



Home Learning Plan – Middle School Grade 6

Below are suggested (not required) activities for students to work on throughout the week for classes they are currently enrolled in.

Feel free to email your teachers if you would like feedback on your work.

Week of:	May 4 – May 8, 2020
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Content Area	Activities
ELA	<p>1. Research and Note-Taking on a Teen Activist/Advocate (new) - A teen activist/advocate sees the need for change in the world and actively does something about it. Continue to research a teen activist/advocate (Malala Yousafzai or Alex Lin) from last week’s assignment. Read the article on this activist/advocate.</p> <p>Think about patterns you notice from reading this new material.</p> <p>What is the person’s legacy or contribution?</p> <p>What is surprising about the person?</p> <p>What story, anecdote, scene captures the person?</p> <p>Continue your note-taking by adding on to the page you started last week (use a different color pen/pencil or box in new notes) or create a new page. Use the box and bullet structure to organize the main ideas and details. If necessary, take a few minutes to read over the note-taking handout and to study the note-taking mentor text on another activist, Iqbal Masih. (If links do not open, right click and choose “open link”) (40 minutes)</p> <p>*Study resources: Power Learning and Note-Taking Tips Iqbal Masih Teen Activist Sample Notes</p> <p>*Articles: <i>Malala Article:</i> Malala the Powerful <i>Alex Lin Article:</i> Alex Lin, Teen Activist</p> <p>2. Intensive Pronouns (review): Practice identifying and using intensive pronouns correctly. Complete the practice work. (20 minutes)</p> <p>*A pronoun takes place of a noun</p>

*An **antecedent** is the noun to which the pronoun refers.

*An **intensive pronoun** is a pronoun ending in self or selves (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*). Intensive pronouns add emphasis by referring back to an already named noun or pronoun. Intensive pronouns are not essential to the basic meaning of a sentence. This means the intensive pronoun may be removed and the sentence will still make sense.

Example:
I myself was able to buy a new car.
 In this sentence, the intensive pronoun is *myself* and the antecedent is *I*.
The crowd watched in amazement as the boy himself scaled the tall building.
 In this sentence, the intensive pronoun is *himself* and the antecedent is *boy*.

Practice by completing the worksheet or do the online practice version:
[PDF Intensive Pronoun Practice](#)
[Online Intensive Pronoun Practice](#) (Be sure to hit submit when finished so you can view results)

Let your teacher know when you have completed the pronoun practice.

3. Read Routinely (At least 30 minutes per day) At the end of the week, email your teacher to tell him/her about the book you are reading.

Math Learning Target: I can apply my knowledge of percent to compute a discount.

Math 6: Fraction/Decimal/Percent Conversions

Activity 1 (New concept—Discount)

- Use the following link to do the lesson and practice finding Discounts.
https://www.mathgoodies.com/lessons/percent/sale_price

NOTE: There is no need to print out these activities. Just complete them on a separate sheet of paper.

- Here’s a worksheet for practice** (with the answers on pg. 2—don't peek until you are done!) Write your answers on a lined sheet of paper and use the second page to check your work.
https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/Ef119vrnxDhHpfqZevuLme0B1W4BeydkjQpB07eRDRo-RQ?e=1YwwdK

- Take a picture of your work and email it to your teacher.**

<p>Adv Math Learning Target: I can fluently add integers.</p>	<p>Activity 2 (Review concept—Conversions)</p> <ul style="list-style-type: none"> Here’s a worksheet to practice converting mixed numbers to decimals (with the answers on pg. 2—don't peek until you are done!) Write your answers on a lined sheet of paper and use the second page to check your work. https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/EfbGCs1XoCxJtAzyjwlgK3cBtOpTwDy3tCfuh3XuQ26E7g?e=foZPKJ Take a picture of your work and email it to your teacher. <p>Activity 3 (Review concept—Conversions)</p> <ul style="list-style-type: none"> Here’s a worksheet to practice converting percent to decimals and fractions (with the answers on pg. 2—don't peek until you are done!) Write your answers on a lined sheet of paper and use the second page to check your work. https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/EZC3NYEMQTBjvmfqiF46XisBFIS_j4zO1DZAffNbxogmYg?e=DRQNxK Take a picture of your work and email it to your teacher. <p><u>Advanced Math: New Concept-Adding Integers</u></p> <p>Activity 1: Choose an activity from Math 6 above to complete.</p> <p>Activity 2: (New concept—Adding Integers)</p> <p>☺ To open webpage: right click on link, scroll down to open link and click.</p> <ul style="list-style-type: none"> Adding Negative numbers Example https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-add-negatives-intro/v/adding-negative-numbers Adding Numbers with Different Signs https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-add-negatives-intro/v/adding-integers-with-different-signs Adding Negative Numbers https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-add-negatives-intro/e/adding_negative_numbers Adding Negative Numbers Review https://www.khanacademy.org/math/arithmetic/arith-review-negative-numbers/arith-review-add-negatives-intro/a/adding-negative-numbers-review <ul style="list-style-type: none"> Take a picture or screenshot the last page, Adding Negative Numbers Review, and email it to your teacher.
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- **Here’s a worksheet for practice** (with the answers on pg. 2—don't peek until you are done!) Write your answers on a lined sheet of paper and use the second page to check your work.

https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/courtenay_kinney-smyth_lok12_org/Ed_1evOITrJAjE7SLubRZAABxwNjmthzgp8PDR2X24eiRQ?e=sk6FSI

- **Take a picture of your work and email it to your teacher.**

Science

New Concept: What do organisms need to live, grow and reproduce?

In last week’s NEW science activity, you learned that an ecosystem includes all the living (**biotic**) and nonliving (**abiotic**) things in an environment.

Next, we want to look at the fact that all living (biotic) organisms require **resources, the things they need to survive and reproduce.**

Our biotic example for this week will be an elephant.

Averaging 10 feet tall and 12,000 pounds the elephant is the largest animal on land. There are 2 species and 6 sub-species spread across the warm forests, grasslands and savannas of Asia and Africa. Elephants may spend 12-18 hours a day feeding. Adult elephants can eat between 200-600 pounds of food a day. As herbivores, elephants consume grasses, tree foliage, bark, leaves, twigs, root, bark, fruit and other vegetation daily. Elephants can also drink up to 50 gallons of water a day. (*About as much as a standard bathtub holds!*) Elephants can live anywhere from 60 to 80 years old.

Activity 1: Draw and list.

Draw an elephant in its ecosystem. Then, make a list of all the resources that you think that biotic organism, *ELEPHANT*, would need to survive.

Activity 2: Check your work & watch video.

Hopefully, you came up with some of the main resources an elephant would need, such as: sunlight, oxygen, soil, food, water, shelter, and space.
(*Check your work-how did you do? Should you revise your resource list?*)

- An organism obtains the things it needs to live, grow, and reproduce from its surroundings. When conditions are good and organisms can obtain everything they need, their populations generally increase. 😊
- When conditions are harder, they may need to adapt to make resources work.
- When conditions are poor, they may not obtain their resources at all and it could affect the organism’s survival. 😞

Please watch the anchor video, “Elephants Fight Over Water” (2014) from Youtube BBC

L02 Anchor Video 1 African elephants skimming water from the surface of a stagnant pool of water:

<https://www.youtube.com/watch?v=SArfG92dgV4>

(2:39 minutes long)

Activity 3: Analyze the video

Answer the following question **and** back it up with supporting details/evidence from the video.

- **Water resources for elephants were**
 - a. readily available.
 - b. available, but required adaptations.
 - c. not available at all.

**Science Bonus: JUST FOR FUN!
Elephant Dice Game-“Surviving Herd”**

Object of the Game

Each player represents a herd. With limited food resources, which herd will survive? Players start with 3 food tokens and then take turns rolling the dice to determine which direction they should pass their food tokens. The object is to be the only player with any remaining food tokens.

Equipment

- Three 6-sided dice.
- Small plastic poker chips or counting chips, enough for 3 per player. Or you can substitute, glass stones, play money, buttons, chocolate coins, cookies, or any other collection of similar items.

Number of Players

3 or more

How to Play the Survival Dice Game

Ideally, all players should sit around a table that provides a surface for rolling the dice, but any type of seating arrangement can be used if the players are in a circular formation. The middle of the circle is the center “pot” where food tokens will be placed during the game.

Before the game begins, each player receives three food tokens.

Choose a player to be the starting player. This can be the youngest player, or the oldest player, the player who won the previous game, or any other method of your choosing.

The starting player takes their turn, then players will continue taking turns in clockwise order until the game ends.

On your turn, roll the dice. How many dice you roll depends on how many food tokens you have.

- If you have 3 or more tokens, roll all 3 dice.
- If you have 2 tokens, roll 2 dice.
- If you have 1 token, roll 1 die.
- If you have no token, don't roll any dice.

After the dice are rolled, you must take actions based on what is showing on the dice.

	<p>If you roll a 1, 2, or 3, you keep your grazing land. Keep your food tokens. If you roll a 4, there has been a drought, not enough food- pass your food token to the left. If you roll a 5, loss of habitat due to new farms - put your food token in the center. If you roll a 6, you have been run off by a larger herd - pass your food token to the right.</p> <p>After rolling the dice and taking actions, pass the dice to the next player. <i>Example: If you had 5 tokens and rolled an L (4), a C (5), and a dot (2), you would give one token to the player on your left and put one token in the center pot. You would then have 3 tokens remaining.</i></p> <p>If you lose all your tokens, you aren't out of the game but you don't roll any dice or take any actions on your turn. Other players can still give you tokens however, and if it comes back to your turn and you have tokens again then you take your turn as normal.</p> <p><u>Game End and Winning</u></p> <p>If at any point only one player has tokens remaining, that player is the winner and their 'herd' survived! <i>(The herd with a food token remaining at the end of the game will survive and take the food tokens from the center.)</i></p>
<p>Social Studies</p>	<p style="text-align: center;">Unit 5 - "Human-Environment Interaction" (One activity – approx. 30-45 minutes)</p> <p>Moving on to Unit 5, the material will be new for some students or review for students who began Unit 5 when we were in school.</p> <ol style="list-style-type: none"> 1. View the PowerPoint to help you fill in the guided note sheet. 2. Read the article AFTER you view the PowerPoint. The article will help you answer the questions at the bottom of the guided note sheet. <p>(Aral Sea - PPT) https://lakeorionk12mi-my.sharepoint.com/:p/g/person/danielle_couture_lok12_org/EX7zk_SbjhRPv65vRR30WYQBic_uxyROhh5devcXcZJQKeQ?e=JvGMev</p> <p>(Guided Note Sheet – use with the Aral Sea PowerPoint) https://lakeorionk12mi-my.sharepoint.com/:b:g/person/danielle_couture_lok12_org/EcfDBdYSDwdOvTwYchsJrWwBW2wLuNJ8XXg5w_LQsZaBsw?e=OekPhh</p> <p>(Article – The Shrinking of the Aral Sea – read AFTER Step 1) https://lakeorionk12mi-my.sharepoint.com/:b:g/person/danielle_couture_lok12_org/EcPNooPtY81Okk_aDqX42rYBvo_ytmZ0mjnXqvptA2rFJKg?e=yμφzhf</p>

Band	<p>Activity 1: (10-15 min) Concert F Scale NEW scale</p> <ul style="list-style-type: none"> ➤ All scales for the home learning plans are found on this link. This week, work on your Concert F scale. Watch Mr. Guzak give this demonstration. https://youtu.be/V2SXpLHazKM ➤ Use the Seesaw app to send in a recording to your teacher for feedback. <p>Activity 2: (20-30 min.) Sound Innovations #115 “Overture to William tell”</p> <p>As you practice, focus on articulations, rhythm and Key Signature! Percussionists, work on both snare and mallets. Play along with the demonstration video from Ms. Jeris.. Try practicing it with Smartmusic to see your music and check your notes and rhythm. https://youtu.be/tq_i_v7ud2s</p> <ul style="list-style-type: none"> ➤ Use the Seesaw app to send in a recording to your teacher for feedback. If Seesaw is new to you, check this week’s email from your band director on how to get started. <p>Activity 3: Think Link</p> <p>Watch the Video: Half Steps and Whole Steps</p> <p>Question 1: There are two spots on the piano keyboard where the white keys are a half step apart. Between which notes do these two spots occur? (E-F and B-C) Question 2: A whole step is always made up of two _____? (Half steps)</p> <ul style="list-style-type: none"> ➤ Use the Seesaw app to think about it and respond to some questions about the video. If Seesaw is new to you, check this week’s email from your band director on how to get started.
Choir	<p>Activity 1: (20-30 minutes)</p> <p>Warm up and learn portion of new music from your school choir web page</p> <p>Oakview: www.OakviewChoirs.com</p> <p>Scripps: www.scrippschoir.weebly.com</p> <p>Waldon: www.waldonchoirs.weebly.com</p> <p>Activity 2: (20-30 minutes)</p> <p>Review and record an existing song from your school choir web page and send it to your choir teacher via OneDrive.</p> <p>Oakview: Ryan.Dawley@lok12.org</p>

	<p>Scripps: Todd.Gordon@lok12.org</p> <p>Waldon: Christina.Welling@lok12.org</p> <p>Activity 3: (20-30 minutes)</p> <p>Complete the "school specific activity" listed on your school choir webpage</p>
Art	<p>Hi there, Creative People,</p> <p>Before we get started, we'd like to remind you that these lessons are for everyone. If you're feeling creative, Mr. Brazeau, Mrs. Harris, and Ms. Kropog would love to see your work. We can answer questions, provide feedback, and (most importantly) celebrate your beautiful works of art. Jerry.Brazeau@lok12.org (Scripps), Stephanie.Harris@lok12.org (Oakview), Jessica.Kropog@lok12.org (Waldon).</p> <p>If you upload to the Padlet site, please include your name. :)</p> <p>This week, we'll be exploring different cultures through their unique tattoo styles. This is your chance to design some awesome tattoos while learning about the history of this unique art form. We can't wait to see what you come up with!</p> <p>Click on the link below to see the entire lesson that includes awesome examples!</p> <p>Middle School Art Padlet</p>
DSET 6	<p>Activities: Coding Create an Activity: Pong Game.</p> <p>*Any student can do this activity with or without a Scratch account. Anyone can make a free account, with your parent's permission. If you do not have a Scratch account, the only thing it would affect is that you cannot save or share your work*(refer to #4)</p> <ol style="list-style-type: none"> 1. Go to https://scratch.mit.edu/ Click the "Ideas" tab at the top of the page. Scroll down to "Activity Guides." Select "Pong Game." Watch the tutorial to help you create your own. Check out this sample: https://scratch.mit.edu/projects/386399630 2. If you made a Pong Game already, check out the Chase Game this week! 3. Challenge yourself to add on based on your skill level! 4. *If you would like to share your project with your teacher, you must have an account. Click the share button, add some simple directions in the instructions box, select the "copy link" option, copy and paste the link into an email to send to your teacher.

Life Skills	<p style="text-align: center;"><u>Relationships Unit - "Practicing Communication & Problem Solving"</u> (Approx. Time 10 min.)</p> <p>https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/danielle_couture_lok12_org/EXOolqrFISpLiKXGVVkeTaAB--hHaO8uqc8x3aTSPqSXqw?e=5Oh6VY</p>
Exploring Theater	<ol style="list-style-type: none"> 1. News Report: Create a brief news report/script sharing what you have been up to at home or you may report about something interesting you want others to learn about. Create a mock recording set and have someone record you reporting the news. Pay close attention to eye contact, articulation, and inflection (raise and fall of voice patterns). Have family members watch your recording and/or send the video recording to your theater teacher to view. (30 minutes) 2. Charades : Play charades with a friend or family member or record yourself for us to guess what it is you are doing. Brainstorm different topics to act out. Write them down on small pieces of paper. You could divide your topics into broad categories such as sports, then the topics would all be connected to sports. If you want to play with a friend, you could play somehow online-facetime or some other video chat. (30 minutes)
Physical Education	<p>Review plus new:</p> <p>Activity 1 – New/Review: Click on the following link: https://www.darebee.com/pdf/programs/30-days-of-yoga.pdf Complete 4 NEW pages. Record your pages completed and e-mail/seesaw your teacher at the end of the week.</p> <p>Activity 2 - Review: Get some exercise completing your favorite exercise for 30 minutes (Examples: Walking, jogging, biking, skateboarding & rollerblading)</p> <ul style="list-style-type: none"> • E-mail/seesaw your teacher at the end of the week and share your choices. <p>Activity 3 – New: Skill Work (Overhand Throw): https://youtu.be/UOfWhr6JGJU</p> <ul style="list-style-type: none"> • Send a short video of your skill work. If you are a Scripps student, you can email the video or send using Seesaw.

	<p><u>Oakview</u> Malkasian: joel.malkasian@lok12.org Faber: jeffrey.faber@lok12.org</p> <p><u>Scripps</u> Mccool: kimberly.mccool@lok12.org or Seesaw</p> <p><u>Waldon</u> Blackstock: john.blackstock@lok12.org</p>
<p>Technology & Computer Science for the Fundamental Learner</p>	<p>6th grade</p> <p>Activity 1: Keyboarding / Digital Citizenship (15-30 minutes)</p> <p>Go to Digital Passport Site - https://www.digitalpassport.org/index.html</p> <p>*Select a new module to complete</p> <p>Go to Typing.com Site - https://www.typing.com/</p> <p>*Maintain and improve your keyboarding skills (lessons and/or keyboarding practice activities)</p> <p>Activity 2: GCF Text Basics (15-30 minutes)</p> <p>Go to GCF - Word Formatting Text Site - https://edu.gcfglobal.org/en/word/formatting-text/1/</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Read the material 2. Watch the video 3. Download and complete the practice activity (Assistance downloading files) <p>Activity 3: Computer Programming (15-30 minutes)</p> <p>Go to Code Monkey Directions and follow steps to begin coding</p> <p>Check this out for fun and take a Code Break!</p>
<p>School-wide Message</p>	<p>A message from the virtual Media Center: This week begins the annual AudioFile Sync free audiobooks for teens program! Each year, starting April 30th and going through July 29th, AudioFile Sync releases 2 free audiobook titles for download. To receive the free audiobooks, download the Sora app or go to https://soraapp.com/welcome, click on I have a setup code at the bottom of the screen, enter the code audiobooksync, and enter an email address. If you already use Sora, login and select Add a public library and search for audiobooksync. *YA content may not be suitable for all.</p>

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 - [Info Sheet](#)