do?

It is Randy's turn to get on the roller coaster. Not all of his group can ride together. What should Randy do?

Brent is watching performers sing and dance. The speakers are too loud. What should Brent do?

Mary Beth is sitting by a stranger on the pirate ship ride. The stranger's hair is long and Mary Beth wants to touch it. What should Mary Beth do?

Danielle's mom chooses to ride the Ferris wheel. Danielle does not want to go. What should Danielle do?

Ryan is waiting in line for a ride and he feels hungry. He sees a stranger eating a corn dog in line. What should Ryan do?

Randy chooses to ride the chair swing ride. The line for the ride is very long. What should Randy do?
<table>
<thead>
<tr>
<th>I would like _________, please.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>May I have ____________, please?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Please step back. You are standing too close.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>It is too loud.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Excuse me. Could you help me?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I don't like this.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I don't want to.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>will</td>
</tr>
<tr>
<td>let's</td>
</tr>
</tbody>
</table>
Mary Beth is selling items at the concession stand. She sells 1 cotton candy. She sells 3 soft pretzels. How many items does Mary Beth sell altogether?

Number of cotton candies Mary Beth sells: 1

Number of soft pretzels Mary Beth sells: 3

How many items does Mary Beth sell altogether?

Ryan and Randy are selling ice cream cones at the concession stand. Ryan sells 3 ice cream cones. Randy sells 2 ice cream cones. How many ice cream cones do they sell altogether?

Number of ice cream cones Ryan sells: 3

Number of ice cream cones Randy sells: 2

How many ice cream cones do they sell altogether?
Danielle is counting items at the concession stand. She counts 4 corn dogs and 3 slices of pizza. How many items does Danielle count altogether?

<table>
<thead>
<tr>
<th>Number of corn dogs Danielle counts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of slices of pizza Danielle counts:</td>
</tr>
</tbody>
</table>

\[
4 + 3 = \_
\]

Randy is handing out items at the concession stand. He hands out 5 drinks. He hands out 4 cotton candies. How many items does Randy hand out altogether?

<table>
<thead>
<tr>
<th>Number of drinks Randy hands out:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of cotton candies Randy hands out:</td>
</tr>
</tbody>
</table>

\[
5 + 4 = \_
\]
Ryan is selling items at the concession stand. He sells 10 ice cream cones and 7 soft pretzels. How many items does Ryan sell altogether?

Number of ice cream cones Ryan sells: 10
Number of soft pretzels Ryan sells: + 7

How many items does Ryan sell altogether?

Mary Beth is counting items at the concession stand. She counts 12 drinks and 6 corn dogs. How many items does Mary Beth count altogether?

Number of drinks Mary Beth counts: 12
Number of corn dogs Mary Beth counts: + 6

How many items does Mary Beth count altogether?
Brent and Danielle are selling items at the concession stand. Brent sells 13 slices of pizza. Danielle sells 6 slices of pizza. How many slices of pizza do they sell altogether?

\[
\begin{align*}
13 & \quad + \quad 6 \\
\text{Number of slices of pizza Brent sells} & \quad \text{Number of slices of pizza Danielle sells} \\
\text{Number of slices of pizza they sell altogether?}
\end{align*}
\]

Mary Beth and Randy are filling drinks at the concession stand. Mary Beth fills 11 drinks. Randy fills 6 drinks. How many drinks do they fill altogether?

\[
\begin{align*}
11 & \quad + \quad 6 \\
\text{Number of drinks Mary Beth fills} & \quad \text{Number of drinks Randy fills} \\
\text{Number of drinks they fill altogether?}
\end{align*}
\]
Mary Beth is handing out items at the concession stand. She hands out 20 corn dogs, 12 soft pretzels and 5 ice cream cones. How many items does Mary Beth hand out altogether?

| Number of corn dogs Mary Beth hands out: | 20 |
| Number of soft pretzels Mary Beth hands out: | 12 |
| Number of ice cream cones Mary Beth hands out: | 5 |

(ii) How many items does Mary Beth hand out altogether?

Danielle is selling items at the concession stand. She sells 22 drinks, 13 slices of pizza and 12 cotton candies. How many items does Danielle sell altogether?

| Number of drinks Danielle sells: | 22 |
| Number of slices of pizza Danielle sells: | 13 |
| Number of cotton candies Danielle sells: | 12 |

How many items does Danielle sell altogether?
Randy is counting items at the concession stand. He counts 15 soft pretzels, 11 ice cream cones and 20 corn dogs. How many items does Randy count altogether?

\[
15 + 11 + 20 - \quad \text{Number of items Randy counts altogether?}
\]

Ryan is handing out items at the concession stand. He hands out 12 cotton candies, 24 drinks and 10 slices of pizza. How many items does Ryan hand out altogether?

\[
12 + 24 + 10 - \quad \text{Number of items Ryan hands out altogether? (ii)}
\]
Randy is selling items at the concession stand. He sells 36 corn dogs and 43 soft pretzels. How many items does Randy sell altogether?

Number of corn dogs Randy sells: 36
Number of soft pretzels Randy sells: 43
How many items does Randy sell altogether?

Mrs. B's class is handing out items at the concession stand. They hand out 41 drinks and 47 ice cream cones. How many items do they hand out altogether?

Number of drinks they hand out: 41
Number of ice cream cones they hand out: 47
How many items do they hand out altogether?
Randy is selling items at the concession stand. He sells 52 slices of pizza and 44 soft pretzels. How many items does Randy sell altogether?

52 slices of pizza 44 soft pretzels

Mrs. B's class is handing out items at the concession stand. They hand out 65 cotton candies and 31 drinks. How many items does the class hand out altogether?

65 cotton candies 31 drinks

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Mary Beth is handing out cotton candy at the concession stand. She has 5 cotton candies to hand out. She hands out 3 cotton candies. How many cotton candies does Mary Beth have left to hand out?

Number of cotton candies Mary Beth has:

\[ \begin{array}{c}
\text{Number of cotton candies Mary Beth hands out:} \\
\text{How many cotton candies does Mary Beth have left to hand out?}
\end{array} \]

Ryan and Randy are filling drinks at the concession stand. Ryan fills 6 drinks. Randy fills 5 drinks. How many more drinks does Ryan fill than Randy?

Number of drinks Ryan fills:

\[ \begin{array}{c}
\text{Number of drinks Randy fills:} \\
\text{How many more drinks does Ryan fill than Randy?}
\end{array} \]
Ryan is selling ice cream cones at the concession stand. He has 8 ice cream cones. He sells 3 ice cream cones. How many ice cream cones does Ryan have left?

**Number of ice cream cones Ryan has:**

\[
\begin{array}{c}
9 \\
9
\end{array}
\]

**Number of ice cream cones Ryan sells:**

\[
\begin{array}{c}
8 \\
3
\end{array}
\]

**Number of ice cream cones Ryan has left:**

\[
\begin{array}{c}
= \quad \text{Number of ice cream cones Ryan has} \\
\text{Number of ice cream cones Ryan sells}
\end{array}
\]

Danielle and Mary Beth are counting soft pretzels at the concession stand. Danielle counts 9 soft pretzels. Mary Beth counts 6 soft pretzels. How many more soft pretzels does Danielle count than Mary Beth?

**Number of soft pretzels Danielle counts:**

\[
\begin{array}{c}
9
\end{array}
\]

**Number of soft pretzels Mary Beth counts:**

\[
\begin{array}{c}
6
\end{array}
\]

**How many more soft pretzels does Danielle count?**

\[
\begin{array}{c}
- \quad \text{Number of soft pretzels Danielle counts} \\
\text{Number of soft pretzels Mary Beth counts}
\end{array}
\]
Brent is handing out corn dogs at the concession stand. He has 14 corn dogs. He hands out 10 of the corn dogs. How many corn dogs are left to hand out?

Number of corn dogs Brent has: 14

Number of corn dogs Brent hands out: 10

How many corn dogs are left to hand out?

Ryan and Danielle are selling slices of pizza. Ryan sells 18 slices of pizza. Danielle sells 13 slices of pizza. How many more slices of pizza does Ryan sell than Danielle?

Number of slices of pizza Ryan sells: 18

Number of slices of pizza Danielle sells: 13

How many more slices of pizza does Ryan sell than Danielle?
Mary Beth is handing out cotton candy at the concession stand. She has 17 cotton candies. She hands out 16 cotton candies. How many cotton candies does Mary Beth have left to hand out?

\[17 - 16 - \text{Number of cotton candies Mary Beth has left to hand out?}\]

Randy and Ryan are filling drinks at the concession stand. Randy fills 19 drinks. Ryan fills 15 drinks. How many more drinks does Randy fill than Ryan?

\[19 - 15 - \text{How many more drinks does Randy fill?}\]
**Mary Beth** is selling ice cream cones at the concession stand. She has 38 ice cream cones. She sells 26 ice cream cones. How many ice cream cones are left to sell?

Number of ice cream cones Mary Beth has: 38

Number of ice cream cones Mary Beth sells: 26

How many ice cream cones are left to sell?

**Randy and Ryan** are counting soft pretzels left at the concession stand. Randy counts 44 soft pretzels. Ryan counts 23 soft pretzels. How many more soft pretzels does Randy count than Ryan?

Number of soft pretzels Randy counts: 44

Number of soft pretzels Ryan counts: 23

How many more soft pretzels does Randy count than Ryan?
Mary Beth is handing out corn dogs at the concession stand. She has 47 corn dogs. She hands out 34 corn dogs. How many corn dogs does Mary Beth have left to hand out?

- **Number of corn dogs Mary Beth has**: 47
- **Number of corn dogs Mary Beth hands out**: 34
- **Number of corn dogs Mary Beth has left to hand out**: 13

Ryan and Randy are counting slices of pizza at the concession stand. Ryan counts 49 slices of pizza. Randy counts 18 slices of pizza. How many more slices of pizza does Ryan count than Randy?

- **Number of slices of pizza Ryan counts**: 49
- **Number of slices of pizza Randy counts**: 18
- **How many more slices of pizza does Ryan count?**: 31
Mrs. B's class is buying souvenirs at the amusement park gift shop.

How much will it cost? Match the coins. Count the coins.

<table>
<thead>
<tr>
<th>Coin Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8¢</td>
<td>![Image of 8¢ coin]</td>
</tr>
<tr>
<td>35¢</td>
<td>![Image of 35¢ coin]</td>
</tr>
<tr>
<td>80¢</td>
<td>![Image of 80¢ coin]</td>
</tr>
<tr>
<td>$1.00</td>
<td>![Image of $1 coin]</td>
</tr>
</tbody>
</table>
Brent is buying items that are on sale at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Coin Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>65¢</td>
<td></td>
</tr>
<tr>
<td>72¢</td>
<td></td>
</tr>
<tr>
<td>95¢</td>
<td></td>
</tr>
<tr>
<td>99¢</td>
<td></td>
</tr>
</tbody>
</table>

How much will it cost? Count the coins.
Brent is buying items that are on sale at the amusement park gift shop.

How much will it cost? Match the coins. Count the coins.

- 65¢
- 72¢
- 95¢
- 99¢
Mary Beth is buying items at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visor</td>
<td>$3.75</td>
</tr>
<tr>
<td>Hat</td>
<td>$3.86</td>
</tr>
<tr>
<td>Towel</td>
<td>$4.04</td>
</tr>
</tbody>
</table>

How much does it cost? Find the amount of money for each.
$4.75
Mary Beth is buying items at the amusement park gift shop.

How much does it cost? Find the amount of money for each.

$3.75

$3.86

$4.04

$4.75

Name: ____________________
Mrs. B's class is buying items at the amusement park gift shop.

How much does it cost? Find the amount of money for each.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$7.10</td>
</tr>
<tr>
<td></td>
<td>$7.33</td>
</tr>
<tr>
<td></td>
<td>$8.21</td>
</tr>
</tbody>
</table>
$9.30
experiment

Noodle Loop the Loop

NEED

2 ½-in diameter foam pool noodle, cut in half lengthwise
glass marbles
painter's tape or masking tape (2-in wide)
tape measure
books
plastic cup
ruler

What We Know:

- A marble at the top of a ramp will move down.
- A marble will not move unless something moves it.
- A marble will move differently on different types of ramps.

Step 1: Ask a Question

• How high does a ramp have to be for a marble to move around a loop?

Step 2: Make a Guess/ Hypothesis

I think...

- the marble will move around a loop using a low ramp.
- the marble will move around a loop using a medium ramp.
- the marble will move around a loop using a high ramp.

My guess:

111

111

111
Step 3: Do an Experiment

1. Tape the ends of the pool noodle halves together to make one continuous track. Press tape down into groove of pool noodle to make track as smooth as possible.

2. Make an 11-inch tall loop with one end of the pool noodle and tape to the floor.

3. Tape cup to floor at exit end of the noodle.

4. Tape the start end of the pool noodle to a stack of books to make a 6-inch tall ramp. Be sure to pull the noodle tight so that the ramp doesn't droop.
Step 3: Do an Experiment

5. Place a marble at the top of the ramp. Use the ruler to hold the marble in groove of the noodle.

6. Remove the ruler to let the marble move down the ramp.

7. Record your observations on the data chart.

8. Repeat steps 4 - 7, taping the start end of the pool noodle to an 18-inch tall ramp and then a 30-inch tall ramp.
### Step 4: Organize Data

<table>
<thead>
<tr>
<th>Trials</th>
<th>Height</th>
<th>Did the marble move around the loop?</th>
</tr>
</thead>
</table>
| 1st     | low ramp: 6 inches       | yes 
© 
no        |
| 2nd     | medium ramp: 18 inches   | yes 
© 
no        |
| 3rd     | high ramp: 30 inches     | yes 
© 
no        |
Step 5: Find the Conclusion

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the marble move around the loop with the low ramp?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>☳️</td>
</tr>
<tr>
<td>Did the marble move around the loop with the medium ramp?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>☳️</td>
</tr>
<tr>
<td>Did the marble move around the loop with the high ramp?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>☳️</td>
</tr>
<tr>
<td>Was your guess correct?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>☑️</td>
<td>☳️</td>
</tr>
</tbody>
</table>
Step 5: Find the Conclusion

Discussion:

- At the top of the ramp, gravity pulls on the marble. Gravity pulls the marble down toward the ground. The higher the ramp, the more time gravity pulls on the marble. The more gravity pulls on the marble, the faster it will go. The marble uses this speed to move around the loop. The marble on the low and medium ramps does not gain enough speed to move around the loop. The marble on the high ramp has enough speed to move around the loop. Gravity has more time to pull on the marble and make it faster because the ramp is longer.

- Extend this lesson by trying different-sized marbles, adding additional track to the slope of the roller coaster track, or changing the size of the loop the loop. Find out if the height of the start end needs to change when the loop the loop gets bigger. Discuss with the students how the marble changes from potential energy to kinetic energy as it moves down the ramp. The higher the starting point of the ramp, the more potential and kinetic energy the marble has to make it through the loop.
This journal belongs to:
Today we ...
want to go on a ride

want to ride the

It moves

It makes me
What should I buy at the food stand?

I am hungry for a _______.

I will get _______.

It will taste _______.
I'm going to have fun this summer

want to

will need

want to do this
<table>
<thead>
<tr>
<th>roller coaster</th>
<th>pirate ship ride</th>
<th>hopper</th>
<th>Ferris wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>merry-go-round</td>
<td>chair swing ride</td>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up and down</td>
<td>in a circle</td>
<td>back and forth</td>
<td>scared</td>
</tr>
<tr>
<td>[lj]</td>
<td>@</td>
<td></td>
<td></td>
</tr>
<tr>
<td>excited</td>
<td>nervous</td>
<td>happy</td>
<td>thrilled</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td>©</td>
<td></td>
</tr>
</tbody>
</table>
Journal #3

snack

W

meal

trench fries

V

treat

a corn dog

a milkshake

a funnel cake

a soda

a slice of pizza

sweet

drink

good

sweet

treat

yummy

hot

cold

1:e
## Journal #4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Items</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go fishing</td>
<td>Fishing rod</td>
<td>With my family</td>
</tr>
<tr>
<td>Go swimming</td>
<td>Swimsuit</td>
<td>With my mom</td>
</tr>
<tr>
<td>Play outside</td>
<td>Water bottle</td>
<td>With my dad</td>
</tr>
<tr>
<td>Ride a bike</td>
<td>Towel</td>
<td>With my sibling</td>
</tr>
<tr>
<td>Go for a hike</td>
<td>Swimsuit</td>
<td></td>
</tr>
<tr>
<td>Play a game</td>
<td>My bike</td>
<td></td>
</tr>
<tr>
<td>A fun game</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Go fishing
- Go swimming
- Play outside
- Ride a bike
- Go for a hike
- Play a game
- A water bottle
- A towel

With my family

Go fishing « go swimming

With my mom

With my dad

With my sibling
Independence Day celebrates the U.S. becoming a country on July 4, 1776. Before that time, America was only 13 colonies ruled by England. People in the American colonies thought England's laws were not fair. Leaders decided to make their own, free country. Leaders met in Philadelphia, Pennsylvania, and wrote down why America should be free. They created a document called the Declaration of Independence. The leaders signed the document on July 4, 1776.
The next year, Americans started celebrating Independence Day by ringing bells and lighting firecrackers on July 4. Today many people call Independence Day the Fourth of July. They celebrate by flying the American flag, watching parades and having cookouts. Many Americans watch beautiful fireworks shows at night. They celebrate the birthday of the U.S.!
INDEPENDENCE DAY

July 4

Independence Day is America's birthday.

America became a country on July 4, 1776.

England had ruled the 13 colonies in America.

Americans thought England's laws were not fair.

American leaders decided to make America free.
The leaders met in Philadelphia, Pennsylvania, in 1776. They wrote down why America should be free. Leaders signed that Declaration of Independence on July 4. The next year, Americans started celebrating that day. They rang bells and lit firecrackers.
Now people call Independence Day, the Fourth of July.

To celebrate, people fly American flags, watch parades and have cookouts.

Many people watch fireworks at night.

They celebrate the birthday of the U.S.!
Questions and Answers

1. Where is Zach? (library, school, amusement park)
2. How does the merry-go-round move? (slow, down, straight)
3. How does the roller coaster move? (circle, slow, fast)
4. How does the water on the waterslide move? (up, down, zigzag)
5. What does the balloon dart game look like? (fun, pretty, scary)