

## 6th Grade Learning Grid-April 13-17, 2020

Below is a list of strongly suggested learning activities for our 6th grade students. These learning activities are designed to address the 4th quarter priority learning standards in order to prepare our students with the skills and knowledge they need. BMS staff will continue to reach out to families to lend our support, but please do not hesitate to contact us if assistance is needed.

Language Arts	Science
<p><b>Standard: RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</b></p>	<p><b>Standard: MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.</b></p>
<p><b>Proficiency Criteria Rubric:</b> <a href="#">RL 6.4 Rubric</a></p>	<p><b>Proficiency Criteria Rubric</b></p>
<p><b>Learning Target: I can apply my knowledge of tone, mood, and style to my reading and writing, focusing on part of Common Core Standard RL.6.4</b></p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Activity: Tone, Mood, Style Introduction <a href="#">Tone, Mood, and Style</a></li> <li>2. Activity: An Unlikely Friendship- Actively Learn Link <a href="#">An Unlikely Friendship</a></li> <li>3. Activity: <a href="#">So Moody Lately</a></li> <li>4. Activity: By the Look on Your Face... Creatively capture the moods you have experienced or seen during this pandemic. You should capture your own mood, as well as the mood of one other family member, through a platform of your choice. Some examples are: drawing, Legos, photographs, using nature, sidewalk chalk, a video. Etc. Submit what you captured on Google Classroom.</li> </ol>	<p><b>Suggested Activities</b></p> <ol style="list-style-type: none"> <li>1. Learning Target: I can identify the parts of a cell. Activity: Cell Organelle Picture Sort <ul style="list-style-type: none"> <li>• <a href="#">Activity Packet</a> (Complete the “picture” column on pages 1-2. The picture bank is on page 3.)</li> </ul> </li> <li>2. Learning Target: I can describe the function of each cell organelle. Activity: Cell Organelles &amp; Their Functions <ul style="list-style-type: none"> <li>• <a href="#">Activity Packet</a> (Complete the “function” column on pages 1-2.)</li> <li>• <a href="#">Google Slides</a> (Read through all of the slides.)</li> </ul> </li> <li>3. Learning Target: I can describe the function of each cell organelle. Activity: Cell Organelle Analogies <ul style="list-style-type: none"> <li>• <a href="#">Activity Packet</a> (Complete the “analogy” column on pages 1-2. The picture bank is on page 3.)</li> <li>• <a href="#">Google Slides</a> (Read through all of the slides.)</li> <li>• <a href="#">Organelle Analogy Video</a> (This video goes along with the Google Slides. Watch this to learn a little bit more about each analogy.)</li> </ul> </li> <li>4. Learning Target: I can make a model of a cell. Activity: Making a Cell Model <ul style="list-style-type: none"> <li>• <a href="#">Activity Packet</a> (Read the directions on page 4.)</li> <li>• <a href="#">Google Slides</a> (Read through the slides to make your cell model.)</li> </ul> </li> </ol>

<p>5. Activity: <a href="#">Tone and Style Writing</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Let's Make a Cell! Video</a> (Watch your teacher make a cell!)</li> </ul> <p>5.Learning Target: I can identify the parts of a cell. Activity: Use Flipgrid to Take a Cell-fie</p> <ul style="list-style-type: none"> <li>• <a href="#">Activity Packet</a> (Read the directions on page 5.)</li> <li>• <a href="#">Flipgrid Page</a> (Complete your Flipgrid video here.)</li> </ul> <p>If you haven't done so already, please join our <b>At Home Science Learning</b> Google Classroom Page. Use the code <a href="#">uzkambg</a> to join</p>
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Social Studies	Math
<p><b>Standard</b> SS.6.14 Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.</p>	<p><b>Standard</b> 6EE2: Write, read, and evaluate expressions in which letters stand for numbers</p>
<p><a href="#">Proficiency Criteria Rubric</a></p>	<p><b>Proficiency Criteria Rubric</b></p>
<p><b>1. Learning Target:</b> I can summarize today's CNN 10 episode in my own words with complete sentences and punctuation. <b>Activity:</b> What's in the News? (<a href="#">CNN 10</a>)</p> <p><b>2. Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I can identify how Tutankhamun influenced people of Ancient Egypt by restoring their religious beliefs.</li> <li>• I can identify and explain ways the leadership of Ancient Egypt improved the quality of life for their people.</li> <li>• I can identify the importance of religion and how it ties in with mummification.</li> </ul> <p><b>Activity:</b> Read about King Tut's life in a <b>Newsela</b> Article. Newsela - World Leaders: King Tutankhamun- <a href="#">Article</a></p> <p><b>3. Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I can compare Hatshepsut's leadership style to King Tutankhamun.</li> <li>• I can explain how Hatshepsut expanded the economics of Ancient Egypt through trade, business, and restoring buildings.</li> <li>• I can identify and explain ways the leadership of Ancient Egypt</li> </ul>	<p><b>Suggested Activities</b></p> <p><b>1.Learning Target:</b> I can write expressions that record operations with numbers and letters standing for numbers. <b>Activity:</b> Read the instructions, or watch the video, to write the basic expressions. <a href="#">Operation Vocabulary Video</a> <a href="#">Instructions</a> and notes</p> <p><b>2.Learning Target:</b> I can identify parts of an expression using math terms (sum, term, product, factor, quotient, coefficient) <b>Activity:</b> Cut out the cards and match the written expression to the algebraic expression. <a href="#">Writing Expressions Matching Activity</a> <a href="#">Answer Key</a></p> <p><b>3.Learning Target:</b> I can evaluate expressions with specific values of their variables. Perform operations including exponents, in conventional order when there are no parentheses to specify order (order of operations) <b>Activity:</b> Solve each equation for the given variable using the Inverse Operation <a href="#">One Step Equations</a> <a href="#">Answer Key</a></p> <p><b>4.Learning Target:</b>I can evaluate expressions with specific values of their variables. Perform operations including exponents, in conventional order when there are no parentheses to specify order</p>

<p>improved the quality of life for their people.</p> <p><b>Activity:</b> Read about how Hatshepsut improved life in Egypt in a <a href="#">Newsela Article</a>. Newsela - World Leaders: Hatshepsut - <a href="#">Article</a></p> <p><b>4. Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I can create a trading card with key information I learned about an Egyptian leader.</li> <li>• I can identify and explain ways the leadership of Ancient Egypt improved the quality of life for their people.</li> </ul> <p><b>Activity:</b> Trading Card - Create a trading card of either King Tut or Hatshepsut. (See Google Classroom or packets (hard copy) for template)</p> <p><b>5. Learning Target:</b></p> <ul style="list-style-type: none"> <li>• I can identify the importance of the Egyptian Underworld to their religion.</li> </ul> <p><b>Activity:</b> TedEd - <a href="#">How to Navigate the Egyptian Underworld</a> Watch the video and draw a picture of a mummy. You can do this with sidewalk chalk outside, on a piece of paper, or in Google Drawing. Take a picture of your drawing and share it!</p>	<p>(order of operations)</p> <p>Activity: Read each story problem individually and complete directions given with the story. <a href="#">Real World Problems</a> <a href="#">Real World Answer Key</a></p> <p><b>5. Learning Target:</b> I can write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Activity: Complete the two questions and submit it back to your teacher, through email, take a picture to share, through Google Classroom or by sending your paper copy back to the school. <a href="#">Formative Assessment</a></p> <p>Extensions: <a href="#">Choice Menu</a> <a href="#">Expressions Match</a> <a href="#">Expressions Match KEY</a> <a href="#">Variables in Flight</a></p>

<b>Specials</b>
<p><b>Suggested Activities</b></p> <p><b>1. Art:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Target(s):</b> I can try new ideas using materials and methods.</li> <li>• <b>Activity:</b> <a href="#">6th Grade Art Activity Week 4</a></li> <li>• <b>Proficiency Criteria Rubric:</b> On the Activity Document, bottom of Page 1</li> <li>• <b>Print Resources:</b> <a href="#">6th Grade Art Activity Week 4</a> (Print out the 2-page Document)</li> </ul> <p><b>2. Robotics:</b></p> <ul style="list-style-type: none"> <li>• <b>Standard:</b> Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design</li> </ul>

can be achieved.

- **Learning Target(s):** I can determine which design provided the best solution and why that design was most successful.
- **Activity:** [Penny Boat Challenge](#)
- [Proficiency Criteria Rubric](#)
- **Print Resources:** [Penny Boat PDF](#), [Penny Boat Challenge Directions & Rubric](#)

### 3. Living Skills:

- **Standard:** Students will be able to articulate thoughts and ideas effectively using oral, written or nonverbal communication skills in a variety of forms and contexts.
- **Learning Target(s):** I can share information about myself in a clear, concise manner so others can get to know me.
- **Activity:** [6th Grade Life Skills Activity](#)
- [Proficiency Criteria Rubric](#)
- **Print Resources:** [6th Grade Life Skills Activity](#) & [Get to Know Me PDF](#)

### 4. Digital Literacy/Coding:

- **Standard:** *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*
- **Learning Target:** *Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.*
- **Activity:** [“Social Media Writing: Two Truths and a Lie”](#)
- [Proficiency Criteria Rubric](#)
- **Print Resources:** [Directions](#) / [Article](#)

### 5. Health:

Learning Target: [Directions](#) [Health lesson](#)

Activity: [PowerPoint slides](#)

### 6. PE

Learning Target: [PE Activities](#)

Activity:

#### 1. Band/Orchestra/Music:

Learning Target: **Standard MU:Pr6.1.6a:** Perform the music with technical accuracy

Proficiency Criteria Rubrics: [Music Performance Rubric](#)

Activity: **BAND Learning Target:** I can play with correct technique (pitch, tone, and rhythm)

**Activity:**

Sign up for Smart Music (check google classroom for instructions)

Practice daily for 15-20 minutes using this formula-

Practice like a well balanced meal:

- Appetizer: 2-3 minutes (warm up: scales, lip slurs (brass), octaves (ww's) long tones)
- Main dish: 5-7 minutes (work to accomplish the main goal of the week),  
6th-Rattlesnake, 7th-Conundrum, 8th-As Tears Fall On Dawn's New Light
- Fruit/veggie: 4-5 minutes (practice something that is good for you, even if it is challenging. Concentrate on something that is hard for you.).
  - 6th: SmartMusic: Method Book, Accent on Achievement Book 1 #92, #100, #104, #112
  - 7th: SmartMusic: EXERCISES category, SmartMusic RHYTHMS "Simple Time 3 - Pattern 3, 7, 17"
  - 8th: SmartMusic: EXERCISES category, SmartMusic RHYTHMS "Compound Time 1 - Pattern 2, 5, 10"
- Dessert: 4-5 minutes (do something fun, just because it's fun. Play an old song you like, or anything that is fun for you, try exploring more on Smart Music!))

**\*If you have any problems with Smart Music, email Mrs Hinds or Mrs Youngs.**

**2. ORCHESTRA Learning Target:** I can play with correct technique (pitch, tone, rhythm, and bowing)

**Activity:**

1. Look at the provided sight reading example
2. Identify the key signature and scale (D Major, G Major, etc.)
3. Play through that scale: try it a few times with different rhythms or slurs
4. Identify the letter names of each note in the example
5. Look at the rhythm (quarter notes, half notes, eighth notes, etc.)
6. Look for any bowings (bow lifts, slurs, up-up bows, etc.)
7. On open D string, practice the correct rhythms and bowings
8. Practice the example with correct notes, rhythms and bowings
9. Record and turn in on Google Classroom (include the scale)
10. *Optional: can you name this mystery tune?*

**3. CHORUS Learning Target:** I can sing notes from notation with correct technique (pitch, tone, and rhythm)

**Activity:**

1. Look at the provided sight singing example (on google classroom or see attached)
2. Identify “Do” and figure out what the rest of the solfege syllables are
3. Look at the rhythm of the example (what type of rhythm notes are used: quarter notes, half notes, etc.)
4. Practice the solfege hand signs
5. Practice speaking through the example in rhythm
6. Practice singing through the example
7. Record and turn in on google classroom

**4. GENERAL MUSIC Learning Target:** I can perform rhythm with a steady beat

**Activity:**

1. Find an interesting source of sound in your house
2. Create a rhythm pattern that can be performed as a steady beat
3. Pick a song to go with your steady beat rhythm
4. Record yourself performing your pattern along with your song choice and send it to your teacher (link to google classroom or send through email)

[Example 1](#)

[Example 2](#)

**5. BONUS Learning Target:** I can play an instrument with correct technique

**Activity:**

1. Use google classroom to access either a Piano Lesson with Mrs. Peña or a Consonus Guitar or Ukulele lesson (you will need the code from your teacher).
2. Practice for at least 15 minutes: practicing is playing the same exercise repeatedly in order to fix mistakes.
3. Use your phone or chromebook to record yourself playing one of the examples you practiced
4. Upload your video on Google Classroom for teacher feedback