



Rice ISD



6th Grade

Dates: April 14th -17th

TEKS	Content	Student Learning Activities 20-25 Minutes per day for each subject	Digital Resource
6.1 6.5	Reading and Language Arts	<p>I can: analyze and interpret information in an argumentative text and respond to questions using RACE and I can develop an opinion about a given topic and write a response.</p> <p>Here is the layout for my work ELAR Work April 13th</p> <p>Vocabulary: Unit 4 Vocabulary</p> <p>Essential Question:What makes an argument effective, and how do I evaluate an argument? How can I use evidence from the text to support my responses?</p> <p>Warm Up- istation and education galaxy</p> <p>Lesson 1: Read,"News Debate: Snowed Out!" You will pre-read, annotate, read, and respond to the questions.</p> <p>Lesson 2: Writing Argument of the week; "Should Pets Be Allowed in School?" Writing Argument Paper</p> <p>Journal- Writing Response: handwritten, typed, or video journal</p> <p>Students can log in to the google chat every Friday from 3:00-3:30 and I will read a chapter from one of their favorite novels that we have in class from author Gary Paulson! "Shelf Life" was one of their favorites!</p> <p>All expectations, anchor charts, tutorial videos, and other resources will be in your child's assignment folder in google classroom. You may either print these articles out, if you have printer access, or just have your child read these passages from their chrome book. If they do that, they need to</p>	<p>ELAR Warm Up</p> <p>Get Started with Istation Home 15 minutes TWICE a week. www.educationgalaxy.com 15 minutes TWICE a week If they don't have internet access, they need to read 15-20 minutes daily and record it in the log. ELAR Warm Up Reading log</p> <p>www.readworks.org For reading passage for the week</p>

		<p>annotate on a sheet of notebook paper. Have them write the passage title, date, and name at the top of their paper.</p>	
6.12A	<p>Math</p> <p>Go Math Book Helpful pages for this skill. Pg. 491-507</p>	<p>I can represent and create numerical data using dot plots, box plots, histograms, and stem-and-leaf.</p> <p>I can understand that the bars of a histogram represent intervals and not individual values.</p> <p>Vocabulary: Watch the video to complete pg. 339</p> <p>Essential questions: What is the purpose of displaying data? What kind of information can a graph easily show you? What kind of data displays show how things vary/hide how things vary?</p> <p>Tuesday:</p> <ol style="list-style-type: none"> 1. April 14th-17th Warm-up (turn in) 2. Watch the video to complete pg. 339 <ul style="list-style-type: none"> • pg. 339 Video and pg. 339 • Use this page to refer to the graphs pg. 340 3. What part of the data is represented in a box plot? <ul style="list-style-type: none"> • Watch the following videos: Box plot with odd number of data points and Box plot with odd set of data points • Watch this video: How to create a box plot and practice Create a box Plot • Practice reading a box plot: Practice reading a box plot 4. Watch the video to complete pg. 338 pg. 338 video and pg. 338 	<p>Online practice Education Galaxy</p> <p>Imagine Math</p> <p>Online tools/videos khan academy</p>

		<p>Wednesday: Watch the intro videos to a Histogram and Stem-and-Leaf</p> <ol style="list-style-type: none"> 1. Intro to Histogram Video 2. Intro to Stem-and-Leaf Plot Video 3. Watch the video to complete pg. 341 Video and pg. 341 <p>Thursday: Watch the video to complete pg. 342 #1-2 with me. You will complete #3 on your own and input your answer in the google form.</p> <ol style="list-style-type: none"> 1. Watch pg. 342 Video for pg. 342 2. Google form pg. 342 #3 (turn in) <p>Friday: Complete pg. 345 on your own. Input your answers in the google form.</p> <ol style="list-style-type: none"> 1. pg. 345 <ul style="list-style-type: none"> ● Hint: #1 You must create each graph for the data set. ● Hint: #2 You will have to write out each set of number in the charts and create a box plot for each one. 2. Google form pg. 345 (turn in) <p>PAPER BASED LEARNERS will have hard copies available for pick up every Monday from 8:00-6:00 at the back door of the school.</p>	
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6.4A 6.4B 6.1A 6.2b	Social Studies	<ul style="list-style-type: none"> • MONDAY - NO SCHOOL • Watch: The Scramble for Africa on YouTube • Read: the “Scramble for Africa” from CommonLit and complete the worksheet, and then watch the pre-recorded lesson in Google Classroom • Complete: the “Week 4” module on Central Africa in Studies Weekly. Students will read a series of short articles, complete the online activities, and take a quiz, which will count as an assignment grade. Login information will be posted in Google Classroom. <p>AT HOME LEARNERS will be provided with hard copies of the Studies Weekly material and the “Scramble from Africa” article and worksheet from CommonLit.</p>	Studies Weekly CommonLit
6.11a 6.11b 6.11c	Science	<p>Objectives: Students will Describe the history and future of space exploration, including the types of equipment and transportation needed for space travel. Students will also see how Gravity controls the Solar system</p> <p>Vocabulary: Rocket, Satellites, space probes, space station, asteroids ,comets, gravity</p> <p>Monday: No school</p> <p>Watch this video Bill Nye Space Exploration and answer these questions Bill Nye questions</p> <p>Space Exploration Technology: Students will select a technology used to space exploration and research how it began and how it affects space exploration.</p> <p>Space mission research activity: Students will choose 2 space exploration missions and create a slideshow presentation with their</p>	<p>Select another space mission to explore from list given on assignment</p> <p>https://www.nasa.gov/</p>

		<p>research about their missions.</p> <p><u>Unit 8 Quiz</u>- Take this quiz after you have finished all other assignments. You will have 2 chances to take the quiz.</p> <p>At home learners: Will be provided hard copies of the assignment</p>	<p><u>topics/technology/index.html</u></p> <p>Look around this website and see different space crafts that have explored space in the past and get a glimpse at our future crafts.</p>
	P.E.	<p><u>https://docs.google.com/document/d/1LKkRs4WG_-ggkD9MZKS-taKC-rNyDV2qADFiSDx1ABU/edit?usp=sharing</u></p>	
	Fine Arts (If you are currently in this class)	<p>Choose 1 video to follow along with and draw:</p> <p><u>Step-by-step OP art</u>- watch this video for step-by-step directions to create a OP art</p> <p><u>Drawing a Toucan</u> - Watch this video for step-by step directions for drawing a Toucan</p> <p><u>Drawing a cat</u>- Watch this video for step-by-step directions for drawing a Cat</p> <p><u>Drawing a still life</u> - Step by step video for drawing a still life picture</p>	

	Communication s (If you are currently in this class)	Read the following information for your child's Communication assignment. They will need to continue studying their vocabulary terms and they have to choose only 3 of the activities to do. Communication Assignment	www.cnn10.com is a 10 minute news video targeted for kids that we watched daily and discussed!
	Band (If you are currently in this class)	<p>-if on paper: Complete Dino Intervals Worksheet (in your clef). Use the back of this sheet to help.</p> <p>-If online: Compete Interval and Rhythm Trainer exercises</p> <p>-Practice warmups (F, Scale, Articulation, Quarter/Eighth, etc.)</p> <p>-Practice #101-103: work phrasing with breathing, slurring, and dynamics</p> <p>-Creatures and Midnight Sky: 1-16</p> <p>-write all practice time on the log w/signature (must have at least 60 min. total for week)</p>	https://classroom.google.com/u/2/c/NTQzMTMwNjI2NTla

Special Education: Students may have assignments read to them by teachers, support staff, or family members. It will benefit them to complete assignments in small chunks and have someone look over the work frequently. Calculators may be used for assignments and any visual aids or manipulatives that were provided to students the first week of school closure. SpEd staff has established times for assistance with students to attend and they can reach out through google classroom for any help or questions. Individual student needs will be addressed by classroom teacher or special education staff during weekly interaction.

504/RTI: Students may have assignments read to them by teachers, support staff, or family members. It will benefit them to complete assignments in small chunks and have someone look over the work frequently. Calculators may be used for assignments and any visual aids or manipulatives that were provided to students the first week of school closure. Please refer to the 504 accomodation form that was included in the student packet during the first week of at home learning. Support staff will have established times for assistance with students to attend and they can reach out through google classroom for any help or questions. Individual student needs will be addressed by classroom teacher or the 504 support team. Please contact Mrs. Huitt, chuitt@rice-isd.org, for any questions or concerns.

GT: Students will participate in activities through the GT Google Classroom

ESL: Please join the ESL Google Classroom if you haven't already. There is one language activity a week to complete. If you attend iLit, please complete one interactive reader a week, also. **ESL students who do paper work-** please interview a parent asking the following questions- 1) How was school different when you were young? 2) What types of things did you do when you were not in school? - Make a video of your response with a phone and email it to Mrs. Black at cblack@rice-isd.org.