

6th Grade NTI Plan Week #5 and Week #6 (4/20-5/1)

Hello students and parents. Similar to the past few weeks, SCMS will continue to carry out NTI or "Non-Traditional Instruction" days. You can continue to find information from the district on this by checking the (spencer.kyschools.us) website.

Once again, 6th Grade teachers will be sending out a guide to student work for this week and next. We have tried to keep this guide simple and straightforward for students, utilizing websites that students are familiar with and have used in their classes frequently this year.

Students will have two options for getting their NTI work the same as they did weeks 3 and 4. Option one, is that teachers will be utilizing online instruction through google classroom or class websites by posting the packets for parents/guardians to print out from home. Option two, is that parents/guardians can pick up NTI packets from the SCMS front lobby.

Additional information about food drop offs has been sent out through the Spencer County BOE call system.

SCMS teachers continue to be available to students and parents via technology and phone during school hours. We highly suggest trying to contact us via email if possible, (you can find any address in the directory on the district webpage or contact sheet in the packet.)

Thank you for everything you continue to do to make this process easier! -SCMS 6th Grade Teachers

Questions you may have:

<p><i>What if I don't have access to the internet?</i></p> <hr/> <p>Teachers have put together assignments similar or identical to those other students will be doing online. We have also made other adjustments (ex. Language arts teachers sent home a book for our novel study with students who indicated that they may need it.)</p>	<p><i>Why are my teachers coordinating assignments with other content-area teachers?</i></p> <hr/> <p>In an attempt to provide the best instruction, most teachers will be working together with other 6th grade teachers to send assignments and activities. This may cause there to be some change in what you were planning to work on in class.</p>	<p><i>Help! I'm having issues with technology or an online assignment!</i></p> <hr/> <p>Please attempt to contact your teacher via email or other applications like Google Classroom if you are having technology issues or just need help on an assignment. If we cannot solve the issue, we will forward it to the person who will be able to help you best.</p>	<p><i>Do you have any advice for NTI days?</i></p> <hr/> <p>Try to treat it like a normal school day as much as possible. Wake up and get ready like you normally would for school. Make sure to complete all assignments for the day and try not to fall behind. Be proactive, and you will find this is something you can easily handle!</p>
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Weekly Parent Signature (Please sign once students have completed work for the week!)

Sign Here: _____
Student's Homeroom Teacher: _____

Teacher Emails/Contact:

Below you will find email addresses for teachers in case you have any questions:

- Mr. Collins- chad.collins@spencer.kyschools.us
- Ms. Owens- ashley.owens@spencer.kyschools.us
- Mrs. Bradbury- georgianne.bradbury@spencer.kyschools.us
- Mrs. Rowland- carol.rowland@spencer.kyschools.us
- Mrs. Fugate- sarah.fugate@spencer.kyschools.us
- Mr. Armstrong- jay.armstrong@spencer.kyschools.us
- Mr. Penrod- luke.penrod@spencer.kyschools.us
- Mr. Cox- daniel.cox@spencer.kyschools.us
- Mrs. Sztanya- tracy.sztanya@spencer.kyschools.us

**You can also find a scanned copy of the NTI packet on Mr. Cox's class website as well as various teachers' Google classrooms.

5th Period Assignments (for ALL 6th grade reading classes):

- Read your AR book 30 minutes daily! Choose one day this week and one day next week to do the following:

- Reading Response:

**If you're reading a FICTION book answer these questions: What specific details from the text tell you where and when the story takes place? How does the theme relate to the character's actions? How do two characters react differently to the same event?*

**If you're reading a NON-FICTION book answer the following questions: What do you think the author wants the readers to know? Summarize the information in a few sentences. What text features help identify the most important information? What text features could've been added?*

- Journal Prompt: Choose a day over the next two weeks to write about the following prompt- "State your opinion on a topic of interest (sports, television shows, video games, vacations, etc.) Write either a letter, speech, or article about your opinion and include: Hook & Thesis, Main Idea + Details and Evidence, Main Idea + Details and Evidence, Conclusion

Language Arts Assignment Checklist (Week 5) (4/20 -4/24) (Collins/Owens Classes)

Check the box on the left when you finish each assignment for the day on Google Classroom. You will also find handouts of each assignment for those students without the internet. **Read 30 minutes of your own AR book each day when possible.**

Monday 4/20

	Answer the check-In Question on Google Classroom.
	<ul style="list-style-type: none">• Complete the check-in question on Google Classroom if you are working online.• If you are working from the paper handout, on a sheet of notebook paper, (or on the back of one of the Language Arts worksheets) summarize 5 of The Graveyard Book in 1-2 paragraphs.

Tuesday 4/21

	Read Interlude on Google Classroom or with your copy of the book.
	<ul style="list-style-type: none">• Take notes to go along with Interlude.

Wednesday 4/22

	Read Chapter 6: Part 1 on Google Classroom or with your copy of the book.
	<ul style="list-style-type: none">• Take notes to go along with Chapter 6: Part 1

Thursday 4/23

	Read Chapter 6: Part 2 on Google Classroom or with your copy of the book.
	<ul style="list-style-type: none">• As you read, think about/take notes on internal and external conflicts you notice in the chapter. .

Friday 5/1

	Google Form Question on Google Classroom
	<ul style="list-style-type: none">• Complete Chapter 6 Questions on Google Classroom. XXXXXXXXXXXX• If you are working without internet access, complete the "Understanding the Story Questions" and "Chapter 6 Summary Notes" Worksheet instead.

Chapter 6 Summary Notes

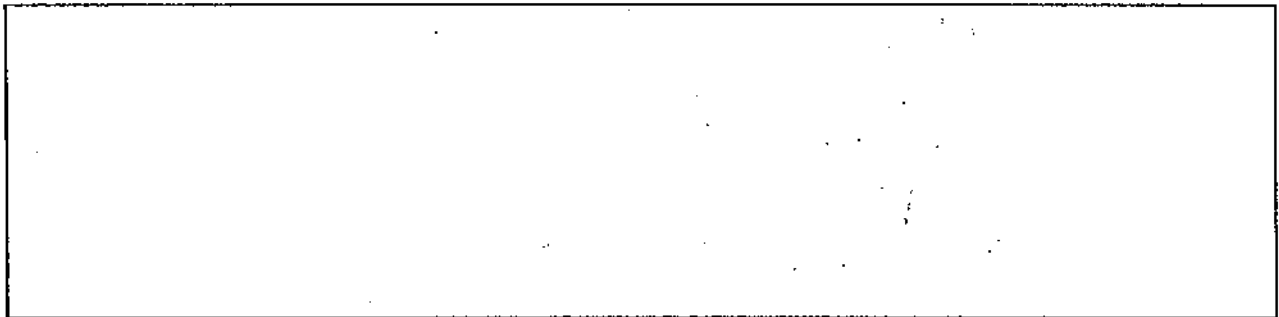
3. What is the title of this chapter?

4. What happens in this chapter?

5. What is your favorite part of this section of the book?

6. What new words did you learn in this chapter?

7. Draw a picture of something you think represents this chapter.



Understanding the Story: Chapter 6

Multiple Choice:

1. Why did Bod want to leave the graveyard?
 - a. To go to school.
 - b. To go shopping.
 - c. To visit a friend.
 - d. To get a stone for Liza.

2. What compromise do Bod and Silas come to about Bod going back into the real world?
 - a. He can go places, just not a place as dangerous as school.
 - b. He will go back to school he has to be invisible.
 - c. He will never leave the graveyard again.
 - d. He must find a new family outside of the graveyard to raise him.

Short Answer:

3. Why does Bod choose to be Faded at school instead of fully visible?

Long Answer:

4. Describe what happens when the bullies follow Bod to the graveyard after school.

****For extra practice with understanding the chapter, work on The Graveyard Book vocabulary on vocab.com if you have access to it.**

Language Arts Assignment Checklist (Week 6) (4/27-5/1) (Collins/Owens Classes)

Check the box on the left when you finish each assignment for the day on Google Classroom. You will also find handouts of each assignment for those students without the internet. **Read 30 minutes of your own AR book each day when possible.**

Monday 4/27

	Answer the check-in Question on Google Classroom.
	<ul style="list-style-type: none">• Complete the check-in question on Google Classroom if you are working online.• If you are working from the paper handout, write a one paragraph summary of chapter 6.

Tuesday 4/28

	Read Chapter 7: Part 1 on Google Classroom or with your copy of the book.
	<ul style="list-style-type: none">• Take notes to go along with Chapter 7: Part 1• What direction do you think the plot of the novel will take next? Are we in the exposition, rising action, climax, falling action, or resolution part of the novel?

Wednesday 4/29

	Read Chapter 7: Part 2 on Google Classroom or with your copy of the book.
	<ul style="list-style-type: none">• Take notes to go along with Chapter 7: Part 2

Thursday 4/30

	Google Form Question on Google Classroom
	<ul style="list-style-type: none">• Complete Chapter 7 Questions on Google Classroom. XXXXXXXXXXXXXXXXXXXX• If you are working without internet access, complete the "Understanding the Story Questions" and "Chapter 7 Summary Notes" Worksheet instead.

Friday 5/1

	AR and Catch-Up Day
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Chapter 7 Summary Notes

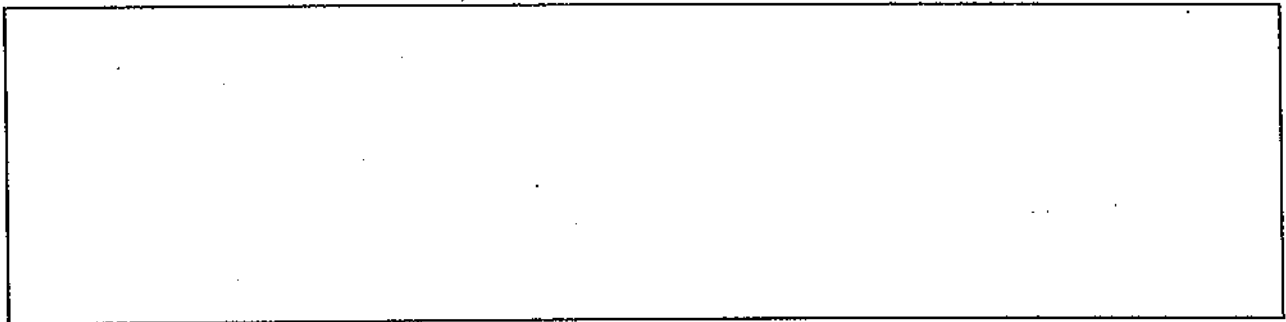
4. What is the title of this chapter?

5. What happens in this chapter?

6. What is your favorite part of this section of the book?

7. What new words did you learn in this chapter?

8. Draw a picture of something you think represents this chapter.



Understanding the Story: Chapter 7

Multiple Choice:

1. What country was Scarlett living in before she returned?
 - a. Scotland
 - b. Italy
 - c. France
 - d. Brazil
2. Why did Scarlett end up back in the graveyard?
 - a. She was walking around town.
 - b. She missed her bus.
 - c. She remembered it from when she used to visit as a baby.
 - d. She wanted to see Bod.

Short Answer:

3. How is Scarlett able to help Bod learn more about his family?

Long Answer:

4. Explain how Silas' absence in the chapter impacts Bod. Do you think it's good that Bod has a break from Silas or not, and why?

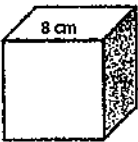
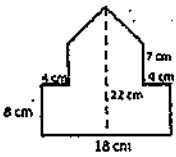
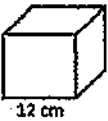
****For extra practice with understanding the chapter, work on The Graveyard Book vocabulary on vocab.com if you have access to it.**

Name: _____

Weekly Math Homework – Q4:5

Teacher: _____

IF YOU HAVE INTERNET DO NOT DO THIS SHEET!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!**IF YOU HAVE MR. PENROD – GO TO GOOGLE CLASSROOM****IF YOU HAVE MR. COX - 2ND AND 3RD PERIOD GO TO ALEKS MATH****IF YOU HAVE MR. COX 6TH OR 7TH PERIOD GO TO****SCMSCOX.WEBLY.COM**

Monday	Tuesday	Wednesday	Thursday
Solve. $7,493.4 - 45.29$ $784.29 + 0.395$	Find the quotient. $\frac{4}{10} \div \frac{5}{8} =$	Solve. 29.3×0.98 $77.824 \div 6.4$	Find the quotient. $12 \div \frac{5}{6} =$
Fill in the blank. 10 mm = _____ cm	What is 25% of 145?	A dog rolls over 25 times in 2 minutes. How many times can the dog roll over in 6 minutes?	There are 54 people at the party, 18 of them are wearing red. What percent of people are not wearing red?
What is the value of $6x^2 + 17$ when $x = 8$?	Evaluate the expression. $(\frac{1}{3} + 9) \times (8 - 3)$	Solve for r $56 = 7r$	List 3 values that would make this inequality true. $9 - n \geq 4$ _____, _____, _____
Find the volume of the cube. 	Find the area. 	Find the volume of the cube. 	A trunk measures 48 inches long, $22 \frac{1}{2}$ feet wide, and 32 inches high. What is the volume of the box?
Draw a line plot to correctly display the data. 19, 22, 22, 22, 24, 24, 26, 28, 28, 30 Mean = Median = Mode = Range =		Rewrite this non-statistical question as a statistical question. How many brothers do you have?	On Maggie's report card, she earned a 92 in reading, 95 in math, 88 in science, and 83 in social studies. What is Maggie's average score?
Draw a number line, and place the following numbers on it in the correct order. $\frac{1}{2}$, 1.5, -0.5, -1.5	Draw a number line, and place the following numbers on it in the correct order. -3, 2.3, -1, 1.2	Compare the numbers with >, <, =. -3.5 _____ 2.8 7.4 _____ -9	Compare the numbers with >, <, =. $-\frac{3}{4}$ _____ -0.75 4.5 _____ -5.4
If point A is located at (2,7) on a coordinate plane, and point B is located at (-4, 7), what is the distance between the two points?	If point A is located at (-3, -1), and there are 10 points between A and B, what could be the possible coordinates for point B?	Martha places a triangle at (5,2) on a coordinate plane. If she wants to place a square 7 points away, what might be the coordinates of the square?	There is a point on a coordinate plane at (5,0). There is another point at (-3,0). What is the distance between these two points?

Day 1 - Read the article, "Earth Day", and write your plan to help protect the Earth below.

Day 2 - Read the first section (Beginnings) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

What was the most important detail from today's reading, **and** why do you think it was important?

Day 3 - Reread the first section (Beginnings) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

Compare the patricians and plebeians. How were they alike and different?

Day 4 - Read the second section (Plebeians Fight for a Voice in Government) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

What legislative body was at the center of the Roman Republic?

Day 5 - Reread the second section (Plebeians Fight for a Voice in Government), and answer the question below.

Why was the Council of the Plebs formed?

Day 6 - Read the third section (Augustus Gains Power: An Empire is Born) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

Who was Julius Caesar? _____

Day 7 - Reread the third section (Augustus Gains Power: An Empire is Born) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

Who was the first emperor of Rome? _____

Day 8 - Read the fourth section (The Empire Grows) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

What territory did the Roman Empire control? _____

Day 9 - Reread the fourth section (The Empire Grows) of the article, "Rome's Transition from Republic to Empire", and answer the question below.

What caused the empire to become poorer and weaker? _____

Day 10 - Read the last section (The Fall of the Roman Empire) of the article, "Rome's Transition from Republic to Empire", and answer the questions below.

1. Why did Diocletian split the Roman Empire into two halves? _____

2. Who attacked and defeated Rome in 476 C.E.? _____

We have studied about how the land was important to the ancient Romans. It is important to us too. Wednesday, April 22, is Earth Day. This is a day where we take a moment to think about our home that is the Earth and our responsibility to take care of it. The Earth Day article below shares facts about some of the issues we are facing around the globe. Think about what you could do to help protect the Earth, and write your plan on the packet answer sheet.

I would also like to invite you to take a picture of you implementing this Earth Day plan and email the picture to me with your parent's permission (My email address carol.rowland@spencer.kyschools.us). I will add it to a video and upload it to YouTube and our school Facebook page. You will inspire others to help the Earth with your pictures. If you don't want to take a photo, you could draw a picture and email a copy of the drawing to me for the video. **Participation in the video is totally optional**, and you will not be graded for the video picture. What could you plan to do? You can take a picture recycling, planting a flower, picking up trash, reusing plastic bags, etc. There are plenty of ideas out there. You could research for more. For those participating, email your pictures to me by Wednesday 8:00 am :)

Earth Day Article

Energy & Waste

The average American produces more than four pounds of garbage per day. Over the course of a year, that is more than 1,600 pounds of garbage per person.

Almost half of the food in the U.S. goes to waste - approximately 3,000 pounds per second.

The recycling rate has increased from less than 10% in 1980 to more than 34% in 2011.

Plastic

In 2012, the U.S. produced 32 million tons of plastic. Only 9% was recovered for recycling.

Rome's Transition from Republic to Empire

Beginnings

About 2,500 years ago, the Etruscans ruled the city of Rome. They were a wealthy and powerful civilization from northern Italy. In 509 B.C.E., Romans rebelled against the Etruscan king and founded the Roman Republic. Their first government was a representative democracy. Its citizens, who only could be free, adult males, elected representatives who made laws for Rome. The patricians were Rome's richest families, and they held all the power. Only patricians could be government or religious officials. The rest of the free Roman citizens were plebeians. The plebeians were almost powerless, and the only group below them was the enslaved.

Plebeians Fight for a Voice in Government

The Senate was the main governing body. After about 15 years, the plebeians protested and the Council of the Plebs was formed. Plebeians got a voice in the government, and the republic formed new branches of government, called assemblies. The assemblies played different roles. The Comitia Centuriata made decisions about war, passed laws, and elected important public officials. At first, the Concilium Plebis made laws for the plebeian class, and the patricians did not have to follow them. After about 200 years, all Romans had to obey the same laws. The Comitia Tributa elected less important officials. Sometimes they served as judges, but only had the power to make people pay fines.

Two consuls were elected each year to lead the Republic. They also were the heads of the Roman Senate and commanded the Roman military.

Augustus Gains Power: An Empire Is Born

For the next several hundred years, the Republic stood strong and grew much larger. Citizens and families struggled for power. A series of civil wars broke out, which tore the republic apart. During these civil wars, a general named Julius Caesar began gaining power. **(Continued on back)**

Social Studies

The Senate became afraid of Caesar. They demanded he give up command of his army and return to Rome to be a regular citizen. Caesar refused, and instead marched his army directly into Rome. Another civil war broke out. Caesar won and was named ruler, for life. A group of senators feared Caesar would become a tyrant, and assassinated him. His nephew Augustus defeated the conspirators and became the first Roman emperor. The Roman Empire was born.

During the Roman Empire, the emperor held most of the power and commanded the army. The lawmaking assemblies lost power.

The Empire Grows

The emperor's power still came from the Senate, though the Senate usually did what the emperor told them to do. The Senate could declare an emperor to be an enemy of the state. They could also erase his reign from Roman history.

During the time of Augustus, the Roman Empire controlled Italy. It also established colonies in North Africa and ruled over large swaths of territory in Europe. Later emperors expanded the empire farther. Eventually, Rome ruled most of the European continent, including Britain. Rome grew wealthy and powerful. The vast empire was expensive to run and was repeatedly attacked by foreign groups. Eventually, it grew poorer and weaker.

The Fall of the Roman Empire

Diocletian became emperor in C.E. 284. He split the Roman Empire into a western half and an eastern half to make it easier to control. There was an emperor of the east and an emperor of the west, and eventually they fought each other.

Romulus Augustulus was the last of the western emperors. In 476 C.E., Rome was attacked by German tribes and defeated. Still, the eastern half, known as the Byzantine Empire, lasted another thousand years until it fell to the Ottoman Turks in C.E. 1453.

It takes about 450 years for plastic beverage bottles to break down in a landfill.

The energy saved by recycling one plastic bottle can power a computer for 25 minutes.

Glass

It takes approximately 1 million years for a glass bottle to break down in a landfill.

The energy saved from recycling one glass bottle will operate a 100-watt light bulb for four hours.

Producing glass from new materials requires 30% more energy than using used glass.

Paper

Americans use about 69 million tons of paper and paperboard each year.

Preventing one ton of paper waste saves between 15 and 17 mature trees.

By recycling 1 ton of paper, we save enough energy to heat a home for six months.

Water

Almost 97% of the world's water is salty or otherwise undrinkable. Another 2% is locked in ice caps and glaciers. Only 1% is usable for agriculture, manufacturing, and personal needs.

The average American uses about 100 gallons of water per day and more than 100,000 gallons of water per year.

Every square mile of the oceans contains more than 46,000 pieces of floating plastic.

About 8 million metric tons of plastic goes into the ocean each year.

Sources: Environmental Protection Agency, Associated Press, Clean Air Council, Recycle Across America

Science Assignments Checklist: NTI Week 5 (4/20-4/24/20)---Armstrong's & Fugate's Classes

If you need more space to write your answers, you can continue on another sheet of paper.

Days 1, 2, & 3:
Design your rocket. Sketch and label the parts of your rocket. Be sure to tell what materials you would use for each part. (60 points)

Day 4:
What are the definitions of thrust and drag? Explain how they affect a rocket's motion. (20 points)

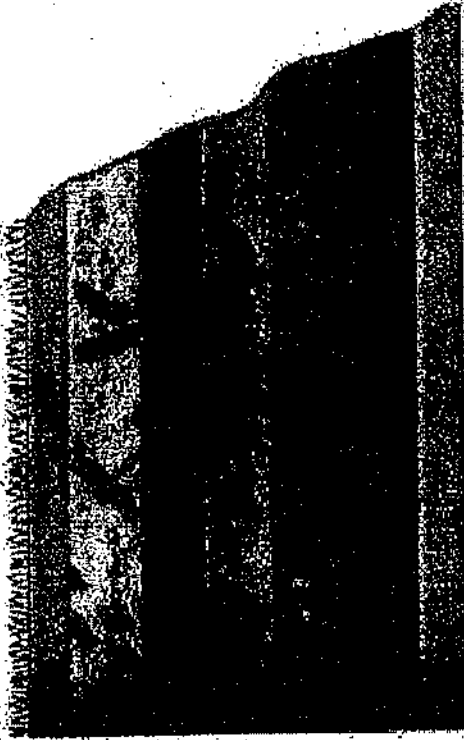
Day 5:
Our rocket has enough fuel (water/air pressure) to produce thrust for 3 seconds. At the peak of its flight, the rocket reaches a height of 219 meters. What is the rocket's acceleration?
Remember $A = (V_2 - V_1) / \text{time}$. (20 points)

Science Assignments Checklist: NTI Week 6 (4/27-4/30/20)—Armstrong's & Fugate's Classes

If you need more space to write your answers, you can continue on another sheet of paper.

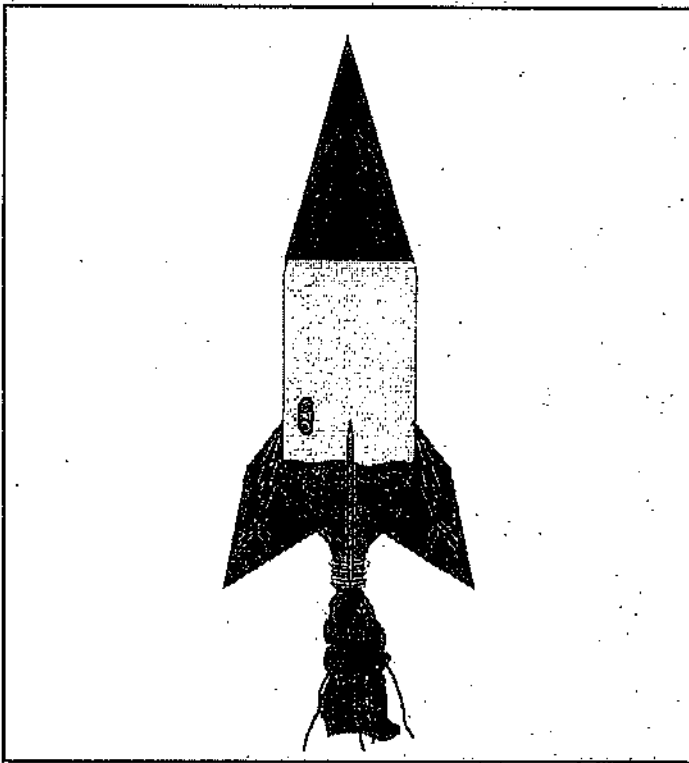
Day 1: Compare and contrast weathering and erosion. What is one cause of each? (25 points)

Day 2: Which layer in this picture has the oldest fossils? How do you know? (25 points)



Day 3: Many fossils of fish have been found in the Gobi Desert in Asia. What can you infer based on this evidence? (25 points)

Day 4: What type of landform would you expect to find at a convergent boundary? Why? (25 points)



**** While building the rocket is optional, there are aspects of the project you will be required to do.****

Description

Using plastic soft drink bottles, cardboard, wood or Styrofoam, tape, and glue, students will design and construct rockets. A simple assembly stand assists them in gluing fins on their rockets, and a nose cone is mounted on the top. A small weight (could be a rock?) is inserted into the nose cone to enhance the rocket's stability in flight. The rocket is launched with a special launcher. The teacher will provide the launcher platform and launch the rockets.

Materials

2-liter soft drink bottle (1 per student)
Posterboard, cardboard
Masking tape
Low-temperature glue guns and glue
Eye protection
Plastic grocery sacks or thin fabric scraps
String
Sandpaper or emery boards
Art supplies

The teacher will provide the launch pad and launcher.

National Science Content Standards

Physical Science

- Position and motion of objects
- Motions and forces

Science and Technology

- Abilities of technological design

National Mathematics Content Standards

- Geometry
- Measurement

National Mathematics Process Standards

- Connections

Rocket Activity

Water Rocket Construction

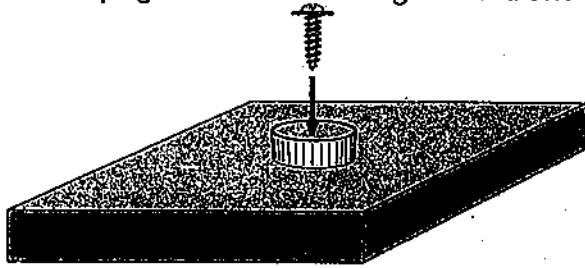
Objective

Student teams will construct water rockets and successfully launch them.

Management

Begin collecting 2-liter soft drink bottles a few weeks before the activity. Save the caps, too. Rinse the bottles and remove the labels. There will be some glue adhesive remaining on the bottle. Goo remover can be used to clean it off, but it tends to smear the surface.

Construct assembly stands out of small blocks of wood. Attach a bottle cap to the middle of each board with a small screw and a washer through the cap. When students begin constructing their rockets, they screw the bottle neck into the cap, and the board below will hold the rocket upright for gluing. The blocks also make a convenient way of storing the rockets upright when not being worked on.



Make mounting stands by screwing the plastic bottle caps to a board. Use a washer for added strength.

Be sure to use low-temperature glue guns. High-temperature guns will melt the plastic bottle. A small dish of ice water in a central location is helpful for students who get hot glue on their fingers. Immersing the fingers will immediately chill the glue. Do not put bowls of water near the guns themselves because the guns use electricity for heating, and shorting could occur if they get wet.



Background

A water rocket is a chamber, usually a 2-liter soft drink bottle, partially filled with water. Air is forced inside with a pump. When the rocket is released, the pressurized air forces water out the nozzle (pour spout). The bottle launches itself in the opposite direction. The bottle usually has a nose cone for streamlining and fins for stability.

Water rockets are easily capable of 100-meter-high flights, but advanced hobbyists have combined bottles and staged bottles for flights over 300 meters high.

Water bottle rockets are ideal for teaching Newton's laws of motion. The

launch of the rocket easily demonstrates Newton's third law. Students can see the water shooting out of the nozzle (action) and see the rocket streak into the sky (reaction). Students can also experiment with different pressure levels inside the chamber and different amounts of water. The rocket will not fly very high if it is filled only with air. The air will quickly rush out during the launch, but its mass is very low. Consequently, the thrust produced is also low (Newton's second law). By placing water in the bottle, the air has to force the water out first before it can leave the bottle. The water increases the mass expelled by the rocket, thereby increasing the thrust.

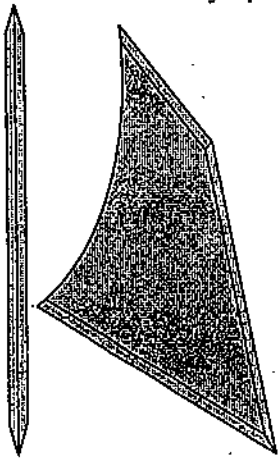
Like all rockets, the flight performance of water bottle rockets is strongly influenced by the rocket's design and the care taken in its construction. Beveling the leading and trailing edges of fins allows them to slice through the air more cleanly. Straight-mounted fins produce little friction or drag with the air. A small amount of ballast weight inside the nose cone helps balance the rocket. This moves the center of mass of the rocket forward while still leaving a large fin surface area at the rear. In flight, the rocket design acts like a weather-vane, with the nose cone pointed up and the fins down.

Procedure (Read all instructions before starting your build)

1. Set up a supply station with materials such as poster board, tape, sandpaper, and art supplies. (Any materials that you have on hand at your house. Be creative!!)
2. Set up a gluing station with several heated low-temperature glue guns and extra glue sticks.
3. Students will construct rockets. Take time to think about your objectives before you begin. Create a design blueprint of your rocket on paper, labeling your materials used and explaining the steps you took to create your rocket. This blueprint will be turned in even if you do not actually create the rocket. This project requires students to keep track of the materials they used. Even if you are not doing

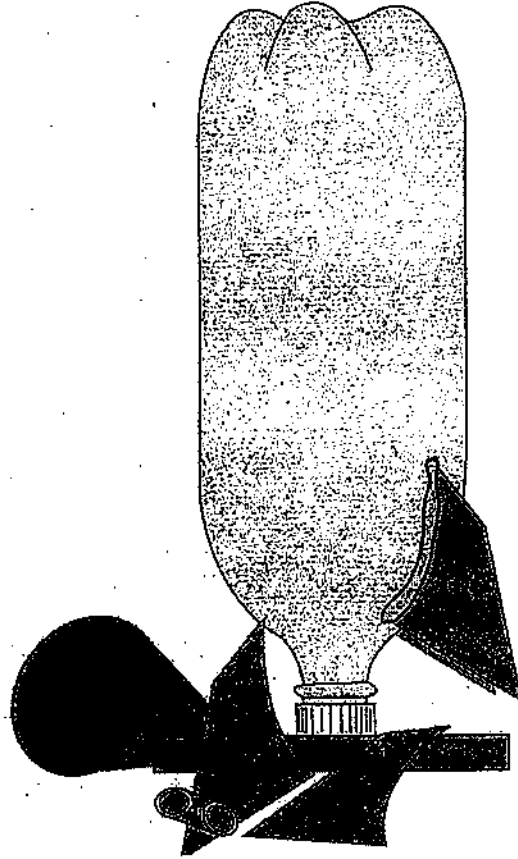
the project, it is still good for you to account for the materials used.

4. Each student will need to make an assembly stand and obtain a 2-liter soft drink bottle.
5. Students need to know how to use the glue guns and point out the cold-water dish in case glue gets on fingers. Students should wear Eye protection when gluing.
6. Each Rocket should have 3-4 fins, fashioned out of a strong sturdy material (wood, cardboard, Styrofoam). These fins must be glued on the bottom half of the 2 Liter bottle (like in the picture below) and must be evenly spaced around the bottle.



Trim fin edges with sandpaper to give them knife-blade shapes to slice

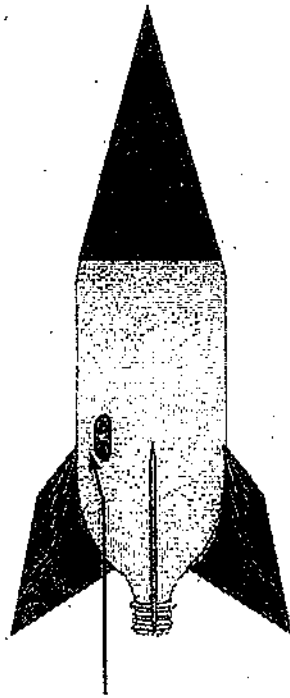
through the air.



7. To create a nose cone you will need poster board or any other kind of strong material that you can roll into a cone that will fit over the bottom of the bottle. (Remember that the bottom of the bottle is now the top of the bottle when it is launched.) Once you roll your nose cone into shape, tape the edges so that it will stay together while it is flying. Now trim the bottom of the cone to fit the bottle and tape or glue the cone onto the bottle.

*****Remember to add weight to the inside of your nose cones. This can be any small material that can be attached to the inside point of the cone. (example: playdoh, a washer, a fishing weight but nothing too heavy.)

8. If you want, try to think up a way to add a parachute to your rockets for soft landings. Plastic grocery bags or lightweight fabric scraps can be cut to make parachutes and strings can be used to attach them. The nose cone must remain in place until the rocket reaches the top of its flight; then it should open and release the parachute.



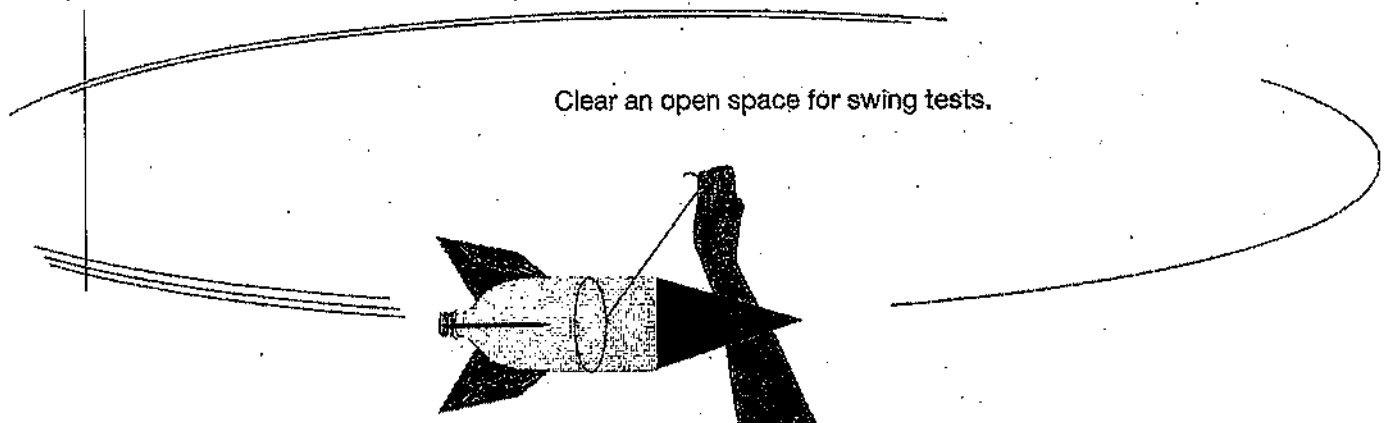
9. When the rockets have been completed, have students qualify their rockets for flight by conducting string tests. Using several feet of string, tie the rocket around the middle so that it balances. Because of the nose cone weight, the balance point will be towards the nose. When the rocket hangs level, a small piece of tape should be temporarily

fixed to the string and bottle to keep the string from slipping. The rocket is then twirled in a circle. If the rocket tumbles while circling, it is not stable and needs more nose cone weight, bigger fins, or a combination of both. If the rocket circles with the nose always pointed forward, it is stable and ready for flight.

10. **BE CREATIVE!!!!** If you build a rocket that you want your teacher to launch, then take pride in your work. Make it look like a actual rocket or maybe just make it colorful. This is supposed to be fun, personalize your rocket. As long as it is appropriate, the teacher will launch your rocket and video it. It will then be posted to Google Classroom so everyone can see how your rocket did. **JUST REMEMBER TO PUT YOUR NAME ON IT SOMEWHERE SO WE KNOW WHO'S IT IS!!!**

Assessment

- Inspect each student's rocket for the construction skill employed. Fins should be vertical and securely attached. The rocket should be stable.
- Observe the flights and note how the recovery system designed by students worked.



For Any SCMS Student

- I have created a school wide Google Classroom for any SCMS student that wants to join. The work is not graded and has no due date. I have included virtual learning activities, virtual field trips, reading links, live video cams from the San Diego Zoo, museum links, audible books, Scholastic News articles, video links, etc. This Google Classroom code is **qqa400**.
- To access Epic (books), there is a code you will need to put in to use as a guest under our library media specialist, Mrs. Gabbard's class. The code is **pvi6616**.
- You will also need to use the Scholastic News school code to access articles and videos from their site. That code is **rugsnow743**.
- Don't forget that students can also access Reading Plus as well. The school code for this is **rpspenc2**.

If you have any questions feel free to email me at tracy.sztanya@spencer.kyschools.us .

Only for Reading RTI Students

If students have access to the internet and a computer, they can log onto **Google Classroom** and access reading assignments, vocabulary, and other lessons I have entered for them. If students do not have access, that is fine, just continue to read **daily**.

If students are in:

- my 4th period class/6th Grade's classroom -- code for Google Classroom is: **2uhxo5h**
- my 6th period class/7th grade's classroom -- code for Google Classroom is: **pitbkqk**
- my 7th period class/8th grade's classroom -- code for Google Classroom is: **ycm4vv5**

Students can also work on **Reading Plus** during this time. Our school code for this site is **rpspenc2**. Students should know their username and password. If students forgot, please email me to get the information at tracy.sztanya@spencer.kyschools.us. Our school phone number is 502 477-3260 and my extension number is 412114, but it will be best to email since we are not in the building regularly at this time. Please check into Google Classroom each week to see any new assignments.

Stay healthy! ●

Tracy Sztanya, NBCT

Reading Intervention Teacher

Spencer County Middle School

1263 Mt. Washington Rd.

Taylorsville, KY 40071

502.477.3260 ext.412114

6th Grade Arts and Humanities Class Week 5:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

If you are interested in signing up for Advance Drama for 7th grade please fill out the link below.

<https://forms.gle/Lz9DzKeH6oChoSpp8>

Career Explorations (Mr. Gross):

At least three 20-minute sessions on Edgenuity during the week. Check Google Classroom and email each time you log on.

P.E (Mr. Hume):

Students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member. Indoor and outdoor work around the house can be an alternate if the work gets the student's heart rate up. Vary your activities to what you enjoy doing each week.

Here are some other activities for indoor.

- Jumping Jacks. Count out 10 jumping jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Push Ups
- Crunches Lay on floor knees bent, Raise your shoulder and upper back up of the floor.
- Mountain Climbers. Bend over and touch the floor with hands. Move your feet back and forth.
- Squats 10 squats arms out in front of you
- Leg Lifts. Lay on side and lift scissor lift legs. Do 10 lifts 3 reps.

New Link this week. Below is a link to CoronaVirus Daily workout sessions you can follow each day. Pick things you can do at home.

<http://kahperd.com/coronavirus-nfi-resources/>

Playwriting/Film (Mrs. Murray):

As a playwright, it is important to keep in mind how the audience is going to respond or react to your play. This week, choose a movie, tv show, or filmed play to answer the following questions (as an audience member).

1. How did you, as an audience member, classify the play's genre? (Is it a comedy, drama, horror, etc.) Why?
2. Who is this piece targeted toward? (Children, Teens, Adults, Families, etc) Why?

3. Do you think the play/show/movie could offend certain audience members? Why do you feel that way?
4. Overall, what was your final take of the movie? Did you enjoy it? Is there anything that could be changed to make it more appealing?

Choir (Ms. Pollock):

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.

<https://www.youtube.com/watch?v=FaKqSm2XIZ4>

6th Grade Computer Skills 4 Classes (Mrs. Foree):

Log into scmsgrizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily.

If you are unable to log into the internet please complete the following written assignment. There have been many advancements in technology in the past decade. What do you think has been the most beneficial advancements with computers? Write a one page paper describing at least two advancements with computers.

6th Grade Band (Mr. Johnson):

Assignment: YOUR ASSIGNMENT IS TO MAKE AN AUDIO (.mp3 or .wav) RECORDING OF #89 AND EMAIL IT TO ME. PLAY IT AT 60 BPM WITH FULL DYNAMICS. PLAY THE FERMATA AS LONG OR AS SHORT AS YOU LIKE. TAKE THE REPEAT. SEND ME YOUR BEST VERSION! Start working on #90.

Google Classroom Codes:

1st Period: veju2w3

4th Period: x5avem2

Art Class (Ms. LaRue):

Find items with textures that you can feel. Collect at least 10 different textures by laying a sheet piece of paper over the item and then gently rubbing the paper with either the side of your pencil lead or with the sides of unwrapped crayons. This makes an impression or record of the texture. After collecting the textures on paper, you will tear, rip or cut the texture rubbings to use for a collage. Choose two of the scenes below to make two separate collage artworks this week.

1. A rural landscape scene.
2. A meal at a table ready to eat.
3. An athlete in action.
4. An indoor scene showing furniture in the room.
5. Your favorite animal that's relaxing.

Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 4/20 - 4/24

Print Student Name _____

Parent Signature _____

Print Parent Name _____

Or instead of returning this sheet fill out the google document link below for Week 5 and Week 6

https://docs.google.com/forms/d/e/1FAIpQLSd3uczmnYipzV1dOwECTv3xmcGb_z0yx5FCfCWEAP7ni231kw/viewform?usp=sf_link

6th Grade Arts and Humanities Class Week 6:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

If you are interested in signing up for Advance Drama for 7th grade please fill out the link below.

<https://forms.gle/Lz9DzKeH6oChoSpp8>

P.E (Mr. Hume):

Students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member. Indoor and outdoor work around the house can be an alternate if the work gets the student's heart rate up. Vary your activities to what you enjoy doing each week.

Here are some other activities for indoor.

- Jumping Jacks. Count out 10 jumping jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Push Ups
- Crunches. Lay on floor knees bent, Raise your shoulder and upper back up of the floor.
- Mountain Climbers. Bend over and touch the floor with hands. Move your feet back and forth.
- Squats 10 squats arms out in front of you
- Leg Lifts. Lay on side and lift scissor lift legs. Do 10 lifts 3 reps.

New Link this week. Below is a link to CoronaVirus Daily workout sessions you can follow each day. Pick things you can do at home.

<http://kahperd.com/coronavirus-nhl-resources/>

Career Explorations (Mr. Gross):

At least three 20-minute sessions on Edgenuity during the week. Check Google Classroom and email each time you log on.

Playwriting/Film (Mrs. Murray):

As a playwright, you need to know everything about a character. This makes the writing process easier for you, and (if written into the story) will make the actor's job easier as well. This week, we are going to put ourselves in the "shoes" of an actor. Please pick a character from a TV show, movie, play, book, etc. and answer the following questions about the character.

1. What is the character's name?
2. What were their largest successes and failures?
3. What did the character dream of doing with their life? Did they achieve this?

4. What was their first love? Was it a person, a hobby, animal, etc.? Why did you see this as their first love?

Choir (Ms. Pollock):

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.

<https://www.youtube.com/watch?v=Fok95m2XIZ4>

6th Grade Computer Skills 4 Classes (Mrs. Foree):

Log into scmsgrizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily. If you are unable to log into the internet please complete the following written assignment. Choose between designing your own cell phone app or computer program based on something that you like or value. In a one page paper describe the app/program you would design, how it would be beneficial for others users, and how you would make money from others using the app/program.

6th Grade Band (Mr. Johnson):

YOUR ASSIGNMENT IS TO MAKE AN AUDIO (.mp3/.mp4) RECORDING OF #90 AND EMAIL IT TO ME. PLAY IT AT 60 BPM IN THE RECORDING - PRACTICE WITH A METRONOME.

Google Classroom Codes:

1st Period: veju2w3

4th Period: x5avem2

Art Class (Ms. LaRue):

Use nature to create artworks. This week you will find leaves, grass blades, and flower petals to press and then make scenes with. Collect a variety of shapes and colors so that you have plenty to work with. Lay each item flat between a napkin or paper towel and then place inside the pages of a heavy book to flatten and press the leaves and flowers. Leave them at least 24 hours to dry as they flatten. Once pressed and dried use these items to arrange in a collage to make a scene. Choose two of the scenes below to make two separate nature artworks this week.

1. A face showing an emotion.
2. A car, truck or motor bike.
3. A name or message.
4. A dessert.
5. A bird or fish.

Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 4/27 - 4/30

Print Student Name _____

Parent Signature _____

Print Parent Name _____

Or instead of returning this sheet fill out the google document link below for Week 5 and Week 6

https://docs.google.com/forms/d/e/1FAIpQLSd3uczmnYjpbzV1dOwECTv3xmcGb_z0yx5FCfCWEAP7ni231kw/viewform?usp=sf_link