

Grade 6 News

2020

Choice Board

FACT AND OPINION
Create a Fact and Opinion board about your topic. List three facts and three opinions. Be sure to write in complete sentences.

TEXT FEATURE
Draw or find a text feature that best represents your research. Include at least 4 written sentences that explain what type of text feature it is, why it is important, what it shows, and what the reader learns from it.

NEWS ARTICLE
Write an article about your topic that would appear in a newspaper or magazine. Your article can be 3 to 5 sentences long.

Design and create a poster board about your research topic

FACTS
Write three interesting facts about your topic in complete sentences to share with your classmates during your Zoom class.

Movie
Watch a short video on your topic and record five interesting facts on note cards.

Informational

What is an Informational Text?

- Provides facts and details about a topic
- Very direct and informative
- Include several Non-fiction text features: title, headings, table of contents, index, glossary, pictures, captions, maps, graphs

A Peek At What Skills We Are Reviewing

Reading

Daily reading practice, main ideas and details in informational/nonfiction text, theme, inference and answering comprehension questions

Grammar/Word Work

Progressive verbs, linking verbs, transitive and intransitive verbs, and edit and proofread

Writing

Choice board activities

Informational Writing and Choice Boards

Over the next two weeks students will be reading informational text and identifying facts they have learned about their topic. In addition, students will select activities from a Choice Board (see above). With a choice board, students choose an activity that shows their knowledge about a subject or concept. This encourages students to be more responsible, accountable and independent in their learning.

Refresher Activities

ELA

Day 1

Independent Reading- Read for 20 minutes each day

Focus on reading: Nonfiction

Title_____

Author_____

- Imagine Language & Literacy or Lexia- 20-30 minutes three times a week
- Log in through Clever

Grade 5 Week 11 Day 1: Scholastic article: Read "Washington's Secrets Revealed." Complete the second bullet in the Continuing the Learning Journey box.

<https://sn3.scholastic.com/issues/2018-19/020419/washington-s-secrets-revealed.html#On%20Level>

Remember, readers pay attention to the main idea and details when reading nonfiction.

Grammar- Review progressive verbs. Complete worksheet PM4.25.

Vocabulary- MyNGConnect Vocabulary Games

Writing- For the week of June 8 through June 12, you will be working on an informational topic called *Climate Change* by Allyson Shaw. You will read the article and choose three activities to do from the choice board below.

Remember to check out the great videos, articles and links at the bottom of the article!

<https://kids.nationalgeographic.com/explore/science/climate-change/>

Answer Key

Grammar: PM4.25

1. **Have** the filmmaker shown the injustices of the Sri Lankan war? **Has** the filmmaker shown the injustices of the Sri Lankan war?
2. **Has** the women in the Iraqi police force protested? **Have** the women in the Iraqi police force protested?
3. **Has** the wars caused great injustice? **Have** the wars caused great injustice?
4. **Have** Roshini fought for women's rights? **Has** Roshini fought for women's rights?
5. Have they seen one of Roshini's films? Correct
6. Has Roshini been a filmmaker for a long time? Correct

Gr 3-5 *My* Research
Choice Board

Choose # activities
to complete by _____ Date _____

<p>FACT AND OPINION Create a Fact and Opinion board about your topic. List three facts and three opinions. Be sure to write in complete sentences.</p>	<p>Design and create a poster board about your research topic</p>
<p>TEXT FEATURE Draw or find a text feature that best represents your research. Include at least 4 written sentences that explain what type of text feature it is, why it is important, what it shows, and what the reader learns from it.</p>	<p>FACTS Write three interesting facts about your topic in complete sentences to share with your classmates during your Zoom class.</p>
<p>NEWS ARTICLE Write an article about your topic that would appear in a newspaper or magazine. Your article can be 3 to 5 sentences long.</p>	<p>Movie Watch a short video on your topic and record five interesting facts on note cards.</p>



Name: _____

©Bridget Brown



Practice Makes Perfect

Directions:

1. Read question 1 below to your partner. (Be aware: It may have an error in the present-perfect tense, but don't fix it!)
2. Have your partner answer the question in writing, making any needed corrections in the present-perfect tense. The answer must be a sentence; it may not be simply "yes" or "no."
3. Award your partner one point if you agree that your partner's answer is correct and the present-perfect tense has been used correctly.
4. Next, your partner reads question 2 to you. Follow a similar procedure using steps 2 and 3 above.
5. Continue taking turns until all the questions have been answered correctly. Add up your points to see who is the winner.

Questions:

1. Have the filmmaker shown the injustices of the Sri Lankan war?

 2. Has the women in the Iraqi police force protested?

 3. Has the wars caused great injustice?

 4. Have Roshini fought for women's rights?

 5. Have they seen one of Roshini's films?

 6. Has Roshini been a filmmaker for a long time?

-

PM4.25

Unit 4 |
Justice

**Grade 6 Refresher
ELA**

Independent Reading- Read for 20 minutes each day

Focus on reading: Nonfiction

Title_____

Author_____

Scholastic article: Read "Sand Sculpture" by Jennifer Barrone. Complete the first bullet in the Continuing the Learning Journey box.

<https://dynamath.scholastic.com/issues/2018-19/050119/sand-sculptor.html#820L>

Remember, readers pay attention to the main idea and details when reading nonfiction.

Grammar- Focus is linking verbs. Complete worksheet PM4.17.

Writing- Work on an informational topic called *Climate Change* by Allyson Shaw. You will read the article and choose three activities to do from the choice board. Remember to check out the great videos, articles and links at the bottom of the article!

<https://kids.nationalgeographic.com/explore/science/climate-change/>

Gr 3-5 *My* Research
Choice Board

Choose # _____ activities
to complete by _____ Date _____.

FACT AND OPINION Create a Fact and Opinion board about your topic. List three facts and three opinions. Be sure to write in complete sentences.	Design and create a poster board about your research topic
TEXT FEATURE Draw or find a text feature that best represents your research. Include at least 4 written sentences that explain what type of text feature it is, why it is important, what it shows, and what the reader learns from it.	FACTS Write three interesting facts about your topic in complete sentences to share with your classmates during your Zoom class.
NEWS ARTICLE Write an article about your topic that would appear in a newspaper or magazine. Your article can be 3 to 5 sentences long.	Movie Watch a short video on your topic and record five interesting facts on note cards.

Name: _____

©Shirley Brown



Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Jessie De La Cruz: Sowing Seeds of Justice

Jessie De La Cruz had worked on farms since she was very young. Like other children, she worked in the fields with her family. They moved from town to town, following the crops that needed picking. They spent up to 12 hours a day doing back-breaking work, often under a blistering sun. Her family earned little money and often went hungry.

Jessie was already a grandmother when a man named César Chávez visited her home. He talked about farm workers joining together to demand a better life. César's words were like the first raindrops after a long drought. After a lifetime of poverty, she was ready to fight for change.

Jessie became a leader in the United Farm Workers of America and encouraged others to join. She listened to farm workers' stories and helped them learn English. Jessie organized protests that brought results.

Because of the United Farm Workers of America, laws were passed to protect workers' rights and increase their pay. They also had better work conditions, including restrooms, clean drinking water, and protection against dangerous chemicals.

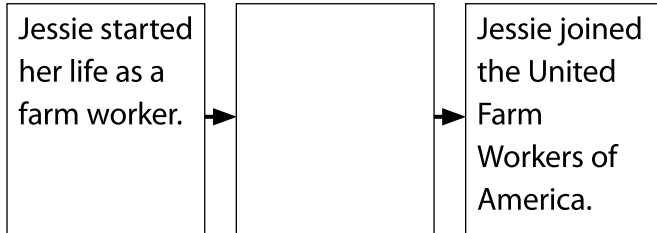
Jessie said, "I am proud to say that, throughout my life, wherever I saw injustice, I did what I could to correct it."

A blue arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit Test

1 Look at this sequence chain.



Which event belongs in the empty box?

- (A) Jessie organized protests.
- (B) César Chávez visited Jessie's home.
- (C) Workers received better work conditions.
- (D) Jessie got others to join the United Farm Workers of America.

2 What happened last in the article?

- (A) Jessie became a grandmother.
- (B) Jessie decided to fight for change.
- (C) Jessie saw workers' rights protected.
- (D) Jessie listened to farm workers' stories.

3 To the farm workers she helped, Jessie probably seemed —

- (A) poor and unlucky.
- (B) rich and powerful.
- (C) cheerful and funny.
- (D) understanding and helpful.

4 Which of these inspired Jessie to seek a better life?

- (A) hearing the words of César Chávez
- (B) working on farms since she was a child
- (C) helping farm workers with their English skills
- (D) needing protection against dangerous chemicals

5

Think about the actions Jessie took after she joined the United Farm Workers of America. What do her actions reveal about her viewpoint?

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Global Growers Network

Burundi is a country in Africa that has had many problems. After years of war, the people there have been left with few jobs and not much money. Some of them have come to the United States for the chance to live a safer, more comfortable life.

Starting over in a new country isn't always easy, though. For example, some women who moved from Burundi to the state of Georgia couldn't get jobs because they didn't speak English. This is where the Global Growers Network of DeKalb County stepped in to help.

The Network learned that these women had been farmers in Africa. It offered to let these refugees use some land leased by the Network. The women were allowed to sell the crops they grew. At first they needed some coaching. Burundi is near the equator, so the women had to learn how to grow crops in cooler climates. It wasn't long before they were selling fresh produce at a local farmer's market. They have moved from jobless newcomers to contributing members of the community.

A blue arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit Test

- 6 How are the African women in the article related to the problems in Burundi?
- (A) They did not speak English.
 - (B) They learned to farm in Burundi.
 - (C) They left Burundi to find safety and a better life.
 - (D) They got help from the Global Growers Network.
- 7 The Global Growers Network helped women from Burundi to —
- (A) learn to speak English.
 - (B) prepare American food.
 - (C) leave their home country.
 - (D) start a farming business.
- 8 What inference can you make about the women in the article?
- (A) They didn't want to learn English.
 - (B) They wanted to move someplace with a warmer climate.
 - (C) They were grateful for the chance to farm and earn money.
 - (D) They wanted to go back home where they knew how to farm.
- 9 Think about the article about Jessie De La Cruz. What viewpoint does it share with this article about the Global Growers Network?
- (A) It is important for people to be able to earn a living.
 - (B) Farmers should earn more for the crops they raise.
 - (C) Learning to farm in a new climate can be challenging.
 - (D) Harmful chemicals should not be used when farming.

**GO ON**

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.



Community Gardens

Imagine an empty lot full of weeds and broken glass. Then think of a garden full of vegetables and fruits tended by friends and neighbors. That's a beautiful thing. The sharing that comes from it is even more beautiful.

The Community Gardens Project of Atlanta creates places where neighbors come together to grow fresh food. They share the work and responsibility. In the process, they get to know each other better as well as beautify their neighborhoods. Of course, there's also the reward of harvest time!

The Atlanta Food Bank helps by providing seeds, tools, and gardening tips. They can also help find a place for a garden and organize volunteers. The Food Bank is especially interested in helping people with low incomes grow some of their own food.

The Food Bank also encourages community gardens, as well as home gardeners, to participate in a program called "Plant a Row for the Hungry." This food goes directly to those who don't have enough to eat. It seems only fair that what nature gives to us is in turn shared with those who need it most.

GO ON

Reading Comprehension Test

Unit Test

- 10 What is the reward at harvest time?
- (A) fresh food to eat
 - (B) a neighborhood party
 - (C) finding a place for a garden
 - (D) planting an extra row for the hungry
- 11 According to this article, how are the Atlanta Food Bank and empty lots connected?
- (A) The Food Bank was built on an empty lot.
 - (B) The Food Bank distributes food from empty lots.
 - (C) The Food Bank holds project meetings in empty lots.
 - (D) The Food Bank can help turn an empty lot into a garden.
- 12 How do the neighborhood gardens help people who can't afford enough food?
- (A) The gardens help neighbors get to know one another.
 - (B) The gardeners grow food to give to people who need it.
 - (C) The gardens make people feel better about their neighborhoods.
 - (D) The gardeners contribute money for people with low incomes.
- 13 Think about the article "Global Growers Network." What viewpoint does it share with "Community Gardens"?
- (A) People should get to know their neighbors.
 - (B) People are too embarrassed to ask for help.
 - (C) People could pay for food if they had better jobs.
 - (D) People can be a positive force in their community.

A blue arrow pointing to the right with the text "GO ON" written inside it in white capital letters.

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

Story of a Sidewalk

A girl named Shila has become the hero of the Foothill neighborhood. She brought people together to fix the sidewalk on Oak Street.

Foothill is a beautiful area with a nice park filled with oak trees. Last week, Shila tripped on a crack in an old sidewalk by the entrance to the park. She flew through the air like a baby bird on its first flight, and when she landed, she cut her knee on a sharp rock.

Shila wanted to prevent this from happening to anyone else, so she talked to her neighbors. The big cut on her knee easily convinced them that the sidewalk needed to be repaired.

Next, Shila attended a City Council meeting. She described the old sidewalk and showed them pictures of the many cracks and bumps. After listening to Shila, council members discussed the situation. They all agreed that repairing the sidewalk was important.

A week later, city workers arrived with their equipment. Shila watched with interest as they dug up the old bumpy sidewalk. They poured the wet concrete like a giant pancake and smoothed it in place. Thanks to Shila, Foothill had a new sidewalk to be proud of.

GO ON 

Reading Comprehension Test

Unit Test

- 14 Which sentence **best** expresses the theme of the story?
- (A) The City Council has good ideas.
 - (B) Anyone can make a good change.
 - (C) Parks are important to cities.
 - (D) Old things can be made new again.
- 15 Which detail supports the theme from question 1?
- (A) The old sidewalk was bumpy.
 - (B) The park was filled with oak trees.
 - (C) The city council decided to repair the sidewalk.
 - (D) Shila lives in the Foothill neighborhood.
- 16 The cracks and bumps needed to be fixed to —
- (A) let the park be more fun.
 - (B) make the sidewalk safer.
 - (C) make the sidewalk prettier.
 - (D) let the neighbors take walks.
- 17 “She flew through the air like a baby bird on its first flight” means that Shila —
- (A) landed in a tree.
 - (B) became a hero.
 - (C) fell awkwardly.
 - (D) hurt herself.
- 18 “They poured the wet concrete like a giant pancake” helps show that the concrete —
- (A) is soft and flat.
 - (B) has a light color.
 - (C) should be heated.
 - (D) gets hard when left to sit.

- 19 Think about the Jessie De La Cruz article. What viewpoint does Jessie share with Shila from “Story of a Sidewalk”? Support your answer with details from both passages.

Score

_____/21

DONE!

Grammar: Reteach

At the Beach**Grammar Rules Linking Verbs**

A **linking verb** connects the **subject** of a sentence to a **word in the predicate** that describes or renames it.

- A **linking verb** can link the subject to an **adjective** or a **noun** in the predicate.
- Common **linking verbs** are forms of *be, look, seem, feel, smell, and taste*.


The beach is Joe's favorite place.

He became a good swimmer there.

He always feels happy at the beach.

Read each sentence. Circle the verb. If the verb is a linking verb, draw an arrow to connect the subject to a word in the predicate.

1. The water looks inviting.
2. Joe walks down to the water.
3. He studies the waves.
4. The waves seem high enough for body surfing.
5. Joe is ready to dive in!

 Describe your favorite place to a partner. Try to use linking verbs. Have your partner tell you which linking verbs you used.