



Friendly - Accountable - Leaders - Cooperative - Organized - Nurturing - Successful

Learning Opportunities for Grade 6

Do your best to work on these learning opportunities for 2 hours each day. Focus on life skills, physical activity, mental well-being, and social connections as well. Stay healthy, stay safe!

This week, we have separated out the activities for each grade level. Also, we have included all resources needed in an appendix that you can use if you are unable to access the links.

Your organization tip for the week is how to create an organization wall/board! Thanks to Mrs. MacDougald for the video of one idea – check it out on our Facebook Home and School page, or on the FMS website!

Every Day:
30 minutes of reading
30 minutes of physical activity (See the Physical Activity Calendar for ideas!)

ELA/FILA

Gr. 6 English:

Article Reading Assignment:

- Please read the article and answer the questions, thoroughly. ***For Teens, a Good Mood Depends on Good Sleep*** - <https://www.commonlit.org/en/texts/for-teens-a-good-mood-depends-on-good-sleep> If you cannot access the above website, you may see the article and questions in the email attachment labelled “Appendices”.
- Remember, it is always a good idea to read the questions before reading the article, so you know what information you are looking for. Re-read, sound out unfamiliar words, use context clues, visualize, question, and make connections whenever you can.

Read and Roll Activity:

A larger image of this reading activity is in the appendices.

- Please use your own reading choice to complete the “*Read and Roll*” activity. Try to complete one die number after each day of reading.

Read and Roll

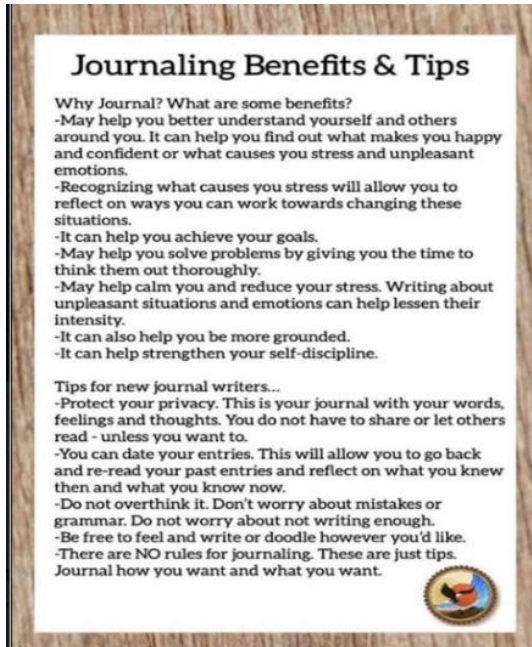
When you are done your 30 minutes of reading, you need to roll the die and write or chat about the question that matches the number below.

	Make a connection (choose one) Connect the book to a world issue Connect the book to <u>yourself</u> with an event or character Connect the book to another similar text
	Summarize what you read. Summarize the important events in the story
	Make a Prediction Predict what you think is going to happen next in the story and explain how you know that will happen.
	Explain Your Reaction Explain your thoughts about character choices, Character <u>feelings</u> , or events that happened in the story.
	Questioning What would you like to know more about? If you reread the section, which parts would you want to understand fully? What more details do you need?
	Purpose Explain why the author choose the cover illustration. Explain why the author choose the title. Explain the author’s purpose for writing and is there a lesson?

- Two quick-reads for you (also in appendices) : <https://www.commonlit.org/texts/mvp>
<https://www.commonlit.org/en/texts/what-a-pro-knows-playing-to-win>

Daily Journal Writing:

Please read *Journaling Benefits & Tips*, and write one journal entry each day. There are prompts you may use, below, or you can write about your own topic and ideas. Please revise and edit two of your entries this week with the help of the checklist.



Self-Edit		
	Checklist Items	After completing each step, place a check here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>
	Quotation marks are included where needed.	<input type="checkbox"/>
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>
	Proper nouns begin with capital letters.	<input type="checkbox"/>
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>
	I don't have any run-on sentences.	<input type="checkbox"/>
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>

Larger images can be found in the appendices.

- Journal prompts (also found in appendices):

10 MINUTES TO REFLECT ON YOUR DAY

Things you're proud to remember:

One idea from today you'd like to explore further.

One of the day's triumphs, big or small.

Your initial thoughts:

One of the day's challenges, big or small.

Two events or news stories out in the world that caught your attention.

One thing you learned from your triumph or challenge.

10 MINUTES TO EXPLORE A NEW IDEA

An exciting new idea you're considering:

Three important details about your idea.

One or two reasons your idea appeals to you.

Three details you're still working out.

Your initial thoughts on whether and how to proceed:

10 MINUTES TO BUILD A LASTING MEMORY

The moment, person, or place you want to remember:

One or two reasons this memory is meaningful to you.

The details, big and small.

A few words or a sentence to sum it all up:

10 MINUTES TO RECOGNIZE THE GOOD STUFF

Things, people, and places you adore:

One thing you've worked hard to achieve:

One thing that's going well right now:

Two subjects or pursuits you're passionate about:

Two people you can count on for warm hugs and kind words:

Three things to look forward to:

10 MINUTES TO CELEBRATE A FRIENDSHIP

Your friend's name:

Things you do together:

The story of how you met:

Words to describe your friend:

Words to describe your friendship:

One recent adventure with your friend that you'll always remember with a smile:

one thing

one person

one place

Keep working on your English grammar using this website: <https://www.chompchomp.com/menu.htm>

- Click on Exercises - "here". Please complete: word choice & subject-verb agreement.

Gr. 6 Immersion:

- Please read the French article and answer the questions here, thoroughly. **Le yoga** <https://ici.radio-canada.ca/jeunesse/scolaire/blogues/116/sport-hatha-yoga/blogue> If you cannot access the above website, you may see the article and questions in the email attachment labelled "Appendices".

QUESTIONS :

As-tu déjà pratiqué le yoga? Si oui comment est-ce que tu te sens lorsque tu l'as pratiqué. Si non, aimerais-tu essayer un jour?

Que fais-tu pour te détendre ? Comment souvent est-ce que entame cette activité?

Qu'as-tu appris en lissant cette article ? Nommez au moins 2 éléments.

- Remember, it is always a good idea to read the questions before reading the article, so you know what information you are looking for. Re-read, sound out unfamiliar words, use context clues, visualize, question, and make connections whenever you can.

Math

Mental Math Activities

Do two of these questions a day! Remember- in your head, not with a calculator. Explain your strategy and show your work as if you are trying to explain what you are thinking in your head.

Grade 6

Making friendly numbers.

Ex) $501 + 71$ is almost $500 + 70$. So add $500 + 70 = 570$ then $1 + 1 = 2$. So your total is $500 + 2 = 502$

1) $604 - 38$

3) $996 + 301$

5) $798 - 303$

7) $251 + 305$

9) $302 + 599$

2) $401 + 59$

4) $348 + 101$

6) $801 + 98$

8) $774 + 125$

10) $199 + 399$

Decimal Places

For Extra Practice (Appropriate for use after Lesson 1)

Materials: *Decimal Places (Master 3.7)*, a deck of cards with face cards removed, a die labelled 1–6, counters

The work students do: Each player is dealt 6 cards. Players arrange the cards to make a 6-digit number. The dealer rolls the die to determine where each player will place the counter (the decimal point). Players read their numbers aloud. Two points are awarded for a number that is read correctly. The dealer rolls the die again to determine which place-value position will score points. Play continues. The player with the most points after 5 rounds wins.

Take It Further: Students play the game again. This time, each player rolls the die to determine where to place the decimal point in her or his own number.

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Spin and Change

For Extra Support (Appropriate for use after Lesson 2)

Materials: *Spin and Change (Master 3.8a)*, *Spin and Change Cards (Master 3.8b)*, *Spin and Change Spinner (Master 3.8c)*, a paper bag, a counter, an open paper clip, a sharp pencil, scissors

The work students do: A player draws 7 cards from the bag, then arranges the cards and the counter to make a number with millionths. Another player spins the pointer. Each player writes the decimal number to the closest benchmark, as indicated on the spinner. Players score 1 point for a correct answer. Play continues until each player has drawn cards from the bag. The player with the most points wins.

Take It Further: Students play the game again. This time, players say whether the recorded number is greater than or less than the original number.

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Have a Heart!

How **fast** does your **heart beat**? ??
How long does it take for your heart to beat 1000 times?

Figure This!

- If you started counting your heart beats as the clock turned to January 1, 2020, when would your heart beat for the millionths time? Billionths?
- Compare your resting heart rate, your heart rate after 3 minutes of vigorous exercise and after 6 minutes. Does your heart rate double each time? Why do you think it does or does not?
- Your maximum heart rate (MHR) is found using the formula $220 - \text{age}$. Your target heart rate (THR) zone is 50%-80% of your MHR. What is your target heart rate? Try different activities such as running on the spot, 25 jumping jacks, walking, vacuuming etc and check your heart rate after a few minutes. Create a table or graph of your information. Did you reach your target heart rate while doing any of these activities?



Getting Started



The best place to find your pulse is on your wrist or neck. Once you find your pulse count the number of beats in 15 seconds and multiply by 4 to find the number of beats per minutes.

Finding Percent of a Number

This is one strategy...do you know others?

Example 60% of 180

Divide the number by 10 to get 10% $180 \div 10 = 18$

Multiply the quotient by 6 to find 60% $18 \times 6 = 108$

Favorite Website of the Week

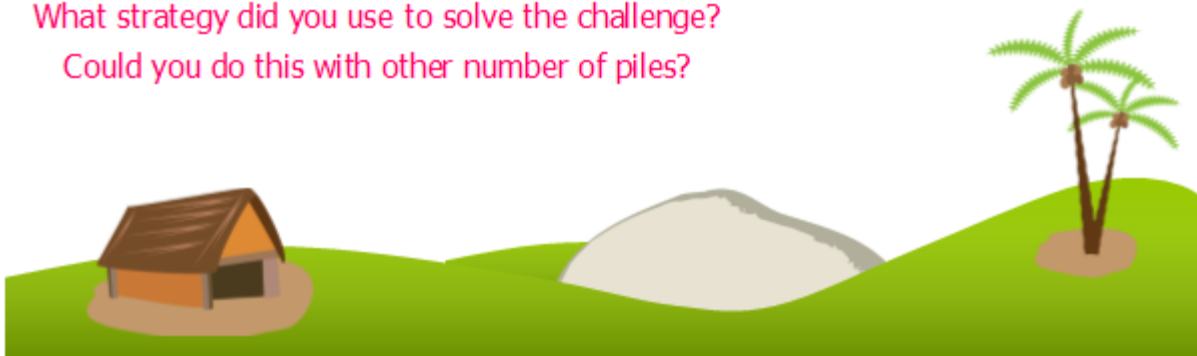
www.solve.me.edc.org

Can You Challenge!

Write the numbers 1-20 on small pieces of paper.
Place the numbers in to 3 piles so that each pile has the same sum.

Share...

What strategy did you use to solve the challenge?
Could you do this with other number of piles?



The Great Dividing Race




Basic Division Facts

2 – 4 players

Materials: Two dice, a marker for each player, game board.

To start: Each player rolls a die. The lowest roll goes first.

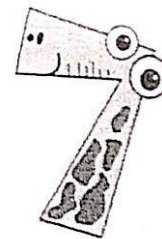
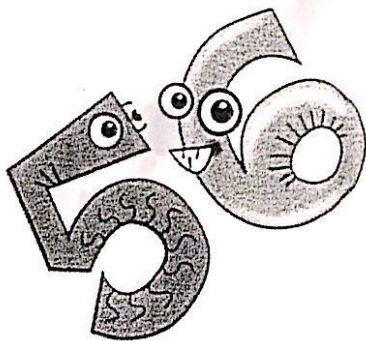
Take turns.

Roll the dice and combine the 2 numbers. For example, if you roll  , your number is 6. Place your marker on the first division problem that has a quotient of 6.

Lose a turn if you roll 10, 11, or 12.

If there are no more questions on the board for the number you rolled, lose your turn.

You must roll a 4 to cross the finish line since that is the answer to $28 \div 7$.





$49 \div 7$
$64 \div 8$
$12 \div 2$
$36 \div 4$
$35 \div 7$
$16 \div 4$
$12 \div 3$

$72 \div 8$	$45 \div 9$	$16 \div 8$	$28 \div 7$
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$48 \div 6$

$63 \div 9$	$20 \div 10$	$36 \div 9$	$12 \div 4$	$42 \div 7$
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$27 \div 3$

$18 \div 2$	$36 \div 6$	$20 \div 5$
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$32 \div 4$

$42 \div 6$	$24 \div 6$
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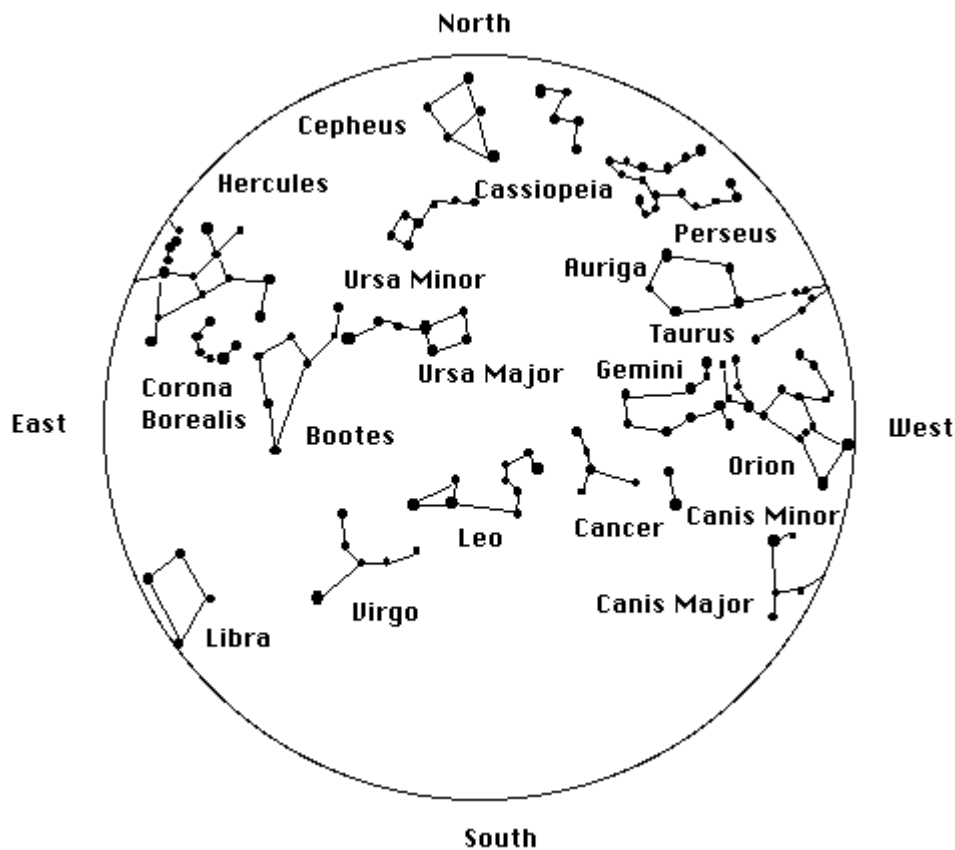
$56 \div 8$

$18 \div 9$	$56 \div 7$
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$10 \div 5$	$9 \div 3$	$25 \div 5$
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The most common constellations and easiest to find are Orion (just look for the 3 stars in a row, the belt), Ursa Major (big dipper) and Ursa Minor (little dipper). This week try to find a different constellation every night that the sky is clear. Find the big dipper and then try to find Leo for example. If you can find Orion, you should then be able to find Gemini.

Remember to continue to fill out your Phases of the Moon chart! This week you will see a Waxing Crescent for a few days and then it will be a First Quarter right into the first day of May. I hope you remembered to check for the Lyrids Meteor shower last week. If you forgot, you still might be able to see some meteors up until April 28th. The best place to see the "shooting stars" is by finding the Lyra constellation which is just below Hercules.




Nature Journal-Daily Activity

Continue practicing your observation skills as you watch nature change around you. Every day on your walk or in your yard, continue recording the things you see, hear and smell. In addition, this week focus on the trees as they begin to bud. Buds can help you identify trees and often change daily. Also, record the living things that you see in while you're making your observations.

Tree Bud Observations: Locate some trees and check whether there are any buds on the trees. A tree bud consists of this summer's leaves, stems and even flowers, which are folded, twisted, crumpled, pressed together, and covered by a waterproof coating of modified leaved called bud scales. Look closely at the buds- are they closed or starting to open? Observe how long it takes for the bud to open and record those dates here.

Include this tree bud observation chart in your journal:

Bud Type	Date	Observation
Beech Tree	April 21, 2020	Tightly closed 1.6cm buds 

Helpful Bud Chart



Grade 6: Diversity of Life

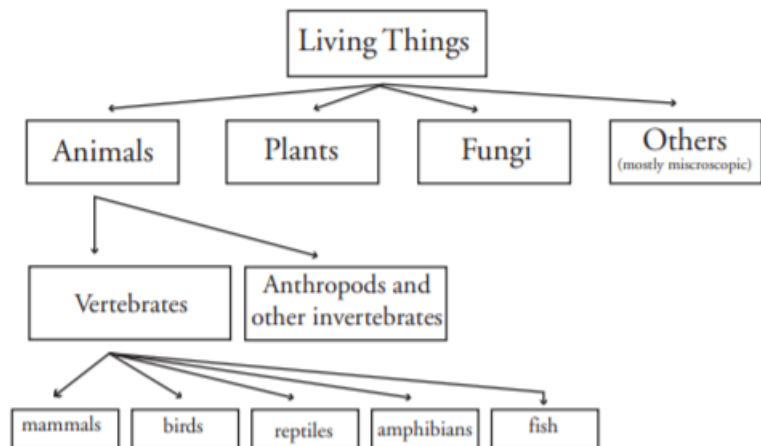
Organize the things that you see on your walk in a similar chart.

Helpful Definitions

Living Things: Things that are or once were alive. In order to be classified as living it must grow and develop, use energy, reproduce, be made of cells, respond to its environment, and adapt.

Vertebrates: animals with a backbone

Invertebrate: animals without a backbone



Social Studies

History in Journaling

Journaling is a strategy many people use to promote mental wellness.

- Write a journal of a typical day of a teen/ tween (yourself) during COVID- 19. Your journal will, one day, become a primary source of future generations, who research COVID-19. You're living through a historical moment! Please feel free to email your journal to your SS teacher.

Important definitions:

A **primary source** provides a firsthand account of events recorded during or shortly after the events described occurred.

A **secondary source** of information is one that was created later by someone who did not experience first-hand or participate in the events

Primary sources might include diaries, letters, eyewitness testimonies, official reports, home videos, or speeches.

Secondary sources might include textbooks, essays, scholarly articles, biographies, or encyclopedias.

Spanish Influenza in NB

<https://www.cbc.ca/news/canada/new-brunswick/100-years-spanish-flu-1.4857439>

Read this article about Spanish Influenza in New Brunswick. Answer questions #1 to #3, based on your grade level:

1. How many primary sources can you find within the article? What are they?
2. Explain how the Spanish flu of 1918 was different than the regular flu.
3. How are the 1918 outbreak of the Spanish Flu and the 2020 outbreak of Covid 19 in New Brunswick similar? How are they different? Give one similarity and one difference. Support your answer with evidence from the article.

We All Have Mental Health – video and questions

- Please watch the brief video and discuss the answers to the questions with a friend or family member or simply think about them by yourself. We all have mental health and people who can help us.
 - <https://www.youtube.com/watch?v=DxIDKZH3-E>
1. Can you relate to either Sasha or Andre's story in any way? If so, how? What similarities and differences did you find between your circumstances and their stories?
 2. What are some strategies we can use to help us reset and improve our mental health?
 3. Who are the friends you feel most comfortable speaking to about your mental health? Family members? Other trusted adults?
 4. What are some other strategies you have found useful to help improve your own mental well-being? Let's hear your ideas!

Grounding - writing activity

Spend a few minutes taking in your surroundings and noting what you see. Use all five senses to provide as much detail as possible. "This bench is red, but the bench over there is green. It's warm under my jeans since I'm sitting in the sun. It feels rough, but there aren't any splinters. The grass is yellow and dry. The air smells like smoke. I hear kids having fun and two dogs barking."

English students - write in English about your specific surroundings

Immersion students – write in French about your specific surroundings

- Perhaps we choose to say these words to ourselves instead of writing them, and that is fine. It's all about learning to ground ourselves and focus on our bodies in our current environment rather than negative circumstances we may be facing. 😊

May Day – May 1 – also in appendices

What Is May Basket Day?

By **Melanie Aman**

May Basket Day is a lovely tradition with a long history. Sadly, most kids today have never heard of it. If you don't know what we're talking about either, here's the colorful history behind this heartwarming spring ritual.

During a more innocent time, people would gather their flowers after April's showers had passed, and they would arrange them in sweet little baskets with candies and treats. On May 1, everyone would gather their baskets and hang them on their neighbors' doors.

May Day also doubled as a mini-Valentine's Day because basket-hangers would often leave their bouquets tied to the door of someone whom they had a crush on. If the recipient caught someone in the act of hanging a basket on his or her door, he or she had to chase the other person and give them a kiss.



Kids today might laugh at such an idea, but back in the late 19th and early 20th century, May Basket Day was observed by many. By the 1960s, journalists wrote about how few were still celebrating the day. Now, almost 60 years later, the tradition is only practiced by small pockets of the country. However, we think it's high-time to bring this habit back!

-
- Videos demonstrating how to make traditional May baskets – 2 types

Using construction paper: <https://www.youtube.com/watch?v=zXagiodNw5k>

Using tissue paper: you will need Facebook to see this link.

May Day: Basket Delivery Tips



A viewing guide

Name: _____

The tradition of the May basket dates back to _____. It's a _____ Tradition.

The idea behind a May basket is that you take _____ like _____, and _____ (no _____). What you do, is you sneak up to your _____'s house, you've got to put it on the doorstep and get the heck out. Because, if they catch you, traditionally, they're supposed to chase you down and give you a _____.

A couple of things you've **gotta** remember: be _____, **gotta** have a _____, cover your _____ (because of today's technology and _____) first!

Carpe diem = _____ the day

https://www.facebook.com/sgordon336/videos/628401388148/UzpfSTUxNjk4MDAzNzoxMDE1NjkyMzYyNjI3NTAzOA/?q=may%20basket&epa=SEARCH_BOX

Have you heard of Sora? It is NB's e-library that offers thousands of e-books and audiobooks FOR FREE! Download the app FOR FREE or access online.



Other Links:

Khan Academy <https://www.khanacademy.org/> OR

Khan Academy App for devices also in FRENCH
<https://fr.khanacademy.org/>

- This is an excellent resource for mathematics, as well as higher level sciences. It includes free expert- created lessons with quizzes that have a 'game' format where you can earn points.

Interested in science? Check out
<https://www.nasa.gov/nasa-at-home-for-kids-and-families>

Check out the ***Florenceville Middle Home and School*** **Facebook page** for weekly challenges to get our Falcons interacting!

Check out the **Brilliant Labs Facebook Page** for daily science, technology, engineering and math challenges!

FREE book in English and French, both e-book and audiobooks!