

## Browns Valley School E-Learning Choice Board

### Grade 6 Day 1

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

Math	Language Arts	Science	Social Studies	PE/Health	Band/Choir
Dream Box 1 Lesson	Read for 20 minutes (AR book, Epic, choice material).	Read the article and answer 3 questions.	Visit the website: <a href="https://www.thoughtco.com">https://www.thoughtco.com</a> Choose a subject and write a summary of what you learned (at least 3 sentences)	Do a Go Noodle activity	Practice for 20 or more minutes
Mean Median Page 154	Write book letter #1 following the attached format.	Do Science IXL for 20 minutes	Read the story of <b>WILD RICE</b> and answer the questions.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
	Work on Moby Max in language or reading skills, plus vocabulary for 20 minutes..			Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name \_\_\_\_\_

Parent/Caregiver Signature \_\_\_\_\_

Date \_\_\_\_\_



A few things from Mrs. McKinley if you have time.

*Make sure to ok all of these with an adult first. Also, do not do any of the outdoor activities unless the weather improves enough to be outside. Stay safe!*

- Fill an empty ketchup or dressing bottle with water and a couple drops of food coloring and paint the snow. Make sure it only goes on the snow and not your clothes, cars, or house.
- Build a fort with pillows and blankets to read and do your homework in. If you have siblings make one together or see who can make the best one.
- Look for animal tracks in the snow. How many different tracks can you find? Can you tell what animals made them?
- Blow up and tie a balloon inside. Set it outside and see what happens. Does it get bigger or smaller? Bring it back and forth between inside and out a few times throughout the day and watch what happens.
- Practice mindfulness. Quietly lay in the snow listening to different sounds. Then catch snowflakes and notice how different each one is.



# Chapter 10

## MEAN AND MEDIAN

### MEAN

In statistics, the **mean** is the same as the **average**. To find the **mean** of a list of numbers, first add together all the numbers in the list, and then divide by the number of items in the list.

**EXAMPLE:** Find the mean of : 38, 72, 110, 548

**Step 1:** First Add:  $38 + 72 + 110 + 548 = 768$

**Step 2:** There are 4 numbers in the list, so divide the total by 4.  $\frac{192}{4} \overline{)768}$   
The mean is 192.

**Practice finding the mean (average). Round to the nearest tenth if necessary.**

- |  |   |   |
|--|---|---|
| 1. Dinners served:<br>489 561 522 450<br>Mean = _____                        | 4. Student Absences:<br>6 5 13 8 9 12 7<br>Average = _____  | 7. Long distance calls:<br>33 14 24 21 19<br>Mean = _____ |
| 2. Prices paid for shirts:<br>\$4.89 \$9.97 \$5.90 \$8.64<br>Average = _____ | 5. Paychecks:<br>\$89.56 \$99.99 \$56.54<br>Average = _____ | 8. Train boxcars:<br>56 55 48 61 51<br>Mean = _____       |
| 3. Piglets born<br>23 19 15 21 22<br>Mean = _____                            | 6. Choir attendance:<br>56 45 97 66 70<br>Mean = _____      | 9. Cookies eaten:<br>5 6 8 9 2 4 3<br>Mean = _____        |

**Find the mean (average) of the following word problems.**

10. Val's science grades were: 95, 87, 65, 94, 78, and 97. What was her average? \_\_\_\_\_
11. Ann runs a business from her home. The number of orders for the last 7 business days were: 17, 24, 13, 8, 11, 15, and 9. What was the average number of orders per day? \_\_\_\_\_
12. Melissa tracked the number of phone calls she had per day: 8, 2, 5, 4, 7, 3, 6, 1. What was the average number of calls she received? \_\_\_\_\_



# 6th Science E-Learning - Day - 1

## Why Do Camels Have Humps?

The camel is a unique land mammal that is still used today by humans for long journeys across the desert. This is because the camel has the ability to go for long periods without food or water. This ability is possible because of a hump located on the camels back.

A camel is the only animal that has a hump. Some people believe this hump holds water but actually the hump is a storage site for fat. Most animals store fat in several areas of their bodies, but that camel mainly stores its fat in a giant mound within the hump. In a healthy adult camel, this hump can weigh up to 80 pounds.



The hump is necessary to the camel's survival in the desert. As the camel travels through the desert where food and water are scarce, it draws energy from the fat stored in the hump. Without it's hump a camel would not be able to survive for long periods without food and water. After a camel has depleted its supply of fat, the hump will often droop to one side. Once the camel has rested and been fed however, the hump returns to an upright position.

The idea that a camel can store large amounts of water is not completely untrue. The camel can drink up to 20 gallons of water at a time if it is available. It is just important to remember that this water is stored in the blood and other areas of the body, not in the hump.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Why Do Camels Have Humps-Multiple Choice Questions

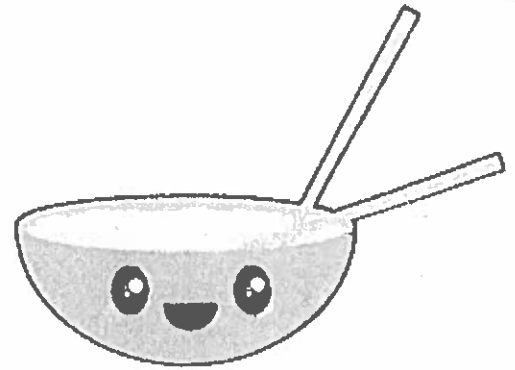
1. What is the camel known for?
  - a. Its long legs
  - b. Its ability to go long periods without food and water
  - c. Its hump
  - d. Both b and c
  
2. What is the camel hump made of?
  - a. Muscle
  - b. Fat
  - c. Blood
  - d. Water
  
3. How much can a hump weigh in a healthy adult camel?
  - a. 20 lbs
  - b. 50lbs
  - c. 60lbs
  - d. 80lbs
  
4. What does the camel get from the hump as it travels across the desert?
  - a. Energy
  - b. Water
  - c. Food
  - d. Nothing
  
5. When a camels hump droops to one side what does this mean?
  - a. The camel is starving
  - b. The camel has used up its stored fat
  - c. The camel is tired
  - d. A camels hump always droops



Name \_\_\_\_\_

## Wild Rice

Wild rice grows on stalks out of water. Abundant lakes, streams, and rivers are present in the areas west and south of Lake Michigan. As a result, many Algonquian language speaking Native American tribes who lived in this region harvested this natural resource. One specific Native American tribe who inhabited this region was Menominee, which means "Wild Rice People." As the seeds (grain) of the rice were collected, sometimes some seeds would fall into the water. This was OK because these would then provide the following year's crop of wild rice!



1. What does wild rice grow in?    A. earth B. water C. soil D. none of these
2. Another term for abundant is A. scarce B. plentiful C. thin D. dense
3. These many bodies of water existed west and \_\_\_\_\_ of
4. Lake \_\_\_\_\_.
5. Wild rice is referred to as a \_\_\_\_\_ resource.
6. The Menominee tribe harvested wild rice. True False
7. What other terms is used to describe the seed of the rice?  
A. grain B. collected C. wild D. rivers
8. What does Menominee mean? \_\_\_\_\_

6<sup>th</sup> grade - Social Studies  
E-Learning Day 1



(Use this heading)

Book Letter #1 (E-Learning Day 1)

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_

Dear Mrs. Roark,

**Paragraph 1: Tell me about your book**

The book I am reading right now is \_\_\_\_\_. It is by \_\_\_\_\_.  
I picked this book because \_\_\_\_\_. I like (or don't like) this book because \_\_\_\_\_. (add more information here- whatever you feel like telling me about your book.)

**Paragraph 2: Make a text connection** (see Text Connection Sentence Starters below)

**Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?**

Sincerely,  
Your name

**TEXT CONNECTION SENTENCE STARTERS**

**TEXT TO SELF**

- I can connect to (character's name) because \_\_\_\_\_.
- I can understand how (character's name) felt because \_\_\_\_\_.
- The part of the book where (describe an event here), reminds me of the time I \_\_\_\_\_.

**TEXT TO TEXT**

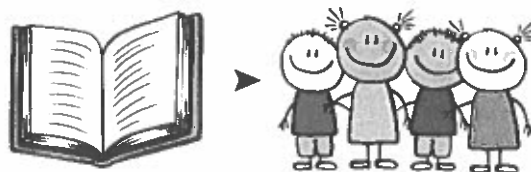
- This book reminds me of (name of another book) because \_\_\_\_\_.
- (Character) in (book) reminds me of (character) in (another book) because \_\_\_\_\_.
- The way this story is written reminds me of the book (title) because \_\_\_\_\_.

**TEXT TO WORLD**

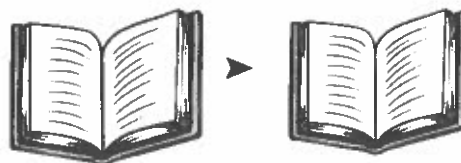
- This story makes me think of \_\_\_\_\_ because \_\_\_\_\_.
- This book reminds me of something I heard on the news. The news story was about \_\_\_\_\_.

**MAKING TEXT CONNECTIONS**

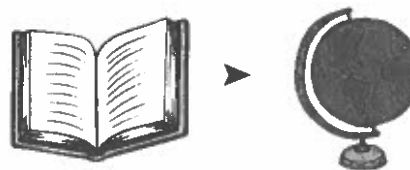
**TEXT TO SELF**



**TEXT TO TEXT**



**TEXT TO WORLD**



# Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

# **Browns Valley School E-Learning Choice Board** **Grade 6 Day 2**

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

Math	Language Arts	Science	Social Studies	PE/Health	Band/Choir
Reflex Math 15 Minutes	Read for 20 minutes (AR book, Epic, choice material).	Read the article and answer 3 questions.	Visit the website: <a href="https://www.thoughtco.com">https://www.thoughtco.com</a> Choose a subject and write a summary of what you learned (at least 3 sentences)	Do a Go Noodle activity	Practice for 20 or more minutes
Median Page 155	Write book letter #2 following the attached format.	Do Science IXL for 20 minutes	Read the story of <b>BISON</b> and answer the questions.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
	Work on Moby Max in language or reading skills, plus vocabulary for 20 minutes.			Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name \_\_\_\_\_ Parent/Caregiver Signature \_\_\_\_\_ Date \_\_\_\_\_



## MEDIAN

In a list of numbers ordered from lowest to highest, the **median** is the middle number. To find the **median**, first arrange the numbers in numerical order. If there is an odd number of items in the list, the **median** is the middle number. If there is an even number of items in the list, the **median** is the **average of the two middle numbers**.

**EXAMPLE 1:** Find the median of: 42, 35, 45, 37, and 41.

**Step 1:** Arrange the numbers in numerical order: 35 37 41 42 45

**Step 2:** Find the middle number. **The median is 41.**

**EXAMPLE 2:** Find the median of 14, 53, 42, 6, 14, and 46.

**Step 1:** Arrange the numbers in numerical order: 6 14 14 42 46 53

**Step 2:** Find the average of the 2 middle numbers.

$$(14 + 42) \div 2 = 28. \text{ The median is 28.}$$

**Circle the median in each list of numbers.**

- |                                |                                    |                                |
|--------------------------------|------------------------------------|--------------------------------|
| 1. 35, 55, 40, 30, and 45      | 4. 15, 16, 19, 25, and 20          | 7. 401, 758, and 254           |
| 2. 7, 2, 3, 6, 5, 1, and 8     | 5. 75, 98, 87, 65, 82, 88, and 100 | 8. 41, 23, 14, 21, and 19      |
| 3. 65, 42, 60, 46, and 90      | 6. 33, 42, 50, 22, and 19          | 9. 5, 8, 3, 10, 13, 1, and 8   |
| 10. 19<br>14<br>12<br>15<br>18 | 11. 9<br>3<br>10<br>17<br>6        | 12. 45<br>32<br>66<br>55<br>61 |
| 13. 52<br>54<br>19<br>63<br>20 | 14. 20<br>21<br>25<br>18<br>16     | 15. 8<br>17<br>13<br>14<br>22  |
| 16. 15<br>40<br>42<br>32<br>28 |                                    |                                |

**Find the median in each list of numbers.**

- |                                    |                                      |                                     |                                      |                                      |                                      |                                      |
|------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 17. 10, 8, 21, 14, 9, and 12       | 20. 48, 13, 54, 82, 90, and 7        |                                     |                                      |                                      |                                      |                                      |
| 18. 43, 36, 20, and 40             | 21. 23, 21, 36, and 27               |                                     |                                      |                                      |                                      |                                      |
| 19. 5, 24, 9, 18, 12, and 3        | 22. 9, 4, 3, 1, 6, 2, 10, and 12     |                                     |                                      |                                      |                                      |                                      |
| 23. 2<br>10<br>6<br>18<br>20<br>23 | 24. 11<br>22<br>25<br>28<br>10<br>23 | 25. 13<br>15<br>9<br>35<br>29<br>33 | 26. 75<br>62<br>60<br>52<br>80<br>50 | 27. 48<br>45<br>52<br>30<br>35<br>58 | 28. 22<br>19<br>15<br>43<br>34<br>28 | 29. 17<br>30<br>31<br>18<br>14<br>25 |





Name \_\_\_\_\_

Birds

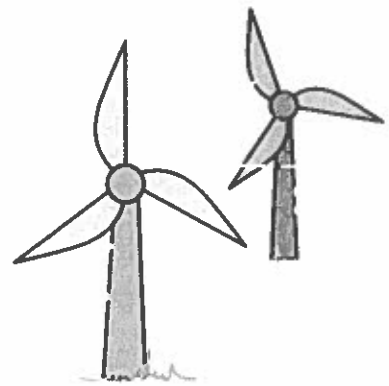
6th Science

Day - 2  
E. Learning

## Wind Energy and Birds

Currently, wind power provides about 8% of the energy currently being generated in the United States. Wind energy is a renewable resource that does not create any pollution. It is very space efficient, since a wind turbine does not require much horizontal space. They are typically placed in open areas that are being used for other things like farming or ranching. Despite these advantages, however, one ongoing problem with wind energy is its affect on avian life.

Because both birds and wind turbines occupy the same space high in the air, birds frequently collide with the spinning turbine blades or towers. Wind turbines kill hundreds of thousands of birds every year, often at night, most frequently small birds who migrate at night to avoid predators. Bird deaths peak during spring migrations. However, non-migrating birds like eagles are also sometimes injured by turbine blades.



Doppler radar is a radar tracking system that uses the Doppler Effect to indicate the location and velocity of weather phenomenon like storms, clouds, precipitation, etc. Doppler radar can also be used to detect groups of migrating birds. Researchers in New York are trying to use this bird data from Doppler radar to reduce the impact of wind turbines on bird life by creating live, real-time bird maps and bird migration forecasts that can be shared with wind farm operators to alert them when there are large numbers of birds likely to be in the area. Over the past several years, this project has involved a network of 143 radar systems across the United states, with automated bird migration forecasts and real-time tracking maps being posted online at [BirdCast.info](http://BirdCast.info). Wind farm operators are encouraged to use this information to stop or slow turbines when large numbers of birds are known to be passing through the area.

### QUESTIONS: Wind Energy and Birds

Circle the correct answer.

1. Which of the following is NOT an advantage of wind energy?
  - A. it is renewable
  - B. it does not generate pollution
  - C. birds frequently die by flying into turbines and blades
  - D. it is space-efficient
2. How many birds are killed by wind turbines every year?
  - A. 8%
  - B. hundreds
  - C. thousands
  - D. hundreds of thousands
3. What kinds of birds are more frequently killed by wind turbines?
  - A. large birds
  - B. predators
  - C. small birds who migrate at night
  - D. eagles
4. A radar tracking system that uses the Doppler effect to indicate the location and velocity of weather phenomenon is called:
  - A. bird.cast
  - B. radar
  - C. Doppler radar
  - D. all of the above
5. Researchers in New York are using Doppler radar systems to map:
  - A. wind farm operations
  - B. bird migration patterns
  - C. weather phenomenon
  - D. wind energy production

Name \_\_\_\_\_

## Bison

The American Bison is the buffalo. Vitally important to Native Americans of the United States Plains region, the bison provided almost everything needed from food, clothing, shelter, and even medicine. In the early 1700's it's estimated that more than 17 million bison roamed freely in the plains of North America. This number was reduced to almost extinction levels in the mid 1800's when new settlers began to hunt the animal. As a result, Native Americans who relied on the bison as a means of survival were forced to change their way of life.



The bison is the largest mammal that lives on land in the world. Adult male bison are known as a bull. Female bison are known as a cow and the young bison are known as a calf. Horns are found on both male and female bison. Generally, the bison's horn is about two feet in length. The calf is born without a horn, yet one begins to grow when the calf is about two months old. Only about 65,000 bison exist in the United States today.

1. What is a bison? A. deer B. buffalo C. calf D. horse
2. Who relied on the bison for survival? \_\_\_\_\_
3. How did the bison almost become extinct?  
\_\_\_\_\_  
\_\_\_\_\_
4. The bison provided necessary medicines to Native Americans. True False
5. What were Native Americans forced to do after bison neared extinction?  
A. hunt      B. change their way of life      C. move      D. rejoice
6. The bison is the \_\_\_\_\_ land mammal.
7. At about what age will horns begin to develop on a calf?  
A. 2 days B. 2 years C. 2 months D. 2 weeks
8. Approximately \_\_\_\_\_ million bison roamed the plains in North America in the early 1700's.



(Use this heading)

Book Letter #2 (E-Learning Day 2)

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_

Dear Mrs. Roark,

**Paragraph 1: Tell me about your book**

The book I am reading right now is \_\_\_\_\_. It is by \_\_\_\_\_. I picked this book because \_\_\_\_\_. I like (or don't like) this book because \_\_\_\_\_. (add more information here- whatever you feel like telling me about your book.)

**Paragraph 2: Make a text connection** (see Text Connection Sentence Starters below)

**Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?**

Sincerely,  
Your name \_\_\_\_\_

**TEXT CONNECTION SENTENCE STARTERS**

**TEXT TO SELF**

- I can connect to (character's name) because \_\_\_\_\_.
- I can understand how (character's name) felt because \_\_\_\_\_.
- The part of the book where (describe an event here), reminds me of the time I \_\_\_\_\_.

**TEXT TO TEXT**

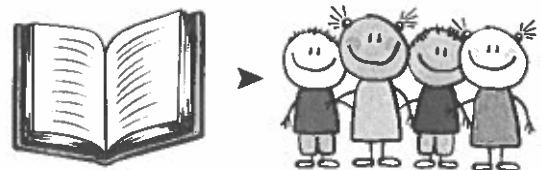
- This book reminds me of (name of another book) because \_\_\_\_\_.
- (Character) in (book) reminds me of (character) in (another book) because \_\_\_\_\_.
- The way this story is written reminds me of the book (title) because \_\_\_\_\_.

**TEXT TO WORLD**

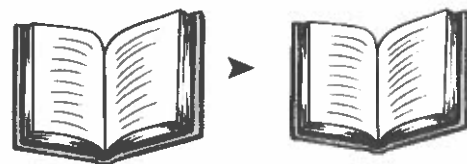
- This story makes me think of \_\_\_\_\_ because \_\_\_\_\_.
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**MAKING TEXT CONNECTIONS**

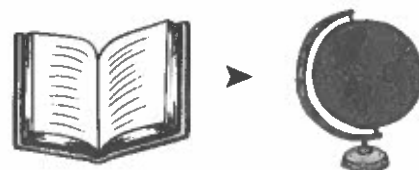
**TEXT TO SELF**



**TEXT TO TEXT**



**TEXT TO WORLD**



# Character Traits

How is my character as a person?

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cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

## Browns Valley School E-Learning Choice Board

### Grade 6 Day 3

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
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Measurements Pages 41-42	Write book letter #3 following the attached format.	Do Science IXL for 20 minutes	Read the story of <b>MOTHER EARTH</b> and answer the questions.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
	Work on Moby Max in language or reading skills, plus vocabulary for 20 minutes.			Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name \_\_\_\_\_

Parent/Caregiver Signature \_\_\_\_\_

Date \_\_\_\_\_





# APPROPRIATE INSTRUMENTS AND UNITS OF MEASURE

## English System of Measure

Measure	Abbreviations	Appropriate Instrument
<b>Time:</b> 1 week = 7 days 1 day = 24 hours 1 hour = 60 minutes 1 minute = 60 seconds	week = wk hour = hr or h minutes = min seconds = sec	calendar clock clock clock
<b>Length:</b> 1 mile = 5,280 feet 1 yard = 3 feet 1 foot = 12 inches	mile = mi yard = yd foot = ft inch = in	odometer yard stick, tape line ruler, yard stick
<b>Volume:</b> 1 gallon = 4 quarts 1 quart = 2 pints 1 pint = 2 cups 1 cup = 8 ounces	gallon = gal quart = qt pint = pt ounce = oz	quart or gallon container quart container cup, pint, or quart container cup
<b>Weight:</b> 16 ounces = 1 pound	pound = lb ounce = oz	scale or balance

Look at the chart above to help you determine which instrument you would use to measure each item below.

Item:	Instrument:
1. How much water a pan holds	_____
2. Weight of a crate of apples	_____
3. Distance from Atlanta to Minneapolis	_____
4. How much water a glass holds	_____
5. Width of a room	_____
6. Length of a shoe string	_____
7. How long it takes to run a mile	_____
8. How many days until school gets out	_____
9. How deep a snow drift is	_____
10. How many hours you were at the mall	_____
11. Height of a woman	_____
12. Length of a necklace	_____

## Matching

Match the item on the left with its approximate (not exact) measure on the right. You may use some answers more than once.

- |   |  |
|---|--|
| <p>_____ 1. The height of an average woman is about _____.</p> <p>_____ 2. An average candy bar weighs about _____.</p> <p>_____ 3. An average doughnut is about _____ across.</p> <p>_____ 4. A piece of notebook paper is about _____ long.</p> <p>_____ 5. The average snowball is about _____ across.</p> <p>_____ 6. The average basketball is about _____ across.</p> <p>_____ 7. The average month is about _____.</p> <p>_____ 8. How long is the average lunch table?</p> <p>_____ 9. About how much does a computer disk weigh?</p> <p>_____ 10. What is the average height of a table?</p> | <p>A. 1 yard</p> <p>B. 2 yards</p> <p>C. <math>5\frac{1}{2}</math> feet</p> <p>D. 4 weeks</p> <p>E. 3 inches</p> <p>F. 2 ounces</p> <p>G. 1 foot</p> |
|---|--|

## SIMPLIFYING UNITS OF MEASURE

**EXAMPLE:** Simplify: 12 pounds 35 ounces

**Step 1:** 35 ounces is more than 1 pound. There are 16 ounces in a pound, so divide 35 by 16.

$$\begin{array}{r} 2 \text{ lb} \\ 16 \overline{) 35} \\ \underline{-32} \\ 3 \text{ oz} \end{array}$$

$$\begin{array}{r} 12 \text{ pounds } 35 \text{ ounces} \\ + 2 \text{ pounds } 3 \text{ ounces} \\ \hline 14 \text{ pounds } 3 \text{ ounces} \end{array}$$

**Simplify the following.**

- |  |  |
|--|--|
| <p>1. 3 pounds 20 ounces</p> <p>_____</p> <p>2. 2 cups 12 ounces</p> <p>_____</p> <p>3. 2 yards 38 inches</p> <p>_____</p> <p>4. 1 pint 1 cup 16 ounces</p> <p>_____</p> <p>5. 1 yard 7 feet 12 inches</p> <p>_____</p> <p>6. 1 gallon 6 quarts 3 pints</p> <p>_____</p> | <p>7. 3 yards 10 feet 18 inches</p> <p>_____</p> <p>8. 6 gallons 4 quarts</p> <p>_____</p> <p>9. 2 feet 18 inches</p> <p>_____</p> <p>10. 1 pound 33 ounces</p> <p>_____</p> <p>11. 6 yards 1 foot 15 inches</p> <p>_____</p> <p>12. 3 cups 20 ounces</p> <p>_____</p> |
|--|--|

## What is the difference between warm blooded and cold blooded animals?

With very few exceptions, most mammals and birds are warm-blooded, while reptiles, amphibians, and fish are cold-blooded. Both types of animals have their own set of strengths and weaknesses.



Warm blooded animals need to keep the inside of their bodies at a constant temperature. Mammals achieve this by making their own heat during cooler weather and taking measures to cool themselves during hot weather. Mammals generate heat by converting the food they make into energy. Compared to cold blooded animals a warm blooded animal must consume large quantities of food in cold weather to stay warm.



Cold blooded animals on the other hand take on the temperature of their surroundings. When in a hot environment they are hot and when in a cold environment they are cold. Contrary to their name, cold blooded animals actually have blood warmer than warm blooded animals when they are in an extremely hot environment. This is again because they take on the temperature of their surroundings.

Being warm or cold blooded comes with its own set of advantages and disadvantages. Warm blooded animals can remain active in cold environments because they are maintaining their internal temperature. For Cold blooded animals, this is impossible. In cold environments the cold blooded animal is sluggish and slow moving because of their low body temperature. Cold blooded animals however need much less food to survive when compared with warm blooded animals.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **What is the difference between warm blooded and cold blooded animals? – Multiple Choice Questions**

Circle the Best Answer

1. Which animal is cold-blooded?
  - a. Rabbit
  - b. Chipmunk
  - c. Snake
  - d. Mouse
  
2. What is an advantage to being cold-blooded
  - a. Cold-blooded animals are better hunters
  - b. Cold-blooded animals are faster
  - c. Cold-blooded animals need less food to stay alive
  - d. Cold-blooded animals are slow moving when cold
  
3. What is an advantage to being warm blooded?
  - a. Warm blooded animals must consume large quantities of food to stay warm
  - b. Warm blooded animals can stay active during cold temperatures
  - c. Warm blooded animals are smarter
  - d. Warm blooded animals take on the temperature of their surroundings
  
4. Which animal is Warm-blooded?
  - a. Cat
  - b. Wolf
  - c. Monkey
  - d. All of the Above
  
5. How are warm-blooded animals able to stay warm and active during cold temperatures?
  - a. By running around to stay warm
  - b. By eating food to make energy for heat
  - c. By sleeping
  - d. None of the above

Name \_\_\_\_\_

## Mother Earth

Native Americans respect the earth. In fact, they believe the earth to be sacred. Some parts of the earth were viewed more seriously than others. For example, lakes, mountaintops, and hot springs were viewed as special places that held special meanings during important ceremonies.



Religion and dance were often a part of these special ceremonies for Native Americans, yet for many years, the United States government attempted to end Native American religions. One Native American prophet, who rallied against this movement, was a Nevada Paiute named Wovoka. Wovoka was founder of the Ghost Dance in 1889. Although a pacifist religion, many people in the American government feared Ghost Dance would encourage confusion and violence. It was a year later, in 1890 on the Lakota Sioux reservation, where United States soldiers killed 300 people. Soon after, many Native American tribes abandoned this religion.

1. What is sacred to Native Americans? \_\_\_\_\_
2. Name at least two places considered very important to Native Americans.  
\_\_\_\_\_
3. Dance and religion were both part of ceremonies. True False
4. The United States tried to \_\_\_\_\_ Native American religions.
5. Wovoka was a(n) \_\_\_\_\_ Paiute Native American.
6. What did the American government fear the Ghost Dance would do?  
A. encourage violence      B. move people  
C. encourage dancing      D. none of the above
7. Native American Wovoka is known as the originator of the Ghost Dance?  
True False
8. What happened on the Lakota Sioux reservation?  
\_\_\_\_\_  
\_\_\_\_\_



(Use this heading)

Book Letter #3 (E-Learning Day 3)

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_

Dear Mrs. Roark,

**Paragraph 1: Tell me about your book**

The book I am reading right now is \_\_\_\_\_. It is by \_\_\_\_\_. I picked this book because \_\_\_\_\_. I like (or don't like) this book because \_\_\_\_\_. (add more information here- whatever you feel like telling me about your book.)

**Paragraph 2: Make a text connection** (see Text Connection Sentence Starters below)

**Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?**

Sincerely,  
Your name \_\_\_\_\_

**TEXT CONNECTION SENTENCE STARTERS**

**TEXT TO SELF**

- I can connect to (character's name) because \_\_\_\_\_.
- I can understand how (character's name) felt because \_\_\_\_\_.
- The part of the book where (describe an event here), reminds me of the time I \_\_\_\_\_.

**TEXT TO TEXT**

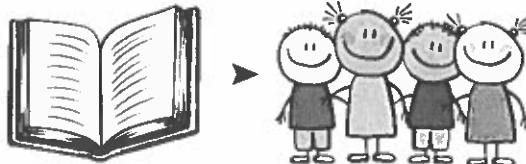
- This book reminds me of (name of another book) because \_\_\_\_\_.
- (Character) in (book) reminds me of (character) in (another book) because \_\_\_\_\_.
- The way this story is written reminds me of the book (title) because \_\_\_\_\_.

**TEXT TO WORLD**

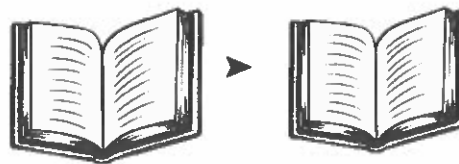
- This story makes me think of \_\_\_\_\_ because \_\_\_\_\_.
- This book reminds me of something I heard on the news. The news story was about \_\_\_\_\_.

**MAKING TEXT CONNECTIONS**

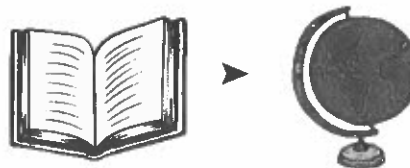
**TEXT TO SELF**



**TEXT TO TEXT**



**TEXT TO WORLD**



# Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy



## Browns Valley School E-Learning Choice Board

### Grade 6 Day 4

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

Math	Language Arts	Science	Social Studies	PE/Health	Band/Choir
Reflex Math 15 Minutes	Read for 20 minutes (AR book, Epic, choice material).	Read the article and answer 3 questions.	Visit the website: <a href="https://www.thoughtco.com">https://www.thoughtco.com</a> Choose a subject and write a summary of what you learned (at least 3 sentences)	Do a Go Noodle activity	Practice for 20 or more minutes
Ratio and Probability Page 64	Write book letter #4 following the attached format.	Do Science IXL for 20 minutes	Read the story of <b>BLACK ELK SPOKE</b> and answer the questions.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
	Work on Moby Max in language or reading skills, plus vocabulary for 20 minutes.			Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name \_\_\_\_\_

Parent/Caregiver Signature \_\_\_\_\_

Date \_\_\_\_\_



Name \_\_\_\_\_

Bacteria and Viruses

6th Science

Day 4

E. Learning

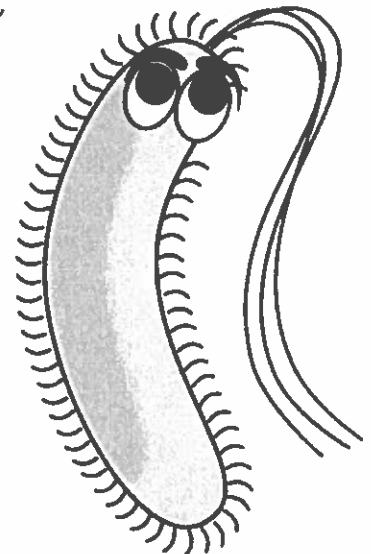
# Bacteria

Bacteria are a kind of microorganism that consist of only a single cell. Bacteria have cell walls that are a lot like plants cells. Also like plant cells, bacteria do not have a nucleus. They can be different shapes, including rods, spirals, and spheres. Some bacteria use long tails called flagella to propel themselves forward with a swimming motion. Some float or glide. Bacteria are everywhere. They live in the air, in the water, in the ground, on our skin, and even inside of our bodies.

We classify certain bacteria as "good" bacteria because they are an important part of our body's system. We actually can't live without them. For example, the bacteria in our digestive system, referred to as the gut microbiome, helps us to digest food and extract nutrients from it. It also plays a role in the functioning of our immune system. Other good bacteria play a similarly critical role in our planet's ecosystem. For example, bacteria called decomposers are a key part of the planet's food chain. These bacteria break down dead organic matter and recycle nutrients to the soil. Other bacteria called Rhizobium help fertilize soil by adding nitrogen, which plants need in order to grow.

Some bacteria, however, can be dangerous to human beings, other animals, or plants. We call these "bad" bacteria pathogens because they cause disease or make us sick. Leprosy, food poisoning, pneumonia, tetanus, and typhoid fever are all pathogens. A special medicine that kills pathogens is called an antibiotic. We also use special cleansing agents called antiseptics to keep bacteria out of wounds or to wash bad bacteria off of our hands.

There is even bacteria in some of our foods. Yogurt, cheese, pickles, and soy sauce are all made using specific strains of bacteria which help to preserve food while giving it a unique flavor.



**QUESTIONS: Bacteria**

Circle the correct answer.

1. What are bacteria?
  - A. long tails that propel single-celled organisms forward
  - B. single-celled organisms that help fertilize soil by adding nitrogen
  - C. a kind of microorganism that consist of only a single cell
  - D. a special medicine that kills pathogens
  
2. Which of the following is NOT an example of "good" bacteria?
  - A. the bacteria in our digestive system
  - B. decomposers
  - C. pathogens
  - D. Rhizobium
  
3. Which of the following is NOT a pathogen?
  - A. Rhizobium
  - B. leprosy
  - C. food poisoning
  - D. pneumonia
  
4. What is an antibiotic?
  - A. bad bacteria that make us sick
  - B. a special cleansing agent that kills bacteria
  - C. a kind of microorganism that consist of only a single cell
  - D. a special medicine that kills pathogens
  
5. Which of the following food does NOT contain bacteria?
  - A. yogurt
  - B. pickles
  - C. ketchup
  - D. soy sauce

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Black Elk Spoke

The Plains Indians used to hunt buffalo. The buffalo provided the Indians with a good life. The Indians ate buffalo meat, used buffalo hides for clothing and tipis, and even used dried buffalo droppings for fuel.

But settlers came to the plains and killed most of the buffalo herds. Buffalo became an endangered species.

Black Elk was a Plains Indian. He said, "Once we were happy in our own country and we were seldom hungry, for then the two-leggeds and the four-leggeds lived together like relatives, and there was plenty for them and for us. But the whites came, and they have made little islands for us and other little islands for the four leggeds, and always these islands are becoming smaller."

What did Black Elk mean?

1. Who are the two-leggeds? \_\_\_\_\_
2. Who are the four-leggeds? \_\_\_\_\_
3. What does "lived together like relatives" mean? \_\_\_\_\_
4. What are the little islands for the Plains Indians? \_\_\_\_\_
5. What are the little islands for the four-leggeds? \_\_\_\_\_
6. Do Black Elk's words change your thinking in any way? \_\_\_\_\_

6<sup>th</sup> grade Social Studies  
Day 4 E-Learning  
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(Use this heading)

Book Letter #4 (E-Learning Day 4)

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_

Dear Mrs. Roark,

**Paragraph 1: Tell me about your book**

The book I am reading right now is \_\_\_\_\_. It is by \_\_\_\_\_. I picked this book because \_\_\_\_\_. I like (or don't like) this book because \_\_\_\_\_. (add more information here- whatever you feel like telling me about your book.)

**Paragraph 2: Make a text connection** (see Text Connection Sentence Starters below)

**Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?**

Sincerely,  
Your name

**TEXT CONNECTION SENTENCE STARTERS**

**TEXT TO SELF**

- I can connect to (character's name) because \_\_\_\_\_
- I can understand how (character's name) felt because \_\_\_\_\_
- The part of the book where (describe an event here), reminds me of the time I \_\_\_\_\_

**TEXT TO TEXT**

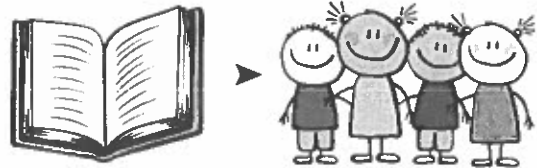
- This book reminds me of (name of another book) because \_\_\_\_\_
- (Character) in (book) reminds me of (character) in (another book) because \_\_\_\_\_
- The way this story is written reminds me of the book (title) because \_\_\_\_\_

**TEXT TO WORLD**

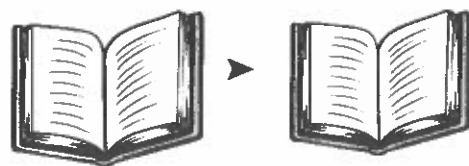
- This story makes me think of \_\_\_\_\_ because \_\_\_\_\_
- This book reminds me of something I heard on the news. The news story was about \_\_\_\_\_

**MAKING TEXT CONNECTIONS**

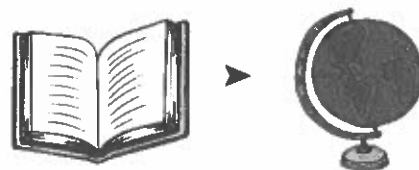
**TEXT TO SELF**



**TEXT TO TEXT**



**TEXT TO WORLD**



# Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy



## Browns Valley School E-Learning Choice Board

### Grade 6 Day 5

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

Math	Language Arts	Science	Social Studies	PE/Health	Band/Choir
Dream Box 1 Lesson	Read for 20 minutes (AR book, Epic, choice material).	Read the article and answer 3 questions.	Go to EPIC and watch the video on Droughts. Write down 5 things you learned. (Google droughts if you cannot find the video)	Do a Go Noodle activity	Practice for 20 or more minutes
Equivalent Fractions Page 50	Write book letter #5 following the attached format.	Do Science IXL for 20 minutes	<b>Woodland Indians</b> worksheet- use any resources to finish the worksheet using the word bank.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
	Work on Moby Max in language or reading skills, plus vocabulary for 20 minutes.			Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name \_\_\_\_\_ Parent/Caregiver Signature \_\_\_\_\_ Date \_\_\_\_\_



## FINDING EQUIVALENT FRACTIONS

**REMEMBER:** Any fraction that has the same non-zero numerator (top number) and denominator (bottom number) equals 1.

**EXAMPLES:**  $\frac{5}{5} = 1$        $\frac{8}{8} = 1$        $\frac{12}{12} = 1$        $\frac{15}{15} = 1$        $\frac{25}{25} = 1$

Any fraction multiplied by 1 in any fraction form remains equal.

**EXAMPLES:**  $\frac{3}{8} \times \frac{4}{4} = \frac{12}{32}$  so  $\frac{3}{8} = \frac{12}{32}$

**PROBLEM:** Find the missing numerator (top number).  $\frac{5}{8} = \frac{\boxed{\phantom{000}}}{24}$

**Step 1:** Ask yourself, "What was 8 multiplied by to get 24?" 3 is the answer.

**Step 2:** The only way to keep the fraction equal is to multiply the top and bottom number by the same number. The bottom number was multiplied by 3, so multiply the top number by 3.  $\frac{5}{8} \times \frac{3}{3} = \frac{15}{24}$

**Find the numerators missing from the following equivalent fractions.**

1.  $\frac{3}{5} = \frac{\phantom{00}}{15}$       7.  $\frac{2}{8} = \frac{\phantom{00}}{16}$       13.  $\frac{2}{5} = \frac{\phantom{00}}{45}$       19.  $\frac{7}{8} = \frac{\phantom{00}}{24}$       25.  $\frac{4}{5} = \frac{\phantom{00}}{45}$

2.  $\frac{3}{8} = \frac{\phantom{00}}{32}$       8.  $\frac{5}{6} = \frac{\phantom{00}}{18}$       14.  $\frac{3}{12} = \frac{\phantom{00}}{24}$       20.  $\frac{5}{8} = \frac{\phantom{00}}{24}$       26.  $\frac{3}{8} = \frac{\phantom{00}}{40}$

3.  $\frac{7}{10} = \frac{\phantom{00}}{50}$       9.  $\frac{5}{8} = \frac{\phantom{00}}{32}$       15.  $\frac{8}{9} = \frac{\phantom{00}}{45}$       21.  $\frac{1}{4} = \frac{\phantom{00}}{12}$       27.  $\frac{2}{5} = \frac{\phantom{00}}{25}$

4.  $\frac{5}{8} = \frac{\phantom{00}}{24}$       10.  $\frac{2}{3} = \frac{\phantom{00}}{12}$       16.  $\frac{5}{16} = \frac{\phantom{00}}{32}$       22.  $\frac{1}{3} = \frac{\phantom{00}}{9}$       28.  $\frac{5}{12} = \frac{\phantom{00}}{36}$

5.  $\frac{3}{4} = \frac{\phantom{00}}{16}$       11.  $\frac{1}{4} = \frac{\phantom{00}}{12}$       17.  $\frac{4}{5} = \frac{\phantom{00}}{20}$       23.  $\frac{2}{5} = \frac{\phantom{00}}{35}$       29.  $\frac{3}{4} = \frac{\phantom{00}}{28}$

6.  $\frac{5}{6} = \frac{\phantom{00}}{30}$       12.  $\frac{2}{3} = \frac{\phantom{00}}{33}$       18.  $\frac{2}{3} = \frac{\phantom{00}}{27}$       24.  $\frac{1}{6} = \frac{\phantom{00}}{36}$       30.  $\frac{7}{8} = \frac{\phantom{00}}{40}$



Name \_\_\_\_\_

Natural Disasters

6th Science  
Day 5

# Tornadoes

A tornado is a column of wind that spins very fast. The winds from a tornado can reach as much as three hundred miles per hour. A tornado is capable of flattening everything in its path, and can cause the total destruction of the area where it touches down. Most tornadoes in the U.S. form from northern Texas to South Dakota, and from Missouri to the Rocky Mountains, and area known as Tornado Alley.

A tornado can form during a thunderstorm or a hurricane. When a large thunderstorm forms in a cumulonimbus cloud, a change of wind direction and wind speed at a high altitude causes the air to begin to swirl horizontally. This horizontal spinning is then tipped over as rising air from the ground pushes up on the swirling air, causing the spinning air to take on a funnel shape. The funnel of swirling air continues sucking up warm air from the ground and elongates. When the funnel touches the ground, it is a tornado.

While tornados are usually funnel-shaped, they can also look like a wedge in the sky. Tornadoes are usually about 500 feet in diameter, but they can also be as narrow as a few feet or as large as two miles across. Wind speeds vary too. They can be anywhere between 65 and 250 miles per hour. Tornadoes can also vary in color. They can appear white, gray, black, blue, red, or green; some, however, can't be seen at all. The direction of the rotation of a tornado depends on where it occurs. The Earth's rotation around its axis causes winds in the northern hemisphere to be diverted to the right (counterclockwise), while winds in the southern hemisphere are diverted to the left (clockwise).

There are different kinds of tornadoes. A supercell is a huge thunderstorm that last for a long time. Supercells produce some of the biggest and most destructive tornadoes. A waterspout is a tornado that forms over water, and it usually falls apart when it reaches land. A landspout is a tornado that forms over land. Landspouts form independently of thunderstorms and are generally weak.

### QUESTIONS: Tornadoes

Circle the correct answer.

1. What is a tornado?
  - A. a column of wind that spins very fast
  - B. a column of wind that forms over land
  - C. a column of wind that forms over water
  - D. a column of wind at least 500 feet in diameter
  
2. Which of the following is a state where most tornadoes occur?
  - A. Maryland
  - B. California
  - C. Texas
  - D. Maine
  
3. Which of the following shapes can a tornado have?
  - A. funnel
  - B. disc
  - C. wedge
  - D. A and C
  
4. What is the range of a tornado's diameter?
  - A. 65 to 250 miles in diameter
  - B. 65 to 250 feet in diameter
  - C. a few feet to two miles in diameter
  - D. all tornadoes are 500 feet in diameter
  
5. Which of the following is NOT a type of tornado?
  - A. supercell
  - B. megacell
  - C. landspout
  - D. waterspout

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Woodlands Indians

Fill in the blanks using these words:

powwow  
French  
northeastern

Mississippi  
Oklahoma  
Pontiac

wigwams  
Hudson Bay

Iroquois  
birchbark

1. Woodland Indians lived in \_\_\_\_\_ North America.
2. Woodland Indian tribes could be found as far north as \_\_\_\_\_  
and as far west as the \_\_\_\_\_ River.
3. Many Woodland Indians built \_\_\_\_\_ for shelter.
4. The Woodland Indians made canoes from \_\_\_\_\_ because  
the canoes would be lightweight to carry.
5. Tribal elders would decide important matters at a \_\_\_\_\_.
6. The \_\_\_\_\_ nation lived around Lake Ontario.
7. \_\_\_\_\_ settlers also lived in the area around Lake Ontario.
8. Chief \_\_\_\_\_ fought the English near Detroit in 1763.
9. After the War of 1812 many Woodland Indians were moved west to  
the land where \_\_\_\_\_ is today.

6<sup>th</sup>  
grade  
Social  
Studies  
Day  
5  
E-Learning





(Use this heading)

Book Letter #5 (E-Learning Day 5)

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_

Dear Mrs. Roark,

**Paragraph 1: Tell me about your book**

The book I am reading right now is \_\_\_\_\_. It is by \_\_\_\_\_. I picked this book because \_\_\_\_\_. I like (or don't like) this book because \_\_\_\_\_. (add more information here- whatever you feel like telling me about your book.)

**Paragraph 2: Make a text connection** (see Text Connection Sentence Starters below)

**Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?**

Sincerely,  
Your name

**TEXT CONNECTION SENTENCE STARTERS**

**TEXT TO SELF**

- I can connect to (character's name) because \_\_\_\_\_
- I can understand how (character's name) felt because \_\_\_\_\_
- The part of the book where (describe an event here), reminds me of the time I \_\_\_\_\_

**TEXT TO TEXT**

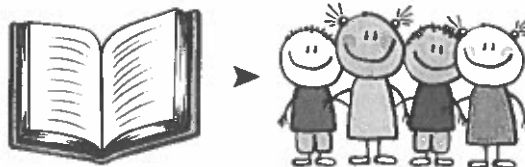
- This book reminds me of (name of another book) because \_\_\_\_\_
- (Character) in (book) reminds me of (character) in (another book) because \_\_\_\_\_
- The way this story is written reminds me of the book (title) because \_\_\_\_\_

**TEXT TO WORLD**

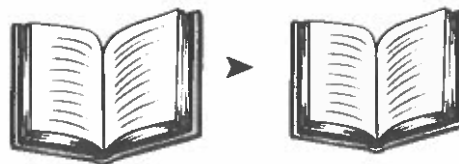
- This story makes me think of \_\_\_\_\_ because \_\_\_\_\_
- This book reminds me of something I heard on the news. The news story was about \_\_\_\_\_

**MAKING TEXT CONNECTIONS**

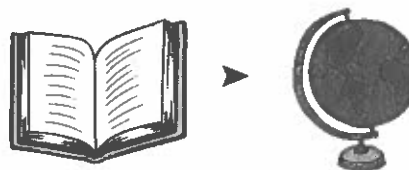
**TEXT TO SELF**



**TEXT TO TEXT**



**TEXT TO WORLD**



# Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy