

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 10

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 10

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>	<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). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a>
<b>Pearson Realize Activities:</b> Making Predictions				<b>Health:</b> Complete the Stress Self Reflection and Adult Interview.
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a> <b>OR</b>				<b>Drama:</b> Create a costume for at least one character in your script. Take a picture of someone wearing it.
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Like Others Before it Africa May Eventually Become Two Continents" and answer the questions.	<b>Art:</b> Reflect on the drawings that you've done over the last week. Pick your favorite and write a paragraph about why you picked it.  <b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a> . Describe the reasons you like or dislike about the song and genre.  <b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">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.</a>  <b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a> . <a href="#">Click here for some examples.</a>

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

# Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 6

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día10

Language Arts	Math	Social Studies	Science	Encore
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<b>Pearson Realize Activities:</b> Making Predictions				<b>Health:</b> Complete the Stress Self Reflection and Adult Interview.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a>				<b>Drama:</b> Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
<b>OR</b>				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Like Others Before it Africa May Eventually Become Two Continents" and answer the questions.	<b>Art:</b> Reflect on the drawings that you've done over the last week. Pick your favorite and write a paragraph about why you picked it.
Then complete a <a href="#">Z-chart graphic organizer</a> . Using the <a href="#">Z-chart graphic organizer</a> , write two paragraphs summarizing what you have read.				<b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a> . Describe the reasons you like or dislike about the song and genre.
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				<b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a> . Click <a href="#">here for some examples</a> .

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Make Predictions****Practice**

When you **make predictions** as you read, you make logical guesses about what will happen next in a story. You can make predictions based on what you have already read. You can also make predictions based on prior knowledge, things you already know.

**A** Each of these questions is about the passage that follows. Write an answer to the question, or write the letter of the choice that correctly answers the question.

1. Read the title of the passage. What does it lead you to predict about the story?

\_\_\_\_\_

2. \_\_\_\_ Read the rest of the passage. What might you predict from this passage?

**A.** Nina will play a joke on Daniela.     **B.** Daniela will score the winning goal.

**One Very Refreshing Drink**

Nina always joked with her teammates. Even though the other girls knew about her pranks, they were always caught off guard. At practice one day, Nina brought a cooler of cold soda; it was hot outside, and she knew everyone would be thirsty. She offered a drink to her teammate Daniela, who was sweaty from running out in the field.

**B** The passage at the bottom of this page continues the story. Read the passage. Then, write the letter of the choice that best answers each question.

1. \_\_\_\_ Which event might happen next in the story?

**A.** Justin will open the exploding soda.     **B.** Daniela will say the drink is gross.

2. \_\_\_\_ Which prediction for the future is most likely to be true?

**A.** The team will win their game.

**B.** Nina will feel sorry for the jokes she is always playing.

Daniela was so thirsty that she decided to trust her teammate. She took the drink. It was cold and refreshing, with no tricks. Then another teammate, Hanna, jogged over. Nina saw her coming and quickly grabbed another soda from her cooler. This time, though, she shook the can fast, up and down, so that the soda would explode, soaking whoever popped the top. Just then Justin, the most popular boy in the school, walked up and asked Nina for a cold drink. Just looking at him made Nina nervous.

## Decimals Worksheet

Solve.

1 a.  $2.90 + \underline{\hspace{2cm}} = 4.5$

1 b.  $\underline{\hspace{2cm}} + 5.9 = 6.7$

2 a.  $1.71 + \underline{\hspace{2cm}} = 7.31$

2 b.  $0.1 + \underline{\hspace{2cm}} = 0.58$

3 a.  $1.2 + \underline{\hspace{2cm}} = 3.71$

3 b.  $\underline{\hspace{2cm}} + 3.6 = 6.4$

4 a.  $2.35 + \underline{\hspace{2cm}} = 2.45$

4 b.  $\underline{\hspace{2cm}} + 4.9 = 7.1$

5 a.  $\underline{\hspace{2cm}} + 3.0 = 4.7$

5 b.  $3.3 + \underline{\hspace{2cm}} = 5.7$

6 a.  $1.50 + \underline{\hspace{2cm}} = 7.3$

6 b.  $\underline{\hspace{2cm}} + 5.8 = 7.06$

7 a.  $\underline{\hspace{2cm}} + 3.94 = 6.04$

7 b.  $4.3 + \underline{\hspace{2cm}} = 6.98$

8 a.  $\underline{\hspace{2cm}} + 2.6 = 5.4$

8 b.  $\underline{\hspace{2cm}} + 3.76 = 6.76$

# Proportions Worksheet

1 a.  $\frac{50}{d} = \frac{25}{49}$

1 b.  $\frac{9}{49} = \frac{18}{a}$

2 a.  $\frac{48}{74} = \frac{d}{37}$

2 b.  $\frac{40}{x} = \frac{80}{58}$

3 a.  $\frac{54}{80} = \frac{a}{40}$

3 b.  $\frac{x}{31} = \frac{90}{62}$

# The medical practitioner who paved the way for women doctors in America

By Smithsonian.com, adapted by Newsela staff on 03.15.18

Word Count **784**

Level **790L**



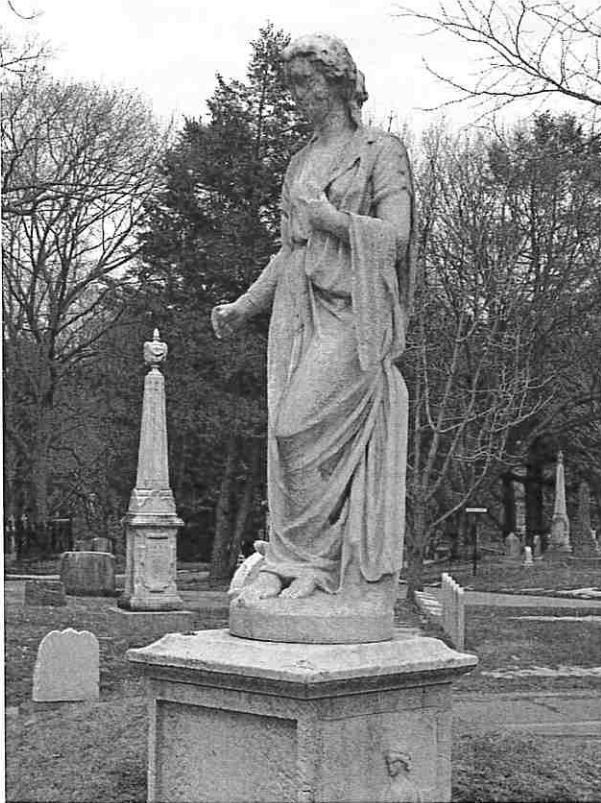
Image 1. Harriot K. Hunt was the first woman to apply to Harvard Medical School. She was not allowed to become a student, but she set an example for women in medicine. About 100 years later, Harvard Medical School finally accepted its first female class, shown here, in 1945. Photo from the Francis A. Countway Library of Medicine/Harvard Medical School

Harriot Hunt's sister fell ill in Boston, Massachusetts, in 1830. Male doctors treated her with some harmful remedies of their time. They gave Hunt's sister medical blistering, which is a mixture of ingredients used to cause skin blisters. A blister is a bubble or swelling of the skin. When that didn't work, a doctor tried blood-sucking leeches on her. Hunt's sister's condition kept getting worse.

Hunt was worried and furious, so she and her sister began reading medical texts. They wanted to find a cure themselves. Back then, American women did not have access to medical school. Since nothing else had worked, Hunt decided to look for more unusual medicines. She reached out to an English woman named Elizabeth Mott, who practiced herbal medicine. That means she used herbs, grasses, fungi, shrubs and trees to help sick people.

When Mott came to visit, Hunt got her first look at a female medical expert. She was impressed. Mott was very kind to Hunt's sister. She also showed a great deal of authority. When Hunt's sister got better, she and Hunt both decided to learn from Mott for two years. In 1835, when Mott left for Europe, the Hunt sisters looked after her patients in Boston. They started treating people by themselves.

In 1840,  
Hunt's  
sister got  
married  
and



stopped seeing patients. Hunt went on alone. In 1843, Hunt formed a group called the Ladies' Physiological Institute. Historian Martha Verbrugge wrote that the Institute encouraged women to study medicine.

### **Harvard Medical School Says No**

In 1847, Hunt applied to Harvard Medical School in Boston. No woman had attended the school before. Hunt was rejected, but she heard that a woman had been accepted at Geneva Medical College in New York that same year. That woman was Elizabeth Blackwell. She later became the first woman to get a medical degree in the U.S.

Hunt decided to keep trying. People around the country were talking more about women's rights. She put pressure on the person in charge at Harvard Medical School. Finally, she was let in, along with three black students, Martin Delany, Daniel Laing and Isaac Snowden. When white male students found out what was happening, they got angry.

The school's teachers met privately with Hunt to convince her not to go to the school. In the end, she agreed. The school did not open its doors to women until 1945. Hunt never got the medical training she wanted so much. But in 1853, the Female Medical College of Pennsylvania gave her an

honorary degree. This type of degree is given to someone after they have proven their skills, even if they didn't go to school.

### **Fighting For Women's Rights**

Being rejected from Harvard pushed Hunt to fight for women's rights. In 1850, she spoke at the first National Woman's Rights Convention. This was a large gathering in Massachusetts of people who stood for women's rights. Hunt was there along with famous women leaders like Lucretia Mott, Lucy Stone and Antoinette Brown-Blackwell. Hunt said that women should receive a medical education. She soon became a leader in the women's movement herself.



Hunt was dedicated to her work and opened a path for women in medicine. Hunt changed ideas about medicine, by adding something that many doctors did not seem to have. She helped bring compassion to medicine.

Hunt kept seeing patients until she died in 1875. If she had lived just five more years, she would have seen hundreds of women practicing medicine. In 1893, Johns Hopkins Medical School in Maryland opened its doors to women. Marjorie A. Bowman, the author of the book "Women in Medicine," said that around 100 years ago 6 out of 100 doctors were women. Today, 34 out of every 100 doctors are women. That is almost six times more than 100 years ago.

## Quiz

- 1 What effect did being rejected from Harvard Medical School have on Harriot Hunt?
- (A) She stopped practicing medicine.
  - (B) She became the first female doctor.
  - (C) She began fighting for women's rights.
  - (D) She was unable to cure her sister's illness.
- 2 What is the relationship between Elizabeth Mott and Harriot Hunt?
- (A) Mott inspired Hunt to work in medicine.
  - (B) Mott failed to cure Hunt's sister.
  - (C) Mott inspired Hunt to join the Ladies' Physiological Institute.
  - (D) Mott encouraged Hunt to speak at the National Woman's Rights Convention.
- 3 Read the article's introduction [paragraphs 1-4] and the final section, "Fighting For Women's Rights." What is the connection between those two sections?
- (A) The introduction provides a list of medical treatments, while the final section explains how treatments have changed over time.
  - (B) The introduction describes the history of the Hunt family, while the final section explains the history of the women's rights movement.
  - (C) The introduction demonstrates the importance of Elizabeth Mott, while the final section describes Hunt's medical career.
  - (D) The introduction explains Hunt's interest in medicine, while the final section explains her impact in the medical field.
- 4 This article is organized using chronological order. How would the article be different if it were organized using problem and solution?
- (A) The article would have focused only on Hunt's struggle to study medicine without mentioning Elizabeth Mott.
  - (B) The limitations on women in medicine would have been mentioned in the introduction.
  - (C) The first National Woman's Right Convention would have been introduced first in the article.
  - (D) The article would have focused more specifically on Hunt's sister and her contributions to the field of medicine.

# Like others before it, Africa may eventually become two continents

By USA Today, adapted by Newsela staff on 05.03.18

Word Count **540**

Level **820L**



Image 1. Vehicles drive next to a deep split on a repaired road that had been washed away during a heavy downpour at Maai-Mahiu, Kenya, on March 15, 2018. Photo by: Tony Karumba, AFP/Getty Images

In tens of millions of years, Africa may split into two parts.

Geologists have known about this possibility for a while. Geologists study the solid and liquid matter that makes up Earth. Africa's split just recently became news, though. A large crack suddenly appeared in southwestern Kenya following heavy rain. It stretched several miles in length.

The tear continues to grow. Parts of a highway gave way, and there was also "...seismic activity in the area," said Lucia Perez Diaz. She is a researcher on tectonics at Royal Holloway, University of London.

## **Tectonic Plates**

The split measures 65 feet across, and more than 50 feet down into the ground. The crack is located in a region called the East African Rift Valley. A rift valley refers to a lowland region. This

is where tectonic plates rift, or move apart. The Earth's surface is divided into huge pieces called tectonic plates. These plates move very slowly. Earth's continents sit on top of the plates and move with them. The movement can make mountains and valleys. It can also cause what is happening in Africa. The plates can break apart and separate to create new continents.

The East African Rift Valley stretches over 1,800 miles. It runs from the Gulf of Aden in the north toward the country of Zimbabwe in the south. The valley cuts the African plate into two unequal parts. The smaller piece is called the Somali plate, and the larger is called the Nubian plate.



### Small And Large Continents

In tens of millions of years, Africa will break into two continents. The smaller continent will include the present-day eastern African countries of Somalia and parts of Kenya, Ethiopia and Tanzania. The bigger one will include everything else.

### Very Early Stages Of Split

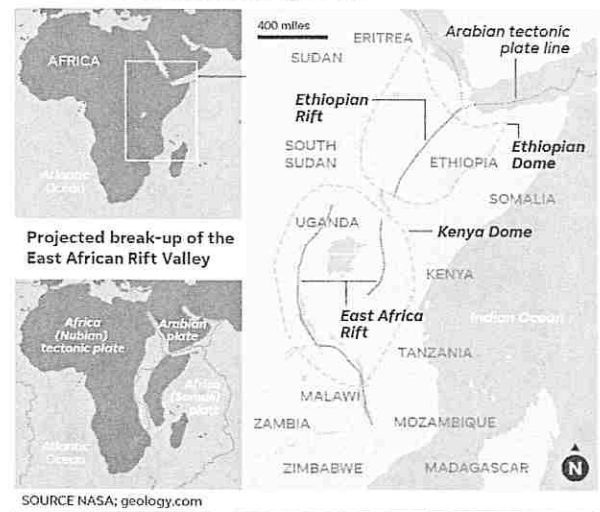
The rift in East Africa is in the very early stages of pulling apart the continent. Splitting a continent can take millions of years, but it's happened before. Hundreds of millions of years ago, the African and South American continents were connected. Then a rift pulled them apart. This division created Africa and South America as we know them today, as well as the Atlantic Ocean.

North America has rifts, too: the southwestern United States is sliced by the Rio Grande Rift Valley. This valley stretches from Chihuahua, Mexico, to Colorado, according to National Geographic. It formed roughly 30 million years ago. This valley helped create the Rio Grande River that borders the southern United States.

### Rift Causes Earthquakes, Destroys Highways

The rift in Africa is impossible to ignore. It causes shocking earthquakes or destroys a highway. But most of the time, nobody notices as the rift works very slowly to split Africa in two.

#### The East African Rift System



## Quiz

- 1 Which detail MOST clearly shows that rifts can make new bodies of water?
- (A) Geologists study the solid and liquid matter that makes up Earth.
  - (B) A large crack suddenly appeared in southwestern Kenya following heavy rain.
  - (C) The plates can break apart and separate to create new continents.
  - (D) This valley helped create the Rio Grande River that borders the southern United States.
- 2 Read the section "Tectonic Plates."
- Select the sentence from the section that explains how big the East African Rift Valley is.
- (A) The split measures 65 feet across, and more than 50 feet down into the ground.
  - (B) The crack is located in a region called the East African Rift Valley.
  - (C) It runs from the Gulf of Aden in the north toward the country of Zimbabwe in the south.
  - (D) The smaller piece is called the Somali plate, and the larger is called the Nubian plate.
- 3 How did Africa and South America become two separate continents?
- (A) The Atlantic Ocean pushed and pulled them.
  - (B) A large earthquake occurred and separated them.
  - (C) Two tectonic plates broke apart and moved away.
  - (D) A large river flowed between the two continents.
- 4 What effect do tectonic plates and rifts have on the land around them?
- (A) They can cause many people to lose their families.
  - (B) They can cause earthquakes and destroy highways.
  - (C) They quickly cause continents to shift around the world.
  - (D) They create new oceans around the world every year.

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

## Stress Self Reflection and Adult Interview

1. Make a list of the top five everyday problems that cause stress in your daily life.
2. Interview one adult and ask them to recall the top five everyday problems they faced **when they were your age**. \*high school\*
3. Write a **paragraph** that compares the problems you listed with the problems the adults listed. Based on this comparison, would you say that sources of everyday stress have changed, or stayed the same? Give at least three similarities or differences and explain why you came to your conclusion. Please include 3 healthy steps you take versus 3 healthy steps the adult takes to manage their stress. You must give a thoughtful response for credit.

Student List	Adult List
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

### Student Response

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

## Song Reflection eLearning Day 1

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

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

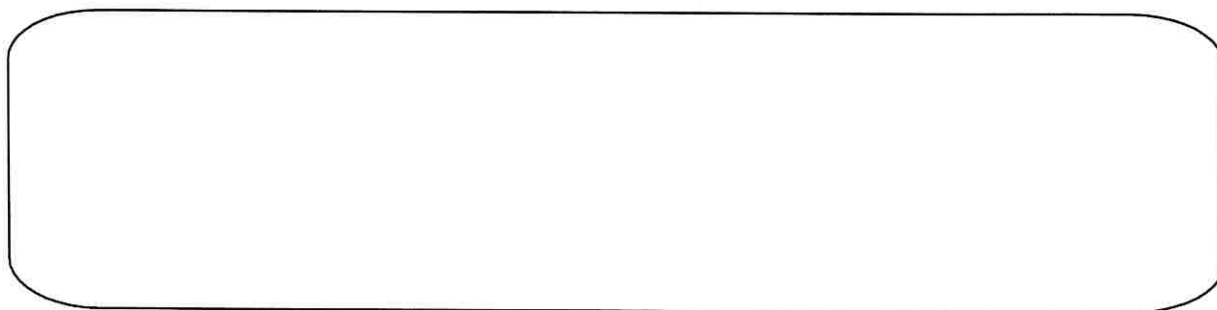
**Pre-listening reflection:** Why did you choose **this** song?

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**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre.

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**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

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➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

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➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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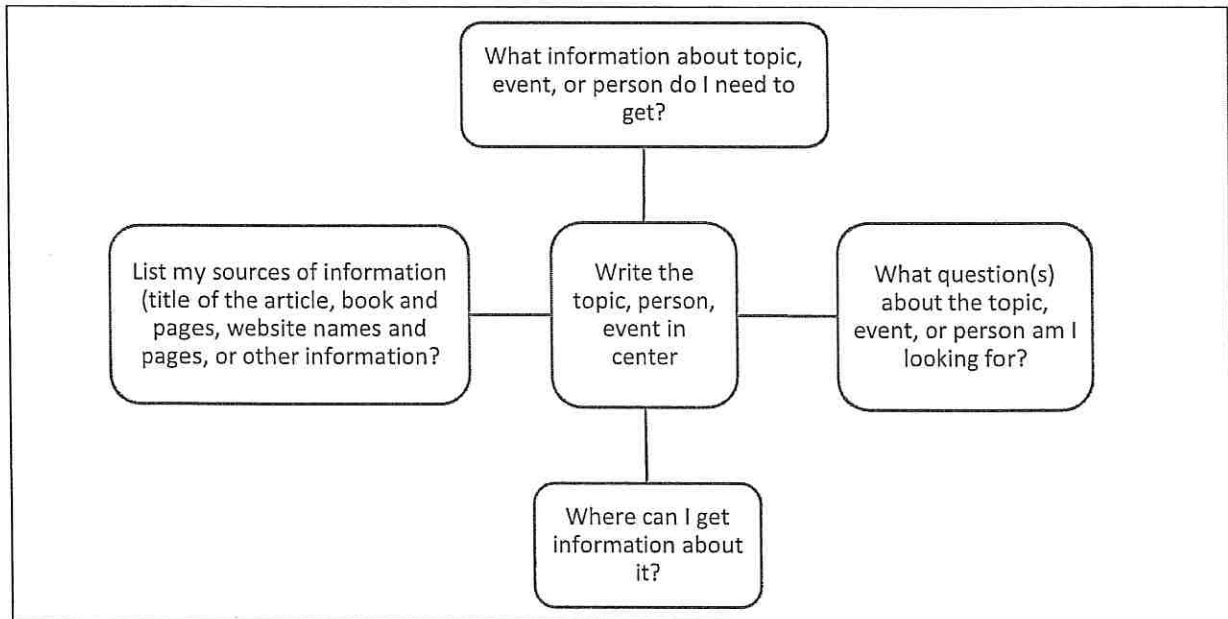
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# eLearning Research Activity

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

Research about 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. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

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What do I need to know more about?

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What keywords relate to this topic, person, or event?

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## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

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## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
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