

Memorial Junior High School Home Learning Assignment Board

Week 2: March 23rd to March 27th

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)

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u> Create and solve 5 decimal multiplication problems. Each number must have at least two digits. Ms. Anthony's Math Class Write out Multiplication Facts 8's and 9's. Example: 8x1 ending with 8x12 and 9x1 ending with 9x12.	<u>Activity</u> Write and solve three-word problems involving multiplying decimals. Ms. Anthony's Math Class Write out Multiplication Facts 10's- 12's. Example: 10x1 ending with 10x12 and 12x1 ending with 12x12.	<u>Activity</u> Create 5 division problems with a decimal dividend and solve. Ex. $7.25 \div 4 = 1.8125$ Ms. Anthony's Math Class Create your own and solve 12 multiplication problems 2-12.	<u>Activity</u> Write and solve three-word problems involving dividing decimals. Ms. Anthony's Math Class Create and divide 10 One step division problem. Ex: $50 \div 10 = 5$	<u>Activity</u> Write and solve 5 division problems with decimal divisors. Ex. $78 \div 5.2 = 405.6$ Ms. Anthony's Math Class IXL Level E K.1, K.4, K.7, K.13

Reading

(45 minutes per day)

(In addition to the listed assignment, students should be reading 20 minutes a day)

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u> Read Chapter 1 Island of Secrets Story Mrs. Mann- same as above	<u>Activity</u> In your own words: What happened in the passage you read yesterday. Summarize the story events. Mrs. Mann- same as above	<u>Activity</u> What do you think? For what purpose do you think Bess and Guff are traveling to this Island? Mrs. Mann- same as above	<u>Activity</u> Your opinion: Guff became frustrated and insulted Bess. Was he right or wrong? Explain your ideas. Mrs. Mann- same as above	<u>Activity</u> Making Predictions: What do you think will happen to Guff and Bess in the story? Mrs. Mann- same as above

Language Arts / Writing
(45 minutes per day)

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Vocabulary- Define each of the following words. These words will be used for Thursdays Vocab assignment.</p> <ol style="list-style-type: none"> 1. Analyze 2. Complex 3. Relevant 4. Synthesize 5. Compensate 6. Convene 7. Emphasize 8. Evaluate 9. Revenue 10. Formulate <p>Mrs. Mann- pick 5 vocabulary words and define them.</p>	<p>Write a paragraph using the following verbs: digest, dine, comment, insult, wish, imagine. Underline each verb. Use only 1 verb per sentence.</p> <p>Mrs. Mann- pick 3 of the 6 verbs and write a paragraph. Underline each verb.</p>	<p>Write one paragraph</p> <p>Which is better, winter or summer? Write 3 reasons why you think winter or summer is better?</p> <p>Mrs. Mann- Same as above.</p>	<p>Use your vocabulary words to make 10 sentences. Each sentence must be 7 words or more. Underline the vocabulary word.</p> <p>Mrs. Mann- 5 sentences (everything else is the same).</p>	<p>IXL D.4 Identifying Text Structure 90% or better</p> <p>Mrs. Mann- Same assignment, but 80% or better</p>

Science
(45 minutes per day)

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<ol style="list-style-type: none"> 1. Write the definition of Temperature. 2. Write the definition of heat. 3. In your own words, give an example of the difference between temperature and heat from your own life. 	<p>Answer the following in at least 4 sentences.</p> <p>If the temperature is 80° F outside, does the air transfer more or less thermal energy to a thermometer than if it is 60° F. Explain your answer.</p>	<p>Answer the following in at least 4 sentences.</p> <p>Why do you have to keep a thermometer in your mouth for a certain length of time in order to read your correct temperature?</p>	<p>Answer the following in complete sentences.</p> <p>Water boils at 100° C, hydrogen at -252° C, and oxygen at -184° C.</p> <p>Which substance boils at the highest temperature? Which substance boils at the lowest temperature?</p>	<p>Look up Bill Nye The Science Guy “Heat” episode on Youtube.com</p> <p>Write 10 interesting facts on a separate sheet of paper</p>

Ms. Anthony Write the definition of temperature and heat. How does this effect global warming?	Ms. Anthony What are you doing to contribute to protecting our Earth?	Ms. Anthony Rewatch The Earth Song by Michael Jackson on YouTube. What have you noticed differently on your own? Write down your thoughts.	Ms. Anthony What is the current temperature? What do you predict will be the temperature next week?	Ms. Anthony What are three ways that you can reverse climate change?
Social Studies (45 minutes per day)				
March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u> Read the paragraph below and answer the questions of your own sheet of paper Mrs. Mann, same as above.	<u>Activity</u> Read the paragraph below and answer the questions of your own sheet of paper Mrs. Mann, same as above.	<u>Activity</u> Read the paragraph below and answer the questions of your own sheet of paper Mrs. Mann, same as above.	<u>Activity</u> <u>On your own sheet of paper draw and color a picture of where a Shang spirit may have lived</u> Mrs. Mann, same as above.	<u>Activity</u> Watch a 30-minute segment of the news on TV (any channel you want). On your own sheet of paper, write 3 major events happening in the Chicago area or around the world. Mrs. Mann, same as above.
Encore (45 minutes per day)				
March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i> Make a boat that can really float. How can you modify your design so that it would be a fun bath toy for a toddler. Draw a detailed picture of your toy boat.	<u>Music Activity</u> Create a soundtrack of your life. List ten major events that have happened in your life and connect a specific song to each one. List these on a sheet of paper.	<u>Art Activity</u> Draw something that makes you laugh.	<u>Character Ed Activity</u> Write down 3 people, 3 places and 3 things you are grateful for. Do not write the same thing twice. Think beyond the obvious things such as family, home, food. Tell why you are grateful for each thing you list.	<u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i> Music: Visit the website link: https://www.ted.com/search?q=music View any of the videos provided to learn about all

	<p><u>STEM Activity</u> Look closely at various kitchen tools. How do you think they work? Pick one and decide how it could be improved. Document your results.</p>		<p><u>Spanish Activity</u> Using your phones, find a Spanish-English dictionary, and look for the Spanish words for the numbers 31-60. Then, list the numbers 31-60, and write the Spanish words for the numbers next to the numbers two times. Copy these words, and write them two times: más - plus menos – minus por – times es – is son - are</p>	<p>aspects of music in our world.</p> <p><u>Art</u>: Create your own made up creature, monster, or animal.</p> <p><u>Spanish Challenge Activity</u>: Solve the following math problems, then write the words in Spanish for all numbers and symbols:</p> <p>60 – 21 = 12 x 4 = 13 x 4 = 6 x 9 = 19 + 37 = 57 + 2 = 40 – 11 =</p>
<p align="center">PE/Health (45 minutes per day)</p>				
March 23rd	March 24th	March 25th	March 26th	March 27th
<p><u>Activity</u> 30 High Knees 20 Second Plank Jog in place for 30 seconds 15 pushups</p> <p>Or</p> <p>Take a 15-minute walk on your block</p> <p><u>Stretches</u> Shoulder stretch (R/L)</p>	<p><u>Activity</u> Crazy 8's... 8 Jumping Jacks 8 Sit-ups 8 Mountain Climbers 8 High Knees</p> <p>Or</p> <p>Take a 15-minute walk on your block</p> <p><u>Stretches</u></p>	<p><u>Activity</u> 25 Jumping Jacks 10 Sit-ups 20 Mountain Climbers 12 Squat Jumps</p> <p>Or</p> <p>Take a 15-minute walk on your block</p> <p><u>Stretches</u> Shoulder stretch (R/L)</p>	<p><u>Activity</u> 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> -Journal food and drink for the day and answer the following questions Dietary guidelines per day Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p>

Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly		Questions 1. Which food group did you eat the correct amount of? 2. Which food group did you eat too much of? 3. Which food group did you not eat enough of? 4. What can you focus on next week to make sure you eat the proper amount for each food group?
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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
Typing.com	Typing.com	Students or Parents can create an account	Learn typing for free!
Art for Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.

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
Ms. Anthony – kanthony@d158.net
Ms. Bishop – jbishop@d158.net
Mrs. Alexa – salexa@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 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?

chapter

1



Island of Secrets: Arrival From the Sea

Bess and Guff felt weary to the bone as the bright, scorching sun lorded over the choppy ocean. The boat in which they rode, a canoe, was a solid vessel. But, it did little to dampen the rocky motion of sea travel that made them so tired in the first place. Keeping one's balance in a ship takes concentration and a bit of physical ability. Both are able to promptly exhaust even the most seasoned sailor—of which Guff and Bess surely were not.

"I see something through the thick haze up ahead!" shouted Bess with a booming voice. "It might be land!"

Guff did not respond to his wife's proclamation, as she had five times before yelled out that she had spotted the island they sought. Instead, he scratched his unkempt beard and continued to work the rudder at the rear of the canoe, while Bess used the long pole to propel the craft forward at the bow. Guff preferred the roles be reversed. Yet, he could

not ignore that his beloved mate was far stronger than he. So, it just made sense that Bess be the power while he navigates.

Moments later, Guff received another blaring blast of vocals from Bess. "Land ahead!" she screamed with the joy of relief that came only after having been trapped on a small ship for days. "It's the island! I can see it!"

Guff's eyes scanned the ocean waters at Bess' prompting. But, he didn't see anything. With an exasperated sigh, he said, "Well, maybe if you weren't so plump, I could see straight ahead!"

Angrily, Bess sat down in the canoe with a thump and nearly catapulted Guff into the ocean. The only thing that saved him was the canopy they had built over the rear of the boat for shelter. Guff slammed into the rafters. "Ouch!" he yelped.

"That's precisely what you get for calling me fat!"

Rubbing his head tenderly with his hand, Guff considered telling

Bess that he was being honest with her and that she had been a lot thinner when they wed years ago. But, he thought better of shooting his mouth off again. In fact, he was going to apologize when he was distracted by the sight of a visible land mass.

Soon enough, Bess and Guff had their canoe coasting through the emerald waters next to an island full of trees, grasses, and sandy beaches. "I think this is the place," chimed Guff. "We followed the directions in the letter we received, so..."

"What in the name of sea slugs is that?" asked Bess—cutting off her spouse's words. Their small craft began to vibrate as though there was an earthquake on the water. Then, enormous bubbles began to rise up—followed by a colossally violent splash. What the seafaring duo saw next left them too terrified to speak.

...to be continued.

Social Studies (3/23)

The people of the Shang dynasty were divided into groups. The most powerful group was the king and his family. The first Shang king ruled over a small area in northern China. His armies used chariots and bronze weapons to take over nearby areas. In time, the Shang kings ruled over most of the Huang He valley. Later, Shang kings chose warlords to govern the kingdom's territories. Warlords are military leaders who command their own armies. However, the king controlled even larger armies who defended the kingdom's borders. The king's armies helped him stay in power.

Answer the following questions on your own sheet of paper.

1. Who was the most powerful group?
2. What 2 things did the king's armies use to take over nearby areas?
3. Who are warlords?

Social Studies (3/24)

Under the king, the warlords and other royal officials made up the upper class. They were aristocrats, nobles whose wealth came from the land they owned. Aristocrats passed their land and their power from one generation to the next. In Shang China, a few people were traders and artisans. Most Chinese, however, were farmers. They worked the land that belonged to the aristocrats. They grew grains, such as millet, wheat, and rice, and raised cattle, sheep, and chickens. A small number of enslaved people captured in war also lived in Shang China.

Answer the following questions on your own sheet of paper.

1. Who made up the upper class?
2. Who did aristocrats pass their land and power to?
3. What did most Chinese people do for a living?

Social Studies (3/25)

People in Shang China worshiped gods and spirits. Spirits were believed to live in mountains, rivers, and seas. The people believed that they had to keep the gods and spirits happy by making offerings of food and other goods. They believed that the gods and spirits would be angry if they were not treated well. Angry gods and spirits might cause farmers to have a poor harvest or armies to lose a battle. People also honored their ancestors, or departed family members. Offerings were made in the hope that ancestors would help in times of need and bring good luck. To this day, many Chinese still remember their ancestors by going to temples and burning small paper copies of food and clothing.

Answer the following questions on your own sheet of paper.

1. What did people in Shang China worship?
2. Where did spirits live?
3. What 2 things could angry gods or spirits cause to happen?