Centreville Community School

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Grade 6 HOME LEARNING PLAN

Grade:	**6**
TEACHERS	**Grant Robinson, Iris Hitchcock, Kim Foster, Angela Taylor and Melissa Richardson**
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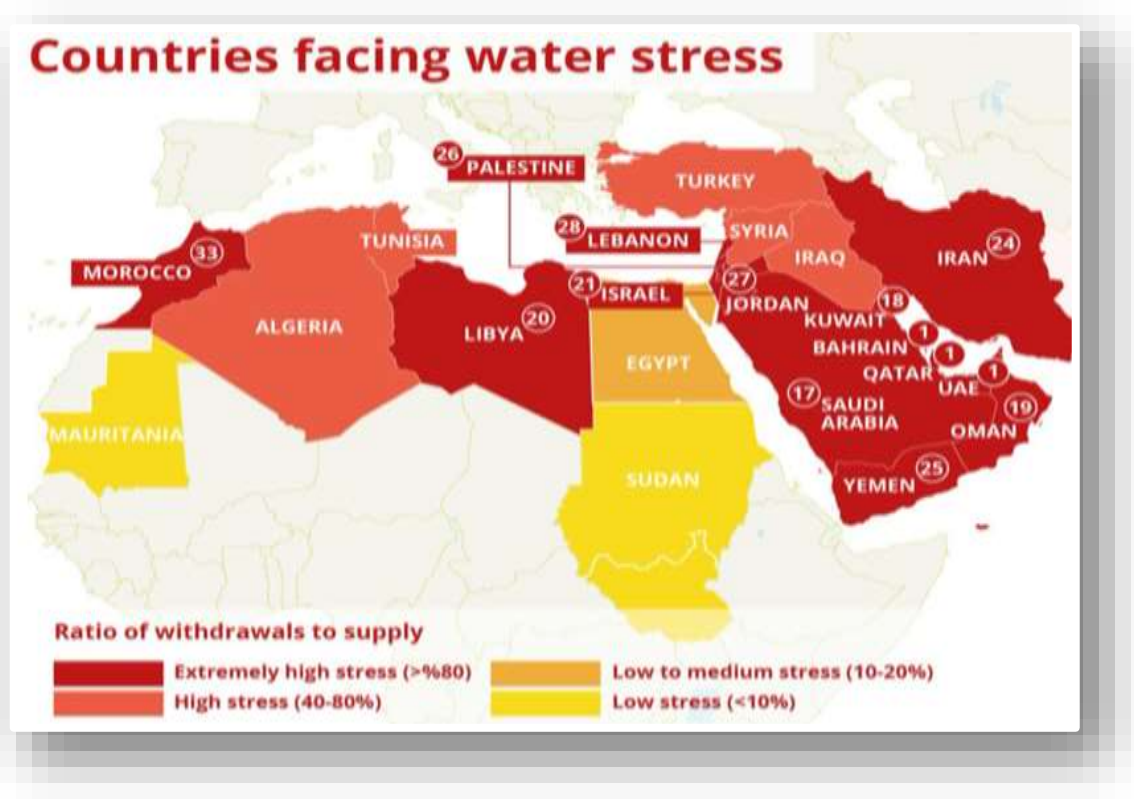
In accordance with the communication sent from our Minister of Education, Dominic Carty, on April 2, 2020 Home learning opportunities to support literacy, numeracy, science and social studies outcomes will be made available online weekly by Middle School Teachers.

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.

Subjects	Description of Learning Activities
Literacy If you want to "pass in" your weekly writing piece to the group "English Language Arts 6-6R" in Microsoft Groups, under assignments, there are the weekly descriptions. I will provide feedback for what you're doing well and	**WRITING** - 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 ¾ to 1 page for each journal entry. Now that the weather is getting more spring-like, (except for last Friday!!!) for your weekly writing activity, take whatever you're writing with (if possible) out on your deck, porch, front step, lawn, etc. and use your 5 senses to write about what is around you. What you see, hear, smell, feel…probably not taste!! But if you take a snack/drink out with you…why not?? Write a paragraph for each of the senses. Please include descriptive words and phrases and many details. Paint a picture, so I can "see" what you're seeing, "smell" what you're smelling, etc. **For everything you write:** 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 Middle School students.

what you need to keep working on. Your Reading Response assignment is in there too, if you want to send it to me. Iris Hitchcock iris.hitchcock@nbed.nb.ca	**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.
Social Studies If you have any questions about the Social Studies activities, please contact- Melissa Richardson melissa.richardson2@nbed.nb.ca If you would like to submit your completed products for feedback, you can email the doc or pic to the above email address. Feel free to upload them to Microsoft Groups, under assignments, as well. A Social Studies 6 - 6R group has been activated for those who are interested.	**Water Crisis in the Middle East -** Research the water crisis in the middle east by viewing the following videos: "Water Walk" https://www.youtube.com/watch?v=4V-KoJGGJ4s&feature=youtu.be ; "Water Crisis" https://www.youtube.com/watch?v=1FHksyApxmE ; "Israeli Food Technologies" https://www.youtube.com/watch?v=PRKw8Mt101U and/or reading the attached worksheet (Grade 6 Water Crisis.pdf). **What are your observations & reactions?** **What conclusions can we draw from the videos and reading passage?** **What type of things might happen in the Middle East if the water crisis worsens?**  **Assignment:** Create an advertisement aimed at the government of one the Middle Eastern countries featured in the above map (your choice). In your ad highlight why they must focus on the issue of water scarcity in their country and offer possible solutions and/or advice.

Grade 6 Numeracy

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

Kim Foster
kim.foster@nbed.nb.ca

April 20th to April 24th – Offline Math Choice Boards (Grade 6)

Monday	Tuesday	Wednesday	Thursday	Friday
What number am I? I am > 0.453 and I am < 0.48 I have a zero in my thousandths place and a 5 in my ten thousandths place. Create your own number riddle.	Which would you rather have: $5.00 every minute for the next 5 months or One million dollars? Explain your choice using math thinking.	Anna orders pizza for the family. She knows that a pizza with no topping's costs $10.00 and a 2-topping pizza costs $12.50. She wants one loaded with 8 toppings. How much will the pizza cost??	If you were allowed 6 hours of screen-time this week; how many minutes would that be? How many 15-minute recesses would that equal	Build a 3D structure with materials of your choice (toothpicks and marshmallows, cereal boxes, popsicle sticks, LEGO blocks, Jenga blocks, toilet paper tubes etc.). Sketch side views, top view and bottom view.
Explain, how you know that $\frac{5}{4}$ must be more than one whole. Explain, using pictures and numbers, how you know that $\frac{7}{100}$ must be closer to 0 than 1 whole.	Place one (or both) set(s) of fractions below in order from smallest to largest. Use pictures if you needed to. a.) $2\frac{1}{2}, \frac{7}{4}, \frac{5}{4}, 2\frac{3}{4}, 1\frac{1}{2}$ b.) $2\frac{1}{3}, \frac{7}{4}, \frac{5}{3}, 2\frac{3}{4}, 1\frac{4}{5}$	If 14 people at a party each want $\frac{1}{3}$ of a pizza, how many pizzas would be needed? Draw a picture to show why $3\frac{1}{3} = \frac{10}{3}$	Measure to compare the height of the members of your household using non-standard units of measure (eg. LEGO blocks, paper clips, pencils, straws, hockey sticks, spoons). Be as accurate as you can. For example, "I am 13 ¼ spoons tall, which is 1 ½ spoons taller than my brother." If you have a measuring tape at home, compare heights using standard units (cm, m)	Go on a triangle scavenger hunt, either indoors, outdoors, or both. Keep track of how many of each triangle type you find: right angle, equilateral, scalene, isosceles. Which triangles are easier to find? Which ones are more difficult to find? Why do you think that is?

April 20th to April 24th – Offline Math Games (Grade 6)

Probability Dice Game

Objective is to allow students to compare theoretical and experimental outcomes.

Two or more players are needed. Two number cubes each with 1, 2, 3, 4, 5, 6. (If you do not have die, place 12 small pieces of paper in a container; so you have 2 of each digit (1-6) in the container.) Take turns rolling the dice (or pulling 2 numbers from a container). If the total roll is an even number, player A gets a point. If the total roll is greater than 7, player B gets a point. Before playing, determine the theoretical probability of each player earning a point. (Eg. Theoretical probability of rolling a 1, 2 or 3 on a die is 3 out of 6, recorded as 3/6 or 3:6 or 50%) You can also make your own rules, especially if there are more than 2 players. Keep track of the outcomes in a tally chart. How do your experimental results compare with the theoretical probability?

Roll Out Fractions

Objective is to allow students to form and compare fractions.

Two players are needed. Two number cubes: one with 1, 2, 3, 4, 5, 6 and one with 1, 2, 3, 4, 8, 10 (or two small containers with needed numbers written on small pieces of paper in them)

Players take turns rolling the two number cubes. (or drawing the numbers for each container) After every roll, the player decides how to use the digits obtained as numerator and denominator and tries to form the smallest fraction possible. The player also writes his or her fraction on the game board. The students then compare the fractions, writing <, >, or = in the space between the fractions. The player who creates the smallest fraction earns a point for that round. The winner of the round rolls first on the next round. If the fractions are equal both students get a point. The player with the most points at the end of five rounds wins.

Math facts

Daily Practice, 10 minutes

Make cue cards with multiplications from 1 x 1 to 12x 12 on the front of the cards. On the back of the cards, write the answers. Use these to practice multiplication skills! (For a challenge, you can time yourself and see how many you can get right in a certain amount of time and set a goal to see your improvement!)

Play Multiplication War! Or Play Addition War! – See week of April 14th for rules.

April 20th to April 24th – Online Math Choice Boards (Grade 6)

Monday	Tuesday	Wednesday	Thursday	Friday
Game 1: Equivalent fractions	Game 2: Equivalent fractions	Game 3: Percents	Game 4: Equivalent fractions	Game 5: Equivalent fractions
IXL Online Practice - I have a 30-day free trial and have set all middle school students up with a username and password. If you didn't receive the email from IXL with this information, please let me know and I will forward it to you for your child.				
Decimals **B.1** What decimal number is illustrated? **B.2** Decimal place values **B.3** Word names for decimal numbers **B.4** Put decimal numbers in order	Addition and Subtraction **D.5** Add and subtract decimal numbers **D.6** Add and subtract decimals: word problems **D.7** Estimate sums and differences of decimals	Fractions and mixed numbers **J.5** Fractions of a group: word problems **J.6** Least common denominator **J.7** Compare fractions using models **J.8** Compare fractions with like and unlike denominators **J.9** Compare fractions: word problems **J.10** Convert between improper fractions and mixed numbers	Mixed operations **M.1** Add, subtract, multiply or divide two whole numbers **M.2** Add, subtract, multiply or divide two whole numbers: word problems **M.3** Evaluate numerical expressions involving whole numbers **M.4** Add, subtract, multiply or divide two decimals	Geometric measurement **CC.1** Perimeter **CC.2** Area of squares and rectangles **CC.3** Area of triangles **CC.4** Area of parallelograms and trapezoids **CC.5** Area of compound figures **CC.6** Area between two rectangles **CC.7** Area and perimeter of figures on grids **CC.8** Area and perimeter: word problems

April 20th to April 24th – Online Math and Tech Games (Grade 6)

Some Middle School Web Sites for Math, Tech and/or Science

www.everfi.net
Sumdog (I only have passwords for grade 6)
Hour of Code
https://www.typing.com/

Sources for Grade 6 **offline and online learning:**

A Guide to Effective Instruction, Geometry and Spatial Sense Grades 1-3, Ministry of Education, 2016
A Guide to Effective Instruction, Data Management & Probability, K-3, Ministry of Education, 2007
Open Questions for the Three-Part Math Lesson - Number Sense and Numeration: Gr. 4-8 M. Small
Open Questions for the Three-Part Math Lesson – Measurement/Patterning and Algebra – Grades 4-8 M. Small
Teaching Student-Centered Mathematics Gr. 6-8 John Van de Walle,
Making Math Meaningful Marion Small, 2013
Box Cars and One-Eyed Jacks Jane Felling
What to Look, Alex Lawson
https://schools.wrdsb.ca/athome/learn/elementary-2/healthy-active-living/ Jo Boler, YouCubed website: https://www.youcubed.org/tasks/paper-folding/.
"The Roll Out Fractions Game: Comparing Fractions" by Enrique Ortiz in Teaching Children Mathematics, August 2006

Grade 6 Science

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

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THINK TAC TOE

Directions: Choose your own assignments!

Color in each box as you complete each assignment.
Have Fun!

Create a poster supporting earth day	Make collection of poems for earth day	Prepare a diorama of an ideal environment.
Predict what would happen if we did not recycle.	Free Choice 	Write a letter to a friend to persuade them to recycle.
write a one-page paper about when and why earth day began.	Think of a way you could conserve energy. and try it at home. Record your actions for five days.	consider everyday items that you throw away on a daily basis. Choose an item such as a milk carton, plastic bags, etc. and create a guide for other uses.

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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

Alien Visitor

You are the commander of a space ship from a far away planet. This is your first visit to planet Earth and you must report back to your homeland about what you see. You are able to zoom in on all areas of Earth and see all the unique and wonderful characteristics of the third planet from the Sun.

Briefly describe what features of Earth should be included on...

The Top 10 Things that Make Earth Unique.

What makes Earth different from the other planets?

What would you see as you zoomed over the planet?

What would be the most important things you would need to share with the people on your home planet?

In celebration of Earth Day (Wednesday, April 22, 2020) you may also wish to read "The Lorax" by Dr. Seuss: https://www.youtube.com/watch?v=EdWesdMfyd4 or watch the movie on Netflix.

Physical Education

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Phys. Ed. activities for middle school students will be posted by Mr. Robinson weekly. You can find these under "Class Announcements > Phys Ed 6-8" on the school website.