



# Centreville Community School



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## Grade 6 HOME LEARNING PLAN

|                      |   |
|----------------------|---|
| <b>Grade:</b>        | <b>6</b>  |
| <b>TEACHERS</b>      | <b>Grant Robinson, Iris Hitchcock, Kim Foster, Angela Taylor and Melissa Richardson</b>               |
| <b>Chris Sparrow</b> | <b>Principal : <a href="mailto:Christopher.Sparrow@nbed.nb.ca">Christopher.Sparrow@nbed.nb.ca</a></b> |
| <b>Kori Springer</b> | <b>Resource: <a href="mailto:Kori.Springer@nbed.nb.ca">Kori.Springer@nbed.nb.ca</a></b>               |
| <b>David Mahar</b>   | <b>Guidance: <a href="mailto:David.Mahar@nbed.nb.ca">David.Mahar@nbed.nb.ca</a></b>                   |
| <b>School</b>        | <b><a href="mailto:CentrevilleCommunity@nbed.nb.ca">CentrevilleCommunity@nbed.nb.ca</a></b>           |

In accordance with the communication sent from our Minister of Education, Dominic Carty, on April 2, 2020 Home learning opportunities to support literacy and numeracy outcomes will be made available online weekly by Teachers.

Families are encouraged to:

- Support their children to complete the options below for an average of **two hour per day**.
- Read aloud with their children daily; and
- Consider daily physical activity and free play as an important part of their child's mental health and skill development.

| <b>Subjects</b>  | <b>Description of Learning Activities</b>   |
|--|---|
| <p><b>Grade 6 Literacy</b></p> <p>If you have any questions about the Literacy activities, please contact-</p> <p>Iris Hitchcock<br/> <a href="mailto:iris.hitchcock@nbed.nb.ca">iris.hitchcock@nbed.nb.ca</a></p> | <p><b>WRITING</b> - Keeping a daily journal is a great way to get your thoughts down on paper, about what is going on in the world these days, having to stay home, or whatever you're thinking about. It can be on paper or on the computer. Middle School students should be able to write at least <math>\frac{3}{4}</math> to 1 page for each journal entry. For this first week of official learning from home, I would like you to write a review of a movie/TV show you have watched in the past few days. Please include the name of the show, the characters involved and a short summary of the plot (what happened). Tell what you liked/disliked about it and why someone else should/shouldn't watch it.</p> <p><b>For everything you write:</b> please remember to use periods/punctuation, capital letters where they are needed and check your spelling of words you're supposed to know. I put a picture of the Writing Traits that are up on my bulletin board for Grades 6 and 7. Grade 8's can use the Grade 7 ones. They're pretty much the same for all of Middle School.</p> |

**READING** – You should be reading at least 30 minutes each day. This could be any of the following: books, magazines, newspapers (yes, they still make paper ones but you could read online news too), online blogs, articles, e-books (borrow some from the public library). You could read to younger siblings too. Once a week, I would like you to write a response to something you have read. You could tell something about the characters, setting, what is happening in the story, any interesting words you find, your favorite/least favorite part or predict what will happen in the next part of the book. If you are reading non-fiction (informational) material, tell 4 things you learned that you didn't know before or something you already know that wasn't in the article.

**Grade 6  
Social Studies**

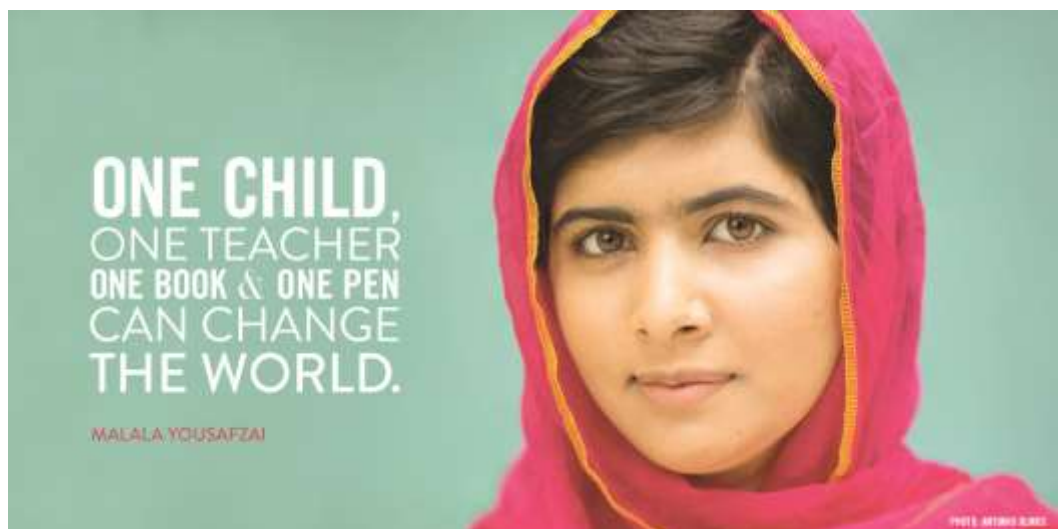
If you have any questions about the Social Studies activities, please contact-

Melissa  
Richardson  
[melissa.richardson2@nbed.nb.ca](mailto:melissa.richardson2@nbed.nb.ca)

Watch the 20/20 News Special "Unbreakable: One Girl Changing the World" <https://www.dailymotion.com/video/x6os3l6> / <https://vimeo.com/238429892> or visit this website: <https://kidskconnect.com/people/malala-yousafzai/>

Then complete the attached worksheet (Grade 6 Malala.pdf) or discuss the following questions/topics:

1. What do you most admire about Malala? Give two specific things that inspired you during the news story.
2. Do you think she should stop pursuing her crusade since her life is still in danger? Should Malala return home to Pakistan when she recovers from her wounds? Why or why not?
3. What privileges do females growing up in Canada possess that are not afforded to all females growing up in Pakistan? How does this make you feel?



**Grade 6  
Numeracy**

If you have any questions about the Numeracy activities, please contact-

Kim Foster  
[kim.foster@nbed.n  
b.ca](mailto:kim.foster@nbed.nb.ca)

**Math Choice Board (Grade 6)**

| Monday   | Tuesday   | Wednesday   | Thursday   | Friday  |
|--|---|---|--|---|
| A train leaves the station at 5:48pm and takes 82 minutes to reach its destination. What time will it be when it arrives?  | Have a scavenger hunt for real-world examples of perpendicular lines (e.g., lines of mortar of a brick wall)  | Write down the numbers you see on 2 license plates. Create 4 math problems with these numbers. Ask a family member to solve them.   | What are the possible outcomes of flipping a coin? Flip a coin 30 times. Record heads and tails. Which came up the most? Try this 2 more times and see if you can find a trend?  | Measure the perimeter of two different windows in your home. Find the difference of the perimeters.   |
| A number includes two 7-digits and two 4-digits. One 7 is worth 100 times as much as the other. One 4 is worth 10 times as much as the other. What number could it be?                                 | Use 8 straight line segments. How can you make 4 triangles and 2 squares?   | Have a scavenger hunt for real-world examples of where fractions are used.  | What are the possible outcomes of rolling a 6 sided die? Roll a die 30 times. Record your results. Which number came up the most? Try this 2 more times and see if you can find a trend?   | Measure the perimeter of two different windows in your home and then find the total area of both windows.   |
| <a href="#">Game 1: Equivalent fractions</a>   | <a href="#">Game 2: Equivalent fractions</a>  | <a href="#">Game 3: Percents</a>  | <a href="#">Game 4: Equivalent fractions</a>   | <a href="#">Game 5: Equivalent fractions</a>  |
| <a href="#">IXL - Online Practice</a><br><br>Time<br>1. <b>U.1</b><br>Elapsed time<br>2. <b>U.2</b><br>Time units<br>3. <b>U.3</b><br>Find start and end times<br>4. <b>U.4</b><br>Convert between 12- | <a href="#">IXL - Online Practice</a><br><br>Addition and subtraction<br>1. <b>D.1</b><br>Add and subtract whole numbers up to millions<br>2. <b>D.2</b><br>Add and subtract whole numbers: word problems | <a href="#">IXL - Online Practice</a><br><br>Fractions and mixed numbers<br>1. <b>J.1</b><br>Fractions and mixed numbers review<br>2. <b>J.2</b><br>Understanding fractions: word problems<br>3. <b>J.3</b> | <a href="#">IXL - Online Practice</a><br><br>Probability<br>1. <b>FF.2</b><br>Probability of one event<br>2. <b>FF.3</b><br>Make predictions<br>3. <b>FF.4</b><br>Probability of opposite, mutually exclusive and overlapping events | <a href="#">IXL - Online Practice</a><br><br>Geometric measurement<br>1. <b>CC.1</b><br>Perimeter<br>2. <b>CC.2</b><br>Area of squares and rectangles |

|                       |  |   |  |  |
|-----------------------|--|---|--|--|
| hour and 24-hour time | <b>3. D.3</b><br>Estimate sums and differences of whole numbers<br><br><b>4. D.4</b><br>Estimate sums and differences: word problems | Equivalent fractions review<br><br><b>4. J.4</b><br>Write fractions in lowest terms |  |  |
|-----------------------|--|---|--|--|

Please note that math sites may require logons to be created and, at this point IXL math is free.

Source for green links above: IXL Math <https://ca.ixl.com/math/grade-6>

**Check out the Learning at Home link below for additional resources to support both online and offline learning opportunities.**

[https://www2.gnb.ca/content/gnb/en/departments/education/learning\\_at\\_home.html](https://www2.gnb.ca/content/gnb/en/departments/education/learning_at_home.html)

**Some Middle School Web Sites for Math and/or Science**  
 If your child requires their personal login and password for the first two sites, please contact me and I will send them out as needed. ([kim.foster@nbed.nb.ca](mailto:kim.foster@nbed.nb.ca))

[www.everfi.net](http://www.everfi.net)

[Sumdog \(I only have passwords for grade 6\)](#)

[Hour of Code](#)

<https://www.netmath.ca/en-ca/request-for-a-free-access/>

**Some Middle School Web Sites for Tech**  
 If your child requires their personal login and password for the site, please contact me and I will send them out as needed. ([kim.foster@nbed.nb.ca](mailto:kim.foster@nbed.nb.ca))

<https://www.typing.com/>

[Hour of Code](#)

## Offline Games for 6-8 Math

### **Play Multiplication War!**

(for two or more players)

Take at least one deck of cards and remove the Jacks, Queens and Kings. (OR Jacks = 10, Queens = 11 and Kings = 12 ) Shuffle the cards and deal them out evenly among the players. Each player flips over two cards at the same time. Players say their product. The winner of the hand is the person with either the highest or lowest product. (They must decide at the start of the game if the winner will be highest or lowest product.) If they have the same product (ex:  $8 \times 3 = 24$  and  $6 \times 4 = 24$ ) then war is declared and they each flip over two more cards.

The winner is the person with the most cards at the end of the time you have to play.

### **Play Addition War!**

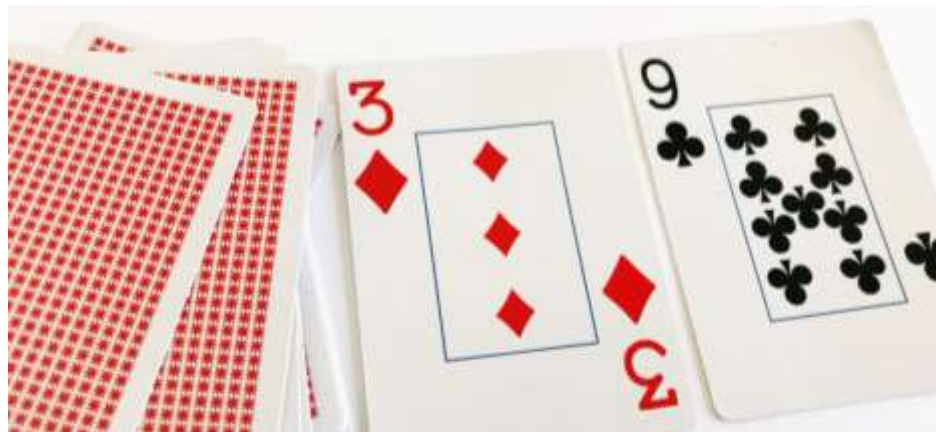
(for two or more players)

Take at least one deck of cards and remove the Jacks, Queens and Kings. (OR Jacks = 10, Queens = 11 and Kings = 12 ) Each player flips over two cards at the same time. Players say their sum. The winner of the hand is the person with either the highest or lowest sum (They must decide at the start of the game if the winner will be highest or lowest sum.) If they have the same sum (ex:  $8 + 3 = 11$  and  $7 + 4 = 11$ ) then war is declared and they each flip over two more cards.

The winner is the person with the most cards at the end of the time you play.

### Some Numeracy Resources:

Adapted with permission from **Petra LeDuc**, from **Waterloo Region Catholic School Board**.



**Grade 6  
Science**

If you have any questions about the Science activities, please contact-

Angela Taylor  
[angela.taylor@nb.ed.nb.ca](mailto:angela.taylor@nb.ed.nb.ca)



**Science Tic-Tac-Toe Choice Board**

*Please choose at least 3 of the following assignments.*



|   |  |  |
|---|--|--|
| <p>Create a comic strip with at least 5 sections that illustrate how to be safe in the Science Lab OR How to be unsafe in the Science Lab. Be creative.</p>   | <p>Create a playlist of at least 7 songs that have Science in the title. You can list the songs orally, on paper or create the list electronically.</p>                                | <p>In a skit, identify examples of careers in which science &amp; technology play a major role. How has technology changed these careers over time?</p>                              |
| <p>Write a poem about the tools, instruments &amp; materials used in experiments. (Remember the words from our Bingo Game and Science Jeopardy.)</p>          | <p>Create a picture or poster of your favourite Scientific tool. Be sure to include labels. (You may be able to turn this into a collage with a mix of your artwork and pictures.)</p> | <p>Create a trading card for a Scientist that you are curious about (maybe Bill Nye). Be sure to include a picture and at least 3-5 details.</p>                                     |
| <p>Make a 3-D model of a tool that can be used in science &amp; technology. (Science Jeopardy examples: wind vane, tongs, goggles, microscope, terrarium)</p> | <p>Imagine you are a news reporter and you have 5 questions to ask Bill Nye the Science Guy. List the 5 questions orally, on paper or record them electronically.</p>                  | <p>Design a mascot for Bill Nye the Science Guy. Why did you choose the characteristics of this mascot? Why would Bill Nye be seen with this mascot while doing his experiments?</p> |

If you are able to check this link out from Scholastic, there are Science videos, articles, experiments and more!

<https://sdm-sfx.digital.scholastic.com/?authCtx=U.613160283>



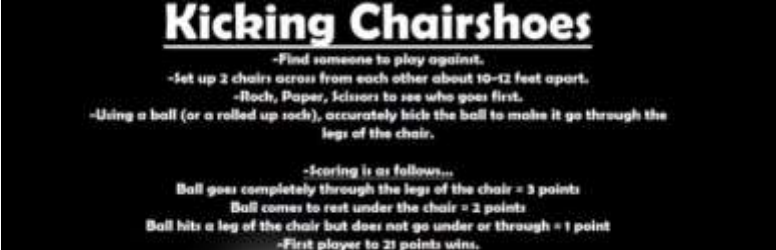
## Physical Education

If you have any questions about the Numeracy activities, please contact-

Grant Robinson  
[grant.robinson@nb.ed.nb.ca](mailto:grant.robinson@nb.ed.nb.ca)

**Monday: Easter Monday**

**Tuesday: Kicking Chairshoes**



**Kicking Chairshoes**

- Find someone to play against.
- Set up 2 chairs across from each other about 10-12 feet apart.
- Rock, Paper, Scissors to see who goes first.
- Using a ball (or a rolled up sock), accurately kick the ball to make it go through the legs of the chair.

-Scoring is as follows:-

- Ball goes completely through the legs of the chair = 3 points
- Ball comes to rest under the chair = 2 points
- Ball hits a leg of the chair but does not go under or through = 1 point

-First player to 21 points wins.

<https://www.youtube.com/watch?v=MlQodCJQfi4>

**Wednesday: Table Hockey**

**Bart Jones, MS** @exercys · Apr 6

Table Hockey. 2 cups, peanut butter lid, table. Enjoy!! #PhysEd #HPEatHome



Go to our "twitter" site to see actual video

**Thursday: Kick-Tac-Toe**



**Kick-Tac-Toe**

Find another person to play against.

Create a Tic-Tac-Toe board on the floor using tape or something similar.

Take turns with the other person kicking the ball (or rolled up sock) to make it stay in one of the squares.

If the ball stays inside one of the squares, put your "X" or "O" in that square (You can use a small piece of paper with "X" or "O" written on them).

You can turn any "X" or "O" into the other one by making your ball stay inside that square.

1 in a row first wins.

<https://www.youtube.com/watch?v=gDmAHBZqRY8>

**Friday: Tape Line Challenges**



**TAPE LINE CHALLENGES**

WHAT YOU NEED: 6 LINES OF TAPE.

(ASK YOUR MOM OR DAD: PRINTERS TAPE OR MASKING TAPE OR CLEAR TAPE STRIPS OF PAPER ON THE FLOOR)

How far can you jump?

Forward

Backward

JUMP

How far can you stretch?

How many lines long are you? Stretch yourself!

Two feet

HOP