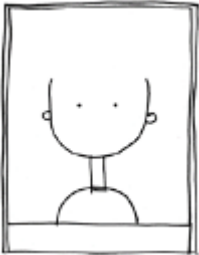





TK Asynchronous Activities During District Internet Outage
September 22, 2020

Subject	Transitional Kinder <i>180 minutes</i>
ELA	<ul style="list-style-type: none"> ● Sky write your letters. Lay on the ground looking up at the sky. If you're inside, you can look at the ceiling. Have an adult name a letter. Draw that letter in the sky. Remember to start at the top near your head! ● Have an adult write the letters of your name on pieces of paper, one for each letter. Place the letters on the floor in a line leaving a space between each letter. Jump like a frog over each letter as you say each letter. <p style="text-align: right;"><i>-50 minutes</i></p>
ELD	<p>Guess What</p> <p>Play a guessing game about all types of transportation. Give your child a clue, such as: It is yellow, long, has wheels, and takes kids to school. Wait for your child to respond using a complete sentence: It is a bus. Then your child can give you clues. Take turns with different types of transportation.</p>
Math	<ul style="list-style-type: none"> ● Have an adult write the numbers 1-10 on pieces of paper or you can use flash cards. Spread them out on the floor. Have an adult call out a number. Use a fly swatter or your hand to swat the number and say its name when you swat it. ● Find 5-10 toys of your choice. Put them in order from smallest to largest. Tap the toys one-by-one and count them. Try it again with a different group of toys. <p style="text-align: right;"><i>-30 minutes</i></p>
Social Studies	<p>Talk with an adult about what makes you happy. Draw a picture of your happy face. Talk with an adult about what makes you sad. Draw a picture of your sad face.</p> <p style="text-align: right;"><i>-30 minutes</i></p>
Science	<p>Find two items that are non-breakable. Safely drop both items at the same time. Which one hits the</p>

	<p>ground first? Discuss why. Try it again. Which one hit the ground first this time? Try it five more times and see if you get the same result.</p> <p>-30 minutes</p>
PE	<p>All you need is a balloon or very soft/light ball. Take turns passing it back and forth without letting it touch the ground. For a challenge, add a second balloon and pass both at the same time.</p> <p>-20 minutes</p>
Art	<p>Crazy Hair Day!</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself with a crazy hair style! 2. Draw everyone at your house and give everyone a different hair style 3. Use patterns, shapes, and color to make them each different and wild! 4. Draw your head and then add hair. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div data-bbox="722 740 919 992" style="text-align: center;">  </div> <div data-bbox="1108 769 1272 1003" style="text-align: center;">  </div> <div data-bbox="1352 654 1583 1003" style="text-align: center;">  </div> </div> <p>-20 minutes</p>

Kindergarten Asynchronous Activities During District Internet Outage- September 22, 2020

Subject	Kindergarten <i>180 minutes</i>
ELA	<p>*Listen to a story.</p> <ol style="list-style-type: none"> 1. Discuss the story elements (character, setting, problem, solution). 2. Think about what happened at the beginning of the story and at the end of the story. 3. Make up a new ending to the story and tell an adult in your home. <p>*Writing:</p> <ol style="list-style-type: none"> 1. Practice writing your first and last name using chalk, play dough or water on the sidewalk using a paint brush. Remember to use a capital in the beginning and lower-case letters for the rest. 2. Practice writing your numbers neatly using correct formation from top to bottom. <p><i>-50 minutes</i></p>
ELD	<p>Why do we have rules?</p> <p>Build a map of a Kindergarten Classroom. You can recreate with items from your house, draw on paper, or use cut out shapes.</p> <div style="text-align: right;">  </div>
Math	<p>*Draw a number Monster</p> <ol style="list-style-type: none"> 1. Make sure you use the numbers 1, 2, 3, 4, 5. 2. Your monster can have a 1 large body (including a head), 3 arms, 4 legs, 5 eyes, and 2 mouths. 3. You can mix up the numbers and make another monster. 4. Color your monster.



-30 minutes

Social Studies

*Discuss and review what it means to be helpful.

1. Think about your family.
2. How does each person help at home?
3. Think of 1 way you can help each person in your family.
4. Draw a picture of your family.

-30 minutes

Science

Find two items that are non-breakable. Safely drop both items at the same time. Which one hits the ground first? Discuss why. Try it again. Which one hit the ground first this time? Try it five more times and see if you get the same result.

-30 minutes

PE

Try this movement routine: jump up and down in place, touch your toes, reach for the ceiling, do 3 jumping jacks, run in place for a count of 10, repeat 5xs.

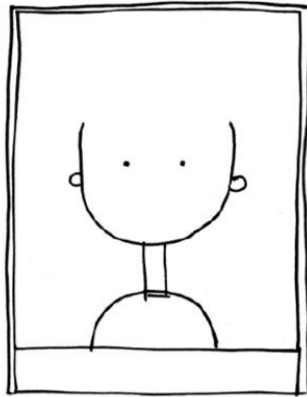
-20 minutes

Art


Crazy Hair Day!

1. Draw a picture of yourself with a crazy hair style!
2. Draw everyone at your house and give everyone a different hair style
3. Use patterns, shapes, and color to make them each different and wild!

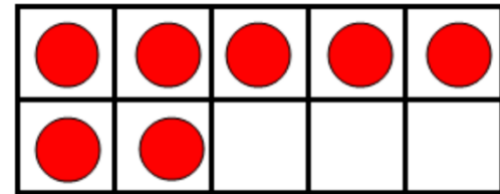
4. Draw your head and then add hair.



1st Grade Asynchronous Activities During District Internet Outage September 22, 2020

Subject	1 st grade <i>230 minutes</i>	
ELA	<p>*We have been learning about Fiction and Non-Fiction. Choose a book to read with your family in your native language that is Fiction. As you go through the book, think about and discuss (or write) who the main characters are in the story, where is the setting, and what are the events of the story. (20 minutes)</p> <p>*We have been learning about nouns. A noun is a person, place, or thing. Ex. teacher, school, pencil. Go on a Scavenger Hunt around your house and find 6 examples of nouns. Then write a sentence using one of the nouns from your scavenger hunt. For example: My <i>pencil</i> is broken. (30 minutes)</p> <p>*Rhyming - Have an adult say the following words: bet, met, set. Add a word that would rhyme. Remember that rhyming words sound the same at the end. Try it again with: fit, bit, lit (10 minutes) - <i>60 minutes</i></p>	
ELD	<p>*Why do neighbors help out? Look at the picture and discuss it with and</p> <p>What do you see? I see _____ .</p> <p>What do you think about that? I think _____ .</p> <p>Why do neighbors help out? I think they help out because _____ .</p>	

Math

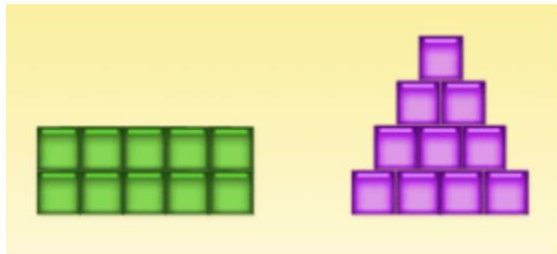


* Look at the picture and answer the questions below with an adult or sibling.

Is this ten? Why or why not?

How do you know?

How many more do you need to make 10?



* Look at the picture and answer the questions below with an adult or sibling.

Are these sets equal? Why or why not?

How do you know?

Then count and check.

*Solve the word problem below using pictures, tallies, or an equation.

Lora has 2 popsicles. How many more popsicles does Lora need to have 6?

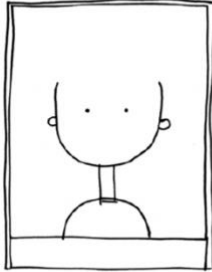


-50 minutes

Social
Studies

*We have been learning about community. What is a community? Share with an adult or sibling.

play	learn	live

A community is a place where we live, work, play, and learn.

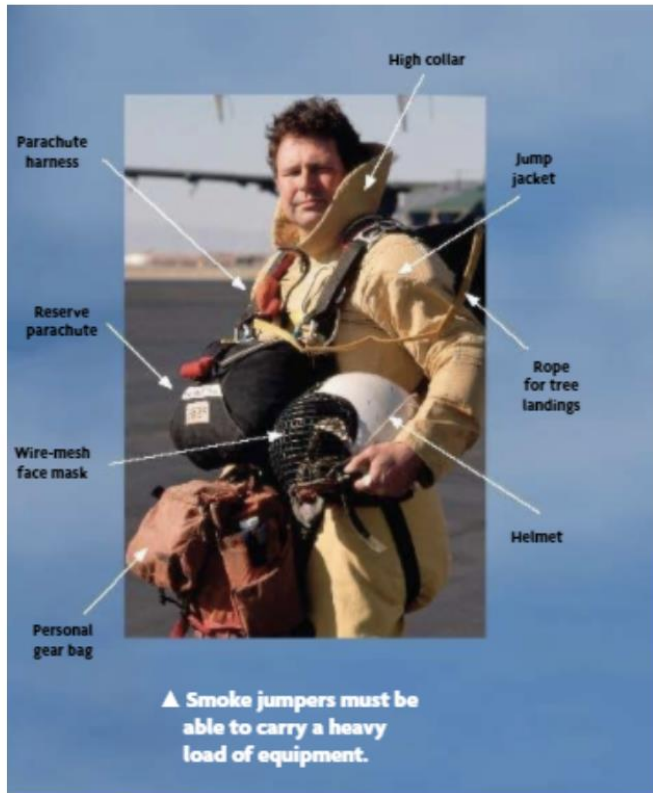
	<p>Think about places we can find in our community. Draw an example of a place you play, live, and learn in our community. Write a sentence telling what you like about your community. I like my community because _____ . -30 minutes</p>
Science	<p>Place a small ball on top of a large ball and drop them together. Watch how energy is transferred! Try dropping them from different heights. What do you notice? Draw a model of the balls dropping and use arrows to show the direction that the balls go when they hit the ground. -30 minutes</p>
PE	<p>Play the “Act Like” Game. You can play with a friend or simply create ideas and play by yourself. “Act like... you are driving a car/ flying a plane/blowing bubbles/a bee is flying around you/you just met your favorite singer... - 30 minutes</p>
Art	<p>Crazy Hair Day!</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself with a crazy hair style! 2. Draw everyone at your house and give everyone a different hair style 3. Use patterns, shapes, and color to make them each different and wild! 4. Draw your head and then add hair. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>-30 minutes</p>

2nd Grade Asynchronous Activities During District Internet Outage
September 22, 2020

Subject	2 nd grade <i>230 minutes</i>
ELA	<p>Reading:</p> <ol style="list-style-type: none">1. Find your Benchmark Reader <u>Government at Work</u>.2. Open up to page 6 “Smoke Jumpers”. Preview the text by looking at the photos and other text features on pages 6-9. Can you predict what this article will be about?3. Read “Smoke Jumpers” on pages 6-9. Make sure to practice annotating as you read. Focus on circling important words and phrases and <u>underlining key details</u> about smoke jumpers.4. In your journal, respond to the following question: <i>Yesterday we read about courage in Social Studies. Do you think smoke jumpers have courage? Why or why not?</i>5. Practice your reading stamina and fluency. Find a good fit book and read independently for 15-20 minutes. You can practice reading in a whisper voice to a stuffed animal or family member. <p>Writing:</p> <ol style="list-style-type: none">1. Journal Writing: Write about a time that you felt excited! Make sure to include 4-5 sentences that include detail. After you are finished writing, read it to yourself to check your spelling, capitalization, and punctuation. Remember, every sentence starts with a capital and ends in a punctuation mark. <p><i>-60 minutes</i></p>

ELD

Why do we need a government?



Use Language: Nouns



plane



forest fire



parachute



team

Smoke jumpers wear special gear to keep them safe. Padded fireproof suits and helmets with face masks protect jumpers from fire, rocks, and trees.



Using the diagram, draw and label the gear for a smokejumper. If you do not have the materials, spend some time looking at the image and the new vocabulary words.

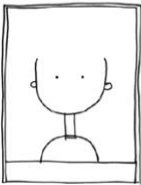


Math

1. Practice counting by 5s. See how far you can go! 5, 10, 15, ...

2. **Number of the Day: 83**

For this activity, fold a piece of paper in fourths or draw lines in your journal to make 4 sections.

- Write the number in word form.
- Write the number in expanded form.
- Make a model with base ten.

	<ul style="list-style-type: none"> ○ Is this number even or odd. Prove it! <p>3. Solve the following Story problems in a journal. Make sure to use pictures, words, or numbers to explain your thinking.</p> <ul style="list-style-type: none"> ○ Gus had some fish. He got 6 more fish at the pet store. Now he has 11 fish. How many fish did Gus have to start with? Show your work. ○ Mrs. Jones has ducks and sheep on her farm. The animals have a total of 6 heads and 16 legs. How many ducks does Mrs. Jones have? How many sheep does Mrs. Jones have? Show your work. <p>-50 minutes</p>
Social Studies	<ol style="list-style-type: none"> 1. Find your Studies Weekly #2 Being Responsible. Read the article “American Stories: George Washington” on page 4. 2. We learned that George Washington worked on many skills. In your journal or on a piece of paper, write 2-3 sentences about the skills you are working on in school or at home. Remember to use complete sentences. Draw a picture to illustrate some of these skills. <p>-30 minutes</p>
Science	<p>Place a small ball on top of a large ball and drop them together. Watch how energy is transferred! Try dropping them from different heights, what do you notice? Draw a model of the balls dropping and use arrows to show the direction that the balls go when they hit the ground.</p> <p>-30 minutes</p>
PE	<p>Play the “Act Like” Game. You can play with a friend or simply create ideas and play by yourself. “Act like... you are driving a car/ flying a plane/blowing bubbles/a bee is flying around you/you just met your favorite singer...”</p> <p>- 30 minutes</p>
Art	<p>Crazy Hair Day!</p> <ol style="list-style-type: none"> 1. Draw a picture of yourself with a crazy hair style! 2. Draw everyone at your house and give everyone a different hair style 3. Use patterns, shapes, and color to make them each different and wild! 4. Draw your head and then add hair. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div> <p>-30 minutes</p>

Third Grade Asynchronous Activities During District Internet Outage

September 22, 2020

Subject	3 rd grade <i>230 minutes</i>
ELA	<p>🌀 I can identify causes and effects in text.</p> <p>A cause is a reason something happens. An effect is what happens. For example: A virus, Covid, is the reason, and the effect is we can't go to school in person right now.</p> <p>Reread the first sentence in paragraph #1 of “Working Together” on pg. 4 in your Unit 1 book. Bad flooding is predicted. Water will come out of the banks of the river. That is the cause. Reread the rest of paragraph #1. Notice that the effect is that city leaders get together and make a plan. Their plan now causes them to take action. What is the effect in paragraph #2 of them wanting to keep water out of buildings?</p> <p>Reread paragraph #3 and answer these questions.</p> <p>What is the effect of the Red River rising? What is the effect of building walls of sandbags? What is the effect of city leaders and citizens working together?</p> <p><u>Spelling:</u> Practice your spelling words on a whiteboard, on paper, etc, by drawing them in word boxes. Word boxes help you to visually remember the words.</p> <p>conflicts examples helpful imagine plans problems printed upset</p>

h e l p f u l

Grammar:

You have learned that nouns name people, places, and things. Nouns can also be **concrete** or **abstract**. **Concrete** nouns can be observed by our senses. We can see, touch, hear, taste, or smell it.



An **abstract** noun is something that we cannot see, touch, hear, taste, or smell. It is something we experience like an idea or an emotion such as wisdom or joy.

Make a T chart like the one you see below on a piece of paper and sort the following words into **concrete** or **abstract** nouns.

bicycle
dream

bravery
mirror

fear
imagination

freedom
garden

Hawaii
book

mayor
trust

friend
love

Concrete Nouns	Abstract Nouns

-60 minutes

ELD


Why do people participate in government?

Act out each verb listed in the chart. Note, the left side shows verbs that are happening “now” while the right side shows verbs that already happened. See if you can show someone at your house and have them guess the word. After you have played several times, review the list of vocabulary words to help you better understand this week’s lessons.

Form and Use Irregular Verbs

Present Tense	Past Tense
go	went
win	won
become	became
be	was (singular); were (plural)
begin	began
fight	fought
come	came

Math

 I can add and subtract two 2-digit numbers.

Remember to use numbers, words, pictures to solve these math problems.

1. Read each number and write them in standard AND expanded form:

One thousand four hundred twelve:

Two thousand thirteen:

2. What is 10 more than 93?

3. What is 10 less than 101?

4. Use the pictures of the base tens to help you with the following subtraction problems:

Two base ten rods (each representing 10) and five individual units (each representing 1) are shown. The top rod has two units removed from its right end, representing 25. The bottom rod has seven units removed from its right end, representing 17. To the right of the blocks is a subtraction problem:
$$\begin{array}{r} 25 \\ - 17 \\ \hline \end{array}$$

Three base ten rods (each representing 10) and seven individual units (each representing 1) are shown. The top rod is empty. The middle rod has three units removed from its right end, representing 37. The bottom rod has nine units removed from its right end, representing 19. To the right of the blocks is a subtraction problem:
$$\begin{array}{r} 37 \\ - 19 \\ \hline \end{array}$$

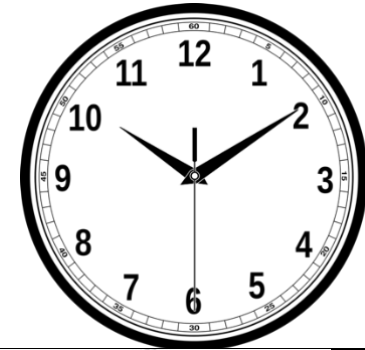
5. What missing numbers make these equations true? Make sure to show your work in your math notebook or scratch paper. Remember that BOTH sides of the equal sign must have the same value.

$$18 = \underline{\quad} + 9 \quad 18 + 7 = \underline{\quad} \quad 16 + 16 = \underline{\quad} + 12 \quad 20 = 35 - \underline{\quad}$$

6. Mrs. Baker made a dozen chocolate chip cookies. She also made 10 sugar cookies. How many cookies did Mrs. Baker make all together?

7. If there are 30 cars in the parking lot and 15 are white, 9 are black and 3 are blue and the rest are red, how many cars are red?
8. There are 6 horses in a field. Each horse has a horseshoe on each foot. How many horseshoes do the horses have in all?
9. What time does this clock show? What time will it be half an hour later?

-50 minutes



Social Studies

Read this story in **Week 3** of Studies Weekly about how **Abby Sunderland** becomes one of our **State Heros** through her perseverance and strong will. Write a paragraph about a time you have persevered and not given up even though you might have faced many obstacles. Focus on that moment in your life and describe what you did and how you felt by using descriptive words and details.

-30 minutes

Our State Heroes

Abby Sunderland

A California teenager named Abby Sunderland is a dreamer with an adventurous spirit. She knows how to persevere no matter what obstacles face her! At 16 years old, Abby left her home in Thousand Oaks, California, in an attempt to become the youngest person to sail solo (alone) around the world, nonstop.

During Abby's long and difficult journey, her boat's autopilot broke, which caused Abby to have to stop to have it fixed. Despite knowing that this detour had cost her a world record, she continued her journey. Abby was determined to finish what she had started.

Then, while crossing the dangerous Indian Ocean, a storm hit that ripped her boat's mast in half. This left Abby stranded in the middle of the ocean and without any communication. Rescuers finally found her after days at sea, but Abby vowed to sail again and accomplish her dream of crossing the globe. Now that's perseverance!

will. you

Science

Place a small ball on top of a large ball and drop them together. Watch how energy is transferred! Try dropping them from different heights, what do you notice? Draw a model of the balls dropping and use arrows to show the direction that the balls go when they hit the ground.

-30 minutes

PE

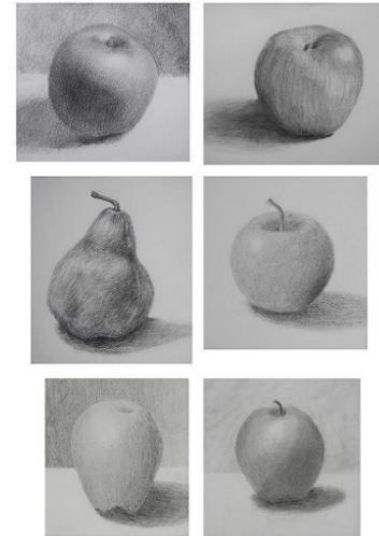
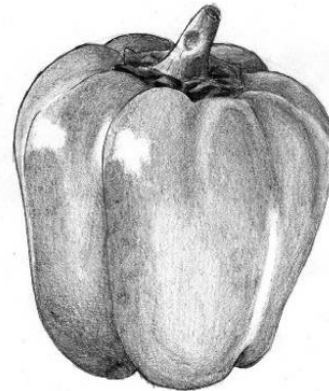
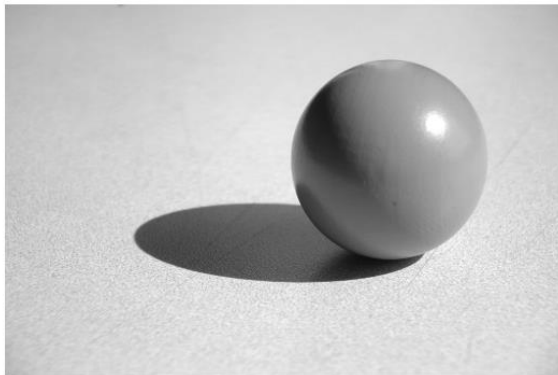
Try this movement routine: hop on one foot, touch your toes, reach for the ceiling, march in place for the count of 30, do 3 jumping jacks, run in place for a count of 30, repeat 5xs.

-30 minutes

Art


Three- Dimensional drawing

1. Choose an object like a piece of fruit or vegetable
2. draw the outline of the fruit of veggie
3. Carefully observe where the light is coming from
4. Look to see where the shadows fall
5. shade – using lighter (press lightly) color/pencil on the area closer to the light
6. shade – get darker (press harder, or add layers) as you are further from the light source
7. add a shadow under the object (cast shadow)
8. add a horizon line to show space



-30 minutes

Fourth Grade Asynchronous Activities During District Internet Outage September 22, 2020

Subject	4 th grade 240 minutes	
ELA	<p>1. Reread the story <i>Solving Problems</i> in your Unit 1 Booklet/Reader page 4 - 5 .</p> <p>The main idea of this passage is: Federal, state, and local governments often work as a team to solve problems.</p> <p>2. Identify and write down four key details of this main idea.</p> <p>3. Write a summary of this story. Remember, a summary will not include every detail, just the important points.</p> <p style="text-align: center;">-60 minutes</p>	
ELD	<p>How can the government influence the way we live?</p> <p>Rescue workers help people when there are emergencies. Look at the pictures and think about how the government helps citizens solve problems. Can you think of a time that you or your family had help from the government? Where did it happen? When did it happen? Who did it happen to? What happened? Talk about it with a parent or sibling.</p>	 <p>The collage consists of three photographs. The top-left photo shows firefighters in full gear spraying a large amount of water from a hose onto a fire. The top-right photo shows police officers in waders wading through deep floodwaters on a street, with a bus partially submerged in the background. The bottom photo shows a police officer in a uniform talking to a young child on a sidewalk.</p>
Math	<p><u>One more or One Less</u></p> <p>Think about the relationship between multiplication facts. What happens when you multiply a number by 1 more or 1 less group than a known problem?</p>	

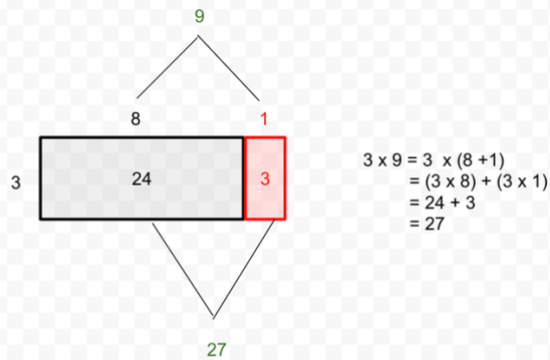
You will be using the One more or One Less multiplication strategy today (see examples below).

You will work with your Bridges Student Workbook page 22 (Seashells). Give the challenge a try!

-60 minutes

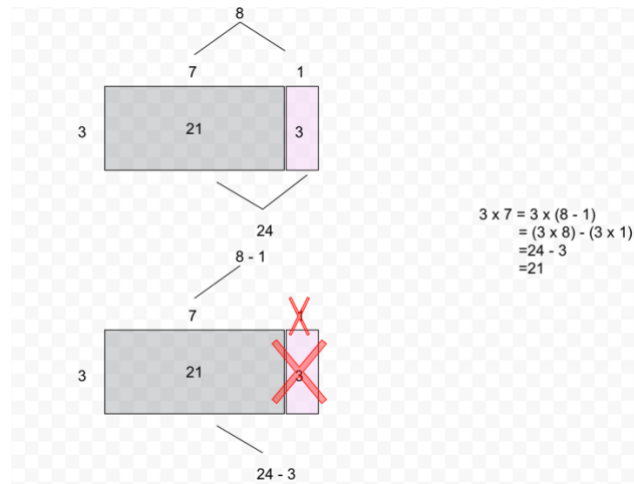
One More Example: I want to find the product of 3×9 .

I can use an array to solve for 3×8 , then add 1 group of 3 from the product of 3×8 to solve 3×9 .



One Less Example: I want to find the product of 3×7 .









I can use an array to solve for 3×8 , then subtract 1 group of 3 from the product of 3×8 to solve 3×7 .




Social Studies

- Choose an article that interests you.
 - Before you read fill out the K and W part of a KWL chart:
 - K = What you want to **KNOW**
 - W = What you **WANT TO KNOW**
 - L = What did you **LEARN**
 - Annotate as you read.
 - Write down the main idea and supporting details
 - After you read, fill out the L part of the KWL chart.
- Write down questions you may still have.

-30 minutes

Science	<p>Place a small ball on top of a large ball and drop them together. Watch how energy is transferred! Try this out 5 different times from the same height. Develop a model showing energy transfer. Use arrows to show which way each ball went and use words to label what is happening. Write down two-three wonderings about energy transfer.</p> <p>-30 minutes</p>
PE	<p>Try this movement routine: hop on one foot, touch your toes, reach for the ceiling, march in place for the count of 30, do 3 jumping jacks, run in place for a count of 30, repeat 5xs.</p> <p>-30 minutes</p>
Art	<p>Three- Dimensional drawing</p> <ol style="list-style-type: none"> 1. Choose an object like a piece of fruit or vegetable 2. draw the outline of the fruit of veggie 3. Carefully observe where the light is coming from 4. Look to see where the shadows fall 5. shade – using lighter (press lightly) color/pencil on the area closer to the light 6. shade – get darker (press harder, or add layers) as you are further from the light source 7. add a shadow under the object (cast shadow) 8. add a horizon line to show space <p>-30 minutes</p> <div style="display: flex; justify-content: space-around; align-items: center;">   <div style="display: grid; grid-template-columns: repeat(2, 1fr); gap: 5px;">       </div> </div>

Fifth Grade Asynchronous Activities During District Internet Outage
September 22, 2020

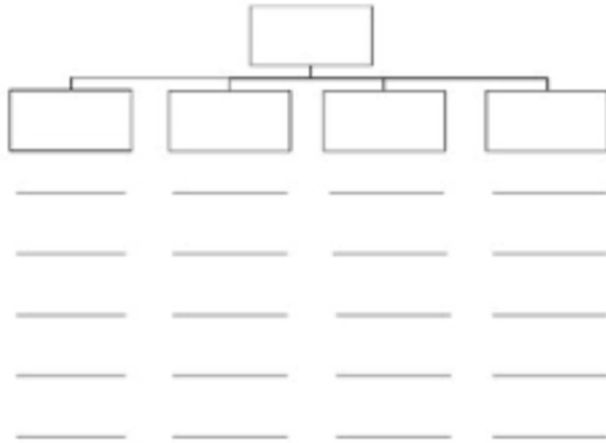
Subject	5 th grade 240 minutes
ELA	<p>*Using your free read book from yesterday, continue reading for 30 minutes. Then complete the activity below.</p> <p>Visualizing is the movie you make in your mind or the picture you see when you read a story. Making pictures in your mind of what the author is writing about helps you understand the story better.</p> <p>*Your Task: On a piece of paper, draw a part from the story that you visualized. Why did you choose that part of the story? Describe some good word choices or sentences the author used to help you visualize the scene from the story.</p> <p>Sentence Stems:</p> <ul style="list-style-type: none">• I'm picturing...• I can imagine...• When the author wrote...it made me• My mental image changed when... <p>- 60 minutes</p>  <p>The illustration shows a young girl with long brown hair, wearing a pink shirt and blue pants, sitting cross-legged and reading an open book. Above her head is a thought bubble containing a purple butterfly and a yellow and pink flower. To the right of the thought bubble, the text 'visualize...' is written.</p>

ELD

Why do laws continue to evolve?



Using the images above, create a tree map to display the different types of government. See the map below to remind you of the parts required to make a tree map.



Math

Fill in the blanks to make each equation true.

1. $(2 \times 3) \times \underline{\quad} = 60$

2. $8 \times 3 = 4 \times \underline{\quad}$
3. $18 \times 15 = \underline{\quad} \times 30$
4. $2 \times (4 \times \underline{\quad}) = 80$
5. $(3 \times 3) \times \underline{\quad} = 27$

Use the double and halve strategy to solve each problem.

6. $18 \times 25 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$
7. $50 \times 16 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$
8. $44 \times 5 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$
9. $\underline{\quad} \times 12 = 10 \times 6 = \underline{\quad}$
10. $12 \times 16 = 24 \times \underline{\quad} = \underline{\quad}$

Factors and Multiples:

11. Find all the factors of each of the numbers below.

21:
28:
12:
30:
42:

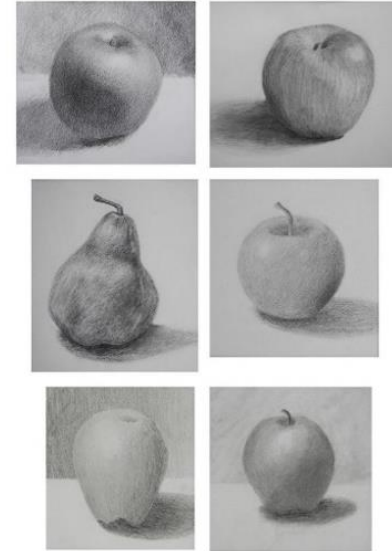
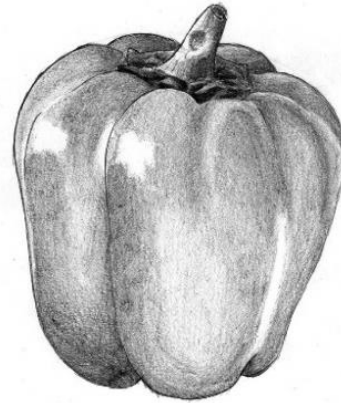
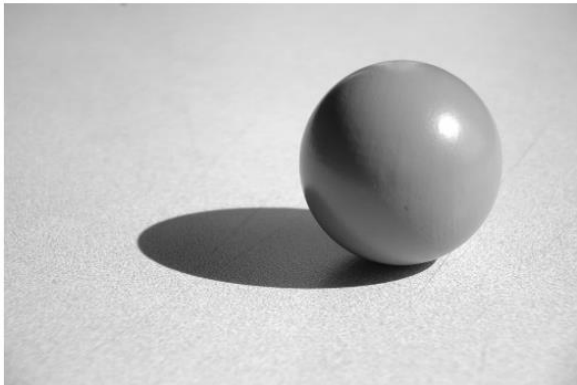
12. Find at least 3 multiples for each number below.

8:
14:
25:
35:
42:

13. What factors do 12 and 24 have in common?
14. What factors do 8 and 12 have in common?
15. What are two multiples that 4 and 8 have in common?

	<p>Volume Practice:</p> <ul style="list-style-type: none"> • Volume = length x width x height • Volume = area of the base x height <p>16. The base of a birdhouse is 20 square inches and the height is 24 inches. What is the volume of the birdhouse?</p> <p>17. What is the volume for a donut box that has a length of 8 inches, width of 3 inches, and height of 4 inches?</p> <p>18. What is the volume of an aquarium that has a base of 56 square inches and a height of 18 inches?</p> <p>19. Zach measured a cereal box. It is 2 inches wide, six inches long, and 12 inches tall. What is the volume of the cereal box?</p> <p>20. A carton of juice is 16 centimeters long, 5 centimeters wide, and 20 centimeters tall. What is the volume of the carton?</p> <p><i>-60 minutes</i></p>
Social Studies	<p>*Using week two of your Social Studies Weekly Newspaper, read the article “Ancient Pueblos in the Southwest Cultural Region”.</p> <p>*Reread the article and annotate the text by identifying the key details and the main idea. Then use the key details and main idea to write a summary of the article.</p> <p><i>-30 minutes</i></p>
Science	<p>Design and build a catapult with household items to knock over a tower of cups (or small non-breakable toys). Before you begin building, draw out your model and determine which household items you have available. After building come back to your drawing and add changes. Finally, develop a model of your catapult. Add arrows to show direction, labels to explain different parts, and a few sentences about your wonderings.</p> <p><i>-30 minutes</i></p>
PE	<p>Play animal charades. Write a list of animals, cut them out, and put them in a container. Then choose one at a time and act how that animal acts. For extra fun, play with a friend. For a challenge, change the list to jobs or emotions.</p> <p><i>-30 minutes</i></p>
Art	<p>Three- Dimensional drawing</p> <ol style="list-style-type: none"> 1. Choose an object like a piece of fruit or vegetable 2. draw the outline of the fruit of veggie

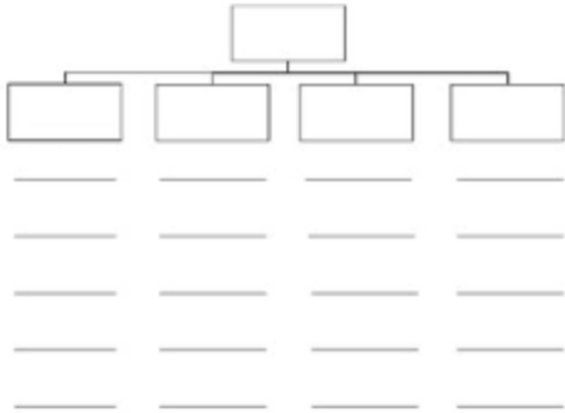
3. Carefully observe where the light is coming from
4. Look to see where the shadows fall
5. shade – using lighter (press lightly) color/pencil on the area closer to the light
6. shade – get darker (press harder, or add layers) as you are further from the light source
7. add a shadow under the object (cast shadow)
8. add a horizon line to show space



-30 minutes

Sixth Grade Asynchronous Activities During District Internet Outage September 22, 2020

Subject	6 th grade <i>240 minutes</i>																
ELA	<p>Benchmark: Benchmark TCR “Character Crossroads.”</p> <ul style="list-style-type: none"> · Read “Hiking Grandfather Mountain” story on page 30. · Annotate · On another sheet of paper answer this question: <i>How do you know the son liked to spend time with his dad?</i> Use RACE format (restate/answer/cite evidence/explain) to answer the question completely in a paragraph. <p>- <i>60 minutes</i></p>																
ELD	<p>Why might societies form different types of government?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;">Form of Government</th> <th style="background-color: #cccccc;">Description of Governmental Form</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffcc99;">totalitarianism</td> <td style="background-color: #ffcc99;">total governmental control</td> </tr> <tr> <td style="background-color: #ffffcc;">authoritarianism</td> <td style="background-color: #ffffcc;">micromanagement of citizens via government structure; military control, tyranny</td> </tr> <tr> <td style="background-color: #ccffcc;">monarchy</td> <td style="background-color: #ccffcc;">rule of one; undivided rule; typically hereditary rule; backed by oligarchical power</td> </tr> <tr> <td style="background-color: #ccffff;">oligarchy</td> <td style="background-color: #ccffff;">rule of few (well-connected, socially, financially, physically powerful); elites rule</td> </tr> <tr> <td style="background-color: #ccffff;">republic</td> <td style="background-color: #ccffff;">indirect rule of citizens through representatives; rule of law; limited government</td> </tr> <tr> <td style="background-color: #ccccff;">direct democracy</td> <td style="background-color: #ccccff;">rule of citizens; simple majority rule; no restraint on majority</td> </tr> <tr> <td style="background-color: #ffcccc;">anarchy</td> <td style="background-color: #ffcccc;">no order/control; no government structure; power vacuum</td> </tr> </tbody> </table> <p>Using the table above, create a tree map to display the different types of government. See the map below to remind you of the parts required to make a tree map.</p>	Form of Government	Description of Governmental Form	totalitarianism	total governmental control	authoritarianism	micromanagement of citizens via government structure; military control, tyranny	monarchy	rule of one; undivided rule; typically hereditary rule; backed by oligarchical power	oligarchy	rule of few (well-connected, socially, financially, physically powerful); elites rule	republic	indirect rule of citizens through representatives; rule of law; limited government	direct democracy	rule of citizens; simple majority rule; no restraint on majority	anarchy	no order/control; no government structure; power vacuum
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Math

Fractions Review:

1. Use graph paper or a ruler to create a number that is at least 10 inches wide. Indicate the following measurements on the number line (follow the pattern to fill your numberline):

- 0, 1, 2, 3.....
- $\frac{1}{2}$, $1 \frac{1}{2}$, $2 \frac{1}{2}$,
- $\frac{1}{4}$, $\frac{3}{4}$, $1 \frac{1}{4}$, $1 \frac{3}{4}$,

2. List 2 equivalent fractions for the following fractions:

- $\frac{1}{2}$
- $\frac{2}{3}$
- $\frac{5}{6}$
- $\frac{7}{5}$

3. Convert the following improper fractions to mixed numbers:

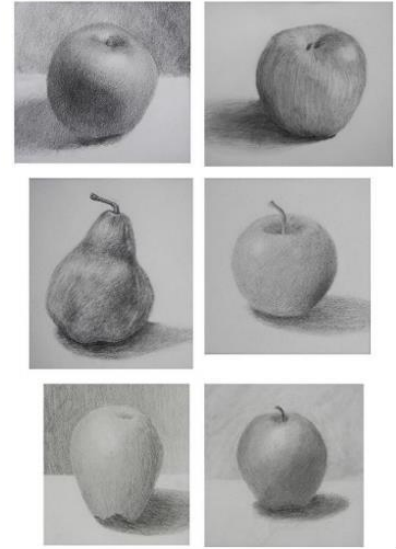
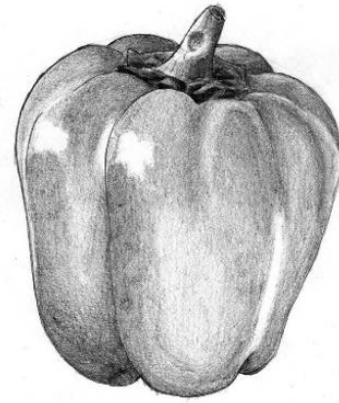
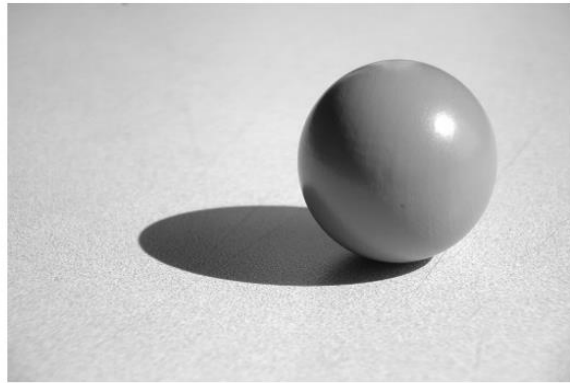
- $\frac{12}{5}$
- $\frac{5}{3}$
- $\frac{11}{2}$
- $\frac{50}{4}$
- $\frac{7}{5}$

4. Convert the following mixed numbers into improper fractions:

- $4 \frac{1}{2}$
- $10 \frac{1}{4}$
- $3 \frac{5}{6}$
- $20 \frac{1}{5}$
- $100 \frac{1}{2}$

	<p>5. Add the following fractions:</p> <ul style="list-style-type: none"> · $\frac{1}{2} + \frac{3}{4}$ · $1\frac{1}{2} + 5\frac{1}{4}$ · $2\frac{3}{4} + 1\frac{3}{4}$ · $\frac{5}{6} + \frac{3}{7}$ · $\frac{2}{5} + 3\frac{2}{9}$ <p><i>-60 minutes</i></p>
<p>Social Studies</p>	<p>Social Studies: Studies Weekly: Week 5</p> <ul style="list-style-type: none"> · Read “New Technologies find Ancient Lost City!” on the front page. · Annotate · Imagine using LIDAR technology in your neighborhood. Use your imagination to think of what archaeologists would discover. On a separate sheet of paper, write 1-2 paragraphs describing what you imagine. <p><i>-30 minutes</i></p>
<p>Science</p>	<p>There are two schools in a town where earthquakes sometimes happen. The town leaders want to make the school buildings stronger and safer to protect students and teachers during an earthquake. The leaders ask three different construction companies to propose a plan for making the schools safer. Each plan should match three important criteria and constraints:</p> <ul style="list-style-type: none"> • The schools will be made safe within two years. • The cost cannot be more than \$0.47 per square meter of building space. • Both schools will be able to withstand an earthquake magnitude of 8.0. <p>The table shows important details for three plans submitted by the construction companies:</p>

	Criteria and Constraints	Plan 1	Plan 2	Plan 3
	Time to complete the plan for both schools	2 years	2 years, 1 month	3 years
	Cost per square meter of building space	\$0.52	\$0.47	\$0.45
	Maximum magnitude earthquake that the schools will be able to withstand	7.9	8.2	7.7
	<p>If you were a town leader, which plan would you go with? Why? Does it meet the criteria and constraints? What do you have to give up to in order for your plan to work?</p> <p>-30 minutes</p>			
PE	<p>Play animal charades. Write a list of animals, cut them out, and put them in a container. Then choose one at a time and act how that animal acts. For extra fun, play with a friend. For a challenge, change the list to jobs or emotions.</p> <p>-30 minutes</p>			
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