

6th Grade NTI Plan Week #1 (3/17-3/20)

Hello students and parents. Starting Tuesday, SCMS will be approved to carry out NTI or "Non-Traditional Instruction" days. The current plan is for students to continue learning at home to the best of their ability over the next two weeks. You can find information from the district on this by checking the (spencer.kyschools.us) website.

6th Grade teachers will be sending home 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.

We have been told that students will be delivered a guide to their work and any accompanying materials they may need by bus drivers at the start of each week. Bus drivers will pick up their work and return it to teachers at the end of the week. Some teachers will utilize online instruction that will need to be turned in and completed online.

For students without ready access to technology, 6th grade teachers will provide comparable assignments in paper form.

SCMS teachers plan on being 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.)

We know that this is not ideal for anyone, but we will be doing everything we can to make sure that students have the ability to keep learning. We ask that students step up and try to get the most they can out of this work.

Thank you for everything! -SCMS 6th Grade Teachers

Questions you may have:

<i>What if I don't have access to the internet?</i> 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.)	<i>Why are my teachers coordinating assignments with other content-area teachers?</i> 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.	<i>Help! I'm having issues with technology or an online assignment!</i> 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.	<i>Do you have any advice for NTI days?</i> 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!
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Weekly Parent Signature (Please sign once students have completed work for the week!)

Sign Here: _____

Language Arts Assignment Checklist (Week 1) (3/17 -3/20) (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.

Tuesday 3/17

<input type="checkbox"/>	Read Chapter 1: Part 1 on Google Classroom or with your copy of the book.
<input type="checkbox"/>	Take notes to go along with Chapter 1: Part 1 <ul style="list-style-type: none">• Pay special attention to characters/setting in your notes today.

Wednesday 3/17

<input type="checkbox"/>	Read Chapter 1: Part 2 on Google Classroom or with your copy of the book.
<input type="checkbox"/>	Take notes to go along with Chapter 1: Part 2
<input type="checkbox"/>	Complete "Chapter 1 Comprehension Questions" on Google Classroom or with your worksheet. (50 Pts. Daily Grade)

Thursday 3/18

<input type="checkbox"/>	Read Chapter 2: Part 1 on Google Classroom or with your copy of the book.
<input type="checkbox"/>	Take notes to go along with Chapter 2: Part 1

Friday 3/20

<input type="checkbox"/>	Read Chapter 2: Part 2 on Google Classroom or with your copy of the book.
<input type="checkbox"/>	Take notes to go along with Chapter 2: Part 2
<input type="checkbox"/>	Complete "Chapter 2 Comprehension Questions" on Google Classroom (50 Pts. Daily Grade)

Reminder: Complete 30 minutes AR Reading each day to keep up with your AR Goal.

Extra: New vocabulary practice will be posted on vocabulary.com for *The Graveyard Book*, complete this if you have time, if you need help with difficult words in the novel, or if you just want to take your learning to the next level.

Note: If you do not have access to Google Classroom and do not have a copy of the novel, please contact your 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

**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 to do the following:

**If you're reading a fiction book: Describe the characters using complete sentences. Illustrate the setting. Describe the plot. Illustrate the solution.*

**If you're reading a non-fiction book answer the following questions: What is the author's purpose? What are the text features that are in this non-fiction text? Illustrate the main idea of the text.*

- Journal Prompt: Choose one day this week to write about the following prompt- Write about a historical figure who you feel truly changed the world. Why was this person significant? What traits would you like to have in common with this person?

Chapter Summary

Chapter 1

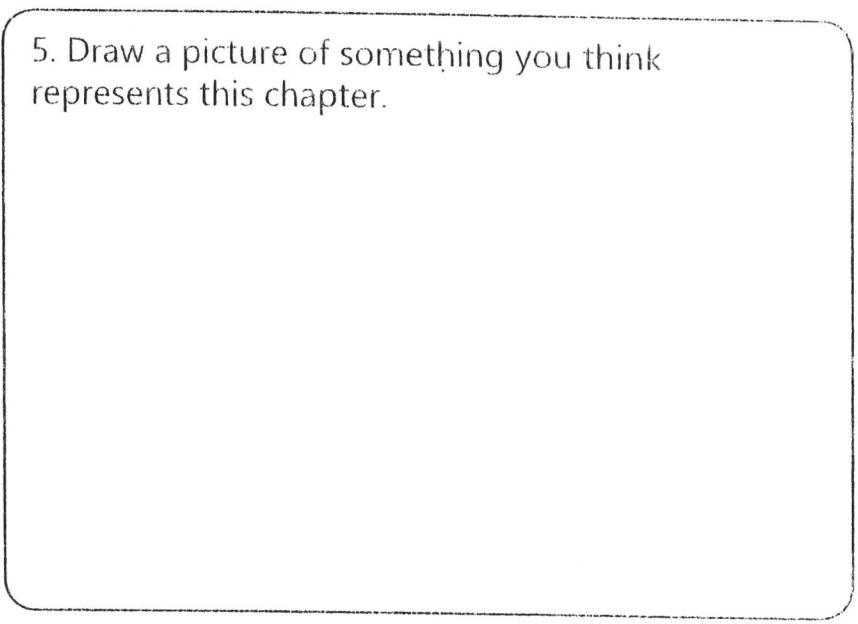
1. What is the title of this chapter?

2. What happens in this chapter?

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

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

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



Name: _____

Date: _____

Understanding the Story

Chapter 1

Multiple Choice

1. How does the baby wind up wandering into the graveyard?

- (a) He escapes the house where his family is killed.
- (b) His parents abandon him there one night.
- (c) He is left there by his aunt who cannot care for him.
- (d) His mother leaves him at the front gate.

2. When he travels to the graveyard, "the man Jack" intends to:

- (a) Find the child to care for him.
- (b) Kill the child and finish the job.
- (c) Hide the child and not harm him.
- (d) Capture the child for himself.

Short Answer

3. Why does Mrs. Owens feel so strongly about keeping the child?

Long Answer

4. Explain two ways in which Silas saves the child's life.

**A Little
Extra!**

A mysterious woman on horseback enters the graveyard and puts the discussion about the child to rest when she says, "The dead should have charity." Who do you think this woman is? What does her statement mean?

Name: _____

Date: _____

Chapter Summary

Chapter 2

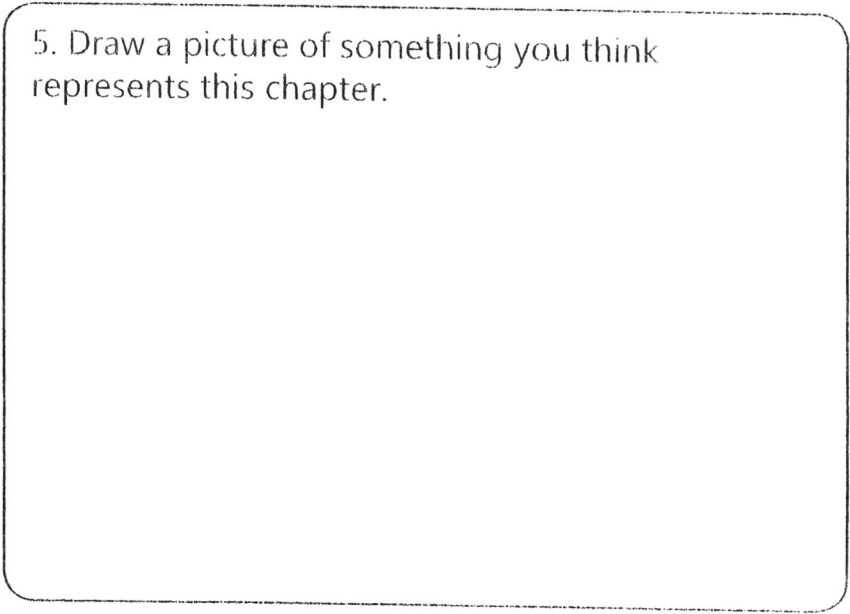
1. What is the title of this chapter?

2. What happens in this chapter?

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

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

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



Understanding the Story

Chapter 2

Multiple Choice

- | | |
|--|---|
| 1. Who becomes Nobody's first living friend? | 2. Bod's new friend actually believes that he is: |
| (a) Caius Pompeius. | (a) Timid. |
| (b) Ezeikiel Ulmsley. | (b) Dead. |
| (c) Scarlett Amber Perkins. | (c) Imaginary. |
| (d) Ephriam Pettyfer. | (d) Rebellious. |

Short Answer

3. What is the Sleer? Use one example from the book to support your explanation.

Long Answer

4. What can you infer about Bod based on his actions inside the tomb? Provide one detail to support your answer.

At the conclusion of Chapter 2, Bod's friend says, "You're brave. You are the bravest person I know, and you are my friend." Describe the bravest person you know. Why do you consider this person brave?

A Little Extra!

6th Grade Social Studies

Templates for assignments can be found and turned in on Google Classroom or completed on your own paper.



Day 1: Geography and Early History List - use each word in a sentence AND draw a picture for each word.

Day 2: Write a story using each word correctly. Be creative. :)

Day 3: Government List - use each word in a sentence AND draw a picture for each word.

Day 4: Master Government words on vocabulary.com OR write a story using each word correctly.

Geography and Early History

1. **Aeneas**: Legendary Trojan hero in the *Aenid* who the Romans believed founded Rome.
2. **Etruscans**: early Italian people who greatly influenced early Roman culture (gladiator fights and chariot races).
3. **Latins**: the first Romans.
4. **Palatine**: hill on which Rome was built.
5. **Romulus and Remus**: Legendary twins raised by a wolf, who were said to have built the city of Rome.
6. **Tiber River**: river near which the city of Rome was built.

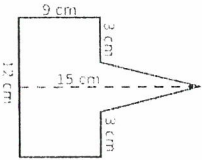
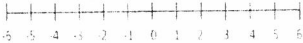

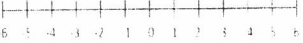

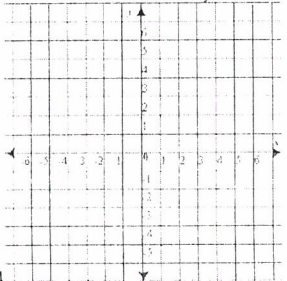
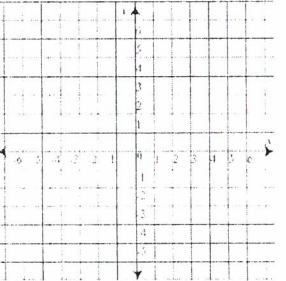
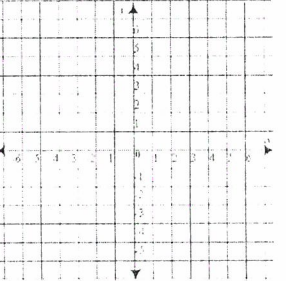
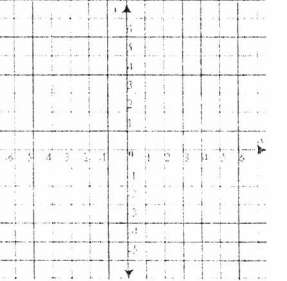
Government

7. **Assemblies and Tribunes**: group of government officials who represented the common people in Roman government.
8. **Checks and Balances**: methods used to balance power in a government.
9. **Consuls**: two most powerful magistrates who governed Rome.
10. **Dictator**: Ruler with almost absolute power.
11. **Forum**: Rome's public meeting place and the center of Roman government and culture.
12. **Law of the Twelve Tables**: Rome's first written law code.
13. **Magistrates**: elected officials.
14. **Patricians**: nobles (wealthy and powerful) people.
15. **Plebeians**: common people.
16. **Republic**: Form of government where people elect leaders to govern them.
17. **Roman Senate**: a council of 300 wealthy and powerful Romans who advised the city's leaders.
18. **Veto**: to prohibit, the ability to keep a law from passing.

Name:

Weekly Math Homework – Q4:2

Teacher:

Monday	Tuesday	Wednesday	Thursday										
<p>Solve.</p> $94.2 - 3.89$ $4,390.2 + 57.304$	<p>Find the quotient.</p> $\frac{4}{7} \div \frac{1}{5} =$	<p>Solve.</p> 7.02×0.85 $53.76 \div 2.1$	<p>Find the quotient.</p> $\frac{10}{11} \div \frac{8}{9} =$										
<p>Jorge bowled 5 games. He scored 131, 110, 128, 105, and 120. What is the mean of Jorge's scores?</p>	<p>What is 88% of 50?</p>	<p>Jared made 4 bird houses in 3 days. How many days will Jared work to make 20 bird houses?</p>	<p>Maria's math test had 25 questions. She got 84% correct. How many problems did she get wrong?</p>										
<p>What is the value of $8^3 + 5x$, when $x = 12$?</p>	<p>Evaluate the expression.</p> $12 + (8 \times (4 + 3) + 2) - 6$	<p>Solve for z</p> $z + 17 = 38$	<p>Write an equivalent expression for $8y + 12 + 2y + 8$</p>										
<p>List 3 values that would make this inequality true.</p> $180 > 15y$ <p>____, _____, _____</p>	<p>Find the area.</p> 	<p>Find the rule. Solve for n.</p> <table border="1" data-bbox="836 745 1156 898"> <thead> <tr> <th>X</th> <th>Y</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>16</td> </tr> <tr> <td>25</td> <td>18</td> </tr> <tr> <td>28</td> <td>n</td> </tr> <tr> <td>32</td> <td>25</td> </tr> </tbody> </table> <p>Rule:</p>	X	Y	23	16	25	18	28	n	32	25	<p>Jocelyn is going to put wood floors down in her living room. The room is 24 feet long and 15 feet wide. How many square feet of wood does Jocelyn need?</p>
X	Y												
23	16												
25	18												
28	n												
32	25												
<p>Graph the integer -3 and its opposite on the number line.</p> 	<p>Place the number 3.4 on the number line.</p> 	<p>Graph the integer 4 and its opposite on the number line.</p> 	<p>Place the number 5.7 on the number line.</p> 										
<p>Graph the ordered pair (3, 5) and its reflection over the y-axis.</p> 	<p>Graph the ordered pair (5, -2) and its reflection over the x-axis.</p> 	<p>Graph the ordered pair (-1, 3) and its reflection over the y-axis.</p> 	<p>Graph the ordered pair (-5, -3) and its reflection over the x-axis.</p> 										

Science Assignments Checklist: NTI Week 1 (3/17-3/20/20)—Armstrong's & Fugate's Classes

<p>Day 1:</p>	<p>Why are producers so important in an ecosystem? Use the words consumer, food chain, biotic factor, and population in your answer. Also, give a specific, real-life example to support your answer. (25 points)</p>	<p>If you need more space to write your answers, you can continue on another sheet of paper.</p>
<p>Day 2:</p>	<p>Create a poem (haiku, acrostic, limerick, or another type of poem that you're familiar with) about something you have learned in the ecosystems unit. (25 points)</p>	
<p>Day 3:</p>	<p>Look outside. List all of the biotic and abiotic factors that you notice. (25 points)</p>	
<p>Day 4:</p>	<p>What is a limiting factor? Describe two ways that limiting factors affect populations in an ecosystem. (25 points)</p>	

RTI STUDENTS

If you have a computer and internet access, you may work on Reading Plus and Vocab.com. We have a Google Classroom set up so you can read stories and videos I have posted there for this week. The Google Classroom codes are below (if you never signed up for our classroom) as well as the Scholastic codes to read stories online and watch videos.

6th Grade: 2uhxo5h

7th Grade: pitbkqk

8th Grade: ycm4vv5

Scholastic News Classroom Code: rugsnow743

Stay healthy!

 Mrs. Sztanya

6th Grade Arts and Humanities Class:

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.

Career Explorations:

I will post an assignment on Google Classroom.

P.E:

PE 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.

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. ...
- Ball It and Bounce. ...
- Push Ups
- Crunches
- Mountain Climbers.

Here is a video students can follow or parents can come up with their own workout for students.

<https://www.youtube.com/watch?v=dhCMOC6GnrY>

Playwriting/Film:

Please watch a movie, tv show, or recorded play and answer the following questions:

1. What is the theme (message/lesson) of the story?
2. How did the actors' costumes help to communicate character?
3. What props (objects) do the actors use?
4. How did the scenery help to show the audience the setting and tell the story?

Choir:

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=FaKq5m2Xiz4>

6th Grade Computer Skills 4 Classes:

Log into scmsgizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily. If you are unable to log into the Internet please practice with the attached keyboard copy by typing the lyrics to your favorite song for 20 minutes.

6th Grade Band

Warm Up: Concert F with a Tuner (Google Search or App Store for tuner). New Warm-Ups will be posted in Google Classroom

Assignment: Practice your scales in whole notes at 60 bpm making it all the way to the release of each note with good air and tone while playing more than one note per breath. When you can do this with ALL FOUR of your scales you can then practice them in half notes paying attention to the same details.

Scales: Concert Bb Major, Concert F Major, Concert Eb Major, Concert Ab Major. Extra scales will be uploaded to Google Classroom

Music: You are free to work on ANYTHING from the Yellow Book (Essential Elements: Book 1)

If you are able to access Google Classroom from home there will be additional optional assignments from the Yellow Book (EE: Book 1) and other sources. Google Classroom Codes:

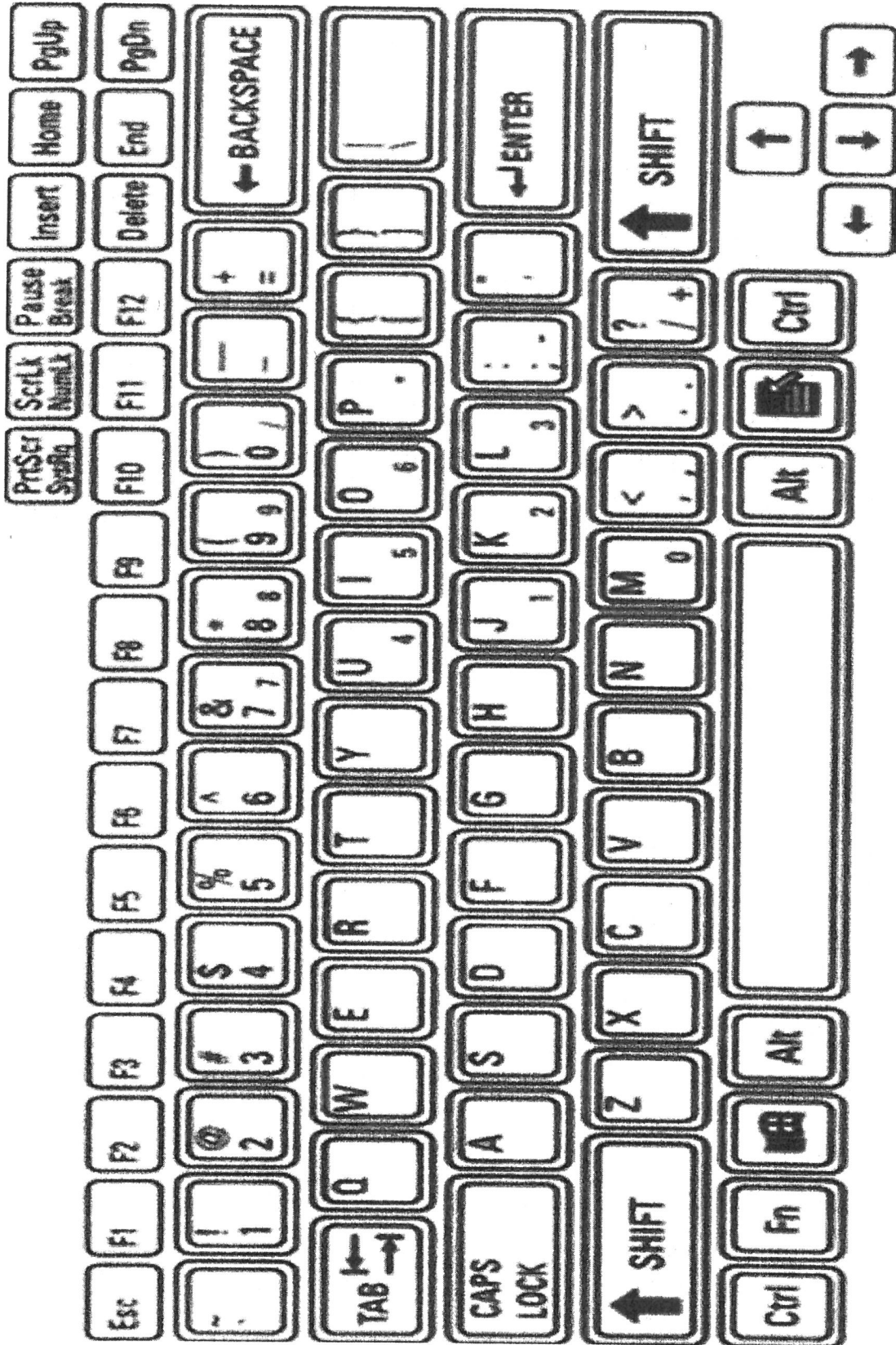
1st Period: veju2w3

4th Period: x5avem2

Art Class:

Keep a Sketch Journal. Draw daily 15-20 minutes. Look closely at objects to see all lines, shapes, textures, and colors. Carefully record details in your drawing. Pick an object to observe and draw from the list below:

A growing plant. Something shiny. A shoe. Something with curves. Food on a dish. A toy or game piece. A crumpled wrapper for a product.



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 3/16 - 3/20

Print Student Name _____

Parent Signature _____

Print Parent Name _____