

Pro-Vision Academy Charter School
Sixth Grade Distance Learning Plan

Sixth Grade Distance Learning Plan
Week of March 30th – April 3, 2020

Math Activities
(Suggested: 45 minutes of off-line activities)
Please contact Ms. McCray with any questions at vmccray@pvacademy.org

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, -11.9, 94, 0.85, 125, -78, 0.23, -24.8, 61, -194, 2.26, 31.48 $-14\frac{1}{2}$ using the titles:

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

1. List the numbers in order from least to greatest.
2. Can a rational number that is not an integer be classified as a whole number? Explain your rationale.
3. Is it possible for a number to be a rational number but not an integer? Explain your rationale.
4. Can an integer also be a whole number? Explain your rationale.

Tuesday

Identify six 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 six 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.

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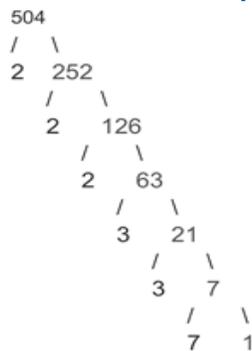
Thursday

Use a factor tree to determine the prime factorization of 23 and 230.



Example: Use a factor tree to determine the factorization of 504.

Step 1: Start by dividing by *Prime Numbers (2, 3, 5, 7, 11, 13)*



Prime Factors of 504 = 2, 2, 2, 3, 3, 7

Which is the same as = $2^3 \times 3^2 \times 7$

Write an expression that is equivalent $10 + 12 \times 45$.

Simplify.

$$32 + 22 - (6 \times 2) \div 2$$

$$102 \times 62 + 5$$

Friday

Create a bar graph showing the number of people affected in the Texas regions of San Antonio, Houston, Dallas, El Paso, and Austin from Covid-19. You may use resources from the news and if you have technology access, use the internet.

If you have technology access, please log onto your Learning Farm account.

Assignment Name
6th Grade Distance Learning

Login: First Initial.Last Name
Password: Provision

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Science Activities

(Suggested: 25 minutes of off-line activities)

Please contact Ms. McCray with any questions at vmccray@pvacademy.org

TEKS: 6.3a 6.2e

Monday

Engage: What questions do you have about the Alzheimer's disease? Write your own questions to 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 in a Google document.

Tuesday

Explore: Explore the impact of Alzheimer's disease on people. People have been infected by Alzheimer's disease since the beginning of time. Find an article, book, or person that can answer questions you have about Alzheimer's disease. 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 document.

Wednesday

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

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

Thursday

Elaborate: Pretend you are a researcher who is trying to find a cure for the Alzheimer's disease. Write a letter to your local congressman convincing them to help fund research to cure the Alzheimer's disease. Make sure that you explain to them the who, what, when, where, and how of disease. Also include why it is important to you and the world that researchers for Alzheimer's disease receive more money to continue researching a cure. Write it on a piece of paper or create a Google document.

Friday

Evaluate: Have you heard of Dementia? If you have not heard of it before, ask someone or if you have technology/internet access look it up online. Is it similar to someone having Alzheimer's? Compare the two diseases using a Venn Diagram on a sheet of paper or create in a Google document. What are the similarities and differences between the diseases?

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Submit to reagleton@pvacademy.org

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

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

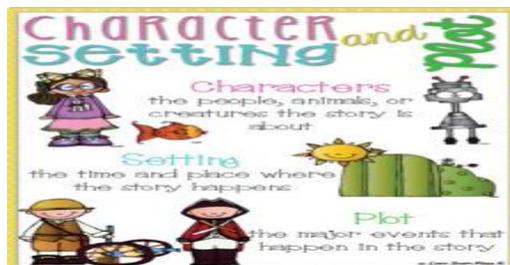
Monday, April 6, 2020:

Setting and Plot

Student will read a fiction book of choice or pick a book from the website at www.readingIQ.com or www.scholasticlearnathe.com Your reading time should be at least 40 minutes.

After your child reads a fiction book ask him or her a few of these questions below.

- How does the setting affect the decisions that the character or characters make throughout the book?
- How would the events in the story be different if the book was written a long time ago? Yesterday? In the future?
- What is the problem the character has in this story/chapter/...? What in the story told you that?
- How does the character solve the problem? Is that how you would have solved the problem? Why or why not?
- What message was the author trying to tell you by the end of the book?



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Tuesday, April 7, 2020:

What Can I Write About?

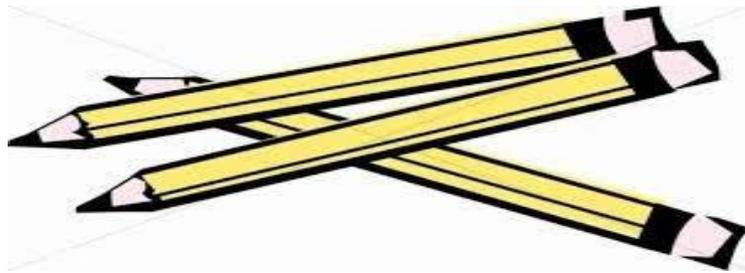
Ask your child about a story that would be fun to write about.

Ideas might include:

- A unique day at school
- A place you visited
- An adventure you went on
- Playing your video game
- Cooking with a family member

Your child and you then tell the story out loud. You can take turns saying the next events of the story.

Then your child can draw illustrations of the story, label the picture, and write some short details to remember the story idea later. Writing the story will occur in the following weeks ahead. We just want to have some ideas to write about in the future.



Wednesday, April 8, 2020:

- Read a book from www.ReadingIQ.com or www.ScholasticLearnatHome.com independently for at least 45 minutes.
- Write a paragraph with a new ending for the book. **Make sure you include the name and the author of the book you chose to read.**



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Thursday, April 9, 2020:

- Read the Poem below and answer the following questions.

The Busy Bee

*There is a busy bee
And his name is Coach Eagleton
He works at Pro-Vision Academy
And teaches lots of kids
He will fly around the room
And check on all your work
He will make you write poems
And make you write reports
If you complete all your work
He will give you a bee stamp
So, you better watch out
Buzz, buzz, buzz
He's a busy bee*



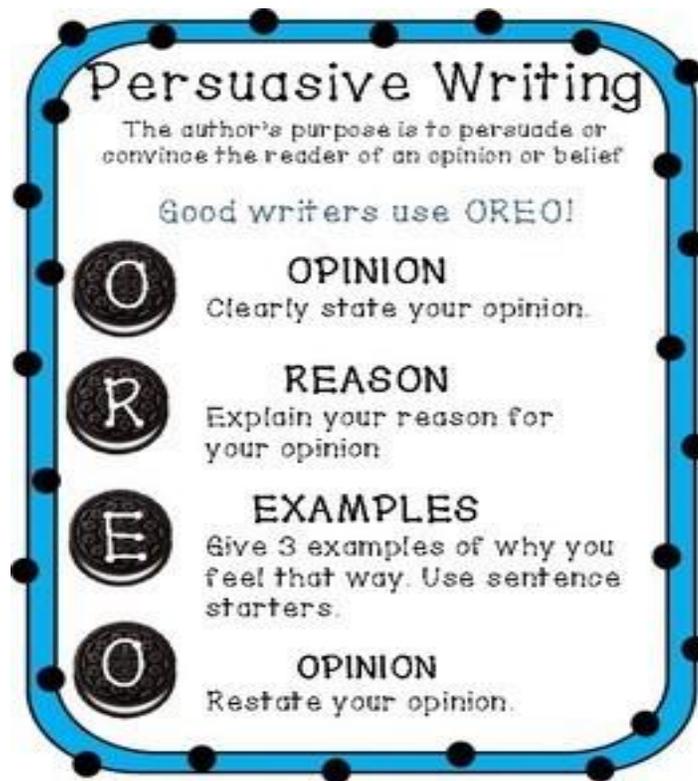
1. What does the title tell you about the poem?
 2. Who is the character in the poem?
 3. Can you make a connection between this poem and your own experience?
 4. What do you think the author might have wanted you to feel or think as you read the poem?
 5. Is there any figurative language used in the poem? If so name the figurative language.
 6. Why do you think the author uses this language?
 7. As you read the poem what kind of mood or tone did you feel?
 8. In your own words, explain what you felt was unique about the poem.
- **After answering the questions...create and write your own unique short poem.**

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Friday, April 10, 2020:

Persuasive Writing Activity: What's My Age Again

- Is it better to be a child, a teenager, or an adult? What are the benefits of each age? What are the drawbacks? Chose the period of life that you think is best and write an essay arguing why it is the best time of life. Support your reason by using evidence from your own life as well as facts and details from the lives of others.



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Social Studies Activities

(Suggested: 45 minutes of off-line activities)

Submit assignments to reagleton@pvacademy.org

Monday: Talk to your parents about your family history. Write down the information and keep in a safe place. (Non-Digital)

Tuesday- Thursday: Create your family tree listing all the family members that you learned about. You will continue working on your family tree over the next few days. (Non-Digital)

Friday: Draw a picture of your favorite family member and then write 4 paragraphs about the most interesting member of your family. (Non-Digital)

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