4/23/20

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:

April 23	April 27	May 4	Social Emotional Learning (SEL)
April 24	April 28	May 5	Electives
	April 29	May 6	
	April 30		
	May 1		
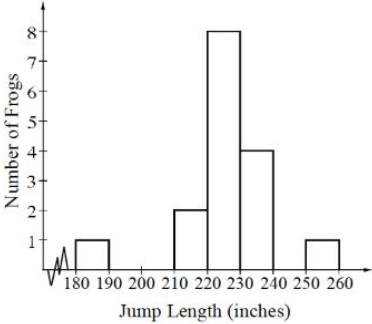
6th Grade			4/23/20 - 5/6/20
Theme(s)	**ELA Skills Focus**	**Math Skills Focus**	**Other Skills Focus**
Animals	Writing an argument.	Data displays	Science: Ecosystems and their relationship to the organisms that live there.
	Writing informative and expository drafts.	Ratios	Designing feasible solutions to real life problems.
	Reading for comprehension.	Positive/negative numbers	

Remote Learning Activities for Students

6th Grade- April 23

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.SP.4. Display numerical data in plots on a number line, including histograms.	MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
Easy	Read for 20 minutes about an animal that lives on land. Write 5-8 sentences telling about your favorite pet. What animal was it? Describe its appearance. What made it your favorite pet? If you haven't had a pet, tell about what pet you'd like to have.	A famous frog-jumping contest takes place each May in Calaveras County, California.The purpose of the contest is to see which frog can move the farthest in three hops. **Estimate** how far you might be able to jump if *you* were a giant frog competing in the Jumping Frog Jubilee.	For the next 10 days, please go outside each day for 15 minutes and watch the animals in your neighborhood/yard. This includes bugs, squirrels, rabbits, snakes, dogs, cats, etc. Keep a journal that includes drawings and observations of these creatures interacting with their environment.
Average	Read for 30 minutes about an animal that lives on land. Write 8-10 sentences telling about your favorite pet. What animal was it? Describe its appearance. What made it your favorite pet? If you haven't had a pet, tell about what pet you'd like to have.	Look carefully at the graph. (1) Identify the type of graph. (2) Between which two numbers on the graph did the most frogs jump?	For the next 10 days, please go outside each day for 15 minutes and watch the animals in your neighborhood/yard. This includes bugs, squirrels, rabbits, snakes, dogs, cats, etc. Keep a journal that includes drawings and observations of these creatures interacting with their environment. Explain how the creatures interact with other organisms in their environment and how they depend on the things around them to survive.
Challenging	Read for 45 minutes about an animal that lives on land. Write one to two pages telling about your favorite pet. Include why it is your favorite, describe it, tell how you cared for it. In addition, explain why your pet makes a better pet than other domesticated animals.	Using the graph above, answer the following: (1) Typical frogs jump between what two jump lengths? (2) Were there any unusually long or short jumps? (3) How many frogs are represented on this histogram? (4) Half the frogs jumped less than how many inches?	Complete the journal as described in the average section above. Analyze whether the creatures in your yard/neighborhood are in competition with other creatures for the food, water, and shelter they need to survive. How might the competition or lack thereof affect the population growth of the species?

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 -- April 24

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.6a and 6.NS.6b. Understand signs of numbers (including opposite signs) as indicating locations on a number line.	SS.CV.2.6-8LC Describe the origins, purposes, and impacts of constitutions, laws, and treaties
Easy	Read for 20 minutes about an animal that lives in water. Write 5-8 sentences telling about the wild animal you find most interesting. What does it look like? Where is its natural habitat? Why do you find it most interesting?	Elliott has been watching Dr. Frog take practice jumps all day. The frog keeps landing 15 feet from the starting pad after making three hops. How many combinations of hops can you find to move Dr. Frog 15 feet from where he started? Show your work with pictures, words, numbers, or symbols.	The elephant is a symbol of a political party. Write 5 characteristics of an elephant and answer "Would these characteristics make a good person?" The donkey is also a symbol of a political party. Write 5 characteristics of a donkey and answer, "Would these characteristics make a good person"
Average	Read for 30 minutes about an animal that lives in water. Write 8-10 sentences telling about the wild animal you find most interesting. What does it look like? Where is its natural habitat? Why do you find it most interesting?	Read and answer the question above. Then answer the following: (1) Can the frog move 15 feet in three equal hops? (2a) If two of the frog's hops are each feet long, how could you describe the third hop so that he still lands 15 feet away from the starting pad? (2b) Is there more than one possibility?	After doing the easy assignment, identify which political party is identified with each animal. Find 5 characteristics of each political party.
Challenging	Read for 45 minutes about an animal that lives in water. Write one to two pages telling about the wild animal you find most interesting? What does it look like? Where is its natural habitat? Why do you find it most interesting? What would happen if this animal was taken from its natural habitat and placed in a different habitat? How do animals adapt?	Elliott is so interested in the frogs that he is developing a video game where a frog starts on a number line and can hop to the left and to the right. (1) If the frog starts at 3, hops to the right 4 units, to the left 7 units, and then to the right 6 units, where will the frog end up? (2) If the frog makes three hops to the right and lands on 10, list the lengths of two possible combinations of hops that will get it from 3 to 10.	After doing the easy and average assignment above can you think of a better animal to represent each political party? Tell us why you picked the animals you did

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 -- April 27

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.6a and 6.NS.6b. Understand signs of numbers (including opposite signs) as indicating locations on a number line.	MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms.
Easy	Write 5-8 sentences about your favorite part of going to the zoo. What interests you there? Why? What part or parts do you dislike? Why?	A frog starts at -3 on a number line and hops four times. His moves are written at right. Write an expression (adding and subtracting) for the frog's movements. Where does the frog end up? **Hop Lengths** Right 2 units Left 7 units Right 10 units Left 3 units	In your science journal, observe and **record** how the animals you are studying interact with one another. Is there any type of predator/prey relationship (one animal eats another)? Do any of the animals help another? Do any of the animals NEED any of the other animals for their survival?
Average	Write 8-10 sentences about your favorite part of going to the zoo. What interests you there? Why? What part or parts do you dislike? Why?	Read the problem above. (1) Is it possible for the frog to finish at 2 on the number line if it makes the same hops in a different order? (2) Does the frog land in the same place no matter which hop the frog takes first, second, etc.?	In your science journal, observe and **record** how the animals you are studying interact with one another. Is there any type of predator/prey relationship (one animal eats another)? Do any of the animals help another? Do any of the animals NEED any of the other animals for their survival? Draw a model showing how the animals you are observing rely on one another.
Challenging	Write one to two pages about your favorite part of going to the zoo. What interests you there? Why? What part or parts do you dislike? Why? What goes into caring for animals at the zoo? Describe a day in the life of a zookeeper.	Read the easy problem and use it to help you answer the following: (1a) Give another set of four hops that would have the frog end up where it started at -3. Make the hops different lengths from one another. (1b) What needs to be true about the frog's four hops? (1c) Are they somehow related to each other?	Complete the journal as described in the average section above. On your model, please indicate the flow of energy from one organism to another. How is energy transferred between organisms? Would/should humans be included in this model?

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 -- April 28

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	6.NS.5, 6.NS.6a Understand that positive and negative numbers are used together, and recognize opposite signs of numbers as indicating locations on opposite sides of 0	SS.G.2.6-8.LC: Explain how humans and their environment affect one another.
Easy	Should animals be kept in a zoo? Make an argument in half a page as to why animals should or should not be kept there. Make sure to explain your argument.	Each expression below could represent the hops of a frog on a number line. Draw a number line on your paper and use it to find the answer. 1. -2-9 2. 5-5 3. -(-4)+7 4. -6+2 5. -(-1)-8	Identify five animals early humans first domesticated.
Average	Should animals be kept in a zoo? Make an argument in one page as to why animals should or should not be kept there. Make sure you explain your argument.	In one frog-jumping contest, a frog named ME-HOP started at zero, hopped 7 feet to the right, and then hopped 4 feet to the left. Meanwhile, Mr. Toad also started at zero, hopped 8 feet to the left, and then hopped 1 foot to the right. Write expressions to represent these hops for each frog.	Explain the difference between wild animals and domesticated animals in three to five complete sentences.
Challenging	Should animals be kept in a zoo? Make a one and a half to two page argument on either side. Be sure to include a hook, evidence, and a counter-argument in your writing.	Read and answer the "average" problem above. Which frog is farther ahead (that is, more to the right on the number line)? Explain. Use an inequality to record your answer.	Of all of the domesticated animals that humans have utilized from past to present, which domesticated animal most contributed to human development? Why? Provide at least three pieces of evidence.

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 -- April 29

The columns below offer choices for student activities.

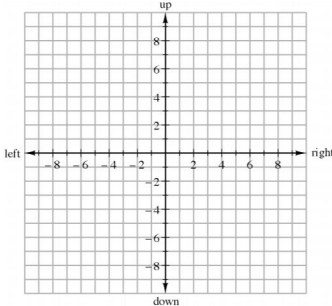|	ELA	Math	Science
Focus Skills:	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
Easy	Write 5-8 sentences on why animals become extinct. How does it happen? Who or what is to blame? How can humans help stop it from happening?	Nicci is setting up a carnival machine with 3 teddy bears, 7 stuffed frogs, 3 rubber duckies and 2 stuffed dinosaurs. Find the following ratios for Nicci's machine: *i.* The number of teddy bears to total prizes. *ii.* The number of teddy bears to the number of stuffed dinosaurs. *iii.* The number of teddy bears to the combined number of other prizes.	Go through your science journal, look at the illustrations and diagrams you have made, and read the observations you have recorded. What is one change that could be made to your yard/neighborhood that would have an impact on one of the animals you have observed? Tell about the change and how you think it would affect the animal.
Average	Write 8-10 sentences on why animals become extinct. How does it happen? Who or what is to blame? How can humans help stop it from happening?	Nicci is setting up a different machine that holds 60 total prizes. The machine will have the same ratios for each kind of prize as her first machine. If the new machine has 12 teddy bears, will the chances of randomly picking a teddy bear be the same as for her original machine? Explain.	Go through your science journal, look at the illustrations and diagrams you have made, and read the observations you have recorded. What is one change that could be made to your yard/neighborhood that would have an impact on one of the animals you have observed? Tell about the change and how you think it would affect the animal. If one population is affected, would that affect any of the other animals in the area? How? Think back to the model you created.
Challenging	Write one to two pages on why animals become extinct. Tell how it happens and who or what is at fault. What are humans doing to control it? Develop a plan to save an animal from extinction.	A toy store has green frogs, red frogs, and blue frogs. The ratio of red frogs to green frogs is 3:1. The ratio of green frogs to all of the frogs is 2:11. Write each of the following ratios. The ratio of red frogs to the total number of frogs. a. The ratio of blue frogs to the total number of frogs. b. The ratio of blue frogs to green frogs. c. The ratio of red frogs to blue frogs.	Complete the journal as explained above in the average section. Can a changing ecosystem (environment) affect humans as well? How has the changing ecosystem (excessive flooding) on the east side of Freeport affected the animals (including humans)?

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- April 30

The columns below offer choices for student activities.

	ELA	**Math**	**Social Studies**
Focus Skills:	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	6.NS.6c. Find and position integers and other rational numbers on a number line 6.NS.7a. Interpret statements of inequality	SS.H.4.6-8: Explain multiple causes and effects of historical events.
Easy	Write 5-8 sentences about which animal you believe is most dangerous to humans. Why is it dangerous? Where does it live? How can humans avoid contact with it?	The two numbers given in each part below show the frogs' final landing points in a jumping contest. Determine which frog is farther ahead (which frog is at the larger number). Write an inequality statement (using < or >) to record your answer. 　1. -2 or 13　　2. 3 or -17 　3. -(3) or -(-3)　4. 2 or 0	Write 5 sentences about *how you think* the horse changed the daily life of humans in the past. Possible topics: Transportation Status in Society Agriculture War Trade Migration
Average	Write 8-10 sentences about which animal you believe is most dangerous to humans. Why is it dangerous? Where does it live? How can humans avoid contact with it?	Who was ahead in each of the following frog jumping contests? Plot the landing point given for each frog on a number line, and represent your answer with an inequality. a. Froglic: $-\frac{5}{2}$ feet 　Green Eyes: -2 feet b. Warty Niner: -3.85 feet 　Slippery: -3.8 feet c. Rosie the Ribbiter: $-4\frac{1}{3}$ 　Pretty Lady: $-4\frac{2}{3}$	Choose one of the topics from above. Write a 5 sentence paragraph explaining 3 ways *that you believe* the horse helped humans in the past related to the topic you chose.
Challenging	Write one to two pages about which animal you believe is most dangerous to humans. Why is it dangerous? Where does it live? When is it most likely to attack humans? Develop a worldwide plan for humans to become safeguarded from attack by this animal.	The symbol for minus ("−") can be translated into words such as subtract, take away, negative, or opposite. Write an explanation on how you think of this symbol when moving along a number line. Create and include at least 3 examples.	Choose one of the topics from above. Write a 5-sentence paragraph explaining 3 ways *that you believe* the horse helped humans in the past related to the topic you chose. **AND** Write another 5-sentence paragraph explaining *how you think* humans would have been hindered without horses around.

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade --May 1

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.6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane 6.NS.6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram	LS4.D: Biodiversity and Humans ● Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on. ETS1.B: Developing Possible Solutions
Easy	You are going on an animal safari to the deepest darkest jungle. Which jungle will you go to? What animals will you see? What plants will you see? Write 5-8 sentences.	Elliot is adding a new idea to his frog hopping game. Frogs can now hop both left and right, as well as up and down. All frogs start at the origin, (0, 0). Using the coordinate grid, create a set of hops for a frog to follow.	You may have heard or read that several meat processing plants are closing down due to the COVID-19 pandemic. Two large plants, Smithfield Foods (pork) and JBS USA (beef) have been in the news. How might these closings affect your daily life? Possible Article to Read: https://www.cnn.com/2020/04/15/politics/pork-beef-coronavirus/index.html
Average	You are going on an animal safari to the deepest darkest jungle. Which jungle will you go to? What animals will you see? What plants will you see? Write 8-10 sentences.	Use the above information and coordinate grid to answer the following: Frog A hopped 3 units to the right and 4 units up. Frog B hopped 5 units to the left and 4 units up. Name the coordinates where each frog landed. How far apart were they?	First, look above and answer the question posed in your science journal. Think about the model you have drawn in your journal. How might less beef and pork affect a transfer of energy and change your model? What do the animals eat? What eats the animals? What else are the animals used for?
Challenging	You are going on an animal safari to the deepest darkest jungle. Which jungle will you go to and why? What animals will you see? What plants will you see? How will you get there? Develop an itinerary for your trip. Write one to two pages.	Complete the "easy" problem. Then do the following: (1) Frog C hopped 2 units to the right and 6 units down. Frog D hopped 2 units to the right and 7 units up. Name the coordinates where each frog landed. How far apart were they? (2) Flibbitz lands at (−7, −4) while Kermie lands at (0, −4). How far apart are Flibbitz and Kermie?	Complete the activities in the easy and average sections above. Design a solution to the problem of less beef and pork being processed for humans and animals to consume/use. What could be done to alleviate this problem? Be creative. You may not just say we will all become vegans.

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 4

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.EE.2a. Write expressions that record operations with numbers and with letters standing for numbers. 6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical 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	In 5-8 sentences, describe some of the adaptations different sea animals have made. What are the adaptations? How does this change their appearance? Where are these creatures located in the sea?	Croakie is a very talented frog. He does tricks for the audiences at the Calaveras County Fair contest every year. Now Croakie has a new special jump length, represented by the variable y. Figure out how far Croakie travels in each special jump. First sequence $\underline{y \mid y \mid y \mid \quad 5}$ Second sequence $\underline{y \mid y \mid \quad 8}$	In the news, it has been reported that a Tiger tested positive for Covid-19. If you are the zookeeper taking care of this Tiger, what type of symptoms would it display? LIst 3-5 things.
Average	In 8-10 sentences, describe some of the adaptations different sea animals have made. What are the adaptations? How does this change their appearance? Where are these creatures located in the sea?	Croakie has a new set of moves. The sequence involves three special high hops. The expression x+x+x+5 represents the whole sequence, with x representing the distance he moves with each high hop. (1) If Croakie's new sequence is a total of 11 feet, draw a diagram to represent Croakie's new sequence. (2) How far does Croakie jump with each high hop? How can you tell?	In addition to listing symptoms from the box above, what are you going to do, as the zookeeper, to make sure the other animals and zoo workers stay healthy? Make a plan of 3-5 steps telling what you would do to keep people and animals safe and why that will help.
Challenging	In one to two pages, describe some of the adaptations different sea animals have made. What are the adaptations? How does this change their appearance? Where are these creatures located in the sea? Why did they change and adapt? Choose a sea animal and create an adaption for it. How will it help the animal?	Croakie has developed even more amazing tricks! This time, he starts at point A, slides 2 feet to the right, and then completes two flips in a row, landing at point B. From point B, he turns around and goes back by doing one flip and sliding 8 feet to the left, ending up back at point A. (1) How far does Croakie move during each flip, assuming each flip is exactly the same length? Explain how you got your answer. (2) What is the distance between points A and B?	You have listed symptoms and made a plan to keep people and other zoo animals safe. However, you find out another animal is sick and the mayor wants to euthanize them. Explain in 4-6 complete sentences what you would do and why.

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 5

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.SP.2. Understand that a set of data collected to answer a statistical question 6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number	MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
Easy	You are starting your own farm. What animals will you have? How will you care for them? What items will you need to properly run your farm? Write 5-8 sentences.	Calculate the range of the following data: **2008** **Frog Name** — **Jump Length** Skeeter Eater — 231.5 in. Warped — 230 in. Greg Crome Dome — 229 in. R.G. — 227 in. The Well Ain't Dry — 221.5 in. Winner — 220.5 in. 7 lb 8 oz. Baby — 217 in. Delbert Sr. — 216.5 in.	Choose 2 of the organisms you have observed over the past several days. Draw them in your science journal making sure to label the parts: head, body, legs, etc. Tell one similarity the two organisms have and one difference they have.
Average	You are starting your own farm. What animals will you have? How will you care for them? What items will you need to properly run your farm? Write 8-10 sentences.	(1) Using the data above, calculate the mean and find the median. (2) What was the typical jump length of the frogs each year? How did you find this value?	Choose 2 of the organisms you have observed over the past several days. Draw them in your science journal making sure to label the parts: head, body, legs, etc. and to tell how each part is useful to the animal. Create a Venn diagram comparing the two. You should have at least 3 similarities and 3 differences between the two organisms.
Challenging	You are starting your own farm. What animals will you have? How will you care for them? What items will you need to properly run your farm? How do you get those items? Create a map of the layout of your farm. This should be one to two pages.	(1) Create a graphical representation for the data from the "easy" problem. (2) Why is the representation you chose a good choice? (3) Were the jumps all about the same, or were some jumps outliers? Name any outliers and explain why you think they are outliers.	Complete the activity described in the average section above. Analyze why the two organisms have differences. Are the differences necessary based on how the animal lives? Why? Do the differences make life easier for the animal? Be detailed and complete in your explanation of at least 10 sentences.

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 6

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.SP.5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SS.IS.6.6-8.MdC:Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.
Easy	You are in charge of creating and cooking a meal for your family where the main dish is an exotic food. What food will you cook? How is it prepared? What side dishes would you make along with it? Write 5-8 sentences.	Efren has been keeping data on the Calaveras County frog-jumping contest for several years. Look carefully at the stem-and-leaf plot he made for the top 8 jumpers in 2007. **2007 Frog Jump Winners Stem-and-Leaf Plot** 22 | 1 2 5 8 23 | 4 8 24 | 5 25 | 6 What is the minimum (smallest) value? What is the maximum (largest) value?	Create a T-Chart that lists the different animals Hunter-Gatherer societies utilized on one side, and animals Herder-Farmer societies utilized on the other.
Average	You are in charge of creating and cooking a meal for your family where the main dish is an exotic food. What food will you cook? How is it prepared? What side dishes would you make along with it? Write 8-10 sentences.	Using the data above, answer the following: (1) Is it possible to find the median of the data from the stem-and-leaf plot? If so, find the median. If not, explain why not. (2) Is it possible to find the mean with the stem-and-leaf plot? If so, calculate it and explain what the mean tells you about the frog jumps in 2007. If not, explain why not.	Compare and contrast how Hunter-Gatherer and Herder-Farmer societies' lives revolved around animals and how it impacted how they live. Please explain in three to five complete sentences and provide both similarities and differences.
Challenging	You are in charge of creating and cooking a meal for your family where the main dish is an exotic food. What food will you cook? How is it prepared? What side dishes could you make along with it? How are those side dishes prepared. Create a menu with several exotic foods. Write one to two pages. .	A visitor to the frog-jumping contest made the statements below. **Find a possible set of data that would satisfy all of his statements.** *The measures of the jumps of the seven frogs were all integers and had a median of 14 meters. *The minimum jump length was 11 meters, and the maximum was 15 meters. *The value 11 meters appears more often than any other value.	Evaluate Hunter-Gatherer and Herder-Farmer societies. Which way of life was more advantageous and why? Please include the strengths and weaknesses of BOTH societies while including your overall judgement. Use complete sentences and justify your thinking using evidence.

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: Emotional Management**

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

Social Emotional Learning Choice Board

Talk about the following Zones of Regulation chart with your child and discuss how each zone makes them feel (inside and out):

Role-play some of the following situations and then talk about ways to manage emotions:
1. Not being able to play with your best friend.
2. Being told, "No!"
3. Arguing with a family member

What self-talk or calm down strategies did you use?

Draw a picture or write about what you did.

Practice the following breathing techniques you can use to help get your body regulated.

Balloon Breathing: Pretend like you are blowing up a balloon. Take a deep breath in, put the pretend balloon up to your mouth and blow your air out. Do this slowly four times.

Volcano Breathing :Put your hands together in front of your chest. Keeping your hands together, raise your hands up above your head all while you are breathing in. When you reach as high as you can let your air out and spread your arms apart and then bring them back to the starting position. Do this slowly four times.

Soup/Brownie Breathing: Pretend like you have hot food in your hands, breathe the smells of that food in and then blow out to help cool down your food. Do this slowly four times.

Before a volcano erupts there are warning signs that come from the volcano. Before a person erupts with anger, they often have warning signs. Oftentimes, when we can identify our body becoming upset we can find a healthy way to calm our body down before we explode.

Make a list or draw a picture of what your warning signs are. You can draw a picture of your body and write your warning signs right on the body.

Some warning signs may include your face turning red and/or your heart starting to beat fast.

Place a small object (crayons or markers will work) of the following colors into a paper sack or a deep bowl: red, green, blue, purple, yellow, orange. Sit in a circle and have the first person reach into the bag/bowl and pull out an object. The color of the object correlates to a statement to discuss below.

Red-Say one thing that makes you angry.
Green-Show one way you can breathe when you are angry (balloon breathing, volcano breathing, soup breathing, box breathing).
Blue-Say one thing you can do to help your body become regulated.
Purple-Say one thing that makes you excited.
Yellow-Say a poor choice you made when you were angry and what you could have done differently.
Orange-Say a good choice you made when you were angry.

You are in control of your anger and if you are able to turn negative thoughts into positive thoughts that will help you have better control over your anger.

Practice this by turning the following negative statements into positive statements. When you practice when you are not angry then you will be better able to apply this strategy when you are angry.

Negative: I get blamed for everything
Positive: I get compliments for the things I do well

Turn the statements below into positive ones.
~No one wants to be my friend.
~I can't do anything right.
~I will never be able to fix it.
~He did that on purpose.
~I always get picked last.

We all have triggers, things that push our buttons. Triggers are things that can change our mood in a good or a bad way,

Make a list or draw pictures of some of your triggers.

-What triggers do you have that make you sad?
-What triggers do you have that make you happy?
-What triggers do you have that make you angry?
-What triggers do you have that make you excited?

Time to Exercise!
Exercise is a great way to regulate your emotions.
Do the following:
-10 Jumping Jacks
-10 Push-ups
-10 Sit-ups
-Run in Place for 60 seconds

**Go outside and have some free play (sidewalk chalk, shoot hoops etc…)

When you come inside, use your self-talk…
How does exercising make me feel on the inside?
How can I use exercise when I am having BIG emotions?

Talking to your teacher or with friends when you are having BIG emotions is hard right now. Try one of the following:

1. Write a letter to your friend/teacher
2. Call/Email your friend/teacher
3. Send your friend/teacher a postcard

Reaching out to friends and trusted adults can help manage our emotions.

How did it feel to reach out?
Who else's day can you make?

Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- (Electives)

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

Art	Music	PE/Health
Google Classroom is an option. This classroom will include drawing tutorial videos and additional art project ideas! VA:Cr1.2.6 Design a candy bar wrapper! Make up a new kind of candy and be creative! Think about the food that you have in your home and what information is on the packaging. Be sure to include the nutritional information (this can be realistic or silly!)	MU:Cn11.1.6 Title: Recruitment Poster Materials: Paper, colored pencils, markers, anything you have at home. Activity: Design and create a poster to encourage students to join your music ensemble (Band, Orchestra or Choir). Be creative in your design. Think about things that you enjoy about playing or singing in your ensemble. Use those to help inspire you and encourage others **Technology Option: If you are able, you may create a video, powerpoint, or other online option to help with recruitment for new students.** **Don't forget to check in to the google classroom if you are able.**	**FOCUS SKILLS:** Daily physical activity (Physical Development & Health,19.A.3b) **ACTIVITY:** Your goal is to be active at least 60 minutes everyday. Record daily activities in your activity log (in Google Classroom or make your own on notebook paper). If you want to share, you can email a copy to your PE teacher. **EASY:** 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. **AVERAGE:** Complete the "Easy" activity, then complete the daily workouts (in order) for the 14-day body challenge below.

PE/Health (continued):

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

Art	Music
VA.CN10.1.6 Trace your hand. Fill it with symbols to represent your favorite things. Have your family members do this with you and display the hands somewhere in your home! Discuss your drawing choices with a family member or teacher. What did you put inside the hand? What part of your drawing is your favorite? What part of your drawing could be improved?	MU:Cr3.1.6 Title: Compose Lyrics Materials: Paper, pencil Activity: Make up your own unique lyrics to the melody of 'Twinkle Twinkle' or 'Ode to Joy' to express what you're feeling or experiencing right now. Try to keep your syllables with the rhythm of the melody! Extra challenge points for rhyming ends of patterns **Technology Option: If you are able, record yourself performing your song by singing, or reciting the lyrics like a poem.** **Don't forget to check in to your Google Classroom if you are able.**

Art	Music	PE/Health
VA.CR3.1.6 Draw a picture illustrating something that you have read this week. You can add thought bubbles, captions, or write parts of the book underneath your drawing.	MU:Cn11.1.6 Sounds in Nature: Today get outside and listen to the world around you. What are you hearing? Write down the sounds you are hearing. Are they sounds that are more percussive like a drum? Do the birds sound like? Often, our composers take inspiration from the world/sounds around them. Based on the sounds you heard today what would you write a piece about. What would your piece sound like? Write it down and share it with us so we can know all about it.	**DIFFICULT:** Complete the "Easy" & "Average" activities, but complete the "Average" daily workout 2 times. Then, play "Heart Healthy Bingo" & try to cross off 1 box each day. Play by yourself or challenge someone that lives with you.

Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- (Electives)

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

Art	Music	PE/Health
VA:Cr1.2.6 Sit outside and draw what you see for 30 minutes. Once you have completed your drawing, spend a few minutes writing the most interesting things that you observed while being outside!	MU:Pr5.1.6 Scale Work: Vocalist: Practice your solfege hand signs and teach them to someone you are quarantined with. Challenge mode? Perform a two part round with the person you taught the solfege hand signs/scale to! Instrumentalists: Play a major scale for someone you are quarantined with. Have them really get it in their ears. Then, deliberately mess up one of the notes but be sneaky about it. See if your family member can guess which note was the wrong note!	
VA.CR3.1.6 Draw a scribble all over your page. Trace the scribble with pen or sharpie. Turn parts of your scribble into a drawing! For example, if part of your scribble created a circle you could turn that into a basketball. Color the drawing when you are done creating the doodles.	MU:Cr2.1.6 Title: Rhythm Chart Materials: paper and pencil Activity: Draw a rhythm chart. Start with a whole note at the top of the page, break it into half notes. Then break those half notes into quarter notes. Break the quarter notes into eighth notes. GO THE EXTRA MILE! Continue the chart all the way to 64th notes. Do the same chart but with RESTS instead of NOTES.	**Heart-Healthy Bingo Challenges** 1. Eat a fruit or vegetable with your breakfast. 2. Eat a healthy snack. 3. Drink water with a slice of fruit in it. 4. Go for a walk or bike ride with a family member. 5. Be physically active for 60 minutes or more. 6. Try a new fruit or vegetable. 7. Eat a low-sodium snack. 8. Try a sparkling or carbonated water. 9. Read a nutrition facts label with an adult.
	MU:Cr.1 1.C Title: Compose Materials: Paper (lined or not lined), pencil Activity: Write a 4 to 8 measure musical composition using your own instrument on music staff paper or regular sheet paper using basic rhythms (quarter notes, half notes, and eighth notes). Go the Extra Mile: Perform your composition for a family member and have them give you feedback. Use technology: Find the website noteflight.com and create the same piece using technology. .	10. Spend a day without drinking a sugary drink. 11. Tell a family member 3 benefits of being physically active. 12. Explain to a family member why tobacco is bad for your heart. 13. Explain why it is important to avoid secondhand smoke. 14. Track your physical activity for a day. 15. Name 5 foods high in sodium. 16. Eat 3 different colors of fruits and vegetables in one day. 17. Try a handful of unsalted nuts as a snack. 18. Tell a family member why sugary beverages are bad for your heart. 19. Try a breathing exercise to help with stress. 20. Count how many glasses of water you drink in one day.

Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

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

Computers	STEM	Speech/Drama
ISTE 6a..6e Food, Culture, Computers. Pretend you have a business that serves cultural food (like tacos, burritos, tortas, elotes, fruta, or other cultural food). Tell me the type of restaurant you would have (Mexican, Ethiopian, Cajun, Southern)? How would you use computers to do food pickup or delivery of the ordered meals? Examples of food delivery would be: - Drive through window - Curbside pickup - Delivery, within a 10 mile area Who would use computers? Who would use Smartphones?	**MS-PS2-5.**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. We will learn about engineering and technology and how to use them to solve a problem. . ♦ **What is an engineer?** An engineer is someone who uses his/her knowledge of science, math, and creativity to design objects, systems, or processes to solve problems. ♦ **What is technology?** Technology is almost anything created to solve a problem or meet a need. Examples include pencils, cups, cell phones, processes to clean water, etc.Technology doesn't have to be electronic.	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.
	Look around the house or yard to find a problem that you think needs to be solved. You can use a book for inspiration. For example, *Paulo's Parachute Mission* is about a boy from Brazil who used a homemade parachute to send messages back and forth to a friend who lived in the apartment below him.. How could you use engineering and technology (see definitions above) to solve your problem? Think about items you have around your house that you could use to build a simple solution to deliver your message. Start by brainstorming your ideas on how to solve your problem. Draw out your ideas. What do you want your item to do? Use this information to design your prototype. Next, build your prototype. What materials do you need to build your prototype? What materials do you have available to work with? Once you build your item, test it. Did it work? Why or why not? Can you change something to make it work better? Reflect on your process. Were you successful in solving your problem? Why or why not? Journal your process	(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. 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! W.6.2 L.6.1 What do you know about Cinco de Mayo? Write up what you know and what you would like to know. Try to think of traditions, food, and what the origin of the holiday is.

Parent Signature: _____