



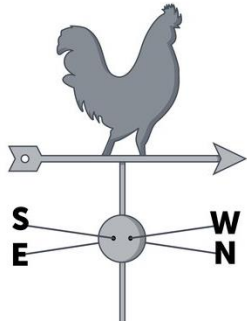
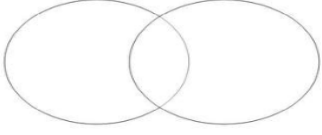

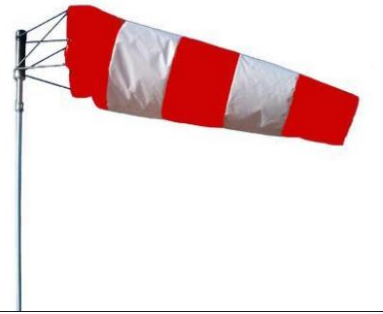
## Learning Plan - Grade 6 May 19- May 22, 2020

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Every day, students should be **reading** for 30 minutes and getting 30 minutes of **physical activity** each day.

**Social Studies** – The theme for the week is “**Weather**”. You are encouraged to spend 30 minutes a day on Social Studies activities. Here are 3 options for this week:

[Kim.Cheeseman@nbed.nb.ca](mailto:Kim.Cheeseman@nbed.nb.ca) [Kelly.Stephenson@nbed.nb.ca](mailto:Kelly.Stephenson@nbed.nb.ca) [Nathalie.Morin@nbed.nb.ca](mailto:Nathalie.Morin@nbed.nb.ca);

Activity	Materials / resources	Instructions
<p><b>Measure Weather</b></p> 	<p>Videos:</p> <p>historical and recent tools  <a href="https://www.youtube.com/watch?v=Qk7KpzF9Ftl">https://www.youtube.com/watch?v=Qk7KpzF9Ftl</a></p> <p>How forecast is measured  <a href="#">How forecast is measured video link</a></p>	<p>Sketch a Venn Diagram (sample below). List a variety of ways that weather was measured in the past and how weather is measured today.</p>  <p>Write, PAST in one circle, SAME in the middle and TODAY in the other. Record your facts in your sketched Venn Diagram.</p>
<p><b>Wacky Weather Interview</b></p> 	<p><a href="#">Extreme weather link</a></p> <p><a href="#">Wacky weather link</a></p>	<p>Learn from Oral History!! Remember the stories, “the snow used to be up to the telephone poles”</p> <ul style="list-style-type: none"> <li>• Watch the video links to learn about extreme weather from the past.</li> <li>• Interview an elder or an older person in your family regarding extreme weather.</li> <li>• What was the worst blizzard?</li> <li>• What was the worst freezing rainstorm?</li> <li>• What was the worst flood?</li> </ul>
<p><b>History of a Windsock</b></p> 	<p><a href="#">Build a Windsock + History</a></p> <p><b>You will need:</b>  A pole  Some string  A sock with the toes cut out</p> <p>OR; Use a large piece of cloth, convert to cylinder shape</p> <p>OR; Use a toilet paper roll with long strips of tissue paper glued to the inside</p>	<p>Research the history of a windsock</p> <ul style="list-style-type: none"> <li>• Why were windsocks created?</li> <li>• What is a windsock’s main purpose, today?</li> <li>• Make a windsock. Put it outside. Remember the way it flies tells you that the wind direction is exactly the <b>opposite</b>. (If it’s pointing South, then, the winds are coming from the North.)</li> </ul>
<p><b>Share</b></p>		<ul style="list-style-type: none"> <li>• Share your research with your family!</li> <li>• Have a younger sibling record you as you share.</li> <li>• Send your video to your teacher!</li> </ul>


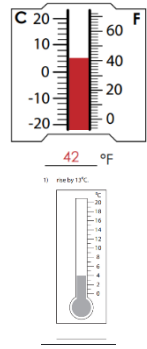



## Learning Plan - Grade 6 May 19- May 22, 2020

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Every day, students should be **reading** for 30 minutes and getting 30 minutes of **physical activity** each day.

**Math** – The theme for the week is “**Weather**”. You are encouraged to spend 30 minutes a day on Math activities. Here are 3 options for this week:  
[Kim.Cheeseman@nbed.nb.ca](mailto:Kim.Cheeseman@nbed.nb.ca) [Kelly.Stephenson@nbed.nb.ca](mailto:Kelly.Stephenson@nbed.nb.ca) [Nathalie.Morin@nbed.nb.ca](mailto:Nathalie.Morin@nbed.nb.ca)

Activity	Materials / resources	Instructions
<p>What is the Weather Today?</p>	<p><a href="https://www.youtube.com/watch?v=n2YkbdNORp8">https://www.youtube.com/watch?v=n2YkbdNORp8</a></p>	<ul style="list-style-type: none"> <li>• Watch how to create a line graph and bar graph video.</li> <li>• Watch daily weather and record the temperature for each day.</li> <li>• Draw pics for each day to show the weather.</li> <li>• Construct a line graph or bar graph to show the daily temperature for the week of May 18-22.</li> </ul>
<p>Weather Temperatures Activity</p> 	<p><a href="#">PDF: temperature slips</a></p>	<p>Write the following temperatures on a piece of paper or cut them out from the PDF file:            36°, -8°, 16°, -4°, -12°, 1°, -18°, 14°, 23°, -1°, -22°, 31°, -2°, 11°, 0°, 25°, 34°, -21°, 27°, -30°, 10°, -34°, -40°, 5°, -27°, 2°, 8°, -23°</p> <p>After you have cut out the temperatures, put them in a bag. Take 10 slips from the bag and arrange the temperatures from least to greatest. Return the slips to the bag when you're done and repeat the activity.</p>
<p>PRACTICE</p> 	<p><a href="#">PDF. temperature sheet</a></p> <p><a href="#">PDF. Add and Subtract Integers-Thermometer sheet</a></p>	<ul style="list-style-type: none"> <li>• Sheet 1 – Observe and record the temperature.</li> <li>• Sheet 2 – Find the new temperature if there is a RISE in temperature or a FALL.</li> <li>• Check your answers with the answer key included in the PDF files. (If you don't have a printer, you can just record your answers and do your work on a separate sheet for each thermometer.)</li> </ul>
	<p><a href="http://www.ixl.com">www.ixl.com</a></p>	<p>Click on: <b>Grade 6</b></p> <ul style="list-style-type: none"> <li>• <b>Percents:</b> Q.1 What percent is illustrated?</li> <li>• <b>Data and Graphs:</b> D.D.5 Interpreting line graphs, D.D.6 Creating line graphs, D.D.8 Interpreting bar graphs, D.D.9 Creating bar graphs</li> </ul>
<p>SHARE !!!</p>		<p>Share with your family!!!            Or Share with your teacher!            Don't forget about our PAMS Facebook page ☺</p>



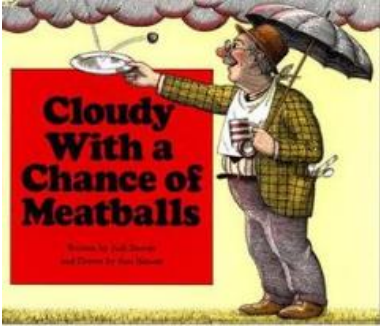





## Learning Plan - Grade 6 May 19- May 22, 2020

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Every day, students should be **reading** for 30 minutes and getting 30 minutes of **physical activity** each day.

**Science**– The theme for the week is “**Weather**”. You are encouraged to spend 30 minutes a day on social studies activities. Here are 3 options for this week:

[Kim.Cheeseman@nbed.nb.ca](mailto:Kim.Cheeseman@nbed.nb.ca) [Kelly.Stephenson@nbed.nb.ca](mailto:Kelly.Stephenson@nbed.nb.ca) [Nathalie.Morin@nbed.nb.ca](mailto:Nathalie.Morin@nbed.nb.ca)

Activity	Materials / resources	Instructions
<p><b>Design Challenge:</b> Design and create a house to help the citizens of <b>Chewandswallow</b> survive a hurricane.</p> 	<p>Watch and listen to the online book Cloudy with a Chance of Meatballs.  <a href="https://www.youtube.com/watch?v=q5uXp4694sE">https://www.youtube.com/watch?v=q5uXp4694sE</a></p> <p>Materials</p> <ul style="list-style-type: none"> <li>• Recycled materials</li> <li>• Popsicle sticks (8 at most)</li> <li>• Pipe cleaners</li> </ul> <p>Waterproof tray</p>	<p>Now, the citizens of <b>Chewandswallow</b> need your help to build a house that will stand against weather phenomena, specifically high winds and rain that occur during hurricanes.</p> <p>It must be at least 3 inches off the ground, stand on its own against the wind (a fan), and have a water-proof roof.</p> <p>Criteria: Your house must:</p> <ul style="list-style-type: none"> <li>• Be at least 3 inches off the surface</li> <li>• Stand against the wind of a fan</li> <li>• Have a water-proof roof</li> </ul>
<p><b>Weather In A Cup</b></p> 	<p><a href="https://www.youtube.com/watch?v=x4GePPTUAjI">https://www.youtube.com/watch?v=x4GePPTUAjI</a></p> <p>Cups Shaving Cream Food colouring</p>	<ul style="list-style-type: none"> <li>• You will need 2 plastic cups. Fill both of them with water to the top.</li> <li>• In the first cup place shaving cream on top of the water. Place the label that describes the first part of the water cycle.</li> <li>• Then add food coloring into the shaving cream until it starts to fall into the water. Place the label that describes the second part of the water cycle.</li> <li>• Now in the second cup you will need to add a little food coloring to make the water blue.</li> <li>• After the water is mixed set this cup outside in a sunny spot. Leave it there and return to check it at the end of the day.</li> <li>• Label the cup with the last step of the water cycle.</li> </ul>
<p><b>Weather games:</b></p> 	<p><a href="https://spaceplace.nasa.gov/menu/earth/">https://spaceplace.nasa.gov/menu/earth/</a></p>	<p>Type “WEATHER” in the search bar and learn new weather facts from the game !!!</p>
<p><i>Share</i></p> 	 	<p><b>Share on Instagram or Share on PAMS Facebook or Share with a family member or e-mail your teacher a picture!</b></p>



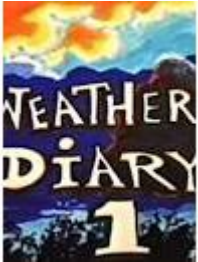

## Learning Plan - Grade 6 May 19- May 22, 2020

*Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!*

*Every day, students should be **reading** for 30 minutes and getting 30 minutes of **physical activity** each day.*

**Language Arts** – The theme for the week is “**Weather**”. You are encouraged to spend 30 minutes a day on **Language Arts** activities. Here are 3 options for this week:

[Kim.Cheeseman@nbed.nb.ca](mailto:Kim.Cheeseman@nbed.nb.ca) [Kelly.Stephenson@nbed.nb.ca](mailto:Kelly.Stephenson@nbed.nb.ca) [Nathalie.Morin@nbed.nb.ca](mailto:Nathalie.Morin@nbed.nb.ca)

<b>Activity</b>	<b>Materials / resources</b>	<b>Instructions</b>
<p><b>Diary of a Weathered Kid</b></p> 	<ul style="list-style-type: none"> <li>• Diary or journal</li> <li>• List of descriptive words</li> </ul> <p><b>Descriptive words:</b> great, fine, beautiful, wonderful, excellent, gorgeous, fair, mild, pleasant, bad, awful, terrible, nasty, lousy, rotten, miserable, dull, ugly, sunny, warm, hot, mild, cool, chilly, cold, freezing, icy, frosty, very cold, bitterly cold, rainy, wet, humid, dry, frigid, foggy, windy, stormy, breezy, windless, calm, still, Sky is cloudy, overcast, cloudless, clear, bright.</p>	<p>Using the list of descriptive words to write a paragraph to describe weather for 5 days (Monday – Friday).</p> <p>Include: day, date, time.</p>
<p><b>Use Your Imagination</b></p>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Pencil</li> </ul> 	<p>Choose ONE of the following writing prompts:</p> <ol style="list-style-type: none"> <li>1. What causes a snow day?</li> <li>2. What are your favorite things to do on a snow day?</li> <li>3. Write about an extreme weather memory (thunderstorms, floods, snowstorms).</li> </ol>
<p><b>INDOOR Scavenger HUNT</b></p>	<p><b>Word List</b></p> <ul style="list-style-type: none"> <li>• Humidity</li> <li>• Anemometer</li> <li>• Vane</li> <li>• Cumulus clouds</li> <li>• Fog</li> <li>• Hurricane</li> <li>• Rainbows</li> <li>• meteorologists</li> </ul>	<ul style="list-style-type: none"> <li>• Write the meaning of each weather word on separate post-it notes or cards, or pieces of paper.</li> <li>• Draw a picture to match your word, on a separate piece. You should have 16 cards when completed writing and drawing.</li> <li>• Hide ALL the cards outside or throughout your house. Involve your family to complete a matching game. Whoever finds all the matching pairs at the end of the hunt is the winner.</li> </ul>
<p><b>Share</b></p>		<p><b>Share</b> with your family!!! Or <b>Share</b> with your teacher!</p> <p>Don't forget about our PAMS Facebook page 😊</p>