

Grade: Grade 6

Week: April 27 - May 1

READING - 30 Minutes Every Day

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- Complete two activities per day from Math, Sci/SS, or Writing. Complete one PE or Music activity per day.
- Check off each activity once you have it completed.

Math	Science/Social Studies	Writing	PE	Music
<p>Qtr 1 Skill Review: Draw a parallelogram (that is not a rectangle) and label with a base measurement of 9 cm, a height of 6 cm, and a side length of 7.5 cm. (remember: this type of parallelogram would look like a “leaning” rectangle) Calculate the area (Area= base x height, or $A=b \cdot h$). What measurements did you use to find the area? What measurement did you not use? Why do you think the area of parallelograms are calculated in this way?</p>	<p>May is the 40-year anniversary of Mount St. Helens eruption. Research the eruption to build background knowledge, and then interview a family member about their real-life experience with the 1980 eruption. Write a summary of what you learned or video the interview itself to turn in.</p>	<p>Interview (by phone) the oldest person you know. Ask them about the changes they have seen in their lifetime. Then pretend you are that person and write about all of the changes you have seen in the world during your lifetime. (An example might be, “When I was a child, we had a black and white TV with 3 channels and no remote. Now there is such a thing as a ‘Smart TV’”.</p>	<p>Try to do something active every day this week.</p> <p>Ride bikes, scooter, walk or jog for 20 minutes at least twice this week.</p>	<p>The theme this week is pitch direction. A collection of pitches is called a melody. Some melodies go up, some go down and some melodies stay the same. Please do one, or both of the activities listed below.</p> <p>Choice 1. Vivaldi, Winter After watching the video, create a melody map like the one in the video, using a song of your choice. Your melody map should follow the direction of the pitches. When creating your map, you can draw it on paper, use household items, or use a drawing app on your mobile device. Be sure and send the name of the song with your melody map example to your teacher.</p>

Qtr 2 Skill Review:

A recipe for orange water says, "Mix 3 teaspoons yellow water with 1 teaspoon red water." For this recipe, we might say: "The ratio of teaspoons of yellow water to teaspoons of red water is 3:1."

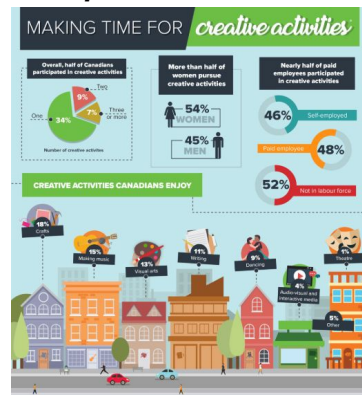
1. Write a ratio for 2 batches of this recipe.
2. Write a ratio for 4 batches of this recipe.
3. Explain why we can say that any two of these three ratios are equivalent.
4. How might you make a very large batch of the orange water recipe?

Source: Illustrative Math, Unit 2

Read the ["Weird but True!"](#) facts about space. Select one and research more about that fact or related information. Create an infographic (digital or paper) of your new learning. Be sure to include the original weird-but-true fact.

FYI - *An infographic is a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly.*

Example Below:



Check out more on [infographics here](#).

Opinion Writing:

Currently the internet has started playing a major role in many peoples' lives as a means of communication for work or school. Reflecting on current events, write an opinion (argumentative piece) about why everyone should have access to the internet.

Remember your writing must state your claim, provide three reasons to support your claim, and a conclusion. Make sure to check for capitalization, punctuation, spelling, and grammar.

Build an obstacle course. Time yourself as you complete the course.

Toss across game. Use sidewalk chalk to draw a tic tac toe board. Use beanbags, or similar objects to play game.

Choice 2.

Make a paper airplane and then follow its course using high and low sounds with your voice. Draw a roller coaster and then trace the roller coaster with your finger. Sing the path of the roller coaster using high and low pitches. You may use this demonstration video, if necessary:

[5 Easy Paper Airplanes](#)

<p>Qtr 3 Skill Review: For the equation $x + 7\frac{1}{2} = 10$, write a story problem. To guide you, think about what the “x” could represent. What does the $7\frac{1}{2}$ and the ten mean in your problem? Next, solve the equation, and write a complete-sentence answer.</p> <p>1. My real-world story problem:</p> <p>2. My complete-sentence answer:</p>	<p><u>What is a Coat of Arms and What Was it For?</u></p> <p>1. Watch Video: https://youtu.be/zexpH6GCOh8</p> <p>2. A coat of arms was a design worn by medieval knights to identify and represent their family. Typically, it consisted of a shield, a crest, a wreath, and a motto. <i>There is no right or wrong way to do a coat of arms, as it is a personal representation of you and your family.</i> Design your own coat of arms.</p> <p>It can be drawn/made on cardboard or paper and should be colored. What you decide to color with is up to you and parents.</p> <p>Examples of a coat of arms</p>	<p>Informative Write:</p> <p>Select a famous woman, past or present, to research and write about.</p> <p>* Your paper should include an opening paragraph, two to three paragraphs in the body, and a closing paragraph.</p> <p>* Please make sure each paragraph within the body of your writing states a different reason why your person is considered famous.</p> <p>* Be sure and check spelling, punctuation and capitalization before the final product.</p> <p>* Remember to use your “voice” (personal thoughts, opinions, feelings) whenever possible.</p>	<p>10 pushups, 10 burpees, and 20 ski jumpers at least 3 times this week.</p>	
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6th Band Choice Board

Concept: Pitch/Melody direction

Terms:

Pitch-how high or low the sound

Melody direction -

Ascending - sounds that go up

Descending - sounds that go down

Choice 1: With your instrument play each note that you know going from the lowest sound to the highest sound. Then play from the highest sound to the lowest. For a new challenge, use page 46-47 in your band book to see how high and low you can play. What new high and low notes did you learn on your instrument?

Choice 2:

Most songs have parts that go up, ascending, and parts that go down, descending. Find a section in a song that is ascending and a part that is descending. Change some of the measures around and see if you like it better with the sound going up first or down first. Which version did you like better and why? Why do you think the composer uses sounds that go up, ascending and down, descending, in a song?

5th/6th Orchestra Choice Board

Concept: Pitch/Melody direction

Terms:

Pitch-how high or low the sound

Melody direction -

Ascending - sounds that go up

Descending - sounds that go down

Warm Up Activity:

Violins and Violas - starting with your lowest string and play the following finger pattern. Open, 1, 2, 3. Then change to the next string and keep the same pattern until you are on your highest string. Do this both pizzicato and arco.

Cellos - start on your lowest string and play the following finger pattern. Open, 1,3,4. Then change to the next string going higher and keep the same pattern until you are on your highest string. Do this both pizzicato and arco.

Choice 1:

What songs did you play through where the melody went up, ascending? What songs did you play through where the melody went down, descending?

Choice 2:

Most songs have parts that go up, ascending, and parts that go down, descending. Find a section in a song that is ascending and a part that is descending. Change some of the measures around and see if you like it better with the sound going up first or down first. Which version did you like better and why? Why do you think the composer uses sounds that go up, ascending and down, descending, in a song?