

6th Grade Student eLearning Activities Log Day 7

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 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Pearson Realize Reading: Author's Purpose				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities OR				Drama: Act out your script and have someone record it. Use the costume and props you created.
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , 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 "Dream Jobs: Volcanologist" and answer the questions.	Art: Create a drawing of your neighborhood. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
				Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research 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.
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 7: 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.

Día 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Pearson Realize Reading: Author's Purpose				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
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Firma de Padres _____ Fecha _____

Reading: Author's Purpose**Practice**

An **author's purpose** is his or her main reason for writing. Some common purposes for writing are to entertain, to inform, and to persuade. Writers often use stories about personal experiences to inform or entertain. They may use facts and statistics to inform or persuade. Sometimes an author can have more than one purpose for writing. For example, a writer might inform readers about the lives of panthers and then persuade readers that panthers should be protected.

Circle the letter of the choice that best answers the question. Then, explain your choice.

In an article about Yellowstone National Park, a writer describes the various kinds of plants and animals that are found there. Then, she discusses the highlights of the park, such as its geysers, waterfalls, and canyons.

1. What is the writer's purpose?

- A. to persuade B. to inform C. to entertain D. all three

Explain: _____

In another article about Yellowstone National Park, another writer describes his experiences there last summer. He talks about the wonderful time he had at summer camp, making new friends. He describes the amazing scenery and gorgeous sunsets he saw. He tells some funny stories about camp life. He ends with the line, "There is just no place like Yellowstone!"

2. What is the author's purpose?

- A. to persuade B. to inform C. to entertain D. all three

Explain: _____

Another writer is concerned about an endangered flower that grows only in Yellowstone. She writes an article saying that people should not be allowed to camp in areas where this flower grows. She is afraid that too much interference by humans might eventually cause the flower to become extinct. She wants to pass a law against camping or hiking near this flower.

3. What is the author's purpose?

- A. to persuade B. to inform C. to entertain D. all three

Explain: _____

Order of Operations**Show your work.****Worksheet # 1**

Name: _____

1. $3 \times (2 \times 4^3) \div 4$

2. $(4^3 + 2 - 1)$

3. $(5 \times 3) \times 1 + 5$

4. $(7^2 - 2^3 - 6)$

5. $(5^3 + 7) \times 2$

6. $4 - (9 + 2^2 \div 2)$

7. $6 - (9 + 8^2 \times 1^3) + 5$

8. $(2 \div 4 \times 8)$

9. $8 - (3 + 4^3) \times 5$

10. $5 \times (2^3 - 8) \times 5$

11. $(9 \times 9 + 5)$

12. $(1 + 4 - 4)$

13. $5 \times (4 \div 1^2 + 8)$

14. $(5 - 8^2 + 6 - 1)$

15. $2^2 \div (6 \div 9) - 5$

16. $(3 + 1^2 + 4)$

17. $1^3 - (2 + 3 + 7) \times 5$

18. $3 \times (2^3 + 5) + 2$

19. $9 \times (2^3 \div 4 \times 5)$

20. $(8 + 7 + 2 - 9)$

Score: **/20**

Contemporary Issues/Problemas contemporáneos

Lesson/Lección 2



MAIN IDEAS/IDEAS PRINCIPALES

1. People around the world seek to have a voice in their government through democracy./En todo el mundo, la gente busca tener voz en sus gobiernos a través de la democracia.
2. Democracies face a wide variety of challenges in the twenty-first century./Las democracias enfrentan una amplia variedad de desafíos en el siglo veintiuno.
3. Failed states struggle with crumbling infrastructure and violence./Los estados fallidos se ven aquejados por una infraestructura precaria y por la violencia.

Key Terms and People/Personas y palabras clave

Aung San Suu Kyi/Aung San Suu Kyi outspoken activist for democracy in Myanmar/activista destacada que lucha por la democracia de Myanmar

secular/secular free of religious influence/libre de influencias religiosas

Arab Spring/Primavera árabe democratic uprisings that occurred independently in Arab nations in 2011/levantamientos democráticos que se produjeron de forma independiente en los países árabes en 2011

Refugees/refugiados people who leave their home or country because they fear for their safety/personas que dejan su hogar o país porque temen por su seguridad

Petro Poroshenko/Petró Poroshenko Ukraine's president in 2014/el presidente de Ucrania en 2014

failed states/estados fallidos countries whose governments are unable to provide stability to their people and protect the borders/países cuyos gobiernos son incapaces de proporcionar estabilidad a sus habitantes y proteger sus fronteras

infrastructure/infraestructura the basic items a society needs to function/los factores básicos que necesita una sociedad para funcionar

Lesson Summary/Resumen de la lección

DEMOCRACY MOVEMENTS/MOVIMIENTOS DEMOCRÁTICOS

New technology has led to a push for more political freedom and democratic governments. India has the world's largest democracy. Nepal is democratic too. Sri Lanka has begun giving its people freedoms. Pakistan is democratic,

Where is the world's largest democracy?/
¿Dónde se encuentra la democracia más grande del mundo?

but it is shaky. Myanmar started a representative government. **Aung San Suu Kyi**, democracy activist, became a government official. Thailand has had a series of military coups, but in 2015 the government promised a return to democratic elections. Turkey's government is mainly **secular**, or free of religious influence. But the country faces conflict between religious groups, the Syrian refugee crisis, and terrorism./Las nuevas tecnologías han impulsado a las personas a exigir una mayor libertad política y gobiernos democráticos. La India constituye la democracia más grande del mundo. Nepal también es un país democrático. Sri Lanka ha comenzado a dar libertades a su pueblo. Pakistán tiene un sistema democrático, pero inestable. Myanmar ha establecido un gobierno representativo. **Aung San Suu Kyi**, activista a favor de la democracia, se convirtió en funcionaria del gobierno. Tailandia ha padecido una serie de golpes militares, pero en 2015 el gobierno prometió volver a celebrar elecciones democráticas. El gobierno de Turquía es principalmente **secular**, es decir, libre de influencias religiosas. Sin embargo, este país se enfrenta a un conflicto entre grupos religiosos, a la crisis de los refugiados sirios y al terrorismo.

Underline the phrase that tells about Turkey's government./Subraya la frase que habla acerca del gobierno de Turquía.

DEMOCRATIC CHALLENGES OF THE TWENTY-FIRST CENTURY/DESAFÍOS DEMOCRÁTICOS DEL SIGLO VEINTIUNO

World democracies have varying degrees of freedom and voice in government. The U.S. and Canada, most Western European countries, and Australia rank the highest. Countries such as Poland, Lithuania, and the Czech Republic are ranked high too. China, North Korea, Egypt, Syria, Iran, and Yemen are ranked low./Las democracias del mundo presentan distintos grados en cuanto a la libertad y la participación

Which countries have low degrees of democratic freedom?/¿Qué países tienen bajos niveles de libertad democrática?

Lesson/Lección 2, *continued/continuación*

en el gobierno. Los EE. UU., Canadá, la mayoría de los países de Europa occidental y Australia presentan el nivel de libertad democrática más alto. Algunos países, como Polonia, Lituania y la República Checa, también cuentan con un grado de democratización elevado. Este nivel es bajo en países como China, Corea del Norte, Egipto, Siria, Irán y Yemen.

In 2010, Tunisia's citizens started protesting for freedom. News broadcasts and social media sites carried these protests. They spread to other Arab nations across North Africa and the Middle East. The term **Arab Spring** refers to these democratic uprisings in 2011. Egypt's Hosni Mubarak was ousted, but then the military took over. Libya's dictator Muammar al-Gaddafi was overthrown, but a civil war broke out. Syrian dictator Bashar al-Assad used violence to stop the protests, which led to a civil war and the rise of the Islamic State, or ISIS. Many Syrian citizens have since become **refugees**. Refugees are people who leave their home or their country for safety. Overall, the Arab Spring has had little success./En 2010, los ciudadanos de Túnez comenzaron a protestar por la libertad. Los noticiarios y las redes sociales transmitieron estas protestas, que se propagaron a otras naciones árabes de África del Norte y Oriente Medio. El término **Primavera árabe** se refiere a estos levantamientos democráticos que se produjeron en 2011. El presidente de Egipto Hosni Mubarak fue destituido de su cargo, pero luego el ejército asumió el poder. El dictador de Libia Muammar al-Gaddafi fue derrocado, pero estalló una guerra civil. El dictador sirio Bashar al-Assad recurrió a la violencia para frenar las protestas, lo que desencadenó una guerra civil y el surgimiento del Estado islámico, o EI. Desde entonces, muchos ciudadanos sirios se han convertido en **refugiados**, es decir, personas

Underline the names of the leaders who were removed from office during the Arab Spring./Subraya los nombres de los líderes que fueron destituidos de sus cargos durante la Primavera árabe.

Lesson/Lección 2, *continued/continuación*

que dejan su hogar o su país por seguridad. En términos generales, la Primavera árabe ha tenido poco éxito.

Ukraine has struggled to be democratic. Conflicts over whether it should have a closer connection with western democracies or Russia exist. **Petro Poroshenko** became president in 2014, and he remained determined to keep Ukraine democratic. Nigeria has also wanted democracy. However, the militant group Boko Haram, which is connected to ISIS, has challenged the government./A Ucrania le ha costado mucho ser un país democrático. Actualmente enfrenta conflictos en torno a si debería tener una conexión más cercana con las democracias occidentales o con Rusia. **Petró Poroshenko** se convirtió en presidente en 2014 y se mantuvo decidido a conservar la democracia en Ucrania. Nigeria también ha querido la democracia. Sin embargo, el grupo militante Boko Haram, que tiene conexiones con EI, ha desafiado al gobierno.

Why are there conflicts in Ukraine?/¿Por qué hay conflictos en Ucrania?

DANGER OF FAILED STATES/PELIGRO DE LOS ESTADOS FALLIDOS

Some countries are considered **failed states** because they have governments that cannot provide stability to their people and protect their borders. These countries face war. They have crumbling **infrastructure**, or the basic items a society needs to function. People in failed states may flee to other countries or take illegal actions to survive. Failed states negatively affect the world./Algunos países son considerados **estados fallidos** porque tienen gobiernos que no logran proporcionar estabilidad a sus habitantes ni proteger sus fronteras. Estos países se enfrentan a la guerra. Su **infraestructura**, es decir, los factores básicos que necesita una sociedad para funcionar, es precaria. Es posible

Underline the sentence that describes failed states./
Subraya la oración que describe los estados fallidos.

Lesson/Lección 2, *continued/continuación*

que los habitantes de los estados fallidos huyan a otros países o realicen acciones ilegales para sobrevivir. Los estados fallidos perjudican al mundo.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Make Judgments/Pensamiento crítico:**

Dar opiniones The Arab Spring had some success, but overall it was a failure. Write a one-page paper in which you express your opinion for or against the idea of protest for political freedom and democratic government. Support your opinion./La Primavera árabe tuvo cierto éxito, pero en general fue un fracaso. Escribe un ensayo de una página en el cual expresas tu opinión a favor o en contra de la idea de protestar por la libertad política y por un gobierno democrático. Respalda tu opinión.

DIRECTIONS/INSTRUCCIONES Write a descriptive phrase to describe each term./Escribe una frase descriptiva para describir cada término.

1. Arab Spring/Primavera árabe _____

2. refugees/refugiados _____

3. secular/secular _____

4. Petro Poroshenko/Petró Poroshenko _____

5. failed states/estados fallidos _____

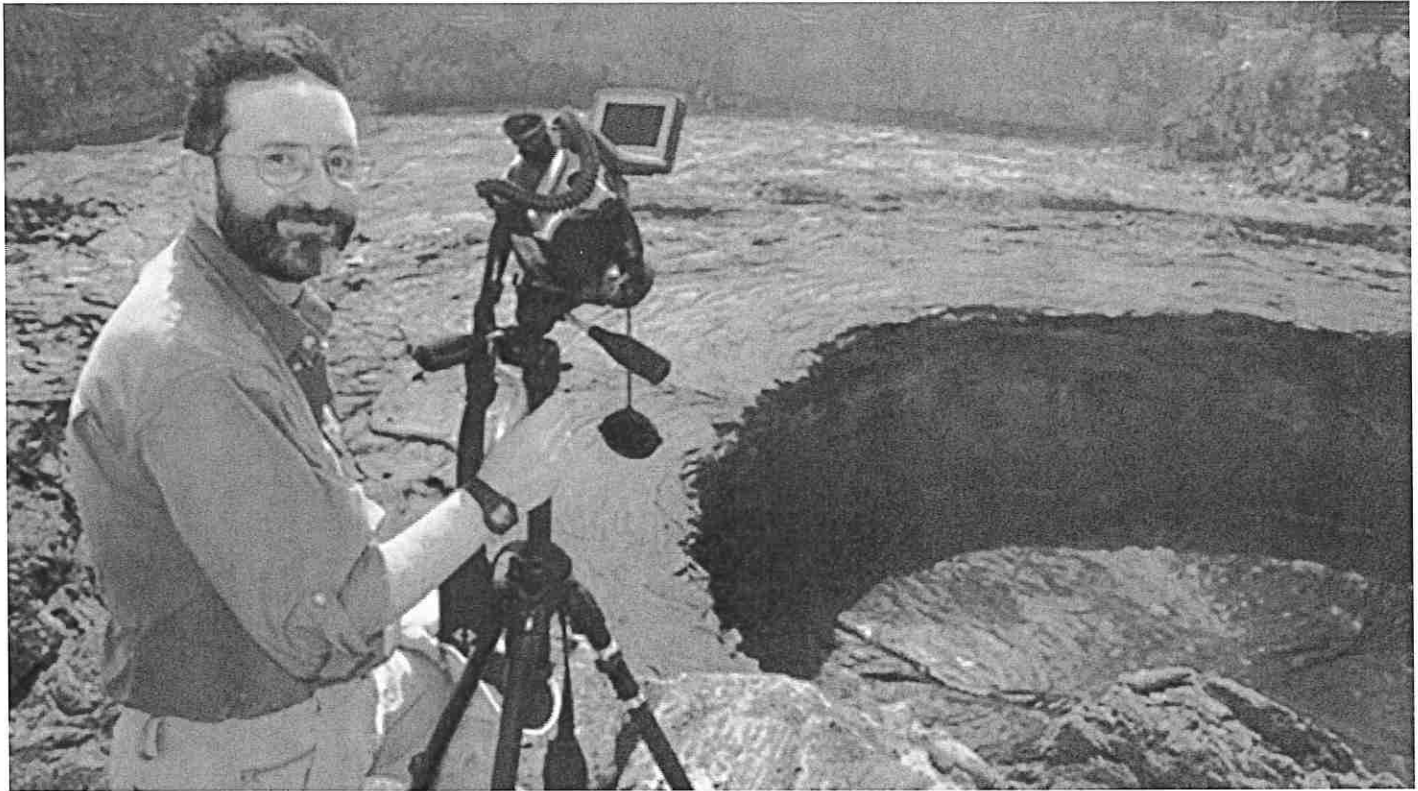
6. infrastructure/infraestructura _____

Dream Jobs: Volcanologist

By NASA.gov, adapted by Newsela staff on 11.30.16

Word Count **809**

Level **860L**



NASA volcanologist Ashley Davies observing a volcano up close. Courtesy of NASA

Ashley Davies grew up in London, England. He works for the National Aeronautical and Space Administration (NASA) in California. He is a volcanologist.

What is a volcanologist?

It is a scientist who studies how and why volcanoes erupt, which will blow the top off a mountain. Volcanoes send clouds of ash into the air and rivers of lava, or liquid rock, across the land. This can happen on the Earth or on other planets in our solar system. The ash and lava can be studied and shows the volcanologist what is deep under the ground.

There are two main reasons why studying volcanoes is important. First, volcanoes help to explain how planets and many of the moons in the solar system were made. Second, the ash and the lava can affect the weather, air, water, the internet, transportation, food supplies and the lives of millions of people.

When did you get interested in outer space?

I was a little boy when Neil Armstrong made his "giant leap for mankind" and became the first man to walk on the moon in 1969. I was just crazy about the Apollo program – even at the age of 7, I was the school expert!

How did you end up working in the space program?

In high school, I began studying planets and volcanoes because two important things happened. In 1979, a NASA spacecraft discovered volcanoes on Io, one of the moons of Jupiter. Most people thought moons way out in the solar system were dead ice balls. Some weren't. Some had volcanoes. Then the next year, in 1980, Mount St. Helens, erupted in Washington state and became a volcano. It sent deadly lava across the state and thick ash across the country.

I went to college to learn about geology, the study of the Earth and rocks. My final project was about volcanoes on Earth and Mars. I went on to another university to get a doctorate degree studying volcanoes on Io and how they might erupt. Physics, the study of light, heat, sound and electricity, explained the secrets of volcanoes.

I began working for NASA in 1994. I continued studying volcanoes on Io and wrote a book about them.

Who was your hero?

British Antarctic explorer Sir Ernest Shackleton. He never asked his men to do something that he was not willing to do. Growing up, I was lucky to have some great teachers. In college, a wonderful professor shared his love for astronomy.

Tell us about a favorite moment so far in your career.

In 2009, I was sent to study volcanoes in the hottest parts of Africa where the temperatures climbed to 122 degrees Fahrenheit (50 degrees Celsius). A rare, bubbling lava lake sent blasts of heat and bad-smelling gases into the air. It became part of a television series called "Wonders of the Solar System."

A few years ago, I went to Antarctica to study a lava lake at the top of Mount Erebus. The temperature there was minus 58 degrees Fahrenheit (minus 50 degrees Celsius). This job has taken me to the hottest and coldest places on Earth.

What advice would you give to someone who wants to take the same career path?

Physics and mathematics are a great help. Being interested in astronomy is important. Learning never ends. A lot of my job concerns heat. A volcano on a planet or moon is about losing heat. I am always trying to find out why heat is lost. To do my job you really need a doctorate degree, which is a lot of work, but very rewarding.

What do you do for fun?

My work is really fun, but I try to find other things, too. I read military history, thrillers, mysteries, science fiction. My wife and I love movies and "The Big Bang Theory" is our favorite TV show. It reminds me of some of the people I work with.

If you were talking to a student interested in science and math or engineering, what advice would you give?

Students interested in science and math could go to college to be a volcanologist. It will be a lot of work, and it could take seven or eight years.

Today, NASA is sending spacecrafts to Jupiter, Io and other places in our solar system. There are many jobs in computers, jet engines and building spacecrafts. Students should work hard in school and find the science or math subject they enjoy. Being part of NASA is a wonderful goal.

Editor's Note: On August 5, 2011, the Juno spacecraft began a five-year NASA mission to Jupiter to study the planet and its 63 moons. It arrived on July 4, 2016. One of the moons it will study is Io. Ashley Davies and everyone at NASA will be discovering much new information.

Quiz

- 1 Read the section "How did you end up working in the space program?"
Which paragraph suggests that becoming a volcanologist is a lot of work?
- 2 Based on information in the article, which of these statements is TRUE?
 - (A) Volcanologists travel to outer space to do their research.
 - (B) Volcanologists only need to take science classes to learn about volcanoes.
 - (C) Volcanologists study how the moon works.
 - (D) Volcanologists work closely with astronauts and space scientists.
- 3 Fill in the blank in this sentence.
Overall, the article is organized around
 - (A) a person and a career.
 - (B) a career and an event.
 - (C) an event and a field of science.
 - (D) a person and a discovery.
- 4 How does the last section of the article contribute to the development of the MAIN idea of the entire article?
 - (A) It introduces some of the most famous volcanologists.
 - (B) It describes the role NASA plays in the study of volcanoes.
 - (C) It explains how to become a volcanologist.
 - (D) It summarizes why being a volcanologist is fun.

Overhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

Underhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

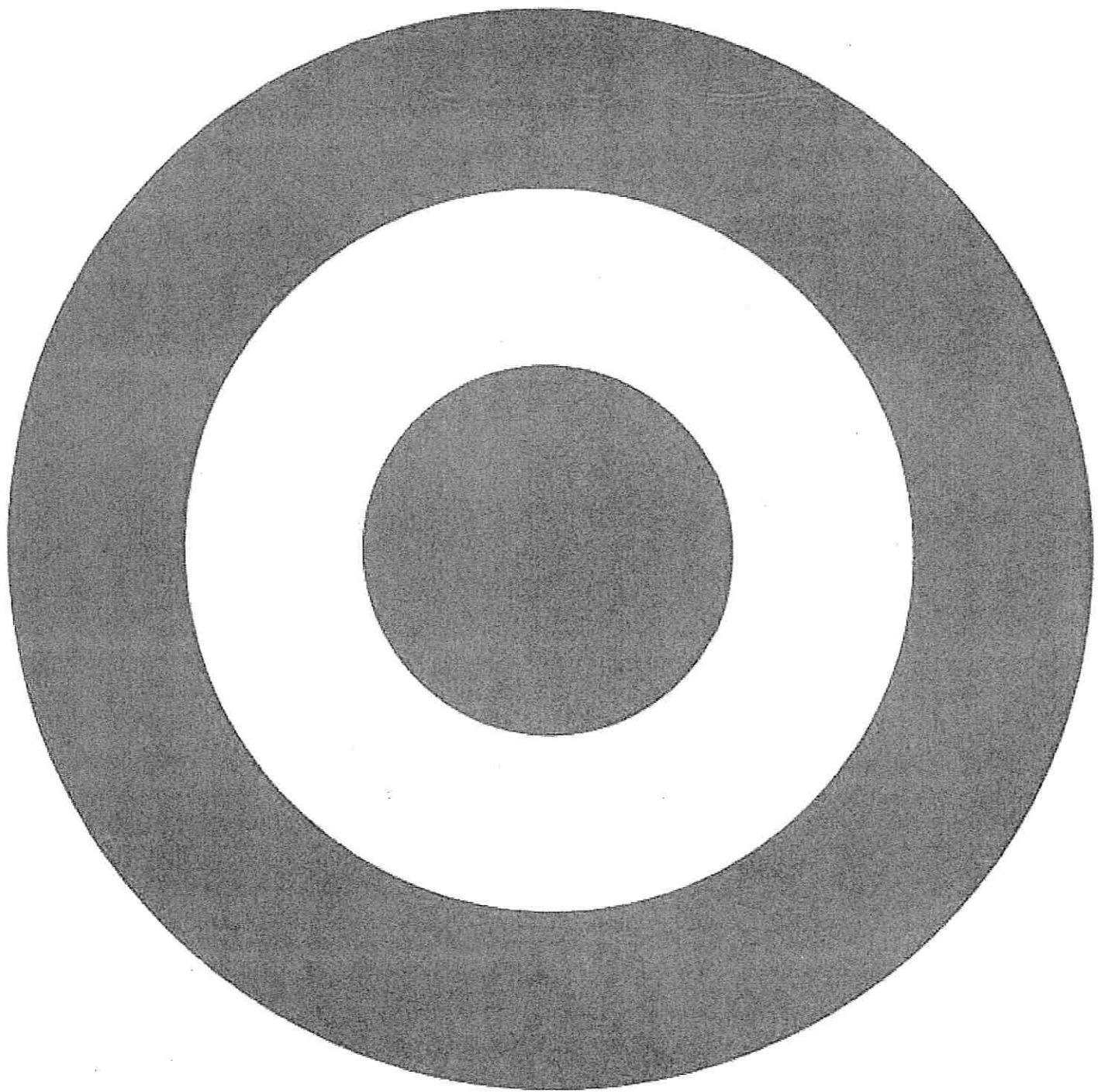
If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4



Name: _____

Health at Home
Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

<p>Day 1 Fats/Sweets:</p> 	<p>Day 2 Fats/Sweets:</p> 	<p>Day 3 Fats/Sweets:</p>
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Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
<p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p>	<p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p>	<p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p> <p>Original Item: Healthier Item:</p>

Monitor your diet for the next two days.

Monitor Change Day 1 Foods/ Beverages/ Snacks:	Monitor Change Day 2 Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?

- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?

- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

Song Reflection eLearning Day 1

Name _____ Date _____

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

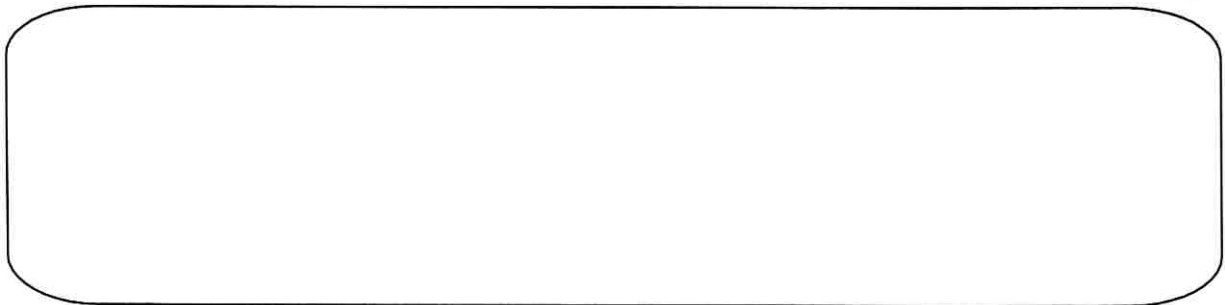
Song title: _____

Name of Artist(s)/group: _____

Total listening time: _____

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

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.

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?

➤ 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.

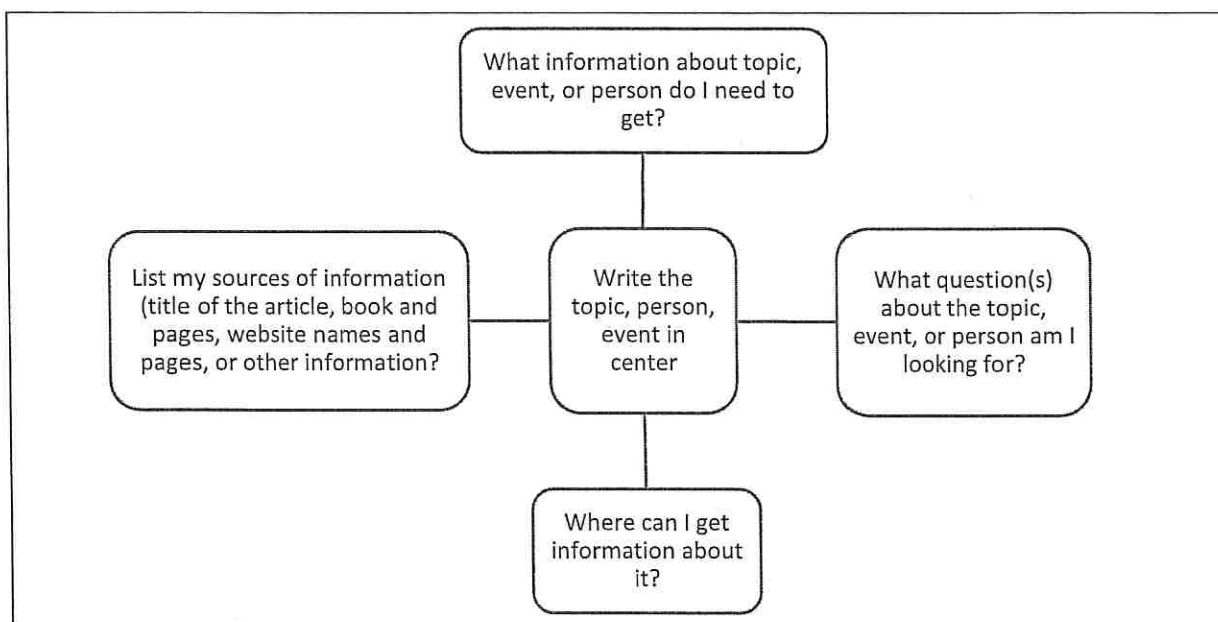
➤ Does your song’s **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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?

What do I need to know more about?

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

WRITE

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

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 _____
Exact name of website (URL) _____