



# SUPPLEMENTAL LEARNING ACTIVITIES

## 6<sup>TH</sup> GRADE

**Reading**

## Learning Activities for Reading

### 6th Grade

Oregon literacy standards identify analysis of fiction elements as a skill in 6th grade. These activities will encourage your child to identify key events, important quotes, and descriptive writing.

#### Activities

##### 1. Create a Comic Retell

**Materials:** a fiction book, pencil, paper, possibly crayons

Read a chapter or two. When you are done, create a comic with the important events that occurred. Add speech bubbles and important details.

##### 2. Quote it!

**Materials:** paper and pencil

While reading, identify three important quotes. What is significant about each quote? What does it tell the reader? Practice explaining each quote in a paragraph.

##### 3. Scene Setting

**Materials:** paper, pencil, crayons

Find a scene with a lot of description. Draw the scene and setting. Think about how the setting impacts the character and/ or the plot.

##### 4. Chapter Titles

**Materials:** paper and pencil

As you read, consider what you would name each chapter if you were the author. Create a three column chart on your paper. Title the columns: chapter name, what I would name the chapter, reasons why. In the reasons why column, briefly explain your thinking.

##### 5. Alternate Ending

**Materials:** paper and pencil or computer, if available.

When you are finished reading the book, spend some time and rewrite a new ending. Write in the same point of view as the author. Revise and edit for punctuation, word choice, and grammar. Polish your product. This should be worked on over several days.

#### What Families Can Do

- Read the book together.
- Ask a family member to complete each assignment as well. Compare products and thinking.
- Ask a family member to read through your alternate ending and offer feedback.

## Learning Activities for Reading

### 6th Grade

6th graders should be able to read and analyze grade level text. These activities will allow them to practice analyzing what they read and applying what they learn from it to their daily reading.

#### Activities

##### 1. Daily Reading

**Materials:** Picture book, chapter book or article

Read for 20 minutes every day and keep a response journal. You can discuss plot, character, conflict, theme, or setting each day. For non-fiction text, discuss main ideas and details, summary, text features, or the text structure. You only need to write 2-3 sentences.

##### 2. Character Traits

**Materials:** Book, paper, pencil

Think about the protagonist, or main character, in your book. Are all the character traits positive, or are some negative or neutral? Write about the characteristics of the protagonist. Make lists, tables, or drawings. Write a journal entry from the point of view of one of the characters in your book. What are their thoughts, feelings, and actions? What is their view of the conflict and other characters?

##### 3. Analyze Literature

**Materials:** Book, paper, pencil

Write a book or article review about something you have read on your own or in class this year. Include what you liked or didn't like about the book and explain why. Would you recommend the book to a classmate? Why or why not? Try to write a 5 sentence paragraph. You could also create a movie poster to advertise your book as a movie.

##### 4. Vocabulary

**Materials:** Paper, pencil, any book or reading material

Find 10 new words from books, articles or anything around your house! List the word and predict the meaning (use your context clues). Then find the definition in a dictionary or ask a family member. Lastly, use the word in a sentence of your own. You can make a chart like this.

Word	Predicted definition	Actual definition	Sentence

##### 5. Summary

**Materials:** Book or article, paper, pencil

Write a paragraph summary on something you have read recently. If it is nonfiction, remember to include a topic sentence introducing your book or article, and the main ideas of the reading. For a fiction book, include the main idea of the plot, main character, conflict, setting and/ or theme. Depending on how far you have read in your book, you may not use all of these.

#### What Families Can Do

- Read a book together.
- Listen to audiobooks.
- Ask your child what they are reading
- Help them find books and articles to read
- Read with your family

## Learning Activities for Reading

### 6th Grade

Oregon standards indicate that understanding *key ideas* and *details* is a priority skill in the 6<sup>th</sup> grade Reading. These activities will help your child better understand fictional texts and will also build reading habits that will improve comprehension.

#### Activities

**1. Oral Cloze Reading with Sibling/Parent**

**Materials:** paper, book or article

One person reads and leaves out a word every other sentence or so, and the person following along (partner) reads aloud the left out word.

**2. Reading Reflection**

**Materials:** paper, book or article

This activity can be done after you finish a book or while you are reading it, much like a quick write. Choose a character and think about his/her choices in the novel. What would you have done differently? Choose three things. Use the language below.

*One thing I would have done differently if I were \_\_\_\_\_ is ...*

**3. Letter to Author**

**Materials:** paper, book

Write a one-page letter to the author sharing your thoughts about the novel/book. The idea here is to write a lot and stick to your thoughts about the text you have been reading, if you get stuck, feel free to ask questions or even bullet point them.

#### What Families Can Do

- The most important thing parents can do at home is to make sure that students are reading 30 minutes a day.
- You can check-in by asking some basic questions about what your student is reading.
- You can also keep a simple log of how many pages are read per day and (if you like) and set up a weekly goal with a reward.
- Also, feel free to partner-read with your student and reading in other languages is also encouraged.

# Learning Activities for Reading

## 6th Grade

Oregon standards indicate that understanding *key ideas* and *details* is a priority skill in the 6<sup>th</sup> grade Reading. These activities will help your child better understand fictional texts and will also build reading habits that will improve comprehension.

### Activities

#### 1. Word Wall

**Materials:** paper, book or article

As you read keep a journal or word wall of new or unfamiliar words you encounter while reading. Try to guess the meaning of the words using context clues.

#### 2. Making Connections

**Materials:** paper, book or article

Fold your paper vertically, on the right-hand side, write quotations from the text as you read, ones that make you think of something in your life. On the left-hand side, write your thoughts, what the quotation reminded you of (could be your life, another book, real-world or a personal thought).

#### 3. Making Predictions

**Materials:** paper, book

As the plot of your novel unfolds, make predictions about what you think will happen next. You can write your predictions in the margins or use paper. Making predictions helps you better understand the plot and helps you think about character motivations.

### What Families Can Do

- The most important thing parents can do at home is to make sure that students are reading 30 minutes a day.
- You can check-in by asking some basic questions about what your student is reading.
- You can also keep a simple log of how many pages are read per day and (if you like) and set up a weekly goal with a reward.
- Also, feel free to partner-read with your student and reading in other languages is also encouraged.

# Learning Activities for Reading

## 6th Grade

Oregon reading standards incorporate all areas of reading through both literary and informational texts. These standards include understanding words in context, identifying point of view, and the ability to compare/contrast stories. These activities will help your child to continue to grow their reading skills.

### Activities

#### 1. Cozy Reading

**Materials:** picture books, chapter books, news articles, magazine articles, pencil, chapter summary

Find a distraction free area, and do **30-60 minutes** of reading or listening to audiobooks every day. This time can be done in more than one session (**10 min, 10min, 10min**).

1. Read to younger siblings, older siblings, a parent, or a friend by phone.
2. Convert a closet, table, chairs into a reading tent or nook, add a few pillows, a blanket, and read.
3. Have siblings, parents, and friends ask you **literal** (i.e. who, what, where, when, why and sometimes how) comprehension questions about your book.
4. Fill out a chapter summary log, as you read your book.

#### 2. Finding Meaning

**Materials:** picture books, chapter books, news articles, magazine articles, pencil, chapter summary

Words carry cultural and emotional associations (**connotations**), in addition to their literal meanings (**denotations**/definitions). Write down three new words from the book you are reading that caught your attention.

1. Look up each word, write down its literal meaning (**denotation** or definition).
2. Does the word carry a cultural meaning (**connotation**)? Does the word have an emotional meaning also called (**connotation**)?
3. How do those words impact the story's meaning or tone?
4. Teach a parent, sibling, friend all the different meanings of those three new words.
5. Use each new word in a sentence.

#### 3. Point of view

**Materials:** picture books, chapter books, news articles, magazine articles, pencil, chapter summary

Find a passage in your book where the character is looking forward to something. Are there any other characters in the book who are not looking forward to this event (**other's point of view**).

1. Copy the passage down where the character is looking forward to something. Copy the passage down where another character is not looking forward to the same event, then read both perspectives out loud to a parent, sibling, or friend.
2. Why do you think they have different feelings about the same event?
3. Do these passages add to the suspense or humor in the story?
4. Fold a paper in half, and draw the two different scenes.
5. List three things that you are looking forward to doing.

#### 4. Comparing Stories

**Materials:** picture books, chapter books, news articles, magazine articles, pencil, chapter summary

Compare this book to another book or article you have read, and examine how that changes the meaning and style of the story.

Write down three ways in which the stories are the same or different.

Write down three ways in which the characters are the same or different.

How does it affect the style of the story? Which one was easier to understand? Why?

### What Families Can Do

- Help your child find a quiet place to read.
- Discuss the text with your child -- ask your child what the reading was about and ask questions.

## Chapter Summary Log

Name:

Date:

Write your chapter titles/page numbers and summaries in the boxes below.

**\*\* A summary is a short paragraph that tells the most important things that happened. Include people, places and events. \*\***

**Book Title and Author:**

**Total Pages:**

Chapter Number or Title / Page Numbers: CH 1

Summary:

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Chapter Number or Title / Page Numbers: CH

Summary:

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Chapter Number or Title / Page Numbers: CH

Summary:

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Chapter Number or Title / Page Numbers: CH

Summary:

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\*If it is a longer book, do a summary every two chapters (ie. after CH 2, after CH 4... etc)



## Learning Activities for Reading

### 6th Grade

Oregon reading standards incorporate all areas of reading through both literary and informational texts. These standards include inferring themes, character and information analysis, and understanding plot structure and organization. These activities will help your child to continue to grow their reading skills.

#### Activities

##### 1. Escape into Books

**Materials:** Novel, Short Story, Picture Book, or Poetry, Notebook or paper, Pencil

Continuing with week one's activity of daily reading, Find a comfy spot and spend some time enjoying literature (20+ minutes). Read on your own or with a family member.

At the end of your time reading, write a brief response (in notebook or journal) about what you are thinking about the book:

-Write down any questions you may have

-What do you think about the actions of the characters?

-What surprises you about the book or story? What do you like/dislike about it? What is it that is keeping you reading?

##### 2. Analyze the Plot

**Materials:** Novel or Short Story, Notebook or Paper, Pencil

Thinking about your book of choice, on a sheet of paper, describe the narrative plot structure of the story. Write and/or sketch the events for each element of plot: Exposition, Rising Action, Climax, Falling Action, Resolution.

On the same piece of paper, describe the conflict that arises in your story. Write about the type of conflict it (Internal or External) and explain it. Find and use a quote from the story to support your explanation.

##### 3. Practice your Strategies

**Materials:** Novel or Short Story, Notebook or Paper, Pencil

While reading your book, stop and reflect on what you are thinking. Take some time to write some of your thoughts down in your notebook or journal using the following strategies:

-Visualize: write a description of what you can see in your mind as you read, or draw some pictures

-Connect: Make connections to yourself, other books you've read, or to the world around you. Finish the sentence, "This reminds me of...."

-Question: Write down any questions that pop into your head as you read, think about which questions will get answered as you keep reading and which questions you might need to infer the answer to.

##### 4. Character Analysis & Exploration

**Materials:** Novel or Short Story, Notebook or Paper, Pencil

Choose a character who is most interesting to you--either because they are your favorite or perhaps your least favorite!

Answer the following questions about your character:

- What are the personality traits of the character?
- Who and/or what does the character care about?
- Is the character a good friend? How do you know?
- What is something that you would like to tell your character?

##### 5. Compare and Contrast Book to Movie **Materials:** A novel or short story and the movie version

Find a book for which you also have access to the movie version. If you have online access, this is a great resource to check out books for 2 weeks: <https://archive.org/details/nationalemergencylibrary>

First, read the novel or short story. Then, as you watch the movie, notice what is different about the film version. Make a list of these differences on a 2 column chart, or complete a Venn Diagram. Reflect in writing about why you think there are such differences between the two stories.

## What Families Can Do

- Read together as a family--chapters, picture books, poetry, anything!
- Discuss what you read. Ask each other, what do you like about the book? What are you wondering? What characters do you like or dislike? What would you do if you were in the character's shoes?
- If you have access, find articles and nonfiction that your children can read. Have discussions about what was read, what was important, what the main points are.
- Read books together and watch the movie versions as a family. Discuss the difference and why those changes may have been made.
- Any and all reading is beneficial at this time--find cool websites to explore, online magazines and articles are excellent learning opportunities.

**Writing**

# Learning Activities for Writing

## 6th Grade

Write a Personal Narrative focusing on an event in your life that you will always remember. This should be a story about ONE specific memorable experience or event in your life. Narrative writing requires the use of vivid sensory details and descriptive language to make the reader feel like she/he was there.

### Activities

#### 1. Personal Narrative

**Materials:** paper & pencil and your creative mind

##### Brainstorm and choose your topic

- Has an event from your life made a lasting impression on you?
- Has there been a fun/happy/sad/embarrassing event that you can share in an interesting way?
- How can you creatively allow someone to experience your experience?

**Using the suggested prompts below (or your own ideas), choose a topic for your writing:**

- 1. A childhood event** - Think of a time when you learned or experienced something new/interesting/fun.
- 2. Achieving a goal** - Think about a particularly meaningful achievement in your life. This could be something as seemingly minor, or this could be something with more long-lasting effects.
- 3. A mistake/ "failure"** - Think about a time when something did not happen the way you had hoped. What did you learn from this experience?
- 4. A good or bad situation** - Think about a time when you did or did not stand up for yourself or someone else or when you were involved in an unexpected situation. Explain.
- 5. A change in your life** - Think about a time when something significant changed in your life.
- 6. A realization** - Think about a time when you experienced a realization. This could be a simple thing or a time when you gained a deeper understanding of an important issue or life situation.

#### 2. Paragraph #1: Introduction

**Materials:** paper and pencil and your creative mind

1. Begin with an attention grabber that captures your reader's interest.  
*\*Example:* Sometimes it takes something terrible to realize what is important in life.
2. Follow with 2-3 sentences that lead up to your thesis statement.
3. Your thesis statement should clearly state the experience or event that you will describe and its significance. Do not begin telling the details of your story yet.  
*\*Example:* Although my sister and I have sometimes not seen eye-to-eye, it took her being horribly sick to help me realize how much she truly means to me.

#### 3. Paragraphs #2-4: Body Paragraphs

**Materials:** paper and pencil and your creative mind

1. Begin each paragraph with a topic sentence. Begin sentences with TRANSITIONS that show the order that the events occurred (First, Later, In the end, Second, Third, etc.) and the details of your story.
2. This is where you tell your story. Just like any story you read/write, you need to make sure to have a clear beginning, middle and an end. Make sure to describe people and places involved with vivid details.  
Use descriptive language to "paint" a picture of your event. Use figurative language (similes, metaphors, personification), sensory words (use your 5 senses to place your reader where you are) and vivid words (Ex. smiled brightly, explained softly).

#### 4. Paragraph #5: Conclusion

**Materials:** Paper and pencil and your creative mind

The Conclusion is just as important as the Introduction. It is the last impression your reader will get of your story.

1. Begin by restating the importance of your thesis. Be careful not to use the same wording.  
*Example:* Although the day my sister fell ill was a very difficult time for our family, it made us realize how important we are to each other.
2. Summarize the basic events of your story.
3. Reflect on the larger meaning or importance of the experience described.  
*Example:* That day may have been terrifying, but sometimes it is through difficult events that people begin to value the best in life.

#### 5. Presentation

**Materials:** an audience (your family and/or pets)

Read your Narrative/Autobiographical Incident to others

### What Families Can Do

- Think of ideas for a creative title for your story
- Illustrate and/or have other family members create illustrations to accompany your story
- Read your story aloud to your family

## Learning Activities for Writing

### 6th Grade

The aim in **writing** is always to **write** in **complete sentences** which are correctly punctuated. **Sentences** always begin with a capital letter and end in either a full stop, exclamation or question mark. A **complete sentence** always contains a verb, expresses a **complete** idea and makes sense standing alone. Challenge yourself to use describing words and interesting verbs to make your sentences solid 6th grade work!!

#### Activities

#### 1. Write 10 Complete Sentences About Any Topic **Materials:** Pencil or pen, writing paper or computer

Write about things around your house, what you're doing at home, things you see outside, frustrations about being home, opinions about shows you're watching, or anything that comes to mind.

- Did you write a complete sentence?
- Did you start with a capital? Did you end with a clearly marked period?
- Do you ONLY have capitals where appropriate? If you used "I", is it capital?

Example: *The snickerdoodle cookies made my mouth water as I waited impatiently for them to cool enough to eat.*

#### 2. Write 10 Sentences Using Question Marks and Exclamation Marks **Materials:** Pencil or pen, writing paper or computer

Write 5 sentences using question words and question marks and write 5 sentences using exclamation marks. Pretend like you're interviewing a doctor, or the governor, or the president during this difficult time being stuck at home because of the COVID-19 virus. What would you ask them? How would you react?

Example: Question: *How long will we be required to practice social distancing?*

Exclamation: *I'm so tired of being home with nothing to do!*

#### 3. Write 10 Sentences Using FANBOYS to Connect Two Simple Sentences **Materials:** Pencil or pen, writing paper or computer

FANBOYS connect two sentences that can stand alone. We connect short sentences so we don't sound like robots.

Example: *I like candy bars. I know they are not good for me. My doctor told me this. I don't want to listen.*

Add FANBOYS to make the sentences more fluent.

Example: *I like candy bars, **yet** I know they are not good for me. My doctor told me this, **but** I don't want to listen.*

Remember to put a comma to separate the two sentences.

#### 4. Write 10 Sentences to Include an Appositive **Materials:** Pencil or pen, writing paper or computer

Appositives are words or phrases that are used before or after other nouns or pronouns to further describe them.

*The concession stand sold churros, **a Spanish pastry**.*

*The soccer stadium, **a popular hangout in Mexico**, was crowded for the championship game.*

In the examples, the appositives gave the reader additional information about the nouns and pronouns in the sentences. Remember to include commas to show your additional thought.

#### 5. Write a Letter or Email to a Teacher, Friend or Family Member **Materials:** Pencil or pen, writing paper or computer

Using all the sentence skills you have practiced this week, write a letter or email to someone. Challenge yourself to use each sentence type at least twice. Use appropriate letter formatting, double check that you have complete and well written sentences with appropriate endings. Be sure to close your letter or email with your name. Send it to the person!

#### What Families Can Do

- Find "cool" sentences in magazines and cut them out. Glue onto paper. OR cut apart each word and recreate the sentence on your own.

## Learning Activities for Writing

### 6th Grade

Oregon writing standards encourage students to develop communication skills by creating writing that uses effective techniques, and relevant descriptive details in a well organized timeline of events. These activities will help students communicate their experiences effectively.

#### Activities

##### 1. Timeline of Your Day

**Materials:** paper and pencil

Think about what a typical day of school is like for you. On a piece of paper create a timeline that includes at least six significant events that take place during your day. After each event write one to two complete sentences describing the importance of the event.

##### 2. Describe It to Me!

**Materials:** paper and pencil

Choose any room in your home. Take a few minutes and look around the room paying attention to items in the room, size of objects, colors you see, what it sounds like, smells like, feels like etc. Write a descriptive paragraph that uses four of your five senses (sight, touch, smell, sound) to describe the room to someone who has never seen it before.

##### 3. What Do You See?

**Materials:** paper and pencil

Take a look outside and write down what you see. Make note of objects, people, cars etc. Create a short narrative news story of what is happening, use your imagination. Be sure to include the 5 W's; who, what, when, where and why.

##### 4. Change It Up

**Materials:** paper and pencil, any type of written material

Find a book or magazine in your house and select one paragraph. Identify all the nouns in the paragraph, remember a noun names a person, place, or thing. Next identify all the verbs in the paragraph, remember a verb names an action. Now, rewrite the paragraph replacing the nouns and verbs with different nouns or verbs to change the story. You can make the story more serious, or have fun with this and make it silly.

#### What Families Can Do

- Talk with your student about a typical day for you. What does your day look like when they are at school?
- Describe a room in the house you grew up in, and describe it to your student using sensory details.
- Relate a memorable news story you remember from when you were growing up.
- Create Madlibs together as a family.

## Learning Activities for Writing

### 6th Grade

Oregon writing standards encourage students to develop communication skills by creating writing that uses effective techniques and relevant descriptive details in a well organized piece of writing. These activities will help students work on different types of writing to further practice their writing skills.

#### Activities

##### 1. What Did They Say?

**Materials:** Paper and pen/pencil

Think about any conversations you have heard today or in the past several days. Write the dialogue down, using the correct punctuation. Remember that “said” is a dialogue tag that can have variations like: whispered, bellowed, sniped, hollered, responded. Create your own new characters and introduce them by writing their own dialogue.

##### 2. Feeling Poetic?

**Materials:** Paper and pen/pencil, markers, crayon, paint

April is National Poetry Month. Do you think you don't like poetry or know how to write it? Poetry is in many places, including song lyrics you listen to. Think of a favorite song and write the lyrics down. Try to format it so it looks like poetry with stanzas and lines. Now try your own format for a poem. Maybe an acrostic poem:

Strong, resilient

Taking care of family

Understanding of our current situation

Distant from school

Encouraged by teachers

Not alone

Taking the time to be well

Now add some art to your poem for the Arts part of Language Arts.

##### 3. The Talented One

**Materials:** Paper and pen/pencil

Think about your greatest talent. When did you discover this talent? Write about your greatest talent and give details about your journey to discover this talent. One talent I have is to bake delicious frosted sugar cookies. My son's talent is sports of all sorts. What's your talent? Paint a clear picture by using descriptive language to keep your reader's interest.

##### 4. What Do You See?

**Materials:** Paper and pen/pencil

Good writers are observant and add detail to their writing to make it more interesting. Take some time (10 minutes or more) and sit and look out a window. What do you notice? What do you see? Write a detailed paragraph of what you observe. If you see something interesting, you may then develop your paragraph into a true or imaginary story. Be sure to include characters (real or imagined) to make your writing interesting.

##### 5. Six Word Memoir

**Materials:** Paper and pen/pencil

The legend goes that Ernest Hemingway was once challenged to write a complete novel in 6 words. He answered the challenge with: For sale: baby shoes, never worn. A memoir tells part of your life story. Now it is your turn to write your own 6 word memoir. Use punctuation to creatively write your own 6 word memoir. You may find you like this succinct way of expressing what's going on in your life. Here's a teacher 6 word memoir: Missing students, staying connected; keep learning.

#### What Families Can Do

- Talk with your child \* Write a family acrostic poem \* Share the talents you had as a middle schooler \* Make observations of activity together \* Write a 6-word memoir or two as a family.

## Learning Activities for Writing

### 6th Grade

Oregon writing standards identify being able to explain and convey ideas in written form while using proper spelling and grammar as priority skills in 6th grade. These activities will help your child practice their writing skills and expressing their thoughts in written form.

#### Activities

##### 1. Journaling

**Materials:** Pencil and paper/notebook

Keep a journal about your life right now. What are you thinking about and/or experiencing? Write 1-2 paragraphs.

##### 2. Interview

**Materials:** Pencil and paper/notebook

Ask someone in your home (or on the phone/video) what they think about what is going on right now. Summarize the interview in 1-2 paragraphs.

##### 3. School Reflection

**Materials:** Pencil and paper/notebook

Do you wish you were back at school right now? Why or why not? What do you miss and not miss about school? Summarize your thoughts in 1-2 paragraphs.

##### 4. Journaling

**Materials:** Pencil and paper/notebook

How are you spending your time while you are at home? Write 1-2 paragraphs.

##### 5. Short Story

**Materials:** Pencil and paper/notebook

Write a short story that completes one of the following sentences:

- If I could leave the house right now, I would go to...
- If I could be any TV, movie, or video game character I would be \_\_\_\_ because ....
- Once there was a fluffy purple snake in my yard...

#### What Families Can Do

- Provide a quiet place for your child to write and the necessary materials.
- Ask them to read their writing to you or someone else in the home.



## Learning Activities for Writing

### 6th Grade

You are a **Recorder of History!** Write about how these weeks of staying home are going. Think about WHO, WHAT, WHEN, WHERE, WHY, HOW as you begin describing this new situation. Do your best grammar, spelling and punctuation! Please include the date on every entry!

#### Activities

1. **“Your People”** **Materials:** Writing paper/notebook, or a computer; Pencils/Pens

Who are you home with during this time at home? What do you appreciate about these people? Use a full page to make a unique shape for each person (and animal!). Underneath their name, tell something you appreciate about them! Include the date.

2. **“Window View”** **Materials:** Writing paper/notebook, or a computer; Pencils/Pens

Draw a full-page view from a window in your home! Use a window frame as your decorative border. Underneath the window, write about something you hadn't noticed before! Add color and images! Include the date.

3. **“Movie Day”** **Materials:** Writing paper/notebook, or a computer; Pencils/Pens

Movie Day! Watch a movie/TV show. Write the title and give a brief review. Did you like/dislike it? Why? What else did today hold? Describe in a short paragraph! Include the date.

4. **“It’s The Little Things”** **Materials:** Writing paper/notebook, or a computer; Pencils/Pens

Even though the world just became pretty different, there’s still a lot to appreciate. List some things that come to mind. What things are you doing to help feel connected and have fun outside? (hearts/bears in windows, chalk notes on the sidewalk, car parades, etc.) Share how you are feeling today. Include the date.

5. **“Lots of Changes”** **Materials:** Writing paper/notebook, or a computer; Pencils/Pens

Make a list of 8-10 things that have really changed since the Governor implemented our Stay in Place order. Choose 5 to explain in more detail. Turn complete sentences into a short paragraph (or more!) Include the date.

#### What Families Can Do

- Make helpful suggestions and positive comments about student writing; read entries aloud at dinner or before bedtime; everyone keeps a journal for many points of view; share your thoughts and feelings about this strange time. Turn these pages into a family book!

**Math**

## Learning Activities for Math

### 6th Grade

Oregon math standards ask students to understand ratio concepts and use ratio reasoning to solve problems, apply & extend previous understandings of arithmetic to algebraic expressions, and apply and extend previous understandings of multiplication & division to divide fractions.

#### Activities

##### 1. Comparing Equal Ratios

**Materials:** Paper and pencil

The ratio of the width to length of a rectangular patio is 2 : 3. If the length of the patio is 6 yards, first find the missing width and then use the formula  $A=L \times W$  to find the area of the patio in square feet.

Bonus Extension: If you kept the ratio of width to length of your bed the same but tripled it in size what would the new width and length of your bed be and would it still fit in your room? How would you have to rearrange your room to make the new bed fit and would you be willing to rearrange your room to make it fit if you could triple the size of your bed? Why or why not?

##### 2. Solving Algebraic Expressions

**Materials:** Paper and pencil

Mark stopped at a booth at the fair. The prices of the items being sold were posted on a sign like the one seen at the right. Mark was told that the caramel apples were \$2 each. Use this information to determine how much it will cost Mark to buy 5 hamburgers and 3 corn-on-the-cobs.

##### Prices

Caramel Apple  $\rightarrow c$

Corn-on-the-Cob  $\rightarrow c + 1$

Hamburger  $\rightarrow c + 3$

Bonus Extension: Given that caramel apples are \$2, if Mark spent \$17 on a meal in which he bought a certain amount of each item on the menu, how many of each item on the menu did he purchase to get to \$17?

##### 3. Division of Fractions

**Materials:** Paper and pencil

At the end of the night, a pizza place had  $\frac{2}{3}$  of a pizza left over. The 6 employees each took home the same amount of leftover pizza. How much pizza did each employee take home? *Write your answer as a fraction or as a whole or mixed number.*

Bonus Extension: What if your whole family instead of the 6 employees were invited to take home the leftover pizza from the above question? How much pizza would each of your family members get?

#### What Families Can Do

- Bonus Extension activities included in each day's activities above are designed to be solved either using family members in the problem or with family member's help.

## Learning Activities for Math

### 6th Grade

Oregon math standards ask students to multiply and add decimals, find the greatest common factor, and convert between decimals, fractions and percents to find solutions to real-world problems.

#### Activities

##### 1. Decimal Work

**Materials:** Paper and Pencil

Ben's science class places weights on a scale during an experiment. Each weight weighs 0.6 kilograms. If the class puts 2 weights on the scale at the same time, what will the scale read?

Bonus Extension: What if you had this same scale at home? Find five different cans from your cupboard. List what is inside the cans, their individual weights and then tell what total weight your scale would read if you put all of these cans on the scale at the same time.

##### 2. Greatest Common Factor

**Materials:** Paper and Pencil

Dakota is making flower arrangements. She has 10 roses and 15 daisies. If Dakota wants to make all the arrangements identical and have no flowers left over, what is the greatest number of flower arrangements she can make? Hint: An "Arrangement" is a combination of a certain amount of roses with a certain amount of daisies.

Bonus Extension: Draw and color 10 roses and 15 daisies using pencil and paper, or if you have access to the internet make them out of supplies you have at home (See YouTube for suggestions), and then cut them out and have one of your parents or a sibling put together the correct number of arrangements from the above question using your cutout flowers.

##### 3. Converting Between Decimals, Fractions and Percents

**Materials:** Paper and Pencil

Take a piece of paper and divide it up into three columns. Label the first column "Decimals", the second column "Fractions" and the third column "Percents". In the first column, write down the decimals .1, .2, .3 etc. all the way to 1.0. (There should be a total of 10 numbers.) In the second column, write the equivalent fraction (in simplest form) for the decimal in the first column. In the third column, write down the equivalent percent from the first two columns. For example, the first two rows should look like this:

0.1	1/10	10%
0.2	1/5 (2/10 simplified)	20%

#### What Families Can Do

- Students should practice their multiplication and division facts as much as possible to stay mentally sharp. Homemade flash cards, a deck of playing cards or even rolling dice to come up with problems are great resources.

## Learning Activities for Math

### 6th Grade

These tasks help students to use basic algebraic thinking in real world scenarios.

#### Week 1 Activities

##### 1. Super Bowl Math Task 1

**Materials:** paper and pencil

Despite everything getting cancelled these days, it seems like next year's Super Bowl will still happen (at least we can hope). That being said, let's pretend that your family is going to try to make the trip to Tampa, Fla. in February to see the game.

The game will be played at Raymond James Stadium which opened in 1998 and holds 65,890 people.

- How many years will the stadium have been open when this year's Super Bowl is played?
- What if the stadium is only half ( $1/2$ ) full? How many people would there be at the game?
- What if the stadium is only one quarter ( $1/4$ ) full? How many people would there be at the game?

##### 2. Super Bowl Math Task 2

**Materials:** paper and pencil

There are three levels of tickets you can buy for the game: General admission, Box Seats and Field Level. Here are the prices for each level.

###### GENERAL ADMISSION

Adults -- \$100.00

Children (Under 19) -- \$60.00

###### BOX SEATS

Adults -- \$300.00

Children (Under 19) -- \$150.00

###### FIELD LEVEL

Adults -- \$500.50

Children (Under 19) -- \$280.25

Imagine your entire family went to the Super Bowl. How much would it cost to sit in each of the three sections? Include parking which costs \$30.00 per vehicle.

EXTRA CREDIT: Write the algebraic expression for each level.

##### 3. Super Bowl Math Task 3

**Materials:** paper and pencil

Let's say it's the Miami Dolphins vs. Seattle Seahawks in Super Bowl LV. We all know that touchdowns are worth 6 points, extra points are worth 1 point, and field goals are worth 3 points.

So if **t = # of touchdowns**, **x = # of extra points** and **f = # of field goals**, write the algebraic expression for total points. Then, figure out what would the final score be if:

- Miami scored 4 touchdowns, 4 extra points and 3 field goals.
- Seattle scored 3 touchdowns, 2 extra points and 1 field goal.

NOW FIGURE OUT THE SCORE IF:

- Miami scored 2 touchdowns, missed one extra point and made 2 field goals
- Seattle scored 4 touchdowns, missed 2 extra points and made 1 field goal.

#### What Families Can Do

- Encourage your child to show you their math work and thinking.
- Is there another way to find the solution?
- Encourage your child to talk about the math problems in the Super Bowl tasks:
  - First, I (determined/found) \_\_\_\_\_.
  - I solved the problem by \_\_\_\_\_.
  - I knew this because \_\_\_\_\_.
  - Second, I (made, created) a(n) \_\_\_\_\_.
  - Finally, I checked my answer by \_\_\_\_\_.
  - It showed \_\_\_\_\_.
  - Therefore, the answer is \_\_\_\_\_.

## Learning Activities for Math

### 6th Grade

Activities are designed to increase fraction and ratio concepts within a real world scenario.

#### Week 2 Activities

##### 1. Baking Task Part 1

**Materials:** paper and pencil (baking supplies optional)

Let's bake some cookies. Here is a recipe to follow. First, make certain you have all the ingredients.

##### Chocolate Chip Cookie Recipe

2 $\frac{1}{4}$ cups All Purpose Flour	1 cup Butter (softened)	1 teaspoon Vanilla Extract
1 teaspoon Baking Soda	$\frac{3}{4}$ cup Granulated Sugar	2 eggs
$\frac{1}{2}$ teaspoon Salt	$\frac{3}{4}$ cup Brown Sugar (packed)	2 cups Semi-Sweet Chocolate Chips

1. Preheat oven to 375 degrees. Mix flour, baking soda and salt in a small bowl and set aside. In a large bowl with a mixer, mix butter, granulated sugar, brown sugar and vanilla extract until creamy.
2. Add eggs and mix well. Finally, add chocolate chips until evenly distributed.
3. Drop teaspoon sized balls of dough on a cookie sheet and bake for 8-10 minutes. Remove from the oven and let sit until mostly cool. Move to the wire rack to finish cooling. **Makes 5 dozen cookies (1 dozen = 12 cookies)**

If you bake the cookies according to the directions, how many total cookies should you end up with? How do you know? If possible, make the recipe and then count your cookies. How many total cookies did you end up with (including the ones you ate along the way)? Did you end up with more or less than the recipe called for? Why?

##### 2. Baking Task Part 2

**Materials:** paper and pencil

You decide to divide the cookies up from yesterday's recipe and deliver to friends and family members who cannot get out and about. You have seven people on your list and plan on having the same number of cookies delivered to each person. The recipe says you should have 5 dozen cookies. How many cookies would go on each of the seven plates? How many cookies would you have left over?

You want to change up the amount of the recipe. If you only used  $\frac{1}{4}$  of the ingredients, how many cookies should you get?  $\frac{1}{2}$  of the recipe? 2.25 batches? 5.75 batches?

##### 3. Baking Task Part 3

**Materials:** paper and pencil

You are planning a party for after the Shelter-In directive is lifted. You want to use the same recipe to make enough cookies so that each person attending the party will get 3 cookies. Create a ratio table to show how many batches will you need to bake so you have enough cookies but with no leftovers if you have 10 people attending your party? 20 people? 30 people? 45 people? 100?

You are going to make 2.5 batches of cookies. How much of each ingredient will you need? Create a chart listing all of the ingredients needed and the amount you will need.

##### 4. Baking Task Part 4

**Materials:** paper and pencil

Find a family favorite recipe and make it to share with your family. How many servings does it make? Create a chart to show how many servings you would get if you did  $\frac{1}{4}$  of the recipe?  $\frac{1}{2}$  of the recipe? 2.25 batches? 5.75 batches?

#### What Families Can Do

- Encourage your student to measure out the ingredients and to read and follow the directions. Make it a fun and educational adventure.
- Help your student to see the difference in the measurement sizes by using the measuring cups and spoons you have at home.
- Talk about how you change a recipe to increase or decrease the serving sizes when you are cooking or baking.
- Increasing a recipe is sometimes easier than decreasing it and  $\frac{1}{2}$  and  $\frac{1}{4}$ 's can be challenging. Keep the activity positive and fun.

## Learning Activities for Math

### 6th Grade

Oregon math standards identify **developing an understanding of ratio relationships** as a priority skill in 6th grade. These activities will help your child understand ratios, equivalent ratios and unit rates.

#### Activities

##### 1. Burj Khalifa

**Materials:** Paper, pencil

The Burj Khalifa is the tallest building in the world. It is located in Dubai, United Arab Emirates.

a.) The Burj Khalifa has 24,348 windows! A window-washing crew can finish 15 windows in 18 minutes. If this crew was assigned to wash all the windows on the outside of the Burj Khalifa, how long will the crew be washing at this rate?

b.) In 2011, a professional climber scaled the outside of the Burj Khalifa, making it all the way to 828 meters (the highest point on which a person can stand) in 6 hours.

Assuming they climbed at the same rate the whole way:

1. How far did they climb in the first 2 hours?
2. How far did they climb in 5 hours?
3. How far did they climb in the final 15 minutes?



##### 2. Exercise Rates

**Materials:** Stopwatch, paper, pencil

Complete a set of repetitive exercises for 15 seconds (push ups, sit ups, jumping jacks, lunges, etc). Record the number of repetitions you complete in 15 seconds. At this rate, how many repetitions could you do in 1 minute? 15 minutes? 1 hour? 1 day?

##### 3. Recipes

**Materials:** Paper, pencil, a favorite recipe (optional)

A recipe for a batch of Peanut Butter-Date Cookies calls for 1 egg,  $\frac{2}{3}$  cup of sugar,  $\frac{1}{3}$  cup of brown sugar, 1 cup of peanut butter, and  $\frac{1}{2}$  cup of chopped dates. The recipe says that each batch makes 2 dozen (24) cookies. How much of each ingredient would you use for half a batch? 2 batches? 5 batches? 10 batches? How many cookies would each of these adjustments to the recipe make? Now find your own recipe (maybe your parents have a good one?). How much of each ingredient would you need for half of the recipe? Two times the recipe? Five times the recipe? Ten times the recipe?

##### 4. Unit Costs

**Materials:** Paper, pencil, grocery store receipt

Find a receipt from your parent's last trip to the grocery store. Find out what the price was for individual items. Now find out how much each unit of that item costs. For example, if a 12 ounce box of Raisin Bran costs \$2.99, how much does it cost per ounce? If a bottle of 200 vitamins costs \$14.97, how much does each vitamin pill cost? See if you can find out the unit rate for each item on the receipt. You will probably need to use a calculator, but challenge yourself to see if you can find the answer without one. Also, don't forget to round to the hundredths column.

#### What Families Can Do

- Identifying rates of speed at which we complete daily tasks is one way we plan our days. Use common everyday activities, such as folding laundry, to help your student predict how long those activities will take. (I can fold one towel in 8 seconds. How long will it take me to fold 15 towels?)



## Learning Activities for Math

### 6th Grade

Oregon math standards identify **developing an understanding of area, surface area and volume** as a priority skill in 6th grade. These activities will help your child understand these geometric relationships.

#### Week 2 Activities

##### 1. Paint a Room

**Materials:** Pencil, paper, measuring tool (ruler, tape measure)

Choose a room in your home. Imagine you are going to repaint the room. Calculate the amount of paint you would need, and figure out how much it will cost.

1. If you paint all the walls in the room, how many square feet do you need to cover?
2. An advertisement about the paint that you want to use reads: "Just 2 quarts covers 175 square feet!" If you need to apply two coats of paint on all the walls, how much paint do you need to buy?
3. Paint can only be purchased in 1-quart, 1-gallon, and 5-gallon containers. How much will all supplies for the project cost if the cans of paint cost \$10.90 for a quart, \$34.90 for a gallon, and \$165.00 for 5 gallons?
4. You have a coupon for 20% off all quart-sized paint cans. How does that affect the cost of the project? Find ways to measure/calculate/estimate that information, and develop a strategy to come up with the best estimate of the amount of paint and the cost to paint that room.

##### 2. Box Comparison

**Materials:** Pencil, paper, measuring tool (ruler, tape measure), two different sized cardboard boxes

Find two different size cardboard boxes (rectangular prisms). Compare how much cardboard is used to make each box (surface area). Compare how much space each box encloses (volume). Could either box be used to send someone a copy of your school planner or other similar sized spiral notebook? Why or why not?

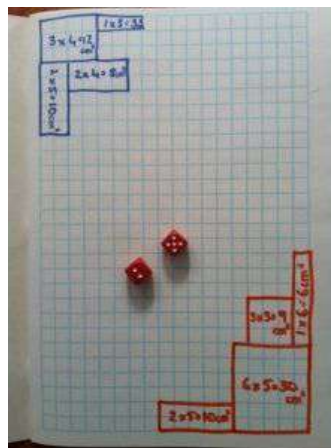
##### 3. Area Dice Game (2 players)

**Materials:** a set of dice, graph paper, colored pencils

1. Each player chooses a colored pencil and starts at opposite ends of the graph paper.
2. One player rolls both dice first. The numbers that are rolled become the length and width of a rectangle.
3. The player will then draw that rectangle on their end of the paper, and write the area inside the rectangle.
4. Players will continue to take turns rolling the dice and repeating the steps above. As you draw your rectangle, make sure it is touching at least one of your previous rectangles.
5. The game ends when either you meet in the middle and/or when players run out of room to draw. Winner is the player who used the largest overall area (the most squares).

##### EXTENSION:

Use the directions above, but instead roll both dice once for the length (add the two numbers together to make the length). Then roll both again for the width (add the two numbers together to make the width). This will make the length and width larger numbers.



##### 4. The Painted Cube

**Materials:** Paper, pencil

Imagine a large cube made up of 27 small red cubes. The cube has a length, width and height of 3 cubes. Now imagine dipping the large cube into a bucket of yellow paint so the whole outer surface is covered.

If you were to break up the cube into the 27 small cubes, how many of the small cubes will have yellow paint on their faces? Will they all look the same?

EXTENSION: Now imagine doing the same with other cubes made up of small red cubes (think about different sized cubes). What can you say about the number of small cubes with yellow paint on?

#### What Families Can Do

- Look for math in everyday activities. Explicitly discuss with your child when you are using math to solve everyday problems.



# Science

## Learning Activities for Science

### 6th Grade

Next Generation Science Standards help students to understand how to design a solution to a problem and evaluate that design to determine how well the design solves the problem, adjusting as needed to improve on the solution. These activities allow students to try to design and test a solution for a problem.

#### Activities

##### 1. Create an Edible Cell Model

**Materials:** Any snack food from around the kitchen (ie. cake, frosting, candy, chips, popcorn, have fun & be creative)

Refer to cell diagrams as a guide as you make a delicious 3-D model of a cell. Talk about the organelles and their functions as you go.

##### 2. Will it Sink or Will it Float?

**Materials:** Bucket or large bowl of water, two oranges (one peeled, one not peeled), regular/diet soda in sealed cans, corn syrup/oil, whatever else you find

Find objects around the house that you think might float (or not). Test out your prediction in a bucket of water. Did you find anything surprising? Did some sink faster or slower?

##### 3. Solar Smores Oven (for a sunny day)

**Materials:** Graham crackers, chocolate, marshmallows, cardboard box, aluminium foil, plastic wrap, tape

Remove the top flaps of the box and line the inside with foil to help reflect sunlight in the box. Place the assembled smore in the box and seal the top with plastic wrap. Place in direct sunlight and wait and watch until the chocolate starts melting. Enjoy your snack!

##### 4. Clean the Kitchen

**Materials:** Scrub brush, dish soap, clean towel, great attitude

This is a fun way to practice chemistry everyday. Try scrubbing some dishes with cold water and no soap, then switch to warm water. Did one seem to work better at removing the scum? Now try with soap. Don't forget to rinse dishes well and dry them with the clean cloth before carefully putting them away. Science rules!

#### What Families Can Do

- Discuss the science and numbers behind any observations.
- Ask your child why they think something happens and give them time to reason it out.
- Make your own predictions.
- Note any observations and/or take pictures.
- Have fun and be creative!

## Learning Activities for Science

### 6th Grade

Next Generation Science Standards help students to understand how to design a solution to a problem and evaluate that design to determine how well the design solves the problem, adjusting as needed to improve on the solution. These activities allow students to try to design and test a solution for a problem.

#### Activities

##### 1. Design a Paper Airplane Launcher

**Materials:** May include any of the following: paper, paper clips, tape, stapler, cardboard, rubber bands, any other materials found around the house, open area to launch and fly

Try making and throwing a paper airplane without moving your elbow or shoulder. Hard, isn't it? How could you design a paper airplane launcher to fly a paper airplane with only a short distance to launch it? Think about the criteria for your design. Draw a sketch of your design and pick one to build. Test the design. If it doesn't work, change the design and try again. What can you change to make it better? Keep revising your design and testing until you find a solution that works.

##### 2. Strength of a Strand of Hair

**Materials:** Several strands of hair, tape or paper clip, small plastic bag, several small items to use for weights

Design an experiment to test how much weight one strand of hair can hold. Make a prediction. How many small objects can a strand hold? Test your prediction by adding weight to see when the hair breaks. Were you correct? Was it more or less than you expected?

##### 3. How sturdy is a nest that will hold an egg?

**Materials:** Any materials from your house or yard that you can build a nest from

Think about what materials a bird's nest is made from. What materials can you find that might make a good nest? Use materials that you find to build a nest that you think can hold an egg. Then build it and test your nest. Put an egg inside. Does the nest hold the egg? Does it fall apart? What can you change to make it better?

##### 4. Design a Cooler

**Materials:** Any materials you might recycle from home, paper, foil, cardboard, fabric, tape, glue, etc

Using materials from home, design a device to try to keep ice from melting for as long as possible. Test your design. How long will it keep the ice in solid form? Try to revise your design to keep the ice longer? What is the best insulation you created?

#### What Families Can Do

- Talk about when you have problems and the solution needs revision (doesn't happen on the first try).
- Involve your child in finding solutions to problems, when appropriate.
- Encourage your child to try again when they are not successful at doing things.

## Learning Activities for Science

### 6th Grade

6th grade science standards state that students analyze and interpret how organisms in an ecosystem are affected by the availability of resources. Standards also state students describe how unequal heating and rotation of the Earth causes regional climates.

#### Activities

##### 1. Ecosystems:Habitats and Adaptation

**Materials:** Paper & Pencil OR Computer w/ Keyboard

Throughout the past few weeks, the pandemic has altered the lives of Americans and people throughout the world. People have had to adapt to this situation in many different ways.

- Questions for students: How have you adapted to your new environment? What are you doing differently because of shelter-in-place? How have you changed your environment to fit/adapt your new (shelter-in-place) needs?

##### 2. Ecosystems: Human Impact

**Materials:** Paper & Pencil OR Computer w/ Keyboard

Reports have shown that there is considerably less pollution in the air and waters in urban areas worldwide during this COVID-19 crisis. "The coronavirus pandemic is shutting down countries across the world, causing a significant decline in air pollution in major cities as countries implement stricter quarantines and travel restrictions." CNBC 3/22/2020

- Questions for students: Why do you think this is happening? What are some of the things you and your family have done differently because of the quarantine? Do you think any of your new ways of living (that positively affect the environment) are sustainable?

##### 3. Citing Sources: Credible vs. Not Credible

**Materials:** Paper & Pencil OR Computer w/ Keyboard

Are you paying attention to where you are getting your information? Is it a credible resource? Is it science-based?

- Task: Create a list of the headlines and a summary of what is reported relating to COVID-19 and/or it's effects. Include the date and the source (television, newspaper, social media, radio report, person you know, etc). If you can document further, please do so (ex. ABC Nightly News, David Muir reporting, Monday, March 31)
  - Is this a reliable resource? How/why do you think so?
  - Has the information changed (how has the information changed) since you started paying attention and documenting?
  - Why is it important to know your source?

##### 4. Weather & Climate

**Materials:** Paper & Pencil OR Computer w/ Keyboard

It snowed in Portland on March 13th and 14th, but was 62 degrees on March 10th.

- Questions for students: Why do you think there was such a difference in temperatures/weather in the span of just a few days? (Remember the Earth is tilted on its axis as it rotates the Sun.)

#### What Families Can Do

- Talk about the above tasks and revisit them every few days. Your ideas will most likely develop and morph as time goes on.
- Document and/or share where they are getting their information and decide together if the information is credible or not. Have you heard contradictory information?
- Pay attention, or log, the weather daily. How is it changing? ("weather" is -temperature, -humidity, -precipitation, -wind, and -air pressure) Portland is between the North Pole and the Equator, discuss together if (or why) our location has anything to do with the changing weather.

## Learning Activities for Science

### 6th Grade

Next Generation Science Standards state that 6th grade students should be able to “develop a model to describe the cycling of water through Earth’s systems”, and that students “design a method for monitoring and minimizing human impact on the environment.” These activities will help your child practice the scientific principles and review concepts to reach these goals.

#### Activities

##### 1. The Water Cycle

**Materials:** pencil, paper, (colored pencils)

Draw a comic that illustrates the life of a drop of water. Take the drop through all of the stages of the water cycle: evaporation, condensation, precipitation, accumulation and surface run-off, and even transpiration. Don’t forget that the sun’s energy and the force of gravity drive the water cycle. Have your drop (give it a name!) visit different places including the ocean, think of all the ways we use water, be creative and have fun!

##### 2. Earth Day Top Ten List

**Materials:** pencil, paper, colored pencils

This April 22nd is the 50th year of celebrating Earth Day! Make a Top 10 list of actions that you, your family and your school can do to show appreciation for the Earth. Some examples: Plant trees, encourage others to use reusable water bottles, give gifts of experience instead of stuff. Illustrate your list if you’d like.

##### 3. Illustrate Water Bottle with Water Cycle Design

**Materials:** empty plastic bottle water, blank paper, markers/colored pencils, clear plastic tape, scissors, glue

- Brainstorm ideas for a cool water bottle label using the water cycle. Don’t forget that the sun’s energy and the force of gravity drive the water cycle!
- Remove the original water bottle label, and trace around it onto a piece of blank paper.
- In this area on the paper, create your colorful design and diagram of the water cycle.
- Cut it out, and if possible, cover it in clear plastic tape.
- Then wrap it around the water bottle attaching it with both glue and tape.
- Voila! Reusable water bottle with a cool design! It will remind you of the importance of water.

##### 4. Fossil Fuels and You

**Materials:** Pencil and paper

When fossil fuels are burned they release heat and carbon dioxide. The carbon dioxide goes into the atmosphere. Too much carbon dioxide in the atmosphere causes temperatures in our atmosphere to increase. Copy and fill out the accompanying graphic organizer to see if you can spot many ways that humans use fossil fuels.

Coal and natural gas are used to make electricity.	Oil is used as gasoline for cars and planes. It is also used to make plastics.	Combustion engines burn coal, oil, or gas to perform work or create electricity.
Look around you right now. What do you see that uses electricity?	Look around. What do you see that is made of plastic?	List machines you know that have engines.
List it here:	Make a list here:	List them here:

#### What Families Can Do

- Come up with ways to save water and electricity in the home.
- It is spring! Find a tree that has **not** leafed out and make daily observations. Does it flower first? How fast do the leaves appear? Does a sunny day seem to affect its rate of growth?
- Watch a nature program with animals on TV together. Ask your child to identify a food chain in the show. Encourage them to use ecosystem vocabulary to describe the different relationships they see.

## Learning Activities for Science

### 6th Grade

Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.

#### Activities

##### 1. Plant Parts

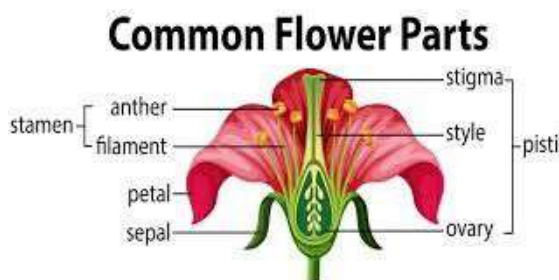
**Materials:** Paper, pencil

Find a plant in your yard. Draw and label the image with parts of the plant including roots, stem/trunk, leaves, flower. Are there any special features that protect the plant like thorns? Draw a close up of a leaf and include the veins. Is there a flower or cone on the plant? Include a close up of the flower or cone.

##### 2. Flower Dissection

**Materials:** Flower, Paper, Pencil

Find a flowering plant and remove a blossom. Carefully take the flower apart to identify the parts. The stamen is the male part of the plant. The pistil is the female part of the flower. Draw a diagram of the flower and label the parts.



##### 3. Seeds

**Materials:** 30 seeds, 5 plastic bags, 2 paper towels, scissors, markers

1. Label bags 1 - 5
2. Cut paper towels in half. Fold each piece and put one into four of the plastic bags.
3. Put six seeds into each bag.
4. Set each bag up as follows:
  - a. moist paper towel (water), no light in a closet or drawer (no light), room temperature (heat)
  - b. moist paper towel (water), full light (light), room temperature (heat)
  - c. dry paper towel (no water), full light (light), room temperature (heat)
  - d. no paper towel, water (seeds floating), full light (light), room temperature (heat)
  - e. moist paper towel (water), no light in a refrigerator or freezer (no light), cold or frozen( no heat)
5. Record the date and time you begin this activity and check on the bags twice a day for any changes.
6. Record your observations.

##### 4. Build a plant

**Materials:** Colored pencils or craft supplies

1. Design a new plant species: How big is it? Where does it live? Does it have flowers?
2. Make sure that your plant can get nutrients, water, and be able to use light to make food.
3. How will your plant reproduce? Will it use seeds? Does it have cones? Does it reproduce in another way?
4. How does your plant protect itself from hungry animals?
5. Does your plant need to attract pollinators with color or smell? Does it have tasty fruit to help disperse its seeds?
6. How could your plant be used by people or other animals?

#### What Families Can Do

- Plant a garden or put plants in a pot or planter. Keep a journal of the growth of the garden.
- Keep a journal of the process of plant growth.
- Grow plants from cuttings (house plants).
- Grow plants from vegetables (celery and lettuce).

## Learning Activities for Science

### 6th Grade

All living things are dependent on both living and nonliving things in their environment. In any ecosystem, organisms with similar requirements for food, water, oxygen, or other resources may compete with each other. Students can study the ecosystems in their own neighborhoods.

#### Activities

##### 1. The Ecosystem Around Us

**Materials:** Paper and pencil, digital camera

Take a walk around the block in search of the living and nonliving parts that make up an ecosystem. Either make a list or take photos of the following:

- What are the living things in this ecosystem? Try to find as many examples of living things as you can.
- What are the nonliving things in this ecosystem? Try to find as many examples of nonliving things.
- What resources are available for the living things that live in this ecosystem?
- How might an organism find food, water, or other resources? Which resources seem limited?

##### 2. Build a Terrarium

**Materials:** Soil from your yard or local park, other found natural materials. Clear plastic cup or other clear container

1. Collect a variety of abiotic materials, plants (moss and small weeds with roots attached work well) and small invertebrates, if possible.
2. Start by layering the rocks, then adding sand, and finally soil.
3. After constructing your terrarium, list the abiotic features, biotic organisms, climate or temperature, and interdependent relationships that exist in your ecosystem.
4. Develop a hypothesis about the appearance and functionality of your mini-ecosystem after one week, two weeks, one month, six months, and one year. What factors do you predict will affect the ecosystem?

##### 3. Field Study

**Materials:** Paper and pencil

1. Visit a nearby park or wild area where you can describe the environment and identify organisms. What are the plants and animals that live there?
2. Create a diagram that portrays relationships and links between organisms.
3. Using your observations, do you think that this ecosystem is in balance? How might competition among organisms for a resource create an imbalance? How about competition from an introduced species for a resource?

#### What Families Can Do

- Take a family walk around the neighborhood to admire the changing season.
- Visit a local natural area that is still open to the public. Remember to stay at least 6 feet away from other visitors.
- Watch local wildlife from your own home. How many wild animals live in your neighborhood?

# **Social Studies**



## Learning Activities for Social Studies

### 6th Grade

These activities are intended to have students make, review and analyze timelines in support of Historical Thinking and Social Science Analysis Oregon State Standards. These activities will help your child work with timelines and use family members as historical sources and perhaps tell family stories.

#### Activities

- 1. The History of Video Games--Timeline** **Materials:** Worksheet on the next page, pen or pencil .

Read and analyze the timeline and answer the ten questions.

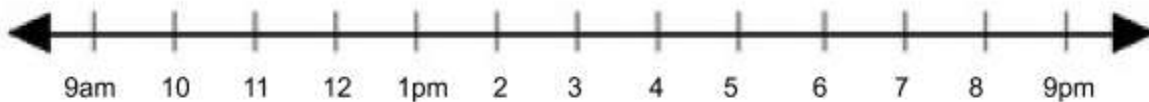
- 2. Interview Family for Timeline** **Materials:** pencil and paper

Interview an older family member about some of the most important events they have experienced in their lives. Ask, how important do you think COVID-19 and this pandemic will be in our lives? How do you think it might change the future?

Write down the 5 most interesting things you here.

- 3. A Day in the Pandemic** **Materials:** paper, pencil

You are living through history. Record a day in your life during the pandemic between 9 am and 9 pm. Create a timeline like the one below, but make your longer using the long side of a paper. Then, record how you spend a typical day during the 2020 Pandemic.



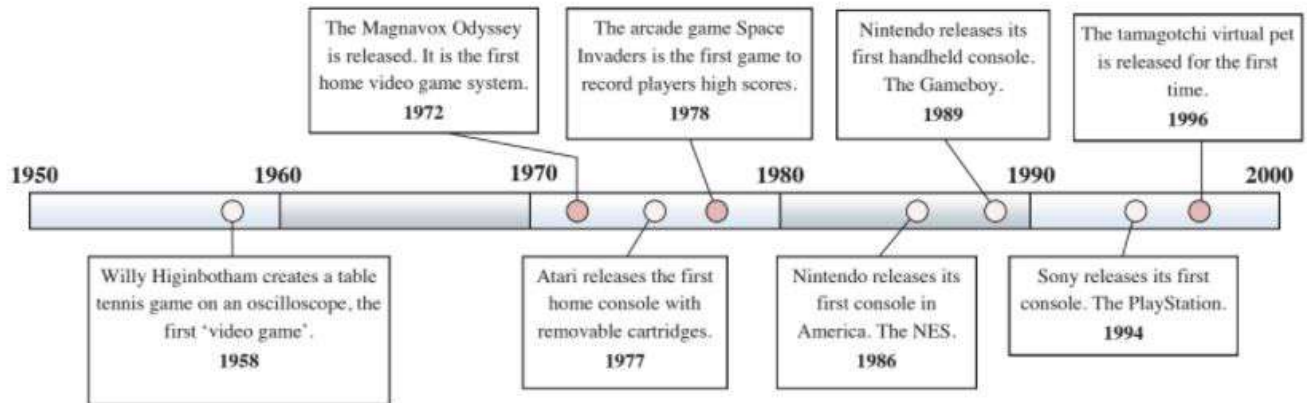
#### What Families Can Do

- Tell your student about events from history that were important to your family.
- Trying creating a timeline for a day (or a schedule) of the quarantine the night before or in the morning. Try to follow it and see how it goes. At the end of the day, discuss.



Use the timeline below to answer the questions.

### The History of Video Games



- 1) Which happened earlier? A. Nintendo released the gameboy or B. Nintendo released the NES \_\_\_\_\_
- 2) What year was the first video game created? \_\_\_\_\_
- 3) How many years after the PlayStation was released was the Tamagotchi released? \_\_\_\_\_
- 4) What year did games start to let players record their high scores? \_\_\_\_\_
- 5) What is the span (number of years shown) of this timeline? \_\_\_\_\_
- 6) What year was the Odyssey released? \_\_\_\_\_
- 7) What year did Nintendo release the NES? \_\_\_\_\_
- 8) Sony released the PlayStation 3 in 2006. Could you put this event on the timeline above? ( Yes / No ) \_\_\_\_\_
- 9) What is this timeline about? \_\_\_\_\_
- 10) What event happened in 1994? \_\_\_\_\_

## Learning Activities for Social Studies

### 6th Grade

Oregon Social Studies standards for 6th grade state that students should be able to “classify connections between places in the Western Hemisphere,” “analyze cause and effect relationships,” and “gather information and distinguish facts from opinions.” These activities will help your child practice some of these skills necessary for studying social sciences.

#### Activities

##### 1. Make a Personal Flag

**Materials:** Pencil, blank paper, colored pencils/markers

Country flags are designed to represent the history and ideals of a country.

Design a flag that represents you- you can model it on your heritage, favorite activities, sports, animals or family.

##### 2. Disaster-Solutions

**Materials:** pencil, paper

How do earthquakes, hurricanes and pandemics affect people? How have people tried to solve these problems? Copy and complete the chart on a piece of paper:

Disaster	Problem	Solution
earthquake		
volcano		
pandemic		
?		

##### 3. Where Do You Live?

**Materials:** pencil, blank paper

On a sheet of paper draw a large circle. Then draw increasingly smaller circles inside it. Make 6 circles total, each slightly smaller than the last. Then answer the following questions in order, writing the answers inside each circle. From biggest to smallest. What planet do you live on? What continent do you live on? What country do you live in? What state do you live in? What city do you live in? What is your home address?

##### 4. Fact or Opinion?

**Materials:** pencil, paper

Advertisements use opinions to sway people to buy their products. Can you identify what information on a package is fact or opinion? Find a package with information on it, like cereal, crackers, or applesauce. Determine what information can be proved; that makes it a fact. Which statements are someone's opinion? Copy the grid below on a piece of paper and fill in different statements you find on the package. Find at least 4 statements from the package.

Statement	Fact or Opinion	Explanation
Ex. Total Fat 3 grams	Fact	Can be measured
Ex. “finest quality”	Opinion	Many companies claim this
<i>Keep going adding more</i>		

## What Families Can Do

- Look at maps and atlases together. Ask fun questions like, “If you could visit anywhere in the world, where would you go and why?” Share where family and friends are from.
- Watch part of the news everyday. Discuss where events are happening in the world. What are the big topics? What questions or opinions do you have about what you see on the news?
- Visit a museum virtually. Many museums are offering “virtual tours” while we’re stuck at home. They include the Van Gogh Museum, the National Museum of Anthropology in Mexico City, the Frida Kahlo Museum and many others.
- Choose a favorite family recipe. Where are the different ingredients grown or made? Can those ingredients be grown here? Or are they grown in different climates?

# Learning Activities for Social Studies

## 6th Grade

Oregon Social Studies Standards encourage students to construct and analyze maps - to make and use maps. These activities will help your child understand features of maps and use geographic directions.

### Activities

#### 1. Map Your Space

**Materials:** Paper, pencil, colored pencils

Select a place that you are going to map like your yard, your apartment, your house, or your bedroom.

1. Title Your Map.
2. Include a compass rose - how can you find north? (The sun rises in the East and sets in the west. Numbered Street run north and south. Named streets run east and west.)
3. Determine what features will be part of your map: buildings, rooms, furniture
4. Label the features: Legible, correct spelling
5. Make a legend for your map.
6. Color your map using colored pencils. Remember blue is used for water.
- 7.

#### 2. Determining Scale

**Materials:** Measuring Device, Map Your Space Map

**Map scale** is the relationship between distance on the map and distance in real life. That means that distance on the map always has a constant ratio with distance on the ground. For instance, a map scale might say that 1 inch is equal to 1 mile, so if you measured from one point to another and it was 2 inches on the map, it would be 2 miles in real life.

Determine how you are going to measure. Do you have a ruler or measuring tape? Do you need to measure using steps or other consistent units of measure? Measure the perimeter around the outside edge of the area of your map. What distance is represented by 1 inch? Are the features on your map accurate in relationship to other features?

#### 3. Giving Directions

**Materials:** Paper, Pencil

Practice giving directions to places within your house or apartment. Write a set of directions to get from one place to another. "Go north to the kitchen, then turn east to get to the front door." Give them to someone to follow. Did they make sense? What was confusing?

Determine the route from your home to the school. Write the directions including terms for directions (N,S, E, W) and street names. Include physical features like street lights, stop signs, and business names. Give them to someone to follow. Did they make sense? What was confusing?

#### 4. Label a World Map (need a map)

**Materials:** World Map, pencil, colored pencils

Use the World Map provided.

Label the seven continents

Label the four main oceans

Label the Equator, Tropic of Cancer, and  
Tropic of Capricorn

Label the Prime Meridian

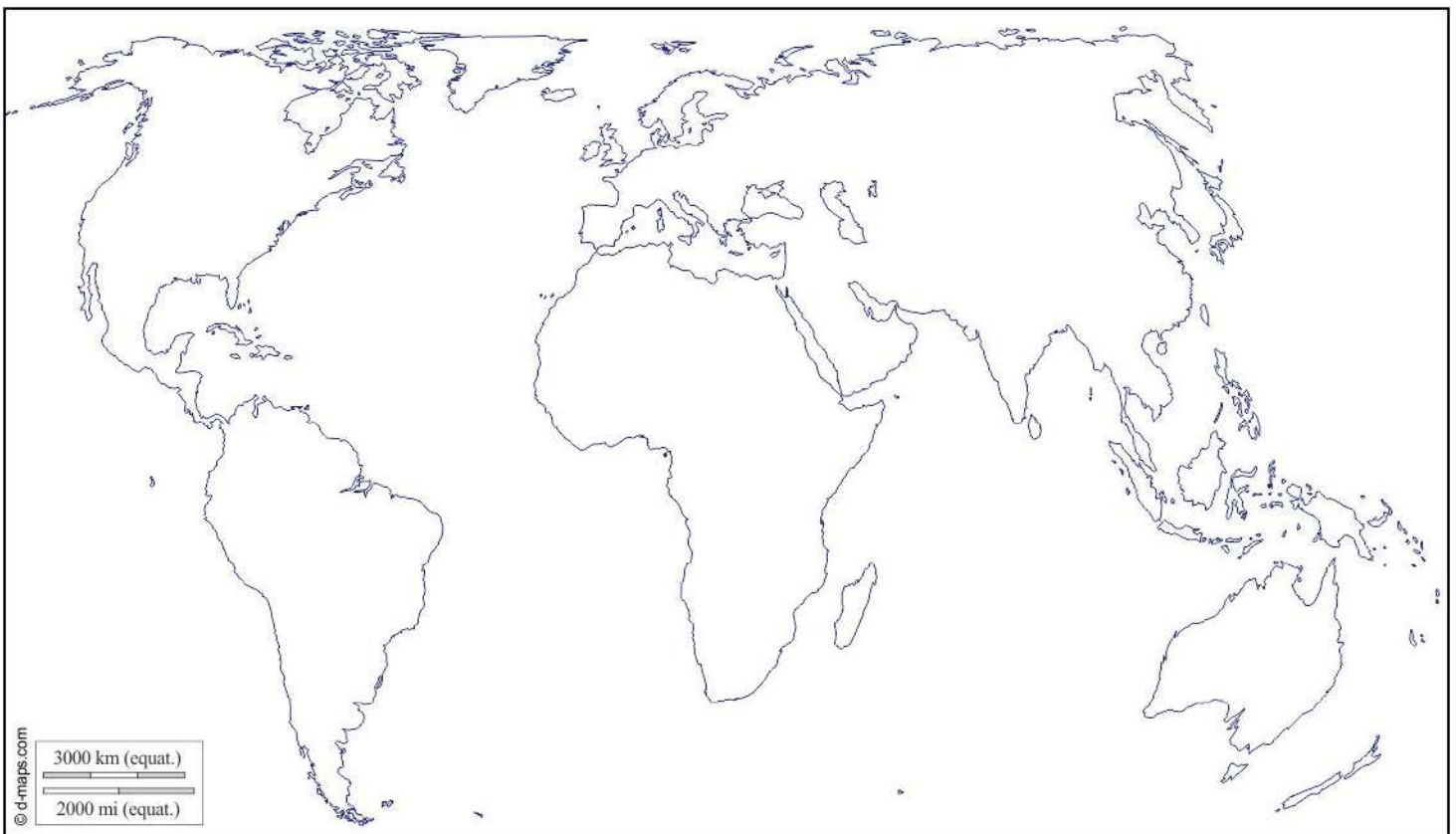
## 5. Create a World Map

**Materials:** Paper, Pencils, Colored pencils

- Step 1:** Title your map: World Map.  
**Step 2:** Draw and label the **continents**.  
**Step 3:** Label the **oceans**.  
**Step 4:** Draw and label a **compass rose**.  
**Step 5:** Draw and label the **Equator**.  
**Step 6:** Draw and label the **Prime Meridian**.  
**Step 7:** Label each of the **hemispheres**.  
**Step 8:** You may neatly shade your map. The oceans should be blue.  
**Step 9:** You may add any other additional features and details appropriate for a World Map.

### What Families Can Do

- Make a map of a larger area like your block or neighborhood.
- Use a map app when you are walking
- Memorize your home address.



# Learning Activities for Social Studies

## 6th Grade

Oregon social sciences financial literacy standards help students understand how knowledge and decisions involving money impacts their lives. These activities ask students to analyze the roles of competition, supply, and demand in determining prices and wages.

### Activities

#### 1. Make a List

**Materials:** Paper, pencil

Write out a list of grocery items that your family uses regularly. Underline the items that have been harder to get recently. Explain why you think they have been harder to get, using the terms, 'supply' and 'demand' in your explanation. Answer, what do you think might happen to the price of some of the harder to find items if they become harder to find? Include why you think that in your answer.

#### 2. Beating the Competition

**Materials:** Paper, pencil

Every year my kids raise baby chicks to sell them to make a little money. Last week they called all the farm stores near us to ask about the price of chicks, (baby chickens). Normally they cost between \$1.99 - 3.50 each. This year all of the stores are asking for \$5 each! Thinking about what is going on with Covid-19, on your paper explain why you think the stores all raised their prices so much? What does the word, "competition" mean? If you owned a farm store, what could you do to compete with the other stores, to get more customers and sell more chicks?

#### 3. Make it Fair

**Materials:** Paper, pencil

Think about the people who work to sell us groceries from Fred Meyer or Grocery Outlet. Their job has become more risky and in higher demand recently due to Covid-19 and how much customers have been stocking up on items. Thinking about this, explain on your paper why it is a fair idea to offer to pay them a higher wage. Try to use the words 'demand' and 'wage'.

#### 4. **Headline: New Product! 3-Ply Toilet Paper is 20 Times as Cleaning! 1 Roll Equals 20 of Competitor's!**

**Materials:** Paper, pencil

Think about how supply and demand relate to this headline and then respond with potential outcomes. Try to write it as a claim with a reason, describing and defending your thinking.

#### 5. Letter Donation

**Materials:** Paper, pen, pencil and/or colored pencils

Many elderly people live by themselves. Due to social distancing, they are lonely and sometimes hungry, too. Kind of how you don't have a lot of friends to play with right now, they don't have a big supply of family and things to cheer them up. An activity that you can do to increase their supply of joy is to write them a cheerful letter or send an artwork with a happy message that you created for them. After you have created something to share, please have an adult send it to: Meals on Wheels People, 7710 SW 31st Avenue, Portland, OR. 97219

### What Families Can Do

- Address a supply issue by making a face mask for an elderly neighbor or family member to stay safe. You will need: cotton fabric, needle, thread, and elastic cord, pins, bias tape or string. For the mask: 1. Cut fabric into two rectangles 6 inch-by-9 inch. Use different patterns so you know which side to touch your face. 2. Cut two elastic cords to 7-inch length. 3. Place fabric rectangles on top of each other, with the pattern-faces together. 4. Sew half the length of the top (long) edge of the mask. 5. Insert elastic into a short edge of the mask and sew along that edge. 6. Sew the elastic cord into the opposite other two edges. 7. Sew one more inch along the top edge but leave enough space so that you can turn the fabric right-side-out. 8. Turn the mask right-side-out. 9. Pin fabric to create two pleats. 10. Sew around the entire outside edge of the mask. 11. Remove pins. You can donate to Meals on Wheels. Ex. @ [https://youtu.be/xFROGrQBk\\_U](https://youtu.be/xFROGrQBk_U)
- Share real-world examples of supply and demand issues that you notice related to grocery items with your child. Why are those items sold out? Why are the prices on some items changing? Why does it take so long to restock?

# Health



## Learning Activities for Health

### 6th Grade

Students will demonstrate the ability to use goal-setting skills to enhance health. Setting goals and taking steps to achieve your goals, strengthens self-awareness and boosts your self-esteem.

#### Activities

##### 1. Healthy Sleep

**Materials:** Pencil/Paper

Students will set a goal to get at least 9 hours of sleep per night. Assess where you are now by keeping a journal for the next two days. Note what time you go to bed and when you wake up. Do you feel rested? If not, brainstorm what may be impacting your sleep. Example: Are you on your phone/computer late into the night? Now, set your healthy sleep goal.

##### 2. Technology Responsibility

**Materials:** Pencil/Paper

Students will set a goal to use technology responsibly. First, assess how you interact using technology. Example: instant messaging? Snapchat? Video games? Email? Chat sites? Do you post pictures or videos of yourself? Do you accept invitations to social networking from someone you don't know? Now, It's time to set your responsible technology goal.

##### 3. Reduce/Prevent Injury

**Materials:** Pencil/Paper

Students will set a goal to reduce and prevent injury. There can be different types of injuries, For example, tripping and falling or falling off a bike or skateboard are physical injuries. Injuries can be emotional, as well. Like cyberbullying or harassment. Brainstorm ways that you can prevent physical and emotional injuries. Right now, set your goal to reduce and prevent injury.

##### 4. Practice Kindness

**Materials:** Pencil/Paper

Students will set a goal to practice kindness. Write a card/letter to someone you appreciate. Be specific about what you appreciate about them. For example: I'm appreciative of my sister because she listens without being judgemental. Be creative. You can use drawings or illustrations or even poetry.

##### 5. Love Yourself

**Materials:** Pencil/Paper

Students will set a goal to maintain and improve self-care. Brainstorm ways that you can take care of your body, mind & spirit when you experience stress. Think of a new hobby. For example: Challenge yourself with a more difficult puzzle, word search, crossword puzzle or math problem. Be in the present. Listen to your breathing. Slow down. Listen to your favorite music. Now, get excited and develop that self-care goal!

#### What Families Can Do

- Support your child/children by actively participating in these activities with them. Set your own goals to model positive goal-setting skills. Develop family rules for responsible technology use. For example: Limit screen time, access and set security/privacy settings on phone/computer.

# Learning Activities for Health

## 6th Grade

Oregon Health standards identify that students learn the ability of practicing health-enhancing behaviors and avoid or reduce health risks. Sixth grade health focuses on stress management strategies as a way to promote health-enhancing behaviors.

### Activities

#### 1. Stress Journal and Action Plan

**Materials:** Paper, pen/pencil

1. Time a 5-minute, nonstop free-write about everything that might be causing stress (a stressor). While you are journaling (writing), expand on your ideas and let things flow onto the page without judgment or pause about the writing style or ideas written.
  - > Journaling is a tool to help you process thoughts and feelings, and it can help you identify what exactly is causing stress. Writing in a stress journal is also a tool to identify ways to address what is causing stress.
2. Re-read your writing and identify at least one action (something you can do) to help reduce a stressor you wrote about.
  - > Some stressors we can't control, but some stressors we can control. Sometimes if we do nothing about what is causing stress, the stress becomes bigger. Doing something is a strategy to reduce stress.

#### 2. Gratitude Journal

**Materials:** Paper, pen/pencil (optional: art supplies)

1. Everyday this week, document simple things for which you are grateful. You can journal, write lists, create a collage with cut-outs from magazines, make drawings, take photographs or any other form you would like to express what you are thankful for. Start simple, like being thankful for fresh air or sunshine or blooming tulips or supplemental activities ; )
  - > An "attitude of gratitude" is a muscle to build so, even if it feels challenging, in time this practice can be a powerful tool to support a more positive experience and perspective when stressed.

#### 3. Letter of Appreciation

**Materials:** Paper, pen/pencil (optional: computer, envelope, stamp)

1. Write a letter of appreciation and gratitude to someone whom has been a positive influence. Be detailed in why you are appreciative and give specific examples of how they have influenced, inspired or motivated you. What choices have you made because of this person? What perspective has changed because of the person?
  - > Sometimes we never know how our actions and words impact people. This gratitude letter is an act of kindness--giving someone a compliment and expressing gratitude.
2. Notice how you feel when you write the letter and give it (mail, email, read aloud over the phone, etc).
  - > Both the giver of the letter (you) and receiver (the person you are grateful for) will get a boost in mental/emotional and social health.

### What Families Can Do

- Engage in a conversation about the stress or worries your child might have. Share what positive stress management strategies work for you.
- Put up a blank paper in your home space with "Gratitude" written at the top of the paper. Ask everyone in the family to write things they are thankful for at this time.
- Ask your child what they feel grateful for.
- Share your story of someone who was an inspiration for you. Did you ever take the opportunity to share your appreciation?

# Learning Activities for Health

## 6th Grade

Oregon health standards recognize how personal health goals can vary with changing abilities, priorities, and responsibilities, and to demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. The standards identify students to be able to describe how to influence and support others to make positive health choices.

### Activities

#### 1. Balanced Health Triangle

**Materials:** Paper, pen/pencil

Is your Health Triangle (Physical Health - your body, Mental/Emotional Health-thinking and feeling and Social Health- relationships) balanced?

1. For the week, write down what you did in the day that supported good health. Do something positive for each side of your health triangle everyday.

**For example:**

- I went on a walk in the neighborhood (physical health)
- I called a friend (social health)
- I completed supplemental assignments from school (mental/emotional health)

#### 2. Goal Setting

**Materials:** Paper, pen/pencil

1. Reflecting on your Health Triangle (Physical Health, Mental/Emotional Health and Social Health), create a specific goal for each side of your Health Triangle.

**For example:**

- Physical Health: I will walk 60 minutes every day for the next 7 days.
- Mental/Emotional Health: I will read a book for 60 minutes for 5 days a week.
- Social Health: I will connect with (call, write a letter, email, text, etc.) 2 friends every week for the next month.

**Tips:** The more specific the goal, the easier it is to measure. Avoid the words “more” or “better” because it makes it hard to know if you are meeting your goal.

2. Create an Action Plan for each goal. Think of 2 ideas for each goal that will help you be successful.

**For example:**

1. I will take my walk first thing in the morning before I get distracted with the day.
2. I will download an audiobook from the library to listen to on my walk.

#### 3. Inspirational Quotes

**Materials:** Paper, pencil/pens, art supplies (markers, crayons, colored pencils) Optional: computer

Have you ever heard a quote (something someone said) that inspired you when you needed it most?

1. Pick a quote or a piece of advice that inspires you to be your best, healthy self for one or more sides of your health triangle. The quote or wisdom can be from a song, from a friend, family member or from you, from a famous or unknown person.
2. Write this quote or advice out creatively (markers, crayons, computer designed, painting, watercolors, etc.) so the quote is a piece of inspirational art and is eye-catching.
3. 5 minute timed write – Why does this quote inspire you? What does this quote mean to you?
4. Display your quote as a daily reminder for you and others to be your healthiest selves.

### What Families Can Do

- Ask your child about their health triangle and what they are doing to make sure all sides are being worked. In other words, is their triangle balanced?
- Create a goal with your child to work towards together.
- Ask your child about their goals and if there is anything you can do to support their goal.
- Share your favorite inspirational quotes or words of wisdom with your child.

# Learning Activities for Health

## 6th Grade

Oregon Health Standards help students learn to identify personal stressors and recognize techniques for managing these stressors. These activities will help your child find ways to manage stress.

### Activities

#### 1. Gratitude Journal

**Materials:** pencil and paper

Make a list of 5 things you are grateful for. This can include objects, pets, people, concepts or anything you are grateful for. For example: a favorite clothing item, your dog, a good book or story, supportive people, understanding friends, time with family, etc. Add to this list throughout the day if you think of more things.

#### 2. Mindful Focusing

**Materials:** A quiet space inside or outside of your home.

Find a spot to sit quietly and comfortably. Pick one sensation to focus on. If focusing on taking deep breaths is comforting, do that. If you'd prefer, you can focus on the pressure of your legs and body on the ground or your chair. Breathe in a way that is comfortable for you. Sit quietly for five minutes observing these sensations.

#### 3. Stress Management Brainstorm

**Materials:** pencil and paper

Write a list of things you can do to help yourself when you feel stressed. Examples include taking a walk, reading or listening to something that makes you laugh, journaling about your frustrations, exercising or playing a sport, playing a fun game with friends or family, making sure to get enough sleep, making a healthy meal, listening to music, etc.

### What Families Can Do

- If possible, build structure and routine into your child's day. Work together to create a schedule for weekdays and weekends that fits with your family's current work and life demands.
- Include the gratitude journal as part of your family's daily routine. Add it to the start of your day, during dinner, the end of the day or whenever makes the most sense to you and your family.
  - If you need some ideas for your gratitude journal, do a Google search for gratitude prompts.
- When the sun comes out, take a few minutes to soak it up. Even if it just means standing in the window.
- Encourage your child to exercise and move during the day.
- Cook a healthy meal and enjoy it together.
- Take walks as a family if you can.
- Get enough sleep each night.
- Drink plenty of water each day.

## Learning Activities for Health

### 6th Grade

Oregon Health Standards have students analyze the relationship between healthy behaviors and personal health.

#### Activities

##### 1. Positive Shout Out

**Materials:** paper and pencil

Give a shout out or compliment five people (in person, on the phone, write a note, etc.) and answer reflection questions

Reflect: Which five people did you give compliments to and why? How did it feel to give them a shoutout or compliment?

##### 2. Water Challenge

**Materials:** paper, pencil, water, and container

Drink  $\frac{1}{2}$  your body weight in ounces of water for one week.

Example: Body weight= 120lbs,  $\frac{1}{2}$  body weight = 60 so I'd need to drink 60 ounces of water a day for one week.

Reflect: How do you feel different? Could or would you continue on a daily basis? Why or why not?

##### 3. Make a Meal

**Materials:** paper and pencil

Plan and make a meal for your family that involves at least 4 different food groups.

Reflect: Which food groups did you use? What do the food groups you used do for your body?

#### What Families Can Do

- During this time try to think of your mental and emotional health as much as possible.
  - Try to connect safely with friends and family.
  - Get enough sleep.
  - Drink enough water.
  - Try to exercise when you can.
- Wash your hands often.
- Stay home if you can.

## Learning Activities for Health

### 6th Grade

For Oregon Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### Activities

##### 1. Mood Boost

**Materials:** pencil and paper

Create a list of things you can do for a quick mood boost. The more “tools” you use to manage your stress or boost your mood the better. Do the following activities: Deep Breathing (breath in 4 seconds, hold 7 seconds, breath out 8 seconds), Exercise, listen to music, watch a funny video. Rate your mood after doing the activity: (Low) 0 - 1 - 2 - 3 - 4 - 5 (High)

##### 2. Laughter Survey

**Materials:** pencil and paper

Laughter can be a good tool to help manage stress. Complete the Laughter Survey and see if it brings some humor to your day.

1. Who is the funniest person you know?
2. What is something funny this person said or did?
3. What is the funniest thing that has ever happened to you?
4. Do you like to tell jokes, hear jokes, or both?
5. Who is your favorite comedian?
6. What is your favorite comedy movie? Why do you think it's funny?
7. Do you have a good sense of humor?
8. By the time you completed this survey did you have a smile on your face?

##### 3. Managing Stress

**Materials:** pencil and paper

With us social distancing to help stay healthy it can cause us stress. To help manage your stress create a daily schedule. Example: *Daily Plan*

<u>Morning</u>	<u>Afternoon</u>	<u>Evening</u>
Breakfast	Lunch	Dinner
School activities	School Activities	School Activities
Free time	Exercise	Free time
	Free time	Sleep

Add times to your schedule to further manage your daily plan.

##### 4. Hand Washing Rap

**Materials:** soap, sink, creative music ideas

It is recommended to wash your hands with warm soapy water for twenty seconds to help stop the spread of germs. Sing a song, create a rap, or poem for those twenty seconds and share it with family and friends.

#### What Families Can Do

- Families can participate with each of these activities.
  - Discuss the “tools” that work for you when you feel stressed or anxious.
  - Be active together!

**Music**

## Learning Activities for Music

### 6th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 6th grade. These activities will help your child to compose, notate, listen to, and analyze music.

#### Activities

##### 1. Know Your Notes Spelling Bee

**Materials:** Paper, pencil, ruler (optional)

On a piece of paper, draw a staff (5 horizontal lines). You can use a ruler to make them perfectly straight. Draw your clef (treble, bass, or alto). Identify the names of your space notes by writing the correct note name in the space. Do the same for your line notes. Now, compose words using your line and space notes. For example, draw out the word: EGG. Write at least 5 words using a bar line (vertical line) to separate each word.

**BONUS:** Perform your words by playing them on your instrument or singing them.

##### 2. Music Tells a Story

**Materials:** Paper, pen/pencil, music selection

Select a piece of music that is your current theme song. This song should represent where you are in your life right now. On a piece of paper explain in writing why you chose this piece. If you could narrow your musical choice down to one word, what would that word be?

##### 3. Build Your Own Instrument

**Materials:** Miscellaneous

Make a musical instrument from recycled or repurposed items. What do you have around the house that you can make into an instrument? Play your creation for a family member.

**BONUS:** Record yourself and share it with a friend, or convince someone else in your family to build their own instrument and play a duet.

##### 4. Great Composer

**Materials:** Paper, pen/pencil, ruler (optional, if making staff paper)

Write a school appropriate rap/song and perform it for someone at home. Make this as easy or complicated as you like. You can write lyrics only, compose a melody, or melody and harmony, or compose all three!

##### 5. What Do You Hear?

**Materials:** Paper, pen/pencil (optional)

Go outside or open a window and listen to the sounds. What are the first five things you hear? You can write them down, or just listen.

**BONUS:** Can you name a composer that used sounds s/he heard in everyday life for their compositions/songs?

#### What Families Can Do

- Help students find the materials they need to create instruments. Think beans, rice, pots and pans, buckets, cans, bottles, etc.
- Encourage students to share their compositions/songs with you by listening to their work.
- Share your favorite song/piece with your child and tell them why your piece is special to you.



## Learning Activities for Music

### 6th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 6th grade. These activities will help your child to compose, notate, listen to, and analyze music.

#### Activities

##### 1. Stomp! Inspired

**Materials:** Any

Find an existing household object that you can use as an instrument. Play it. Bonus points if any family member joins in.

##### 2. Name that Tune

**Materials:** Music recordings or your instrument/voice

Put together a collection of musical selections that you can play/sing for your family or friends. Play/sing the song/selection while people guess the tune. You can do this with 1 or more players in your home. Divide into teams for more competitive fun and award points for correct answers.

##### 3. Instrument ID

**Materials:** Recorded song, paper and pencil/pen (optional)

Listen to a school appropriate song on the radio, your device, or on TV. What instruments do you hear in the song? Who is the song by?

**BONUS:** Challenge yourself by selecting unfamiliar songs from different genres or time periods of music, or from different cultures.

##### 4. Lyrical Genius

**Materials:** Paper, pen/pencil, instrument (optional)

Write your own, short quarantine parody song and share it with a family member or friend. What is a parody? A parody is an imitation of the style of a particular musician or song, for comic effect. Basically, write your own lyrics to one of your favorite songs and try to make it funny.

##### 5. Music Trivia

**Materials:** Notecards, pen/pencil

Make your own music inspired game cards for a music trivia game. Write the question and answer on a card. Think rhythmic values, musical word definitions, music history questions, composers, famous songs. Anything to do with music. Write as many cards as you can.

**BONUS:** Set up a game with your family. Award a point for each correct answer to determine the winner of the game.

#### What Families Can Do

- Participate in making music with household items. Even a steady beat on a pot will sound cool when another member is “playing” a different household instrument. If you have online access, checkout *Stomp!* on YouTube for inspiration.
- Play the game activities as a family.
- Listen to the parody song or contribute a lyric to the parody song.
- Share music that is meaningful to your family’s history and culture.

## Learning Activities for Music

### 6th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

#### Activities

##### 1. Musical Interview

**Materials:** Writing utensil and paper OR dinner time conversation

Ask an older family member/adult, someone who lives with you or someone you can call from a distance, what instrument they played when they were in middle school? Why did they pick that instrument? Do they have favorite concerts that they sang/played at? If they didn't participate in music in middle school, what type of music did they like to listen to when they were your age? If they could learn to play an instrument now, what would they choose and why?

##### 2. Rhythm Creation

**Materials:** Writing utensil and paper

Using Quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes and eighth rests; CREATE two different 8 measure rhythms. PRACTICE by clapping or tapping rhythms. PERFORM for a family member or a friend on facetime.

##### 3. Bingo-Music Edition

**Materials:** Writing utensil, paper, bingo marker of choice

Make a list of musical terms that you know. This can include: Quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes and eighth rests, musical symbols such as dynamics, time signatures, tempo, articulation markings.; Create a grid of 5 by 5 squares (25 squares total). Add different rhythms/symbols to each square. Make sure you leave the center space free. Once each square is filled in, copy each square onto a separate card/small piece of paper. In order to play with your family, have each family member do this at the same time! Then, you can all play musical bingo together.

##### 4. At Home Band

**Materials:** Stuff from around your home, not actual instruments

Look through your pantry, your cabinets and your closets. Find materials that can create sound! Examples: Unopened box of pasta, empty toilet paper tubes, pots and pans. Be creative! You can even put different amounts of dry pasta in jars to change the sound. You and your family can play together and create music like the famous group STOMP!

##### 5. Entertainment Music

**Materials:** Movie, TV Show, Video Game

When you are watching a movie, a tv show or a video game, listen to the music. When something dramatic is happening, how does the music change to show that emotion? How does the music sound when something happy is going on? What instruments do you hear? Do the instruments change with the emotions? Mute your sound and watch the scene without sound. Does it change how you feel about the scene? Talk about this with everyone who is watching together. You can even watch with friends and live chat about it.

#### What Families Can Do

- Have each person in the family pick their favorite song and put on a talent show in the living room. You can even create props, costumes, and scenery!
- Create a playlist of music as a family. You can have a celebration playlist, a dinner background playlist, study time playlist. Be creative and have fun together!

## Learning Activities for Music

### 6th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

#### Activities

##### 1. Music Word Search

**Materials:** Writing utensil and paper

Make a list of all music terms you know. Using some of those terms, create a word search where you mix up other letters and hide the musical terms in it. Give it to a sibling to solve or screenshot it to a friend for them to solve.

##### 2. Rhythm Math

**Materials:** Writing utensil and paper

Write out 15 math problems using musical symbols only. For example:  $1+1=$  \_\_\_\_ Changes into Quarter note +Quarter note=\_\_\_\_ Give it to a family member to solve.

##### 3. Your Music

**Materials:** Family, your voice

Most cultures have specific music for certain events, like birthdays, weddings, funerals, religious functions, etc. All have songs that are performed. What are songs that you use for those events? You and your family can sing those songs together and create a mini celebration of your culture and your music.

##### 4. Music Spelling

**Materials:** Writing utensil and paper

Using the line and space names of the treble, bass, or alto clef, create words and sentences. You can write out a 5 line staff and put whole notes on the lines and spaces. Then write out the letter names beneath the staff. You can take this a step further by writing a poem and screenshotting it to a friend.

##### 5. Soundtrack of My Life

**Materials:** Drawing utensils, Writing utensils, and paper

Create a list of song titles that describe you and your personality. Make your own album cover and list all the tracks on the back, with one sentence per song, describing how they relate to you. Be creative and really tell a story about who you are using the titles and the art you create. You can even create one for your family, for your sibling or for your friend that you are social distancing from.

#### What Families Can Do

- Create a soundtrack that represents your family together (see #5 above) AND create album art together. Post this in a well trafficked area, like your fridge, to admire!
- Create a list of sounds, for example. a hydro flask hitting the ground, two spoons tapping, cereal in a bowl. Have your competitor(s) cover their eyes as you make each of these sounds. See if they can guess the sound. You can do this with the whole family covering their eyes at once and the first person to guess gets a point. If you want a real challenge, put a time limit on the guessing!
- Play charades using music titles! Create a list of songs and cut them into individual strips. Put them in a bowl and take turns picking them and acting them out.
- Name-That-Tune! You can do this with your family in your house, or you can do this over the phone/computer to socialize. One person starts humming or singing a song without the words. All the other people have to guess the song. The first person to guess it, wins!

**PE**

## Learning Activities for PE

### 6th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage your students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

#### Activities

##### 1. Playing Card Fitness

**Materials:** Deck of playing cards

Shuffle the deck of cards and place them in a scattered pile near your workout area.

**Spades** = Pushups, **Hearts** = Lunges, **Clubs** = Sit-ups, and **Diamonds** = Jumping Jacks.

Grab a card and do the correlating fitness activity. How many you do (repetitions) equals the number on the card with face cards equalling 10 repetitions and aces equalling 11 repetitions

**Example:** 7 of clubs means I do 7 sit-ups. King of spades means I do 10 push-ups. Try to go through the entire deck or for at least 15 minutes. Repeat if you can :)

##### 2. Create Your Own Circuit

**Materials:** Timing device (phone, clock, watch)

You will create your own 10 minute workout by choosing 10 different fitness activities from the list below. You will do each activity for 45 seconds and then take a 15 second rest break. You will need to time yourself and use a timing device like a phone, clock or watch

**Choose from the following fitness activities:** Push-ups, sit-ups, Mt. climbers, lunges, squats, planks, crunches, jumping jacks, star jumps, line jumps, side planks, crab dips, wall-sits, high knees in place, side lunges, v-ups, burpees, toe raises, or straight arm circles

Do **two rounds** of circuits with different activities and **5 minute breaks** in between each round.

##### 3. Minute To Win It Fitness Challenge

**Materials:** Paper, pencil, timing device (phone, clock, watch)

On your paper write down the fitness activities below in a column. Next to the fitness activities you will make another column; here you will record how many (repetitions) you did of each activity.

Time yourself doing each activity for 1 minute and record how many times you did that activity in 1 minute. Try to include your family members to join you and add their own columns next to yours while you do the activities together.

Do all activities **two times**, recording how many repetitions each time.

**Fitness activities to do and record:** Sit-ups, push-ups, squats, jumping jacks, lunges, burpees, crunches, and mt. climbers.

#### What Families Can Do

- Try to be active and get at least the recommended 60 minutes of physical activity with 30 minutes at a moderate to vigorous level. (Sweating, and heart rate up)
- Spending time together being active with your family members.
- Get outside if you can! Go for a walk, hike or a bike ride. A simple walk outside helps reduce stress and allows you to spend time together.
- Be creative and have fun! Playing and being active is the most important thing!

## Learning Activities for PE

### 6th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

#### Activities

##### 1. Hiit workout (arms)

**Materials:** Chair or raised surface for dips and timing device

**Warm up:** Jumping jacks (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

**Note (45 seconds active, 15 seconds rest for all exercise)**

1.Push ups, 2.Planks , 3.Mountain Climbers, 4.Dips.

**Do this rotation 3 times. (12 minutes total)**

**Cool Down:** arm circles (forward and backward 30 sec), shoulder shrugs (forward and backward 30 sec)

**Do this rotation 2 times (4 minutes total)**

##### 2. Hiit workout (legs)

**Materials:** flat wall surface and timing device.

**Warm Up:** High knees (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

**Note (45 seconds active, 15 seconds rest for all exercise)**

1.Toe raises, 2.Squats, 3.Lunges, 4.Wall Sits

**Do this rotation 3 times. (12 minutes total)**

**Crunches** (time: 1minute active, 1 minute rest) **Do this 4 times.**

##### 3. Hiit workout (cardio)

**Materials:** timing device

**Warm Up:** Jumping Rope (*imaginary*) (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

**Note (45 seconds active, 15 seconds rest for all exercise)**

Tuck Jump (tuck legs and jump as high as possible), Squat Jump, Lunge Jump, Line jump/Ski Jump

**Do this rotation 3 times. (12 minutes total)**

**Cool Down:**Knee to chest and alternate, toe touch opposite hand and foot while walking **(4 minute cool down)**

#### What Families Can Do

- Try to be active and get at least the recommended 60 minutes of physical activity with 30 minutes at a moderate to vigorous level. (Sweating, and heart rate up)
- Spending time together being active with your family members.
- Get outside if you can! Go for a walk, hike or a bike ride. A simple walk outside helps reduce stress and allows you to spend time together.
- Be creative and have fun! Playing and being active is the most important thing!

## Learning Activities for PE

6th Grade

**“Be an encourager. The world has plenty of critics already.” - Dave Willis**

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

### Activities

#### 1. Weekly Physical Activity Log

**Materials:** Paper, pencil, and you!

The goal is to be active for at least 60 minutes most days of the week. Record your physical activity.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activities of the Day							
Daily Total Minutes of Activity							
Overall, how hard did I work? (light- easy to talk, moderate- can talk but difficult, high- unable to talk)							

#### 2. Couch Potato Fitness

**Materials:** TV show with commercials

While watching a tv show, during each commercial break do an exercise during each commercial. Switch exercises every time a new commercial comes on.

Exercises: Hand release push ups (rest stomach on the ground push yourself back up), plank, burpees, lunges, squats.

#### 3. Flip a Coin Fitness

**Materials:** Any type of coin

Flip a coin and complete the exercises that match.

	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7	Round 8	Round 9
Heads	:60 sec jog in place	15 squats	10 push ups	20 mt climbers	20 scissor kicks	10 tricep dips on chair	12 burpees	30 second plank	20 lunges
Tails	25 jumping jacks	30 calf raises	10 hand release push ups	20 high knees	20 sit ups	40 punches	15 jump squats	15 leg lifts	15 squats

### What Families Can Do

- It is recommended that we get 60 minutes of physical activity a day.
- Get outside, if you can. Even a walk around your neighborhood or a bike ride can help.
- Be creative and have fun!

## Learning Activities for PE

6th Grade

"You only fail when you stop trying."

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

### Activities

#### 1. Bottle Flip Chaos

**Materials:** Water or juice bottle, timer

Complete 3 reps of an exercise (example Jumping Jacks) and earn 2 bottle flips. Try to see how many successfully landed bottle flips you can score in 1 minute. After one minute, switch exercises and try to beat your score!

**Exercises:** Jumping Jacks, Mt Climbers, Squats, Leg lifts, Lunges, Push ups, Plank jacks, Leg pull in knee ups, or choose your own exercise

#### 2. Mission Possible Task List

**Materials:** Just you!

Complete the following activities, record your time and then try to improve your time:

1. Do 5 sit ups in each corner of the room	6. Crab walk and touch 3 chairs
2. Skip around the room	7. Pretend to jump rope for one minute
3. Do 12 jumping jacks	8. Do 10 wall push ups on each wall
4. Touch all 4 walls	9. Do your favorite dance for 30 seconds
5. Hop on one foot from one end of the room to the other	10. Jog in place for 30 seconds

#### 3. Rock, Paper, Scissors Partner Work Out

**Materials:** another person (parent, sibling, family member, friend on video chat)

Play Rock, Paper, Scissors. Find the combination you and your partner create. Perform the exercise together.

<b>You</b>	Rock	Rock	Rock	Paper	Paper	Paper	Scissors	Scissors	Scissors
<b>Partner</b>	Paper	Scissors	Rock	Rock	Scissors	Paper	Rock	Paper	Scissors
<b>Exercise</b>	25 line jumps	10 karate kicks	10 wide push ups	20 high knees	20 sit ups	40 punches	15 jump squats	15 leg lifts	15 squats

### What Families Can Do

- It is recommended that we get 60 minutes of physical activity a day.
- Get outside, if you can. Even a walk around your neighborhood or a bike ride can help.
- Be creative and have fun!



## Learning Activities for PE

### 6th Grade

Oregon State PE Standards allow students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as helps them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

#### Activities

##### 1. Do this routine to increase your heart rate for 20 minutes

**Materials:** You / a little space

Follow the same format every day for PE.

- 1.) Warm-up- Fast walk or jog in place for five minutes.
- 2.) Stop to stretch:  
Quad stretch, arm across-both sides, grab elbow-both sides, roll out ankles-both sides, lean to right side/left leg straight, lean to left side/right leg straight, side to side twists, lean over touch toes for 20 second hold.
- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. High-knees
  - b. Jumping jacks
  - c. Lunges right leg
  - d. Lunges left leg
  - e. Side jumps
  - f. Push-ups
  - g. Sit-ups
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member -
- 5.) Cool down/ same as warm-up.

##### 2. Do this routine to increase your heart rate for 20 minutes

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. 10 squats
  - b. Mountain climbers
  - c. Push-ups
  - d. Sit-ups
  - e. Side to side jumps
  - f. Burpees
  - g. Rope climbers
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

##### 3. Do this routine to increase your heart rate for 20 minutes

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Mountain climbers
  - b. Squat punches
  - c. Jumping Jacks
  - d. Cross country ski jumps
  - e. 10 squats
  - f. R. leg lunges
  - g. L. leg lunges
  - h. Wall sit
  - i. Rest for two minutes and repeat.

- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

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**4. Do this routine to increase your heart rate for 20 minutes**

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Sit-ups
  - b. Push-ups
  - c. Plank
  - d. Mountain Climbers
  - e. Rope climbers
  - f. Jumping Jacks
  - g. Running Man
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

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**5. Do this routine to increase your heart rate for 20 minutes**

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Running Man
  - b. Criss-Cross Jumps
  - c. High Knees
  - d. Mountain Climbers
  - e. Butt Kicks
  - f. Sit-ups
  - g. Push-ups
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member -
- 3.) Cool down/ same as warm-up.

**What Families Can Do**

- Participate with your child.

## Learning Activities for PE

### 6th Grade

Oregon State PE Standards allows students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as helps them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Running Man
  - b. Criss-Cross Jumps
  - c. High Knees
  - d. Mountain Climbers
  - e. Butt Kicks
  - f. Sit-ups
  - g. Push-ups
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down/ same as warm-up.

##### 2. Do this routine to increase your heart rate for 20 minutes

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Sit-ups
  - b. Push-ups
  - c. Plank
  - d. Mountain Climbers
  - e. Rope climbers
  - f. Jumping Jacks
  - g. Running Man
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

##### 3. Do this routine to increase your heart rate for 20 minutes

**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
  - a. Mountain climbers
  - b. Squat punches
  - c. Jumping Jacks
  - d. Cross country ski jumps
  - e. 10 squats

- f. R. leg lunges
  - g. L. leg lunges
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.
- 

**4. Do this routine to increase your heart rate for 20 minutes**      **Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
- a. 10 squats
  - b. Mountain climbers
  - c. Push-ups
  - d. Sit-ups
  - e. Side to side jumps
  - f. Burpees
  - g. Rope climbers
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.
- 

**5. Do this routine to increase your heart rate for 20 minutes**      **Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
- a. High-knees
  - b. Jumping jacks
  - c. Lunges right leg
  - d. Lunges left leg
  - e. Side jumps
  - f. Push-ups
  - g. Sit-ups
  - h. Wall sit
  - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down/ same as warm-up.

### What Families Can Do

- Participate with your child.

# **Wellness & Self Care**

## Learning Activities for Wellness & Self Care

### 6th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance.

#### Activities

##### 1. Walking / Jogging Journal

**Materials:** paper and pencil

Students should try to get outside and walk or run for at least 30 minutes a day. Students should record how long they walk/jog on a piece of paper.

Date	Walk/Jog	Minutes

##### 2. Easy Breakfast

**Materials:** paper, pencil, colored pencils, and food

Students should try to either make or help make breakfast 3 days this week. This can be something as simple as a bowl of cereal or a piece of toast. It could also be something bigger like French toast or an omelet. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

##### 3. Independent Reading Made Fun

**Materials:** any book, paper and pencil

Select a chapter book in which to read from for a minimum of 20 minutes daily. For each chapter draw out important facts or details that will help you remember what is going on. If you would like to label the pictures to help you understand what they mean please do. You may also color.

##### 4. Importance of Sleep

**Materials:** paper and pencil

One of the best ways we can improve our performance in anything we do is by sticking to a consistent sleep schedule. For the entire week I want you to keep a journal of what time you went to bed and what time you woke up. Try to see if you can make the time you go to sleep and the time you wake up as close to the same for each day. If you mess up one day just try the next. Write down your times on a piece of paper.

#### What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to create a daily routine to help get kids sleeping 7-8 hours a day.

## Learning Activities for Wellness & Self Care

### 6th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance. As an elective we are going to be working on doing this in many ways.

#### Activities

##### 1. Flexibility is Key

**Materials:** open space

As one of the 5 components of fitness, flexibility is often the most overlooked. Well not this week! This week we are going to focus on becoming more flexible. Spend 10 minutes walking, jogging, doing jumping jacks, or something else to get warmed up. Then, spend 10 minutes stretching. Do all different kinds of stretches holding each one for 15 seconds before moving on to the next stretch. Try to stretch out your entire body. Some basic stretches include sit and reach, arm across, standing touch your toes, and butterfly.

##### 2. Easy Dinner

**Materials:** paper, pencil, colored pencils, food

Students should try to either make or help make dinner 3 days this week. This can be something as simple as salad in a bowl or a peanut butter and jelly sandwich. It could also be something bigger like spaghetti or tacos. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

##### 3. Drawing to Relax

**Materials:** paper and pencil

Sometimes the best way to deal with the emotional and mental stress we go through everyday is to sit in a quiet place and draw. For this activity students should spend 10 minutes in a quiet place drawing whatever comes to mind. Could be a landscape, a story, a cat, or anything else that comes pops in your head. Students may also color their drawings. After 10 minutes spend another 10 minutes below the picture describing what the picture is and why you chose to draw it.

##### 4. Food Journal

**Materials:** paper and pencil

It can be hard to eat healthy when we are on a prolonged break like we are. This food journal is a great way to see what we are eating and figure out ways we can add some healthy foods into our daily lives. Write down everything you eat for 3 days this week. Each day try to see how you could possibly add something healthy to your meal or snack.

#### What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping to make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to encourage healthy eating by having fruit or vegetables available if possible.

# Learning Activities for Wellness & Self Care

## 6th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

### Activities

#### 1. Nature Walk

**Materials:** Camera or phone with a camera, Pencil, Paper

Go for a walk outside and take 5 pictures of nature that inspire you.

Reflect: Why did these things in nature inspire you?

#### 2. Brain Dump

**Materials:** Quiet calm space, Pencil/Pen, Paper

Do a brain dump. Our brains like to keep track of every little thing that we worry about. Sometimes just making a list of what is on our mind can trick our brains and let them know it is okay to stop worrying about stuff.

- Find a quiet calm space and take a minute to focus on breathing or on the feeling of your body sitting in your chair.
- Write a list of the things that are on your mind right now.
- For each item just write it out and move on to the next item. Don't spend time thinking about each one.
- Set your list aside.
- Do something nice for yourself when you are done.

#### 3. Brain Break

**Materials:** Bell, Chime, or Calm Tone

Teach and practice a brain break with your family. You may use any bell or tone to begin. Remember: Breathe in through your nose and out through your mouth. Try to do this for 1-3 minutes.

### What Families Can Do

- Encourage your child to lead the activities with the entire family.



## Learning Activities for Wellness & Self Care

### 6th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

#### Activities

##### 1. Practicing Gratitude

**Materials:** None

Practice gratitude at a family meal - simply noting one thing we are thankful about helps induce positive emotions (Directly from MindUp website)

##### 2. Positive Messages

**Materials:** Social Media Account (Instagram, TikTok, Snapchat)

Share something positive on social media (activity idea, quote, etc.)

Share something with a positive message.

Reflect: What social media did you share this on? Why did you choose this message?

##### 3. Kindness

**Materials:** Access to books, Library, E-book, Bookstore

Read a book on kindness.

Suggestions from our MindUp Curriculum include:

- *The Camel in the Sun* by Griffin Ondaatje, Linda Wolfsgruber .
- *Shiloh* by Phyllis Reynolds Naylor
- *Any Small Goodness: A Novel of the Barrio* by Tony Johnston, Raul Colon
- *How Kind!* by Mary Murphy.
- *A Season of Gifts* by Richard Peck

#### What Families Can Do

- Set aside family time for wellness and self care.

**Art**

## Learning Activities for Art

### 6th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

#### Activities

**1. Draw Some Kicks**

**Materials:** Use whatever materials you have on hand--a pencil and the back of old math homework can work just fine!

Draw a pair of shoes using only one continuous line. Try to keep your pencil/pen on the paper the whole time you are drawing.

**2. Comics**

**Materials:** Pencil and paper, or whatever materials you have available.

Draw a comic of something that happened in the last 24 hrs.

**3. You are What You Eat**

**Materials:** Pencil and paper, or whatever materials you have available.

Draw a meal that you have had within the past day. Try to draw as many details as you can...even the utensils that you used.

**4. Food Package Design**

**Materials:** Pencil and paper, or whatever materials you have available.

Find a food wrapper or package and try to recreate it on paper. Or, better yet, improve it!

**5. Free Choice**

**Materials:** Any, or all, materials, you have available.

Choice drawing or artwork

#### What Families Can Do

- Encourage your student to draw a little each day. Encourage them to try different materials and to explore mark making. They might be interested in working from real life, or their imagination; either is great! These ideas are meant to keep them active and their mind engaged in observation--it's about the process, not the finished product. Have fun!

## Learning Activities for Art

### 6th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

#### Activities

##### 1. Perspective Drawing

**Materials:** Paper and pencil.

Sit in the corner, or on the edge of a room with your back against a wall so you have a good view of the room. Draw your view including at least 10 things that you see.

##### 2. Flag Design

**Materials:** Pen, pencil, any materials available.

Design a flag for the city of Portland, the state of Oregon, or for your family.

##### 3. Name Design

**Materials:** Black pen, paper, markers or crayons if available.

Use the letters of your name and write your name at least 20 times on a piece of paper, filling up the page and overlapping letters as you write. Explore different letter fonts, sizes, cursive, capital, etc. If you are able to, go over those lines in a sharpie or black pen. Use a colored medium such as crayon, watercolor, or marker, to fill in the space around and in between the letters.

##### 4. Art Elements Photo Search

**Materials:** A camera/phone or drawing materials to document art elements.

If you have access to a camera or phone with camera capabilities, take pictures that prominently have an Element of Art in it: LINE, SHAPE, FORM, VALUE, SPACE, TEXTURE OR COLOR.  
Addition: Now draw what you captured onto paper.

##### 5. Free Choice

**Materials:** Any, or all materials, that you have available.

Choice drawing or artwork

#### What Families Can Do

- We hope your student is able to try a few of these new art prompts. Really, anything that encourages creative activity is great. Feel free to use whatever materials you have access to and just have fun with it. It's about the process, not the finished product! Have fun!

# **English Language Development (ELD)**

## Learning Activities for ELD

### Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

#### Activities

##### 1. Careers and Occupations

**Materials:** Paper and pencil.

Review and consider different careers and occupations.

##### 2. Interview a worker

**Materials:** Paper and pencil.

Talk to a family member at home or over the phone about his/her job.

##### 3. Identify 4 jobs

**Materials:** Paper, pencil, TV

Pay attention to local news and find 4 jobs people do.

#### What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

ELD 1  
Careers and Occupations

Lawyers	Accountants	Nurses	Fireman	Teacher	Business Manager
	Architects	Travel Agent	Chef	Policeman	Doctor Musician

1. When I finish High School, I want to be a \_\_\_\_\_.
2. A \_\_\_\_\_ helps people with the police.
3. A \_\_\_\_\_ is the person who helps people in the street or when you have problems.
4. When you get sick a \_\_\_\_\_ and a \_\_\_\_\_ tells you what medicine you can take.
5. A \_\_\_\_\_ can help you when you want to go to another country.
6. An \_\_\_\_\_ helps you make your taxes in January.
7. A \_\_\_\_\_ is someone who plays a musical instrument.
8. A \_\_\_\_\_ helps when there is fire in a home.
9. Mr. Flores is a \_\_\_\_\_ and he is also a \_\_\_\_\_.
10. A \_\_\_\_\_ makes delicious food for everyone.
11. A \_\_\_\_\_ makes sure people are working in a Business.
12. My parents in my native country were \_\_\_\_\_.
13. My Grandfather worked in \_\_\_\_\_.
14. I want to work in \_\_\_\_\_ because I want to buy \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_.

## Learning Activities for ELD

### Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

#### Activities

##### 1. Your Neighborhood

**Materials:** Paper and pencil

Identify 10 places of interest in your neighborhoods and tell what people do there.

##### 2. Neighborhood Passage

**Materials:** Paper and pencil

Write a paragraph about your neighborhood. Use the following sentence frames:

- When I look around my neighborhood I always see \_.
- On my street, there are \_, \_, and \_.
- My next door neighbor has \_and \_.
- There are many \_ and \_ in my neighborhood.
- I like to \_and \_ in my neighborhood because \_.
- Everytime I walk in my neighborhood I \_.
- My family likes to \_ and \_ because \_.

##### 3. Interview a Family Member About the Neighborhood

**Materials:** Paper and pencil

Ask your family members the following questions: What do you like about our neighborhood? What is your favorite store in our neighborhood? Where do you find your favorite food in our neighborhood? What would you like to change in our neighborhood? Why is it important to be good neighbors? How is this neighborhood different from the one where you grew up?

#### What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?



**The Neighborhood**  
**ELD 1**

- I. Name and identify 10 places of interest in your neighborhood.

Place	Function
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## Learning Activities for ELD

### Level 1

ELP 6-8.2 An ELL will be able to present simple information

ELP 6-8.5 An ELL will be able to label collected information

ELP 6-8.10 An ELL will be able to use frequently occurring verbs

#### Activities

##### 1. Oral Telling

**Materials:** none

Tell about a family member. Tell 5 facts about this person.  
Use sentences like he is... or she is...

##### 2. In My Home

**Materials:** pencil and paper

Think about your home. Tell about what you have.  
I have....  
My brother has....  
My sister has...  
We have.....  
The adults in my home have....

##### 3. The Human Body

**Materials:** magazine, pencil

Draw a person, a stick figure is fine. Or you can find a picture of a person and label the body parts.

##### 4. Countries

**Materials:** map, paper, and pencil

Think about a country you would like to visit.  
Tell 5 facts about the country.  
I would like the \_\_\_\_\_.

##### 5. Likes and Dislikes

**Materials:** paper and pencil

Think about your likes and dislikes  
I like....  
I don't like.....

#### What Families Can Do

- "The Forgotten Treasure" which is a folk tale. A folk tale is a story that has been told and retold for many years. Ask a parent or grandparent about a folk tale from your culture. Feel free to send it to your teacher on Google Classroom.

## Learning Activities for ELD

### Level 1

ELP 6-8.10 Student will be able to use a small number of frequently occurring verbs

ELP 6-8.2 Student will be able to respond to Wh- questions

#### Activities

##### 1. Daily Routine

**Materials:** paper and pencil or journal

Now that you have been out of school for a while, you have a different daily routine.

Using present tense verbs, write about what you do on a regular basis.

For example:

Everyday, I ...

Every morning, I...

Every afternoon, I.....

Every evening, I .....

##### 2. Daily Routine

**Materials:** paper and pencil

This is a time that will be remembered. Using the following wh- questions to write a short paragraph about the coronavirus pandemic.

What is happening?

Where is it happening?

When is it happening?

##### 3. Describe household items

**Materials:** paper and pencil

Look around your house. Write 5 items that people in your house have.

Example: I have paper.

My brother has a toy.

##### 4. Places in your neighborhood

**Materials:** paper and pencil

Write about 5 places in your neighborhood using “ There is” and “There are”

For example: “There is a store down the street.”

##### 5. Writing about a familiar topic

**Materials:** paper and pencil

#### What Families Can Do

- Ask an older relative about a time in the past that they remember well. Write their daily tasks.

## Learning Activities for ELD

### Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

#### Activities

##### 1. Family Tree

**Materials:** paper, pen, markers, and photographs if you have them

Students should make a family tree. They should describe the people in their family: what do they look like, where do they live, and what do they do for work/fun? For example: My aunt Teresa has brown hair and green eyes. She lives in North Carolina. She works at a bank. She likes to cook and to spend time with her cats.

##### 2. Label your House

**Materials:** paper, pen, tape

Use your location vocabulary and household vocabulary to write sentences about where things are in your house. Then tape the sentences to the items. For example: The refrigerator is in the kitchen. It is next to the sink.

##### 3. Compare: Now and Then

**Materials:** paper, pencil or pen

Make a Venn Diagram (two circles that connect) to describe how your life is the same and how it is different because of Coronavirus. Mark one circle as "NOW" and one as "THEN" or "BEFORE". What has changed? What has stayed the same? Use your Venn Diagram to write at least 5 complete sentences. For example: Before school closed, my mom worked at a restaurant. Now the restaurant is closed and she can't go to work.

##### 4. I am related to\_\_\_\_\_

**Materials:** paper, pencil

Ask a family member questions about someone in your family you have never met. What did they do? What were they like? What are they known for? What makes this person important or interesting? Try writing as much as you can about this person. For example: I am related to Pachacuti Yupanqui. He was a famous king in the Inca Empire and lived from 1438-1471. He is known for building Machu Picchu. He was rich, and I wish he had saved some of his gold for me!

#### What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

## Learning Activities for ELD

### Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

#### Activities

##### 1. Coronavirus around the World

**Materials:** paper, pen or pencil

Interview a friend or family member who does not live in the USA. Ask them what it is like right now where they live. How has Coronavirus changed their lives? What is their country doing to **prepare for** and **respond to** the virus? How do they feel, and why?

##### 2. Coronavirus Comic

**Materials:** paper, pen or pencil

Divide your piece of paper into 6 squares. Make a comic story, based on the answers from your interview. Draw your PICTURES and use SPEECH BUBBLES to show DIALOGUE between different CHARACTERS.

##### 3. Dream Vacation

**Materials:** paper, pencil

Write about a place you would like to visit. Where do you want to go? What do you want to do there? When would you go?

##### 4. Write a Letter

**Materials:** paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to [vanessagc@reapusa.org](mailto:vanessagc@reapusa.org) when you have access to a computer.

#### What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on YouTube.
- Discuss current events from local news and encourage your student to make predictions.  
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

## Learning Activities for ELD

### Level 2

An ELL can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.

#### Activities

##### 1. Creepy Story

**Materials:** Paper and pencil

Ask a family member to tell you a creepy story and write it down on a piece of paper. Tell me what makes the story so scary.

##### 2. Frankenstein Interview

**Materials:** Paper and pencil.

If you were able to meet and talk to Frankenstein, what would you ask him. Come up with 10 questions and write them on a piece of paper.

##### 3. Ghost Stories Survey

**Materials:** Paper and pencil

Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

#### What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

## Ghosts Survey

- I. Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

Question: Do you believe in Ghosts? Yes, No, Why and Why not?

Name	Yes	No	Why	Why not?
1.				
2.				
3.				
4.				
5.				

## Learning Activities for ELD

### Level 2

An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions

#### Activities

##### 1. Coming to America

**Materials:** Paper and pencil

On a piece of paper, talk to your parents about their journey to the USA and write it down on a piece of paper. Ask them about their challenges in their native country and what they like about their new country.

##### 2. Compare and Contrast

**Materials:** Paper, pencil, TV, Radio or Internet

Compare and contrast 3 countries by listening or watching Local News on TV or using the internet (CNN10.com).

#### What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions.  
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?



## Compare and Contrast Countries

### ELD 2

USA	Other Country (_____)	Other Country (_____)
Are students going to school? Why or why not?    _____ _____ _____ _____	Are students going to school? Why or why not?    _____ _____ _____ _____	Are students going to school? Why or why not?    _____ _____ _____ _____

## Learning Activities for ELD

### Level 2

ELP 6-8.9 An ELL can recount a brief sequence of events in order.

ELP 6-8.10 An ELL can produce compound sentences.

ELP 6-8. 2 An ELL can respond to wh questions

#### Activities

##### 1. Making Dinner

**Materials:** paper and pencil

As you are at home, watch, or help, someone prepare dinner. Write a list of their steps. Use transition words like first, next, then and finally.

Example: First, my mom cut up a chicken.

Feel free to submit this to your teacher on Google Classroom if you can.

##### 2. Comparing Animals

**Materials:** paper and pencil

Divide the paper into halves. Write 5 sentences that compare animals.

Example: An alligator is ugly, but a butterfly is beautiful.

##### 3. Answering Questions

**Materials:** Paper and pencil

Think about an ancient culture or something you have learned in social studies.

List the details of who, what, and when.

##### 4. Past Tense Verbs

**Materials:** none

Ask a family member to show you an action. Name the action in past tense.

##### 5. Verbs in Sentences

**Materials:** paper and pencil

Write 5 sentences using the verbs: did, went, felt, saw, and told.

#### What Families Can Do

- “Forgotten Treasure” is a Nigerian folktale. A folktale is a story that has been told and retold for many years. Ask a family member to tell you a folktale from your native culture. Feel free to share it with your teacher on Google Classroom.

## Learning Activities for ELD

### Level 2

ELP 6-8.10 Students will be able to use nouns.

ELP 6-8.2 Student will be able to present information on familiar topics

ELP 6-8.1 Student will be able to identify the main topic in oral communications

#### Activities

##### 1. Your story with Past Tense Verbs

**Materials:** paper and pencil

Now that you have been out of school for a while, tell about 5 things that you have done using past tense verbs and past tense time phrases.

Yesterday, I....

This morning, I...

Yesterday afternoon, I....

Last week, I.....

The day before yesterday, I....

##### 2. A familiar topic

**Materials:** paper and pencil

Think of a topic that you have studied in your ELD class. Write a word web about that topic.

##### 3. Writing Details

**Materials:** none

Think about a topic or sport you know well. Tell a family member about this. Include at least 4 details.

##### 4. Family Interview

**Materials:** none

Interview someone in your family or call a friend. Ask them about activities that they were not able to do. Write 5 sentences. Example: She did not go to the movie theater.

##### 5. Give the story a Title

**Materials:** newspaper or news source

Listen to or read a story on the news. Write a title for that story.

#### What Families Can Do

- Ask an older family member about a time in their life when the normal routine was different.

## Learning Activities for ELD

### Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

#### Activities

##### 1. Coronavirus Journaling

**Materials:** pencil, paper or notebook

Make a journal out of paper or use a journal you have. Write in your journal every day. Answer these questions: How do you feel? What has changed in your life? How has this virus impacted your family or the families of people you know? What are you learning about the world? What questions or concerns do you have?

##### 2. Song Response

**Materials:** pencil, paper, a dictionary or translator and some music!

Choose your favorite song- in your native language or in English. Take a piece of paper and fold it in half down the middle. On one side, write down the words of the song (lyrics). On the other side of the paper, "translate" the song: What is it about? How does it make you feel? What words or pictures does it paint in your mind? Why do you think the person chose to write this song? What does it teach us about the world?

##### 3. Coronavirus: Short Story

**Materials:** pencil, paper OR google classroom assignment!

Use your 5 senses (see, taste, hear, smell, touch) and your plot elements (character, setting, conflict, climax, and resolution) to write a descriptive short story about people living during this Coronavirus outbreak. It can be based on your family, or it can be fake. For example: My short story is about a family living in Spain. The mom is a doctor and the dad works at a bookstore. The dad loses his job because no one can go shopping. When the mom becomes sick, the family does not know what is going to happen to them...

##### 4. Read

**Materials:** Book or Newsela if you do not have a book

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

#### What Families Can Do

- Students should watch CNN 10 on YouTube.
- Students should read for 30 minutes each day.
- Have your student "translate" information and resources from the David Douglas Website about what families can do if they need help getting food or paying rent.

## Learning Activities for ELD

### Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

#### Activities

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**Materials:** paper, pencil

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##### 4. Write a Letter

**Materials:** paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to [vanessagc@reapusa.org](mailto:vanessagc@reapusa.org) when you have access to a computer.

#### What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions.  
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

## Learning Activities for ELD

### Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *participating in conversations about a variety of topics*. Students should be able to **speak in complete sentences, express their opinions, and build on the ideas of others**. These activities will focus on students having conversations with others and expressing their opinions.

#### Activities

##### 1. INTERVIEW SOMEONE!

**Materials:** Pencil and paper or computer with keyboard

Create 10 questions to ask a *family member, someone you live with, or you can even interview a friend on the phone* about their lives. Write down these questions using question marks and leave space to write down their answer

Example questions:

- “Where did you grow up? What was life like?”
- “Have you ever experienced anything like the Coronavirus outbreak before?”
- “What advice do you have for me?”
- What do you do when you are stressed?

Then, write down the answers you are given. Be sure to thank the person you interviewed! :)

##### 2. Write a Paragraph!

**Materials:** Pencil and paper or computer with keyboard

**Write a paragraph (5 sentences) about the person you interviewed. Answer the following questions:**

What did you learn about this person? Did you already know any of the information? What do you wish you could have asked them? Was it awkward or easy to interview them? Did you enjoy this activity?

##### 3. Discuss Your Favorites!

**Materials:** N/A

**IN COMPLETE SENTENCES** talk to a friend, family member, or someone you live with about your favorite thing (this could be your favorite video game, book, movie, tv show, band, singer, rapper, sport, sports player).

Make sure you explain WHY this is your favorite. Pretend you are in an argument and you have to justify why your “thing” is the best!

Sentence frames:

\_\_(Beyonce)\_\_\_\_\_is the best singer because\_\_\_\_\_. Other singers don’t compare to\_\_\_\_\_ because\_\_\_\_\_.  
For example, \_\_\_\_\_. Additionally, \_\_\_\_\_. Therefore, \_\_\_\_\_is obviously the best...

##### 4. Write a Paragraph!

**Materials:** Pencil and paper OR computer with keyboard

Now, WRITE a paragraph (5 sentences minimum) justifying why this thing/person/video game/etc. is your favorite. You can use the sentence frames provided above if you would like.

#### What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

## Learning Activities for ELD

Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *retelling a sequence of events with a beginning, middle, and an end*. Students should also use *transitional words and phrases to connect events and ideas*. (however, on the other hand, finally, etc.) These activities will focus on students *retelling events and using transitional words*.

### Activities

#### 1. Journal Entry about Real Life at Home

**Materials:** Pencil and paper or computer

Write a journal entry about your day. What did you do? What did you eat? How do you feel? Compare your situation to others around the world or on t.v. shows. How are you making sure to take care of yourself? (Are you eating and drinking enough water, exercising, reading, spending time with loved ones, drawing, listening to music, etc.) Use transition words like: First, later, next, however, on the other hand, finally, etc.

#### 2. Journal Entry about What You WISH You Were Doing

**Materials:** Pencil and paper or computer

Write a journal entry about what you wish you were doing! If you could go anywhere or do anything, what would you do? What foods would you eat? Who would you spend time with? DESCRIBE all of the places, foods, and people with lots of detail and plenty of adjectives (describing word).

#### 3. Write a Thank You Letter or Email

**Materials:** Pencil and paper (envelope and stamp if you want to send it in the mail) or computer if you want to send an email

Write a letter to a hospital worker, family member, teacher, friend, or loved one. Thank the person for how they help you and others. Give them specific reasons for why they are important to you. Make sure to include a heading (Dear Mr. ...), closing (sincerely, thank you, etc.)\_, and your signature.

Ex: Dear Mrs. Spears,

I want to let you know how much I appreciate you. Thank you so much for helping me this year. You are \_\_\_\_\_. I am grateful for \_\_\_\_\_. Also, \_\_\_\_\_.

Sincerely, *Ariana Grande*

#### 4. Newspaper Article

**Materials:** Pencil and paper or computer

Pretend you are a reporter (Someone who writes for the news). Write an article about the Coronavirus. Use information from your family members/people you live with, the news, and from David Douglas to write an informational story on the Coronavirus. What is Covid19? How did it begin for you? Do you know anyone who has Covid19? What is your family or household doing to make sure you are safe? What are other people doing? What have you learned from this experience? Use transition words like: (First, later, next, however, on the other hand, finally, etc.)

### What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

## Learning Activities for ELD

Level 3/4

Students will be able to write sentences in the **past tense** in the affirmative, negative and question forms.

### Activities

#### 1. Past Tense Verbs

**Materials:** paper and pencil or pen

Write the following verbs:

- like = liked
- walk = walked
- work = worked
- talk = talked
- watch = watched

#### 2. Affirmative Sentences

**Materials:** paper or notebook and pencil or pen

Affirmative

Write five sentences in the affirmative form. You need to write one sentence for each verb given.

Example: I liked the movie I watched yesterday.

#### 3. Negative Sentences

**Materials:** notebook and pencil

Write five sentences in the past tense in the negative form.

Example: I did not work last week.

#### 4. Past tense Questions

**Materials:** paper/ pencil

Write five questions in the past tense using the verbs provided.

Example: Did you talk to your mom about your homework?

#### 5. Talking Time

**Materials:** phone, paper pencil computer or any device you have.

Now is time for you to talk to your friends and say affirmative, negative or questions using the verbs provided on top or others.

### What Families Can Do

- You can ask your son/daughter how you use the past tense in English.
- Students can share things that happened in the past they liked.
- It is a good time to talk about important events within your family.
- You can talk about something very important that changed your life in a positive way.



## Learning Activities for ELD

Level 3/4

Students will be able to compare and contrast two popular athletes.

### Activities

**1. Describe Kobe Bryant**

**Materials:** paper and pencil

Describe Kobe Bryant to a family member. Why was he famous?

**2. Describe Roberto Clemente**

**Materials:** paper and pencil

Describe Roberto Clemente to a family member. Why was he famous?

**3. Comparing Kobe and Roberto**

**Materials:** white paper and pencil

Draw a Venn Diagram with 3-5 attributes for both Kobe and Roberto. Remember to place their common attributes where the two circles overlap.

**4. Favorite Sports**

**Materials:** lined paper and pencil or pen

Create a diagram that compares how Kobe's sport of basketball is different than Roberto's sport of baseball.

**5. Give an opinion**

**Materials:** none

If you had a lot of money like these two famous people what would you do with all that money in our current situation?

### What Families Can Do

- Asked students who Roberto Clemente was and what did they learn from him?
- Discuss what positive qualities both had.
- As family, talk about who or what athletes are a good example or a role model for our community. You can talk about any sports like: soccer, basketball, football.

## Learning Activities for ELD

Level 3/4

Students developing English should practice Reading, Writing, Speaking and Listening.  
Students will participate in conversations, discussions, & written exchanges on familiar topics.  
Students will ask & answer relevant questions.

### Activities

1. **Answer the phone politely and take a message.** **Materials:** paper, pencil, phone

Discuss with family how to answer the phone politely. What are some ways to answer a phone call? How do people in offices or businesses answer the phone differently than personal phone calls?

1. Hello. (Personal)
2. Thanks for calling *Big Lots*, this is (name). How may I help you? (Business)
3. This is \_\_\_\_\_, how can I help you?

Write down 3 different scripts for answering the phone. Practice with family members or friends.

Can you take a message and write the phone number or message? What would that look and sound like?

Message examples:

1. My mom isn't available right now, may I take a message?
2. \_\_\_\_\_ is busy right now, may I take your number and \_\_\_\_\_ will call you back?

2. **Practice introducing yourself and introducing others.** **Materials:** paper, pencil

How do you introduce yourself or your family members to teachers at conferences or out in the community? What do you say? How do you say it? Practice introductions with your family members. Try to introduce yourself to all family members and practice introducing them to each other.

1. Hi. My name is \_\_\_\_\_. Nice to meet you.
2. Mr. Jones, I'd like to introduce you to my mom, \_\_\_\_\_.
3. Dad, I'd like you to meet my teacher, Mrs. Carrillo.

3. **Read** **Materials:** book, magazine, newspaper

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

### What Families Can Do

- Cook together. Take turns reading the directions. Speak English or Native Language while working together.
- Share AND DISCUSS EVERYONE'S "Rose & Thorn" for the day. What was good=ROSE  
What was a challenge=THORN

## Learning Activities for ELD

Level 3/4

These activities are meant to meet the goal of Reading, Writing, Speaking and Listening for English Language Learners. Students will interact with family members to discuss and write about daily life.

### Activities

#### 1. Family Walk & Talk

**Materials:** paper, pencil

Make a list of 15 items to 'find' when you are walking and practicing **Social Distancing** as a family. Take the list on the walk and check them off as you see them. Discuss the things that you see. (Use both English and Native Language for practice)

1. Fir tree
2. Red flowers
3. Yard sign
4. Yellow car

When you return home, write a paragraph using transition words (first, next, then, finally) to document your walk and talk. Use this as part of journaling during the time of COVID 19.

#### 2. Map It/Talk About It/Write It

**Materials:** paper, ruler, pencil

Using your skills and knowledge of prepositions, write directions and make a map of your home or neighborhood. Practice writing sentences to describe how to move from room to room/ street to street for someone who doesn't live there. Could the person find their way around with your directions?

1. Walk through the front door to the kitchen.
2. From the kitchen, turn right and continue past the bathroom to my bedroom.
3. To get to my garage, walk down the stairs and through the family room.
4. Walk from the track and head west toward the park. You will pass Earl Boyles on the south. Continue to 102nd Avenue.

#### 3. Watch/Listen/Write

**Materials:** television, paper, pencil

Watch an educational television program (PBS, Discovery, etc.) Take notes and write down 5 facts that you learn from that program. After taking notes, write a paragraph about your learning. Write questions you still have. Be sure to include details in your complete sentences.

#### 4. Game Day

**Materials:** Board game, cards, dice

Play board or card games as a family. **Challenge:** Try to use only one language: English only or Native language only. OR Parents speak English/Kids speak Native Language only.

#### 5. Read Aloud Practice

**Materials:** book, magazine, article

Practice reading aloud with family members or pets. Choose a story, article or book to read to another person/animal. Read aloud to someone by Facetime. This is a great way to improve fluency in English.

### What Families Can Do

- Watch television or movies together. Try to learn something new and discuss the learning. Use the CLOSED CAPTION feature to practice reading English quickly.
- Read 20 minutes per day. Reading is the best way to get better at reading.

# Electives

## Learning Activities for Computers

### 6th Grade

In today's digital age, students must understand how to cultivate and manage their digital identity and be aware of the permanence of their actions in the digital world.

Students need to know how to manage their personal data and maintain digital privacy and security and be aware of data-collection technology used to track their online activities.

#### Activities

##### 1. Digital Privacy

**Materials:** paper, pen or pencil or word processor

Write 5 different ways people use to steal your identity.

##### 2. Digital Security

**Materials:** paper, pen or pencil or word processor

Make a list of what is considered private information and should NOT be shared.

##### 3. Cyberbullying

**Materials:**

Explain to an adult, what cyberbullying is. Give them an example and identify the victim, bully, bystanders and upstanders.

#### What Families Can Do

- Talk about how to be safe online.
  - 1) Don't post any personal information online – like your address, email address or mobile number.
  - 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
  - 3) Keep your privacy settings as high as possible
  - 4) Never give out your passwords
  - 5) Don't befriend people you don't know
  - 6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do
  - 7) Remember that not everyone online is who they say they are
  - 8) Think carefully about what you say before you post something online
  - 9) Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude
  - 10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

#### ***Use privacy settings.***

Sit down with tweens and teens to show the privacy settings you use on your apps and devices. Talk about why you keep certain information private or limited to a small group. Ask them what information they feel comfortable sharing and why.

#### ***Read the fine print.***

Find the privacy policy of your kid's favorite app and read it together. Is it clear or complicated? Can you tell what information the company collects and what they do with it? Are they selling it? Storing it? Keeping it safe?

#### ***Discuss online scams, clickbait, and "special offers."***

Share experiences of being targeted for a scam. Have either of you ever received a fishy email or text? What tipped you off? Discuss the telltale signs of a hoax, including poor grammar, misspellings, Photoshopped images, and close-but-not-exact company logos. And don't forget quizzes and tantalizing pop-ups, which can disguise shady privacy practices.

***Understand how tech companies make money.***

Along with your tween and teen, research how digital devices, social media platforms, and apps and games get paid. Do they sell ads? Do they sell kids' data? What steps can you take to limit the amount of data you share while still using the platforms?

# Learning Activities for Computers

6th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

## Activities

### 1. Keyboarding Skills

**Materials:** Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice. I know many of you have accounts on these sites so please use those.

### 2. Identification of Computer Parts

**Materials:** Computer/tablet/phone

If you can get online. You can go to Socrative.com and log in as a Student. SCHMITTSCCLASS. Then put in your name and see how many you can get right. Do this activity until you get 100%. It will tell you if you get the question correct or not.

### 3. Hardware and Software

**Materials:** Pen, pencil, paper

In writing explain what Computer Hardware and Software are? Use as many examples as you can. Draw pictures if appropriate

### 4. What is the Difference?

**Materials:** Pen, pencil, paper

In Writing explain what the difference between Operating System Software and Application Software is?

### 5. Flow Chart of a Computer

**Materials:** Pen, pencil, paper

Explain to your parents or someone else the simple flow chart of a computer. Use pictures if you need to.  
HINT: input, memory, process, output.

## What Families Can Do

- Discuss how computers benefit our daily lives. What can be better using a computer? What does a computer not do well?

# Learning Activities for Computers

## 6th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

### Activities

#### 1. Keyboarding skills

**Materials:** Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

#### 2. Make a Model of a Computer

**Materials:** Cardboard, paper, pencil, pen other materials like tape or glue as needed

Include: MotherBoard, CPU, Hard Drive, RAM, Daughter Boards etc. You can draw this out or you can get cardboard or other materials and make an actual model. Label the parts as well.

### What Families Can Do

- Remind your child to work on their keyboarding skills using touch typing skills.
  - Sitting up straight
  - Feet flat on the floor
  - Proper fingering
  - Key your eyes on the screen not the keyboard
- Help your child to make a model of a computer to the best of their ability or at least make a drawing of one. It can be a laptop or desktop model.



## Learning Activities for Computers

6th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

### Activities

#### 1. Typing Practice

**Materials:** Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do 15 - 20 minutes a day. Keyboardingonline.com, Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

### What Families Can Do

- Provide a space for students to type.

## Learning Activities for Choir

### 6th Grade

Use solfege skills to create vocal warmups.

Oregon Music Anchor Standard 2 focuses on development of artistic ideas and work. Students can use solfege skills they've learned in class to create their own repeating vocal warmup patterns.

#### Activities

##### 1. Hopeful Warmup

**Materials:** Paper, pencil

Think of five things you can't wait to do once the quarantine is over. Write them down.

- Example: Have a big dinner with all my extended family!

Now, let's learn the notes of the vocal warmup. Start by singing from "Do" to So" and back down stepwise: "Do Re Mi Fa So Fa Mi Re Do."

Now, let's add lyrics to those notes you just sang: "Once this quar-an-tine is o-ver I..." (Do Re Mi Fa So Fa Mi Re Do)

Then verbalize each of the things you can't wait to do once this quarantine is over!

- Example: "Once this quarantine is over I... -----[will have a big dinner with all of my extended family!]"

##### 2. Compose A Warmup

**Materials:** Paper, pencil

Create your own warmups! First, sing through the major scale (Do, Re, Mi, Fa, So, La, Ti, Do).

Now, write down some combinations of these notes. Common examples we use in class:

Do - Mi - So - Mi - Do

So - La - So - La - So - Fa - Mi - Re - Do

Add lyrics narrating your life, or your favorite foods, or a story to the notes you choose. Sing them!

##### 3. Breath Support

**Materials:** Some empty floor space

Think of your favorite choir song or warmup. After warming up your voice, (you can look up warmups on YouTube, if you are able, or use warmups from class that you enjoy, or use the warmup activity in this packet)

Lie down, flat on your back, and try to sing through the song.

Attempt to use one good stomach breath to sing longer parts of the song.

If you have trouble getting past a certain part on one breath, try it again, on a lip-trill (buzzing your lips). That should force you to use more air, and regulate it more efficiently.

#### What Families Can Do

- Have a home concert! Ask your child to prepare at least 2 songs to sing for the family. If your child is nervous to sing in front of the family alone, sing together!

## Learning Activities for Choir

### 6th Grade

Composing and performing are essential parts of the Oregon Music learning standards. It engages the student's brains in an amazing way, and creating something as a family is even better!

#### Activities

##### 1. Family Song

**Materials:** Paper, pencil

Compose a family song.

Use a paper and pencil to write down some things that are important to your family. Once you've got some ideas, form some of those things into lyrics, and if possible, make the last words of those phrases rhyme.

Once you've got some lyrics, set them to a melody!

Tips:

- If you have trouble thinking of a melody, think of some of the songs we sing, or some of your favorite songs you listen to, and use those melodies as a starting point. Change the melodies to match your song a little better.
- If you've got an internet device, use a karaoke track to accompany your song if you are basing it off an existing song! You can find these easily on YouTube.

##### 2. Parody Project

**Materials:** Paper, pencil

Write some parody lyrics!

Choose a song that you know the lyrics well to.

Write down those lyrics, line by line, on a column to the left.

Now, write some parody lyrics in a column to the right, that matches the original lyrics.

Perform this parody song for someone in your life.

Tips:

- The more of a contrast to the original, the more funny a parody song can be.  
Use a very sad song to write very happy lyrics, or a very happy song to write sad lyrics.
- Make sure you're using the same amount of syllables for each line!

##### 3. Body Percussion

**Materials:** Music playing device (radio, computer, etc)

Create a body percussion pattern set to music you love.

Use different combinations of your hands and feet to make sounds. For example, you can incorporate clapping, snapping fingers, tapping cheeks with open and close mouth.

Once you've chosen 4 distinct sounds, arrange them in a rhythm that works to a song you've got playing. Try to have a distinctly different pattern for the verses and the choruses of a song you choose.

Tips:

- Don't get too complicated! Have the patterns repeat at least four times before you change your pattern.
- Keep the different movements you make physically close so that you can perform these more easily.
- Have your beat flow with the music - intensifying and calming as the music rises and falls in intensity.

#### What Families Can Do

- Keep kids engaging with music and singing past simply listening. Work together on a family song! This can be a very special and bonding experience and once you've created it, it can be taught to younger siblings.

## Learning Activities for Orchestra

### 6th Grade


Compose short musical structures.

Based on Music National Standard #4, Composing and Arranging Music with specific guidelines. This will teach students to use their knowledge of music theory to write out their own music. They will also use their playing skills to demonstrate their compositions.

#### Activities





##### 1. Write a 4 measure melody

**Materials:** Instrument, Paper (staff paper if possible) and Pencil  
\*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Write out a 4 measure melody in D Major using only quarter notes.  Write four notes in a measure. Use notes that we have learned in class. Play the melody on your instrument. If you don't have your instrument, talk through the notes.

##### 2. Write a 4 measure rhythm

**Materials:** Instrument, Paper (staff paper if possible) and Pencil  
\*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Write out a 4 measure rhythm on the open A or open D string using quarter notes  , eighth notes  , half notes  and whole notes  . Play the rhythm on your instrument. If you don't have your instrument clap the rhythm.

##### 3. Write a musical composition

**Materials:** Instrument, the first two activities completed, paper and pencil

Combine the first two activities (rhythm and melody). Use the rhythm from Activity two but put the melody notes to the rhythm. Play through your composition with your instrument. If you don't have your instrument, talk through the notes in rhythm.

#### What Families Can Do

- Families can encourage students by listening to their final product.

## Learning Activities for Orchestra

### 6th Grade

This activity is related to Music Content Standard #9: Understanding music in relation to history and culture. Students will learn more about music history with study of Western music composers and the history of the orchestra. Students will also write to reflect on their own experience. Orchestra students are a part of the continuation of string music in our world.

#### Activities

##### 1. Create a music history timeline

**Materials:** Paper, pencil, markers,

Create a timeline with the following Music Eras and the composers that are within that era.

Baroque era 1600-1750: Purcell, Vivaldi, Handel, J.S. Bach

Classical era 1750-1820: Haydn, W.A. Mozart, Beethoven, Paganini

Romantic era 1805-1910: Johann Strauss, Schumann, Offenbach, Clara Wieck Schumann

20-Century 1900-present: Gershwin, Shostakovich, Britten, John Williams

##### 2. Write a summary of the orchestra's history

**Materials:** Paper, pencil

Here are some facts about orchestra. The facts are a bit out of order so you will need to use your timeline and read carefully to put them back in order. Please organize them to create a summary/essay of the history of the orchestra.

Facts: \*The Romantic era contributed more progress to the orchestra. \*Before the Baroque era was the Renaissance era. \*The Renaissance era pioneered the first orchestra. \* In 1800's (late Classical era) the modern style instruments and orchestras formed. \*In the Romantic era, the orchestra became larger, adding full string, woodwind, brass and percussion sections. \*The modern orchestra has a modern day conductor with a conducting baton. \*The early orchestras in the Renaissance era were very small (10-20 musicians) and were mostly strings. \*Orchestra in the Baroque era included some early wind and a few percussion instruments as well as the harpsichord. \*Today we have lots of music to choose from to play in orchestra.

##### 3. Write an essay about your favorite orchestra piece

**Materials:** Paper, pencil, your music

Write about your favorite piece of music that you have performed in an orchestra concert. In a minimum of 8 sentences, discuss why you picked this piece to write about. Answer the following questions: When did you play this piece? Did you always enjoy the piece? Was it easy or difficult to learn? Did you feel a sense of accomplishment? What made this piece stand out among other pieces you've played? Refer the following word bank when writing your essay: orchestra, dynamics, pizzicato, violin, viola, cello, bass, conductor, sections, practice, measure, rhythm, intonation, eighth note, soloist, staccato, repeat, forte, mezzoforte, mezzopiano, piano, in sync, advanced, and mood.

#### What Families Can Do

- Families can help with the construction of these projects.
- Families can be a supportive audience when students present their timelines, essays and perform their favorite piece.