

**Junior High S Memorial School Remote Learning Assignment Board**

**Week 6: April 27<sup>th</sup> to May 1<sup>st</sup>**

**Grade Level: 6**

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.
- **Language Arts/Writing Poetry activities – Please click to open (CTRL and click), download and then print (these are Google documents.) These assignments can also be done on plain paper without printing.**

**Teachers you can contact for Support**

Ms. Anthony (Special Education) – [kanthony@d158.net](mailto:kanthony@d158.net)

Mrs. Mann (Special Education) – [hmann@d158.net](mailto:hmann@d158.net)

Ms. Edwards (Special Ed. Paraprofessional) - [jedwards@d158.net](mailto:jedwards@d158.net)

Mrs. Zadrozny (Special Ed. Paraprofessional) - [dzadrozny@d158.net](mailto:dzadrozny@d158.net)

Ms. Maricich (Math) – [bmaricich@d158.net](mailto:bmaricich@d158.net)

Mrs. Wegner (Math) – [mwegner@d158.net](mailto:mwegner@d158.net)

Mrs. Baumann (Social Studies) - [ebaumann@d158.net](mailto:ebaumann@d158.net)

Mr. Diebel (Social Studies) - [jdiebel@d158.net](mailto:jdiebel@d158.net)

Ms. Bishop (Science) – [jbishop@d158.net](mailto:jbishop@d158.net)

Ms. McSweeney (ELA) – [kmcsweeney@d158.net](mailto:kmcsweeney@d158.net)

Mrs. Scott (ELA) – [kscott@d158.net](mailto:kscott@d158.net)

Mr. Faughn (PE/Health) – [jfaughn@158.net](mailto:jfaughn@158.net)

Mrs. Bersell (PE/Health) – [nbersell@d158.net](mailto:nbersell@d158.net)

Mrs. Dulla (PE/Health) - [mdulla@d158.net](mailto:mdulla@d158.net)

Mr. Miller (PE/Health) - [mmiller@d158.net](mailto:mmiller@d158.net)

Mrs. Arseneau (LRC/Reading) – [narseneau@d158.net](mailto:narseneau@d158.net)

Mrs. Schab (STEM) – [mschab@d158.net](mailto:mschab@d158.net)

Mrs. Newton (Technology) – [lnewton@d158.net](mailto:lnewton@d158.net)

Mrs. Alexa (Character Education) – [salexa@d158.net](mailto:salexa@d158.net)

Mrs. Kooy (Enrichment) – [vkooy@d158.net](mailto:vkooy@d158.net)

Mrs. Vance (RtI Reading) – [dvance2@d158.net](mailto:dvance2@d158.net)

Mr. Becker (Music) – [mbecker@d158.net](mailto:mbecker@d158.net)

Mr. Luming (Social Worker) – [sluming@d158.net](mailto:sluming@d158.net)

Mrs. Patel (ESL) - [tpatel@d158.net](mailto:tpatel@d158.net)

Mrs. Rivera (Art) - [drivera@d158.net](mailto:drivera@d158.net)

<b>Math</b> <b>(MAKE SURE TO SHOW ALL OF YOUR WORK)</b>				
<b><i>April 27<sup>th</sup></i></b>	<b><i>April 28<sup>th</sup></i></b>	<b><i>April 29<sup>th</sup></i></b>	<b><i>April 30<sup>th</sup></i></b>	<b><i>May 1<sup>st</sup></i></b>
<u>Activity</u> Create a flag for math class. One half of the flag must be red. One quarter of it must be blue and there must be three yellow stars in the remaining quarter. Put a bold M in the top left corner.  <b>Ms. Anthony's Class</b> Same as above	<u>Activity</u> Create a flag for Social Studies. One third is green and blue. One-third is black and white stripes. The last third has a red SS in the bottom left portion of the strip.  <b>Ms. Anthony's Class</b> Same as above	<u>Activity</u> Create a flag for PE. 50% should be blue with three large red squares inside. 25% should be striped green and orange. The remainder should be yellow. Put a large PE in the bottom right corner.  <b>Ms. Anthony Class</b> Same as above	<u>Activity</u> Write the definition for the following: Ratio Unit rate Dimensions Similar Corresponding sides  <b>Ms. Anthony's Class</b> Same as above	<u>Activity</u> Write the definition for the following: Surface area Distributive property Reciprocal Volume equivalent  <b>Ms. Anthony's Class</b> Same as above and <b>Watch this video on Mindfulness</b> <a href="https://youtu.be/nmFUDkj1Aq0">https://youtu.be/nmFUDkj1Aq0</a> <b>What are 3 things that you are grateful for during this moment?</b>  70% or higher for all IXL's Recommended Skills  OR  Work on the Following levels (These are skills that you should continue to practice and work on in your free time.) <b>Level E</b> You may see other stars on this level, but only do the stars below. Thanks. CC stars EE stars T stars

<b>Reading</b> <b>(Students should be reading 20 minutes a day)</b>				
<b><i>April 27<sup>th</sup></i></b>	<b><i>April 28<sup>th</sup></i></b>	<b><i>April 29<sup>th</sup></i></b>	<b><i>April 30<sup>th</sup></i></b>	<b><i>May 1<sup>st</sup></i></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Read Chapter 5 of Island of Secrets story.</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character? What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p>	<p>In your own words: What happened in the passage you read yesterday. Summarize the story events.</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character? What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p>	<p>What lessons do you think Bess and Guff should learn from this experience?</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character? What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p>	<p>Would you change the story's ending if you could? If so how should it end?</p> <p>What did you like or dislike about this story? Be specific and note your reasons.</p> <p>Read AR Book Answer the following questions...</p> <p>Who's the main character? What struggle/conflict does the character face? What prediction can be made about the text? Can you connect to any character? If so how</p>	<p>Do you have any lingering questions about the story now that it is concluded? Were your predictions correct?</p> <p>IXL O.1 Prefixes &amp; Suffixes 90% or better</p>
<p><b>NEED AN AR BOOK? Continue reading <u>Dive, by Gordon Korman</u> by listening to Mrs. Zadrozny read the following chapters this week:</b></p> <p><a href="#"><u>Chapter 4</u></a></p> <p><a href="#"><u>Chapter 5</u></a></p> <p><a href="#"><u>Chapter 6</u></a></p>	<p><b><u>READING ACTIVITY</u></b>  <b><u>Scholastic Learn at Home website</u></b>  <a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 3 Day 12 Read the "Should Humans go to Mars?" article</p>	<p><b><u>READING ACTIVITY</u></b>  <b><u>Scholastic Learn at Home website</u></b>  <a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 3 Day 13 Read the "Secret Stress Busters of the Stars" article</p>	<p><b><u>READING ACTIVITY</u></b>  <b><u>Scholastic Learn at Home website</u></b>  <a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 3 Day 14 Read the "Nothing Holds Me Back" article</p>	<p><b><u>READING ACTIVITY</u></b>  <b><u>Scholastic Learn at Home website</u></b>  <a href="https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html">https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</a></p> <p>Select Grades 6-8 Select Week 3 Day 15 Read the "Invasion of the Drones" article</p>

<p>The links are also on the LRC website.</p> <p><b><u>READING ACTIVITY</u></b>  <b><u>Scholastic Learn at Home website</u></b>  <a href="https://classroommagazines.com/support/learnat-home/grades-6-12.html">https://classroommagazines.com/support/learnat-home/grades-6-12.html</a></p> <p>Select Grades 6-8  Select Week 3 Day 11  Read the "Protect Your Pets" article</p> <p><b><u>The scholastic learn activity does not apply to Mrs. Mann's class</u></b></p> <p>Text Structure Review- Watch the Video 1 and Answer Question</p> <p><a href="https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing">https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing</a></p> <p>Mrs. Mann- you may choose between the reading activity (Island of Secrets) and questions or text structure review and question.</p>	<p><b><u>The scholastic learn activity does not apply to Mrs. Mann's class</u></b></p> <p>Text Structure Review- Watch the Video 2 and Answer Question</p> <p><a href="https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing">https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing</a></p> <p>Mrs. Mann- you may choose between the reading activity (Island of Secrets) and questions or text structure review and question.</p>	<p><b><u>The scholastic learn activity does not apply to Mrs. Mann's class</u></b></p> <p>Text Structure Review- Watch the Video 3 and Answer Question</p> <p><a href="https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing">https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing</a></p> <p>Mrs. Mann- you may choose between the reading activity (Island of Secrets) and questions or text structure review and question.</p>	<p><b><u>The scholastic learn activity does not apply to Mrs. Mann's class</u></b></p> <p>Text Structure Review- Watch the Video 4 and Answer Question</p> <p><a href="https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing">https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing</a></p> <p>Mrs. Mann- you may choose between the reading activity (Island of Secrets) and questions or text structure review and question.</p>	<p><b><u>The scholastic learn activity does not apply to Mrs. Mann's class</u></b></p> <p>Text Structure Review- Watch the Video 5 and Answer Question</p> <p><a href="https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing">https://docs.google.com/presentation/d/1kQOLKA5DiFH_d0bFw8ICjvQxA5PN8xpUS_2HW5Q3wBI/edit?usp=sharing</a></p> <p>Mrs. Mann- you may choose between the reading activity (Island of Secrets) and questions or text structure review and question. IXL is not assigned this week.</p>
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Language Arts / Writing				
<b>April 27<sup>th</sup></b>	<b>April 28<sup>th</sup></b>	<b>April 29<sup>th</sup></b>	<b>April 30<sup>th</sup></b>	<b>May 1<sup>st</sup></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<b>Day 6 Poetry: Figurative Language</b>  Figurative Language Lesson Video <a href="https://youtu.be/gtntVxyfoJU">https://youtu.be/gtntVxyfoJU</a>  Figurative Language Activities- <a href="https://drive.google.com/file/d/10hyDZ1GJ-soKc-WZavcRfF-wPBQEZWaM/view?usp=sharing">https://drive.google.com/file/d/10hyDZ1GJ-soKc-WZavcRfF-wPBQEZWaM/view?usp=sharing</a>  Mrs. Mann- watch the video for the figurative language video. When done, work on page 3 and complete 8 out of 15 sentences and page 6 complete 6 out of 12 sentences.  <u>Writing Activity:</u> Covid-19 Daily Journal  Mrs. Mann- does not apply	<b>Day 7 Poetry: Poetic Sound</b>  Poetic Sound Video Lesson <a href="https://youtu.be/uLUCDnpR3iA">https://youtu.be/uLUCDnpR3iA</a>  Poetic Sound Activity 1- <a href="https://drive.google.com/file/d/10pLoYrT8Tf2yomLrjZrq9jrheSIYaeQv/view?usp=sharing">https://drive.google.com/file/d/10pLoYrT8Tf2yomLrjZrq9jrheSIYaeQv/view?usp=sharing</a>  Poetic Sound Activity 2- <a href="https://drive.google.com/file/d/10qWktJ6WtOO_G-P9IQpZg-huMn0lwfgl/view?usp=sharing">https://drive.google.com/file/d/10qWktJ6WtOO_G-P9IQpZg-huMn0lwfgl/view?usp=sharing</a>  Mrs Mann- watch video and work on 2 <sup>nd</sup> activity. Complete 8 of 16 sentences on page 1 and complete all of page 4.  <u>Writing Activity:</u> Covid-19 Daily Journal	<b>Day 8 Poetry: Pirates of Poetry Mystery Pictures</b>  Pirates of Poetry Mystery Pictures 1-3 <a href="https://drive.google.com/file/d/10t1-2diqT-K4BCCLcyGyyoV7P-tSOt8S/view?usp=sharing">https://drive.google.com/file/d/10t1-2diqT-K4BCCLcyGyyoV7P-tSOt8S/view?usp=sharing</a>  Pirates of Poetry Mystery Pictures 4-6 <a href="https://drive.google.com/file/d/10wI3BXo4uqvklb3Rl61FBvdHVwY_P3t/view?usp=sharing">https://drive.google.com/file/d/10wI3BXo4uqvklb3Rl61FBvdHVwY_P3t/view?usp=sharing</a>  <i>You may continue to work on Day 8 Poetry Mystery Pictures on Thursday too.</i>  Mrs. Mann- open pirates of poetry mystery pictures 4-6. Work on page 2- pick ten of 20 sentences and identify what type of imagery is being discussed.  <u>Writing Activity:</u> Covid-19 Daily Journal	<b>Day 9 Poetry: Continue Day 8 activities and Review 2</b>  Poetry Review 2 <a href="https://drive.google.com/file/d/10lwBTjR57gRWTb0zNMEjtPOFV9XIf9fu/view?usp=sharing">https://drive.google.com/file/d/10lwBTjR57gRWTb0zNMEjtPOFV9XIf9fu/view?usp=sharing</a>  Mrs. Mann- open pirates of poetry mystery assignment from yesterday and complete other 10 sentences and identify what type of imagery is being discussed.  <u>Writing Activity:</u> Covid-19 Daily Journal	<b>Day 10 Poetry: Review 3</b>  Poetry Review 3 <a href="https://drive.google.com/file/d/10rrs_fad_Mv6y0bnTRcEW2GFCzKGW1FV/view?usp=sharing">https://drive.google.com/file/d/10rrs_fad_Mv6y0bnTRcEW2GFCzKGW1FV/view?usp=sharing</a>  IXL O.1 Prefixes & Suffixes 90% or better  Mrs. Mann- Same assignment, but 80% or better.

*Ms. McSweeney's Classes – Please check your Edmodo each week!	Mrs. Mann- does not apply	Mrs. Mann- does not apply	Mrs. Mann- does not apply	
<b>Science</b>				
<b><i>April 27<sup>th</sup></i></b>	<b><i>April 28<sup>th</sup></i></b>	<b><i>April 29<sup>th</sup></i></b>	<b><i>April 30<sup>th</sup></i></b>	<b><i>May 1<sup>st</sup></i></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Vocabulary: For the following terms Write the term Write the definition Write a sentence using the term in your own words. Draw a picture.</p> <p>Cirrus Cloud Cumulous Cloud Stratus Cloud Cumulonimbus Cloud Nimbostratus Cloud</p> <p><b>Ms. Anthony's Class</b> <b>Same as above</b></p>	<p>Cloud Diary</p> <p>Look outside today and answer the following questions on a separate sheet of paper in complete sentences.</p> <ol style="list-style-type: none"> <li>1. What kind of clouds are in the sky today?</li> <li>2. How do you know?</li> <li>3. Are they producing precipitation?</li> </ol> <p><b>Ms. Anthony's Class</b> <b>Same as above</b></p>	<p>Cloud Diary</p> <p>Look outside today and answer the following questions on a separate sheet of paper in complete sentences.</p> <ol style="list-style-type: none"> <li>1. What kind of clouds are in the sky today?</li> <li>2. How do you know?</li> <li>3. Are they producing precipitation?</li> </ol> <p><b>Ms. Anthony's Class</b> <b>Same as above</b></p>	<p>Cloud Diary</p> <p>Look outside today and answer the following questions on a separate sheet of paper in complete sentences.</p> <ol style="list-style-type: none"> <li>1. What kind of clouds are in the sky today?</li> <li>2. How do you know?</li> <li>3. Are they producing precipitation?</li> </ol> <p><b>Ms. Anthony's Class</b> <b>Same as above</b></p>	<p>Watch the following video about clouds. <a href="https://www.youtube.com/watch?v=EhLT11hKyok">https://www.youtube.com/watch?v=EhLT11hKyok</a></p> <p>Write 10 facts you learned from the video.</p> <p><b>Ms. Anthony's Class</b> <b>Same as above</b> <b>Write down 5 facts that you learned watching the video.</b></p>

## Social Studies

<b><i>April 27<sup>th</sup></i></b>	<b><i>April 28<sup>th</sup></i></b>	<b><i>April 29<sup>th</sup></i></b>	<b><i>April 30<sup>th</sup></i></b>	<b><i>May 1<sup>st</sup></i></b>
<u>Activity</u> Read paragraph below and answer questions on own sheet of paper  <b>Mrs. Mann, same as above.</b>	<u>Activity</u> Read paragraph below and answer questions on own sheet of paper  <b>Mrs. Mann, same as above.</b>	<u>Activity</u> Read paragraph below and answer questions on own sheet of paper  <b>Mrs. Mann, same as above.</b>	<u>Activity</u> Draw a table to compare the three main classes of ancient Chinese society; aristocrats, farmers, merchants  <b>Mrs. Mann, same as above. List 3 comparisons of each. (Farmers, aristocrats, and merchants.)</b>	<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  <b>Mrs. Mann, same as above.</b>

## Encore

<b><i>April 27<sup>th</sup></i></b>	<b><i>April 28<sup>th</sup></i></b>	<b><i>April 29<sup>th</sup></i></b>	<b><i>April 30<sup>th</sup></i></b>	<b><i>May 1<sup>st</sup></i></b>
<u>Encore Challenge Activity</u> <i>STEM, Technology, &amp; Character Ed</i>  Make a building with multiple floors using cereal boxes, toilet paper rolls, old shoe boxes, paper, etc. What do you need to do to make sure the floors are stable? Draw a detailed picture of your building. <b>ADDED CHALLENGE:</b> Can you build an elevator in your building?	<u>Music Activity</u> Watch your favorite movie and describe how music effects the emotion from each scene. Write at least two paragraphs describing the music from the movie.  <b>JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY QUESTIONS FOR MR. BECKER OR MS. RUMBLES!</b>  <b>CODE: rhe7gv</b>	<u>Art Activity</u> Draw something soothing/calming. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources. <a href="http://www.mjrhartsart.weebly.com">www.mjrhartsart.weebly.com</a> )</b>  <u>Technology Activity</u> What is the computer language called that is used to create webpages and link them together? Use Google.com	<u>Character Ed Activity</u> Write a letter to your role model. Tell them why you appreciate them, how they have made a difference in your life and how you plan to live up to their example. If possible, share the letter with your role model and write their reaction to it.  <u>Spanish Activity</u> Using your phone, find a Spanish-English dictionary. Copy the following expressions twice in Spanish, then translate them to English once:	<u>Encore Challenge Activity</u> <i>Music, Art, &amp; Spanish</i>  Music: Visit the website link: <a href="https://www.ted.com/search?q=music">https://www.ted.com/search?q=music</a>  View any of the videos provided to learn about all aspects of music in our world.  <u>Art:</u> Design the perfect playground. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources.</b>

	<p><u>STEM Activity</u></p> <p>Take apart a click-to-write pen to see if you can get a closer look at the mechanisms that make it work. List the different parts that you saw and tell what you think they do.</p>		<p>Buenos días. Buenas tardes. Buenas noches. Hola. ¿Cómo te llamas? ¿Cuál es tu nombre? Me llamo__. Mi nombre es__. ¿Y tú? Mucho gusto. Igualmente.</p>	<p><a href="http://www.mjrhsart.weebly.com">www.mjrhsart.weebly.com</a>)</p> <p><u>Spanish Challenge Activity</u> In Spanish, write a mini-dialog between you and Marta, a new student in your class. You will use the expressions from yesterday. Write 4 lines of what you will say to Marta, and 4 lines of what she will say to you, for a total of 8 lines.</p>
PE/Health				
<i>April 27<sup>th</sup></i>	<i>April 28<sup>th</sup></i>	<i>April 29<sup>th</sup></i>	<i>April 30<sup>th</sup></i>	<i>May 1<sup>st</sup></i>
<p><u>Activity</u></p> <p>45 Jumping Jacks 24 Situps 24 Mountain Climbers 24 Side-to-Side Jumps Or 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 40 Second Plank Jog in Place for 30 seconds Or 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 Jumping Jacks 20 Sit-ups 20 Mountain Climbers 20 Squat Jumps Or 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><a href="https://www.youtube.com/user/SuperMoejones/videos">https://www.youtube.com/user/SuperMoejones/videos</a></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>-Journal food and drink for the day and answer the following questions</p> <p><b>Dietary guidelines per day</b></p> <p>Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>Which food group did you eat the correct amount of?</li> <li>Which food group did you eat too much of?</li> </ol>



				<p>3. Which food group did you not eat enough of?</p> <p>4. What can you focus on next week to make sure you eat the proper amount for each food group?</p>
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Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Scholastic News	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>	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	<a href="https://www.typing.com">Typing.com</a>	Students or Parents can create an account	Learn typing for free!
Art for Kids Hub	<a href="https://www.youtube.com/artforkidshub">www.youtube.com/artforkidshub</a>	Free	Complete 1-2 drawing challenges a week.
SCISC	<a href="https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8">https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8</a>	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	<a href="https://www.tumblebooklibrary.com/Home.aspx?categoryID=77">https://www.tumblebooklibrary.com/Home.aspx?categoryID=77</a>	Free Trial	Selection of books to read and complete AR Tests
How to Access MS Word – Instructional Video by Mrs. Newton	<a href="https://www.youtube.com/watch?v=aJ2TE-N4O44">https://www.youtube.com/watch?v=aJ2TE-N4O44</a>	No Log in Required	Instructional video

### **How to access Tumble Books**

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on Tumble Books library
5. Click the top left corner and a drop-down menu will be displayed.

### **Recommendations:**

1. Middle school students, click eBooks
2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

### **OR**

1. Click on eBooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

### **OR**

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

**By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊**

**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

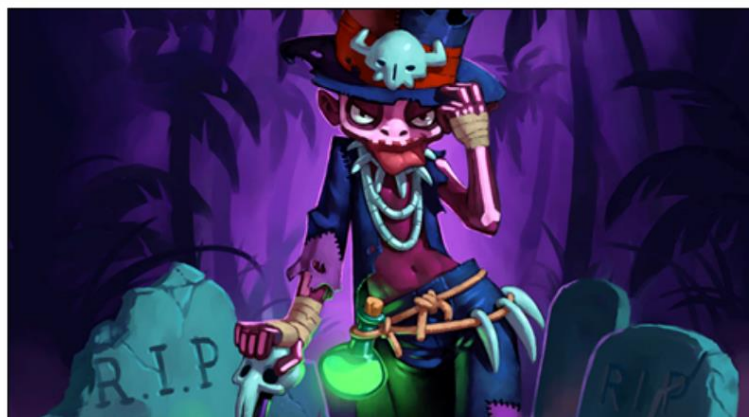
Analyze the text features. What information does the text features provide to help you understand the text/story?

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?

# chapter 5



## *Island of Secrets: The Harvest of a Shaman*

“Ahhhhh!” screamed Guff in a state of sheer panic. “I’m going to die!” Guff danced and hopped from here-to-there in an effort to avoid being stabbed by a needle-wielding doll.

“You are such a wimp,” said Bess calmly as she walked up and stepped on the prancing toy with her heavy boot—squashing the doll into the earth.

“Nicely done!” sang a man’s voice in the distance. He was hidden by dense foliage and mist in the air right before sauntering forth into the sparse light to be seen by Bess and Guff. The mystery man’s skin was dark. Yet, he had adorned portions of his body with white, ceremonial paint. He wore a ratty top hat and animal bones as jewelry. There was a vial of a glowing liquid strapped to his waist and wraps of cloth around his wrists. The man rested his weight on a cane capped with a skull as he spoke. “I like that trick. It is always amusing to see the look

of fear on a person’s face as he is assaulted by an inanimate object. Isn’t it, my dear guests?”

“Who are you?” asked Bess.

“Are you the one who sent us the letter and the box?”

“Silence!” bellowed the man in a rage of anger and fury.

Bess and Guff turned to flee, but the gate swung shut behind them with a flick of the man’s hand. “Magic is a terrific thing,” said the man with an evil grin etched on his face. “But, we witch doctors need power in order to perform magic.” The man gestured to his belt that held the container of greenish liquid. “You see, magic keeps us alive. I may not look like it, but I am over one thousand years old. Now, to get this power, it must come from the souls of mortals. That’s where you two will be rather useful to me.”

“What does that mean?” asked Guff—growing concerned.

The shaman laughed heartily. “It means that I will sacrifice

you both to the gods and harvest your very souls.”

Bess and Guff gasped.

“Oh! Don’t worry!” said the shaman. “The process will only be painful for a moment and I will provide your remains with a proper resting place.”

For the first time, Bess and Guff saw the many tombstones sticking up from the ground like tree stumps. They were standing on a gravesite.

“So, should we get started?” asked the witch doctor.

“Yes!” screamed Guff as he stumbled forward, grabbed the shaman’s glass vial, and threw it to the ground with great force.

When the bottle broke, the shaman was at once powerless and rapidly melted into a pile of steaming, smelly goop. The box of gold and jewels suddenly vanished into thin air.

“Well, this was all a complete waste of time,” lamented Bess.

# COVID-19 Journal Instructions

You will be keeping a daily journal of what it's like being alive at this pivotal time in history.

**Why?** These journal entries could go on to be primary sources later! Think about all the teenage journals/writing that have shed light on important eras in history: Anne Frank, Malala Yousafzai, Ishmael Beah, etc.. Plus, you will definitely want these later when you're older and our world goes back to normal.

**How?** Write **four** journal entries from life in social isolation. They can be four days in a row, they can be spaced out, they can be weekdays or weekends, but they need to be on four different days because, as you've seen, things can change a lot in 24 hours!

Include things like:

- How you're feeling—take this time to really check in with yourself. Are you scared? Anxious? Calm? Restless? Motivated by a new adventure? Are you wrestling with several feelings at once?
- How you and your family are spending your time on a daily basis. Don't feel pressured to share more than you want, but with what you do share, be specific! What you may think as boring or inconsequential might be a super interesting detail later.
- Any changes you're noticing in yourself or the world around you. It's a good idea to look back at earlier journal entries before writing a new one and compare outlooks. What's different since you last checked in?

Remember, good memoir writers:

- **SHOW instead of TELL.** Don't tell us "I'm really, really, really bored"-- show us "I've dusted every surface in my room, cleaned my windows, and trimmed my dog's eyebrows. Twice."
- **Avoid clichés** (or overused expressions) **in their writing.**
- **Let their personality shine in their writing.** This includes interjections, honest thoughts, sarcasm, humor, opinions, the works. Unlike with formal academic writing such as research papers, now's the time to let loose with your creativity and personality!
- **Talk a lot about their inner landscape (thoughts and feelings) and their reactions to situations.** It's not all "this happened, then this happened," but more "this happened—here's what I think about it, here's how my sister reacted, here's how I'm processing it."
- **Use physical description to communicate emotion.** Show us **Mom's raised eyebrows** when you tell her you burned the banana bread after she warned you three times to check on it. Show us **Grandma's furrowed brow** while she's concentrating to figure out how to use FaceTime. Show us **pressure building up in your throat** instead of feeling like you're about to cry. A phrase I've heard writers ask themselves is, "Where do I feel this thought/feeling in my body?"

- **Think about their audience while they're writing.** Right now I'm your audience, but while you're writing, think about what you'd want someone years from now to understand about this time. That can help guide your writing to be more informative.

## COVID-19 Journal Template

Date:
Days in quarantine:
Time:
(Write here)

### Social Studies (4/27)

Over time, the local rulers of the Zhou territories became powerful. They stopped obeying the Zhou kings and set up their own states. In 403 B.C. fighting broke out. For almost 200 years, the states battled each other. Historians call this time the "Period of the Warring States."

Instead of nobles driving chariots, the warring states used large armies of foot soldiers. To get enough soldiers, they issued laws forcing peasants to serve in the army. The armies fought with swords, spears, and crossbows. A crossbow uses a crank to pull the string and shoots arrows with great force.

As the fighting went on, the Chinese invented the saddle and stirrup. These let soldiers ride horses and use spears and crossbows while riding. In 221 B.C. the ruler of Qin, one of the warring states, used a large cavalry force to defeat the other states and set up a new dynasty.

Answer the following questions on your own sheet of paper.

1. In 403 B.C. fighting broke out, what do historians call this time?
2. What did armies fight with?
3. What else did the Chinese invent as fighting went on?

### Social Studies (4/28) Life in China

A social class includes people who share a similar position in society. Early Chinese society had three main social classes: landowning aristocrat, peasant farmers, merchants.

China's aristocratic families owned large estates in early China. They lived in large houses with tile roofs, courtyards, and gardens. Fine furniture and silk hangings filled their rooms, and their houses were surrounded by walls to keep out bandits.

The aristocratic families did not own large estates for long. Each aristocrat divided his land among his sons. As a result, sons and grandsons owned much less property than their fathers and grandfathers had owned.

Aristocrats relied on farmers to grow the crops that made them rich. About nine out of ten Chinese were farmers. They lived in simple houses inside village walls. The aristocrats owned the fields outside the village walls. In these fields, farmers in northern China grew wheat and a grain called millet. In the south, where the climate was warmer and wetter, they were able to grow rice.

Answer the following questions on your own sheet of paper.

1. List the three main social classes in China.
2. What type of houses did China's aristocratic families live in?
3. How many Chinese were farmers?

#### Social Studies (4/29)

To pay for the use of the land, the farmers gave part of their crop to the landowners. Most farmers also owned a small piece of land where they grew food for their family. A typical family ate fish, turnips, beans, wheat or rice, and millet. The farmers had to pay taxes and work one month each year building roads and helping on other big government projects. In wartime, the farmers also served as soldiers.

In Chinese society, farmers ranked above merchants. The merchant social class included shopkeepers, traders, and bankers. The merchants lived in towns and provided goods and services to the landowners.

Many merchants became quite rich, but landowners and farmers still looked down on them. Chinese leaders believed that government officials should not be concerned with money. As a result, merchants were not allowed to have government jobs.

Answer the following questions on your own sheet of paper.

1. What did a typical Chinese family eat?
2. Who did the merchant social class include?
3. What did Chinese leaders believe that government officials should not be concerned with?



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(Internet access is not needed after ReadingIQ is downloaded.)

If you have questions or need help with using your School Code, please email Customer Support at [Support@AofL.com](mailto:Support@AofL.com).

With our best wishes,

**The Age of Learning Team**

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Con nuestros mejores deseos,

**El equipo de Age of Learning**