Harvey High School

To Wisdom We Climb

Grade 6 HOME LEARNING PLAN

TEACHER	Email	Homeroom	Grade/subjects taught
Mme McCarthy	Nina.mccarthy@nbed.nb.ca	6A	6-8 FILA, 6FI Math, 6-8 FI Art, 6-8 FI Music
Mme Bostick	Melanie.bostick@nbed.nb.ca	6B	6-8 FI Sciences and Social Studies; 6 FI Health & Tech
Mme Miner	Brandi.miner@nbed.nb.ca	7A	6E ELA, 6-8 PIF, 6-8E Art, 6-8E Music
Mr. Hoyt	Nathan.hoyt@nbed.nb.ca	8A	6FI ELA, 7E ELA, 7FI ELA, 8EFI ELA
Mr. M Fletcher	michael.fletcher2@nbed.nb.ca	7B	6-8 Science and Social Studies
Mrs. Lynch	Penny.lynch@nbed.nb.ca	8B	6-8E Math, 7-8E Tech, 7-8 Health
Ms. Crawford	Catherine.crawford@nbed.nb.ca		
Mme. Noble	Tina.noble@nbed.nb.ca		VP; 7-8FI Math; 7-8FI Tech
Ms. Parra	Julia.parra@nbed.nb.ca		MS Resource
Mrs. Drummond	Cynthia.drummond@nbed.nb.ca		MS Resource
Ms. Collicott	Crysta.collicott@nbed.nb.ca		Principal
School Email	harveyhigh@nbed.nb.ca		

WEEKLY PLAN – June 1 – 5, 2020

Subject	
Literacy	• **Remember to record your name, date, and a title on all writing pieces. Responses can be written on paper or typed.** • **You may email your response to your teacher if you have the opportunity.** • **Assignments may be done in either French or English.** **Monday** –IXL. Please work on level E: O.1-Determine the meanings of similes Remember that similes are comparisons that use "like" or "as." For example, "the classroom was as hot as an oven!"

	Tuesday – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt: • Would you recommend this book, or article, to someone? Why or why not? If so, who would you recommend it to? **Wednesday** – **Sacred Writing Time:** Option 1: Write about what online learning has been like. What are some things that you enjoyed about it, and what are some things that you did not enjoy about it? Option 2: Free write **Thursday** – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt: • If you were the author, what would you change about the story? Why? **Friday** – **Friday –** Go look at the new choice board for June and choose 1 or 2 activities to complete this week. Have fun with them and remember to send them to your teachers if you have the opportunity! 😊 Enrichment: See the attached sheet – a NEW choice board for Literacy!
Numeracy	To be completed in the language of your choosing: Assignment: Coordinate Grid Lesson, attached Plotting Points assignment, attached Note: Sample coordinate grid is attached. If you don't have a printer you can make a grid on paper with a ruler. Project: You will need a coordinate grid (either printed sample attached or create one of you own) <u>Directions:</u> Step 1 – using only straight lines, draw a unique image on the coordinate grid. Your lines should meet at the corner of the squares on the grid paper. Step 2 – After your image is complete, use the tip of a marker or a different colored pen to dot all of the intersections of your lines (the points at the corners of the grid). There should be *at least* 20 dots (points).

Step 3 – For each point on your Coordinate grid, list the ordered pair of its coordinates on the back of the sheet.

Step 4 – Test each ordered pair to make sure it matches a point (dot).

Be creative and have fun! Sample drawing with ordered pairs, attached.

Journal Prompt: Put the digits 1, 2, 3, 4, and 5 in the boxes

=

What are the least and greatest possible answers?

Game: Multiplication Math Around the World ~ ask a parent or sibling to check your answers.

Directions:

Step 1 - Starting on the left of the basket, think of a multiplication equation for facts ranging from numbers 3 – 12. For example, you could say that 3 x 6 = 18. Ask your partner to check your answers. If you get the answer incorrect you can't take a shot. If you get the answer correct then you can take a shot on the basket.

Step 2 - If you make the shot then you move on to the next space around the basket (move a foot length in space to the left of where your first shot was) and state another multiplication fact.

Step 3 - If you don't make the shot then your partner goes and they must say a multiplication fact. They start from the same place you started from.

Step 4 - You keep repeating steps 1 – 3 until you make your way all the way around the basket. The first person to make their way around the basket, wins!

Alternatives ~ IF YOU DON'T HAVE A BASKETBALL COURT OR NET AT HOME YOU CAN:
Outside the house → get a trash can or a soccer ball

Inside the house → small trash can, crumpled up pieces of paper
→ laundry basket, socks

***If inside the house, play it in rounds instead. Do 10 rounds of multiplication facts. Each round, if you get a fact correct, you get a shot. 2 points = a correct shot with a scored basket. Play 10 rounds with anyone in your house or by yourself to see how many points you get at the end. If you get all your multiplication facts and shots correct you would get a total of 20 points and win the game.

Online Activities:

https://ca.ixl.com/ Level G – Q.1 and Q.2
https://ttrockstars.com/

Science	- This week we will be providing options related to air and flight. Possible activities to complete in the language of your choice: - To start, here are a few questions to get you thinking. Use the internet for some help if you need to: - What are some examples of living and non-living things that can fly? - What is common about many of the things that can fly? - Compare the flying machines through history. What makes them different? - What are flying machines for? What are all the different uses? Have the uses for flying machines changed throughout history? - Next is an activity that explores paper airplanes: - Have you made an airplane, only to have it make an immediate nosedive into the ground? Many factors affect airplane flight performance. What factors can you think of that affect the flight of a glider like a paper airplane? - Your task it to fold different types of paper airplanes and then test them for flight distance and airtime. Go to the website www.foldnfly.com to get ideas or come up with some on your own. - Make a table and record the time and distance for at least four different planes. Fly the four planes three times each and determine the average time and distance for each plane. - To find the average, add up the three numbers and divide by 3. Ex. if a plane flew for 3 seconds on the first throw, 3.5 seconds on the second throw, and 5 seconds on the third throw, then average would be calculated by doing 3 + 3.5 + 5 = 11.5, then dividing 11.5 by 3, meaning the average would be 3.83 seconds. - After finishing, answer the questions below: - For the plane that went the farthest, what do you think made it work better than the others? - What things could you have done differently to make it fly even farther?
Social Studies	Possible activities to be completed in the language of your choice: - Continue your daily journal to help historians of the future understand life during a pandemic in 2020. What do you think now that New Brunswick has been in the 'yellow phase' for a week? Have any of your thoughts changed? Have you been out or seen people you haven't seen in a while? What has your experience been like since moving into this new phase? - Living Things observation activity (*see attached resource*)

Physical Activity	Physical Activity Continuation of Learning June 1st- June 5th 2020 As we enter June we think about track & field, field days and fun end of school events, with this in mind the Phys Ed Team in ASD-W has put together a Spring Games Challenge. These challenges require equipment that most of us have at home or are easily adaptable. Starting on June 1st we will be releasing a video and challenge card via our Twitter Pages (@jcrossland15 @rosscalder74) and the NBPES YouTube Channel https://www.youtube.com/playlist?list=PL2ZiLbnHH6WF4hDrRZm8Gy8aWjMXbelp2 , the object is to take part in that activity of the day, save your score via the scoresheet attached and share a video taking part using the hashtag #ASDWSpring Attached (Resource folder) are the game cards and score sheet (PDFs) The YouTube channel will be updated by Monday. All the information above is posted here: http://nbpes.ca/asd-w-nbpes-spring-games-challenge/ Have a great week!