

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 2

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

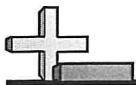
Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 2

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <u>Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</u></p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <u>Record this and explain its nutritional value.</u></p> <p><b>Drama:</b> Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a <u>Reading Log</u> and <u>4 Square</u> activities				
<b>OR</b> Read for 20 minutes using a book at home and complete a <u>Reading Log</u> and <u>4 Square</u> activities  Then complete a <u>Z-chart graphic organizer</u> Using the <u>Z-chart graphic organizer</u> , write <u>two paragraphs summarizing what you have read.</u>	Complete Math handouts and return them to school.	Complete the Social Studies handouts and return them to school.	Complete the Science handouts and return them to school.	<p><b>Art:</b> Create a <u>collage about your life using items from your home.</u></p> <p><b>Music:</b> Complete a <u>song reflection for another family member's favorite song</u>. Describe the reasons you like or dislike about the song and genre compared to your music choices.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <u>a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</u></p> <p><b>STEM:</b> Build a <u>simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</u>. <u>Click here for some examples.</u></p>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



Solve each of the problems.

Answers

1)  $(70 \div 10) - 2 =$  \_\_\_\_\_

1. \_\_\_\_\_

2)  $(6 + 10) \times 6 =$  \_\_\_\_\_

2. \_\_\_\_\_

3)  $(16 - 15) \times 4 =$  \_\_\_\_\_

3. \_\_\_\_\_

4)  $(9 \times 10) \div 8 =$  \_\_\_\_\_

4. \_\_\_\_\_

5)  $(1 + 5) + 2 =$  \_\_\_\_\_

5. \_\_\_\_\_

6)  $(35 \div 7) \times 6 =$  \_\_\_\_\_

6. \_\_\_\_\_

7)  $(8 \times 9) + 4 =$  \_\_\_\_\_

7. \_\_\_\_\_

8)  $(10 \times 9) - 82 =$  \_\_\_\_\_

8. \_\_\_\_\_

9)  $(7 \times 8) \times 10 =$  \_\_\_\_\_

9. \_\_\_\_\_

10)  $(15 - 4) - 4 =$  \_\_\_\_\_

10. \_\_\_\_\_

11)  $(13 - 1) + 1 =$  \_\_\_\_\_

11. \_\_\_\_\_

12)  $(20 \div 2) + 10 =$  \_\_\_\_\_

12. \_\_\_\_\_

13)  $(40 - 4) \div 6 =$  \_\_\_\_\_

13. \_\_\_\_\_

14)  $(3 + 5) \div 2 =$  \_\_\_\_\_

14. \_\_\_\_\_

15)  $(9 + 6) - 3 =$  \_\_\_\_\_

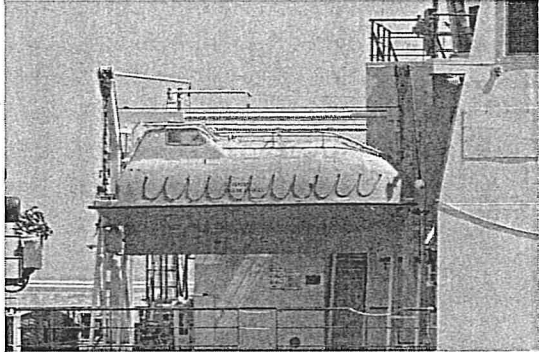
15. \_\_\_\_\_



# Reading Science

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Ridges and Trenches

- 1 More than 100 years ago, meteorologist and geologist Alfred Wegener realized that the coastlines of America and Africa fit together like a jigsaw puzzle. Moreover, similar fossils are found on both continents. He proposed that the continents had once been joined and then had drifted apart. How this continental drift happened was not known. New technology, such as the research submarine pictured at the right, was required to discover the underwater ridges and trenches that make continental drift possible.
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- 2 Most scientific discoveries require both observation and insight. In the 1950s, two geologists, Marie Tharp and Bruce Heezen, led the team that created the first scientific map of the entire ocean floor. In their studies, they used the sailing ship *Vema* to traverse the ocean and measure the water depths. When they analyzed their data, they discovered a vast mountain range running along the middle of the Atlantic Ocean. They named it the Mid-Atlantic Ridge. At first they thought that this ridge was unique to the Atlantic Ocean. Later underwater mapping showed that ridges are found in most oceans. These scientists were able to discover that mid-ocean ridges existed, but they did not know how they formed.
  - 3 Later studies by other scientists provided clues to how mid-ocean ridges form. Geologists measured the magnetic properties of the ocean floor near the ridges and found a pattern of "stripes." Rocks record the magnetic orientation of Earth at the time they are formed. Since Earth's magnetic field flips orientation every few million years, the stripes alternate. Importantly, the stripes are the same on both sides of the ridge, suggesting that rock moves away from the ridge in both directions. Sampling of rocks at different distances from the ridge showed that younger rock is closer to the ridge, while older rocks are found farther from the ridge. Lastly, pictures of ridges show lava flows similar to those seen with volcanoes on land. These observations led scientists to propose that seafloor spreading is part of a phenomenon known as continental drift. This is also known as plate tectonics. The theory of plate tectonics explains how Earth looked in the distant past, how it currently looks, and how it might look in the distant future.



## Reading Science

- 4 We now know that the seafloor itself moves and carries the continents with it. The entire crust of Earth is divided into about 15 plates that move on top of a semi-solid mantle powered by convection currents. New crust is formed at the mid-ocean ridges and moves away from the ridges in both directions. Because tectonic plates at mid-ocean ridges are moving away from each other, these areas are called divergent plate boundaries. Between 2 and 20 centimeters of new crust are formed at each mid-ocean ridge. A fissure in Earth's crust allows magma to erupt; it then cools into new crust. Eruptions and small earthquakes are common along the 65,000 km of mid-ocean ridges encircling Earth. The formation of new crust increases the distance between continents and makes some oceans bigger.
- 5 So if new crust is being added continually at mid-ocean ridges, doesn't that mean that Earth is always getting bigger? If addition of new crust were the only process at work, the answer would be yes. Some scientists do in fact argue that Earth is actually getting bigger. However, most scientists think Earth stays pretty much the same size. To keep Earth at the same size, crust must be destroyed at about the same rate as it is created. As you already know, new seafloor is created at the divergent boundaries of the mid-ocean ridges; however, old crust is destroyed at convergent boundaries by subduction back into the mantle. How does this work? As continents are carried along the moving plates, some plates collide and break apart. Earthquakes and volcanic activity accompany these movements.
- 6 Here is where ocean trenches become important. Ocean trenches, also called submarine valleys, are the deepest parts of the ocean. Scientists use special submarines to explore the trenches, as the water pressure at these extreme depths can be equal to a car sitting on top of 1 square centimeter. The Mariana Trench in the western Pacific Ocean reaches depths up to 11 km. The tallest mountain on Earth, Mount Everest, could fit into the trench with 2 km to spare! These trenches are formed where two tectonic plates come together, usually a continental plate and an oceanic plate. The oceanic plate is denser, so it gets pushed back into the mantle under the continental plate. This process often creates many earthquakes or hot spots that cause volcanoes. A perfect example of this is an area known as the Pacific Ring of Fire. This large area forms a horseshoe shape around the Pacific Ocean. It runs along the eastern coasts of Indonesia and Japan, north to Russia, then to the west coast of North America, all the way to South America. It has the largest number of active volcanoes and destructive earthquakes on the planet. Most of this activity is due to subduction of the seafloor under tectonic plates at the continents' edges.
- 7 Although the basics of the theory have been worked out over the last century, research is discovering new aspects. Two large earthquakes that were recorded in the Indian Ocean in 2012 suggest that the Australian and Indian plates are separating. While the actual separation is likely to take several million years, large earthquakes might become more common, leading to possible tsunamis. Earthquake waves passing through the crust near the California coast show a chunk of an ocean plate still stuck to the bottom of the continental plate. Subduction may therefore not always be smooth. Research also shows that Earth may not be the only planet experiencing plate tectonics. A large canyon system on Mars shows evidence of fault lines. Fault lines often mark plate boundaries. Several long lines of volcanoes suggest that a tectonic plate moved over a hot spot over time.



## Reading Science

1. Which of the following pieces of evidence does not explain how mid-ocean ridges are formed?
  - A. The rocks closer to the ridge are younger than those farther away.
  - B. Mid-ocean ridges are found on the bottom of most oceans.
  - C. The magnetic orientation of rocks is symmetrical on either side of mid-ocean ridges.
  - D. Pictures of ridges show evidence of lava flows.

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2. Which statement correctly defines a divergent boundary?
  - A. A small part of Earth's mantle
  - B. A location of high volcanic activity
  - C. A location where tectonic plates move apart
  - D. A section of crust that moves as a unit

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3. Which of the following is **least necessary** for plate tectonics?
  - A. A solid core inside the planet
  - B. A semi-solid mantle
  - C. Convection currents in the mantle
  - D. A crust divided into plates



## Reading Science

4. Which of the following statements regarding a convergent plate boundary between continental crust and oceanic crust is not true?
- A. Earthquakes are common at the boundary.
  - B. Mountains are formed.
  - C. Hot spots that may create volcanoes are formed.
  - D. Oceanic crust changes into continents.
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5. Subduction of ocean crust happens—
- A. at a mid-oceanic ridge.
  - B. far from tectonic plate boundaries.
  - C. inside volcanoes of the Ring of Fire.
  - D. In deep ocean trenches.
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6. What evidence suggests that the Australian and Indian plates are separating?
- A. The formation of a new oceanic ridge
  - B. Recent large magnitude earthquakes
  - C. The way earthquake waves travel through the area
  - D. The presence of a string of volcanoes

Name: \_\_\_\_\_

Elapsed Time

## Going to the Movies



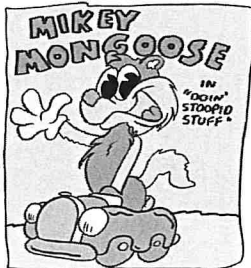
*Attack of the 50ft Turnip* plays at 7:10. It is now quarter to seven. How long before the movie starts?

\_\_\_\_\_



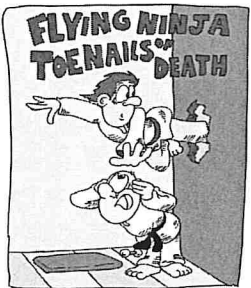
It takes 30 minutes to drive to the movie theater. *They Saved Frankenstein's Lunch* begins playing at ten after 1. What is the latest you can leave home?

\_\_\_\_\_



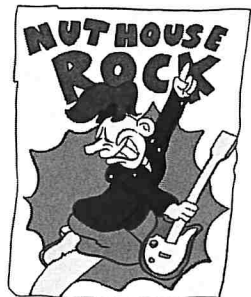
*Mikey Mongoose* begins at 2:35. It ends at 4:05. How long is the movie?

\_\_\_\_\_



You and your friend meet at the movie theater to see *Flying Ninja Toenails of Death*. You arrive at 5:40. Your friend arrives at 6:12. How long did you wait for your friend to arrive?

\_\_\_\_\_



*Nuthouse Rocks* begins at 5:20. It is 1 hour and 50 minutes long. What time does the movie end?

\_\_\_\_\_

Vocabulary: Suffixes *-ness, -able*; Prefix *be*; Word Root *-min-*

Practice

A **suffix** is a letter or group of letters added to the end of a word to form a new word with a slightly different meaning. A **prefix** is a letter or group of letters added to the beginning of a word to form a new word. A **root** is the basic unit of the meaning of a word.

Suffix, Root, or Prefix	Meaning	Words with the Suffix, Root, or Prefix
-min- [root]	"very small"	miniature, minor
-able [suffix]	"having qualities of"; "capable of"	charitable, teachable
-ness [suffix]	"state or condition of being"	kindness, togetherness
be- [prefix]	"to make"	befriend, beside

**A** Write a word from the last column of the chart above that best completes each sentence. Not all words will be used.

- Giving money to the poor is a \_\_\_\_\_ act.
- I am not on stage very much because I have only a \_\_\_\_\_ role in the play.
- Maria wants to \_\_\_\_\_ the new teenager on her block.
- The neighbors showed \_\_\_\_\_ after the storm by sharing their emergency supplies.

**B** Write each of the following words in the correct column of the chart.

minimize    sharpness    memorable    belittle    stubbornness

Prefix Meaning "to make"	Word Root Meaning "very small"	Suffix Meaning "state or condition of being"	Suffix Meaning "having qualities of"



**Vocabulary: Word Roots -sequ- or -sec-,  
-pel- or -pul-, -mens- or -met-**

**Practice**

A **root** is the basic unit of the meaning of a word.

Root	Meaning	Words with the Root or Prefix
-sequ- or -sec-	"to follow"	sequel, second
-pel- or -pul-	"to drive"	compel, pulse
-mens- or -met-	"to measure"	diameter, dimensions

**A** Write a word from the last column of the chart above that best completes each sentence. Not all words will be used.

- The length of a line passing through the center of a circle is its \_\_\_\_\_.
- I tried my best to win the race, but Jim won and I came in \_\_\_\_\_.
- The storm will \_\_\_\_\_ us to go indoors.

**B** Rewrite each sentence so that the underlined word is used logically and correctly.

- If you come in second in a race, you beat everyone else.  
\_\_\_\_\_
- The preface appears at the end of the book.  
\_\_\_\_\_
- Juan is impulsive, so he never acts without thinking.  
\_\_\_\_\_

## Ancient China/La antigua China

### Lesson/Lección 2



#### MAIN IDEAS/IDEAS PRINCIPALES

1. The Zhou dynasty expanded China but then declined./La dinastía Zhou expandió las fronteras de China, pero luego entró en decadencia.
2. Confucius offered ideas to bring order to Chinese society./Confucio propuso ideas para restablecer el orden en la sociedad china.
3. Daoism and Legalism also gained followers./El taoísmo y el legalismo también ganaron adeptos.

### Key Terms and People/Personas y palabras clave

**lords/señores feudales** people of high rank/personas de alto nivel social

**peasants/campesinos** farmers with small farms/agricultores con pequeñas parcelas de tierra

**Confucius/Confucio** the most influential teacher in Chinese history/el maestro más influyente de la historia china

**ethics/ética** moral values/valores morales

**Confucianism/confucianismo** the ideas of Confucius/las ideas de Confucio

**Daoism/taoísmo** an early Chinese belief that stressed living in harmony with the guiding force of all reality/antiguo sistema de creencias chino que enfatizaba la importancia de vivir en armonía con la fuerza que guía toda la realidad

**Laozi/Laozi** the most famous Daoist teacher/el maestro taoísta más conocido

**Legalism/legalismo** an early Chinese belief that people were bad by nature and needed to be controlled/antiguo sistema de creencias chino que sostenía que las personas eran malas por naturaleza y debían ser controladas

### Lesson Summary/Resumen de la lección

#### THE ZHOU DYNASTY/LA DINASTÍA ZHOU

The Zhou (ZHOU) came from an area west of the Shang kingdom. The Zhou overthrew the Shang during the 1100s BC. The Zhou expanded its territory east and northwest. Then its army moved south to the Chang Jiang river. The Zhou established a new political order. The king granted land to **lords**, or people of high rank. They paid taxes and provided soldiers to the king. **Peasants**, farmers with small farms, received a

**How did the Zhou establish their rule throughout China?/ ¿Cómo establecieron los Zhou su gobierno en toda China?**

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Lesson/Lección 2, continued/continuación

small plot of land and had to farm additional land for a noble. The social system brought order for a time. However, the loyalty of the lords gradually lessened. Eventually, they began to fight each other. Family structure, which had been the foundation of Chinese life for centuries, was severely weakened. By the 400s BC, China had entered an era called the Warring States period./Los Zhou provenían de un área ubicada al oeste del reino Shang y derrocaron a la dinastía Shang en el siglo 12 a. C. Los Zhou expandieron su territorio hacia el este y el noroeste. Luego desplazaron su ejército hacia el sur hasta el río Chang Jiang. Los Zhou establecieron un nuevo orden político. El rey entregaba tierras a los **señores feudales**, o personas de alto nivel social. Los señores feudales pagaban impuestos y proporcionaban soldados al rey. Los **campesinos**, agricultores con pequeñas parcelas de tierra, recibían un lote para ellos y debían cultivar otras tierras para un noble. El sistema social mantuvo el orden por un tiempo, pero la lealtad de los señores feudales fue disminuyendo poco a poco. Con el tiempo, comenzaron a luchar unos contra otros. La estructura familiar, que durante siglos había sido la base de la vida china, se debilitó enormemente. Hacia el siglo 5 a. C., ya China había entrado en lo que se llamó el periodo de los Reinos Combatientes.

What kind of wars existed during the Warring States period? Why?/¿Qué tipo de guerras tuvieron lugar durante el período de los Reinos Combatientes? ¿Por qué?

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### CONFUCIUS AND SOCIETY/CONFUCIO Y LA SOCIEDAD

Toward the end of the Zhou period, the most influential teacher in Chinese history, **Confucius**, traveled through China. He taught that order in society stems from **ethics**, or moral values. He wanted China to return to the ideas and practices from a time when people knew their proper roles in society. **Confucianism** has been a guiding force

What was Confucius's goal?/¿Cuál era el objetivo de Confucio?

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Lesson/Lección 2, continued/continuación

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in human behavior and religious understanding in China through the centuries./Hacia finales del período de los Zhou, el maestro más influyente de la historia china, **Confucio**, viajaba por toda China. Enseñaba que el orden social proviene de la **ética**, o valores morales. Quería que China regresara a las ideas y las prácticas de la época en que las personas sabían cuál era su papel en la sociedad. El **confucianismo** es una fuerza que ha guiado la conducta humana y las creencias religiosas en China a través de los siglos.

**DAOISM AND LEGALISM/TAOÍSMO Y LEGALISMO**

Around the same time as Confucianism, other influential beliefs arose in China. **Daoism** (dow-ih-zum) stressed living in harmony with the Dao, the guiding force of all reality. Daoists believed that people should be like water and simply let things flow in a natural way. They regarded humans as just a part of nature, not better than any other thing. **Laozi** was the most famous Daoist teacher. /Casi al mismo tiempo que el confucianismo, surgieron otras creencias influyentes en China. El **taoísmo** enfatizaba la creencia de que se debe vivir en armonía con el Tao, la fuerza que guía toda la realidad. Para los taoístas, las personas debían ser como el agua y simplemente dejar que las cosas fluyeran de manera natural. Consideraban a los seres humanos como una parte más de la naturaleza, no mejores que el resto de ella. **Laozi** fue el maestro taoísta más famoso.

**Legalism** is different from both Daoism and Confucianism. Legalists believed that society needed strict laws to control people. They believed in unity, efficiency, and punishment for bad conduct. They wanted the empire to continue to expand, so they urged the state to

**Underline the sentence that describes the way Daoists regard human life./Subraya la oración que describe la manera en la que los taoístas consideraban al ser humano.**

**Lesson/Lección 2, *continued/continuación***

always be prepared for war. Legalists were the first to put their ideas into practice throughout China./El **legalismo** es diferente del taoísmo y del confucianismo. Los legalistas sostenían que la sociedad necesitaba leyes estrictas para controlar a las personas. Creían en la unidad, la eficiencia y el castigo de la mala conducta. Querían que el imperio continuara expandiéndose, por lo que instaban al Estado a que siempre estuviera preparado para la guerra. Los legalistas fueron los primeros en llevar a la práctica sus ideas en toda China.

**Why did Legalists want the state to always be prepared for war?/¿Por qué los legalistas querían que el Estado siempre estuviera preparado para la guerra?**

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Summarize/Pensamiento crítico:**

**Resumir** Write a short play with two characters, a Daoist and a Legalist. Make sure each character clearly expresses his or her views on behavior, society, and government./Escribe una obra de teatro breve con dos personajes: un taoísta y un legalista. Asegúrate de que cada personaje exprese claramente sus puntos de vista sobre la conducta, la sociedad y el gobierno.

Confucianism/ confucianismo	Confucius/ Confucio	Daoism/ taoísmo	ethics/ética
Laozi/Laozi	Legalism/ legalismo	lords/señores feudales	peasant/ campesino

**DIRECTIONS/INSTRUCCIONES** Choose five of the vocabulary words from the word bank. On a separate sheet of paper, use these words to write a letter that relates to the lesson./Escoge cinco de las palabras de vocabulario del banco de palabras. Úsalas para escribir en una hoja aparte una carta que se relacione con la lección.

Lesson/Lección 2, *continued/continuación*

**DIRECTIONS/INSTRUCCIONES** Look at each set of three vocabulary terms following each number. On the line provided, write the letter of the term that does not relate to the others./  
 Observa el conjunto de tres términos de vocabulario que aparece después de cada número. En el espacio en blanco, escribe la letra del término que no tiene relación con los demás.

- \_\_\_\_\_ 1. a. ethics/ética                      b. Confucius/Confucio                      c. lords/señores feudales
- \_\_\_\_\_ 2. a. lords/señores feudales                      b. Daoism/taoísmo                      c. Laozi/Laozi
- \_\_\_\_\_ 3. a. peasant/campesino                      b. lords/señores feudales                      c. Confucianism/confucianismo

**DIRECTIONS/INSTRUCCIONES** On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement./En la línea que precede a cada enunciado, escribe **V** si el enunciado es verdadero y **F** si es falso. Si el enunciado es falso, escribe en la línea que sigue a la oración el término correcto que lo hace verdadero.

- \_\_\_\_\_ 4. Peasants, or farmers with small farms, were at the bottom of the social order during the Zhou dynasty./Los campesinos, o agricultores con pequeñas parcelas de tierra, estaban en la parte más baja del orden social durante la dinastía Zhou.
- \_\_\_\_\_ 5. Daoism was the belief that people were bad by nature and needed to be controlled through strict laws and punishments./El taoísmo era la creencia de que las personas eran malas por naturaleza y debían ser controladas mediante leyes estrictas y castigos.
- \_\_\_\_\_ 6. Confucianism stressed living in harmony with the Dao, the guiding force of all reality./El confucianismo enfatizaba la importancia de vivir en armonía con el Tao, la fuerza que guía toda la realidad.