

## Home Learning Plan – Middle School Grade 6

Email your teachers for feedback on your work.

<b>Week of:</b>	May 25 – May 29, 2020
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<b>Content Area</b>	<b>Activities</b>
ELA	<p><b>Activity 1- Parentheses (New)</b> (25 minutes) Parentheses are a pair of round brackets that are used to refer to a word or phrase added as additional information to a sentence. The added information is not vital to the original meaning of the sentence. The text still makes sense without the information in the parentheses.</p> <p>First, watch the video explaining what parentheses are and how to use parentheses. When you are done, open the practice page and complete the exercises. <a href="#">Khan Academy Parentheses</a> <a href="#">Parentheses Practice</a></p> <p><b>Activity 2- Writing (Review)</b>(30 minutes): This week you are going to add to the writing frame or outline created last week. You are going to ‘unpack’ one of the examples or pieces of evidence you referenced. This means you are going to explain the evidence, so readers see how the evidence supports the claim and reason. Please read and analyze the example <b>Unpacking PDF</b>. After reviewing the example, click on the blank <b>Unpacking PDF</b> to complete the assignment. <a href="#">Example Unpacking PDF</a> <a href="#">Blank Unpacking PDF</a></p> <p><b>Activity 3 - Reading (Review):</b> Read for about 30 minutes each day this week. Email your teacher to share about your book connection(s). (30-40 minutes)</p> <p><b>PLEASE SEND A COPY OF COMPLETED WORK TO YOUR TEACHER.</b> 🙋</p>
Math	<p><b>Math 6</b></p> <p><b>Activity 1 (review): Order of Operation</b> (30-40 minutes)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Please Excuse My Dear Aunt Sally</p> <p>P – First, calculate anything in <b>Parenthesis</b> E – Next, calculate any <b>Exponents</b> M and D – Next, calculate <b>Multiplication</b> and <b>Division</b> (left to right) A and S – Finally, calculate <b>Addition</b> and <b>Subtraction</b> (left to right)</p> </div> <ul style="list-style-type: none"> <li>• <b>Complete the following worksheet on lined paper and send a picture to your teacher.</b></li> <li>• <b>Right click on website then open link.</b></li> </ul>

- [https://lakeorionk12mi-my.sharepoint.com/:i:/g/personal/catherine\\_vancuren\\_lok12\\_org/EbD500IN9VAIKB2S\\_hriccB6W4wtwaT9lvMkKwP7v4Ryw?e=XlwyeY](https://lakeorionk12mi-my.sharepoint.com/:i:/g/personal/catherine_vancuren_lok12_org/EbD500IN9VAIKB2S_hriccB6W4wtwaT9lvMkKwP7v4Ryw?e=XlwyeY)

**Activity 2 (new): Solving equations with multiplication and division using inverse operations Video** (10 minutes)

- **Watch the following video:**
- <https://safeshare.tv/x/ss5ec484546b3a0#>  
Note! Click on loop to begin the video.

**Activity 3 (new): Mystery State** (20-25 minutes)

- **Complete the following worksheet showing your work for finding the solution to the equation.**
- **Use lined paper and send a picture to your teacher.**
- [https://lakeorionk12mi-my.sharepoint.com/:w:/g/personal/courtenay\\_kinney-smyth\\_lok12\\_org/EWZ5ooptlq5PI5MhbauTzKYBX8X04YP9Rqc8y\\_yneoxGxw?e=gFhuhl](https://lakeorionk12mi-my.sharepoint.com/:w:/g/personal/courtenay_kinney-smyth_lok12_org/EWZ5ooptlq5PI5MhbauTzKYBX8X04YP9Rqc8y_yneoxGxw?e=gFhuhl)

## **Adv Math**

**Activity 1 (review): Choose either activity one or two from Math 6 to complete.**

**Activity 2 (new): Find missing angle measures in any triangle.** (15-20 minutes)

- **Special Note! The interior angles of any triangle have a total sum of 180 degrees.**
- **Complete the following worksheet on lined paper and send a picture to your teacher.**

[https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay\\_kinney-smyth\\_lok12\\_org/ET8g0W7rp7ZDs2U8xXYFEbMBDIMR39-pZIXFNjfJ6i2IVA?e=VaKsqy](https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/ET8g0W7rp7ZDs2U8xXYFEbMBDIMR39-pZIXFNjfJ6i2IVA?e=VaKsqy)

**Activity 3 (new): Find missing angle measures in any given quadrilateral.** (15-20 minutes)

**Special Note! The interior angles of any quadrilateral have a total sum of 360 degrees.**

- **Complete the following worksheet on lined paper and send it to your teacher.**
- **Make sure you do the work before looking at the answers on the second page (No peeking!)**

[https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay\\_kinney-smyth\\_lok12\\_org/EXTT4yYL\\_YpDp-4DpDal2B0Ba68kjD6-uQPNnoQHEACttg?e=spiuzc](https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/EXTT4yYL_YpDp-4DpDal2B0Ba68kjD6-uQPNnoQHEACttg?e=spiuzc)

**New Concept & Background:**

In last week’s lesson, you were introduced to competition, an interaction between organisms sharing a limited resource where both organisms are harmed.

This week, we will look at **“Predator and prey populations in the ecosystem.”**

**Activity #1: New.** Please watch this MI-Star video of the predator-prey relationship between wolves and elk and answer the 4 questions afterwards.

“NATURE | In the Valley of the Wolves | Wolves Hunt Elk | PBS” (2007) from YouTube User PBS shows the interaction between wolves and the elk on which they feed: <https://safeYouTube.net/w/VgnG> (1:25 minutes long)

**Students are encouraged to verbally or physically write down their answers from the videos to the following questions.**

1. Identify which animal was predator and which one was prey.
2. What is the relationship between the wolf and the elk?
3. How do you think the populations of one of these species affect the other?
4. It was sad to see the elk running so hard while the wolf chased. However, this is the circle of life. Why is it important that predator and prey relationships occur in the world?

**How did you do? Please check your responses to the sample answers, below.**

1. *The wolves are the predators in both videos because they are a species that eat other organisms. The rabbit and the elk are the prey because they are eaten by the predator, wolves.*

2. *The wolf hunts the elk. The elk is food for the wolf. They live in the same ecosystem.*

3. *For example, if there are more wolves, the elk population may go down. If there are more elk, the wolf population may go up.*

4. *It is important that predator prey relationships occur because one organism needs the other for survival. For a biotic organism to feed its cells it will require energy. The predator gets its energy from the prey.*

**Activity #2: Review.** Apply understanding of prey and predator vocabulary below.

Choose 1 of the following animals to use: Northern Leopard Frog, Red Fox or Scarlet Tanager.

Fill out the table below. (Or create a table in your science notebook/loose leaf paper)

<b>Prey – What animal does your animal eat?</b> Picture/drawing	<b>Animal that you chose from above.</b> Picture/Drawing	<b>Predator- What animal eats your animal?</b> Picture/Drawing
Animal Name	Animal Name	Animal Name

**Answer the following questions about the animal table you created above.**

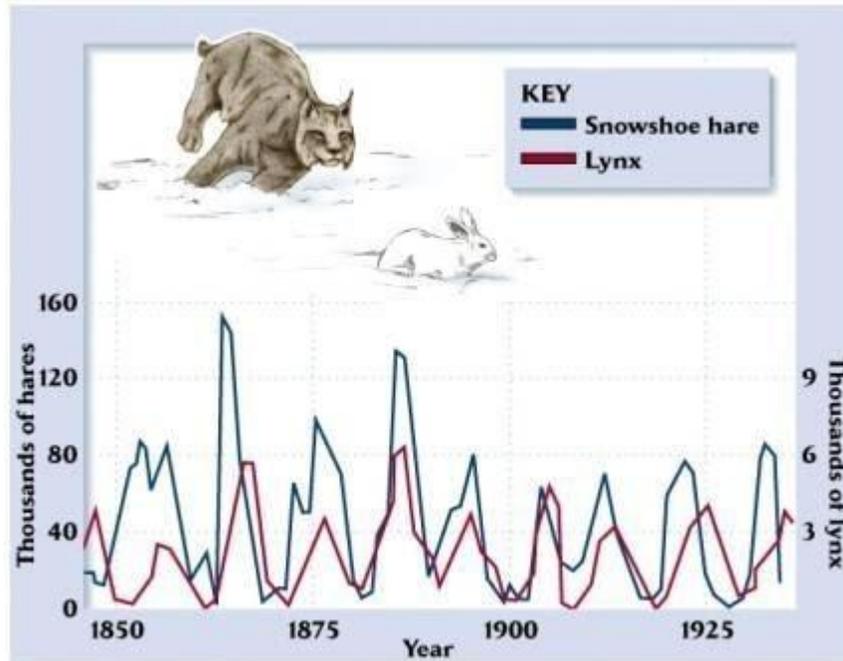
1. What happens to the prey population when “your animal” population increases?  
\_\_\_\_\_
2. What happens to “your animal” population when the predator population increases?  
\_\_\_\_\_
3. What happens to “your animal” population when the Prey population decreases?  
\_\_\_\_\_

**ACTIVITY 3: REVIEW: INTERPRETING A GRAPH IN SCIENCE-double line graph**

**\*\*Do your best to answer the graph and questions. Your science teacher will use an exemplar to go over this during your next ONLINE VIDEO “TEAMS” MEETING 🤝**

**Lynx / Hare Graphing Guide**

The following graph is a record of the populations of Canada lynx and snowshoe hare from 1820 to the 1920s, recorded by the Hudson’s Bay Company, a company which paid trappers for pelts. Canada lynx feed mainly on snowshoe hare.



Using this graph, answer the following questions:

1. Let's start by looking at the x axis. What are the numbers representing? \_\_\_\_\_

2. On the left side, Y axis, what do the numbers represent? \_\_\_\_\_

3. On the right side, Y axis, what do the numbers represent? \_\_\_\_\_

4. Looking at just the line for hares.

1. What is happening to the hare population when the line goes up?  
\_\_\_\_\_
2. When the line goes down?  
\_\_\_\_\_

5. Looking at just the line for lynx.

- a. What is happening to the lynx population when the line goes up?  
\_\_\_\_\_
- b. When the line goes down?  
\_\_\_\_\_

6. Let's look at the lynx and hare lines together.

	<p>a. What observations can you make when looking at both lines together?</p> <p>_____</p> <p>_____</p> <p>b. Why do you think they do not go up and down at the exact same time?</p> <p>_____</p> <p>_____</p>
<p><b>Social Studies</b></p>	<p style="text-align: center;"><b>Unit 5 - "Human Environment Interaction"</b></p> <p>There are two activities this week for Social Studies, both covering new material. We will continue to learn how people interact with the environment by both using and changing it.</p> <ul style="list-style-type: none"> <li>• <b>Activity 1</b>, watch the PowerPoint and use it to fill in the answers to the questions on the guided note sheet as you go.</li> <li>• <b>Activity 2</b>, read the cause and effect article about pollution. Then use the article to answer the questions that follow. You have been given some clues to help you.</li> </ul> <p><b>Activity 1: PowerPoint</b> (25-35 min.)  <a href="https://lakeorionk12mi-my.sharepoint.com/:p/g/person/danielle_couture_lok12_org/EXIMhBho40FAoc7aT5uGkXcB9L6NQBBxoUqLCAvVSapLUA?e=NZbVt6">https://lakeorionk12mi-my.sharepoint.com/:p/g/person/danielle_couture_lok12_org/EXIMhBho40FAoc7aT5uGkXcB9L6NQBBxoUqLCAvVSapLUA?e=NZbVt6</a></p> <p><b>Activity 1: Guided Note Sheet (to be used with PowerPoint)</b>  <a href="https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EVOIiDxvaFLsMsn1ygGvroBxkxdj1RY9XI7A_A4oSKUbQ?e=tHZhna">https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EVOIiDxvaFLsMsn1ygGvroBxkxdj1RY9XI7A_A4oSKUbQ?e=tHZhna</a></p> <p><b>Activity 2: Pollution Article with Follow-up Questions</b> (30 min.)  <a href="https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EYqm3fKiphdFv883o9Eny34B4v7_hqadLUIFwsCOOpzfg?e=SQGaQy">https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EYqm3fKiphdFv883o9Eny34B4v7_hqadLUIFwsCOOpzfg?e=SQGaQy</a></p>
<p><b>Band</b></p>	<p><b>Activity 1 (10-15 min) Pentatonic scale (on Concert Bb)</b></p> <ul style="list-style-type: none"> <li>➤ All scales for the home learning plans are found on <a href="#">this link</a>.</li> </ul> <p>This week learn a Pentatonic scale starting on concert Bb. Make sure you notice the key signature is the same as Concert Bb. "Penta" means 5, so this scale has 5 different tones instead of 7 like a regular scale. By leaving out 2 notes, it has a different sound. Pentatonic scales are often used in the music of Asian and African cultures. Watch Ms. Jeris give this <a href="#">demonstration video</a>. Listen carefully and play along with the video!</p> <ul style="list-style-type: none"> <li>➤ Use the <b>Seesaw</b> app to send in a recording to your teacher for feedback. <i>If Seesaw is new to you, email your director for the current class code.</i></li> </ul>

**Activity 2 (20-30 min.) Sound Innovations #128 “Arirang”**

This piece is a gentle Korean folk tune which uses the Pentatonic scale in the key of Concert Eb. Check the key signature; it’s not the same Pentatonic scale as Activity 1. Percussionists, work on snare for this one. (If you have an actual snare drum, notice that you need to turn the snare off.) Play along with the [demonstration video](#). from Mr. Crimmins and Mr. Otto. Try practicing it with [Smartmusic](#) to see your music and check your notes and rhythm!

Fun fact: “Arirang” was used as the theme of a major piece of advanced Band literature called “Variations on a Korean Folk Song.” Here is a [video of the Tokyo Kosei Wind Orchestra](#) performing it.

- Use the **Seesaw** app to send in a recording to your teacher for feedback. *If Seesaw is new to you, email your director for the current class code.*

**Activity 3. (1-3 hours) Soundtrack *continued***

*This is the same Activity 3 lesson posted last week, but you were given two weeks to work on it. Please try to finish it this week, but you may take additional time to work on it if needed and send it in when completed.*

A Soundtrack is music that accompanies a film or video. For this project, choose a poem or a short children’s storybook and compose a soundtrack (1-2 minutes long). Watch Ms. Jeris’ [example video](#) for a demonstration and details about this project.

You can play your instrument solo, compose music for one or more instruments on [Flat](#), or you could even record and mix tracks in [Audacity](#). **Please show your text while it is narrated** (by you or another member of your household) in your video.

Consider the following when composing your soundtrack:

- What scale suits the mood of the text (Major, minor, chromatic)?
  - Should I include any sound effects?
  - If using poetry, how can my music fit the meter of the text?
  - How can I show the different characters of the story with my music?
- When you’ve got a video of both your music and narration/text together, upload it to Seesaw! *If Seesaw is new to you, send an email to your director for the current class code.*

Choir

**Activity 1: (20-30 minutes)**

Warm up and learn portion of new music from your school choir web page

Oakview: [www.OakviewChoirs.com](http://www.OakviewChoirs.com)

Scripps: [www.scrippschoir.weebly.com](http://www.scrippschoir.weebly.com)

Waldon: [www.waldonchoirs.weebly.com](http://www.waldonchoirs.weebly.com)

**Activity 2:** (20-30 minutes)

Review and record an existing song (or a new song from Activity 1) from your school choir web page and send it to your choir teacher via OneDrive.

Oakview: [Ryan.Dawley@lok12.org](mailto:Ryan.Dawley@lok12.org)

Scripps: [Todd.Gordon@lok12.org](mailto:Todd.Gordon@lok12.org)

Waldon: [Christina.Welling@lok12.org](mailto:Christina.Welling@lok12.org)

**Activity 3:** (20-30 minutes)

Complete the "school specific activity" listed on your school choir webpage

Art

**Fun with Forced Perspective (1-2 hours)**

**Hi Artists!** This week we'll be exploring a camera technique called **Forced Perspective**. Forced Perspective uses optical illusions to make objects seem farther away, closer, larger, or smaller than they are in real life. By placing objects closer or further away from your camera, you can make it look like your mom is hanging out inside of a shoe or your dog is riding on top of a stuffed unicorn. You can also make a short video that makes it look like you are jumping into a garbage can or popping out of a box of cereal.

Search **"Forced Perspective"** or **"Simple Forced Perspective"** to find lots of amazing examples and ideas. Here are a few to get your wheels turning.





The trick is getting low to the ground with your camera (you'll probably have to lie on the floor) and figuring out how to position your close objects/far objects, so they line up to create an illusion. Recruit your brothers, sisters, parents, pets, and/or use objects from around your house or yard. Don't be afraid to experiment and try lots of different things.

**Push your thinking:** Look up how the director of The Lord of the Rings trilogy (Peter Jackson) used Forced Perspective to make the hobbits look small in the films. Hint: It wasn't CGI.



**Use Teams (or email) to submit your best 3 Forced Perspective pictures to your Art Teacher.** You can also upload your work to the [Middle School Art Padlet](#) to share with others! We can't wait to see what you come up with!!!

DSET 6

### Driveway Pinball-Engineering and Design Activity

You need a ball for this activity. This needs to be set up on a sloped area (inclined plane) like maybe your driveway or backyard.

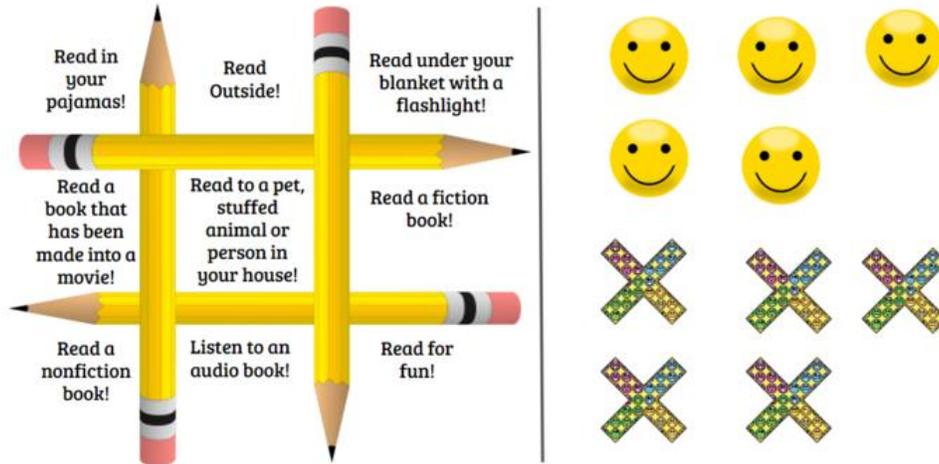
- Make a target to try for. This could be a bucket, a chalk mark or a piece of paper. Place your target at the bottom of the driveway.
- Mark a starting point at the top, roll from this place each time. Roll the ball down until you can successfully hit your target.
- Once you have hit your target a few times, your job is to put on your engineering cap and design. Add some obstacles. Use objects that won't move much when they are bumped like a brick, boot, a 2-liter bottle filled with water or any other object that adults won't mind you using.

	<ul style="list-style-type: none"> <li>• Create some obstacle challenges. Place these objects in the way so that it is more difficult to get to your target. Can you still get to the target? Can you get the ball to bounce off the boot at the perfect angle to head for the target?</li> <li>• Make the game as difficult as you like.</li> <li>• It might be fun to challenge someone else to try your game. Congratulate the other player on a game well played.</li> </ul> <p>Finally, put away all the objects you brought out when you are done.</p>
Life Skills	<p style="text-align: center;"><b><u>Basic Life Skills Every Kid Should Know</u></b> (time needed will vary based upon student choice of activity)</p> <p><a href="https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EacbuCAJY6lBtJ_Ra9mmGVlBgM0wVWEofa85uAXFH1zJpg?e=OS4umh">https://lakeorionk12mi-my.sharepoint.com/:b/g/person/danielle_couture_lok12_org/EacbuCAJY6lBtJ_Ra9mmGVlBgM0wVWEofa85uAXFH1zJpg?e=OS4umh</a></p>
Exploring Theater	<p><b><i>Goal: Develop skills for comfortably presenting in front of an audience.</i></b></p> <p>There are two activities for this week:</p> <p>☺ <b><i>Activity 1: (15-20 minutes) Acting Improv Warm-up</i></b></p> <ul style="list-style-type: none"> <li>→ Watch the <a href="#">3 Ways Video</a> to view examples of three different ways to improvise a statement.</li> <li>→ Definition of Improvise: means to compose and perform without preparation</li> <li>→ Record yourself saying a statement three times while using emotion or character to change your voice and body movements.</li> <li>→ Please send your recording to your theater teacher.</li> </ul> <p><a href="#">3 WAYS Example</a></p> <p>☺ <b><i>Activity 2: (30-40 minutes) Creating a Monologue</i></b></p> <ul style="list-style-type: none"> <li>→ Watch the <a href="#">Monologue Example Video</a> to view an example of a monologue.</li> <li>→ Definition of monologue: a speech, skit, or presentation for one actor only</li> <li>→ Pick a subject and write a short speech, refer to the video for help.</li> <li>→ Record your monologue and send it to your theater teacher.</li> <li>→ Have fun!</li> </ul> <p><a href="#">Monologue Example</a></p>

<p>Physical Education</p>	<p>Goal: Complete one activity each day of the week!</p> <p><b>Activity 1 (30 minutes):</b> Complete 30 minutes of an outdoor exercise of your choice.</p> <p><b>Activity 2 (20 minutes):</b> Click the link to choose a NEW workout to complete <a href="https://darebee.com/workouts.html">https://darebee.com/workouts.html</a></p> <p><b>Activity 3 (15 minutes) [New]:</b> Basic Fitness Concepts (online class) Assignment will be presented in the Virtual Class.</p> <p>Video conferencing is every week, please check your Office 365 email for an invite to your class - It will be emailed from your PE teacher. We look forward to seeing you!</p> <ul style="list-style-type: none"> <li>• E-mail/seesaw your results, choices, and/or answers to your teacher</li> </ul> <p>Oakview: <a href="mailto:joel.malkasian@lok12.org">joel.malkasian@lok12.org</a> OR <a href="mailto:jeffrey.faber@lok12.org">jeffrey.faber@lok12.org</a></p> <p>Scripps: <a href="mailto:kimberly.mccool@lok12.org">kimberly.mccool@lok12.org</a> or Seesaw (please contact Ms. McCool for current code to enter Seesaw)</p> <p>Waldon: <a href="mailto:john.blackstock@lok12.org">john.blackstock@lok12.org</a></p>
<p>Technology &amp; Computer Science for the Fundamental Learner</p>	<p><b>Activity 1: Keyboarding / Digital Citizenship</b> (15-30 minutes)</p> <p>Go to <a href="#">Interland - Mindful Mountain</a></p> <p>Site - <a href="https://beinternetawesome.withgoogle.com/en_us/interland/landing/mindful-mountain">https://beinternetawesome.withgoogle.com/en_us/interland/landing/mindful-mountain</a></p> <p>*Share with care</p> <p>Go to <a href="#">Typing.com</a> Site - <a href="https://www.typing.com/">https://www.typing.com/</a></p> <p>*Maintain and improve your keyboarding skills (lessons and/or keyboarding practice activities)</p> <p><b>Activity 2: GCF Lists in Word</b> (15-30 minutes)</p> <p>Go to <a href="#">GCF - Page Layout</a></p> <p>Site - <a href="https://edu.gcfglobal.org/en/word/page-layout/1/">https://edu.gcfglobal.org/en/word/page-layout/1/</a></p> <p>Options:Read the material</p> <ol style="list-style-type: none"> <li>1. Watch the video</li> <li>2. Download and complete the practice activity (<a href="#">Assistance downloading files</a>)</li> </ol> <p><b>Activity 3: Computer Programming</b> (15-30 minutes)</p> <p>Go to <a href="#">Code Monkey Directions</a> and follow steps to begin coding or continue where you left off.</p> <p><b>Check this out for fun</b> and take a <a href="#">Code Break!</a></p>

School-wide Message

**A message from the virtual media center:** Choose a worthy opponent or play Reading TicTacToe on your own! Print the page and cut out the x's and O's. You do not need to finish an entire book to complete each challenge. If you send a picture of yourself enjoying one of these activities, your media specialist may post your picture on the school website or media center twitter page!



Don't forget there are lots of additional resources for students on the Home Learning Resources for LOCS Students Padlet:

<https://padlet.com/loteachingandlearning/j1jg1u0i2qv3>

**Read Aloud: A Text to Speech Voice Reader:**

**Chrome:** <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjeidhmfkignolgimiapl?hl=en>

**FireFox:** <https://addons.mozilla.org/en-US/firefox/addon/read-aloud>

**KAMI – A website that allows you to type on any document**

[www.kamiapp.com](http://www.kamiapp.com) - [Info Sheet](#)