5/21/20

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:

May 21	May 26	June 1	Social Emotional Learning (SEL)
May 22	May 27		Electives
	May 28		
	May 29		

6th Grade			5/21/20 - 6/1/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
Summer		Percents	Weather
			Acids & Bases

Remote Learning Activities for Students

6th Grade- May 21

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.	Grade 6:EE » Expressions & Equations » Apply and extend previous understandings of arithmetic to algebraic expressions.	SS.EC.1-6-8.MC Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Easy	Compare and contrast this school year to last school year. Use a Venn Diagram and have 3 things from this year only, last year only, and 3 similarities. Read: 20 minutes Read a book, magazine, recipe, or read to a sibling.	Simplify each expression. a. $9x + 6 - 4x - 2x + 1 - 15$ b. $(6x^2 - 2x + 5) + (2x^2 - 7x - 11)$ c $7x^2 - 5 - 2x - 3 + 5$	A seasonal worker is defined as a worker who can only perform his job during a particular season. List 5 types of seasonal workers for the summer months (list the jobs not specific people)
Average	Compare and Contrast this school year to last school year. Use a Venn Diagram and have 5 things in each section. Read: 30 minutes Read a book, magazine, recipe, or read to a sibling.	Sandra works at a summer flower store. The store charges $1.60 for each rose and $1.15 for each carnation. Write a numerical or variable expression for each of the following: a. the cost of y roses. b. the cost of 12 carnations. c. the cost of m roses and f carnations.	Do the easy activity above and then answer the following question: Do you think summer seasonal workers like the ones you listed above will make alot of money this summer? Why or Why Not?
Challenging	Compare and Contrast this school year to last school year. Use a Venn Diagram and have more than 5 things in each section. Also write a paragraph describing which year you prefer and why. Use some of the items from your Venn Diagram as examples. Read: 40 minutes Read a book, magazine, recipe, or read to a sibling.	Complete all above and: A square has side lengths of n units for each side. Write at least three expressions for the perimeter of the square.	Complete the easy and moderate activity above and then answer the following question: Should the government give more money to seasonal workers this summer? Why or Why Not?

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 22

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.	CCSS.Math.Content.6.SP.A Statistics & Probability » Develop understanding of statistical variability.	**MS-PS 1-2** Activity Copied From: http://www.sciencefun.org/kidszone/experiments/storm-in-a-glass/
Easy	Imagine you are an object in a classroom. It can be any object like a pencil, crayon, chair, book, paper...anything that is in a classroom! Describe what a typical school day would be like from that point of view in 3-5 sentences. Read: 20 minutes Read a book, magazine, or children's book to a sibling about a summer sport.	What are the mean and median of these test scores? 90, 75, 60, 80, 90	**Storm In A Glass** **Materials:** Shaving cream A large glass Water Food coloring A spoon **Procedure:** 1. Fill the glass 1/2 full with water 2. Spray some shaving cream on top of the water to fill the glass to ¾ full. 3. Use your finger or a spoon to spread the shaving cream evenly over the top of the water. The top of the shaving cream should be flat. 4. Mix ½-cup water with 10 drops of food coloring in a separate container. Gently add the colored water, spoonful by spoonful, to the top of the shaving cream. When it gets too heavy, watch it storm! **Extension:** Try more water and less shaving cream, or less water and more shaving cream. Which one looks more like a drizzle, and which one looks like a downpour?
Average	Imagine you are an object in a classroom. It can be any object like a pencil, crayon, chair, book, paper...anything that is in a classroom! Describe what a typical school day would be like from that point of view in 5-7 sentences. Read: 30 minutes Read a book, magazine, or children's book to a sibling about a summer sport.	Explain what you know about each of the following measures of central tendency: a. The median b. The mean	
Challenging	Imagine you are an object in a classroom. It can be any object like a pencil, crayon, chair, book, paper...anything that is in a classroom! Describe what a typical school day would be like from that point of view in 5-7 sentences. Then describe what life is like after school was canceled. What happened to you? Describe what a day would be like now. Read: 40 minutes Read a book, magazine, or children's book to a sibling about a summer sport.	Explain what you know about each of the following measures of central tendency: a. The median b. The mean Create an example problem using summer activities where you can calculate both the median and the mean.	

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 26

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.RP Ratios & Proportional Relationships » Understand ratio concepts and use ratio reasoning to solve problems.	SS.H.2.6-8.LC Explain how and why perspectives of people have changed over time
Easy	In 3-5 sentences, describe what you would do if you had to go one day without using technology. Read: 20 minutes Read a book, magazine, or children's book to a sibling about traveling or vacation.	About how many hours will it take to travel 410 miles at an average speed of 50 miles per hour?	If you were to create a "New Summer Olympics," what five sports would you include? (ESports is a sport.)
Average	In 5-7 sentences, describe what you would do if you had to go one day without using technology. Read: 30 minutes Read a book, magazine, or children's book to a sibling about traveling or vacation.	While making travel plans, you are looking at how fast planes go. The airplane is flying at an elevation of 15,000 feet and ascends to an elevation of 20000 feet at a rate of 1250 feet per minute. How many minutes does this ascent take?	Complete the easy activity and then answer would your five sports have been included in the first modern summer olympics in 1896? Which sports would not have?
Challenging	Write at least one page describing what you would do if you had to go one day without using technology. Also, write out a schedule for what your day would look like. Read: 40 minutes Read a book, magazine, or children's book to a sibling about traveling or vacation.	While on vacation this summer, your airplane is flying at an elevation of 20,000 feet and descends at a rate of 325 feet per minute for 8 minutes. What is the new elevation of the airplane and how do you know?	Complete the easy and average activities and then answer Which current Olympic sport do you think is the hardest to train for? Explain in a paragraph

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 27

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.RP.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	**MS-PS 1-2** Activity Copied From: http://www.sciencefun.org/kidszone/experiments/sizzlin-snowballs/
Easy	Read for 20 minutes about a subject you enjoy. In 3-5 sentences, pretend that you and a friend get to travel anywhere, write about your adventure.	Kendra has three friends who have birthdays during the summer. Every year she buys them dinner to celebrate. This year, the bill for dinner came to $125. Kendra says, "I like to leave a tip for our waitperson for good service, but I never know how much money to leave." Rhonda replies, "I always leave a 15% tip." Then Shirley says, "But our service was really good, so I think you should leave 20%." Draw a diagram or visual of the situation. Which tip would you leave?	**Sizzlin' Summer Snowballs** **Materials:** 1/3 cup baking soda per snowball 1 1/2 tablespoons vinegar per snowball Pipette/Eye dropper **Procedure:** 1. Add baking soda to water until baking soda becomes packable dough, not runny or watery. Shape into a ball. 2. Freeze experiment. 3. Use pipette and vinegar to put drops or squirts of vinegar onto your snowballs. Watch them sizzle as if it is spring!
Average	Read for 30 minutes about a subject you enjoy. In 5-7 sentences, pretend that you and a friend get to travel anywhere, write about your adventure.	Read the problem above. Then, without using a calculator, find two different ways to calculate the 15% tip that Rhonda thinks they should leave. After you've calculated Rhoda's suggestion, find two different ways to compute a 20% tip without using a calculator.	**Extensions:** 1. Try adding blue food coloring to the vinegar. Does this change the experiment physically or chemically? 2. Try warming up the vinegar before you squirt it onto the snowballs. Is the reaction different? Why? 3 .Reverse some of the steps. Instead of making the snowballs out of baking soda, freeze vinegar and then pour baking soda on top. Does this make the reaction better, worse, or the same?
Challenging	Read for 45 minutes about a subject you enjoy. In 1-2 pages, pretend that you and a friend get to travel anywhere, write about your adventure. Be as detailed as possible.	Make sure to read the problem from the "easy" section before responding to the question below. Rhonda and Shirley were not able to convince each other of how much of a tip to leave, so Daijah said, "Let's compromise and leave an 18% tip." Find two different ways to calculate the 18% tip that they will leave.	

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade -- May 28

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.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	SS.CV.6.6-8 Determine whether specific rules and laws resolve the problems they were meant to address.
Easy	Read for 20 minutes about an activity you enjoy during summer. In 3-5 sentences, write about a challenging aspect of this school year.	Four friends worked together at a summer car wash and received a total of $43.00. They agree to divide the earnings evenly. How much money will each friend earn? Show how you know.	Fireworks are banned in the state of Illinois to reduce the number of injuries to humans and destruction to property. Do you think these laws work? Give 2 reasons why or why not. Use any resources you can access to back up your opinion.
Average	Read for 30 minutes about an activity you enjoy during summer. In 5-7 sentences, write about a challenging aspect of this school year. How did you overcome the challenge?	Mr. Olson's summer school class has a female student to male student ratio of 3:2. Mr. Olson's class has 18 girls, how many boys does he have? Show how you determined your answer. Explain your reasoning in words.	According to current state law sparklers are acceptable forms of fireworks, but firecrackers and sky lanterns are not. Why do you think this is the case? Do you think this is fair? Use any resources you have access to in order to back up your opinion.
Challenging	Read for 45 minutes about an activity you enjoy during summer. In at least one page, write about a challenging aspect of this school year. How did you overcome the challenge? What made you want to overcome that challenge?	a.) Solve the "easy" and "average" problems. b.) Ms. Green's summer school class has the same number of students as Mr. Olson's class. Her female-to-male ratio is 2:1. Which class has the greater number of females? How do you know?	Use any resources you have access to in order to find out what the state of Illinois allows or prohibits as acceptable fireworks. Rewrite the laws concerning the use of fireworks in the state of Illinois. Be sure to include what is absolutely accepted, limited accepted, or banned, and a description between the distinctions.

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 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.3c. Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	**MS-PS 1-2** Activity Copied From: http://www.sciencefun.org/kidszone/experiments/milk-art/
Easy	Read for 20 minutes about a Social Studies topic that interests you. In 3-5 sentences, describe one-two things that you want to accomplish this summer.	Now that it is almost summer, Ruby decides to train for the Ironman Triathlon. In order to prepare, she creates her own practice race with several different parts. She decided that the skateboard portion of her race would be 0.25 miles. There would also be a tricycle portion, and another part of the race would be a 1-mile run. Draw a diagram or map of what Ruby's course would look like. Label the known values.	**Milk Art** **Materials:** A bowl ½ cup of milk Dish soap Cotton swab Food Coloring, more than one color Pepper (optional) **Procedure:** 1. Pour the milk into the bowl. Be careful not to move the bowl, you want the milk as still as possible. 2. Put one drop of each color in different places in the milk. 3. Put just a tiny amount of soap on the end of the cotton swab, then touch it to one of the colors. WOW! 4. Let the experimenting begin! 5. To clean up, just pour the milk down the drain. (Do not drink it)
Average	Read for 30 minutes about a Social Studies topic that interests you. In 5-7 sentences, describe two-four things that you want to accomplish this summer. How will you accomplish those goals?	Complete the "easy problem", then answer the following: (1) If the skateboard section is exactly 10% of the race, how long is the race? (2) If the tricycle section is 0.4 miles, what percentage of the race is it?	
Challenging	Read for 45 minutes about a Social Studies topic that interests you. In 1-2 pages, describe at least 5 things that you want to accomplish this summer. Write about how you will accomplish those goals? Write out a step-by-step plan to show how you plan to accomplish at least one of the goals.	Complete the "easy" and "average" sections. Then, estimate what portion of the total race length the 1-mile run will be. After you estimate, find the exact percentage of the race that is the running segment. Does your exact answer make sense when compared to your estimate? Now place each of the events on your diagram from the "easy" section. Do your results for the percentages of each segment still make sense?	**Extensions:** 1. Does the temperature of the milk have any effect? 2. Try whole milk and skim milk. 3. Sprinkle pepper on the milk before you add the soap, what happens to the pepper?

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Parent Signature: _____

Remote Learning Activities for Students

6th Grade --June 1

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.	SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SS.H.2.6-8 Explain how and why perspectives of people have changed over time.
Easy	Read for 20 minutes about a Science topic that interests you. If anyone in the whole world could be your teacher next year, who would it be? Why? Write your answer in 3-5 sentences.	There are different ways we can represent data when collected. Name at least three different types of representations that we talked about,used, or made over this past school year.	Imagine you are creating a time capsule that you will open when you graduate High School. List 5 things you would include to symbolize this school year.
Average	Read for 30 minutes about a Science topic that interests you. If anyone in the whole world could be your teacher next year, who would it be? Why? Write your answer in 5-7 sentences.	With today being your last day of school, collect data from at least 10-15 people and ask them what they plan to do with their summer and create a representation that best displays your data?	After doing the easy activity, tell why you chose to include these 5 items.
Challenging	Read for 45 minutes about a Science topic that interests you. If anyone in the whole world could be your teacher next year, who would it be? Why? Write your answer in one page, be as detailed as possible.	Do the problem from above. What does the above organization of data tell us? What does it not tell us?	In addition to the other 2 activities, talk to someone else in your home and ask them what 5 things they would include in a time capsule of this school year and why. Did you have anything in common? What were the differences?

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

Social Emotional Learning Choice Board aligns with standards 2A.1a Recognizes others may have different feelings about situations. 2A.1b Listens to others to identify their feelings.

Labeling Feelings
Ask children to describe and label how they might feel in these three different bullying situations:
-If they saw someone being bullied
-If they were being bullied themselves
-If they bullied someone

Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone.

Different and Similar
Discuss the main ways that children are different from one another. Prompt them with examples, if needed.
-Some children are big, and others are small.
-Some children run fast, and others run slowly.
-Some children like to play with blocks, and others like to draw pictures

Ask, "What would the world, school, neighborhood/etc. be like if we were all the same"

Helping Others Feel Better
First, use these questions to discuss with your child what children can do to help others feel better:
1. How can you know how someone else feels?
2. How can we recognize when another child is feeling bad or left out?
3. How can we cheer up children who feel bad and help them feel better?

Next, use role-playing to help children practice recognizing a child who is feeling hurt and helping the child feel better.

Acts of Kindness
Discuss how an act of kindness is the opposite of bullying because it helps another person feel *good* instead of *bad*—it *gives* a person a good feeling rather than *takes away* a good feeling.

At the end of the day, have children report on their acts of kindness.

Ask children to describe one nice thing they did for someone else, how it made the other person feel, and how it made them feel. Have each child plan one act of kindness that he or she will do that day for someone.

Modeling Helpfulness
Discuss the ways that bullying behavior leads both the child who bullies and the child who is bullied to disrespect each other and feel like enemies, rather than friends. Then use pictures, stories, puppets, or other concrete props to model examples of the many ways that children and adults can show that they care about others feelings and can help each other. Discuss how caring behaviors make both the giver and the receiver feel happy and good.

Definition of Bullying: Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.

Role-Play with Empathy

Empathy is the ability to understand and share the feelings of another.

Pretend you are in the following scenarios with your child. How can you encourage empathy with the following:

- ... a friend did not want to play
- ...his puppy needs surgery
- ...all friends going to the movie but you
- ...someone drew a better picture
- ...someone told a secret of yours
- …he cleaned his room
- ...kids laugh at her at the park

Write or draw some outcomes.

Kind Words
Materials: cotton balls or something with a soft texture and sandpaper or something with a rough texture
How can the way we speak to someone help them? How can it hurt?
First focus on the cotton balls. Rub them on your hands and arms and use descriptive words to describe how they feel. If cotton balls were like words what words would they be? Example: Please, thank you, good job, your hair looks nice.
Now focus on the sandpaper and use descriptive words to describe how it feels.If words were like sandpaper what words would it be? Example: Calling names, yelling, saying things that are hurtful. Next have an adult help you scrape the sandpaper on some wood or plastic. Look at the mark it left and discuss how "sandpaper words" hurt feelings.
Finally discuss the importance of using "cotton ball words" instead of "sandpaper words" to solve problems.

Walk a Minute (Mile) in Someone's Shoes!

Pick a person in your family. Spend some time doing the things they do;
Ideas: chores, jobs, responsibilities, etc…

At the end of the day (or time) sit down and talk about what it was like.

Was it easy? Hard?
What would you change? How did it make you feel? How can you better understand that person now?

Paper Chain of Kindness
Brainstorm different things you can do that would be kind. Cut strips of paper. Write each act of kindness on a strip of paper and then link your strips of paper together with glue to create a chain. Everyday take one link out of your chain and complete that act of kindness.Reflect on how that act of kindness made you feel and how the person you did the kind act for felt as well.

If you do not have supplies create a unique drawing linking words of Kindness in a fun way!

Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

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

Art	Music	PE/Health
VA.Cr.1.1.6 Draw a picture of what your dream house would look like from the outside! What color would it be? What types of things might you have in the yard? Would there be a car in the driveway? Be creative! **VA.Cr.1.1.6** Draw a picture of what the INSIDE of your dream house would look like! How many rooms would there be? Who would live in the house with you? What kind of special rooms would be in the house?	**Describe what You Hear!** MU:Re7.1.6 This activity will help students to describe music and to be creative with language. Use three (3) contrasting songs (different styles or genres), such as Marilyn Manson's Sweet Dreams, Eminem's Lose Yourself, and Rolling in the Deep by Adele. You may pick any 3 songs you like. 1) Listen to the first song/recording and write down what you hear. Students must use single words to describe what they hear. 2) After you have listened to the song and you have a list of words, group the words into categories. Identify words that relate to the rhythm, the melody, the tempo, the instrumentation, and so on. 3) At this point, listen to the next song/recording and repeat steps 1 & 2. 4) Listen to the third song/recording and repeat steps 1 & 2. 5) Once this is complete compare and contrast the words you wrote for each song. Were there any similar words used? What about when you related them to the different categories, any similarities? 6) Finally, share your results with your teacher by email or google classroom. *If you don't have the means to share with your teacher, share your work with a family member or friend.	**FOCUS SKILLS:** Daily physical activity (Physical Development & Health, 19.A.3b) **ACTIVITY:** Your goal is to be active at least 60 minutes everyday. • Record your activity for each day in your activity log. • You can find the activity log in Google Classroom or make your own using notebook paper. All activities can also be found on Google Classroom. • Label each activity as a Cardio, Flexibility or Muscular Strength type of fitness. **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. • Add more challenge by completing the daily "14-day Body Challenge" workout. **DIFFICULT:** • Complete the "Easy" and "Average" activities. • Do the daily "14-day Body Challenge" workout <u>twice</u> each day. **OPTIONAL**: Play "<u>Roll a Heart Smart Superhero</u>"
VA.Cr.1.1.6 Draw a detailed picture of your dream ROOM! What type of furniture would you have? How would you decorate the room? How would your dream room represent YOU? Share your drawings with Mrs. Wallin by emailing them, or uploading a picture to google docs!	**Make your own Music Flash Cards** MU Cr3.2.c.la **Materials:** pencil, lined or staff paper, scissors **First:** Draw staff lines on paper, draw notes (they can be for your instrument) on the lines, spaces, above, or below the staff. **Second:** Cut out the notes in squares and put the answers (note name or solfege syllable) on the back. Make about 12 different notes with or without accidentals. **Third:** Quiz yourself first then have your parents quiz you on them. Make sure you mix them up before you test yourself **Take the next step: (technology)** Use the websites musictheory.net or musicracer.com. Take a screenshot of how you progressed and send the screenshot to your music teacher.	• <table><tr><th>DAY #</th><th>WORKOUT</th><th>DAY #</th><th>WORKOUT</th></tr><tr><td>1</td><td>Plank-15 seconds Push-Ups-5 Squats-20</td><td>8</td><td>Plank-40 seconds Push-Ups-13 Squats-40</td></tr><tr><td>2</td><td>Plank-20 seconds Push-Ups-6 Squats-25</td><td>9</td><td>Plank-45 seconds Push-Ups-15 Squats-55</td></tr><tr><td>3</td><td>Plank-20 seconds Push-Ups-8 Squats-30</td><td>10</td><td>Plank-50 seconds Push-Ups-13 Squats-65</td></tr><tr><td>4</td><td>Plank-25 seconds Push-Ups-8 Squats-30</td><td>11</td><td>Plank-50 seconds Push-Ups-17 Squats-75</td></tr><tr><td>5</td><td>Plank-30 seconds Push-Ups-10 Squats-35</td><td>12</td><td>Plank-60 seconds Push-Ups-18 Squats-85</td></tr><tr><td>6</td><td>Plank-30 seconds Push-Ups-10 Squats-40</td><td>13</td><td>Plank-60 seconds Push-Ups-18 Squats-90</td></tr><tr><td>7</td><td>Plank-40 seconds Push-Ups-13 Squats-45</td><td>14</td><td>Plank-65 seconds Push-Ups-20 Squats-100</td></tr></table>

Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

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

Computers	Speech/Drama
Computer Standards used - ISTE 6a to 6e. We now travel, whether across town to a store (Menards or Walmart) or halfway across the country. Just like "throwback" sports, remember previous trips, to parks or museums or stores (even Menards or Walmart). You may have seen characters animated by computers, or rides run by computers that took you to space or the ocean. You may have experiences - TV shows or Youtube videos. How do computers animate? Were they cartoon animations or computer modeled robots, to look like people? For the cross town trip to Menards, where would you see computers? Why would you use a Registry computer? Or, if you returned an item to Menards, but did not have a receipt? How would you use a computer to print a receipt, to return an item? Why do stores use computerized registers or online "shopping carts" to collect money and track "inventory" of stocked items? So, reflect on a trip (real or imaginary), and say where you saw computers (or characters), how the computers were used?,	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. Tie-in to weather - How does the weather change the plot of the book/movie? What if it was raining instead of sunny? How would that change the mood?
Computers and Travel - Part 2 Computer Standards used ISTE 6a to 6e. For Computers and Travel, Part 2, how would you use computers to take a trip, real or imaginary, to a place you would like to visit. How would you use computers to make reservations for your trip? Example, to "book" a hotel for night(s) near your destination. To try some "different" type of foods, how would you reserve a table in a restaurant, in a far away town? Why might a computer make your reservation for July or August for family? Also, why need a computer to "remember" your reservation in July or August? How would you use a computer, or tablet, or smartphone; to remember all your travel plans; places to go, things to do? Remember you are planning a trip (two days or two weeks), and how to fill your calendar with reservations? Remember to think portable (tablet or smartphone). How would you keep track of where to be, during your vacation? How might you use GPS to find where you are, while on vacation? Say you have to change plans, for some reason.	(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. Made sure that you use different items than last time. 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! Tie-in to weather - Try to find the words to describe the weather you see outside. Windy, sunny, rain, or other terms about weather. If you can, try to find the word in Spanish.

Parent Signature: _____

# Remote Learning Activities for Students

5th/6th Grade -- (Electives)

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

STEM

5-PS3-1 Imagine your family had a summer cookout for dinner. You decided to eat a hot dog in a bun and corn on the cob. Your dinner contains many different types of food molecules that your body uses in many different ways in a process called digestion. Both the bun and the corn contain a food molecule called a carbohydrate. Our lesson is going to focus on when we begin to digest carbohydrates. Digestion is the process of breaking down food into substances that can be used by the body.

Make a prediction to this question: *What part of the digestive system do you think digestion of carbohydrates starts? Why?*

Digestive System
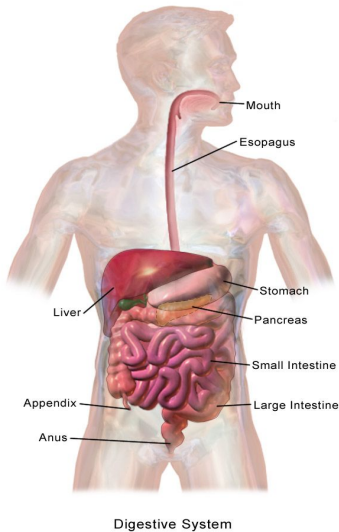
Next, you will need a saltine cracker and a piece of paper to perform this investigation. Ask your family for a saltine cracker. As you slowly chew this cracker, pay attention to how the cracker tastes at the beginning, during and before you swallow the cracker. You should chew the cracker for about 30 seconds. Think about the physical changes to the cracker. Write all of your observations down on the paper. You could make a 3 column chart with the headers: Beginning, during chewing and ending chewing. What do you notice? What happens to the texture of the cracker? How does it taste? What kinds of changes do you think are happening in your mouth when you are eating the cracker?

If you have computer access, you can read this one page article [“What's Spit?”](#)

An interesting part of the article says, "*Before food hits your stomach, saliva starts to break it down while the food's still in your mouth. It does this with the help of enzymes (say: EN-zimes), which are special chemicals found in the saliva. Amylase, which aids in the digestion of complex carbohydrates, is one kind of enzyme that can be found in your mouth. The combination of chewing food and coating it with saliva makes the tongue's job a bit easier—it can push wet, chewed food toward the throat more easily*."

Based on your observations and data, where do you think that the digestion of carbohydrates begins?

Lesson [Source:](#)

Parent Signature: _____