**Russell Middle School**

**6th Grade Weekly Learning Plan**

Week 12

Week of October 26-30, 2020

English 6
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Weekly Focus:
English 6 - Students will read and demonstrate comprehension of fictional and informational texts by identifying an author's organizational pattern, comparing main idea and theme, and making and revising predictions within Embarrassed? Blame Your Brain and the excerpt from *The Ravine* which are found in HMH Ed: Your Friend in Learning.

| Assignment | Assignment Instructions |
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| Monday<br><br>October 26 | Assignment #1<br>❏ HMH - Embarrassed? Blame Your Brain/The Ravine (con't)<br>❏ Complete The Ravine activities.<br>❏ Recreational Read - Student choice.<br>❏ Complete and pass one iReady reading lesson. |
| Tuesday<br><br>October 27 | Assignment #2<br>❏ HMH - Embarrassed? Blame Your Brain/The Ravine (con't)<br>❏ Embarrassed? Blame Your Brain: Check Your Understanding/Analyze the Text<br>❏ The Ravine - Check Your Understanding/Analyze the Text<br>❏ Complete and pass one iReady reading lesson. |
| Wednesday<br><br>October 28 | Assignment #3<br>❏ IXL Practice -<br>❏ Grammar and Mechanics - Section HH (Conjunctions) - Identify Subordinating Conjunctions<br>❏ Grammar and Mechanics - Section X (Sentences, fragments, and run-ons) - Is it a complete sentence, a fragment or a run-on?<br>❏ Vocabulary - Section Q (Synonyms and Antonyms) - Choose the Synonym<br>❏ Complete and pass one iReady reading lesson. |

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| Thursday<br><br>October 29 | Assignment #4<br>❏ HMH - Embarrassed? Blame Your Brain/The Ravine - Selection Test<br>❏ Complete and pass one iReady reading lesson. |
| Friday<br><br>October 30 | Assignment #5<br>❏ Complete all assignments given throughout the week and turn them in.<br>❏ Be sure to charge all Chrome books and have materials needed to begin Monday morning.<br>❏ Recreational Read - Student choice.<br>❏ Complete and pass one iReady reading lesson. |

# Math 6/Math 6 Advanced

## Week of October 26-30, 2020

**Math 6/Math 6 Advanced**

Ms. Sopko (General Math 6/Advanced)-

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Ms. Wilday (Co-lab and General Math 6)

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Ms. Richardson (Special Education Teacher)

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**Weekly Focus:**

Math 6/Advanced- Students will represent and determine equivalence among fractions, mixed numbers, decimals and percents; and compare and order positive rational numbers (6.2a & 6.2b). Students will investigate and describe the concept of positive exponents and perfect squares (6.4).

*******All materials and resources (assignments) are located in your respective Google Classroom.********

| Day | Assignment Instructions |
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| M O N D A Y | **Virtual Classroom Instruction:**<br>❏ **Wilday/Richardson:**<br>❏ **Warm Up**: RICHARDSON WILL DECIDE<br>❏ **Modeling**: introduce how to represent and determine equivalence among fractions, mixed numbers, decimals and percents using strategies: show how to convert all rational numbers to decimals when comparing and ordering (can use **Google Jamboard** to demo an **Desmos.com Scientific Calculator**)<br>❏ **Guided Practice** : in Breakout rooms, small groups of students will organize **Google Slides: Ordering Numbers Practice** of fractions, mixed numbers, decimals and percents into sequential ascending; then come back to main meeting to share and discuss their ordering whole group (**alternative: this can also be assigned before the modeling lessons to pre-assess students**)<br>❏ **Exit Ticket** : Metaphors & Similes~ Respond in the chat by filling in the blank. **Ordering rational numbers is like a farm because _____.**<br>❏ **Independent Practice Homework:**<br>❏ Khan Academy ~ 7 new assignments (due Wednesday)<br>++++++++++++++++++++++++++++++++++++++++++++++++++++++++++<br>**Virtual Classroom Instruction:**<br>❏ **Sopko:**<br>❏ **Warm up: Review of Released SOL Questions**<br>❏ **Anticipatory Set:** multiplying numbers (vocab exponential notation)<br>❏ **Modeling:** multiply numbers (2 x 2 = 4, 3 x 3 =9, etc) compared to 2^2, 3^2, etc. (Perfect squares)<br>❏ **Guided Practice:** We will walk through a worksheet together on perfect squares and writing numbers in exponential notation)<br>❏ **Independent Practice:** Worksheet with 5 Questions<br>❏ **Closure:** Students will answer a closure question in the chat box<br><br>**Independent Practice Homework:**<br>• **Sopko**: Finish independent practice |
| T U E S D | **Virtual Classroom Instruction:**<br>❏ **Wilday/Richardson:**<br>❏ **Warm up:** What is your favorite number? Why? Is it prime or composite? What are its multiples? Factors?<br>❏ **Modeling**: review of how to represent and determine equivalence among fractions, mixed numbers, decimals and percents; and introduce how to compare and order rational numbers using the strategy of converting all rational numbers to decimals on the Desmos.com Scientific Calculator and choosing multiple equivalences<br>❏ **Guided Practice** : use the SOL questions from Q1 Benchmark |

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| A<br>Y | ❑ **Exit Ticket** : Metaphors & Similes~ Respond in the chat by filling in the blank. **Conversions of fractions, decimals and percents are like dogs because _____.**<br>❑ **Independent Practice Homework:**<br>❑ Liveworksheets:<br>❑ Fractions Into Decimals<br>++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++<br>❑ **Sopko:**<br>❑ **Warm up: Review of Released SOL Questions**<br>❑ **Anticipatory Set:** numbers to the power of 3 (cubed)<br>❑ **Modeling:** model exponential notation with numbers to the power of 3<br>❑ **Guided Practice:** We will walk through a worksheet together on numbers to the power of 3,etc.<br>❑ **Independent Practice:** Worksheet with 5 Questions<br>❑ **Closure:** Students will answer a closure question in the chat box<br><br>**Independent Practice Homework:**<br>• **Sopko**: independent worksheet if they did not finish in class |
| W<br>E<br>D<br>N<br>E<br>S<br>D<br>A<br>Y | **Virtual Classroom Instruction:**<br>❑ Wilday/Richardson:<br>❑ **Warm up: put students into breakout rooms for 6.2a & b post assessment**<br>❑ **Modeling**: N/A<br>❑ **Guided Practice** : read aloud assessment and complete live<br>❑ **Exit Ticket** : Fill in the blank~ **I feel _____about fraction, decimal, percent conversions and ordering numbers.**<br>❑ **Independent Practice Homework:**<br>❑ Finish post-test if not finished<br>❑ Liveworksheets: Mummy Math: Decimals to Percent<br>++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++<br>❑ **Sopko:**<br>❑ **Warm up: Review of Released SOL Questions**<br>❑ **Anticipatory Set:** powers in 10 (Scientific notation)<br>❑ **Modeling:** 10^0, 10^1, 10^3, etc<br>❑ **Guided Practice:** We will walk through a worksheet together on scientific notation for numbers 10 and their powers.<br>❑ **Independent Practice:** Worksheet with 5 Questions<br>❑ **Closure:** Students will answer a closure question in the chat box<br><br>**Independent Practice Homework:**<br>• **Sopko**: IXL: D 1, 2, and 3 |

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| THURSDAY | **Virtual Classroom Instruction:**<br>❑ **Wilday/Richardson:**<br>❑ **Warm up:** What is your favorite number? Why? Is it prime or composite? What are its multiples? Factors? Even or odd?<br>❑ **Modeling**: introduce the concept of perfect squares. What are the characteristics of a square? (4 sided polygon/quadrilateral with congruent sides and 4 right angles)<br>❑ **Guided Practice** : powers, exponents, base, square root, perfect square, exponential notation<br>❑ Use Color Tiles<br>❑ Modify MIP Whole-number Exponents and Perfect Squares<br>❑ **Exit Ticket** : Metaphors & Similes~ Respond in the chat by filling in the blank. **Perfect squares are like dogs because _____.**<br>❑ **Independent Practice Homework:**<br>❑ Project: create a colorful design on the Hundreds Chart<br>❑ Tell the fraction, decimal, percentage of each color used; place them in ascending order<br>++++++++++++++++++++++++++++++++++++++++++++++++++++++++++<br>❑ **Sopko:** students will review exponents in exponential form and scientific form. Review of older SOL questions and one game of Kahoot review.<br><br>**Independent Practice Homework:**<br>• **Sopko:** EnVision Page 120 and 121 in Volume 1 (will go over next week) |
| FRIDAY | **Virtual Online Independent Instruction:**<br>★ Videos<br>○ Square Numbers - Primary<br>○ Introduction to powers of 10 (video)<br>○ Exponent example 1 (video) \| Exponents<br>○ Exponent example 2 (video) \| Exponents<br><br>**Independent Practice Homework:**<br><br>Finish assignments that have not been previously completed. |

**Russell Middle School**
**Weekly Learning Plan**

**Week of Oct. 26-30**

| Science 6 | |
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| **Weekly Focus:**<br>**Science sol 6.4 a Investigate and understand how atoms consist of particles, including electrons, protons, and neutrons.** | |
| **Assignment** | **Assignment Instructions** |
| **Assignment #1**<br>**Monday-Tuesday** | • **Inquiry warm up with Nearpod:**<br>**Atoms, Elements and Compounds**<br><br>**Solpass sol 6.4 matter**<br>**https://www.solpass.org/science6-8-new/s6/standards6/standard_6-4.html?section=study-2**<br><br>• **Answer question: What are the building blocks of matter?**<br><br>• **Answer question: What types of atomic particles are found in the nucleus of an atom?**<br><br>• **Review Interactive Science textbook pgs.128-131.**<br><br>• **Element matching game -jeffersonlab**<br>**https://education.jlab.org/elementmatching/**<br><br>• **Atoms:protons, electrons, and neutrons video**<br>**http://studyjams.scholastic.com/studyjams/jams/science/matter/atoms.htm**<br><br>• **Elements and compounds video**<br>**http://studyjams.scholastic.com/studyjams/jams/science/matter/elements-and-compounds.htm** |

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| **Assignment #2 Wednesday-Thursday** | • **review atoms elements and compounds with kahoot**<br>• **atoms- https://www.liveworksheets.com/worksheets/en/Science/Atoms/Atom_am1197357co** |
| **Friday** | **Finish assignments that have not been previously completed.** |

## Russell Middle School

## Weekly Learning Plan

Week of October 26-30, 2020

| **US History I to 1865** | |
|---|---|
| **Weekly Focus: Objective 3B The student will apply social science skills to understand how early cultures developed in North America by locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois)** | |
| **Day** | Assignment Instructions<br>ALL Classes start in ZOOM except Friday's<br>ZOOM Meeting ID-<br>https://brunswickcps.zoom.us/j/6303603053?pwd=L2xRaExhK0RzMUlDYS8vTHdkNzJldz09<br>Meeting ID: 630 360 3053<br>Passcode: 7jfGbv<br><br>**PROJECT SUPPLIES NEEDED** |

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| Monday/Tuesday | **5 Native America Tribes**<br>**Inuit Kwakiutl Lakota Pueblo Iroquois**<br><br>❏ Native American Habitat<br>Project DUE MONDAY Nov 2 for A-Day Class<br>Project DUE TUESDAY Nov 3 for B-Day Class<br>❏ Review Powerpoint<br>❏ Watch Project Instructional Video<br>❏ Review Rubric<br>❏ Conduct Research and Work on Project<br>***Additional notes and resources below |
| Wednesday/<br><br>Thursday | **Continue working on project (see rubric)** |
| Friday | ❏ |

| GEOGRAPHY | | SHELTER |
|---|---|---|
| present-day Alaska and northern Canada, and in Arctic areas where the temperature is below freezing | **Inuit** | Houses made of stone, ice, or animal skins |
| Pacific Northwest coast, characterized by a rainy, mild climate. | **Kwakiutl** | longhouses |
| Southwest in present-day New Mexico and Arizona. | **Pueblo** | they lived in desert areas and areas bordering cliffs and mountains |
| The interior of the United States, called the Great Plains, which is characterized by dry grasslands. | **Lakota** | Tents made from buffalo skins |
| northeast North America, called the Eastern Woodlands, which is heavily forested. | **Iroquois** | Longhouses made of wood. |

| | Area | Human Resources | Natural Resources | Capital Resources |
|---|---|---|---|---|
| **Inuit** | They prefer to live in an area where the temperature is below freezing most of the year. | Inuit people fished, hunted caribou, built snow or stone houses. | They eat and use seals, fish, whales, and caribou.<br><br>They live in snow or stone houses in the winter and animal skins in the summer | They built kayaks, and dog sleds. They made spears for hunting. |
| **Kwakiutl** | They prefer to live in a rainy mild climate. | Kwakiutl people hunt deer, gather berries, and made plankhouses out of wood. | They eat and use fish, deer, berries, roots, and wood.<br><br>They live in plankhouses made out of wood. | They built canoes. They made spears and bows for hunting. |
| **Pueblo** | They prefer to live in desert areas and areas that border cliffs and mountains | Pueblo people grow corn, beans, and squash. They built adobes. | They eat and use corn, beans, squash, and clay.<br><br>They live in adobes, which are houses made of dried mud and clay | They made kilns (ovens) to make pottery. |
| **Lakota** | They prefer to live in a dry area with lots of grass. | They grow corn and beans.<br>They hunt buffalo.<br>They made teepees out of animal skins | They eat and use buffalo, corn, and beans. | They built canoes. They made spears and bows for hunting. |
| **Iroquois** | They prefer to live in a well forested area with lots of trees. | They live in longhouses made out of wood.<br>They grow corn and beans.<br>They hunt deer. | They eat and use corn, beans, deer, and wood. | They built canoes. They made spears and bows for hunting. |