

6th Grade - Week of May 11, 2020

Math:

- The students will solve order of operations.
- The students will solve expressions, equations and inequalities.

Science:

- Students will be able to calculate speed, distance and time using formulas.
- Students will recognize the different forms of energy.

Social Studies:

- The student will recognize the parts of our culture that have been influenced by the historical events or factors such as invasion, conquests, colonization, immigration, and trade.
- The student will judge the social, political, economic, and cultural contributions of groups from various societies of the past.

Language Arts:

- Students will practice reading, analyzing and writing figurative language in poetry.
- Students will use words in context while determining the meaning of latin and greek prefixes.
- Students will summarize their reading.

NOTE: GT students receive accelerated instruction as well as enrichment via GT Student and Parent Resources in Google Classroom.

6th Math

Objectives

- The students will solve order of operations.
- The students will solve expressions, equations and inequalities.

Note: This work is to support understanding of the subject area.

For Parents

• Guide Students through the following activities:

- **Activity 1** - Have each student complete a 10 x 10 multiplication chart.
- **Activity 2** - Each student should solve the order of operation problems and draw a line/arrow to the correct answer.
- **Activity 3** - Each student should complete the google slides project about expressions, equations and inequalities.
- **Activity 4** - Have students complete the Inequalities Quizizz.

For Students- These assignments can be completed or submitted **in Google**

Classroom. Students may also take a picture of their completed assignment from the packet and upload it to Google Classroom or email it to their teacher.

- **Activity 1:** Complete the [10 x 10 multiplication chart](#) on **google classroom** or there is a [copy in the packet](#) to be filled in.
- **Activity 2:** Complete the [Lego order of operations activity](#) in **google classroom** or there is a [copy in the packet](#) to use.
- **Activity 3:** Complete the [Expressions, Equations and inequalities google slides project](#) in **google classroom** or there is a [copy in the packet](#) to show your work on.
- **Activity 4:** Complete the Inequalities [Quizizz](#) or the paper [copy in the packet](#). Use this [video](#) for a reteach of graphing inequalities.

★ Jansky/Hudgins' students use code: **086620**

★ Glazer's students use code: **900688**

★ Ragsdale's students use code: **538040**

Additional Resource:

Prodigy.com (All 6th grade students)

Sumdog.com (Jansky/Hudgins' students)

6th Science

Objectives

- Students will be able to calculate speed, distance and time using formulas.
- Students will recognize the different forms of energy.

Note: This work is to support understanding of the subject area.

For Parents

• Guide Students through the following activities:

- **Activity 1** - Activity is available in Google Classroom to complete and submit.
- **Activity 2** - Activity is available in Google Classroom to complete and submit.
- **Activity 3** - Students will watch a short video in Discovery Education and explain the difference in potential and kinetic energy.
- **Activity 4** - After watching the video, students will draw a picture and label potential and kinetic energy.

For Students - Students can upload completed assignments to Google Classroom, email a picture or show evidence during a zoom mtg.

- **Activity 1:** In Google Classroom or in the packet, complete the form "Finding Speed, Distance, and Time"
- **Activity 2:** Interpreting Tables and Graphs Form on Google Classroom or in the packet . If submitting hard copies thru email please have child's name and class period clearly marked.
- **Activity 3: Energy Video-** Log in through Clever on your phone or computer, then go to Google Classroom and watch the Discovery Education video "Science Kids: All About Energy". Then open a google doc and in a few short sentences explain the difference between potential and kinetic energy. You may use the example of a roller coaster to make it easier. **Don't forget to attach your google doc or take a picture and email it before you turn it in.**

Activity 4: Energy Video Drawing- Draw a picture of a roller coaster and label where the potential energy is, and where the kinetic energy is. **Don't forget to attach your google doc or take a picture and email it before you turn it in.**

6th - World Cultures

Objectives - Note: This work is to support understanding of the subject area.

- The student will recognize the parts of our culture that have been influenced by the historical events or factors such as invasion, conquests, colonization, immigration, and trade.
- The student will judge the social, political, economic, and cultural contributions of groups from various societies of the past.

For Parents

• **Guide Students through the following activities:**

- **Activity 1** - Direct students to the “People’s Republic of China” reading passage questions.
- **Activity 2** - Direct students to the “How One Chinese Emperor Changed the World” reading passage and questions.
- **Activity 3** - Direct students to “The Great Wall of China” reading passage and questions.
- **Activity 4** - Direct students to the “Emperor Qin’s Tomb & The Terra-Cotta Soldiers” passage & questions.

For Students

- **Activity 1:** [People’s Republic of China](#) Click on this link to go to Formative and enter this code: **X4BVXZ** or [People’s Republic of China Reading Passage & Questions](#) Complete the questions using the reading passages.
- **Activity 2:** [How One Chinese Emperor Changed the World](#) Click on this link to go to Formative and enter this code: **YX5FD4** or [How One Chinese Emperor Changed the World reading passages & questions](#) Complete the questions using the reading passages provided.
- **Activity 3:** [The Great Wall of China](#) Click on this link to go to Formative and enter this code: **W4BYWL** or [The Great Wall of China reading passages The Great Wall of China questions](#) Complete the questions using the reading passages provided.
- **Activity 4:** [Emperor Qin’s Tomb & The Terra-Cotta Soldiers](#) Click on this link to go to Formative and enter this code: **TZQEAE** or [Emperor Qin’s Tomb & The Terra-Cotta Soldiers passage & questions](#) Complete the questions using the reading passages provided.

Additional Resources: videos: [Geography Now - China](#)

<https://www.youtube.com/watch?v=lzAESaVqix0>

[Qin Shi Huang](#)

<https://www.youtube.com/watch?v=0yi-u-TQ9Yo>

[Terra Cotta Soldiers](#)

<https://www.youtube.com/watch?v=mP5p4QbvPtc>

Virtual Field Trip (can be viewed on a phone or computer)-

[Ancient China](#) Code **TAYVW** [Great Wall of China](#) Code **LAWXJ** [Exploring China](#) Code **RDJKW** [The Forbidden City](#) Code **QWTUX**

6th-English Language Arts

Objectives

- Students will practice reading, analyzing and writing figurative language in poetry.
- Students will use words in context while determining the meaning of latin and greek prefixes.
- Students will summarize their reading.

Note: This work is to support understanding of the subject area.

For Parents

• Guide Students through the following activities:

- **Activity 1:** Have students read the [words and definitions](#) page and then will complete the De- and Dis- Prefix Quiz
- **Activity 2:** Have students read the Notes on [personification](#) then complete the [personification assignment](#).
- **Activity 3:** Have students read the directions and mentor text before writing a [personification letter](#).
- **Activity 4:** Help students pick a book that is interesting to them and have them read the book.

For Students

- **Activity 1:** Use the [Words and Definition](#) page to complete the [De- and Dis- Assignment](#).
- **Activity 2:** Use the [personification Notes](#) to answer the Questions about the poem- [The Sky is Low](#).
- **Activity 3:** On a sheet of notebook paper or Google Doc write a [personification letter](#) given a non-human object three human traits. .
- **Activity 4:** After reading the book use a sheet of notebook paper or Google Doc and write a summary of your book. Include the title of the book, author of the book, and pages/chapter you are summarizing if you did not finish the book.

Additional Resources

- MyLexia - Students will go to Clever for Login