



Centreville Community School



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Grade 6 HOME LEARNING PLAN - May 11th to 15th

Grade:	6
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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
<p>Literacy</p> <p>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 of what you're</p>	<p>WRITING - Keeping a daily journal is a great way to get your thoughts down on paper about what you've been doing during the day, you can make up a story about whatever you want to write about or do an informational report about something you're interested in. It can be on paper or on the computer. Middle School students should be able to write at least $\frac{3}{4}$ to 1 page for each journal entry.</p> <p>For this week's special Writing piece, where May 10 is Mother's Day, write about your Mum, Grammy, Nana or any special lady in your life. You can do a biography of her, tell me a funny or interesting story about her, something you and her do together or whatever you want to write about her. It should be at least a page, with lots of details, description and million dollar words. Do your very best work!!!</p>

doing well and what you need to keep working on. You can also email your work to me at: iris.hitchcock@nbed.nb.ca Your Reading Response assignment is in there too, if you want to send it to me.

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. **Please make sure you are using the Writing Traits list and check your work over to make sure you're doing the best you can do.**

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.

Weekly Editing Challenge: There are 10 errors in the following passage. Some are misspelled words, capitalization errors or punctuation mistakes. Rewrite the passage, making the necessary changes.

After traveling for too years and 4,000 miles, a giraffe arrive in Paris, France on June 30, 1827. The giraffe, the first ever to be seen in France, was a gift from the leader of egypt to Frances king. The 12-foot-tall giraffe traveled across the Mediterranean sea by boat her body traveled below deck with the other animals, but her head poked through a whole cut in the deck. When the boat landed in France, the giraffe was lead on a 550-mile walk to Paris.

Grade 6 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.

Destination Egypt

Research modern day Egypt by:

viewing the following videos:

- ↪ <https://www.youtube.com/watch?v=VxT-Izmi7SI>
- ↪ <https://www.youtube.com/watch?v=geNI6R6Di20>
- ↪ https://www.youtube.com/watch?time_continue=13&v=-2Kv9EgD8ug
- ↪ <https://www.youtube.com/watch?v=nuJ6QTZdvm>

visiting the following websites:

- ↪ <https://www.britannica.com/place/Egypt/Land>
- ↪ <https://kids.nationalgeographic.com/explore/countries/egypt/>
- ↪ <https://www.sciencekids.co.nz/sciencefacts/countries/egypt.html>

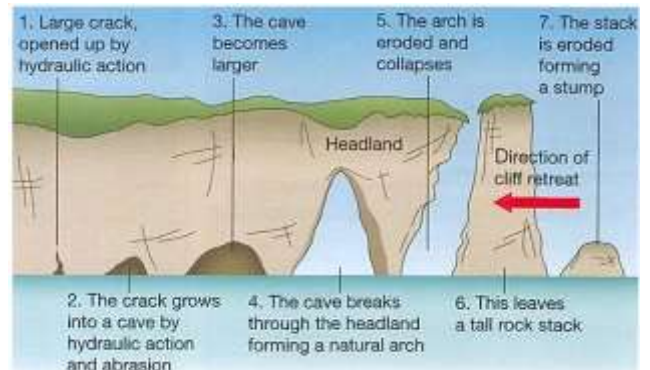
and/or reading the information sheet below.

Assignment: Create a landscape scene of 1 of Egypt's environments. A landscape scene should resemble a photograph of the region (see pictures).

Choose: Sahara Desert, Oasis, or Nile Delta

- Include at least 3 details that represent the characteristics of that environment. Label each geographic feature and write a short caption next to it explaining what it shows.

- Include at least 3 details that illustrate how the people of the region have adapted to their geographic surroundings. Label each adaptation and write a short caption next to it explaining what it shows.



Egypt: A Case Study in Adapting to Geography

Environment: DESERT

The hot, dry desert environments in the Middle East are very harsh. In both the Sahara and Arabian deserts, summer temperatures often rise above 120° F. But, once the sun sets, temperatures at night often drop to below freezing (32° F). The annual rainfall average is only 3 to 4 inches in the region. Droughts can last for many years.

In the sandy regions, powerful winds flare up suddenly which cause blinding sandstorms in these deserts. The blowing winds are always transforming the shape of the landscape and location of sand dunes. Some of these dunes can rise up to 800 feet into the air.

Not all areas of these deserts are sandy. Another common desert landscape has very little sand and is made up of primarily barren, hard, rocky plateaus.

With the exception of the Nile River, rivers and streams are irregular or seasonal in the area. These deserts have extremely limited vegetation.



Adaptations- Desert

Nomads, people without permanent homes, travel around the Sahara desert raising goats, camels, and sheep. They got almost everything they needed from their herds. The animals provide milk to drink and make yogurt and cheeses. Sometimes they ate the meat. The animals provided wool and hair for clothing, blankets, and tents. Nomads dried the animal hides into leather.

When the herds needed to graze and drink, they set up tents. They moved on when the animals had eaten most of the vegetation in an area to find their next grazing spot in the desert.

Throughout most of history the primary method of transportation in the Sahara has been the camel. The camel is called the "ship of the desert" because it was used for trading and carrying goods. Camels can survive for days without water, eat almost anything, and carry heavy loads for long distances.

Nomads wear loose-fitting long gowns to protect their skin from the sun's rays. Cotton headresses are common to protect people from the heat as well as blowing sand and dust in the air.

Environment- Oasis

The Sahara desert is dotted with oases, small patches of vegetation surrounded by desert. There are about 90 oases scattered throughout Egypt. They are found where fresh water is available, usually areas where water has been trapped underground in aquifers. The water seeps to the surface as a spring or waterhole.

An oasis is the key source of life in the desert region. On these fertile lands, plant life sprouts up, particularly grass and shrubs. Oases are important because the plants provide food, the springs give water, and the vegetation creates shade. Traveling between oases can take several days because the desert is so vast.

Adaptations- Oasis

Oasis dwellers grow fruits, like dates and peaches, and grains to make bread. Farmers stay indoors during the hottest times of day. They build permanent homes out of mud bricks, which help homes stay cool.

Around the perimeter of oases, people plant strong trees. They help keep the sand out of the fields and the fresh water supply. The leaves on palm trees provide shade from the hot sun for people and animals. They also use leaves to make thatch roofs and rope. The hollowed-out trunks are made into irrigation pipes.

A number of towns developed around oases, linked by tracks through the desert. Many of these towns evolved into small trading centers and merchants became an important part of town life in oases.

Environment- Nile Delta

The Nile River in Egypt is the longest river in the world, running for 4,150 miles through Africa. No other region in our world is more dependent on a single water system than Egypt is on the Nile because Egypt is located in one of the world's harshest deserts.

The Nile Delta is the geographic region in northern Egypt where the Nile River spreads out and drains into the Mediterranean Sea. Deltas form when silt and sediments accumulate at the mouths of large rivers. It is one of the world's largest river deltas. The dirt that is deposited by the river is rich in nutrients. Abundant plant and animal life thrives in the area.

Throughout history, the Nile River would flood annually as a result of monsoon rains in Ethiopia. Floods would leave behind a fresh layer of rich, fertile soil in the delta region.

Millions of birds traveling between Africa and Europe pass through the delta region each year.



Adaptations- Nile Delta

More than 90% of the population of Egypt today lives along the Nile and relies directly on its delta. Cairo, the largest city in Africa and capital of Egypt, is located in this area.

In ancient Egypt, the flooding of the Nile was predictable enough for the Egyptians to plant their yearly crops around it. They also learned how to control flood waters of the Nile by building irrigation canals and ditches. These irrigations canals helped provide fresh water for drinking, cleaning, and growing crops to the people of the region. In addition to being a source of fresh water, the Nile River provides fish and waterfowl to people in the region for food.

Throughout history, most people living on the Nile Delta have been farmers. They grow crops such as grains, fruits, and vegetables on the rich, fertile soil. Also, fragrant saps, like myrrh and frankincense, are collected from the trees growing in the Nile Delta. The people used them to make incense, perfumes, and medicine to trade.


The Nile River acts as a major transportation highway linking Egypt to the world. The Suez Canal was built in the Nile Delta to make trade between Asia, Africa, and Europe faster.


Grade 6 Numeracy

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

Kim Foster
kim.foster@nbed.nb.ca

May 11th to May 15th – Offline Math Choice Boards (Grade 6)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Draw a model to show the improper fraction $\frac{12}{5}$. Write the mixed number that matches.</p>	<p>Write each of these improper fractions as mixed numbers. Show your work using drawings.</p> $\frac{5}{2}, \frac{13}{4}, \frac{36}{5}, \frac{113}{10}$	<p>Write each of these mixed numbers as improper fractions. Show your work using drawings.</p> $4\frac{1}{2}, 3\frac{2}{3}, 1\frac{8}{9}, 5\frac{1}{6}$	<p>What is the ratio of hats to all? Write the ratio in three different ways.</p> 	<p>There are 15 girls in Mrs. Graham's class of 25 students.</p> <p>What is the ratio of boys to all?</p> <p>What percent of the class are boys? Show how you know.</p>

<p>Bill got a pizza. What percent of the pizza did he eat?</p> 	<p>The following table shows the ratios of water to juice for making lemonade. Complete the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Juice</th> <th>Water</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td></td> <td>9</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td></td> <td>15</td> </tr> </tbody> </table>	Juice	Water		3	2	6		9	4			15	<p>Thomas worked for $3\frac{1}{2}$ hours shoveling snow.</p> <p>Claudia worked for $\frac{1}{4}$ of an hour and took a break. She did this 13 times altogether.</p> <p>Who spent more time shoveling snow? Show how you know.</p>	<p>Order the following fractions from least to greatest. Show your work.</p> $1\frac{4}{10}, \frac{9}{10}, \frac{12}{5}, 2\frac{1}{5}$
Juice	Water														
	3														
2	6														
	9														
4															
	15														

May 11th to May 15th – Offline Math Choice Boards (Grade 6)

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!)

Offline Games

Probability Dice Game or **Roll Out Fractions** – See week of April 20th for directions

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

May 11th to May 15th – Online Math Choice Boards (Grade 6)

Monday	Tuesday	Wednesday	Thursday	Friday
Game 1 – Make a Whole	Game 2: Decimal Place Value	Game 3: Adding and Subtracting Basic Fractions	Game 4: Adding and Subtracting Fractions	Game 5: Fraction Game 6: Transformation Workshop

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.

I have tagged the activities, right in IXL, which your child may wish to try. The headings listed below tell sections related to the learning activities for the week.

Click this link to go to Grade 6 IXL online activities: [IXL Online Practice for Grade 6](#)

Geometric measurement	One-variable equations	Data and graphs	Data and graphs	Coordinate plane
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A chance to practice your math skills:
[Mr. Boyd reads "Divide and Ride"](#)

May 11th to May 15th – 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/>

Check out the [Code.org](#) resources for students at home

And take a weekly [Code Break](#) every Wednesday with special guests!

Sources for offline and online learning:

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

“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 -

Angela Taylor
angela.taylor@nbed.nb.ca

Watch the “**Bill Nye the Science Guy: Plants**” Video on YouTube <https://www.youtube.com/watch?v=22Z4kBZT3uA> and answer the following questions. You can number the 15 answers email them to Mrs. Taylor.



Plants

Directions: While watching the video, use the word bank to fill in the blanks.

carbon dioxide	wintertime	sugar	chlorophyll	photosynthesis
thorns	oxygen	seeds	water	plants
meat	energy	food	sunlight	roots

1. Without _____ there would be no animals on earth.
2. Plants take _____ from the sun and make their own food.
3. Different types of plants make different types of _____.
4. Plants take in _____ from the air.
5. _____ is the process where plants take in water and sunlight and make food.
6. Plants make _____, which animals, like humans, breathe.
7. Plants make fruit to get animals to carry the _____ to some new place.
8. Desert plants, like cacti and succulents, survive by storing _____.
9. Cacti have sharp _____ to protect them from desert animals.
10. Plants use _____, water, and carbon dioxide gas to make oxygen.
11. Ocean kelp doesn't need strong _____, stems, or bark to grow.
12. Some plants can't get enough nutrients from the soil and eat _____.
13. _____ is a green chemical that plants use to trap sunlight.
14. Plants use sunlight to make their own _____.
15. A lot of plant shut down in the _____.

Physical Education

Grant Robinson
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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.