Russell Middle School

6th Grade Weekly Learning Plan

Week 25

Week of February 8-12, 2021

English 6 cumminsm@brunswickcps.org morrisj@brunswickcps.org	
Weekly Focus: The student will read and (1) identify and analyze the construction and impact of figurative language, (2) describe how word choice and imagery contribute to the meaning of a text, and (3) identify and analyze the author's use of figurative language.	
Assignment	Assignment Instructions
Monday	 Article of the Day - ReadWorks ********** Complete Reading 4.5 Benchmark if missed original test administration from 2/4/21.
	 Practice with Identifying Figurative Language - YouTube Figurative Language: Reading - Quizizz Figurative Language: Vocabulary - Quizizz
Tuesday	 Article of the Day - ReadWorks English 6 3rd Nine Weeks Benchmark Review [(Questions 1-3) Live Session] <u>Poetry Vocabulary Presentation</u> IXL - E. Literary Devices
Wednesday	 Article of the Day - ReadWorks English 6 3rd Nine Weeks Benchmark Review [(Questions 4-6) Live Session] <u>Imagery Presentation</u> <u>Imagery Worksheet</u>
Thursday	 Article of the Day - ReadWorks English 6 3rd Nine Weeks Benchmark Review [(Questions 7-9) Live Session]

	 Culture Tribute Project Presentation (Live Session) - Mr. Morris English 6 3rd Nine Weeks Benchmark Review [(Questions 11-13) Live Session]
Friday	 Article of the Day - ReadWorks Finish assignments that have not been previously completed.

Math 6/Math 6 Advanced

Week 25 Week of February 8-12, 2021

Math 6/Math 6 Advanced

Ms. Sopko (General Math 6/Advanced)-

Email: sopkoh@brunswickcps.org Cell #: 434-594-7029

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

Email: wildayk@brunswickcps.org School Phone #434-848-2132

Ms. Richardson (Special Education Teacher)

Email: richardsons@brunswickcps.org School Phone #: 434-848-2132

Weekly Focus:

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

Classroom.*******

Math 6/Advanced ~

Day

Assignment Instructions

Monday	 <u>Virtual Classroom Instruction</u>: <u>Warm Up</u>: Most missed problems from 4.5 <u>Anticipatory Set</u>: What do these symbols mean?<u>jamboard</u> > > > > > > 4) ≤ Review and analyze snow data collected in <u>Polleverywhere</u> and create an overall inequality statement to represent our data. Modeling: Review <i>desmos Inequalities on a Number Line</i>
	activity. Discuss graphing of inequalities. Introduce <i>Graphing George</i> . GRAPHING GEORGE ¹
	 <u>Guided Practice</u>: Demonstrate how to access and complete the Inequalities edpuzzle <u>Independent or Group Practice</u>: Inequalities edpuzzle completion and IXL AA.1 Solutions to inequalities <u>Exit Ticket</u>: Are you greater than, less than or equal to 11 years old? Write your answer as an inequality; use your first initial as the variable. w > 11 (Ms. Wilday) Collect data.
	 Sopko: Warm up: What do these symbols mean? (>,<, ≥, ≤) Anticipatory Set: Review and reminder of how students have used these symbols in the past grade levels. Modeling: Introduction and review of inequality vocab
Tuesday	 Virtual Classroom Instruction: Warm Up: write an example for each: jamboard 1) > 2) < 3) ≥ 4) ≤ Anticipatory Set: Analyze Exit Ticket age data. What inequality best represents our class age data (most students are)? a > <

	Modeling: vocabulary and inequ i. No more than ii. No less than iii. At least iv. No fewer than v. At most <u>Guided Practice:</u> Fold and divid sections. Write one inequality si sections apart. Read each inequ students to hold up which symb the inequality phrases on a jam	Je a piece of paper into 4 gn in each section. Cut the Jality phrase below and ask Hol should be used. Then write board.
	>	<
	≥	≤
Sopko	 Juan was driving on the h limit was 60 miles per hour at most 60 miles per hour Sierra's mom took her Ch to spend at least \$5 on ed Brandon had fewer Legos had 215 Legos. How many had? Maya bought more items Andrea. Andrea bought's could Maya have bought' <u>Independent or Group Practice</u> a number line <u>Exit Ticket</u>: Give an example of something. Warm up: Review of number sen Anticipatory Set: Students will c and work on inequlaity vocab - Modeling: Students will make a symbols and will model how to u Guided practice: students will w 214-215 Independent: IXL AA 1 Closure: vocab terms debate 	highway and noticed the speed ir. He knew that he could drive is ristmas shopping and told her ach family member. Is than Christopher. Christopher Legos could Brandon have at the grocery store than even items. How many items ? IXL AA.2 Graph inequalities on how you are at most tences with Inequalities reate an individual jam board will be shared with the teacher foldable with the diffrent use it for class instruciton. ork with teacher on Vol. 1 page

Wednesday	Virtual Classroom Instruction:
	□ <u>Warm Up</u> : i Solving on equation means
	ii. To solve an equation algebraically, we use operations to
	both sides. (For example, we use addition to "undo"
	iii. An equation has how many solutions?
	iv. Jeffrey solved the equation below. Examine his work and
	= 6 + 4 + 4 y = 10
	Modeling: solve and graph one-step addition and subtraction
	Guided Proctice: solve and arooh inequalities GF
	Independent or Group Practice: IXL AA.3 Write inequalities
	from a number line Fxit Ticket : What is the difference between equations and
	inequalities?
	 Warm up: T/F inequality questions
	Anticipatory set: Remind students of number line use from 4th and 5th arade
	 Modeling: how to use a number line to graph inequalities
	Guided practice: Vol 1 pages 220-221
	 Exit ticket: How do you graph an inequality?
Thursday	Virtual Classroom Instruction:
	□ <u>Warm Up</u> :
	 <u>Modeling</u>: Guided Practice:
	Independent or Group Practice: IXL New! Write & graph
	□ Exit Ticket :
	Sopko:
	 Warm up: worksheet on inequality number sentences and graphing Modelino/Guided practice/Independent practice: quizzies activity
Friday	Virtual Online Independent Instruction:
	*
	Independent Practice Homework: Finish assignments that have not been previously
	completed.

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Science 6		
Weekly Focus: Science sol 6.3 b The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include the role of radiation and convection in the distribution of energy		
Assignment	Assignment Instructions	
Assignment #1 Monday-Tuesday	 Investigate Heat Transfer with nearpod <u>https://share.nearpod.com/pjl9H7lu3bb</u> Review Interactive Science pgs. 278-281. 	
	 Solpass sol review 6.3. <u>https://www.solpass.org/science6-8-new/s6/standards6/standard_6-3.html?section=study-1</u> Answer question: Why is convection more important than conduction in the trophere? 	
	 Review heat transfer with edpuzzle <u>https://edpuzzle.com/media/601d79ef0ab1e8429438aef9</u> Review temperature with edpuzzle <u>https://edpuzzle.com/media/601d57615778564298c9521a</u> 	
Assignment #2 Wednesday-Thursday	 Review heat transfer with kahoot https://kahoot.it/challenge/0375330?challenge-id=9d3391b b-aaf5-49d0-ad40-fb28b7a8c1cd_1612549590909 Review heat temperature and energy with kahoot https://kahoot.it/challenge/08946118?challenge-id=9d3391 bb-aaf5-49d0-ad40-fb28b7a8c1cd_1612549778013 	
Friday	Finish assignments that have not been previously completed.	

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Weekly Learning Plan

Week 25 Week of February 8-12, 2021

US History I to 1865

Weekly Focus:

OBJECTIVE 4B- The student will apply social science skills to understand European exploration in North America and West Africa by describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land;

Day	Assignment Instructions ALL Classes start in ZOOM except Friday's ZOOM Meeting ID- https://brunswickcps.zoom.us/j/6303603053?pwd=L2xRaExhK0RzMUIDYS8vTHdk NzJldz09 Meeting ID: 630 360 3053 Passcode: 7jfGbv
All Week	 6AThe student will apply social science skills to understand the causes and results of the American Revolution by explaining the issues of dissatisfaction that led to the American Revolution Great Britain's reasons for controlling the colonies Great Britain desired to remain a world power. In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War. Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War.
	 Great Britain's reasons for taxation To help finance the French and Indian War To help finance the maintenance of British troops in the colonies Sources of colonial dissatisfaction The colonies had no representation in Parliament. Some colonists resented the power of the colonial governors. Great Britain wanted strict control over colonial legislatures.

 The colonies opposed the British taxes. The Proclamation of 1763, which followed the French and Indian War, restricted the western movement of settlers