

## Summer Learning Guidance

We have received several requests for information about how teachers or districts might structure summer learning for students who spent the last quarter of the 2019-2020 school year learning remotely and likely covering significantly less math content than they would have been taught in a typical school year.

While we cannot possibly create a summer learning program that will work for every district's needs or requirements, we do hope that this document offers some guidance about how a district might approach the task of designing summer learning experiences for students. We think that the choices each district needs to make will center around **content**, **activities**, and **format**.

### Content

Districts will need to make some decisions about the highest priority content for students to engage with over the summer. The EM author team has identified the highest priority *Everyday Mathematics* lessons for the last quarter of the school year in a document that can be found [here](#) and also in the Supports for e-Learning Gallery on the *Everyday Mathematics Virtual Learning Community*. We recommend using the content from those lessons and up to 2-3 additional concepts that you know are particularly important for a given grade level as the focus of your summer learning program.

*For example:* The third grade lessons in the highest-priority lesson document address whole-number multiplication and division concepts; solving two-step problems including using parentheses; representing fractions on a number line; comparing fractions; measuring to the nearest  $\frac{1}{4}$ -inch; and finding and representing whole-number products with area models. In addition, multiplication and division facts are a major content focus throughout the entire year. These concepts could be the focus of a summer learning program for students who have just completed third grade.

### Activities

Once you have identified grade-level content, you will need to select activities that will engage students in that content. Below we identify some of the resources in *Everyday Mathematics* we feel are best suited to students and families working at home in a less-structured environment, and where you can find those activities. If some or all of your students do not have online access, you will need to consider how your students will access the materials, perhaps via learning packets distributed or mailed to families. The availability of many activities both digitally and in hard copy should lend some flexibility to meet the needs of your students.

- The *Student Reference Book* (Grades 3-6) and *My Reference Book* (Grades 1-2) present content to students and families in an essay format, along with Check Your

Understanding questions. Many pages also include Tutorial Videos and Geometer's Sketchpad Activities, which can be found on the student's ConnectEd landing page. Comprehensive lists of Tutorial Videos and Geometer's Sketchpad activities can be found under Grade-Level Resources in ConnectEd.

- *Activity Cards* present activities in student-friendly language. The Activity Cards are available as an eBook in ConnectEd.
- *Games* provide engaging and fun skills practice. Game directions can be found in the digital and print versions of the *Student Reference Book* and *My Reference Book*.
- Many Part 3 *Extra Practice* activities contained within lessons are written to be completed independently by students.
- *Minute Math* and *Minute Math+* activities are short activities that can often be completed independently. These are also available as eBooks in ConnectEd. (Note that students do not have access to *Minute Math* or *Minute Math+* via ConnectEd.)
- *Do-Anytime Activities* are written for families to complete together at home. You can find these activities in the Grade-Level Resources in ConnectEd.
- *Projects* cover a wide variety array of mathematics activities and concepts, each created around themes. You can find the projects in the Grade-Level Resources in ConnectEd.

Specific activities can be identified by:

- Using any activities referenced above that are appropriate in the [list of highest priority lessons](#).
- Using the online spiral tracker found in ConnectEd to search for activities tagged to a particular standard.
- Using the index or table of contents in the *Student Reference Book* to identify relevant essays.

Please note that if you plan on having your students access activities via ConnectEd over the summer, you must ensure that the redemption code end date in your ConnectEd account is set to allow for student access through the summer. You can find a video with directions on checking and setting the end date on the VLC [here](#).

### **Format**

Every district's needs and requirements will be different, but one format we have seen district's use successfully is a menu format. In this format, students are presented with a selection of activities from which they can choose, perhaps week-by-week. Be certain to consider revisiting games and activities to provide distributed practice over the course of the summer.

We hope these suggestions are helpful. If you create your own resources or menus for summer learning, we'd encourage you to share them with us and other educators on the *Everyday Mathematics* Virtual Learning Community at [vlc.uchicago.edu](http://vlc.uchicago.edu).