



## Home Learning Plan – Middle School Grade 6

Email your teachers for feedback on your work.

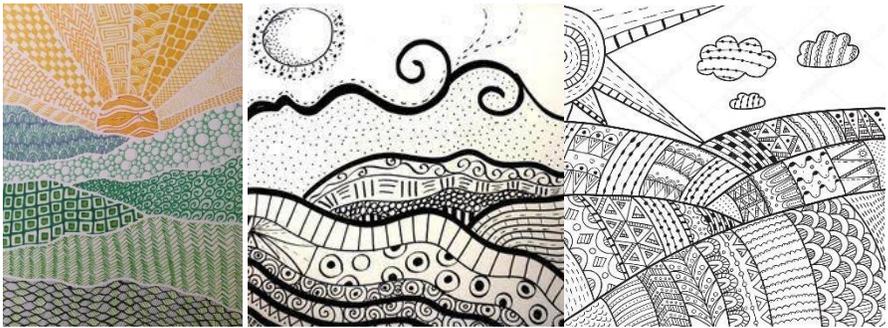
<b>Week of:</b>	June 1 – June 5, 2020
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<b>Content Area</b>	<b>Activities</b>
ELA	<p><b>Activity 1-Dashes (New):</b> Dashes are used to offset a word or phrase and are added to a sentence in order to provide additional information. The added information is not vital to the original meaning of the sentence. The text still makes sense without the information added within the 2 dashes. First, watch the video explaining what dashes are and how to use them properly in a sentence. When you are finished, open the practice activity sheet and complete the exercises. (25 minutes)</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dashes Practice Activity Sheet</a></li> <li>• <a href="#">How and When to Use the Dash Video</a></li> </ul> <p><b>Activity 2- Informational Writing (Review):</b> This week you are going to use the information you have read &amp; developed about Teen Activism, along with what you already know about writing essay introductions (leads), to develop an introduction (lead) paragraph using your Activism claim &amp; 3 reasons.</p> <ul style="list-style-type: none"> <li>• Remember... You want to write an introduction in which gets your readers interested in your topic, perhaps using a general quote or significant fact about Activism. Then, you want to let your readers know how your essay will unfold with your claim &amp; reasons. Finally, your introduction should not include text evidence &amp; should be about 3-5 sentences in length.</li> <li>• Please read the example Informational Essay Introductions PDF and analyze what the writer does well in each one. After viewing the examples, use a piece of paper or a Word document to develop your own introduction (lead) using the claim &amp; 3 reasons you've developed about Teen Activism. Remember to edit your work! (30 minutes)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Example Introductions PDF</a></li> </ul> <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>*PLEASE SEND A COPY OF COMPLETED WORK TO YOUR TEACHER. 😊</p>

<p><b>Math</b></p>	<p><b>Math 6:</b>  <b>Standard: 6.M.SP1 - Understand and represent data using statistics</b></p> <p><b>Activity 1: Mean (New – 30 Minutes)</b>  Use the following Khan Academy link to learn the definition of mean, work through the examples, and do the three practice problems. You do not need to send screenshots from this link.  <a href="#">Mean Lesson</a></p> <p>Now use the following Khan Academy link for 4 additional practice problems. You do not need to send screenshots from this link.  <a href="#">Additional Mean Practice</a></p> <p>Do the following Super Teacher worksheet to practice mean, check your work with the answer key included, and send a copy of the completed worksheet to your teacher.  <a href="#">Mean Worksheet</a></p> <p><b>Activity 2: Range (New – 20 Minutes)</b>  Watch the following YouTube video from the Khan Academy channel to learn how to calculate range. The video also covers mid-range, but you will not be responsible to calculate that for this activity. You do not need to screenshot this video.  <a href="https://safeYouTube.net/w/ctiH">https://safeYouTube.net/w/ctiH</a></p> <p>Now do the following worksheet to practice range, check your work, and send a completed copy of the worksheet to your teacher.  <a href="#">Range Worksheet</a></p> <p><b>Activity 3: Line Plot (Review)</b>  Watch the following YouTube video on how to create a line plot. You do not have to screenshot this video.  <a href="https://safeYouTube.net/w/iMhH">https://safeYouTube.net/w/iMhH</a></p> <p>Now, use your knowledge of line plots to complete the practice sheet linked below. You don't have to print this assignment (unless you want to). You can simply record your answers on paper. Use the answer key to check your work and send a copy of your completed practice to your teacher. (About 20-30 minutes)  <a href="#">Line Plots Worksheet</a></p> <p><b>Advanced Math 6:</b>  <b>7.M.G4 - Solve for unknown angle or side measures in figures.</b></p> <p><b>*Complete Activities 1 and 2 (both new) from General Math 6. Then, also complete Activity 4 below.*</b></p> <p><b>Activity 4: Complementary &amp; Supplementary Angles (New)</b>  Watch the following YouTube video from the Khan Academy channel to learn how to find complementary &amp; supplementary angles. You do not need to screenshot this video.</p>
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	<p><a href="https://safeYouTube.net/w/BCiH">https://safeYouTube.net/w/BCiH</a></p> <p>Now, use your knowledge of complementary &amp; supplementary angles to complete the practice sheet linked below. You don't have to print this assignment (unless you want to). You can simply record your answers on paper. Use the answer key to check your work and send a copy of your completed practice to your teacher. (About 15-25 minutes)</p> <p><a href="#">Complementary &amp; Supplementary Angles Worksheet</a></p>
<p><b>Science</b></p>	<p><b>Activity 1:</b> New Learning; Internet Invasive species virtual escape room.</p> <p>1. Click on the link to accept and complete your escape room mission- <a href="https://docs.google.com/forms/d/e/1FAIpQLScCbA-0m2fBcPHMdgOEPrzmeWPM-d-6UTYRnvUKdkNYrVIMw/viewform">https://docs.google.com/forms/d/e/1FAIpQLScCbA-0m2fBcPHMdgOEPrzmeWPM-d-6UTYRnvUKdkNYrVIMw/viewform</a></p> <p>2. Congratulations! Escape room mission complete!! Now it is time to report/interpret your findings.</p> <p>Select one of the invasive species from the escape room that interests you. Use the claim statement (C) below, supported by evidence (E) and scientific reasoning (R) to explain why it is a problem. (C) Claim-The presence of the _____ (invasive species that interests you) disrupts ecosystem balance. (E)- (R)-</p> <p><b>Activity 2:</b> New Learning; Outdoor Activity Take some time to locate a Michigan invasive species by taking a nature walk or bike ride. Be sure to wear proper safety equipment, comfortable shoes, carry a snack and a little extra water. First identify and then take a picture of the invader. Send the photo to your teacher with a brief description of where you found it. It would be great if you could do this as a family. Make sure your parents know where you are if you go on your own or without them to complete this task.</p> <p><b>For Fun:</b> Looking to tap your inner artist? Check out this science/art cross curricular activity that augments what you have learned about invasive species in the Escape Room Activity #1. <a href="https://www.michigan.gov/documents/invasives/invasive_species_coloring_book_102117_657273_7.pdf">https://www.michigan.gov/documents/invasives/invasive_species_coloring_book_102117_657273_7.pdf</a></p>
<p><b>Social Studies- Economic s</b></p>	<p>There are two activities this week for Social Studies, both covering new material. In these lessons we will explore the different types of economic systems and the circular flow model.</p> <ul style="list-style-type: none"> <li>• <b>Activity 1:</b> Types of Economic Systems <a href="https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/david_duva_lok12_org/EfdP8OTqedFHjqe8kPUghHcB0ouswFO9f05hpPcvLLJeFQ?e=tN0KJM">https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/david_duva_lok12_org/EfdP8OTqedFHjqe8kPUghHcB0ouswFO9f05hpPcvLLJeFQ?e=tN0KJM</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Activity 2:</b> The Circular Flow Model  <a href="https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/betsy_bonfield_lok12_org/Eayk45LEyrZBqMbGVYlvDsUBZ5SeOsqOtf755eo5YTDg-A?e=ydGgRc">https://lakeorionk12mi-my.sharepoint.com/:b:/g/personal/betsy_bonfield_lok12_org/Eayk45LEyrZBqMbGVYlvDsUBZ5SeOsqOtf755eo5YTDg-A?e=ydGgRc</a></li> </ul>
Band	<p><b>Activity 1 (10-15 min) Chromatic scale one octave</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, work on your Chromatic Scale one octave beginning on concert Bb. Watch Mr. Crimmins give this <a href="#">demonstration</a>.</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> <p><b>Activity 2 (20-30 min.)(new) Sound Innovations #136 “March Slav”</b>  Listen to a professional Orchestra performing “March Slav” <a href="#">here</a>.  As you practice, focus on the Key Signature, accidentals and articulation! Percussionists, work on both snare and mallets. Play along with the <a href="#">video demo</a> from Mr. Guzak and Mr. Otto. Try practicing it with <a href="#">Smartmusic</a> to see your music and check your notes and rhythm!</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> <p><b>Activity 3. Enharmonic Worksheet</b>  Complete the Enharmonic Worksheet <a href="#">here</a>.</p> <ul style="list-style-type: none"> <li>• Use the <b>Seesaw</b> app upload your answers. <i>If Seesaw is new to you, email your director for the current class code.</i></li> </ul>
Choir	<p><b>Activity 1:</b> (20-30 minutes) Warm up and learn portion of new music from your school choir web page:</p> <p>Oakview: <a href="http://www.oakviewchoirs.com">www.oakviewchoirs.com</a></p> <p>Scripps: <a href="http://www.scrippschoir.weebly.com">www.scrippschoir.weebly.com</a></p> <p>Waldon: <a href="http://www.waldonchoirs.weebly.com">www.waldonchoirs.weebly.com</a></p> <p><b>Activity 2:</b> (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.</p> <p>Oakview: <a href="mailto:Ryan.Dawley@lok12.org">Ryan.Dawley@lok12.org</a></p> <p>Scripps: <a href="mailto:Todd.Gordon@lok12.org">Todd.Gordon@lok12.org</a></p> <p>Waldon: <a href="mailto:Christina.Welling@lok12.org">Christina.Welling@lok12.org</a></p> <p><b>Activity 3:</b> (20-30 minutes) Complete the "school specific activity" listed on your school choir webpage</p>

<p>Art</p>	<p style="text-align: center;"><b>Zentangle Landscape (1-3 hours)</b></p>  <p><b>Zentangle</b> is a form of meditative doodling that uses patterns (or tangles) to create a picture. Greetings, Cool Art Kids. This week we are going to create a <b>Zentangle Landscape</b>. Using a pencil, pen, marker, or colored pencil, start with a line that flows across your paper (this will become your horizon line). Have it move slowly up and down as it travels across the paper, then, moving upwards, add similar lines until it looks like you have rolling hills in your background. As the hills overlap each other, they will create shapes. And inside each shape, you should create a unique pattern. Of course, you already know that a pattern is made of repeated shapes, lines, textures, value, and color.</p> <p>Think about how you can use color, value, and contrast in an interesting way. If you have a pens or markers available, you might want to use those instead of a pencil, so you have bold and/or colorful lines.</p> <p>If you'd like a challenge, you could include foreground details like trees, rivers, animals, houses, or even anime characters. You could also play with a color scheme or use a variety of media to create the different patterns.</p> <p>Use Teams (or email) to submit your drawing. We can't wait to see what you come up with. :) Also, if you would like to share your finished work with others, feel free to upload it to the Middle School Padlet by clicking <a href="#">HERE!</a></p>
<p>DSET 6</p>	<p><b>Activity:</b> Internet</p> <p>Sir James Dyson is a British inventor. He made part of his fortune designing the Dyson vacuum cleaner.</p> <p>Go to <a href="https://www.jamesdysonfoundation.co.uk/content/dam/pdf/JDF_with%20cover%20challenge-cards_DIGITAL.pdf">https://www.jamesdysonfoundation.co.uk/content/dam/pdf/JDF_with%20cover%20challenge-cards_DIGITAL.pdf</a></p> <p>Look through the Dyson .pdf science challenges for something that fires you up. If you can get the materials, give that challenge a try.</p> <p>It is recommended that you attempt these challenges with adult supervision.</p> <p>Be ready to share your success (or failures) on your next DSET live call with your teacher and classmates.</p>
<p>Life Skills</p>	<p><b>Activity: Stranded</b></p> <p><a href="https://lakeorionk12mi-my.sharepoint.com/:b:g/personal/david_duva_lok12_org/EUVXw6glWUNishd7ku9kPJABx-51Bz0eRbbE8je4q89-SA?e=oBMKjl">https://lakeorionk12mi-my.sharepoint.com/:b:g/personal/david_duva_lok12_org/EUVXw6glWUNishd7ku9kPJABx-51Bz0eRbbE8je4q89-SA?e=oBMKjl</a></p>

Exploring Theater	<p><b>Goal:</b> Use your five senses and vocal elements studied to perform a personal story in a radio theater setting!</p> <p><b>Activity 1: Warm Up- Sensory Awareness Activity</b></p> <p><b>Definition:</b> <u>Sensory Awareness</u> is the ability to use sight, sound, touch, smell, and taste to become conscious of the environment.</p> <p>Try this activity out imagining these objects are sitting right in front of you:</p> <p><b>SIGHT:</b> Recall how the following objects look: a mushroom, a dirty sock, a tulip, a fish in an aquarium, your favorite toy when you were a toddler, a kitten, a puppy, a \$20 bill, a strand of hair.</p> <p><b>SMELL:</b> Recall how the following objects smell: toast that has burned, roses blooming, fudge cooking, cough syrup, a slice of lemon, pine trees, car exhaust, coffee, onions cooking, someone eating oranges.</p> <p><b>HEARING:</b> Recall how the following objects sound: your favorite music, church bells, a foghorn, a siren, a dog barking, a baby crying, a refrigerator running, bacon frying, friends laughing.</p> <p><b>TASTE:</b> Recall how the following objects taste: freshly baked chocolate chip cookies, a lemon slice, a Snickers candy bar, ice, a hot dog, popcorn, spinach, licorice, strawberries.</p> <p><b>TOUCH:</b> Recall how the following objects feel: sandpaper, velvet, plastic, paper, a hot cup of tea, a glass of lemonade, your skin, the bark of a tree, seashells, ocean water, a puppy's fur.</p> <p>Now that you have completed this activity, use the imagery and emotion recalled from this activity to help convey a story in Activity 2 and 3!</p> <p><b>Activity 2: Writing a Radio Theater Script</b></p> <p><b>Definition:</b> <u>Radio Theater</u> is the performance of a play or story on the radio by readers using a script that is not memorized. Radio theater calls for little action. It mainly consists of readers' voices, sound effects, and often music. These types of performances require the use of energy, emotional range, emphasis, flexibility, clarity, and expressiveness of the readers' voices to convey the drama of the story.</p> <p>First, write a personal story that you will share in a radio theater setting. Start by making a list of possible good story starters from your childhood. Here are some examples to help you brainstorm. Remember this will be a personal story from your childhood so the following are possible examples:</p> <ul style="list-style-type: none"> <li>• Write about a time when you were four years old and wandered away from a parent in a busy shopping area.</li> <li>• Write about a time when you fell out of a tree and broke a limb.</li> <li>• Write about a time when you believed that monsters lived in your closet.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Write about a time when you played with the buttons in your grandmother’s button box, pretending they were rare jewels.</li> </ul> <p><b>Activity 3: Perform Your Radio Theater Script</b></p> <p>Practice reading your personal story out loud conveying emotion through vocal elements such as clarity, rate of speech, expressiveness, and inflection. You can even add sound effects and music into your story to make it more visual to a listening audience. When you are ready, record the AUDIO of your performance. Remember, we want to hear your story without a visual performance. This is Radio Theater after all! Please send your theater teacher the final product of your performance. Have fun! 😊</p>
Physical Education	<p>Goal: Complete one activity each day of the week!</p> <p><b>Activity 1</b> (30 minutes): Complete 30 minutes of an outdoor exercise of your choice. *Be aware of your heart rate during your workout so you can gauge what intensity level you are working at (Target Heart Rate Zone).</p> <p><b>Activity 2</b> (20 minutes): 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>*Be aware of your heart rate during your workout so you can gauge what intensity level you are working at (Target Heart Rate Zone).</p> <p><b>Activity 3</b> (15-30 minutes) [New Information]: Basic Fitness Concepts (online class) Assignment will be presented in the Virtual Class. Video conferencing is every week, Please check your Office 35 email / calendar for an invite to your class. We look forward to seeing you!</p> <p>E-mail/seesaw your results, choices, and/or answers to your teacher 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> 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) Waldon:  <a href="mailto:john.blackstock@lok12.org">john.blackstock@lok12.org</a></p>
Technology & Computer Science for the Fundamental Learner	<p><b>Activity 1: Keyboarding / Digital Citizenship</b> (15-30 minutes)</p> <p>Go to <a href="#">Interland</a> – Reality River Site  <a href="https://beinternetawesome.withgoogle.com/en_us/interland/reality-river">https://beinternetawesome.withgoogle.com/en_us/interland/reality-river</a></p> <p>*Verify the facts and beware of fake messages</p> <p>Go to <a href="#">Typing.com Site</a> - <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 Columns</b> (15-30 minutes)</p> <p>Go to GCF - <a href="#">Word Columns Site</a> - <a href="https://edu.gcfglobal.org/en/word/columns/1/">https://edu.gcfglobal.org/en/word/columns/1/</a></p> <p>Options:</p> <ol style="list-style-type: none"> <li>1. Read the material</li> <li>2. Watch the video</li> </ol>

	<p>3. Download and complete the practice activity</p> <p><b>Activity 3: Computer Programming</b> (15-30 minutes)  Go to <a href="#">Code Monkey Directions</a> and follow steps to continue where you left off.  <b>Check this out for fun</b> and take a <a href="#">Code Break!</a></p>
<p>School-wide Message</p>	<p>A message from the virtual Media Center: A great resource for access to new books is our Scholastic virtual book fair. Use the links below to shop for age appropriate books. Books can be sorted by age, grade, subject, author, sales, etc. You can get free shipping on orders of books if you spend \$25 or more. Be aware that due to high demand, shipping is taking around 3 weeks right now. Proceeds from sales go to benefit your school's media center program. Stock up on good books now!</p> <p><a href="#">Oakview Virtual Bookfair</a>  <a href="#">Scripps Virtual Bookfair</a>  <a href="#">Waldon Virtual Book Fair</a>  <a href="#">Scholastic Fair Preview Video</a></p>
<p>Don't forget there are lots of additional resources for students on the Home Learning Resources for LOCS Students Padlet:  <a href="https://padlet.com/loachingandlearning/j1jg1u0i2qv3">https://padlet.com/loachingandlearning/j1jg1u0i2qv3</a></p> <p><b>Read Aloud: A Text to Speech Voice Reader:</b>  <b>Chrome:</b> <a href="https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiapl?hl=en">https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiapl?hl=en</a>  <b>Firefox:</b> <a href="https://addons.mozilla.org/en-US/firefox/addon/read-aloud">https://addons.mozilla.org/en-US/firefox/addon/read-aloud</a></p> <p><b>KAMI – A website that allows you to type on any document</b>  <a href="http://www.kamiapp.com">www.kamiapp.com</a> - <a href="#">Info Sheet</a></p>	