

E- Learning Days Week of 5/4 - 5/8 (Washington Academy, 6th Grade)

Student Name: _____ (School Name) _____

- Students should choose at least **one** activity from each subject area column (Math, Social Science, English/Language Arts, Science, and Specials) per day.
- Place a checkmark on the activities completed and have a parent/caregiver sign the bottom of the form.
- Students - please return this sheet to your teacher **within 3 days** upon your return to school.
- Read 20 minutes a day on myOn

Math	Social Science	English / Language Arts	Science	Specials
Unit 1 Additional Practice Day 1 of 5 Unit 1 Additional Practice	Read & take notes on Westward Expansion Slides 13 - 15 Watch: " Acquisition of Florida "	See ELA Assignments, Week of May 4-8 for the articles and answer sheet for this week. Read the Newsela Article-"California teen leads legal efforts to allow immigrants to remain in US." Read, answer questions, and complete the vocabulary assignment. All of this week's tasks are also posted in Google Classroom.	Read, annotate & complete Energy Switch Background WS . Gather materials for the Potential and Kinetic Energy Lab .	Music: Composer 2 Truths and a Lie.pdf
Unit 1 Additional Practice Day 2 of 5	Read & annotate Ch. 6.3 p. 1-2	Characterization and central idea, using Monday's article. View the video and answer the questions.	Complete Potential and Kinetic Energy Lab.	Art: Hidden Picture Drawing (pick one) #1: Create a "hidden picture" drawing and put it in color using markers, colored pencils, and /or crayons. #2: Create a pencil drawing on a piece of paper using the theme "Summer"(Ex: a fish in the ocean, a beach scene, a butterfly on a flower, etc.). In the drawing hide 10 simple objects, animals, and/or things.(Ex: butterfly,

				<p>popsicle, ice cream cone, hot air balloon, sunglasses, strawberry, pizza, cupcake, watermelon and flower). Put it in color. Have a family member find all 10 things that you hid in the drawing. Example: "Hidden Picture Bird Drawing"*(Do you see my 10 things?)</p>  <p>*Take a picture of your artwork, save to a Google doc, and share with Mrs. May or email a pic to chrismay@joliet86.org.</p>
Unit 1 Additional Practice Day 3 of 5	<p>Read & take notes on Westward Expansion Slide 16</p> <p>Watch: "The Monroe Doctrine - History Channel"</p>	<p>Read the article "Many people are doing good to combat the fear and isolation of the coronavirus." Answer the questions that follow and complete the vocabulary task.</p>	<p>Read, annotate and complete Energy Switch Notes and Activity.</p>	<p>P.E.:</p> <p>ALPHABET FITNESS 2</p>
Unit 1 Additional Practice Day 4 of 5	<p>Read & annotate Ch. 6.3 p. 3</p> <p>Complete: Monroe Doctrine Problem - Solution Chart</p>	<p>Complete a summary for "Many people are doing good to combat the fear and isolation of the coronavirus" using the "Somebody, wanted, but, so, then" format. Next, think about the article. In a short paragraph, write about some of the examples of kindness and empathy that you have seen in your own neighborhoods and</p>	<p>Gather materials for the Energy Transformation Station Labs. Begin station labs and use the Energy Transformation Station Lab WS to record your work.</p>	<p>Health:</p> <p>5-4 Why Exercise Is Wise</p>

		communities. Write in COMPLETE sentences !		
Unit 1 Additional Practice Day 5 of 5	Complete: Monroe Doctrine Article & Questions	Using the article, “California teen leads lawsuit to keep immigrant TPS recipients in the U.S.,” craft responses explaining: <ol style="list-style-type: none"> 1. How intolerance or discrimination was present in the article. Explain how intolerance and/or discrimination plays a role in the story. Think about Crista’s feelings about the Temporary Protected Status (TPS) of her mother that is being threatened at the beginning of the article. 2. How was empathy shown (by Crista or others)? 3. What can you learn from Crista? 	Work on Energy Transformation Station Labs.	Character Education: Complete this activity using the Google Document shared in Google Classroom, A Google Doc you create, or Kami to mark up the .pdf. Worth the Wait (Patience) Many of us have had our patience “tried” over the past month, and as we face another month of Staying at Home. This week we will grow our patience by considering what things are worth waiting for (for example, I have only had calls, no visits, with my Dad because keeping him healthy is ‘worth waiting for’ for me.

Parent/Caregiver Signature _____ Date _____

Días de aprendizaje en internet 4 - 8 de mayo

(Academia de Washington sexto grado)

Nombre del Estudiante: _____ (Nombre de la Escuela) _____

- Los estudiantes deben escoger al menos **una** actividad de cada columna de materias (matemáticas, ciencias sociales, artes del lenguaje inglés, ciencias y especiales) cada día.
- Coloca una marca de verificación en las actividades completadas y haz que tu padre/madre/tutor firme la parte inferior del formulario.
- Estudiante: por favor devuelva esta hoja a tu maestro/a dentro de los **3 días siguientes** de tu día de regreso a la escuela.

Matemáticas	Ciencias Sociales	Artes del lenguaje inglés	Ciencias	Especiales
				Música: Composer 2 Truths and a Lie.pdf
				Arte:
				Educación física.:
				Salud:
				Educacion caracter:

Firma del padre/madre/tutor _____ Fecha _____