

5/7/20

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).
- 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



Remote Learning Day Student Activities:

[May 7](#) [May 11](#) [May 18](#) [Social Emotional Learning \(SEL\)](#)
[May 8](#) [May 12](#) [May 19](#) [Electives](#)
 [May 13](#) [May 20](#)
 [May 14](#)
 [May 15](#)

6th Grade			5/7/20 - 5/20/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
Weather		Fractions and percents	Asking Questions and Defining Problems
		Expressions and variables	Collect and Analyze Data
			Patterns & Cause/Effect Relationships

6th Grade -- School Wide Challenge Activity

Holes BINGO

ELA	Social Studies	SEL	Science	Math
Do the activities below - Try to get a diagonal or horizontal BINGO! Black out the card (Do all the activities) for a chance to win a prize!				
Connection Quilt see instructions at the bottom of the page.	Texas Portfolio see instructions at the bottom of the page.	Justice Acrostic Poem-create an acrostic poem using the word Justice	Animal Facts - create a one page graphic with information about the featured land animals in Holes	Ratios - see instructions at the bottom of the page
Vocabulary Crossword Puzzle see instructions at the bottom of the page.	Neighborhood Map -see instructions at the bottom of the page.	Detention Centers VS. Jails Essay - Define the difference between jail and detention center in a one page essay	Irrigation - what is irrigation and how could it be used in the novel Holes. Create an investigation report that answers the who/what/when/where/why/how of irrigation.	Find the volume of the holes Stanley has to dig and the total volume of all the holes in a day if each kid dug a hole.
Character Sketch - choose one or two characters from the novel and create a sketch of each character. Include specific characteristics that describes their personalities by what they say, do, and think Letter see instructions at the bottom of the page.	Consider Camp Green Lake before it dried up. What do you think your neighborhood looked like 100 years ago? Describe it.	FREE SPACE	Landforms - natural features of earth's surface. Based on the novel, describe the landforms in the novel. Compare the camp to Stanley's neighborhood	Camp Green Lake Map see instructions at the bottom of the page.
Letter see instructions at the bottom of the page	The Postal System is part of the Federal Government - What does that mean and why do you think it is important to have a federal postal system?	When Stanley writes his parents he decides to tell them everything is good there. Why do you think he did that and do you agree or disagree with his decision?	Climate Changes- In the story the climate changed because of a "curse". What do you think could cause a lake to dry up using science? What effect did the change in the climate have on the people of Green Lake?	Stanley's dad is trying to make a formula to cure foot odor. Write a recipe using at least 5 ingredients that you think would cure foot odor.

ELA

Connection Quilt - Create a 3X3 that includes the following connections you have made to the text -Text to Self - personal connections that are comparable to your life

Text to World events that occurred in the text that are comparable to events happening in your world or environment

Text to Text - events and themes in the text that is similar to other themes/events in novels and/or movies that you have read/seen.

Vocabulary Puzzle - Create a crossword puzzle using 20 interesting words from the text. Include original sentences/quotes that resonate with you or were your favorite sections of the book. Provide 20 total with 10 horizontal words/phrases/sentences/10 vertical - provide and answer key. For additional points - include an answer key. Here's a sample link to creating a crossword puzzle https://www.puzzle-maker.com/crossword_Edit.cgi

Letter - Stanley's mom sent stationary with Stanley to write letters to her while he was at Camp Green Lake. Write a letter to your mom, dad, teacher, or friend. Describe how you have spending your time during the pandemic, what has been your favorite thing about remote learning, what are you looking forward to this summer, what have you learned about yourself during the pandemic

Social Studies

Texas Portfolio - Create a portfolio on the state of Texas. Include the state song, bird, landmarks, capital, population information based on recent census information, climate, and 10 interesting facts about the state.

Neighborhood Map - Create a map about your neighborhood. Draw a sketch of the houses in your area, neighbors, and anything relevant to your neighborhood. Give a brief history about how long you have lived in your current home and share anything about your neighborhood.

Math

Ratios - In the opening chapters of the novel, the narrator recalls Stanley's last math lesson; ratios. A **ratio** compares values. A **ratio** says how much of one thing there is compared to another thing. Ms. Bell, Stanley's math teacher compares the weight of Stanley to another student and he's quite embarrassed. Find the following ratios in this book.

1. Write the ratio of holes that Stanley digs compared to Zero
2. What's the ratio of pages in chapter 3 to chapter 50
3. What's the ratio of females to males in the story?
4. Create 5 additional ratios about interesting facts from Holes

Camp Green Lake - Create a map of Camp Green Lake based on the novel. Include sketches of the main cabin and areas defined in the book. Summarize Stanley's living conditions and his bunkmates.

Science

Animals - choose one of the animals highlighted in the novel (lizard, gecko) and complete [one pager](#) about the animal.

Remote Learning Activities for Students

6th Grade- May 7

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.RP.3c. Find a percent of a quantity as a rate per 100	ESS2.D: Weather and Climate MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
Easy	Describe your favorite weather. Think about your 5 senses. What do you hear, see, smell, taste, & touch. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	The weather forecast calls for clear skies and lots of sunshine. To prepare, Lorna wants to buy sunglasses that are on sale for 70% off. Lorna also has a coupon for 40% off. She wants to use what she knows about finding parts of parts to figure out what the sunglasses will actually cost. Find at least two ways to represent this situation using diagrams or numbers.	For the next 10 days, keep a weather journal. For this journal, do the following: 1. Go outside or look outside twice each day. 2. Record the time of day, temperature, type of weather (sunny, rainy, humid, etc.), and what the clouds look like. You may include drawings if you would like.
Average	Describe your favorite weather using your 5 senses, why you like it, and what you like to do during this weather. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	Read and complete the problem above. Then help Lorna figure out what portion of the original price she would have to pay if she buys the sunglasses on sale and gets to use her coupon.	For the next 10 days, keep a weather journal. For this journal, do the following: 1. Go outside or look outside twice each day. 2. Record the time of day, temperature, type of weather (sunny, rainy, humid, etc.), and what the clouds look like. 3. After your last observation each day, write at least a 5 sentence paragraph describing the day's weather.
Challenging	Describe your favorite weather using your senses, why you like it, and what you like to do during this weather. How would you feel if this type of weather happened every day? Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	Read the above problems before answering the following question. Lorna's friend realized that if she took advantage of the sale, then using the coupon meant Lorna would pay 60% of 30%. If you have not done so already, represent 60% of 30% using decimals. Write the result of calculating 60% of 30% as a decimal.	Complete the journal as described in the Average section above. After several days, please begin to note any patterns you see emerging. Do the types of clouds affect the temperature and/or the type of weather we have? Any other patterns you notice? If you get a chance, watch the weather forecast each day and include information from that in your daily summary and observed patterns.

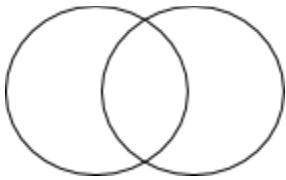

Daily - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 8

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions	SS.G.2.6-8 Explain how humans and their environment affect one another.
Easy	<p>Make a list of types of bad weather.</p> <p>Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.</p>	<p>Samuel has just become editor for his school newspaper and is working on the graphics for the weather section. Each graphic measures 2 by 3 inches and Samuel needs to lay out a page that requires him to enlarge and reduce them in several ways.</p> <p>(1) What multiplier could Samuel use to make the graphics much smaller?</p> <p>(2) What multiplier could Samuel use to make the graphics much larger?</p>	<p>List 5 ways that the weather in northern Illinois affects how we dress and eat.</p>
Average	<p>Describe what you should do when bad weather is here and what you do during this weather.</p> <p>Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.</p>	<p>The publishing deadline for the winter edition of the newspaper was approaching, and Samuel and Tammy were arguing about multipliers. Samuel thought that to enlarge the 3-by-5 photo to a 6-by-10, they should multiply by $\frac{6}{3}$. Tammy was sure that they should multiply by $\frac{10}{5}$. Justin said it would be much simpler just to multiply each side by 2. Which student's method will work?</p>	<p>Draw a Venn Diagram to compare and contrast how we dress and eat in northern Illinois in summer and winter.</p> 
Challenging	<p>Draw a picture of bad weather and write about it. Describe what you should do when this type of weather is here and what you do during this weather.</p> <p>Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.</p>	<p>Samuel needs to enlarge his 3-by-5 weather photo so it fits on a large poster to advertise the winter issue of the newspaper. The smaller dimension, 3 inches, needs to be enlarged to 8 inches. What should Samuel multiply each side length by to enlarge the photo?</p> 	<p>Create a poster or Google Slides to explain why a rich nation like the United States may have a bigger carbon footprint than a country with less wealth. Use evidence from any accessible resource to support your position.</p>

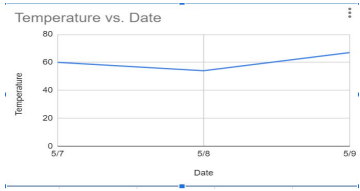
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Remote Learning Activities for Students

6th Grade -- May 11

The columns below offer choices for student activities.

	ELA	Math	Science												
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.EE.2a. Write expressions that record operations with numbers and with letters standing for numbers. 6.EE.5. Understand solving an equation or inequality as a process of answering a question	ESS2.D: Weather and Climate Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.												
Easy	List five facts about tornadoes. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	Ellie dreams of being a meteorologist and decides to build a personal weather station to track temperature, humidity, and rainfall. To build her weather station she has boards that are two different lengths. A long board is 17 inches longer than the short board. (1) Draw a picture showing how the short and long boards are related. The length of the long board is 50 inches. The length of the short board is unknown. (2) Write an equation that shows how the length of the long board is related to the length of the short board. Remember to define your variable first.	In your weather journal, create a table similar to the one below. Each day after your observations, record your data on the table so all data is in one place. <table border="1" data-bbox="1144 756 1461 966"> <thead> <tr> <th>Date</th> <th>Temperature</th> <th>Weather</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> You may want 2 tables: one for morning and one for evening.	Date	Temperature	Weather									
Date	Temperature	Weather													
Average	Write ten facts about tornadoes (plus one thing you would like to change and why). Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	Read and complete the problem above. Then answer the following: Ellie estimates that the length of the short board is between 30 and 40 inches. Test at least three values in this range in your equation. Were any of the values you tested a solution? How do you know?	Complete the tables as described above. In addition to the tables, please create 2 line graphs similar to the one below showing the temperatures in the AM and PM. 												
Challenging	Write a dozen facts about tornadoes. Draw a picture of a tornado and write about it and the damage it can cause in one page or more. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	Read the problem from the "easy" section. Then answer the problems below: (1) What is the length of the short board? (2) Is there more than one possible answer?	Complete the tables as described in the Easy section above. Create a double line graph mapping the temperature in the AM and PM. You will need to create a key.												

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 12

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values	SS.IS.3.6-8 Determine sources representing multiple points of view that will assist in organizing a research plan
Easy	List five facts about hurricanes. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	The temperature was -4 degrees Fahrenheit in the morning then went up 5 degrees in the afternoon and dropped 7degrees by the evening. What was the final temperature? (Hint: Use a number line)	Ask the people in your household (or others through safe communications) what they know about the Belvidere Tornado of 1967 or the Fairdale/Rochelle Tornado of 2015. Write down their answers. Be sure to credit answers to each person you ask.
Average	List ten facts about hurricanes. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	The outdoor temperature was 15 degrees Fahrenheit at midnight. The temperature went down 5 degrees each hour for the next 2 hours then another 2.5 degrees for the following 4 hours. What was the temperature at 6 AM?	Complete the task above. Ask if knowing about those events (either one or both) influence how they act during severe weather now. Write down their answers. Be sure to credit answers to each person you ask.
Challenging	List a dozen facts about hurricanes (plus one thing you would like to change and why). Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	The outside temperature dropped -15 degrees over 4 hours. If the temperature changed the same amount each hour, what was the change in temperature each hour? (Show answer to nearest hundredth)	Complete both tasks above. Using any resources that you have access to, create an emergency plan on how to survive a tornado and where to go for help after the tornado has disappeared.

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 -- May 13

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values	ESS2.D: Weather and Climate ● Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
Easy	Compare/contrast tornadoes to hurricanes in a Venn-diagram. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	At 1:00 PM, the temperature was at 46 degrees. Then, a cold front moved in and decreased the temperature 12 degrees per hour. The temperature at 6:00 PM = _____ degrees.	At this point, you should have 5 days of observations. Please list at least 3 questions you have about weather and how it is formed.
Average	Compare/contrast tornadoes to hurricanes in a Venn-diagram or T-chart and provide a 3-sentence summary of your comparisons. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	The temperatures of two cities were measured at the same time. The temperature in city A was 60 degrees and rose at a constant rate of 2 degrees per hour. The temperature in city B was 40° and rose at a constant rate of 10° per hour. Give the time in hours when the temperature is the same in both cities.	At this point, you should have 5 days of observations. Please list at least 5 questions you have about weather, how it is formed, and/or anything you have observed that you found puzzling. In addition, please list 3 things you have learned about weather (claims) based on your observations.
Challenging	Compare/contrast tornadoes to hurricanes in a Venn-diagram or T-chart and provide a 5-sentence summary of your comparisons. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	From October to January, the daily high temperature in Anchorage, Alaska drops an average of 1/3 degree per day. On October 1 st , the temperature was 42 degrees. Predict when the temperature will reach 22 degrees.	At this point, you should have 5 days of observations. Please list at least 5 questions you have about weather, how it is formed, and/or anything you have observed that you found puzzling. In addition, please list 3 things you have learned about weather (claims) based on your observations. In your claims, be sure to describe the evidence you have from your observations. Why do you believe these things to be true? How do you know?

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 14

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.RP.3b. Solve unit rate problems including those involving unit pricing and constant speed	SS.G.2.6-8.LC: Explain how humans and their environment affect one another
Easy	Write 5 facts about clouds. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	The speed of four tornadoes were 102 mph, 78 mph, 96 mph, and 84 mph. What was the average speed of the tornadoes?	List 5 effects of flooding
Average	Write 5 facts and 5 opinions about clouds. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	It rained a total of 15 inches in 7 days. What is the unit rate? (Per day; round to nearest hundredth)	List 5 effects of flooding and list 3 ways flooding can be prevented
Challenging	Write 10 facts about clouds and draw each type of cloud. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	The average monthly precipitation during the past seven months was 1.58 inches. If this trend continues, how much precipitation will fall for the entire year?	List 5 effects of flooding List 3 ways flooding can be prevented Answer the following question: Should the government pay for citizens to move after an area is flooded?

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade --May 15

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.RP.3b. Solve unit rate problems including those involving unit pricing and constant speed	ESS2.D: Weather and Climate Developing and Using Models • Develop or modify a model— based on evidence – to match what happens if a variable or component of a system is changed.
Easy	Tell a story about a weather-related experience you have had or heard about. Describe what happened, where and when it occurred, and how it made you feel. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	It is extremely hot today so Michael is headed north to his aunt's house, who lives on a lake. For the first 2 hours he drives at 55 mph. For next hour, he drives 70 mph. For the final 2 hours he drives 50 mph. How far does he travel?	Using the information from your notebook, create a model of how one type of weather affects your neighborhood. Consider what effect the weather has on the ground, on the plants, on animals, and on anything else you feel is important. Label what is happening clearly.
Average	Tell a story about a weather-related experience you have had or heard about. Describe what happened, where and when it occurred, and how it made you feel. Draw a picture to illustrate your story. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	A. Answer above question B. What is Michael's average speed for the entire trip?	Using the information from your notebook, create 2 models showing how different types of weather affect your neighborhood. Consider what effect each type has on the ground, on the plants, on animals, and on anything else you feel is important. Label what is happening clearly.
Challenging	Tell a story about a weather-related experience you have had or heard about. Describe what happened, where and when it occurred, and how it made you feel. Draw a detailed picture to illustrate your story. When you finish, share your story with a family member. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	A. Answer BOTH questions from above B. If Michael drives the entire trip at 70 mph, how much LESS time will it take?	Using the information from your notebook, create 2 models showing how different types of weather affect your neighborhood. Consider what effect each type has on the ground, on the plants, on animals, and on anything else you feel is important. Label what is happening clearly. Finally, write a 2 paragraph essay comparing the two types of weather. Please include any inferences you can make about why each type affects the earth the way it does. All inferences should be backed by evidence from your observations.

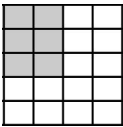
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Remote Learning Activities for Students

6th Grade -- May 18

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.RP.3c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.
Easy	Describe what you think it would be like to predict the weather. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	Out of the next 5 days, 40% of those days will have rain. How many days will there be rain? Write as a ratio/fraction.	Create a map of the world and label as many regions as you can with weather symbols representative of that region.
Average	What would it be like to predict the weather, advantages/disadvantages? Predict the next day's weather by writing a weather forecast of your own. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	In a certain town, there were 450 houses. A tornado came through and destroyed 80% of the houses. How many were destroyed?	Create the map described above and add symbols that represent landforms, temperature, and possible disasters representative of as many regions as you can.
Challenging	What do you think it would be like to predict the weather? Predict the next day's weather by writing a weather forecast of your own. Then, present it to another person in your household. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	 <p>A cloud casts a shadow on your yard as shown. Write the portion shaded as a:</p> <p>A. Percent B. Decimal C. Fraction (reduce if needed)</p>	Do both activities above. You have to choose a new place in the world to live and you have to choose based on the information provided on your map. What else could be added to your map that would be helpful in making your decision. Explain using complete sentences and justify your thinking using evidence.

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Learning Activities for Students

6th Grade -- May 19

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	ESS2.D: Weather and Climate <ul style="list-style-type: none"> • Graphs, charts, and images can be used to identify patterns in data. • Patterns can be used to identify cause and effect relationships. • Cause and effect relationships may be used to predict phenomena in natural or designed systems.
Easy	Describe a day where there is no weather in at least 5 sentences. What would it be like? Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	A tornado travels 30 miles and is 2 miles wide. What area did the tornado cover?	Consider the following question: What effect does weather have on the earth? List 5 observations from your notes that answer this question.
Average	In at least a page describing a day where there is no weather. How does it feel? What does the sky look like? Is it bright or dark outside? What kind of clothes would people wear on a day like this? Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	It was reported that a tornado traveled an area of 20 square miles. If the tornado was only a mile wide, how far did the tornado travel?	Consider the following question: What effect does weather have on the earth? List 5 observations from your notes that answer this question (evidence). Create a one sentence summary of your data that answers this question (claim).
Challenging	Describe a day where there is no weather in 1-2 pages. How does it feel? What does the sky look like? Is it bright or dark outside? What kind of clothes would people wear on a day like this? Draw a picture that provides a description of this "no weather" day. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	Write down your own problem of how far a tornado traveled and how wide it is, calculating the area of the path of the tornado.	Consider the following question: What effect does weather have on the earth? List 5 observations from your notes that answer this question (evidence). Create a one sentence summary of your data that answers this question (claim). Write a well-organized explanation tying together your claim and evidence (reasoning): What do you know? How do you know it? Why do you think it works this way based on what you have observed? This should be at least 10 sentences and should include a topic sentence to open and a concluding sentence to wrap it up.

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 20

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
Easy	Write a short story (at least 5 sentences) that uses at least 5 of the weather-related words. Words: raining, snowed, hail, sleet, cloudy, blizzard, hurricane, tornado, storm, temperature. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	In one week it snowed 18 and $\frac{3}{4}$ inches. What was the average snow per day for the 7 days?	List ways different civilizations you learned about in class dealt with the weather conditions of the particular locations in which they lived.
Average	Write a short story (at least 10 sentences) that incorporates at least 8 of the weather-related words. Words: raining, snowed, hail, sleet, cloudy, blizzard, hurricane, tornado, storm, temperature. Read 20-30 minutes Read a book, magazine, recipe, or read to a sibling.	For 5 hours it rained 7 $\frac{1}{2}$ inches. How many inches did rain each hour?	Compare and contrast the methods the Egyptians and the Mesopotamians used to deal with the weather conditions of their location.
Challenging	Write a one-two page short story that incorporates each weather-related word. Words: raining, snowed, hail, sleet, cloudy, blizzard, hurricane, tornado, storm, temperature. Read 30-40 minutes Read a book, magazine, recipe, or read to a sibling.	Write your own amount of snow in a week and find what the average was per day by dividing. Include a fraction in the amount of snow.	You are the leader of an ancient civilization that is experiencing prolonged drought. What steps would you have to take to make sure your people survive? Explain using complete sentences and evidence to justify your thinking.

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

5th & 6th Grade -- (SEL) Theme: Problem Solving/Conflict Resolution

The columns below offer choices for student activities for any day.

Social Emotional Learning Choice Board aligns with standards 2D.1a Identifies problems and conflicts and 2D.1b Applies problem solving steps to constructively resolve problems and conflicts.

<p>Play a Game</p> <p>Playing games with peers/family involves learning to get along and figuring out rules together.</p> <p>Talk about ways you figured out how to resolve a conflict.</p>  <p>Write or draw about it.</p>	<p>Take these scenarios and brainstorm how you can solve them:</p> <ol style="list-style-type: none"> 1. My homework is not complete. 2. I didn't eat my breakfast. 3. I haven't brushed my teeth 4. My lunch isn't packed 5. My backpack is not ready. 	<p>WHAT SHOULD I SAY? WHAT SHOULDN'T I SAY?</p> <p>When you are having a conflict with a peer or family member, there are things you should and should not say. Make a chart like the one below.</p> <table border="1" data-bbox="1161 472 1404 598"> <tr> <td>Things I should say:</td> <td>Things I should not say:</td> </tr> <tr> <td>Good job!</td> <td>Ugh, you always win!</td> </tr> </table>	Things I should say:	Things I should not say:	Good job!	Ugh, you always win!
Things I should say:	Things I should not say:					
Good job!	Ugh, you always win!					

Sometimes asking for help can be a hard thing to do, but it is a skill we must all learn. When we have help we are more successful and get frustrated less. Use the following scenarios to practice asking for help in an assertive way. Look at the person you are talking to, sit/stand up straight, use a respectful, clear, and calm voice. The best and easiest time to ask for help is before you become frustrated.

Example: You are having trouble finding your favorite shirt.

Ask for help: Dad, can you please help me find my blue shirt with the dinosaur on it? I have looked in my dresser and under my bed and I cannot find it.

Scenarios:

- ★ You are not understanding a math assignment.
- ★ You need to clean your room, but the mess is overwhelming.
- ★ Your siblings keep bugging you even though you have asked them to stop.
- ★ You can't figure out how to play a game you really want to play.

SCALE THE PROBLEM

When you have a problem, think to yourself, "How big is this problem?"

Use self-talk. Is this a small, medium or big problem?

Small Problem
Will this even matter in an hour?
Can I move on with my day?
Can I ignore it?

Medium Problem
Do I need to talk to someone about this?
Will I be unable to move on if this doesn't get resolved?

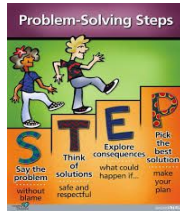
Big Problem
Is someone in danger?
Have I tried multiple times to resolve this?
Do I need to get an adult to help me?

Think? How big is my problem? Can I handle it by myself, or do I need an adult to help me?

Read the situations and scenarios already listed on this choice board. Sort them into the 3 areas; small, medium, and big problems.

THINK OF POSITIVE WAYS YOU CAN SOLVE THE FOLLOWING PROBLEMS.

- ★ You bumped a family members workspace and their items fell on the floor.
- ★ When you were eating lunch your drink spilled all over a family member's things.
- ★ You pulled a book off of your bookshelf and a second book fell off of the shelf hitting a family member in the head.
- ★ You were trying to put a family member's artwork on the refrigerator and a corner of the paper tore.



CONTROL OR NO CONTROL

In life, there are things you can control and things you cannot control. You can control yourself, your thoughts, your feelings, and your actions.

Some things you do not have control over right now are having to stay home, what you get to eat for dinner, and/or who you get to play with.

Draw pictures or make a list of things you can control on one piece of paper and on another piece of paper draw pictures or make a list of the things you do not have control over.

Discuss the things you can't control with someone and see if they can help you solve any problems you have on that paper. Then put the paper of things you can control on top of the other paper and put it somewhere you will see it. Focusing on what you can control will help you have a positive attitude and remind you of all of the wonderful things in your life.

When you are trying to solve a problem it is important for you to communicate in an assertive way. Look at the person you are talking to, sit/stand up straight, use a respectful, clear, and calm voice. Use the scenarios below to practice using assertive communication.

Example: Your family member took your favorite book without asking and a page got ripped.

Assertive Response: I am upset that you ripped a page in my favorite book. Next time, please ask if you can borrow my book before taking it and please take care of it while you are reading it.

Scenarios:

- ★ A family member has been watching tv for an hour and you would like a turn to watch a show you like.
- ★ You do not like what was made for supper.
- ★ Your sibling pushed you down on purpose.
- ★ A family member is being too loud of you to concentrate on your work.
- ★ A family member ate the last piece of your favorite candy.

It's OK to Fail

Children need to know it is okay to fail. By having an open dialogue with your child, they will have more confidence in making decisions, making it ok to fail and to try again.

Huddle Up Question

Huddle up with your kids and say, "Growing up, one of the biggest problems I had to solve was... I was able to solve it by..."


Have a good conversation about this. Draw or write about what you discussed.

Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health																																
<p>VA.Re.7.1.5</p>  <p>Using items from your home, recreate this famous painting “American Gothic” made by Grant Wood.</p> <p>Think about the outfits that these characters are wearing, the objects in the background, and the pitchfork that the character is holding!</p>	<p>MU:Pr4.1.6</p> <p>Choose one song that you performed this year. It can be a song from any of the concerts. Reflect upon that song and write 2 paragraphs (3-4 sentences each) that answer the questions below.</p> <p>Paragraph 1: What is the title or the song? What was the song about/ What is one thing you remember learning about the meaning of the song or the composer? What are 2 skills you remember working on while rehearsing this song? (example: vowels, F naturals, staccato, dynamics).</p> <p>Paragraph 2: Why did you choose to write about this song? Did you enjoy learning this song to future 6th grade musicians?</p> <p>Go above and beyond: If you are able, go online and find a good recording of the song you chose. Read your paragraphs to someone at home and have them listen to your recording. Have a conversation about what they liked about the song.</p>	<p>FOCUS SKILLS: Daily physical activity (Physical Development & Health, 19.A.3b)</p> <p>ACTIVITY: Your goal is to be active at least 60 minutes everyday.</p> <ul style="list-style-type: none"> Record your activity for each day in your activity log. You can find the activity log in Google Classroom or make your own using notebook paper. All activities can also be found on Google Classroom. Label each activity as a Cardio, Flexibility or Muscular Strength type of fitness. <p>EASY:</p> <ul style="list-style-type: none"> Participate in your favorite cardio, strength, and flexibility activities throughout the day to meet the goal of 60 minutes and record them on your activity log. <p>AVERAGE:</p> <ul style="list-style-type: none"> Complete the “Easy” activity. Add more challenge by completing the daily “14-day Body Challenge” workout. 																																
<p>VA.Cr.1.1.5</p> <p>Gather rocks, sticks, and leaves from outside and arrange the materials into a picture or design.</p> <p>Think about how you can create artwork outside that will make people happy.</p> <p>You can use the objects to create words, patterns, or shapes!</p> <p>VA.Cn.10.1.5</p> <p>Draw a member of your family without looking at the paper!</p> <p>You can turn this into a game and see who can do this the best without looking.</p> <p>If you have a hard time not looking at the paper, you can block the paper with a paper plate or a folder!</p>	<p>MU:Cr1.1.2a</p> <p>Items: pencil, paper or staff paper</p> <p>Make your own Rhythm Charts using the following time signatures: 2/4, 3/4, and 4/4, and using the following note values: Whole, Half, Quarter, Eighth, and Sixteenth notes</p> <p>Activities: Clap your rhythms at any tempo and count out loud making sure you are counting in the correct time signature</p> <p>Take the next step (technology) Look up Visual Musical Minds or Rhythm Exercises on youtube. Clap and count out loud the rhythms with the videos that are on the computer screen.</p>	<table border="1" data-bbox="1062 1073 1507 1665"> <thead> <tr> <th>DAY #</th> <th>WORKOUT</th> <th>DAY #</th> <th>WORKOUT</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Plank-15 seconds Push-Ups-5 Squats-20</td> <td>8</td> <td>Plank-40 seconds Push-Ups-13 Squats-40</td> </tr> <tr> <td>2</td> <td>Plank-20 seconds Push-Ups-6 Squats-25</td> <td>9</td> <td>Plank-45 seconds Push-Ups-15 Squats-55</td> </tr> <tr> <td>3</td> <td>Plank-20 seconds Push-Ups-8 Squats-30</td> <td>10</td> <td>Plank-50 seconds Push-Ups-13 Squats-65</td> </tr> <tr> <td>4</td> <td>Plank-25 seconds Push-Ups-8 Squats-30</td> <td>11</td> <td>Plank-50 seconds Push-Ups-17 Squats-75</td> </tr> <tr> <td>5</td> <td>Plank-30 seconds Push-Ups-10 Squats-35</td> <td>12</td> <td>Plank-60 seconds Push-Ups-18 Squats-85</td> </tr> <tr> <td>6</td> <td>Plank-30 seconds Push-Ups-10 Squats-40</td> <td>13</td> <td>Plank-60 seconds Push-Ups-18 Squats-90</td> </tr> <tr> <td>7</td> <td>Plank-40 seconds Push-Ups-13 Squats-45</td> <td>14</td> <td>Plank-65 seconds Push-Ups-20 Squats-100</td> </tr> </tbody> </table> <p>DIFFICULT:</p> <ul style="list-style-type: none"> Complete the “Easy” and “Average” activities. Do the daily “14-day Body Challenge” workout <u>twice</u> each day. <p>OPTIONAL: Play “Roll a Heart Smart Superhero”</p>	DAY #	WORKOUT	DAY #	WORKOUT	1	Plank-15 seconds Push-Ups-5 Squats-20	8	Plank-40 seconds Push-Ups-13 Squats-40	2	Plank-20 seconds Push-Ups-6 Squats-25	9	Plank-45 seconds Push-Ups-15 Squats-55	3	Plank-20 seconds Push-Ups-8 Squats-30	10	Plank-50 seconds Push-Ups-13 Squats-65	4	Plank-25 seconds Push-Ups-8 Squats-30	11	Plank-50 seconds Push-Ups-17 Squats-75	5	Plank-30 seconds Push-Ups-10 Squats-35	12	Plank-60 seconds Push-Ups-18 Squats-85	6	Plank-30 seconds Push-Ups-10 Squats-40	13	Plank-60 seconds Push-Ups-18 Squats-90	7	Plank-40 seconds Push-Ups-13 Squats-45	14	Plank-65 seconds Push-Ups-20 Squats-100
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Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music
<p><u>VA.Cr.2.1.5</u> Try making salt dough :</p> <p>2 cups flour 1 cup salt 1 cup cold water</p> <p>Mix flour and salt, and then slowly add the water mixing thoroughly.</p> <p>Use the dough to create sculptures of you and your family members!</p> <p>Think about shapes, details, and the size of your sculptures!</p>	<p>Guess that tune!</p> <p>Using your lesson book or a song you know. Play that tune or sing that song (vocalist use a neutral syllable like “do”) for a family member. See if your family member can guess the tune.</p> <p>Bonus Round: Try this with multiple family members. Are there older songs your parents recognize that your younger siblings do not? If they recognise the song make sure they sing along!</p> <p>Record your findings.</p>
<p><u>VA.Cr.2.1.5</u> Use your salt dough creations as a reference, and draw a picture of them!</p> <p>Use your imagination to create a unique background!</p> <p>If you are able to access the internet, take a photo of your artwork and email it to Mrs. Wallin!</p>	<p>MU:Re7. 1. 6a</p> <p>Items: DVD/player, pencil, paper</p> <p>Watch a movie and pay close attention to the soundtrack. Write a 2 paragraph essay about the composer’s intentions in writing the music for the soundtrack. Answer the following questions: What mood is created during a particular scene? How did the composer create the mood? Site specifics using the musical elements such as dynamics, range, rhythm, tempo etc.</p> <p>Take the next step: Use technology by looking at a video of composers conducting their own soundtracks. Example: John Williams conducts Jaws. How does it feel to listen to the music by itself? Compare and Contrast.</p>
<p><u>VA.Cr.2.1.5</u> Cut facial features (eyes, nose, mouth) from magazines and combine them to make funny faces!</p> <p>Think about using different size facial features, and even using animal features to create a human face!</p> <p>Have fun and be creative!</p> <p>Google Classroom is an option. This classroom will include drawing tutorial videos and additional art project ideas!</p>	<p>MU: Pr.6.1.E Put on a “porch” or “living room” concert for your family and/or neighbors. Perform 1-3 songs of your choosing. These could be songs you’ve performed before, new songs you just learned, or songs you’ve composed yourself.</p> <p>GO THE EXTRA MILE: Record your concert and share it with others, like family members who don’t live with you. Create a paper program for your concert to hand out to audience members.</p>

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Remote Learning Activities for Students

5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

STEM	Speech/Drama
<p>MS-PS3 - What happened to our ice? Have you ever taken a long sip of a day-old soft drink from your favorite fast food restaurant? Have you ever noticed the glass full of ice keeping your drink cold on a hot summer evening is not there anymore by the time dinner is ready? If you have, you know a little about asking the question "<i>Where did my ice go?</i>"</p>	<p>RL.6.2 W.6.4 Read or watch a book/movie of your choice and write a report on it. Include the main character, plot, problem to be solved, and your thoughts and feelings on what you watched/saw.</p> <p>Tie-in to weather - How does the weather change the plot of the book/movie? What if it was raining instead of sunny? How would that change the mood?</p>
<p>Introducing the Phenomenon & Raising the Question There are two options for observing this phenomenon:</p> <ol style="list-style-type: none">1. Pour soda, or another liquid like lemonade, into a glass and allow ice to melt in it. Pour the same liquid, without ice, into another glass. Have your child taste the contents of each glass and ask leading them questions such as:<ul style="list-style-type: none">● What do you notice about the taste difference between the two?● What do you notice about the appearance of the liquids?● What do you think is different about the two liquids? How do you know?2. Students - observe a glass of ice water (or a clear cup) (roughly 1/3 ice and 2/3 water). Observe it again approximately 30 minutes later, then answer these questions:<ul style="list-style-type: none">● How have the contents in the glass changed in the last 30 minutes?● Why do you think those changes occurred?● How do you know? <p>Tell us what you know... Students, explain what you know (or think you know) about why ice melts. Students should write about the "how" and the "why" of water changing from a solid (ice) to a liquid (water). Explain your thinking through answering these questions, or drawing a model of what you think happens to ice.</p> <p>Use these questions to guide your explanation of what happened to the ice.</p> <ul style="list-style-type: none">● Where did the ice go?● What does ice turn into?● Is ice the same thing as water?● Where does the water on the outside of the glass come from?● Can you turn other liquids into ice besides water? <p>Students will write about their observations and questions or wonderings.</p> <p>Source: https://new.nsta.org/lesson-plan/what-happened-our-ice</p>	<p>(Spanish) W.6.4 Create a list of items in your home (5 - 10 items) and try to translate the names of the items into Spanish. Made sure that you use different items than last time. If you have internet access, try to keep up on your Duolingo. I've been checking on Duolingo, and some of you have been doing a great job. Keep it up!</p> <p>Tie-in to weather - Try to find the words to describe the weather you see outside. Windy, sunny, rain, or other terms about weather. If you can, try to find the word in Spanish.</p>

Parent Signature: _____