

Memorial Junior High School Home Learning Assignment Board

Week 1: March 16th to March 20th

Grade Level: 6

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign the bottom of the form.
- If you have the internet, work on additional activities in the Technology Section.

Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.

Math

(45 minutes per day, MAKE SURE TO SHOW ALL OF YOUR WORK)

<i>March 16th</i>	<i>March 17th</i>	<i>March 18th</i>	<i>March 19th</i>	<i>March 20th</i>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
No School Teacher In-Service	Write out all the basic facts (1 – 6) starting with 1 X 1 and ending with 6 X 12 Ms. Anthony’s Math Class Write out Multiplication Facts 2’s and 3’s. Example: 2x1 ending with 2x12 and 3x1 ending with 3x12.	Write out the rest of the basic facts (6 – 12) starting with 6 X 1 and ending with 12 X 12 Ms. Anthony’s Math Class Write out Multiplication Facts 4’s and 5’s. Example: 4x1 ending with 4x12 and 5x1 ending with 5x12	Create 5 of your own division problems involving basic facts of 1 – 12 as divisors. Create 5 two-digit divisor division problems. Ms. Anthony’s Math Class Write out Multiplication Facts 6’s and 7’s. Example: 6x1 ending with 6x12 and 7x1 ending with 7x12	Complete IXL Level H or 6 th grade O1 Ms. Anthony’s Math Class IXL Level E F.2-F.7

Reading

(45 minutes per day)

(Students should be reading 20 minutes a day)

<i>March 16th</i>	<i>March 17th</i>	<i>March 18th</i>	<i>March 19th</i>	<i>March 20th</i>
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<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>No School Teacher In-Service</p>	<p>Using the Scholastic News link found at the bottom of the page, click the section for 6th grade and read the article “Cozy Camouflage” found in the Day 1 section</p> <p>Answer the following questions</p> <p>What is the main idea of the article? Provide 3 supporting details</p> <p>Is the article Fiction or Nonfiction?</p> <p>How do you know? Please provide textual evidence</p> <p>Mrs. Mann- same as above</p>	<p>Using the Scholastic News link found at the bottom of the page, click the section for 6th grade and read the article “All About Emojis” found in the Day 1 section</p> <p>Answer the following questions</p> <p>What is the main idea of the article? Provide 3 supporting details</p> <p>Is the article Fiction or Nonfiction?</p> <p>How do you know? Please provide textual evidence</p> <p>Mrs. Mann- same as above</p>	<p>Using the Scholastic News link found at the bottom of the page, click the section for 6th grade and read the article “How Television Changed America” found in the Day 2 section</p> <p>Answer the following questions</p> <p>What is the main idea of the article? Provide 3 supporting details</p> <p>Is the article Fiction or Nonfiction?</p> <p>How do you know? Please provide textual evidence</p> <p>Mrs. Mann- same as above</p>	<p>Using the Scholastic News link found at the bottom of the page, click the section for 6th grade and read the article “Should Videogaming Be a Sport” found in the Day 4 section</p> <p>Answer the following questions</p> <p>What is the main idea of the article? Provide 3 supporting details</p> <p>Is the article Fiction or Nonfiction?</p> <p>How do you know? Please provide textual evidence</p> <p>IXL – Level H: H.2 Score has to be 90% or better</p> <p>Mrs. Mann-same as above, IXL should be 80% or better</p>

Language Arts / Writing (45 minutes per day)				
March 16th	March 17th	March 18th	March 19th	March 20th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>No School Teacher In-Service</p>	<p>Post Biography Essay and Powerpoint to Edmodo. Be sure to PROOFREAD before you post!</p> <p>Brown- 3zudjd Glass- g3gwrr McSweeny-fp43x6 Scott- awzfb8</p> <p>Mrs. Mann</p> <p>Write down 7 nouns and put them each in a sentence</p>	<p>Write a 5-7 paragraph summary about your AR Book. What is the main idea? Please have a clear beginning, middle, and end.</p> <p>Mrs. Mann- write 2 paragraphs (4-5 sentences per paragraph)</p>	<p>Write 20 sentences underlining all nouns and pronouns.</p> <p>All sentences must have at least 7 words. Use the correct punctuation.</p> <p>Mrs. Mann- 10 sentences underlining nouns and pronouns.</p>	<p>IXL – Level H: H.2 Score has to be 90% or better</p> <p>Mrs. Mann- same assignment, but 80% or above</p>

**Science
(45 minutes per day)**

March 16th	March 17th	March 18th	March 19th	March 20th
<p align="center"><u>Activity</u></p> <p align="center">No School Teacher In-Service</p>	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Walk into your kitchen. Carefully check the cabinets, shelves, the refrigerator, and freezer. Write down 10 examples of solids that you found and write them in a notebook or separate sheet of paper. <p align="center">Ms. Anthony's Science Please watch the News forecast on your local TV channel. What is today's temperature? What types of clouds are outside?</p>	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Walk into your kitchen. Carefully check the cabinets, shelves, the refrigerator, and freezer. Write down 10 examples of liquids that you found and write them in a notebook or separate sheet of paper. <p align="center">Ms. Anthony's Science Please watch the News forecast on your local TV channel. What is today's temperature? What types of clouds are outside?</p>	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Ask a parent/guardian for help or ideas with this one! Walk around your house. Carefully check each room. Write down 10 examples of gasses that you found and write them in a notebook or separate sheet of paper. Think about gasses that might be in liquids...(*Soda*) <p align="center">Ms. Anthony's Science Please watch the News forecast on your local TV channel. What is today's temperature? What types of clouds are outside?</p>	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Watch the news. Any news. Pick 3 different procedures in place to prevent the spread of Coronavirus. For each procedure that you pick, explain specifically how that procedure can prevent the spread in a notebook or separate sheet of paper. <p align="center">Ms. Anthony's Science Watch the news and write down 3 safety procedures that you will do to remain safe to prevent the spread of Coronavirus.</p>

Social Studies (45 minutes per day)				
March 16th	March 17th	March 18th	March 19th	March 20th
<u>Activity</u> No School Teacher In-Service	<u>Activity</u> Read paragraph below and answer questions on own sheet of paper Mrs. Mann- same as above	<u>Activity</u> Read paragraph below and answer questions on own sheet of paper Mrs. Mann- same as above	<u>Activity</u> Read paragraph below and answer questions on own sheet of paper Mrs. Mann-same as above	<u>Activity</u> Watch a 30-minute segment of the news on TV (any channel you want), and write down 3 major events going on in the Chicago Area or the world today Mrs. Mann- same as above
Encore (45 minutes per day)				
March 16th	March 17th	March 18th	March 19th	March 20th

<p><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>No School Teacher In-Service</p>	<p><u>Music Activity</u> Make a playlist of songs to listen to while you are doing your at-home work. List all of the songs that you have picked to put on your playlist. Briefly describe why you have chosen each song. Why did you pick it? “I like it” or “it’s good” are not good descriptors. Be more in-depth.</p> <p><u>STEM Activity</u> Go on a scavenger hunt and find 10 things that use batteries in the house. List the different types of batteries and how many are used to power each item.</p>	<p><u>Art Activity</u> Close your eyes and think about how you feel today. Imagine what those feelings would look like in a drawing.</p> <p><u>Technology Activity</u> Create a list of at least 3 names associated with the creation of the Internet. You may use Google.com</p>	<p><u>Character Ed Activity</u> Write a short-term goal that you can achieve by the end of the school year. Start your goal with “I will” and make it specific. The goal can be related to school, home, or an activity. List 3 things you can do to achieve your goal.</p> <p><u>Spanish Activity</u> Using your phone, find a Spanish-English dictionary, and find the Spanish words for the numbers zero through thirty (0-30). Then, list the numbers 0-30, and next to those numbers, write the Spanish words for them two times.</p>	<p><u>Art</u>: Design your own shoes.</p> <p><u>Spanish Challenge Activity</u>: Solve these math problems, then write the Spanish words for all the numbers used.</p> <p>30 – 17 = 26 – 18 = 15 – 15 = 7 + 5 = 10 + 3 + 8 x 2 = 4 x 6 =</p>
<p>PE/Health (45 minutes per day)</p>				
<p><i>March 16th</i></p>	<p><i>March 17th</i></p>	<p><i>March 18th</i></p>	<p><i>March 19th</i></p>	<p><i>March 20th</i></p>

<p><u>Activity</u></p> <p>No School Teacher In-Service</p>	<p><u>Activity</u></p> <p>20 Jumping Jacks 10 Situps 20 Mountain Climbers 10 Side-to-Side Jumps</p> <p>Or</p> <p>Take a 15-minute walk on your block</p> <p><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p><u>Activity</u></p> <p>20 High Knees 10 Burpees 15 Second Plank 10 Pushups</p> <p>Or</p> <p>Take a 15-minute walk on your block</p> <p><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p>https://www.youtube.com/user/SuperMoejones/videos</p> <p>Or</p> <p>Take a 15-minute walk on your block</p>	<p><u>Activity</u></p> <p>8 Jumping Jacks 8 Situps 8 Mountain Climbers 8 High Knees</p> <p><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>
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Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Adventure Academy	www.adventureacademy.com/redeem	Parents Create an account Redeem Code-SCHOOL7771	

Typing.com	Typing.com	Students or Parents Create Account	Practice typing for free!
Art For Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.

Teachers you can Contact for Support

Mrs. Mann – hmann@d158.net

Ms. Maricich – bmaricich@d158.net

Ms. McSweeney – kmcsweeney@d158.net

Mrs. Scott – kscott@d158.net

Mrs. Arseneau – narseneau@d158.net

Mrs. Schab – mschab@d158.net

Mrs. Newton – lnewton@d158.net

Student Name _____

Parent/Guardian Signature _____

Date _____

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?

- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?

- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Fiction/Nonfiction

Setting:

What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc.

In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

Characterization:

Who is/are the main character(s)?

Who or what is the protagonist/antagonist?

In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?

Does the characters change or remain the same (static/dynamic characters)?

Conflict:

What is the conflict in the story (internal/external)?

If it is an external conflict, identify the type of external conflict and between which characters?

Examples: man v man, man v nature, man v society, man v. technology, man v animal

Climax:

When does the climax take place? (the most intense part of the story)

Resolution:

How does the story end? In what was is the conflict ultimately resolved?

Point of View (POV):

Who is telling the story? Through whose eyes is the story being told?

Nonfiction:

How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast

Analyze the text features. What information does the text features provide to help you understand the text/story?

Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.

What connections can you make between this text? Text-to-text, text-to-self, text-to-world?

What did the author want to accomplish by writing this text?

Social Studies (3/17) - The Geography of China

The Huang He (HWAHNG HUH), or Yellow River, flows across China for more than 2,900 miles (4,666 km). It gets its name from the rich yellow soil it carries from Mongolia to the Pacific Ocean. Like rivers in early Mesopotamia and Egypt, China's Huang He flooded the land. The flooding was good and bad for the Chinese. When the river overflowed, many people drowned and many homes were destroyed. As a result, the Chinese called the Huang He "China's sorrow." The river, however, also brought a gift. When the river flooded, it left behind rich top soil in the Huang He valley. As a result, farmers could grow large amounts of food on very small farms. China also has another great river, called the Chang Jiang (CHAHNG JYAHNG), or the Yangtze River. The Chang Jiang is even longer than the Huang He. It flows for about 3,400 miles (5,471 km) east across central China where it empties into the Yellow Sea. Like the Huang He valley, the valley of the Chang Jiang also has rich soil for farming.

Answer the following questions on your own sheet of paper:

1. What are the names of China's 2 longest rivers?
2. Why did the Chinese call the Huang He China's sorrow"?

Social Studies (3/18)

Even though China has rich soil along its rivers, only a little more than one-tenth of its land can be farmed. That is because mountains and deserts cover most of the land. The towering Himalaya close off China to the southwest. The Kunlun Shan and Tian Shan are mountain ranges on China's western border. The Gobi, a vast, cold, rocky desert, spreads east from the mountains. These mountains and deserts shaped much of Chinese history. They were like a wall around the Chinese, separating them from most other peoples. Over time, the Chinese people united to form one kingdom. They called their home-land "the Middle Kingdom." To them, it was the world's center and its leading civilization.

Answer the following questions on your own sheet of paper:

1. What fraction of China's land can be farmed, and why?

2. What are the names of China's two main mountain ranges on China's western border?

Social Studies (3/19) - The Shang Dynasty

China's first rulers were probably part of the Xia dynasty. A dynasty is a line of rulers who belong to the same family. Little is known about the Xia. We know more about the next dynasty, the Shang. The Shang kings ruled from about 1750 B.C. to 1045 B.C. Archaeologists have found huge walls, royal palaces, and royal tombs from the time of the Shang. These remains show that the Shang may have built the first Chinese cities.

1. China's first rulers were part of what dynasty?
2. What is a dynasty?
3. What was the name of the next dynasty, and what did they possibly build?