We've got you covered.

We'll get through this together.

6th GRADE

REMOTE LEARNING PACKET
FOR LANSING SCHOOL DISTRICT STUDENTS

Lessons for Weeks 3-4 • April 27 - May 22, 2020

TABLE OF CONTENTS

Congratulations! You have completed Weeks 1 & 2 and will continue the journey of your distance learning with the support of your teachers and school principal during Weeks 3 & 4. We know you can do well! Challenge yourself and don't be afraid to ask questions. We are here for you and we will get through this together!

This Learning Packet is organized by subject matter. It includes activities in English language arts, mathematics, social studies, science, art, music and physical education. The lessons are identified by weeks within content areas but you can choose to complete the activities in any order you wish.

Have Fun!

6th Grade • Weeks 3 - 4

Week 3 • May 11 - May 15	
English Language Arts	Pages 2 - 20
Math	Pages 27 - 30
Science	Pages 34 - 38
Social Studies	Pages 44 - 46
Art	Page 49
Music	Pages 51 - 52
Movement	Pages 54 - 55
Week 4 • May 18 - May 22	
English Language Arts	Pages 21 - 26
Math	Pages 31- 33
Science	Pages 39 - 43
Social Studies	Pages 47 - 48
Art	Page 50
Music	Page 53
Movement	Pages 54 - 55

ELA WEEK 3 – Lesson 22

Essential Question: How can trial and error lead to new inventions?

Monday	➢ **Vocabulary (30 minutes)** o Introduce the vocabulary words that are found on page 2. o Using either a dictionary or a computer, have your student complete the following activities for each vocabulary word: ▪ Define the vocabulary word ▪ Write a synonym & antonym of the word ▪ Draw a picture of the word ▪ Use the word in a sentence o Hold on to this activity to review their vocabulary words every day. ➢ **Family Connection** o Read page 3 in preparation for the story this week: "First to Fly". ➢ **"First to Fly" Story (20 minutes)** o Start reading the story "First to Fly" (you will not finish the story today). Have your child read the text out loud to you. You will read pages 4 – 7.
Tuesday	➢ **Vocabulary (15 minutes)** o Review vocabulary activity from yesterday. o Create a new sentence for each vocabulary word. ➢ **"First to Fly" (35 minutes)** o Finish the story "First to Fly" (pages 8 – 10) and write a summary about what the story is about. o Answer the essential question found at the top of this page: How can trial and error lead to new inventions?
Wednesday	➢ **Reading Comprehension (50 minutes)** o Re-read the story "First to Fly". o After student has re-read the story, they will complete page 11.
Thursday	➢ **Vocabulary Review (15 minutes)** o Have student review the vocabulary definitions found on page 2. o Write new sentences using the vocab words o Complete the worksheet on page 12 ➢ **Close Reader (30-40 minutes)** o Have your child read and complete pages 14 – 15: "Young Pilot Sets Record". o Make sure student pays close attention to directions, underlines, circles, and answers questions. o Lastly, your child will complete pages 16 - 17 which is a reading comprehension quiz on the stories "First to Fly" and "Young Pilot Sets Record".
Friday	➢ **Vocabulary Quiz (5-10 minutes)** o Complete the vocabulary quiz on page 13. ➢ **Writing Handbook (30-40 minutes)** o Your child we be reviewing the structure of a well-written paragraph. o Look at page 18: "Hamburger Paragraph" and review the parts of a paragraph. o Select **two** paragraph prompt from page 18. o Write about one prompt on page 19 using the hamburger template and the other prompt on page 20 using the hamburger template. o Reread the paragraph and make edits.

ELA WEEK 4 – Lesson 22

Persuasive Letter & Book Report

Monday	➢ **Spelling (10 minutes)** o Have your child review their spelling words for this week on page 22. o Have student write spelling words 3x each. ➢ **Writing (20 minutes)** o This week the student will work on Persuasive Letter writing. o Using the persuasive letter writing prompt found in the packet, have student write a rough draft of their letter – pages 21 and 22. ➢ **Book Report (20 minutes)** o Have student pick a chapter book to read at home. At the end of the week they will fill out a Book Review worksheet on the book.
Tuesday	➢ **Spelling (10 minutes)** o Have student write words 3x each o Complete the worksheet on page 23 ➢ **Writing (20 minutes)** o Do some research on the persuasive letter topic chosen. o Add the research to the rough draft and elaborate on details. ➢ **Book Report (20 minutes)** o Reading book of choice
Wednesday	➢ **Spelling (10 minutes)** o Write spelling words 3x each o Complete the worksheet on page 24 ➢ **Writing (20 minutes)** o Have student edit their writing for spelling and grammar errors and fix their mistakes. ➢ **Book Report (20 minutes)** o Reading book of choice
Thursday	➢ **Spelling (10 minutes)** o Write words 3x each o Complete the worksheet on page 25 ➢ **Writing (15 minutes)** o Revise writing to make sure the sentences make sense and make any necessary additions ➢ **Book Report (25 minutes)** o Reading book of choice
Friday	➢ **Spelling Test (5 minutes)** o Quiz student on spelling words. Say the spelling word & have them write it down. ➢ **Writing (15 minutes)** o Have your child re-write their persuasive letter in their best handwriting for their final draft. ➢ **Book Report (30 minutes)** o Finish book & complete the book report form on page 26.

Lesson 22

LANGUAGE DETECTIVE

Talk About the Writer's Words

Adjectives are words that describe how something looks, tastes, feels, sounds, or smells. Work with a partner. Find the Vocabulary words that are adjectives. What are your clues? Tell what each adjective describes in the sentence.

Vocabulary in Context

1 elusive

The "aha!" moment that leads to an invention may be elusive. It may not be easy to achieve.

2 frustration

Inventors may feel frustration, or angry impatience, at their slow pace of progress.

3 instinct

Thomas Edison and other inventors relied on instinct, a natural sense of what to do, to solve problems.

4 conditions

At Kitty Hawk the Wright brothers found the ideal conditions of wind and landscape to test their airplane.

- Study each Context Card.
- Use a dictionary to confirm the meanings of these words.

5 barren

This jet-powered car achieved a speed of 763 miles per hour on an empty, barren desert in Nevada.

6 harsh

Firefighters' equipment was invented to protect them from the harsh, brutal heat of a blaze.

7 decrepit

After a car becomes old and decrepit, its owner might replace it with a newer, stronger model.

8 arose

When a storm suddenly arose, Benjamin Franklin flew a kite and proved that lightning is a form of electricity.

9 vertical

Communications devices, such as cell phones, require tall vertical towers to pick up signals in the air.

10 lurched

The cars of this early locomotive have lurched forward with a sudden burst of steam power.

My Journey Home
Family Connection

This week your child is reading *First to Fly,* a selection that describes how the Wright brothers invented the airplane.

DAY 1

Vocabulary on the Go Find pictures of historical airplanes in books or on the Internet. Together, describe what it would have been like to fly on these planes. Use some of these words in your discussion.

decrepit lurched frustration vertical harsh

DAY 2

Comic Conclusions Images, such as the illustrations in this week's selection, often help readers draw conclusions about the subject matter. Show your child several comic strips with the text blocked out. Help your child draw conclusions about what is happening in the comics, based only on the pictures. Then have your child read the text and compare his or her conclusions with what is actually happening.

DAY 3

Bicycle History Before the Wright brothers began experimenting with flight, they owned a bicycle shop. The bicycle had become very popular by the time the Wright brothers opened their shop, but it was still a fairly recent invention. Together, use books or the Internet to find out about the history of the bicycle.

CHALLENGE

Choose one of the bicycles you learned about. Work with your child to make a diagram of the bicycle. Include a few interesting facts you learned about the bicycle on the diagram.

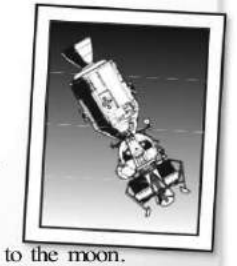
DAY 4

To the Moon! The Wright brothers' first flight was obviously the start of something big. Read and discuss this article with your child.

Wrights' *Flyer* Flies to the Moon

The "flight" from first flight to a successful moon mission was a short 66 years. On July 16, 1969, astronauts Edwin "Buzz" Aldrin, Jr., Neil Armstrong, and Michael Collins blasted into space aboard the Apollo 11 spacecraft—destination, the moon.

Earlier in the decade, President John F. Kennedy promised that U.S. astronauts would reach the moon and return safely to Earth before the 1960s ended. A few years later—just 66 years after the Wright brothers' first flight—millions of television viewers watched as a nation's dream was fulfilled.



On July 20, Armstrong and Aldrin landed safely on the lunar surface. Among the items and experiments that the Apollo 11 crew brought with them were pieces of the Wrights' original *Flyer* airplane. Among Neil Armstrong's personal possessions on the flight were a piece of cloth from the *Flyer's* wing and a small chunk of wood from the propeller.

The Wright brothers' famous *Flyer* had flown to the moon.

DAY 5

Trial and Error The Wrights used trial and error to find the best airplane design. Together, use the Internet to find paper airplane designs or invent new ones. Make some, and find out which planes fly best.

Book Links

- *Fantastic Flights: One Hundred Years of Flying on the Edge,* by Patrick O'Brien
- *The Kite Fighters,* by Linda Sue Park CHALLENGE

Internet Challenge Help your child use the Internet to learn about flying machines that failed before the Wright Brothers' machine succeeded. Why were these flying machines unsuccessful?

Lesson 22

ANCHOR TEXT

GENRE

Literary nonfiction gives factual information by telling a true story. As you read, look for:

- elements of nonfiction and fiction
- information about a topic
- a story that involves real people or events

MEET THE AUTHOR

Peter Busby

A former teacher, Peter Busby struck gold with his first children's book when *First to Fly* received the James Madison Book Award for excellence in explaining United States history. Busby, from Vancouver, British Columbia, and artist David Craig received the honor while standing beneath the 1903 Wright *Flyer*, which is displayed in the Smithsonian National Air and Space Museum.

MEET THE ILLUSTRATOR

David Craig

David Craig grew up in Ottawa, Ontario, the capital of Canada. A keen student of Canadian and United States history, he has designed coins for the Canadian Mint and has illustrated books about the Alamo, World War II, the Battle of Gettysburg, and the 1906 San Francisco earthquake.

FIRST TO FLY

How Wilbur & Orville Wright Invented the Airplane

by Peter Busby · paintings by David Craig

ESSENTIAL QUESTION

How can trial and error lead to new inventions?

It's the spring of 1900, and brothers Wilbur and Orville Wright have traded bicycle making for the elusive dream of building a piloted aircraft. They're setting up camp to test their latest glider at Kitty Hawk, on a barren, windswept island in North Carolina.

It was far from perfect, but the brothers would learn to love it. There were two lifesaving stations, a weather bureau, a post office, and about twenty little houses among the sand dunes—but not much else. Wilbur's trip to Kitty Hawk, with the glider packed in a crate, was an incredible journey, by train, ferry, then fishing boat. The last part of Wilbur's trip, in a decrepit, flat-bottomed fishing schooner, was a nightmare. It started off calm enough, but when they reached the open sea, a storm arose. The cabin was so filthy that Wilbur spent the whole night on deck. Soaked to the skin, shivering cold, and ravenously hungry, with nothing to eat but a jar of jam, Wilbur wondered if he'd ever set foot on land again. Finally they docked at Kitty Hawk just before dawn. His hosts—the local postmaster Bill Tate and his wife—greeted him with a splendid breakfast of ham and eggs.

Orville arrived two weeks later, bringing supplies of tea and coffee, and they pitched their tent on the sand dunes, close to where they would fly the glider. Their mechanic, Charles Taylor, was left in charge of the bicycle shop back home.

"We certainly can't complain of the place," Orville wrote to his sister, Katharine. "We came down here for wind and sand, and we have got them." Some nights, when the wind came in from the Atlantic, they would have to jump out of their cots and hold the tent to keep it from blowing away, with sand stinging their hands and faces.

Wilbur and Orville pitched a tent on the dunes.

Wilbur and Orville carry the 1900 glider back to camp.

The brothers started off cautiously, flying the glider as a kite. They simply held it up off the sand and let the wind take it, then they played out ropes attached to the struts (the parts between the wings). They pulled on other ropes that moved the wing-warping (side to side movement) and elevator (upward and downward movement) controls, practicing keeping the craft level and bringing it safely down to land, learning the skills of a pilot from the ground.

Each flight brought the moment closer when Wilbur would take his life in his hands and pilot the glider himself.

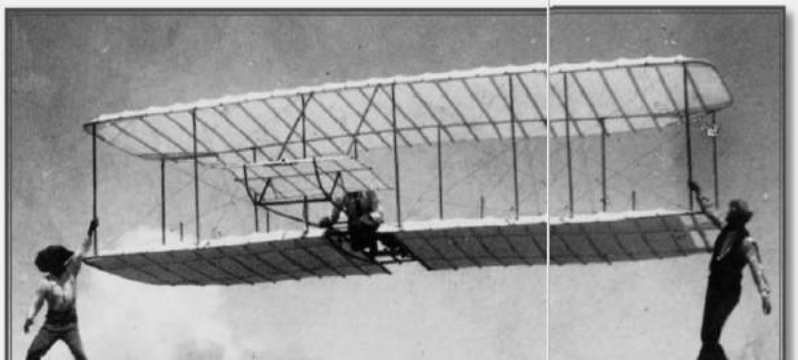
One day in early October, he was ready. He positioned himself in the cockpit of the glider with his hands on the elevator controls and his feet against the wing-warping controls. Orville grasped one wing tip, and Bill Tate the other, and the two hoisted Wilbur and the glider into the air. Wilbur heard a dry crack as the twenty-five-mile (40 km) per hour wind filled the fabric of the wings, and then he felt a sudden weightlessness. Orville and Bill played out the ropes, letting Wilbur soar higher and higher.

The next few seconds passed in a blur. He'd thought there would be all the time in the world to plan his moves, to look around him, and to experience life from the air. Instead he found himself functioning on pure instinct as the plane lurched up and down, one moment plunging straight for the ground, the next nosing upward, threatening to stall and fall over on its back. "Let me down!" he shouted.

Orville and Bill pulled on the ropes and brought the glider safely down onto the sand. Wilbur had done it. He had flown. But he was not intending to risk it again, not until he understood the plane a lot better. For the next two weeks, they went back to testing the craft as a kite, using weights instead of a pilot, noting how it behaved in different wind conditions, and measuring everything: drag, lift, wind speed, and the angle at which the glider kite flew. They even tried turning the glider around, with the elevator in the rear.

In the final week, Wilbur had the confidence to fly again and this time he would try free flight, without the ropes. Altogether, he made about a dozen glides between 200 feet (61 m) and 300 feet (91 m) in length. On October 23, they went home, leaving the glider behind on the dunes. During the winter, it would be destroyed by the savage Atlantic gales—all except for the sateen wing covering. A few days after they left, Mrs. Tate removed the material and made it into dresses for her daughters.

Next July, the brothers were back in Kitty Hawk with a new glider, twice as big as the 1900 model. They made camp at the foot of Kill Devil Hills, a group of huge sand dunes four miles (6.5 km) to the south of Kitty Hawk. They built a shed for the glider, where they could sleep at night and be sheltered from the punishing weather—either the pounding rain or the scorching sun.



With Wilbur at the controls, Bill and Dan Tate let the wind lift the new glider off the top of the dunes.

Then there were the mosquitoes. "The sand and grass and trees and hills and everything were covered with them," Orville wrote to Katharine. "They chewed us right through our underwear and socks. Lumps began swelling all over my body like hen's eggs." They tried everything to protect themselves—blankets, netting, and finally smoking the mosquitoes out by burning old tree stumps.

At first the glider performed poorly, but after making adjustments to the elevator and the camber (the upward curve from the front to the rear of the wings), the brothers started doing better. Their friend Octave Chanute was present for their best glide—390 feet (119 m) in 17 seconds. He was impressed, but the brothers were dissatisfied. The glider's lift was not much better than last year, and the controls seemed worse.

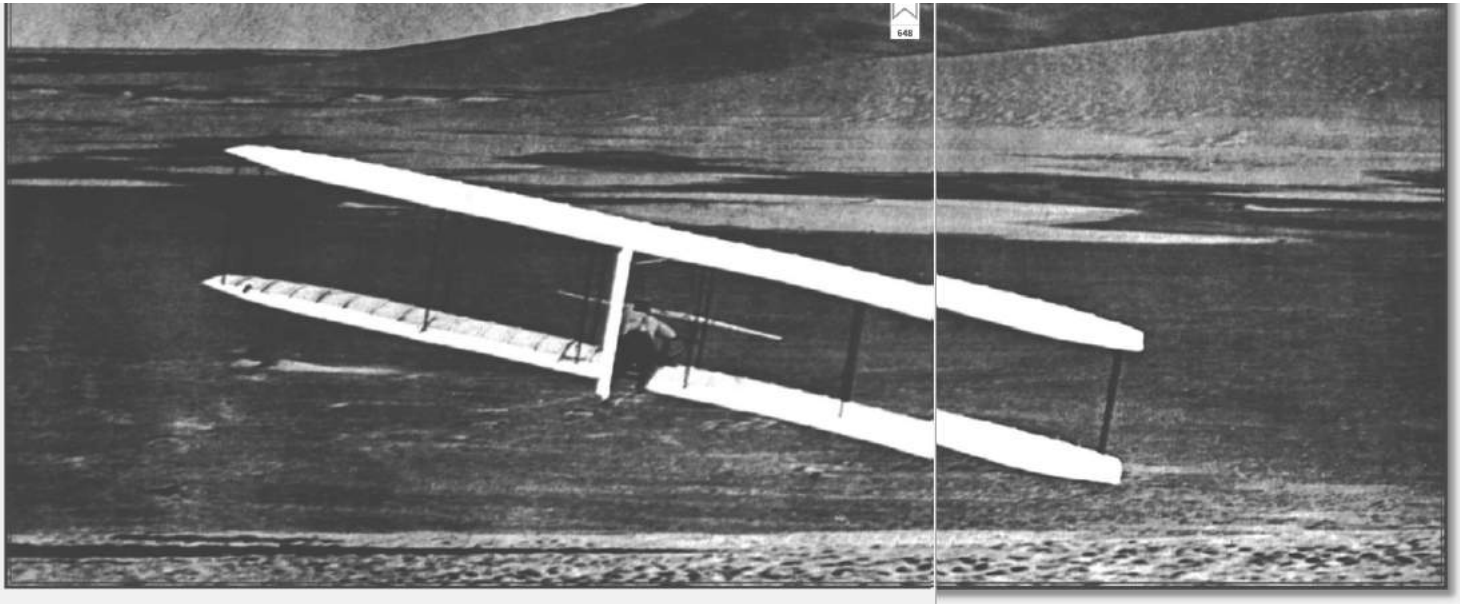
On August 9, when Wilbur tried to turn the glider, he crashed nose-first into the ground, banging his head against a wooden strut.

The accident was not serious, but it added to the brothers' frustration, and they left Kitty Hawk earlier than planned. On the train home, Orville said what both of them were feeling: "Not within a thousand years will man ever fly."

The brothers did not stay depressed for long. Instead they decided to go back to the beginning and think through everything they had done. If size alone hadn't improved their performance, then maybe the secret was the shape of the glider and the wings. To research this, they built a wind tunnel in the workshop. For the next few months, there would be no camping on the dunes and gliding in the open air. Instead they were indoors, testing almost two hundred wing shapes. Every day, they made new discoveries about how the wings of a plane behave in the air. At the end of their research, they had the design of a new glider that was very different from the ones they had made before.

ANALYZE THE TEXT

Text Structure How does the author organize the text on pages 646–647? What clues in the text show this?



The 1902 glider was their first one with a fixed tail. After problems during early trials, Orville suggested a movable tail or rudder. With a rudder, they could keep the glider pointed in the proper direction as they rolled into a turn.

In the first three days back at Kitty Hawk, they made more than fifty flights in the 1902 glider. Already they were staying in the air longer than they had before. Orville had begun to fly a little in the previous year, and now he was making half the flights. One day, as he took the plane higher, the glider nosed upward at a dangerous angle. Orville pushed on the elevator, struggling to get the plane level again. To his horror, he found himself slipping backward, tail-first, toward the ground. There was a crash of splintering timber as the tail pounded into the sand.

Orville stepped out of the glider without a scratch. The tail could soon be mended, but it was obvious that there was something wrong with its design. The 1902 glider was their first one to have a tail, which was fixed in a vertical position. The tail was supposed to give the plane more control, but Orville felt it wasn't doing that. He had an idea. What if they put a hinge on the tail, so that the pilot could move it at the same time as he warped the wings to make a turn?

Orville suggested this to Wilbur, then waited for his brother's reaction. He expected an argument, because that was the way the brothers worked out their ideas. "Both boys had tempers," Charles Taylor later recalled. "They would shout at one another something terrible. I don't think they really got mad, but they sure got awfully hot." Instead, on this occasion, Wilbur said nothing for a while, then told Orville he agreed about hinging the rudder but he had a better idea. Instead of having a separate control, they should connect the wing-warping controls and the rudder, so the pilot could use the hip cradle to move both at the same time.

That's what they did, and it worked perfectly. They started doing longer glides, and the control problem was solved.

That year, the Wright brothers made almost a thousand flights. On their final day of gliding, they broke their record again with a glide of 622 feet (190 m), lasting 26 seconds. Wilbur and Orville went home happy. They had achieved their first goal, designing a glider that could be controlled in the air. Now they were ready to build a plane with an engine and propellers.

ANALYZE THE TEXT

Conclusions/Generalizations What generalizations can be made about the Wright brothers based on the text evidence on pages 648–649?

Twelve Magic Seconds

On the morning of December 17, 1903, Wilbur and Orville Wright stepped out of their shack and looked around them. Ice had formed in puddles between the sand dunes from the heavy rain overnight, but the sky was now clear. The weather was almost perfect—except for the wind.

The winds were stiff today—thirty knots. The brothers were cautious men. Any other day, they would have waited for calmer conditions, but they had lost enough time already in the two months they'd spent at Kitty Hawk. There had been problems tuning the engine, making it run smoothly, and cranking up the power, and twice they had had to send the propeller shafts back to Dayton for repairs. Soon it would be winter, the weather would be too harsh, and they'd have to get back to the bicycle shop.

They decided to risk it. Today was the day. They were going to attempt to fly their plane.

Orville hoisted a large red flag on the roof of the shack. The flag was a signal to the men of the Kill Devil Life Saving Station, a mile (1.6 km) away, to come and lend a hand. The over 700-pound (318-kg) *Flyer* was too heavy for two men to carry by themselves. And the brothers had another reason for inviting people to join them. If the world was going to believe them, they had to have witnesses.

A short distance from the house, Wilbur and Orville started laying a line of wooden beams. The machine would move along this track until the propellers pushed the wings through the air fast enough to lift the plane off the ground. By the time they'd finished, the lifesaving crew had arrived.

Once the *Flyer* was in position, Wilbur and Orville took hold of the blades of the two propellers and pulled hard to give them a spin. The engine sputtered and coughed into life.

ANALYZE THE TEXT

Personification The author uses the phrase "coughed into life" on this page. What does the phrase mean? Why does the author use personification here?

Wilbur and Orville start their engine by spinning the blades of the two propellers.

Wilbur took aside one of the lifesavers, John Daniels, and showed him the camera placed on a tripod near the ramp. There was a cord attached to it with a rubber ball at the end. When the *Flyer* leaves the ground, Wilbur explained, you squeeze this ball. Daniels looked worried. He had never used a camera before.

The two brothers walked away from the others for a quiet moment. They had spent five years on this project, designing a series of gliders, learning how to control them in the air, and finally, because no one else could make an engine light enough and powerful enough, they had built one themselves in the bicycle workshop.

They had made their first attempt with the Wright *Flyer* three days earlier, on December 14. The track was laid down the side of a hill; then the brothers tossed a coin to decide who would be the pilot. Wilbur won. He climbed into the plane. The *Flyer* rattled down the ramp and lifted off. Wilbur was in the air—but soon he was in trouble. He rose no higher than fifteen feet (4.6 m), then lost height, landing awkwardly with the left wing plowing into the sand. Some might call this a flight, but not the Wrights. A flight for them had to be controlled.

The *Flyer* was soon repaired. It was a mistake, the brothers decided, to take off going downhill. Today they had laid the track on a flat piece of sand.

Now it was Orville's turn to be the pilot. He climbed into the hip cradle on the bottom wing and lay flat on his stomach, settling his hips into the cradle that controlled the wing-warping and rudder, and grasping the lever that controlled the elevator.

"Orville's going to be nervous," Wilbur said to the men watching. "Let's try and cheer him on. Holler and clap."

He turned back to his brother and they clasped hands as if, one of the lifesavers said later, "they weren't sure they'd ever see each other again."

Wilbur took his place at the wing tip as his brother released the wire holding the straining plane in place. The propellers began to move the plane faster and faster along the track.

Wilbur was running next to him, shouting encouragement, ready to let go of the wing.

Then, forty feet (12 m) down the track, the *Flyer* lifted into the air.

Wilbur clicked on his stopwatch.

Orville pulled up on the elevator. The *Flyer* started up at a dangerous angle, about to stall and fall back on its tail. Orville reacted, throwing the elevator lever down. Now the *Flyer* was heading for the ground. Another touch on the elevator pulled the plane up again. Then down, and the *Flyer* pancaked into the ground. It was a hard landing, but both the plane and the pilot were in one piece.

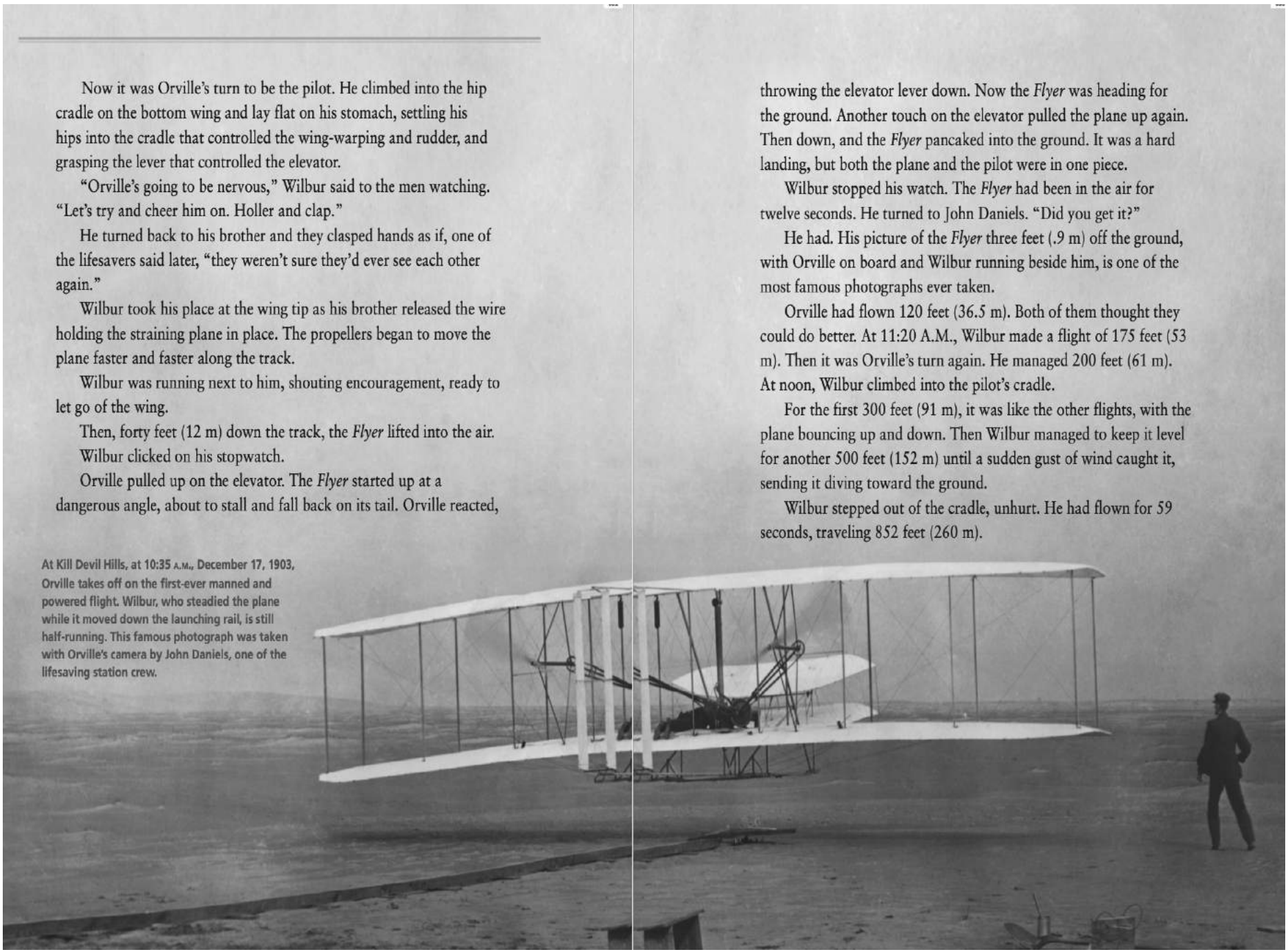
Wilbur stopped his watch. The *Flyer* had been in the air for twelve seconds. He turned to John Daniels. "Did you get it?"

He had. His picture of the *Flyer* three feet (.9 m) off the ground, with Orville on board and Wilbur running beside him, is one of the most famous photographs ever taken.

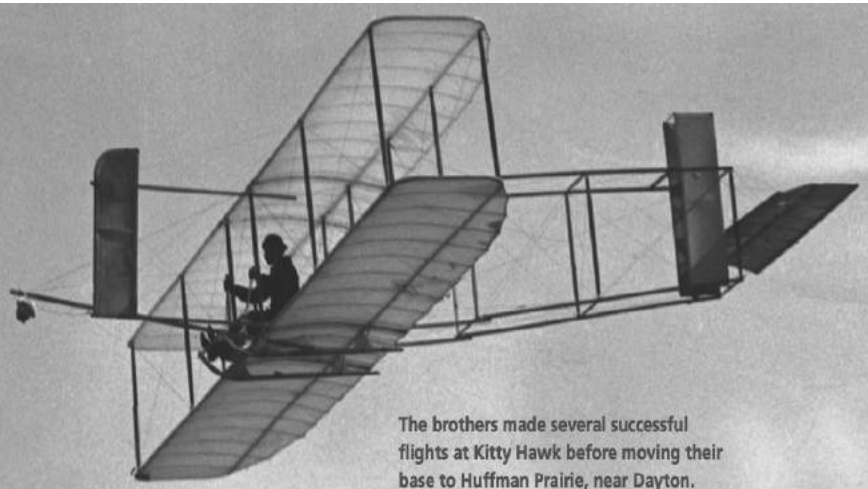
Orville had flown 120 feet (36.5 m). Both of them thought they could do better. At 11:20 A.M., Wilbur made a flight of 175 feet (53 m). Then it was Orville's turn again. He managed 200 feet (61 m). At noon, Wilbur climbed into the pilot's cradle.

For the first 300 feet (91 m), it was like the other flights, with the plane bouncing up and down. Then Wilbur managed to keep it level for another 500 feet (152 m) until a sudden gust of wind caught it, sending it diving toward the ground.

Wilbur stepped out of the cradle, unhurt. He had flown for 59 seconds, traveling 852 feet (260 m).



At Kill Devil Hills, at 10:35 A.M., December 17, 1903, Orville takes off on the first-ever manned and powered flight. Wilbur, who steadied the plane while it moved down the launching rail, is still half-running. This famous photograph was taken with Orville's camera by John Daniels, one of the lifesaving station crew.



The brothers made several successful flights at Kitty Hawk before moving their base to Huffman Prairie, near Dayton.

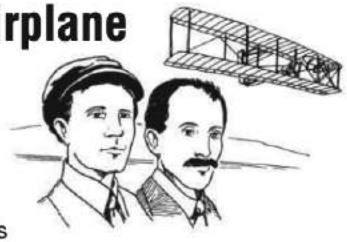
Once again, the seven men started back to the track carrying the plane. Just as they reached the track and set the machine down, the wind rose suddenly and caught the *Flyer*. Everyone jumped for it, John Daniels getting tangled in the wires as the plane rolled over and over. When it finally came to rest, the others rushed up and cut him free, snapping a few more wires and wooden ribs as they did so. He was lifted out uninjured.

The *Flyer* was smashed to pieces—but no matter. The Wrights were already thinking ahead, to their next and even *better* plane.

One of the young men dashed all the way to the post office at Kitty Hawk to deliver the news. For the Wright family it took a while longer, until the telegram arrived at 5:30 that evening. "Success four flights Thursday morning," it read. "All against twenty-one-mile wind started from level with engine power alone, average speed through air thirty-one miles, longest 59 seconds. Inform press. Home Christmas. Orville Wright."

Reader's Guide

First to Fly: How Wilbur & Orville Wright Invented the Airplane



Make a Timeline

The text in "First to Fly" is structured in sequential order. Read the text passages indicated in each part of the timeline. Complete the timeline of key events leading up to the first manned and powered flight.

Spring-Fall 1900

Summarize the events on page 644–645.

July 1901

Summarize the events in the fourth paragraph of page 646.

August 9, 1901

Summarize the events in the third paragraph of page 647.

First to Fly
Independent Reading

1902

Summarize the events on page 648.

1902

Summarize the events on page 649.

December 14, 1903

Summarize the events in the third paragraph of page 651.

December 17, 1903

Summarize the caption on page 652.

Based on the information you gathered, what conclusions can you draw about the process leading up to the first manned and powered flight?

Denotation and Connotation

Read the definitions and sentences below. Write the denotation word in dark type in each sentence. Then write whether it has a positive or negative connotation. You may use a dictionary to help you.

The **denotation** of a word is the literal, dictionary meaning of that word.
The **connotation** of a word is the feeling that it creates. It can be positive, negative, or neutral.

1. The **scrumptious** banana was just ripe enough to eat.

   Denotation: _____

   Connotation: _____

2. She **impatiently** waited in line.

   Denotation: _____

   Connotation: _____

3. The **deafening** roar of the plane's engine made it impossible to sleep.

   Denotation: _____

   Connotation: _____

4. His **legacy** will be remembered for years to come.

   Denotation: _____

   Connotation: _____

5. Relaxing in the hammock was truly **sublime**.

   Denotation: _____

   Connotation: _____

Vocabulary

Answer Numbers 1 through 10 on your Answer Sheet. Choose the best answer for each question.

1 What does the word *instinct* mean in the sentence below?

Laura's instinct was to hold out her arms to keep her balance on the skateboard.

A. plan
B. choice
C. clever idea
D. natural sense

2 What does the word *lurched* mean in the sentence below?

When the car lurched forward, Jeff's drink tipped over.

F. crept
G. stalled
H. moved steadily
I. moved suddenly

3 What does the word *vertical* mean in the sentence below?

The workers used a crane to raise the flagpole to a vertical position.

A. drooping
B. horizontal
C. upright
D. zigzag

4 What does the word *decrepit* mean in the sentence below?

The travelers doubted the decrepit bus could make it up the mountain.

F. old-fashioned
G. restored
H. run-down
I. uncomfortable

5 What does the word *elusive* mean in the sentence below?

Until she received a scholarship, Kim was beginning to think that basketball camp was only an elusive dream.

A. within reach
B. easy to grasp
C. full of excitement
D. difficult to achieve

First to Fly
Vocabulary

6 Which word best completes the sentence and has a positive connotation?

The spaghetti at Dino's Restaurant is _____!

F. disappointing
G. ordinary
H. outstanding
I. satisfactory

7 Which word best completes the sentence and has a positive connotation?

The castle guards stayed _____ and ready for action all night.

A. alert
B. anxious
C. jittery
D. tense

8 Which word best completes the sentence and has a positive connotation?

The peach filling made the cake _____ and delicious.

F. damp
G. moist
H. soggy
I. squishy

9 Which word best completes the sentence and has a negative connotation?

My cat looked with _____ at the new food as I placed it before her.

A. affection
B. curiosity
C. disdain
D. pride

10 Which word best completes the sentence and has a negative connotation?

Henry felt _____ as he walked through the fairgrounds carrying the giant doll his little sister had won.

F. attractive
G. confident
H. fun-loving
I. ridiculous

Lesson 22

LITERARY NONFICTION

GENRE

Literary nonfiction, such as this newspaper article, gives factual information by telling a true story.

TEXT FOCUS

Narrative nonfiction may include a **chart** that organizes related information about a topic.

TODAY'S NEWS

MONDAY, MARCH 16

Young Pilot Sets Records

by Linda Cave

On July 1, 2006, a helicopter pilot named Jonathan Strickland landed his helicopter in Compton, California. Other pilots had done so before him, but this landing was special. It meant a vertical move to the top of an aviation record. Strickland's flight to Canada and back made him, at age fourteen, the youngest African American to fly a helicopter on an international roundtrip.

Jonathan Strickland, fourteen-year-old helicopter and airplane pilot

PEOPLE

Find out about newsmakers.

Jonathan with his flight teacher, Robin Petgrave

A Record-Breaking Flight

Jonathan's flight had begun nine days earlier, on June 22. Because he was too young to fly alone in the United States, his flight teacher, Robin Petgrave, accompanied him. Flying over lush Pacific rainforests and barren fields, Jonathan arrived in British Columbia, where he took tests to fly solo. For many young aviators, flying solo is an elusive goal, calling on instinct and practice. Jonathan's dream was to fly solo in an airplane and in a helicopter on the same day. On June 28, he became the youngest person to do so.

On Jonathan's return flight, rough weather conditions arose. The helicopter lurched at times, but it was not decrepit when it landed in Compton. Jonathan's friends and family greeted him, as did members of the Tuskegee Airmen. This African American squadron of the Army Air Corps endured the frustration of harsh racism at home while becoming one of the most successful fighter groups of World War II.

PEOPLE

MONDAY, MARCH 16

Tomorrow's Aviators

Jonathan Strickland was eleven when he began his flight training at Tomorrow's Aeronautical Museum in Compton, California. The museum and its Aviation Explorer Program for teaching young people to fly were founded by Robin Petgrave. In return for their lessons, the students perform community service. Strickland's goals for the future include a lot more flying. He wants to attend the U.S. Air Force Academy, and he hopes to become a test pilot and an airline pilot. "Taking this trip," he said, "gave me the opportunity to see a whole new world and to discover that there is so much more out there for me."

Aviation Explorer pilots Richard Olmos, Diamond Hooper, and Kenny Roy

Tomorrow's Aeronautical Museum Record-Holders

Name	Record	Age
Breean Farfan	Youngest Latina to fly roundtrip across the country	13
Jimmy Haywood	Youngest African American to fly an airplane on an international roundtrip flight	11
Kenny Roy	Youngest African American to fly solo in an airplane	14

Compare Texts

TEXT TO TEXT

Interview Trailblazers Think about what helped Jonathan Strickland and Orville and Wilbur Wright meet their aviation challenges. Write a mock interview in which you ask the three about the hurdles they faced. Have them explain how they overcame their challenges. Use evidence from the selections in your interviews.

TEXT TO SELF

Write About Transportation Planes and other forms of transportation have made travel quicker and easier. Think of a typical day in your life. Write about how you depend on transportation to travel. How do cars, bikes, or buses affect your daily life? Include an illustration with your writing.

TEXT TO WORLD

Make a Timeline The Wright brothers were the first to begin developing what would become a very complicated piece of machinery. How has the airplane evolved over the years? Research and create a timeline of significant events in the development of airplanes. Share your discoveries with the class.

ELA RI.6.1, W.6.7, W.6.10

Comprehension

Answer Numbers 1 through 8 on your Answer Sheet. Base your answers on the article "First to Fly."

1. Which of the following best supports the conclusion that living conditions on the island were unpleasant?

   A. "The last part of Wilbur's trip, in a decrepit, flat-bottomed fishing schooner, was a nightmare."

   B. "They made camp at the foot of Kill Devil Hills, a group of huge sand dunes four miles (6.5 km) to the south of Kitty Hawk."

   C. "Then there were the mosquitoes. 'The sand and grass and trees and hills and everything were covered with them,' Orville wrote to Katharine."

   D. "Orville arrived two weeks later, bringing supplies of tea and coffee, and they pitched their tent on the sand dunes, close to where they would fly the glider."

2. Read this sentence from the article.

   Each flight brought the moment closer when Wilbur would take his life in his hands and pilot the glider himself.

   What conclusion can the reader draw from the sentence above?

   F. Wilbur often took careless risks.

   G. Wilbur's first flight would be successful.

   H. The Wright brothers knew flying the glider was risky.

   I. The Wright brothers were never concerned about safety.

3. Read this excerpt from the article.

   In the final week Wilbur had the confidence to fly again, and this time he would try free flight, without the ropes . . . On October 23, they went home, leaving the glider behind on the dunes. During the winter it would be destroyed . . .

   How does the author organize the information in the excerpt above?

   A. by sequence of events

   B. by order of importance

   C. by problem and solution

   D. by comparison and contrast

4. Which sentence supports the conclusion that the Wright brothers refused to let setbacks stop them?

   F. "On August 9, when Wilbur tried to turn the glider, he crashed nose-first into the ground, banging his head against a wooden strut."

   G. "He'd thought there would be all the time in the world to plan his moves, to look around him, and to experience life from the air."

   H. "On the train home, Orville said what both of them were feeling: 'Not within a thousand years will man ever fly.' "

   I. "Instead they decided to go back to the beginning and think through everything they had done."

5 Read this excerpt from the article.

> **If size alone hadn't improved their performance, then maybe the secret was the shape of the glider and the wings. To research this, they built a wind tunnel in the workshop.**

How does the author organize the information in the excerpt above?

A. by order of importance
B. by comparison and contrast
C. by describing a cause and its effect
D. by describing one character at a time

6 Which sentence from the article includes an example of personification?

F. "The winds were stiff today—thirty knots."
G. "The engine sputtered and coughed into life."
H. "The weather was almost perfect—except for the wind."
I. "Orville hoisted a large red flag on the roof of the shack."

7 Which sentences from the article best show that the Wright brothers had a supportive, caring relationship?

A. "Wilbur and Orville went home happy. They had achieved their first goal, designing a glider that could be controlled in the air."
B. "Orville and Bill pulled on the ropes and brought the glider safely down onto the sand. Wilbur had done it."
C. "The track was laid down the side of a hill; then the brothers tossed a coin to decide who would be the pilot."
D. " 'Orville's going to be nervous,' Wilbur said to the men watching. 'Let's try and cheer him on.' "

8 Based on information in the article, what generalization can the reader make about the Wright brothers?

F. They each thought the other was a bad pilot.
G. They thought making bicycles was a waste of time.
H. They looked forward to becoming rich and famous.
I. They were never satisfied and always tried to improve.

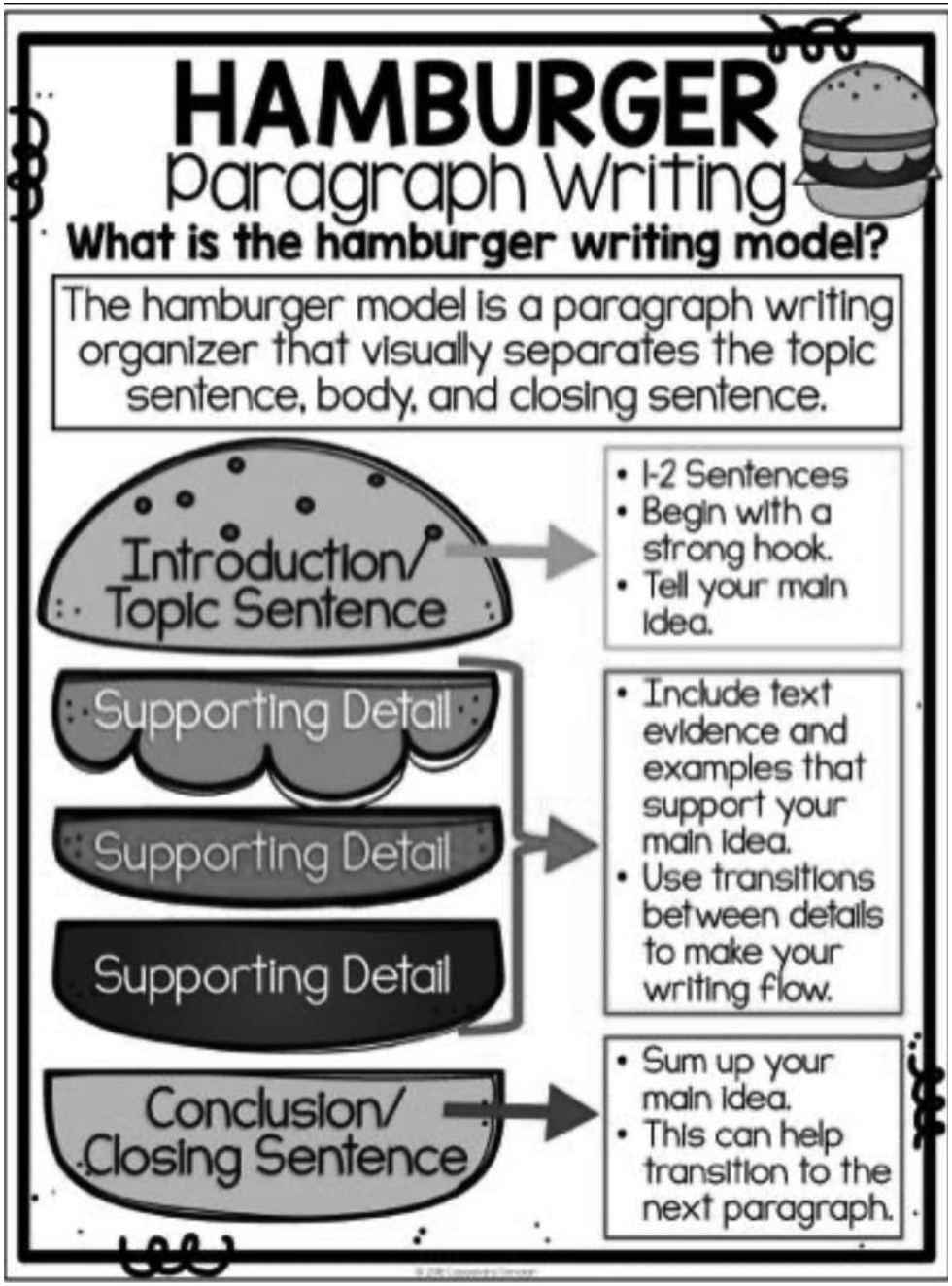
Use the articles "First to Fly" and "Young Pilot Sets Record" to answer Numbers 9 and 10.

9 How are the two articles similar?

A. Both are examples of historical fiction.
B. Both are examples of narrative nonfiction.
C. Both describe the achievements of teenagers.
D. Both were written about events that happened recently.

10 How are the two authors' perspectives different?

F. One is an experienced pilot, but the other has never flown before.
G. One presents mostly facts, but the other presents mostly opinions.
H. One is writing about historical events, but the other is writing about current events.
I. One uses a sequence text structure, but the other uses a compare-and-contrast structure.

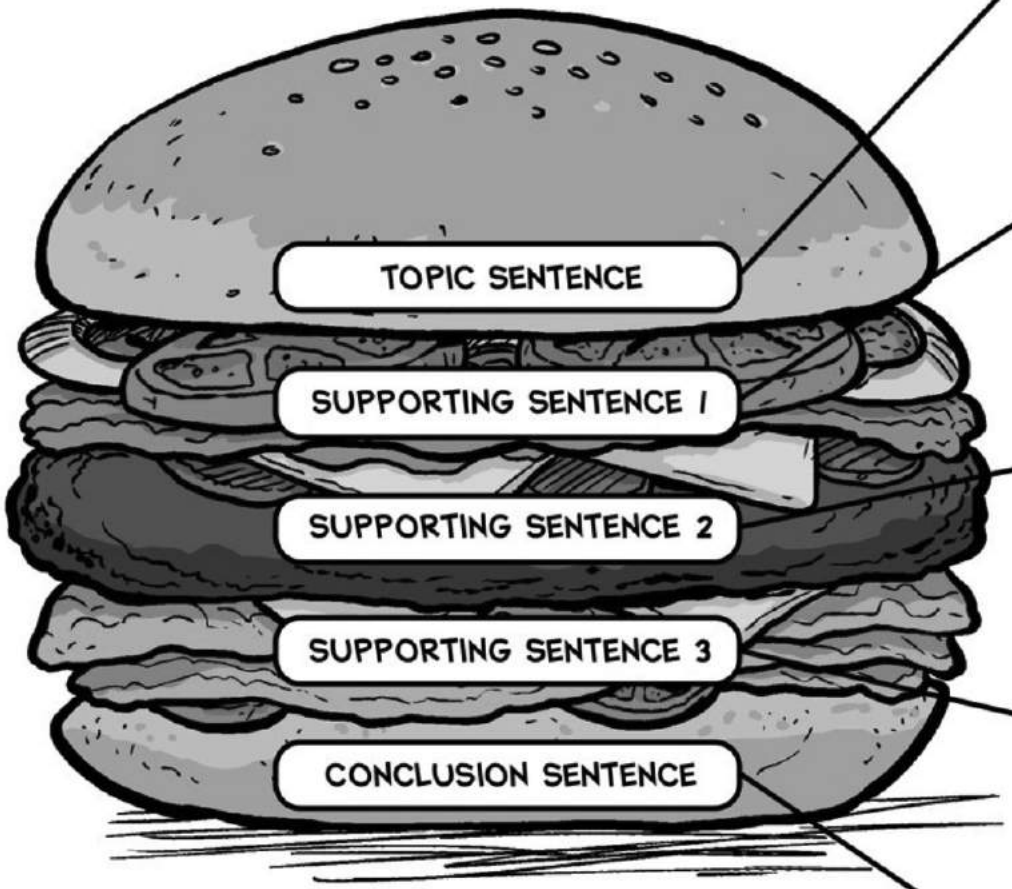


Paragraph Prompts

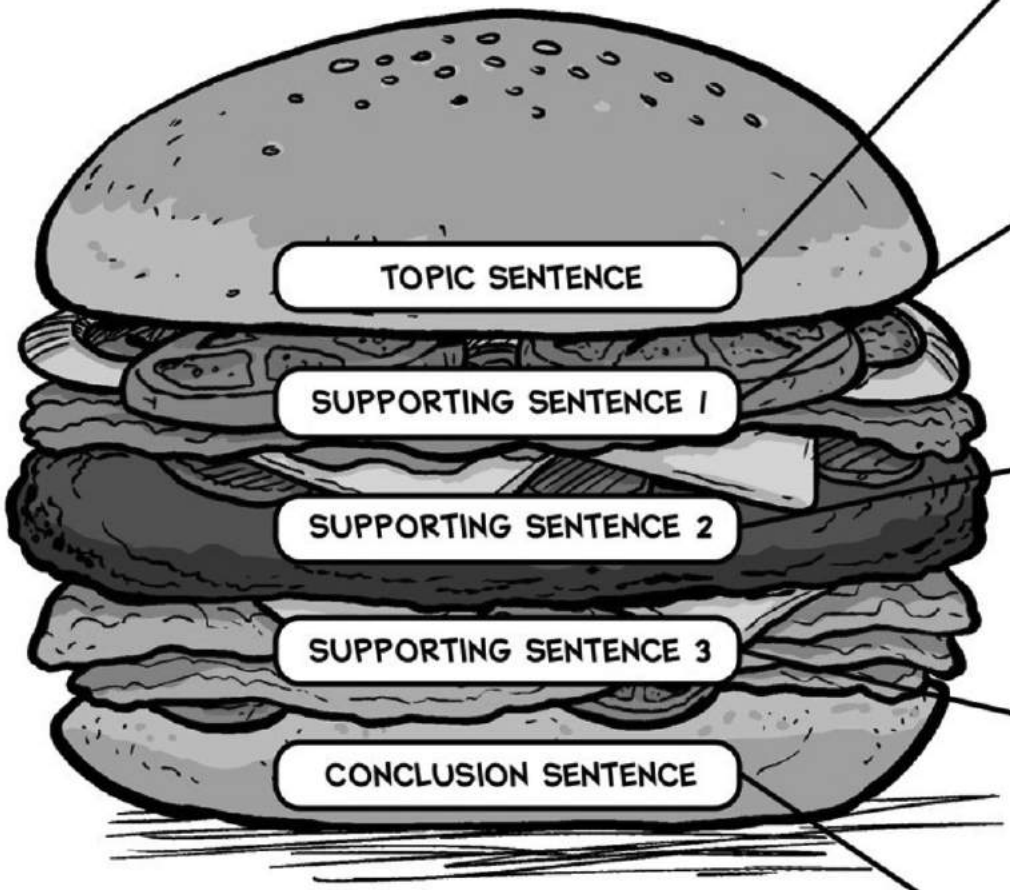
1. Explain how you feel after you just won something. (game, prize etc.)
2. Tell what your favorite TV show is and why.
3. Explain what your favorite thing to do is.
4. What do you like or dislike about school most?
5. Tell how to make_____.
6. Describe your favorite teacher, person, relative.
7. Write about your least favorite or favorite school subject.
8. Write about your favorite story character.
9. Write about a funny thing that happened to you.
10. Write about an embarrassing thing that happened to you.
11. Write about a fun place that you visited.
12. Write about your Halloween costume.
13. Write about your best Christmas present.
14. Compare yourself with somebody else.
15. Tell how you're most like your mom or dad.
16. Tell about your sister, brother, pet or relative.
17. Explain how to build something or make something.
18. Compare a circle to a square or a triangle to a rectangle.
19. Explain how to do a math concept.
20. Explain what it means to get a goal in _____.
21. Describe how it feels to own a pet.
22. Describe your favorite food or meal.
23. Tell how to look after a pet.
24. Describe your parent's job.
25. Explain what you want to do when you grow up.
26. Tell what you would do with $100.00
27. Describe your favorite computer program.
28. Explain to somebody what kind of running shoes they should buy.
29. Write about your favorite place to eat.
30. Describe what kind of swimmer you are.
31. Describe your best birthday party ever.
32. Write about how to clean your room.
33. Write about how to tidy your desk.
34. Write about how you can be organized.
35. Describe something you just saw on TV or at the movies.
36. Describe your favorite type of clothes.
37. Explain what a _____ is used for.
38. Write about an invention you would like to see.
39. Describe how to make pizza.
40. Describe how to fix something.

http://worksheetplace.com

The Hamburger Paragraph



The Hamburger Paragraph



Persuasive Letter

In a **persuasive letter,** the writer tries to persuade the reader to think or do something.

Parts of a Persuasive Letter

- Often, business letter format: heading, inside address, greeting, body, closing, and signature
- A goal, or opinion, with a specific action for the reader to take
- Reasons that support the writer's goal
- Language that is more formal than in a friendly letter

462 Lantern Ln.
Coral Springs, FL 33065
April 23, 2012

The Sun Chronicle
1007 West St.
Coral Springs, FL 33065

To the Editor:

I am writing about your editorial stating that our city should have fewer police officers. I believe that you should rethink your position.

First of all, you write that our low crime rate means we need fewer police officers. I think that our crime rate is low *because* of all our well-trained officers. **Further,** you say fewer police officers would cost our city less. According to our mayor, getting rid of officers would cause crime to rise and would cost our city more. **Finally,** if we fired some of our officers, they would have trouble finding jobs. At this time, we do not want more unemployed people in our city.

To sum up, I think you should reconsider. You could write a new editorial praising officers for their hard work!

Sincerely,
Marina Ellis

Other Closings
Yours truly
Regards
Best
Sincerely yours
Respectfully

Tells the action the writer wants the reader to take

Reasons Support the writer's goal

Formal language

Persuasive Letter Writing Prompt:

Should school be taught online or should school happen in person at a school building? Write a letter to your teacher telling him/her which option you think is better and why.

To _____:

Yours truly,

_____

Denotation and Connotation

Choose a word from the box to complete each sentence. Then circle + or – to show whether the word has a positive or negative connotation, or feeling.

cheap	smile	antique	smirked
inexpensive	home	shack	outdated

1. You are welcome to visit my _____ any time.
   + –
2. The toy was _____ and didn't last long.
   + –
3. That _____ rug looks shabby next to the new furniture.
   + –
4. Peter _____ after he tricked his brother.
   + –
5. Jenny had a huge _____ on her face when she heard that her best friend had won the contest.
   + –
6. I bought an _____ gift for my sister.
   + –
7. That _____ near the woods is not safe to enter.
   + –
8. My grandmother is very protective of her _____ dishes.
   + –

Words with Silent Letters

Basic Write the Basic Word that best fits each clue.

1. do this before entering _____
2. to chew _____
3. fall _____
4. red fruit _____
5. information _____
6. a weapon _____
7. little pieces _____
8. unable to feel _____
9. land surrounded by water _____
10. a plan, or to plan _____
11. an amount owed _____

Challenge You are raising money for a local disaster relief fund. Write a letter to the editor of your local newspaper or website explaining the cause. Use three Challenge Words. Write on a separate sheet of paper.

First to Fly
Spelling: Words with Silent Letters

Spelling Words

1. aisle
2. align
3. island
4. crumbs
5. gnaw
6. design
7. knotty
8. bustle
9. shepherd
10. soften
11. sword
12. thistle
13. knock
14. wrestle
15. column
16. autumn
17. knowledge
18. debt
19. numb
20. raspberry

Challenge
campaign
coup
solemn
yacht
pneumonia

Spelling Word Sort

First to Fly
Spelling: Words with Silent Letters

Write each Basic Word beside the correct heading.

Silent letter at the beginning of the word	
Silent letter in the middle of the word	
Silent letter at the end of a word	

Challenge **Add the Challenge Words to your Word Sort.**

Spelling Words

1. aisle
2. align
3. island
4. crumbs
5. gnaw
6. design
7. knotty
8. bustle
9. shepherd
10. soften
11. sword
12. thistle
13. knock
14. wrestle
15. column
16. autumn
17. knowledge
18. debt
19. numb
20. raspberry

Challenge
campaign
coup
solemn
yacht
pneumonia

Proofreading for Spelling

First to Fly
Spelling: Words with Silent Letters

Find the misspelled words and circle them. Write them correctly on the lines below.

Kip woke up on an awtum day to a place he did not recognize. He looked around and realized that he was on an islund. A gust of wind blew through his notty hair, and his skin felt knumb. To his nowlege, he had last been on a plane ride with Uncle Tom. He remembered feeling the plane drop and rushing down its aile to the cockpit. The plane was an old desine, but Uncle Tom would surely be able to handle any problems.

When Kip had seen his uncle wressle with the controls, his face as red as a razberry, Kip knew that there was trouble. "We're going down, Kip! I'll try to soffen the impact if I can!" The last thing Kip remembered was hearing the sound a giant might make if he tried to nok over a mountain.

Kip reached into his pocket, but all he found were crums. Then he realized that he had to find his uncle. He ran off into a patch of thisle calling for Uncle Tom.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Spelling Words

1. aisle
2. align
3. island
4. crumbs
5. gnaw
6. design
7. knotty
8. bustle
9. shepherd
10. soften
11. sword
12. thistle
13. knock
14. wrestle
15. column
16. autumn
17. knowledge
18. debt
19. numb
20. raspberry

Book Report: Fiction

title: _____

author: _____

This story was _____. number of pages: _____
(easy, just right, hard)

Describe what happened in the beginning of the story.

_____

_____

_____

Describe what happened in the middle of the story.

_____

_____

_____

Describe what happened at the end of the story.

_____

_____

_____

Did you like this book? Tell why or why not. _____

_____

Math Activities for Weeks 3 – 4

Every day there should be some practice with basic math skills such as going over addition, subtraction, multiplication and division problems. Students should be able to answer single digit multiplication and all other single digit math problems with correct answers within one second in order to continue to progress more easily in Math. Doing some speed drills for those would be beneficial for five to ten minutes per day to increase the math fluency and speed with those math facts.

Then do at least one of the math problem sheets each day in order. The math pages build on each other every day and will make more sense as you move through each day. If you are struggling with the concept, please contact your teacher with what to do as they will be making contact each week with you. There are tools available to help work through the processes in these problems.

These lessons deal with a continuation of geometry. Each lesson builds upon the previous one and has a lot of good step by step instruction on each one. Follow the steps and your students should be good with this material. If you are getting hung up on these, the teacher will be able to help move you through them.

Suggested Weekly Pacing

Week 3: pages 28 – 30

Week 4: pages 31 – 33

Three-Dimensional Figures and Nets

Solid figures have three dimensions—length, width, and height. They can be named by the shapes of their bases, the number of bases, and the shapes of their lateral faces.

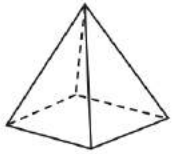
Identify and draw a net for the solid figure.

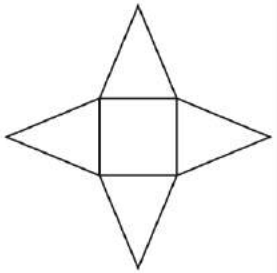
Step 1 Describe the base of the figure.
The base is a square.

Step 2 Describe the lateral faces.
The lateral faces are triangles.

So, the figure is a square pyramid.

Step 3 Name the shapes to be used in the net. Then make a sketch. Draw a square for the base, and four triangles for the lateral faces.





Identify and draw a net for the solid figure.

1.

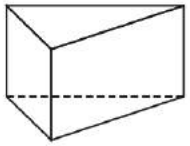


figure: _____

2.

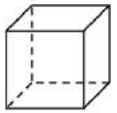


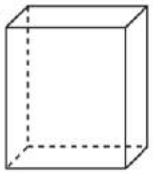
figure: _____

Three-Dimensional Figures and Nets

Common Core **COMMON CORE STANDARD—6.G.A.4**
Solve real-world and mathematical problems involving area, surface area, and volume.

Identify and draw a net for the solid figure.

1.



Net

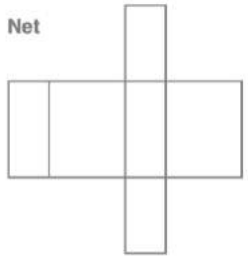


figure: rectangular prism

2.

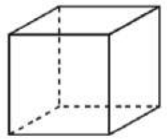


figure: _____

3.

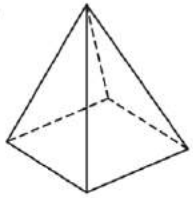


figure: _____

4.

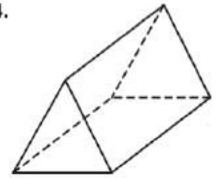


figure: _____

Problem Solving Real World

5. Hobie's Candies are sold in triangular-pyramid-shaped boxes. How many triangles are needed to make one box?

_____

6. Nina used plastic rectangles to make 6 rectangular prisms. How many rectangles did she use?

_____

7. WRITE Math Describe how you could draw more than one net to represent the same three-dimensional figure. Give examples.

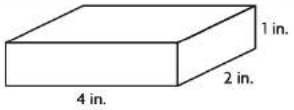
_____

_____

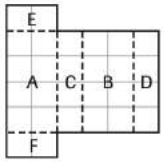
Explore Surface Area Using Nets

The net of a solid figure shows you all of the faces or surfaces of the figure. A net can help you find the **surface area** of a figure.

Find the surface area of the rectangular prism.



Step 1 Make a net of the rectangular prism. The prism has 6 rectangular faces, so the net has 6 rectangles.



Step 2 Find the area of each face of the prism.

First Way: Count the unit squares on each rectangle to find its area.

Second Way: Calculate the area of each rectangle by multiplying *length* × *width*.

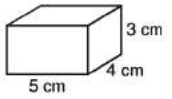
A: 8 unit squares	4 × 2 = 8
B: 8 unit squares	4 × 2 = 8
C: 4 unit squares	4 × 1 = 4
D: 4 unit squares	4 × 1 = 4
E: 2 unit squares	2 × 1 = 2
F: 2 unit squares	2 × 1 = 2

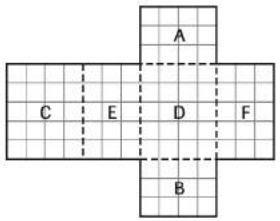
Step 3 Add the areas of all the rectangular faces. 28 unit squares 28 square inches

So, the surface area of the rectangular prism is 28 square inches (in.²).

Use the net to find the surface area of the prism.

1.





a. Find the area of each face.

A: _____ B: _____

C: _____ D: _____

E: _____ F: _____

b. Add: A + B + C + D + E + F = _____

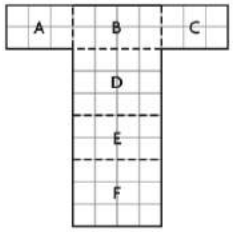
c. The surface area is _____ cm².

Explore Surface Area Using Nets

Use the net to find the surface area of the rectangular prism.

Common Core **COMMON CORE STANDARD—6.G.A.4**
Solve real-world and mathematical problems involving area, surface area, and volume.

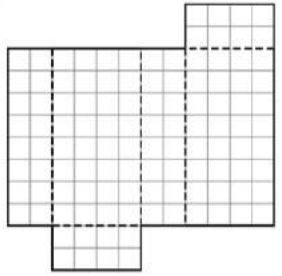
1.



A: 6 squares
B: 8 squares
C: 6 squares
D: 12 squares
E: 8 squares
F: 12 squares

52 square units

2.



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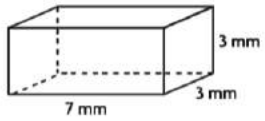
Find the surface area of the rectangular prism.

3.



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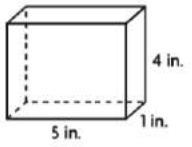

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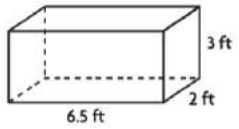


_____

Problem Solving Real World

6. Jeremiah is covering a cereal box with fabric for a school project. If the box is 6 inches long by 2 inches wide by 14 inches high, how much surface area does Jeremiah have to cover?

_____

7. Tia is making a case for her calculator. It is a rectangular prism that will be 3.5 inches long by 1 inch wide by 10 inches high. How much material (surface area) will she need to make the case?

_____

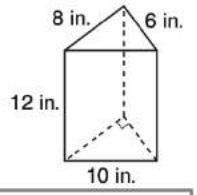
8. WRITE Math Explain in your own words how to find the surface area of a rectangular prism.

_____

_____

Algebra • Surface Area of Prisms

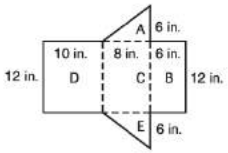
You can find the surface area of a figure by adding the lateral surface area to the sum of the areas of the bases.



Use a net to find the surface area.

Step 1 Draw a net.

Note any faces that have equal areas.



Step 2 Both triangular bases have the same area.

Base A: $A = \frac{1}{2}bh = \frac{1}{2} \times 6 \times 8 = 24$ in.^{2}

Base E: $A = 24$ in.^{2}

Step 3 Find the areas of the rectangular faces.

Face B: $A = lw = 6 \times 12 = 72$ in.^{2}

Face C: $A = lw = 8 \times 12 = 96$ in.^{2}

Face D: $A = lw = 10 \times 12 = 120$ in.^{2}

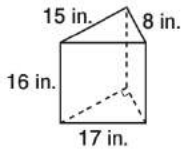
Step 4 Add the areas: A + B + C + D + E

$24 + 72 + 96 + 120 + 24 = 336$ in.^{2}

So, the surface area of the triangular prism is 336 square inches (in.^{2}).

Use a net to find the surface area.

1.



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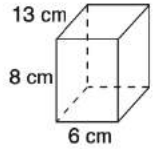

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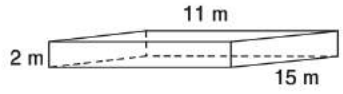

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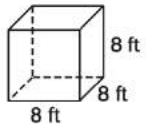
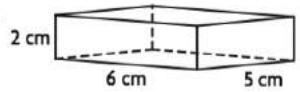


Surface Area of Prisms

Use a net to find the surface area.

1.

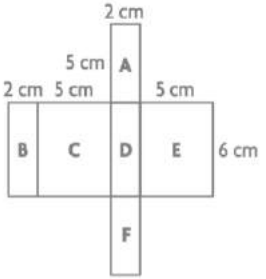


Area of A and F = $2 \times (5 \times 2) = 20$ cm^2

Area of B and D = $2 \times (6 \times 2) = 24$ cm^2

Area of C and E = $2 \times (6 \times 5) = 60$ cm^2

S.A.= 20 cm^2 + 24 cm^2 + 60 cm^2 = 104 cm^2



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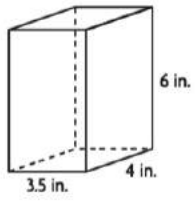

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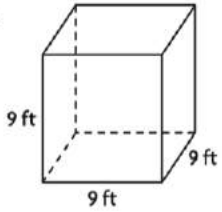

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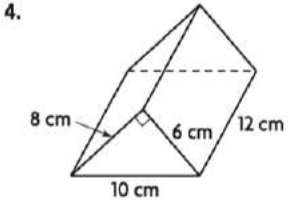


Problem Solving

5. A shoe box measures 15 in. by 7 in. by $4\frac{1}{2}$ in. What is the surface area of the box?

6. Vivian is working with a styrofoam cube for art class. The length of one side is 5 inches. How much surface area does Vivian have to work with?

7. WRITE ▸ *Math* Explain why a two-dimensional net is useful for finding the surface area of a three-dimensional figure.

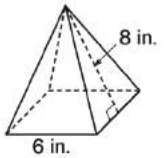
Algebra • Surface Area of Pyramids

To find the surface area of a pyramid, add the area of the base to the **lateral area**. The lateral area is the combined area of the triangular faces.

Find the surface area of the square pyramid.

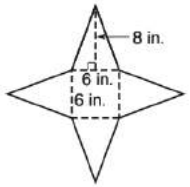
Step 1 The base is a square with side length of 6 in. Use the formula $A = s^2$ to find the area. Substitute 6 for the variable s.

$A = 6^2 = 36$ in.^{2}



Step 2 The lateral faces are four triangles with base of 6 in. and height of 8 in. Find the area of one triangular lateral face using the formula $A = \frac{1}{2}bh$. Substitute 6 for b and 8 for h.

$A = \frac{1}{2}(6)(8) = 24$ in.^{2}



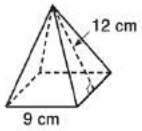
Step 3 Multiply by 4 to find the total lateral area. $L = 24 \times 4 = 96$ in.^{2}

Step 4 Add the area of the base and the lateral area. $S = 36$ in.$^2 + 96$ in.$^2 = 132$ in.^{2}

So, the surface area of the square pyramid is 132 square inches (in.^{2}).

Use a net to find the surface area of the square pyramid.

1.



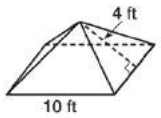
a. Area of the base: _____

b. Area of one triangular lateral face: _____

c. Total lateral area: _____

d. Total surface area: _____

2.



a. Area of the base: _____

b. Area of one triangular lateral face: _____

c. Total lateral area: _____

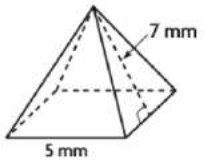
d. Total surface area: _____

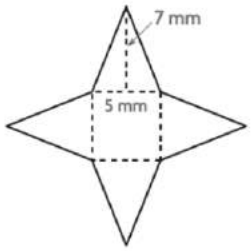
Surface Area of Pyramids

Common Core **COMMON CORE STANDARD—6.G.A.4** *Solve real-world and mathematical problems involving area, surface area, and volume.*

Use a net to find the surface area of the square pyramid.

1.





Base: $A = 5^2 = 25$ mm^2

Face: $A = \frac{1}{2}(5)(7)$

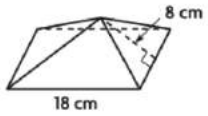
$= 17.5$ mm^2

$S.A. = 25 + 4 \times 17.5$

$= 25 + 70$

$= 95$ mm^2

2.



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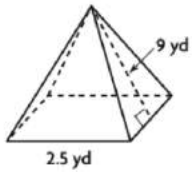
3.



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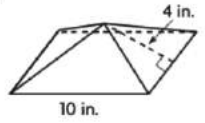

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Problem Solving Real World

5. Cho is building a sandcastle in the shape of a triangular pyramid. The area of the base is 7 square feet. Each side of the base has a length of 4 feet and the height of each face is 2 feet. What is the surface area of the pyramid?

_____

6. The top of a skyscraper is shaped like a square pyramid. Each side of the base has a length of 60 meters and the height of each triangle is 20 meters. What is the lateral area of the pyramid?

_____

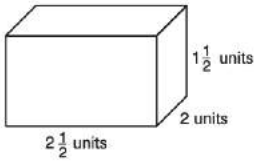
7. WRITE *Math* Write and solve a problem finding the lateral area of an object shaped like a square pyramid.

_____

_____

Fractions and Volume

Find the volume of a rectangular prism that is $2\frac{1}{2}$ units long, 2 units wide, and $1\frac{1}{2}$ units high.

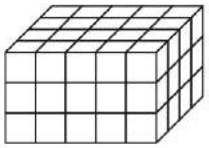


Step 1 Stack cubes with $\frac{1}{2}$-unit side length to form a rectangular prism.

Length: 5 cubes $= \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2\frac{1}{2}$ units

Width: 4 cubes $= \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$ units

Height: 3 cubes $= \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 1\frac{1}{2}$ units



60 cubes

Step 2 Count the total number of cubes.

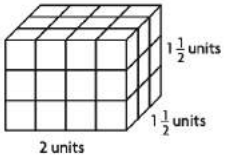
Step 3 It takes 8 cubes with $\frac{1}{2}$-unit side lengths to make 1 unit cube. So, each smaller cube has $\frac{1}{8}$ the volume of a unit cube.

Divide 60 by 8 to find how many unit cubes it would take to form the prism. Write the remainder as a fraction and simplify.

60 ÷ 8 is 7 R4 $\quad 7\frac{4}{8} = 7\frac{1}{2}$

So, the volume of the prism is $7\frac{1}{2}$ cubic units.

1. Find the volume of the rectangular prism.



a. Stack cubes with $\frac{1}{2}$-unit side lengths to form the prism.

b. Count the cubes. _____

c. Divide by 8. _____ ÷ 8 is _____ R _____

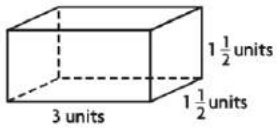
d. The prism has a volume of _____ cubic units.

Fractions and Volume

Common Core **COMMON CORE STANDARD—6.G.A.2**
Solve real-world and mathematical problems involving area, surface area, and volume.

Find the volume of the rectangular prism.

1.



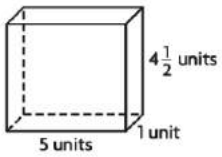
Number of cubes with side length $\frac{1}{2}$ unit: 54

$54 \div 8 = 6$ with a remainder of 6

$54 \div 8 = 6 + \frac{6}{8} = 6\frac{3}{4}$

Volume $= 6\frac{3}{4}$ cubic units

2.



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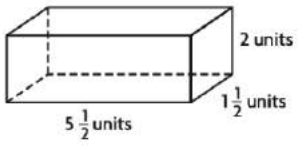

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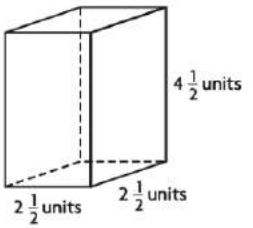


_____ _____ _____

Problem Solving Real World

5. Miguel is pouring liquid into a container that is $4\frac{1}{2}$ inches long by $3\frac{1}{2}$ inches wide by 2 inches high. How many cubic inches of liquid will fit in the container?

6. A shipping crate is shaped like a rectangular prism. It is $5\frac{1}{2}$ feet long by 3 feet wide by 3 feet high. What is the volume of the crate?

_____ _____

7. WRITE *Math* How many cubes with a side length of $\frac{1}{4}$ unit would it take to make a unit cube? Explain how you determined your answer.

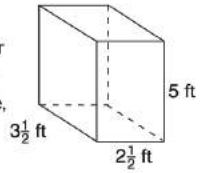
_____

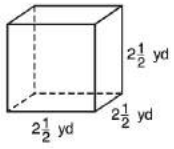
_____

Algebra • Volume of Rectangular Prisms

You can find the volume of a prism by using the formula $V = Bh$. V stands for volume, B stands for the area of the base, and h stands for the height.

For a rectangular prism, any face can be the base, since all faces are rectangles.





Find the volume of the rectangular prism.

Step 1 Find the area of the base. The base is $2\frac{1}{2}$ ft by $3\frac{1}{2}$ ft.

$A = l \times w$

$A = 2\frac{1}{2}\text{ ft} \times 3\frac{1}{2}\text{ ft} = 8\frac{3}{4}\text{ ft}^2$

Step 2 Multiply the area of the base by the height.

$V = Bh$

$V = 8\frac{3}{4}\text{ ft}^2 \times 5\text{ ft} = 43\frac{3}{4}\text{ ft}^3$

So, the volume of the rectangular prism is $43\frac{3}{4}$ ft^3.

Find the volume of the cube.

Step 1 Because the length, width, and height are all equal, you can use a special formula.

$V = Bh = l \times w \times h$

$V = s^3$

Step 2 Substitute $2\frac{1}{2}$ for s.

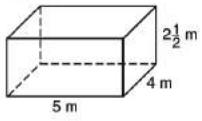
$V = s^3 = \left(2\frac{1}{2}\right)^3 = \left(\frac{5}{2}\right)^3$

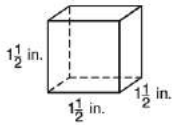
$V = \frac{5}{2}\text{ yd} \times \frac{5}{2}\text{ yd} \times \frac{5}{2}\text{ yd} = \frac{125}{8}\text{ yd}^3$

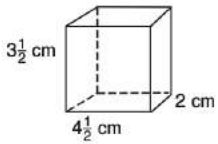
$= 15\frac{5}{8}\text{ yd}^3$

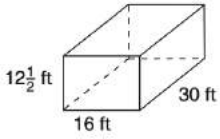
So, the volume of the cube is $15\frac{5}{8}$ yd^3.

Find the volume.

1. 

2. 

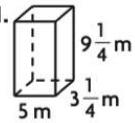
3. 

4. 

Volume of Rectangular Prisms

COMMON CORE STANDARD—6.G.A.2
Solve real-world and mathematical problems involving area, surface area, and volume.

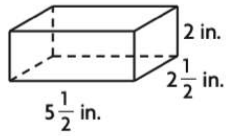
Find the volume.

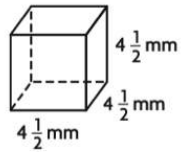
1. 

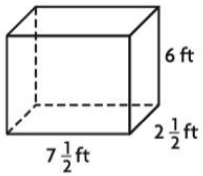
$V = lwh$

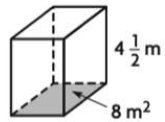
$V = 5 \times 3\frac{1}{4} \times 9\frac{1}{4}$

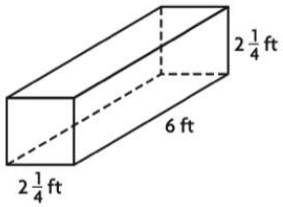
$V = 150\frac{5}{16}\text{ m}^3$

2. 

3. 

4. 

5. 

6. 

Problem Solving (Real World)

7. A cereal box is a rectangular prism that is 8 inches long and $2\frac{1}{2}$ inches wide. The volume of the box is 200 in.^{3}. What is the height of the box?

8. A stack of paper is $8\frac{1}{2}$ in. long by 11 in. wide by 4 in. high. What is the volume of the stack of paper?

9. **WRITE** *Math* Explain how you can find the side length of a rectangular prism if you are given the volume and the two other measurements. Does this process change if one of the measurements includes a fraction?

Grade 6 Science Experiences: Week 3

(Adapted from Newsela)

Welcome to your third week of science exploration.

What will I learn?

One major way organisms in an ecosystem interact are through feeding relationships. Since plants make their own food through the process of photosynthesis, they serve as the basis for food webs all over the world. Animals, on the other hand, have to eat (or consume) other organisms in order to get the energy and nutrients they need from food. Figuring out which animals eat what in an ecosystem can get a little complicated! But using a special scientific model called a "food web" can make things a bit more clear. In this lesson, you will explore some of the feeding relationships between organisms in different ecosystems. You will also learn how to use food webs as a model for describing these types of relationships. Finally, you will learn about the important role of decomposers in ecosystems.

Guiding Question: *What are the different roles that organisms play in an environment and how are they dependent on each other?*

These are the grade level standards that we will address:
Matter and Energy in Ecosystems MS. LS2.1, Matter and Energy in Ecosystems MS.LS2.3, Matter and Energy in Ecosystems MS.LS2.4

Vocabulary: (For the 6 Week Unit)

producers	food web	consumers	decomposers	organic	inorganic
photosynthesis	ecosystem	abiotic	biotic	predator	prey
mutualism	symbiosis	competition	species	extinction	habitat
population					

Lesson: For the article

- In GREEN, highlight information about the role of producers in a food web. In YELLOW, highlight information about the role of consumers in a food web.

Activities: Students should read the article and then answer the questions at the end of the article. They can use the text to help them answer the questions. (Answer Key: A, A, C, D, A)

Reflection: Quick Write
Food chains play an important role in the environment. Describe the three trophic levels. Then explain how biomass and bioaccumulation change when moving through the different trophic levels.

Consume or be consumed: breaking down the structure of a food web

By National Geographic Society, adapted by Newsela staff on 03.12.19
Word Count **868**
Level **590L**

Many organisms make up a food web. Animals like zebras are herbivores, or consumers that eat only plants. Lions are carnivores, or animals that eat other consumers.

All living things are in a food chain. For example, zebras eat plants and grasses. Lions eat the zebras. Lions, zebras and plants all belong to one food chain.

Other animals eat zebras, too. Other animals eat the same plants. They all form different food chains. Put together, these food chains are called a food web.

Trophic Levels

Food chains have different levels. These are called trophic levels.

NATIONAL GEOGRAPHIC

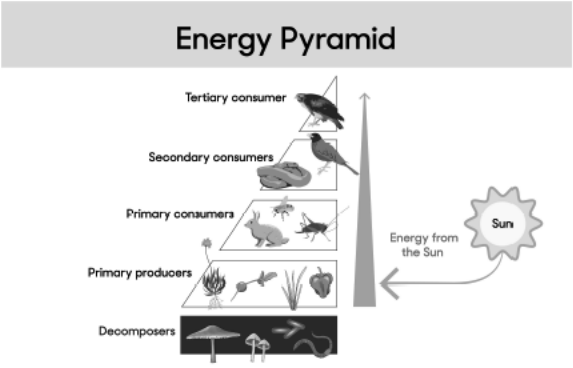
Producers

Organisms in the first trophic level are called producers. Most producers are plants. Algae and some bacteria are also producers.

Each producer makes its own food. Most producers use photosynthesis. That means they use sunlight, carbon dioxide and water to create energy.

Consumers

The next trophic levels are animals that eat producers. They are called consumers. Some consumers are herbivores while others are carnivores. They can also be omnivores, which means they eat both meat and plants.



Primary consumers are herbivores. They eat plants and other producers. Deer, mice and elephants are herbivores. They eat grass, shrubs and trees. In the desert, a mouse is a primary consumer. It eats seeds and fruit. In the ocean, many fish and turtles are herbivores. They eat algae and seagrass.

Secondary consumers are animals that eat herbivores. In a desert, a secondary consumer may be a snake. It eats mice. In underwater kelp forests, sea otters are secondary consumers. They hunt sea urchins. Secondary consumers are at the third trophic level.

Animals at the next level eat secondary consumers. In the desert, an owl or eagle may hunt snakes. Top predators are also called apex predators. No other animal eats an apex predator. Lions are apex predators. Great white sharks are apex predators in the ocean.

Detritivores And Decomposers

Detritivores and decomposers are at the end of food chains. Detritivores eat things that are not alive. Vultures eat dead animals, for example.

Some organisms, like fungi and bacteria, are decomposers. They turn dead plants and other organisms into soil. They let food chains start over.

For example, grass makes food through photosynthesis. A rabbit eats the grass. Then, a fox eats the rabbit. When the fox dies, worms and fungi break down its body. The animal becomes part of the soil. There, it leaves nutrients for plants to grow. This way, the cycle keeps going.

Biomass

Biomass is the energy in living creatures. It starts with the sun's energy. Plants use sunlight to create energy, or biomass, for themselves. When animals eat these plants, they also create energy, or biomass. At each step, energy gets lost, though. Animals are only able to take a part of it.

As you go up the food chain, there is less and less biomass. There is more energy in the lower trophic levels. That is why food webs need more producers than herbivores. They can only have a few carnivores and omnivores.

Sometimes, food chains can fail. If plants are destroyed, herbivores do not have enough to eat. Their numbers go down. Humans can also destroy a food chain. People cut down forests for wood.

Bioaccumulation

Pesticides get into the soil and water. Sometimes, an animal eats a polluted plant. The pesticides stay in the animal's fat. Then, a carnivore eats that animal. It takes in more and more pesticide. This is called bioaccumulation.

In the 1940s and 1950s, bald eagles began disappearing. DDT was a major reason. DDT stands for dichloro-diphenyl-trichloroethane. It is a pesticide. DDT was building up in soil and water. Fish ate organisms with DDT. Bald eagles ate the fish. Because of the DDT, they started laying eggs with thin shells. These shells often broke and the baby birds died.

The U.S. government decided that using DDT was against the law. Many food webs have come back. Baby eagles are hatching again.

Fast Facts:

Lost Energy

Higher trophic levels have less biomass. That is because most of an organism's biomass, or energy, is lost. It gets lost as heat or waste.

A Million To One

Ocean food webs are usually larger than food webs on land. Scientists have measured how large. If a food web has a million producers, like algae and seagrass, it may only have 10,000 herbivores. This food web may only have 100 secondary consumers, like tuna. At the top of this massive food web, there is only one apex predator. This apex predator could be a human being.

Out For Blood

One of the first people to talk about food webs was Al-Jahiz. He was a scientist in Baghdad, Iraq. This is a city in the Middle East. Al-Jahiz lived in the early 800s, almost 1,200 years ago. He wrote about mosquitoes preying on the blood of elephants and hippos. He understood that although mosquitoes preyed on other animals, they were prey, too. They were eaten by animals such as flies and small birds.

Quiz

1 What are multiple food chains called?
- (A) food web
- (B) food pyramid
- (C) energy cycle
- (D) trophic level

2 Read the section "Producers." Which question is answered by this section?
- (A) How do producers make their own food?
- (B) How long does photosynthesis take for producers?
- (C) Where do algae and bacteria usually grow?
- (D) Where do alae and bacteria find carbon dioxide?

3 Why are plants called producers?
- (A) They use sunlight to grow
- (B) They produce carbon dioxide
- (C) They make their own food
- (D) They break down dead things in the soil

4 Read the section "Biomass". Which detail explains HOW food chains can fail?
- (A) Biomass is the energy in living creatures. It starts with the sun's energy.
- (B) When animals eat the plants, they also create energy, or biomass.
- (C) That is why food webs need more producers than herbivores.
- (D) If plants are destroyed, herbivores do not have enough to eat. Their numbers go down.

5 Which is an example of a secondary consumer?
- (A) sea otters
- (B) lions
- (C) bacteria
- (D) sea urchins

6 Which event in the section "Consumers" happens FIRST?
- (A) Animals such as snakes eat mice living in deserts.
- (B) Animals such as deer and elephants eat grass and trees.
- (C) Sea otters hunt and eat sea urchins in the ocean.
- (D) Lions and great white sharks eat secondary consumers.

7 How are decomposers important in a food chain?
- (A) They return nutrients to the soil.
- (B) They control the numbers of consumers.
- (C) They are food for plants and other producers.
- (D) Decomposers create oxygen in our atmosphere.

8 Based on the section "Detritivores and Decomposers", WHY does the food chain need decomposers?
- (A) They have the highest energy of trophic levels in the food chain.
- (B) They create energy from sunlight to start the food chain.
- (C) They help dead organisms turn into soil and restart the food chain.
- (D) They eat worms and fungi at the beginning of the food chain.

Grade 6 Science Experiences: Week 4

(Adapted from Newsela)

Welcome to your fourth week of science exploration.

What will I learn?

When you eat, the food you consume is providing your body with energy and nutrients. Where do all those nutrients and energy come from? While it may not seem like it, the answer to this question can be answered with food web relationships. In this lesson, you will learn about how energy and nutrients travel through all the different ecosystems that make up our planet.

Guiding Question: *How do energy and matter flow through an ecosystem?*

These are the grade level standards that we will address:
Matter and Energy in Ecosystems MS. LS2.1, Matter and Energy in Ecosystems MS.LS2.3, Matter and Energy in Ecosystems MS.LS2.4

Vocabulary: (For the 6 Week Unit)

producers	food web	consumers	decomposers	organic
inorganic	photosynthesis	ecosystem	abiotic	biotic
predator	prey	mutualism	symbiosis	competition
species	extinction	habitat	population	

Lesson: For the article:

- In GREEN, highlight information about the role producers play in nutrient cycles.
- In BLUE, highlight information about the role consumers play in nutrient cycles.
- In YELLOW, highlight information about the role decomposers play in nutrient cycles.
- In RED, highlight information about the role non-living parts of the environment play in nutrient cycles.

Activities: Students should read the article and then answer the questions at the end of the article. They can use the text to help them answer the questions. (Answer Key: A,C,D,A,C,B,B,C)

Reflection: Quick Write
Choose one element—carbon, nitrogen, or phosphorus—and use details from the article to write a paragraph describing how that element moves and changes through the environment. You should include information about how your element moves between different living things such as plants, animals, and bacteria.

The biosphere and nutrient cycles

By Encyclopaedia Britannica, adapted by Newsela staff on 02.09.18
Word Count **464**
Level **610L**

Image 1. Workers collect bird poop, known as guano, on Asia Island in Peru, June 20, 2008. Guano is used to make some of the world's finest organic fertilizers. Animal waste plays an important role in biogeochemical cycles, like the nitrogen and phosphorus cycles. Photo by: AP Photo/Martin Mejia

The biosphere helps all living beings. It includes sky, ocean and land. The biosphere is made up of living creatures and nonliving matter.

Matter cycles through the biosphere. Different kinds of matter come together. They form important materials for living creatures.

What Are Nutrient Cycles?

Cells are made up of six kinds of elements: hydrogen, oxygen, carbon, nitrogen, phosphorus and sulfur. All living things are made of these elements.

Some matter is found more often in living creatures than in the environment. Animals and plants take up different kinds of matter.

Matter cycles through the biosphere again and again. Carbon in the sky could stay there for five years before an animal uses it. That carbon could also be used immediately by a plant for photosynthesis.

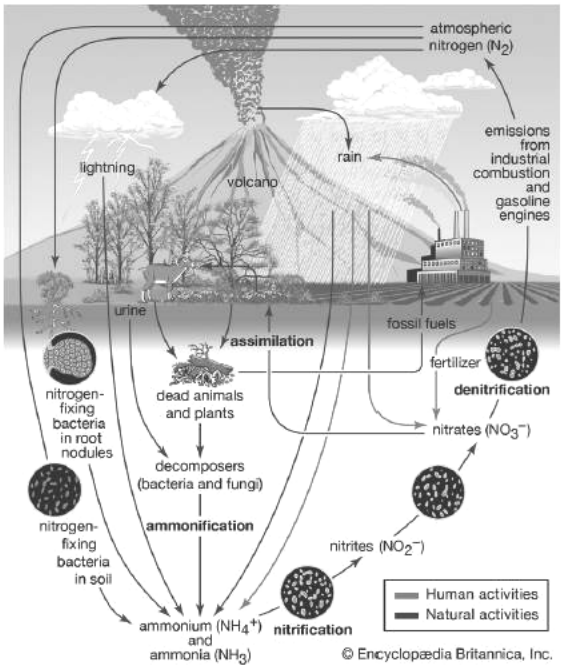
Carbon Cycle

The carbon cycle moves carbon through the biosphere. All living creatures have carbon inside them. Plants use carbon during photosynthesis. Animals let go of carbon as a gas when they breathe out. It is called carbon dioxide.

Carbon is also underground. This carbon is found in fuels like coal and gas. When humans burn these fuels it sends carbon dioxide into the air.

Nitrogen Cycle

Most nitrogen exists in the sky as a gas. Nitrogen is pulled from the sky into the dirt by microbes.



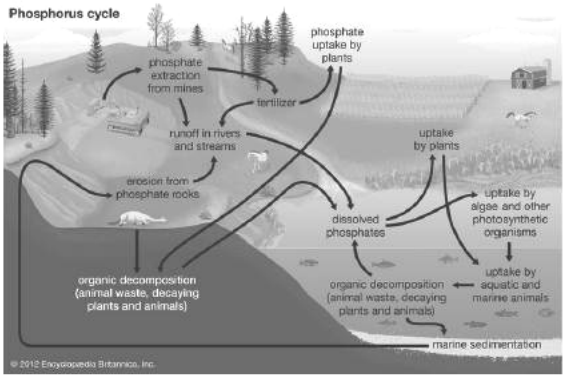
Microbes live near the roots of plants. Plants provide shelter for microbes. Microbes draw nitrogen into the dirt. Plants can use that nitrogen.

Living creatures eat plants or other animals to get nitrogen. When animals die, microbes take apart the bodies. They put nitrogen back into the dirt.

Some nitrogen is returned to the air by microbes. Nitrogen also runs into lakes and streams.

The Phosphorus Cycle

Other major elements include phosphorus, iron and calcium. They are found in rocks.



Phosphorus moves from land to rivers to the ocean. Most phosphorus settles on the ocean floor.

Plants take in phosphorus from the dirt. Different places have different amounts of phosphorus. In some forests, living creatures have the most phosphorus. If the forests are cut down, there is no longer enough phosphorus. Without phosphorus, plants cannot grow.

Water from farms or sewers can wash away. This brings more phosphorus to rivers and lakes. Extra phosphorus makes plants grow. Sometimes lakes can be covered by plants. Too many plants can harm fish and other animals.

Why Are Nutrient Cycles Important?

Understanding how the biosphere works is very important. Long ago, there were not many people in the world. Now there are many people who are affecting the air and water. These changes are taking away animals and plants that could be important.

Write your Quick Write here:

Quiz

1 What are the nutrient cycles?
- (A) the movement of different kinds of matter through different places
- (B) all of the plants and animals in a certain place
- (C) when one element changes into another
- (D) when water washed soil with minerals away

2 Read the paragraph from the section "What Are Nutrient Cycles?"

Matter cycles through the biosphere again and again. Carbon in the sky could stay there for five years before an animal uses it. That carbon could also be used immediately by a plant for photosynthesis.

Which word could replace "cycles" WITHOUT changing the meaning of the sentence above?
- (A) sees
- (B) exits
- (C) moves
- (D) pedals

3 Where is carbon found?
- (A) in the sky
- (B) in the ground
- (C) in the sky and ground
- (D) in the sky, the ground, and in all living things

4 Read the paragraph from the section "What Are Nutrient Cycles?"

Cells are made up of six kinds of elements: hydrogen, oxygen, carbon, nitrogen, phosphorus and sulfur. All living things are made of these elements.
Some matter is found more often in living creatures than in the environment. Animals and plants take up different kinds of matter.

What is the BEST definition of "matter" based on the context clues?
- (A) elements that make up living things and the environment
- (B) environments where most plants and animals live
- (C) living things that are made of hydrogen and oxygen
- (D) places where plants and animals often live

5 How do humans put carbon dioxide into the air?
- (A) only by breathing
- (B) only by burning fuels like coal
- (C) by breathing and burning fuels like coal
- (D) humans do not put carbon dioxide in the air

6 Look at the image in the section "Nitrogen Cycle". What do the green arrows in the image show?
- (A) nitrogen moving from human activities
- (B) nitrogen moving from natural activities
- (C) nitrogrn that only goes into the dirt
- (D) nitrogen that only goes into the sky

7 The air and soil have nutrients that living things need to live and grow, including nitrogen. How are most animals able to get nitrogen? Hint: Think about how you get the nutrients your body needs.
- (A) by eating soil and minerals
- (B) by eating plants or by eating animals that eat plants
- (C) by breathing
- (D) they aren't able to

8 Look at the image in the section "The Phosphorous Cycle". What does this image show the reader?
- (A) too many plants from phosphorous can cause lakes to be covered
- (B) too many plants from phosphorous can harm fish and other animals
- (C) phosphorous moves from land to water and is taken in by plants
- (D) phosphorous is a major element along with iron and calcium

Sixth Grade Social Studies
Week Three

Hola! Our third social studies lesson involves a piece of literature and your own personal experiences.

6 – P3.1.1
I CAN write a persuasive/argumentative essay that expresses my point of view on a current public issue.

Vocabulary:
Persuasive – The action or fact that can cause an individual to change their mind.

Activity:

1. Read the article, "Social Distancing", on page 45 with your parents and discuss. Decide if you are in agreement, disagree with the topic of the article or have something to add based on your own personal experiences.
2. Create a rough draft of your feelings but remember to use an introduction paragraph, three or more reasons as well as why you have this opinion and a one paragraph closing.
3. Proofread and make final copy.
4. Share you writing with your family.

Social Distancing

March 27, 2020

By Josiah Bates for TIME, adapted by TIME for Kids editors

KEEP YOUR DISTANCE Some public spaces, including this park in New Jersey, are closed to help slow the spread of COVID-19.
GARY HERSHORN—GETTY IMAGES

To limit the spread of the coronavirus that causes COVID-19, health experts say people should practice social distancing. But what does that really mean?

According to the U.S. Centers for Disease Control and Prevention, social distancing involves "avoiding mass gatherings" and "maintaining distance" whenever possible. Even standing six feet apart from one another, people can spread the virus through droplets from coughs and sneezes. Social distancing limits the chances of that.

Dr. Susy Hota is an infectious-disease specialist at the University of Toronto, in Canada. "Social distancing is a very general term," she says. "There are a bunch of different types of measures that can fall under it." For kids, these include learning from home instead of going to school and canceling playdates and sports events. "All of these measures are trying to achieve the same thing," Hota says.

Denise Rousseau is a professor at Carnegie Mellon University, in Pittsburgh, Pennsylvania. She says social distancing is a response to the idea that many people can't stay home all the time, even during a disease outbreak. "People have lives that they need to continue to live," Rousseau says. By keeping space between themselves and others, people "can reduce the likelihood that the virus can be transferred," she says (see "Flattening the Curve," below).

Both Hota and Rousseau know it can be difficult to keep away from others in some situations, such as on public transportation or elevators. Going to the bank or grocery store can also be hard. In these cases, social distancing means simply doing the best you can.

Write Persuasive/Argumentative Essay here:

Sixth Grade Social Studies
Week Four

Bonjour! Week four involves reflecting on what six graders learned during the GREAT Program first and second semester.

6-P4.2.3
I CAN engage in activities intended to contribute to solving a national or international problem that I have studied.

Vocabulary:
GREAT – Gang Resistance Education and Training program provided to middle and elementary school students that is used by local law enforcement agencies like the Lansing Police Department.

Materials:
Poster board or large paper, markers/crayons, extras that inspire you to make a GREAT poster. Be creative!

Activity:

1. Reflect and share with your parents the different topics that you learned about during the GREAT program. You may use your GREAT book of lessons if you have it home.
2. Brainstorm a list of ideas that you can share with your friends to demonstrate fun and safe activities they can do at home during this Covid19 time that can assist our community.
3. Create your awesome poster. Remember to be big, bold and cheerful!
4. Present your final poster to your family and place in a window or on the front door so that your community can see.

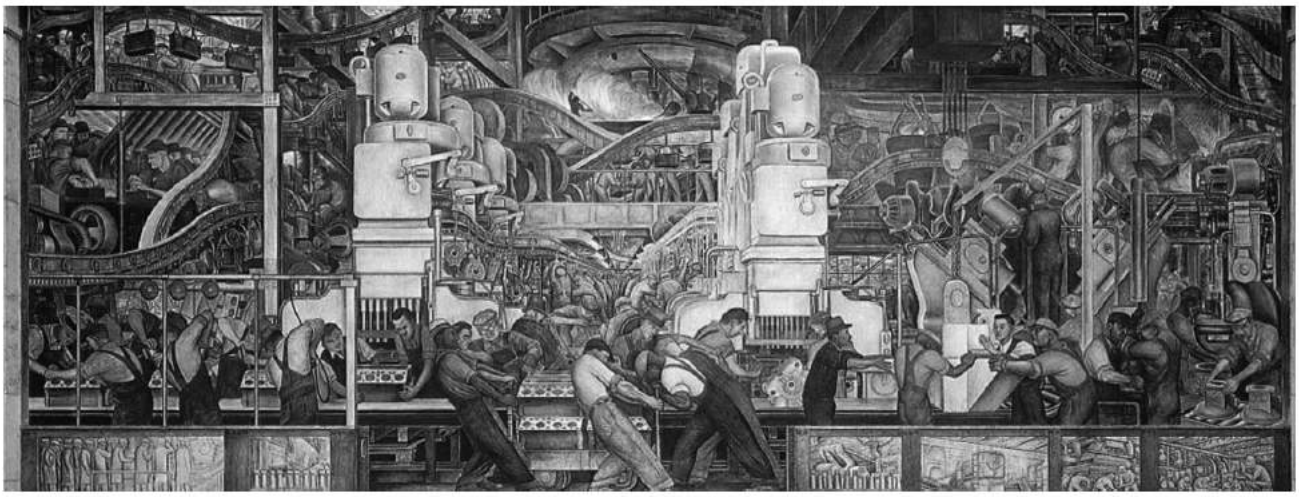
Social Studies - Extra page to brainstorm ideas or create your poster

6th Grade Art Lesson #3,
Drawing a Proportional Human Face

Today I would like you to draw a proportional human face. Proportional means something is the right size or position when compared to something else.

1. Start by drawing a large oval face.
2. Next draw two lines across, through the face lightly, you can erase these later. Try to draw them so that you have three equal shapes, “thirds.” Leave the top third for just forehead and hair. At the top of the middle third draw a tiny line half way across the face. This is where you are going to lightly draw a “fake eye” which is actually the space between your two real eyes.
3. Next draw two actual eyes, one touching either side of the fake one. There is actually room for 5 eyes across your entire face, so make sure you can’t fit 10.
4. Add eyebrows.
5. The nose goes all the way to the bottom of the middle third.
6. Your ears take up the entire middle third, from the eye to the bottom of the nose.
7. When drawing the lips, they should be as wide as the middle of the eyes straight down, halfway between the nose and the chin.
8. The examples also show shading of the skin, lips, hair. This changes the value and makes it look more real. If you enjoy what you learned, you could ask someone in your family if you could draw their face, too!

6th Grade Art Lesson #4



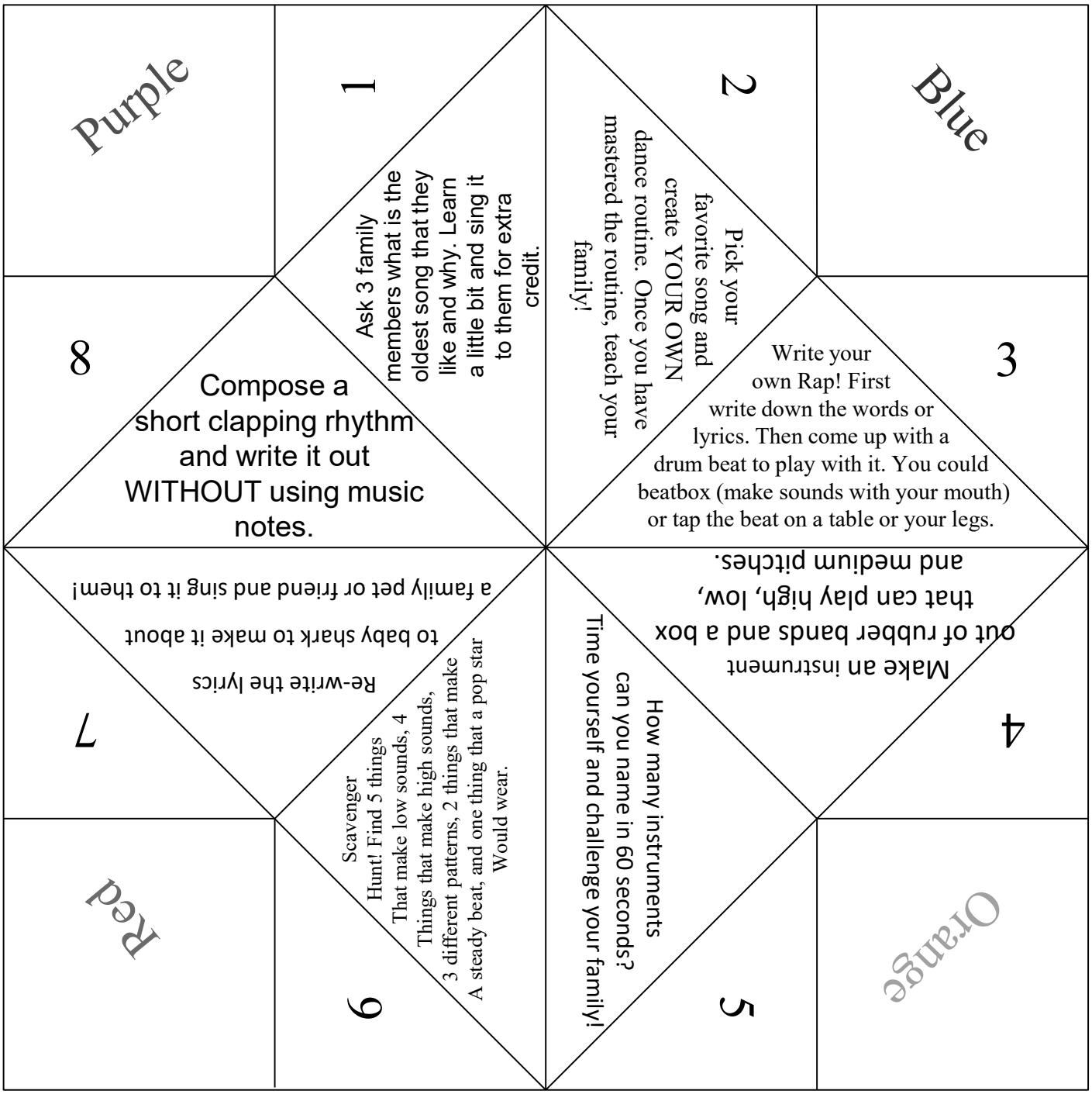
Diego Rivera was a Mexican-born artist who became famous for his large murals. Diego's favorite one is in Detroit, Michigan, painted in 1933. Edsel Ford from the Ford Motor Company paid for this mural showing his auto workers building cars on an assembly line.

As you look at the picture of the mural, I would like you to ask yourself are machines supposed to make our lives easier? Who looks stronger in the mural, the workers or the machines? Which do you think is straining more? The assembly line in factories was a new thing. It allowed one person to do one motion over and over as the projects were wheeled past the workers on a conveyer belt to the next person who did the next thing. This was meant to help the process speed along. What do you think Rivera thought of the workers on the assembly line? How is he showing them? Does he show what hard workers they are? How can you tell? Machines are supposed to make our lives easier.

Your art lesson is to design a machine you would like invented to do a job, any job that would be useful. This involves using your imagination for what the world's challenges will be in the future. Thirty years ago, not many would have ever believed something like a drone would exist. What about a way to produce clean energy to help reduce climate change? Could a machine do this? How would it work? What would it look like?

Musical Fortune Teller

- Cut out the whole square and place the printed side down. Fold up all four corners so the points meet in the middle. It should look like a square kite.
- Flip it over. Fold up all four corners so the points meet in the middle again.
- Fold the catcher in half twice, once lengthwise and once widthwise.
- Work your fingers into the four square flaps to pop up the catcher and smooth points with fingers. With your fingers in the popped up flaps, pinch your fingers together so the points meet.

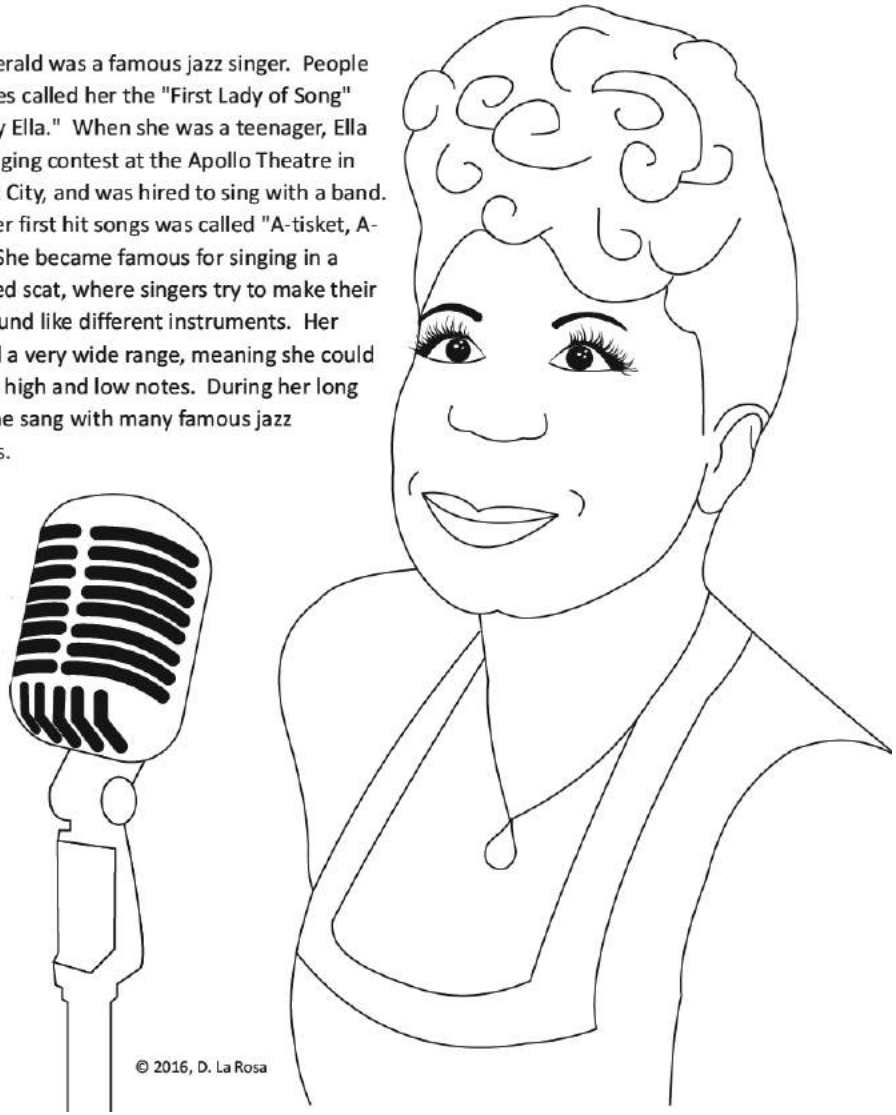


Blank – In Order to Cut Out and Create the Music Fortune Teller

Ella Fitzgerald

1917-1996

Ella Fitzgerald was a famous jazz singer. People sometimes called her the "First Lady of Song" and "Lady Ella." When she was a teenager, Ella won a singing contest at the Apollo Theatre in New York City, and was hired to sing with a band. One of her first hit songs was called "A-tisket, A-tasket." She became famous for singing in a style called scat, where singers try to make their voices sound like different instruments. Her voice had a very wide range, meaning she could sing both high and low notes. During her long career, she sang with many famous jazz musicians.



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Ella Fitzgerald Word Search

K	Z	S	J	Q	W	H	W	M	V
L	S	I	N	G	E	R	J	C	O
K	N	E	W	Y	O	R	K	S	I
A	P	O	L	L	O	Q	Z	C	C
E	L	L	A	P	C	O	Q	A	E
C	O	N	T	E	S	T	R	T	L
F	V	O	B	O	C	F	C	A	B
J	T	J	A	Z	Z	B	Z	A	Q
S	C	I	N	R	A	N	G	E	V
X	P	K	D	B	Q	U	F	S	X

Find and circle these words in the puzzle above.

They will be horizontal ⬭ **or vertical.** ⬮

Ella
Jazz
Singer
New York
Range
Contest
Apollo
Band

Physical Activities for Weeks 1 – 6

Choose an activity to do for a few minutes each day.

ACTIVE

LANSING
PHYSICAL EDUCATION

THE LANSING SCHOL DISTRICT, MR. FRISBIE, MR. MURLEY, AND MR. DYER ARE COMMITTED TO KEEPING OUR STUDENTS ACTIVE AND HEALTHY DURING THIS TIME. STUDENTS SHOULD BE ACTIVE AND PLAYING FOR 60 MINUTES EACH DAY. USE THESE ACTIVITIES IN ADDITION TO THINGS YOU ARE ALREADY DOING!

Remember: REST when needed, drink WATER all day long, eat HEALTHY snacks!

Do activities with members of the same household, go outside, listen to music to help motivate you!

DAILY EXERCISES

Key Exercises:	Grades K-3	Grades 4-6
Jumping Jacks	10-15	15-20
Push-Ups / Modified	3-5	5-10
Crunches / Sit-Ups	5-10	10-20
Mountain Climbers	10-20	20-30
Burpees	5-8	8-12
Run / Jog in Place	30-45 seconds	45-60 seconds
Star Jumps	4-8	8-12
Lunges (Side / Forward)	4-8 (Slow)	8-10 (Slow)
Planks	15-30 seconds	30-60 seconds
Side to Side Jumps	10-20 seconds	20-30 seconds
Forward / Backward Jumps	10-20 seconds	20-30 seconds
Hop on Right Foot	5-15 hops	15-20 hops
Hop on Left Foot	5-15 hops	15-20 hops

TIPS: Do 4-5 times per week. Start at your grade level first. To challenge yourself increase your reps or time. If it's too hard, decrease your reps or time. Try to challenge yourself by recording your progress. Increase the number of reps, sets, and time each day.

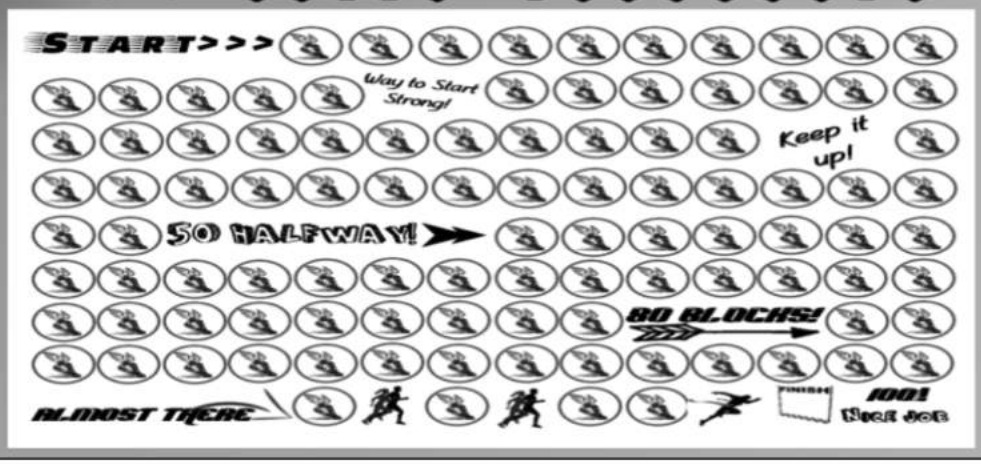
Warm-Up: Gets muscles ready and helps prevent injuries.

Cooldown: Helps to stretch muscles and prevent soreness.

Most importantly have.... FUN!

Take the **100 Block Challenge**! Set a distance to walk, jog, run, gallop, skip or shuffle.
Each time you go that distance color in a circle on your challenge tracker below. Can you color in all 100?

100 BLOCK CHALLENGE



K-6th

***Color in or cross (X) each circle for every block you complete**

Locomotor Movements

- *Walk*
- *Jog*
- *Run*
- *Gallop*
- *Skip*
- *Shuffle*

Physical Activities for Weeks 1 – 6

Choose an activity to do for a few minutes each day.

DECK OF CARDS WORKOUT — K-6th

Description: The card you pull from the deck indicates the activity and number of repetitions you will do. For instance, a 4 of spades means you will do 4 squats. A Jack of spades means you will walk 1 min.

Hearts	2-10 MOUNTAINCLIMBERS		A	Aces	30 SEC GRAPEVINE
Clubs	2-10 SIT-UPS		K	Kings	1 MIN RUNNING
Diamonds	2-10 PUSH-UPS		Q	Queens	30 SEC SKIPPING
Spades	2-10 SQUATS		J	Jacks	1 MIN WALKING

TV Commercial Workout — K-6th

Description: Each time a commercial comes on, use the chart below and complete the exercise. You can do this as a family! Adjust your reps to challenge yourself (a kindergartener will probably do less than a 6th grader). Be creative and pick your own exercises to do.

Commercial Type	Exercise	Commercial Type	Exercise
Cars	Crunches/ Sit-Ups	Fashion/ Shopping	Jog in place
Food/ Restaurants	Jumping Jacks	Jewelry	Burpees
Travel	Plank	Health/ Beauty	Push-Ups
Movies	High Knees in Place	TV Show Advertisement	Star Jumps
Fitness	Choose an Exercise	Political Ad	Side to Side Jumps
Animal	Crab Walk	Medical	Arm Circles
Phone	Tuck Jumps	Miscellaneous	Take a water break

EXTERNAL LINKS

YouTube

Cosmic Kids Yoga
https://www.youtube.com/user/CosmicKidsYoga

Just Dance
https://www.youtube.com/results?search_query=just+dance+channel

Little Sports
https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VlwaOg

NEIGHBORHOOD SCAVENGER HUNT! — K-6th

Directions:

Take this page with you as you go out for daily exercise. See if you can find all 20 items on this work page. You can make a mark and see how many of each you can find, or you can cross them off as you find them. Take this out with you on your 100 Block Challenge!

What else can you find?

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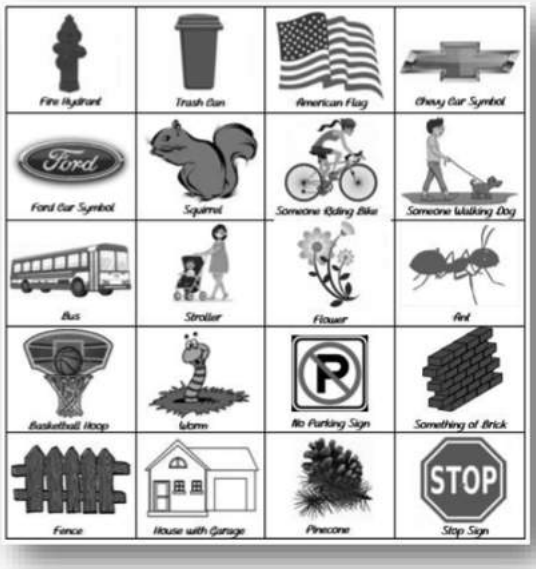

Let's Talk!

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