

Pro-Vision Academy Charter School

Sixth Grade Distance Learning Plan

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Week of March 23-27, 2020

Reading and Writing Activities
(Suggested: 90 minutes of off-line activities)

[Scholastic Learn at Home](#) (website) TEKS: 6.5e, 6.8a, 6.9
[ReadingIQ](#)

Monday

Writing: Today you will start a gratitude journal to write in daily. Start today by adding on to the sentence stem “**I am grateful for who I am because...**” Try to push yourself each day to write as much as you can. If you can get others to write with you as well, have a conversation about your writing. You must write at least three paragraphs.

Student Choice Reading: For your daily reading, read a book, magazine, newspaper, instruction manual or directions for a product (like a can of soup or anything in the pantry) for at least 30 minutes a day. You may also read books from [Scholastic Learn at Home](#) or [ReadingIQ](#). Keep a reading log that you will add to each day with a response to what you read. It could be a summary, critique of the text, any response to what you have read.

Tuesday

Writing: Today in your gratitude journal, start with adding to the sentence stem: “I am grateful for _____ (someone you know) because_____.” If you feel like sharing it with that person, you can read it to them the next time you see them. You must write at least three paragraphs

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Wednesday

Writing: Today in your gratitude journal, start with adding to the sentence stem “Something good that has happened to me recently is _____.” Write about an event, however small, that made you laugh, smile, or feel good. You can share it with a person who shared that moment or event with you next time you see them. You must write at least three paragraphs.

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Sixth Grade Distance Learning Plan

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Thursday

Writing: Today in your gratitude journal, start with adding to the sentence stem “I am thankful that I learned how to _____.” You can write about a basic skill you use every day, like tying your shoes, or something more complex, like playing a sport or an instrument, or learning to read. Describe your process of learning and the impact this skill has on your life. You must write at least three paragraphs.

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Friday

Writing: Today in your gratitude journal, start with adding to the sentence stem “I am thankful for _____ (someplace you’ve been that you’re grateful for) because _____. You must write at least three paragraphs.

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Sixth Grade Distance Learning Plan

Math Activities (Suggested: 45 minutes of off-line activities)

TEKS: 6.2a,b 6.3c,d

Monday

Use a Venn diagram nested circles, or rectangles for visual representation to categorize the following numbers: 0, -6.9, 45, 0.07, 12, -18, $-14\frac{1}{2}$ using the titles:

Rational Numbers, Integers, and Whole Numbers. Then answer the following questions in complete sentences:

1. Can a rational number that is not an integer be classified as a whole number? Explain your rationale.
2. Is it possible for a number to be an integer but not a rational number? Explain your rationale.
3. Can a whole number also be an integer? Explain your rationale.

Tuesday

Identify four different integers and their opposites. Then, draw a number line and plot the points. Pick two of the rational numbers to add, subtract, multiply and divide.

Wednesday

Identify four different rational numbers and their opposites. You MUST choose a fraction, decimal, and a whole number. Then, draw a number line and plot the points. Pick two of the POSITIVE rational numbers to multiply and divide.

Thursday

Use a factor tree to determine the prime factorization of 36 and 240.

Write an expression that is equivalent $8 + 2 \times 36$.

Simplify

$$60 \div (7 + 3) + 3^2$$

$$1 + 2^3 - (4 \times 5) \div 10$$

Friday

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Write two complete paragraphs for or against having order in the world, including mathematics.

Science Activities (Suggested: 45 minutes of off-line activities)

TEKS: 6.3a 6.2e

Monday

Engage: What questions do you have about the virus Influenza (the flu)? Write your own questions include who, what, when, where, why, and how; then answer your questions. Make sure that both your questions and answers are written on a piece of paper or create a Google doc.

Tuesday

Explore: Explore the impact of any disease/infection on organisms including plants and animals, but not Influenza (the flu). Organisms have been infected by diseases since the beginning of time. Find an article, book, or person that can answer questions you have about any disease that you can think of. Read the article/book or listen to the person talk about the disease. Write a summary of what you learned about the disease on a sheet of paper or in a google doc.

Wednesday

Explain: Use the information you explored yesterday to answer the following questions. Write it on a piece of paper or create a Google doc.

1. What is the name of the disease/infection that you are exploring?
2. When was the disease first discovered?
3. Do you know anyone with the disease, or have you observed the disease in a plant?
4. What is the cause of the disease?
5. Can it be transmitted? Is it genetic?
6. What symptoms are evidence that an organism has the disease?
7. How does the disease impact the organism?
8. Are there any cures for the disease?
9. Was a picture of the disease/infection illustrated in your resource, if saw draw it, if not draw what a symptom looks like

Thursday

Elaborate: Pretend you are a researcher who is trying to find a cure for the disease/infection that you explored, not Influenza (the flu). Write a letter to your local congressman convincing them to help fund research to cure the disease/infection you explored, not Influenza (the flu). Make sure that you explain to them the who, what when, where, and how of the disease/infection along with why it is important to you and the world that researchers for this disease/infection receive more money to continue researching a cure for this disease/infection. Write it out on a piece of paper or create a Google doc.

Pro-Vision Academy Charter School

Sixth Grade Distance Learning Plan

Friday

Evaluate: Compare Influenza (the flu) to the disease/infection that you explored using a Venn Diagram. What are the similarities and differences between the diseases? Write it out on a piece of paper or create a Google doc.

Social Studies Activities (Suggested: 45 minutes of off-line activities)

Monday

Watch the local or national news. Create a map of the world and identify where the Coronavirus (COVID-19) is impacting people. Label the seven continents and oceans and major countries that are involved.

Tuesday

Create a Venn Diagram (or other graphic organizer of your choice) comparing and contrasting two Regions of the world. You could include information on their government, religion, physical environment, economy, historical events, barriers, culture, language etc. Think about the regions you have studied: North American, Latin America, South America, Middle East, Russia, Europe, Africa.

Wednesday

We have all been hearing about the Coronavirus (COVID-19). Think back to the places you have studied in World Cultures this year. Write a paragraph explaining how globalization, technology, and communications have affected COVID-19. Think about the spread of the virus, our knowledge of the virus, and future vaccines and treatment of the virus.

Thursday

If you had to move to another state, country, or continent, where would you go and why? Write a paragraph explaining where and why you would go to that location. Include information about culture, government, economy, and physical environment.

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Sixth Grade Distance Learning Plan

Friday

Create an acrostic poem, song lyrics, or a rap. Select a word, person or event from World Culture.

To create an acrostic, follow these five easy steps:

1. Decide what to write about.
2. Write your word down vertically.
3. Brainstorm words or phrases that describe your idea.
4. Place your brainstormed words or phrases on the lines that begin with the same letters.
5. Fill in the rest of the lines to create a poem.

Example using the word History:

Helps people know about the past

Intertwined with events

Staories about our past

Teaches our successes and failures

Offers respect for others

Yesterday connected to today

Some suggested words you might use: (you are not limited to these words)

Culture, Religion, Environment, Immigration, Geography, Globalization, Responsibilities, Citizens, History, Rights, Government.