

4/1/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



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Remote Learning Day Student Activities:

[School Wide Challenge](#)

[April 1](#)

[April 2](#)

[April 3](#)

[April 6](#)

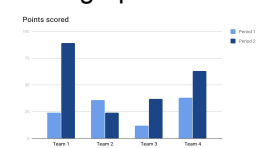
[April 7](#)

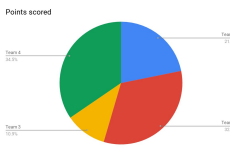
[April 8](#)

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## 5th/6th Grade -- School Wide Challenge Activity

### Why is everyone buying all the toilet paper?

	Science	Social Studies	ELA	Math															
<p><b>We are witnessing history like never before in our lifetime! Let's take the opportunity to study how history is made and create a primary account of the 2020 Pandemic. Use any and all methods you have to gather this information - friends, family, TV news, newspapers, the internet, etc!</b></p>																			
<b>Step 1</b>	<p>Generate a hypothesis - The Governor has implemented a "Stay home order" because... Explain why you think schools are closed right now.</p>	<p>Think about the different types of communities - Which community do you think is more at risk when there is a contagious virus spreading? Why?</p>	<p>Building Vocabulary- Define: Epidemic Pandemic Contagious Panic Hoarding <i>Respirator</i> <i>Ventilator</i></p>	<p>Make a list of your daily schedule on a typical school day (when you were going to school) - include sleeping, eating, classes, after school activities, etc. Count the minutes for each activity.</p>															
<b>Step 2</b>	<p>Gather Evidence- Read the news, watch the news and/or interview 2-3 adults. Questions to answer- What is COVID- 19? Why are we being asked to stay home? Why are so many people buying so much toilet paper and what problem does that cause?</p>	<p>Developing Questions: Use your own knowledge of history to identify as many different events in history that you can compare to what is happening now. Try to come up with 7-10 answers. You can ask anyone you'd like to help you create your list or you can use the internet. (Hints: Spanish Flu, Smallpox, Measles, etc. Some may even compare to wartime and natural disasters such as hurricanes)</p>	<p>Gathering Evidence- In addition to gathering the scientific facts, ask 2-3 people how they are feeling about the pandemic and the stay home orders. What are the common themes?</p>	<p>Make a list of all of your activities that you're doing while you are at home. Chart home much time you spend on each activity every day - eating, sleeping, exercising, school work, etc. Do this for one full week. At the end of the week, total the number of minutes that you've spent doing each activity and find the average number of minutes (hint minutes per day).</p>															
<b>Step 3</b>	<p>Review the responses you wrote from the data you gathered in Step 2. What information are you missing? What other questions do you have about COVID-19? Make a list of questions you would like answered. Try to come up with 4-6 good questions that can't be answered with yes or no.</p>	<p>From the list of historical events you list above, which one do you think is the most similar to the situation that we are currently living in? Explain why. You can use a variety of resources to help you answer this - friends, family, internet, news, etc.</p>	<p>Write a short narrative about how you are feeling and what you are doing during this time. Write your opinion about the pandemic and the stay home orders.</p>	<p>Make a bar graph of the average number of minutes you spent each day in one column and the minutes you listed in step 1 in column 2. Here is an example of a bar graph:</p>  <table border="1" style="display: none;"> <caption>Points scored</caption> <thead> <tr> <th>Team</th> <th>Team 1</th> <th>Team 2</th> </tr> </thead> <tbody> <tr> <td>Trial 1</td> <td>10</td> <td>5</td> </tr> <tr> <td>Trial 2</td> <td>15</td> <td>10</td> </tr> <tr> <td>Trial 3</td> <td>20</td> <td>15</td> </tr> <tr> <td>Trial 4</td> <td>25</td> <td>20</td> </tr> </tbody> </table>	Team	Team 1	Team 2	Trial 1	10	5	Trial 2	15	10	Trial 3	20	15	Trial 4	25	20
Team	Team 1	Team 2																	
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Trial 2	15	10																	
Trial 3	20	15																	
Trial 4	25	20																	

<p><b>Step 4</b></p>	<p>Find the answers to your remaining questions. Once you have all of your questions answered, review your original claim. Do you still agree or does your new information give you a new opinion? Rewrite your claim and determine what your evidence will be from the information you gathered.</p>	<p>Compare and contrast the current pandemic to the historical event that you chose above. Consider the year that the event you chose happened. How was life for the average person different then? Where was it? What do we have available now that wasn't available then (think about both Science and History).</p>	<p>Opinion piece- Experts claim that the most important thing you can do while "staying home" is to stay on a routine or schedule - eat, sleep, learn, and play the same amount as you would if you were at school. Do you think keeping these routines are important? Why or why not?</p>	<p>Make a pie chart of how you've used your time. Here is an example of a pie chart:</p>  <p>Phone a friend and compare your data to theirs. Write your findings</p>
<p><b>Step 5</b></p>	<p>Put it altogether! Make an Argument for or against the "Stay Home" order. Remember that when making an argument you pick a side (make a claim) and use evidence to show why your claim is logical! Be sure to include the facts you gathered, how people are responding, and how we (as a society) have responded to past pandemics/natural disasters/tragic global events. Pick from one of the following activities:  <u>Write an essay</u> (5 paragraphs - introduction with your claim, body with evidence, and conclusion to summarize.  <u>Create a piece of art</u> that represents the impact the pandemic is having on you or on the community.  <u>Make a broadcast</u> - video yourself delivering the news of the "stay home" order in a way that explains why and keeps people calm or <u>make a poster</u> presentation that delivers the news.  <u>Write a song or poem</u> about your experience and how to stay safe - your message to the rest of the world.            Whatever method you decide to use to show how much you learned - make sure you include the facts you gathered!</p>			

**TIPS for Staying Healthy**

- Stay on a routine (as much as possible) including:
  - your usual bedtime
  - Physical activity (don't be a couch potato!)
  - Create a structured work space - don't do your school work while playing videos
- Wash your hands frequently (and no picking your nose ; )
- Use positive self talk and learn what other people are doing to stay healthy and active
- Be mindful - use your calm classroom/MindYeti strategies to help you relax

Additional Questions to help you with your project!

## Remote Learning Activities for Students

6th Grade - April 1

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Tracking Data	Gathering and evaluating sources
<b>Easy</b>	Read 15 minutes a day.  Write 3-5 sentences about your greatest accomplishment.	Collect 5 days worth of temperatures. At the end of the 5 days, create a bar graph with the data.	For the next 3 days write down information about the coronavirus that you hear. Also write down where you get your information from (a person, a website...).
<b>Average</b>	Read 30 minutes per day.  Write 5-10 sentences about your greatest accomplishment and when you accomplished it.	Collect 5 days worth of weather characteristics (Temperature, cloudy, sunny, rainy, snow, etc...). Create two column notes for each day describing in detail the weather. Column 1: Date and Time; Column 2: Description details.	For the next 3 days write down information about the coronavirus that you hear. Also write down where you get your information from (a person, a website...). After compiling information use 3 column notes to separate the information into information you got from other people, information you got from the internet, and information you got from other areas (TV, Newspaper...)
<b>Challenging</b>	Read 45 minutes per day.  Write 1-2 pages about your greatest accomplishment and give a detailed explanation of why it's your greatest accomplishment.	Collect 5 days of weather data. Compare those 5 days with the same dates over the past 5 years (Research 'Almanac'). Create a detailed graph of the information you have collected and compare the data across the past 5 years.	For the next 3 days write down information about the coronavirus that you hear. Also write down where you get your information from (a person, a website...). After compiling information use column notes to separate the information into information you got from other people, information you got from the internet, and information you got from other areas (TV, Newspaper...). After classifying the information look to see if any information is contradictory (says opposite things) If so write which information you believe and why in two sentences.

# Remote Learning Activities for Students

6th Grade -- April 1st (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 1	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Identifying Emotions	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will begin a journal that helps to identify and reflect emotions.	Watch the Youtube Video:
<b>Materials:</b>	Paper and pencil	Identifying our Feelings
<b>Activities and Instructions:</b>	<p>Keep a journal today. Jot down anything that makes you feel an emotion. Start labeling them using words like "pleasant," "happy," "irritated," or "angry."</p> <p>Encourage your child to journal about feelings outside of the SEL lesson.</p> <p>The student creates a journal entry identifying and/or reflecting emotion.</p> <p>Read a journal entry with your child, check and see if your child has correctly identified emotions.</p>	<p><a href="https://www.youtube.com/watch?v=VL5MvZKgVZA">https://www.youtube.com/watch?v=VL5MvZKgVZA</a></p> <p>**Choose three emotions from the video and write down a time that you felt that emotion. Identify what led to the feeling/emotion and how did you react to or handle the emotion. Share this with your parents or a sibling.</p>

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade -- April 2

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Area and Perimeter	Civic and Political Institutions
<b>Easy</b>	Read 15 minutes a day. Write 3-5 sentences about life with a homework machine. Draw a picture of what the homework machine would look like.	Draw 5 rectangles. Use a straightedge to make your lines straight. Give your length and width a measurement. Calculate the Area and Perimeter for each shape.	Write down five ways life has changed because of the coronavirus
<b>Average</b>	Read 30 minutes per day. Write 5-10 sentences about life with a homework machine. Draw a detailed illustration of what the homework machine would look like.	Complete the above activity. In addition, create 2 compound shapes (rectangles put together to form 1 shape). Give each side a measurement. Calculate Area and Perimeter of each shape.	Complete the above activity. Looking at these five ways describe how they personally affected your life
<b>Challenging</b>	Read 45 minutes per day. Write 1-2 pages about life with a homework machine. Draw a detailed illustration of what the homework machine would look like with labels of each part.	Complete the above activity. In addition, create 4 additional shapes (2 trapezoids and 2 parallelograms). Solve for Area and Perimeter.	Complete the above activity. Look at each of the 5 changes and answer: 1. Have they been effective in making you feel safer?  2. Was this a change that should have been made?


**Daily** - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

6th Grade -- April 2nd (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 2	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Being Grateful for Big and Little Things	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to understand why and how they can be thankful for big things and little things in their lives;	Watch the Youtube Video:  Kid President's 25 Reasons to be Thankful  <a href="https://www.youtube.com/watch?v=yA5Qpt1JRE4">https://www.youtube.com/watch?v=yA5Qpt1JRE4</a>  **Create a video using your cell phone, parent's cell phone (with permission), or tablet showing what you are grateful for. Share with a teacher or a friend!
<b>Materials:</b>	Crayons, paper and pencil	
<b>Activities and Instructions:</b>	<p>1. Ask: <b>What is something big you're grateful for? Why?</b></p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder.</p> <p>Examples of <b>big things</b> can be: Your family, Your friends, Your home</p> <p>2. Ask: <b>What is something little you're grateful for? Why?</b></p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder.</p> <p>Examples of <b>little things</b> can be: Cuddles from your dog or cat, When your parents or teachers surprise you with something that makes you happy</p> <p>3. Draw/color a picture of a big and little thing you're grateful for</p> <p>The student creates a picture of big and little things for which the student is grateful.</p>	
		

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade -- April 3

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Fact Fluency	Geography Standards
<b>Easy</b>	Read 15 minutes a day.  Write 3-5 sentences about something you'd be scared to try. Explain why?	Play Math Wars. Using a pair of dice, deck of cards, or create your own set of numbered cards. If playing with cards: Each player flips a card over and the first person to add the numbers gets both cards. Player wins when they get all the cards. If playing with dice: Each player rolls 1 die. First player to add the numbers together gets a point. Play to 15 points.	Write down directions to walk to your nearest park or recreation area (Karpe Park, King Center...)
<b>Average</b>	Read 30 minutes per day.  Write 5-10 sentences about something you'd be scared to try. Explain why you'd be scared and if you'd be willing to try it sometime in your life?	Play the above game but with multiplication.	Complete the above activity. Add ordinal directions (north, south, east, west...) to your written directions
<b>Challenging</b>	Read 45 minutes per day.  Write 1-2 pages about something you'd be scared to try. Explain your answer giving multiple reasons why and if you'd be willing to try it sometime in your life?.	Play the above game with subtraction (negative integers) and 2 digit multiplication (player flips 2 cards each or roll 2 dice)	Complete the above activity. Sketch/Draw a map from your house to the park/recreation center

**Daily** - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

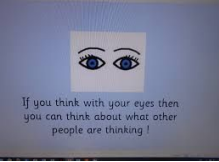
**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

6th Grade -- April 3rd (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 3	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Put Yourself in Someone Else's Shoes	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to understand how to consider the wants and needs of people in their home.	<p>Watch the video:</p> <p>"The Present" by, Jacob Frey</p> <p><a href="https://www.youtube.com/watch?v=96kl8Mp1uOU&amp;list=PLkOGvfrALCMzTlrFUisgs4PzhQelP4JGr">https://www.youtube.com/watch?v=96kl8Mp1uOU&amp;list=PLkOGvfrALCMzTlrFUisgs4PzhQelP4JGr</a></p> <p>**Think about and then discuss with a family member or friend why the boys mom got him a puppy with only three legs. THINK beyond the fact that the young man is missing a leg as well. Put yourself in the mom's shoes and the young man's shoes!</p>
<b>Materials:</b>	Home games, paper, pencil	
<b>Activities and Instructions:</b>	<p>1. Pick a theme for the afternoon/evening. Write it on a sheet of paper.</p> <p>Example: Colors, exercise, or food.</p> <p>2. Choose activities that you can do as a family related to your theme. Create a list on your sheet of paper</p> <p>Example: Cards, board game, baking, or building.</p> <p>3. Ask: what do my siblings like to do? What can my siblings do? Circle the activities you already listed.</p> <p>4. Create a schedule with the help of siblings and/or parents.</p> <p>5. Carry out your themed afternoon/evening with the family.</p> <p>6. Reflect: How hard was it to make everyone feel included for the activities? How did you get everyone engaged in the activity? What can you do next time to ensure that everyone is included and their voice is heard?</p> <p>The student shows consideration of others' wants/needs.</p>	
		

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade -- April 6

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Work with Fractions	Liquids/Nutrients
<b>Easy</b>	Read 15 minutes a day.  Write 3-5 sentences about something you think other people should do to help our community.	Find a recipe. Double the ingredients by adding. For example: $\frac{1}{2}$ cup of flour. To double: $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ or 1 whole cup.	Go through the cabinet and look for liquid cooking items. Consider how those items are alike and different.
<b>Average</b>	Read 30 minutes per day.  Write 5-10 sentences about something you think other people should do to help our community during this time of need.	Find a recipe. Double the original recipe with multiplication by 2. Then triple the original recipe by multiplication by 3. Write an explanation as to why a person would have to double or triple the recipe.	Complete the activity above. Additionally, draw a Venn Diagram (two interlocking circles) and write within the circles similarities and differences between two liquids that can be used in cooking.
<b>Challenging</b>	Read 45 minutes per day.  Write 1-2 pages about something you think other people should do to help our community during this time of need. List some organizations that could use donations of time or supplies.	Complete the above activity. In addition, halve the original recipe then quarter the original recipe. Write a scenario where someone who needs to do each of these conversions.	Work with the two liquids to physically feel their properties. Generate questions using Costa's Levels (1, 2, and 3). Design an experiment or activity to answer as many of the questions as you can.

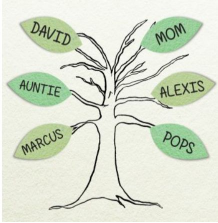
**Daily:** Independent silent reading for 20 minutes, practice math facts, practice mindfulness for 3-5 minutes

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

6th Grade -- April 6th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 4	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Who is Safe to Ask for Help	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to identify who's a safe person to go to in a time of need	<p>Follow the link and read the article:</p> <p><a href="https://kidshealth.org/en/kids/talk-parents.html?WT.ac=ctg#athome-family">https://kidshealth.org/en/kids/talk-parents.html?WT.ac=ctg#athome-family</a></p> <p>Talking to your parents can be hard but we can learn to talk to them. After reading the article, create some questions or write down something that you need to speak to your parents about. Use the tips in the article as a guide. Reflect on the conversation and decide if it could go different next time and what might make the conversation easier.</p>
<b>Materials:</b>	Paper and pencil (glue optional)	
<b>Activities and Instructions:</b>  	<ol style="list-style-type: none"> <li>Sketch out a leafless tree. Cut out leaves.</li> <li>Give examples of scenarios that may be unsafe and that should be reported to a trusted adult. These can be: <ul style="list-style-type: none"> <li>– A stranger with a cute puppy calling you over</li> <li>– Someone touching your body in a way that makes you uncomfortable</li> <li>– A friend asking you to come over without permission</li> </ul> </li> <li>Then, discuss with your child who they might be able to talk to.</li> <li>Have children list the names of adults they can go to for help on the leaves</li> <li>Glue the names to the branches of their trees.</li> </ol> <p>The student can identify several safe adults they can go to in time of need.</p>	

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade -- April 7

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Decimal multiplication and division	Life Science: Ecosystem Prediction
<b>Easy</b>	Read 15 minutes a day.  Write a 3-5 sentence story about finding a cave in a tree (use your imagination).	Solve the following: $23.07 \times 42.15 =$ $12.09 \times 30.98 =$ $1.008 \times 7.2 =$ $0.098 \times 0.123 =$ $99.09 \times 9.909 =$ $3.14159 \times 6.1 =$ $46.75 \times 0.246 =$ $876.2 \times 1.2 =$ $9.087 \times 33 =$ $10.10 \times 11.11 =$	Hypothesize (predict) how species impact one another. Share your ideas with a family member.
<b>Average</b>	Read 30 minutes per day.  Write a 5-10 sentence story about finding a cave in a tree (use your imagination and be very descriptive).	Complete the above activity. In addition, complete the following: $264.86 \times 0.0087 =$ $682.9 \times 90.379 =$ $1,827,907 \times 0.45 =$ $2,387 \times 1.347 =$ $808,080.80 \times 0.25 =$	Complete the idea above. Then, write a prediction of what would happen if suddenly tigers were introduced to our ecosystem in Freeport.
<b>Challenging</b>	Read 45 minutes per day.  Write a 1-2 page story about finding a cave in a tree. Be very detailed with your writing and create an illustration to go with your story.	Complete the above questions. In addition, change all problems to division and solve to the thousandths place behind the decimal.	Write at least one paragraph (7 complete sentences) addressing your ideas from the activities listed above. In your paragraph, include an introduction and closing sentence.

**Daily:** Independent silent reading for 20 minutes, practice math facts, practice mindfulness for 3-5 minutes

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

6th Grade -- April 7th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 5	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Different From You	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will learn how to talk about what may be challenging about understanding others' differences, and how to accept and celebrate them.	Watch the video:
<b>Materials:</b>	Paper and pencil (colors optional)	We Are All Different - and THAT'S AWESOME! By Cole Blakeway
<b>Activities and Instructions:</b>	<p>Briefly answer the following questions with your student</p> <ol style="list-style-type: none"> <li>1. What can make it difficult to make friends with someone who is a different gender, race, or ethnicity?</li> <li>2. How can we overcome these difficulties?</li> <li>3. Tell me about a friendship you have with someone who is different than you</li> <li>4. Why is this friendship important to you?</li> </ol> <p>Reflect on these questions then discuss the benefits of having friends who are different than you.</p> <p>The student can talk about what may be challenging about understanding others' differences and how to accept and celebrate them.</p>	<p><a href="https://www.youtube.com/watch?v=sQuM5e0QGLg">https://www.youtube.com/watch?v=sQuM5e0QGLg</a></p> <p><b>**Answer the two questions: What is it that makes you different? What makes you jump out of bed? Create an acrostic poem showing how you are different and unique!</b></p> <p>M- mom S. - silly A- authentic L- lovable E- Exciting X- xtra adaptive A- artistic N- Nature Lover E- enthusiastic R- Reliable</p>

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade --April 8

The columns below offer choices for student activities.

	ELA	Math	Science/Social Studies
<b>Focus Skills:</b>	Independent reading & journal writing	Long Division	Endangered Species Activity
<b>Easy</b>	Read 15 minutes a day.  Write 3-5 sentences telling about your favorite food and why it's your favorite.	Solve the following: 325 ÷ 25 1692 ÷ 18 704 ÷ 16 770 ÷ 10 1122 ÷ 17	Tell someone what an extinct animal is and explain why you think animals go extinct.
<b>Average</b>	Read 30 minutes per day.  Write 5-10 sentences describing your favorite food. Create a recipe that incorporates your favorite food.	Solve the following: 325 ÷ 25 1692 ÷ 18 704 ÷ 16 770 ÷ 10 1122 ÷ 17 650 ÷ 10 627 ÷ 11 258 ÷ 6 520 ÷ 10 3382 ÷ 38 3168 ÷ 22	Think about an endangered species. If you are unsure of what species might be endangered, brainstorm with a family member. Then, identify the following: -Name of animal -Where the animal lives/type of environment -Why is the animal going extinct?
<b>Challenging</b>	Read 45 minutes per day.  Write 1-2 pages describing your favorite food. Create a menu that uses other foods to compliment your favorite food.	Complete the above questions. Write 5 of your own word problems that use division in them. Solve and show your work.	Write an argument for how humans could prevent species from going extinct. What preventative measures should be put in place? What could people do about species that are currently extinct?

**Daily:** This is a historic moment! Keep a journal and become a primary source for future generations to learn from!

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

6th Grade -- April 8th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 6	Activity Expansion (videos/digital links)
<b>Activity:</b>	Bystander Skills to Prevent Bullying	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will discuss ways they can help prevent/ intervene in bullying behavior.	<p>Watch the video:</p> <p>We Wrote a Song! National Bullying Prevention Month With Aija Mayrock! By AG Life</p> <p><a href="https://www.youtube.com/watch?v=y8EBpLDBFVY">https://www.youtube.com/watch?v=y8EBpLDBFVY</a></p> <p><b>**Complete the exercise at the end of the video- Make a ROEM/Song! Use any paper you have.</b></p> <p>Also: List the top 5 people you love and trust, people who you can go to in a time of need.</p> <p>Share your ROEM with someone on your list!</p>
<b>Materials:</b>	Paper, tape, makers, colored pencils, and pencils. (can do online)	
<b>Activities and Instructions:</b>	<p>Have students create a colorful pamphlet called "Ways for Kids to Help Kids with Bullying".</p> <p><b>Bystanders skills to prevent bullying include:</b></p> <ol style="list-style-type: none"> <li>1. Being inclusive by welcoming others to join their activities</li> <li>2. Being a role model for Prosocial behavior, by showing kindness, respect, and empathy for others</li> <li>3. Walking or sitting with vulnerable kids who may be targets of bullying.</li> <li>4. Getting involved with bullying prevention efforts at school or in community.</li> </ol> <p><b>Bystander intervention during a bullying incident include:</b></p> <ol style="list-style-type: none"> <li>1. Defend the target of bullying.</li> <li>2. Intervene as a group.</li> <li>3. Change the subject.</li> <li>4. Directly question the bullies behavior.</li> <li>5. Use humor to lighten up serious situations.</li> <li>6. Openly state an objection to bullying.</li> <li>7. State approval of the victim and validate his or her social status.</li> </ol> <p>Review your students pamphlets when done and discuss.</p> <p>The student can identify ways s/he can help prevent/ intervene in bullying behavior.</p>	

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

6thGrade -- Electives

The columns below offer choices for student activities.

	Art	Band/Orchestra/Choir	STEM
<b>Learning Focus:</b>	Expand creative mindset and practice art skills in a non-school environment.	Reinforce proper singing, listening and composition skills.	Investigate our community and world around us by using observation skills and making predictions
<b>04/01</b>	<i>Look up a "how to draw" video on youtube. Follow along and create a drawing! If technology is not available, teach a family member something that you know how to draw!</i>	Choir: Choose any song and practice singing in front of a mirror. Check for proper breathing and vowel production.	What is the weather today? Start a weather journal about the weather, drawing a picture and recording the temperature and conditions. Make some predictions about what you think the weather will be like in the month of April.
<b>04/02</b>	<i>Go outside and draw a landscape! Be sure to include a horizon line (where the ground and sky meet)</i>	Choir: Choose any movie or TV show and as you watch, journal about the music you hear in the background. Does the music help make the plot more interesting?	Journal about today's weather. Use descriptive words about what the weather conditions are.  Bonus: If you have a flower/plant that is starting to come up out of the ground, take a picture of it daily or describe it in your journal, by drawing a picture of the plant.
<b>04/03</b>	<i>Read a story and create illustrations of your favorite part.</i>	Choir: Using any notes or rests we have learned, please create an 8 measure composition with a 4/4 time signature. Practice counting and/or singing this composition.	Journal about the weather and the plant that you are monitoring.  Prediction about weather: How many degrees will the temperature outside increase if the sun stays out all day long? Measure/record the temperature at 9:00 a.m. and then at 12:00 and 3:00 p.m. Graph the temperature change.  Make sure you journal the weather conditions over the weekend. What is one common weather condition you observed?



	Art	Band/Orchestra/Choir	STEM
<b>Learning Focus:</b>	Expand creative mindset and practice art skills in a non-school environment.	Reinforce proper singing, listening and composition skills.	Investigate our community and world around us by using observation skills and making predictions
<b>04/06</b>	<i>Create a new cartoon character! It can be a person, animal, or something imaginary!</i>	Choir: Choose any song and listen to it. Determine whether the artist uses good dynamics, phrasing, breathing, diction etc.	In your journal, make an observation of the plant that you may have noticed last week. What has changed? Is the sprout getting bigger? What kind of plant is it? If you don't know what kind of plant it is, how would you figure that out? Write your wonderings about this plant in your journal. Draw a picture or continue to take pictures of the plant each day. What do you notice has changed about the plant?
<b>04/07</b>	<i>Draw a portrait of someone in your family! Ask them to pose. Be sure to add the details that make them unique!</i>	Choir: Choose any song you would like, listen to it, memorize it, and practice performing it. Be able to sing it with a karaoke track.	Can you believe your senses? In your journal, answer this question "What if you could not feel hot or cold? What problems would that create for you?"  Describe what senses you use to feel hot and cold. How does this sense help protect your body?
<b>04/08</b>			

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

6th Grade -- Electives/PE

The columns below offer choices for student activities.

	Speech and Drama	Computers	Spanish	PE
<b>Learning Focus:</b>	Summarize, Find the theme of an author's work	Current understanding of computers and their uses	Expand Spanish language skills/ Practice Speaking in Spanish	Week of April 1 to April 8
<b>April 01</b>	Watch a movie, read a book of choice, then write a review of what you did. Include main character, plot, and what you think of the book/movie.	Write a paragraph explaining how you currently use a computer. Do you use it to communicate with others, play games, or learn new information? What programs or applications do you use to do this?	<p>If internet access is available, please try to complete Duolingo each day for vocabulary practice. Translate a fairy tale or poem to Spanish using vocabulary available.</p> <p>Practice speaking in Spanish - Make a list of all of the phrases and words that you know. Pick several and practice saying them aloud to a friend or family member. If they don't know Spanish- tell them the meaning of what you're saying.</p>	<p>This can be done inside or outside. Outside would be great! Pick at least 7 exercises. Please use all muscles of the body. I have listed 7 but if you have others go for it!! Everything is done for 1 minute. Putting a minute of jogging whether inside or outside between each one.</p> <ol style="list-style-type: none"> <li>1. Toe Touches</li> <li>2. Arm circles</li> <li>3. Shoulder rolls</li> <li>4. Slow neck rolls</li> <li>5. Jumping Jacks</li> <li>6. Crunches</li> <li>7. Push ups</li> </ol> <p>This is a 14 minute workout. I highly recommend that if the weather is nice to sit outside and get fresh air. Please remember the regulations of distancing from other</p>
<b>April 02</b>	Watch a movie, read a book of choice, then write a review of what you did. Include main character, plot, and what you think of the book/movie.	Do you think that learning how to type faster and appropriately is important? Why or why not? Make a claim and support it with examples.	If internet access is available, please try to complete Duolingo each day for vocabulary practice. Translate a fairy tale or poem to Spanish using vocabulary available. Continue practicing speaking - record yourself if you're able and play it back.	Same as the April 1

<b>April 03</b>	Watch a movie, read a book of choice, then write a review of what you did. Include main character, plot, and what you think of the book/movie.	There are many jobs that require computers and many that make their job easier. Brainstorm a list of all the jobs that require knowledge and understanding of computers (try to come up with at least 12 different jobs). When you are finished with your list, pick 5 of the jobs and explain how each job relies on computers.	If internet access is available, please try to complete Duolingo each day for vocabulary practice. Translate a fairy tale or poem to Spanish using vocabulary available.  Find a spanish channel on TV and challenge yourself to see what you know!	Same as the April 1st lesson
<b>April 06</b>	Watch a movie, read a book of choice, then write a review of what you did. Include main character, plot, and what you think of the book/movie.	What is the "cloud"? Ask 3-4 people what they think the cloud is and where the information stored in the cloud goes/ how is it used? Once you've gathered other opinions from 3-4 other sources, write your own opinion. How does your opinion compare to others?	If internet access is available, please try to complete Duolingo each day for vocabulary practice. Translate a fairy tale or poem to Spanish using vocabulary available.  Continue practicing speaking (your list of phrases and words) and listening (Spanish Channel or friend who speaks Spanish)	Same as April 1st lesson
<b>April 07</b>	Watch a movie, read a book of choice, then write a review of what you did. Include main character, plot, and what you think of the book/movie.	Brainstorm a list of all the ways that computers are used in our modern society. What do you think our society (community) would be like if we didn't have computers? Write a paragraph explaining your opinion.	If internet access is available, please try to complete Duolingo each day for vocabulary practice. Translate a fairy tale or poem to Spanish using vocabulary available.	Same as the April 1st lesson
<b>April 08</b>				Same as the April 1st lesson

**Parent Signature:** \_\_\_\_\_