



Elementary E-Learning Plan

Dear Sixth Grade Parents and Guardians,

This year it has been decided that all classes (P-6) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ei. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student's teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

Jill Grove

320-329-8368 ext. 1037

jgrove@rcw.k12.mn.us

Danette Hendrickson 320-329-8368 ext. 1106



dhendrickson@rcw.k12.mn.us



Sixth Grade E-learning Packet

Day 1

Date: _____

Independent Reading	<input type="checkbox"/> 20 minutes read to self <input type="checkbox"/> Written activity: Write a summary of what you read.
SEL- social skills	A Maturity Checklist
Reading Work	Stories: Read stories Making Donuts and The Dog and the Digging Stick
Math Work	 Day 1- math.pdf
Social	Text and questions: Canoes
Music	Complete the worksheet using notes in the bass clef. Bass Clef Crazy
PE	Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from fitness challenge board Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Mrs. Marcus)	"5 Seconds" Game
Band	Link:  6th Band Elearning Packet.pdf Everyone: <ul style="list-style-type: none">• Label the counting of rhythms on the next to last page. Compare how those rhythms relate to what we play from in class.• Use the practice log for a practice session. Try to practice for 30 minutes.

Review What You Know!

Vocabulary

Choose the best term from the box to complete each definition.

1. Numbers that are easy to compute mentally are _____.
2. The number used to divide is the _____.
3. A(n) _____ is an approximate answer.
4. The result of a division problem is a(n) _____.

compatible numbers
decimal
divisor
estimate
quotient

Whole Number Operations

Calculate each value.

5. $4\overline{)348}$

6. $9,007 - 3,128$

7. 35×17

8. $7,964 + 3,872$

9. $22\overline{)4,638}$

10. 181×42

Mixed Numbers and Fractions

Write each mixed number as a fraction. Write each fraction as a mixed number.

11. $8\frac{1}{3}$

12. $5\frac{3}{5}$

13. $2\frac{5}{8}$

14. $3\frac{4}{9}$

15. $\frac{24}{7}$

16. $\frac{43}{9}$

17. $\frac{59}{8}$

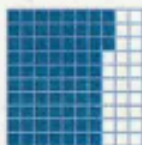
18. $\frac{32}{5}$

Verbal Expressions

19. How are the expressions " $\frac{1}{4}$ of 12" and "12 divided by 4" related?

Decimals

20. What decimal does this model represent? Explain.



Prepare for Reading Success

Write what you already know about the lesson content. Then write a question that you want answered about the lesson content.

Lesson Title	What I Know	Questions I Would Like Answered
Fluently Add, Subtract, and Multiply Decimals		
Fluently Divide Whole Numbers and Decimals		
Multiply Fractions		
Understand Division with Fractions		
Divide Fractions by Fractions		
Divide Mixed Numbers		
Solve Problems with Rational Numbers		



Name _____

Lesson Quiz

1-3

1. Which expression has $\frac{2}{3}$ as a product? Select all that apply.

☐ $\frac{4}{5} \times \frac{5}{6}$

☐ $\frac{7}{8} \times \frac{9}{10}$

☐ $\frac{1}{3} \times \frac{2}{3}$

☐ $\frac{3}{4} \times \frac{7}{12}$

☐ $\frac{6}{7} \times \frac{7}{9}$

2. Find $1\frac{1}{4} \times 5\frac{3}{5}$.

3. Barry made a model to show multiplication of a fraction by a fraction. What multiplication sentence does the model represent?



4. A full bag of dog food weighs $5\frac{1}{2}$ pounds. How much dog food do you have if there are $3\frac{3}{4}$ bags in the cupboard?
5. On the track and field team, $\frac{3}{8}$ of the members do the hurdles. Of the members who do the hurdles, $\frac{4}{5}$ also do the long jump. If there are 40 members on the track team, how many do both the hurdles and the long jump?



Name _____ Date _____

Directions: Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

Making Doughnuts

- 1 "I'm bored," said a voice from the depths of the sofa. Karla glanced up from her book as her younger brother Eric whined, "And now it's raining."
- 2 "Correction: you're boring," said Abby, glaring at her brother.
- 3 Their parents were away, leaving Karla in charge. She'd managed to keep her younger siblings reasonably content through an entire day and night, but they would get restless soon if she didn't conjure up something fun to do.
- 4 "Hey, do you want to make doughnuts?" Karla asked in a moment of inspiration. She recalled watching Grandma make doughnuts once. Abby and Eric's enthusiastic response propelled them all into the kitchen.
- 5 Karla consulted a cookbook, and together they made the dough. Eric and Abby cheerfully rolled out dough and cut rings from it. Then Karla poured a bottle of sunflower oil into a saucepan and started heating it. When the oil appeared to be the right temperature, she dropped in three dough rings as Eric and Abby watched. In no time, however, the boiling oil foamed higher and higher, threatening to overflow.
- 6 Eric sprinted for the door and Abby cowered like a frightened mouse by the refrigerator, but Karla smoothly whisked the pot off the heat. "We need to lower the flame," she said.
- 7 As the foaming oil subsided quickly, Karla reached in with a long fork and pulled out three perfectly browned doughnuts, puffed and steaming.
- 8 "Not bad for our first try," Karla announced as Eric and Abby cheered.



Comprehension Questions

1. How long have Karla's parents been away? Circle the sentence that tells.
2. Underline one detail that shows Abby is becoming upset with Eric.
3. How do Eric and Abby feel about the idea of making doughnuts? Give evidence from the passage to support your answer.
4. Write two details from the story showing that Karla is a responsible babysitter who handles things calmly.

___/5

Name _____ Date _____

Directions: Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

The Dog and the Digging Stick

- 1 The Blackfoot people were hungry. From the southern hunting grounds to the northern prairie, all traces of buffalo, antelope, and deer had disappeared. The people appealed to Old Man, saying, "Please help us now or we will die."
- 2 Old Man took one of the young men, the son of a chief, to search for game. For days they traveled the prairie until, one morning, they saw a lodge in a high, lonesome place. Old Man explained to the chief's son, "The man who lives there has taken and hidden all the game. He has a wife and a little son."
- 3 As they approached the lodge, Old Man transformed himself into a little dog and the chief's son into a digging stick. The woman felt fortunate when she found such an excellent digging stick, and the boy was delighted when the dog followed him home. The man suspected the stick and the dog were not what they appeared to be, but he said nothing.
- 4 The next morning, the woman and son went off to dig roots, and the dog trotted along behind them. After a while, they came to a cave and found a buffalo standing at the entrance. The little dog immediately scampered into the cave. The stick slid from the woman's grasp and flew along behind the dog.
- 5 Just as Old Man had predicted, the cave was full of buffalo, antelope, deer, and more, all trapped inside. Together, the dog and the flying stick drove the herds of animals from the cave. The prairie was covered with game again, and the Blackfoot people survived.



Comprehension Questions

1. What problem did the Blackfoot people have? Circle the sentence that tells.
2. How did Old Man trick the man and woman who lived in the lodge?
3. Underline the sentence showing how the man reacts to the dog and stick.
4. How did Old Man and the chief's son save the Blackfoot people in the end?

____/4

A MATURITY CHECKLIST



Listed below are some of the qualities that a mature person will possess to some degree. None of us possess all these qualities fully, but together they represent a standard by which we can evaluate the person we are and the person we are becoming. Read each statement and put a check in the column that most accurately describes how well developed this quality is in you. Be honest. No one will see this sheet but you.

	Is a real strong point	Is doing pretty well	Is okay	Needs improvement	Needs a lot of work!
1. capacity to accept failure					
2. balance between thoughts and feelings, so that neither controls me totally					
3. respect for the past, present, and future					
4. ability to recognize the uniqueness in all people					
5. sense of humor					
6. compassion—the ability to identify with other's feelings					
7. love for children					
8. appreciation of beauty					
9. ability to meet others without suspicion					
10. ability to recognize the splendor of the commonplace—acceptance of some routine in life					
11. enthusiasm and excitement					
12. ability to draw the best out of people					

A Maturity Checklist, *continued*

	Is a real strong point	Is doing pretty well	Is okay	Needs improvement	Needs a lot of work!
13. openness to mystery—realizing I don't know it all					
14. acceptance of the need for authority					
15. perseverance					
16. ability to forgive others					
17. belief that people are basically good at heart					
18. capacity for worship—ability to sense the sacred part of life					
19. capacity for silence and solitude					
20. ability to adapt to change					
21. commitment to physical well being					
22. ability to recognize that my actions affect other people—those close to me and those I don't know					
23. capacity for trusting and being trusted					
24. acceptance of personal responsibility					
25. desire to make a difference in the community and in the world					

RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

I want to focus on these skill(s) in the future:

Name _____

Date _____

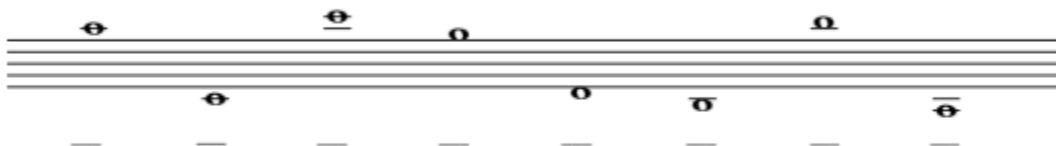
Treble Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

This example includes notes which can be written above and below the treble clef using **ledger lines**.



1. Draw a treble clef at the beginning of the staff and write the letter name of each note.



2. Draw a treble clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



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Name _____

Date _____

Musical Words - Treble Clef II

Each group of notes spells a word.
Write the word that each group spells.

Example 
B E A D

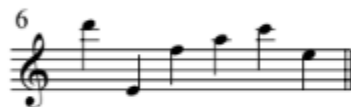




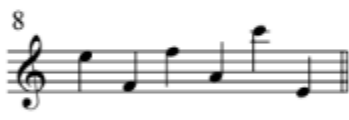
































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Name _____

Date _____

Bass Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

This example includes notes which can be written above and below the bass clef using **ledger lines**.



1. Draw a bass clef at the beginning of the staff and write the letter name of each note.



2. Draw a bass clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



3 Cs



3 Ds



2 As



2 Bs



2 Fs



2 Bs



2 Gs



3 Cs

Musical Words - Bass Clef II

Each group of notes spells a word.
Write the word that each group spells.

Example 
D E E D

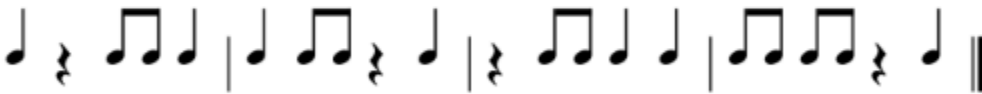
1 	2 	3 
_____	_____	_____
4 	5 	6 
_____	_____	_____
7 	8 	9 
_____	_____	_____
10 	11 	12 
_____	_____	_____
13 	14 	15 
_____	_____	_____
16 	17 	18 
_____	_____	_____

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Name _____

1. Underneath the notes, **write out the counting** for each measure below.



2. On the next page, **compose** an original **8-measure** (32 beat) song.
You may use the above rhythms as a guide. You may also create your own rhythms.

Each box represents 1 measure (group of 4 beats).

Each measure must have 4 beats!

Title: _____

Composer: _____

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EL Students Only

K-4 e-Learning: Day #1

ELL assignment from Mrs. Marcus


This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes

Sixth Grade E-learning Packet

Day 2 Date: _____

Independent Reading	<input type="checkbox"/> 20 minutes read to self <input type="checkbox"/> Written activity: Write a summary of what you read.
SEL- social skills	Using Kind Words
Reading Work	Text and questions: Little Free Libraries and Mock Mission to Mars
Math Work	Fluency Practice Topic 2
Social	Article and questions: Disease and Native Americans
Music	Complete the bass clef crossword. Bass Clef Crossword
PE	Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from the fitness challenge board Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Mrs. Marcus)	"5 Seconds" Game
Band	Link:  6th Band Elearning Packet.pdf Everyone: <ul style="list-style-type: none">• Compose a rhythm on the last page. The instructions are at the bottom of the previous page.• Use the practice log for a practice session. Try to practice for 30 minutes.

Name: _____

USING KIND WORDS

The words we use are powerful. They have the ability to be encouraging and uplifting to others. They can also make others upset, frustrated and hurt. It's important to choose our words wisely and to always speak with kindness. Look at the examples below and color in the speech bubbles that have kind words.

You can't sit with us.

How do you not get this? It's so easy.

I can tell you tried really hard on that.

I know you can do it!

Can I help you with that?

I like your haircut. It looks great.

Your food smells so gross.

Thanks for making these cookies. They are delicious.

People are just pretending to be your friend.

I'm sorry for bumping into you.

You played great in your game!

Can I please have that when you're done?

Kind words make others feel:

Unkind words make others feel:

A time when someone said kind words to me was:

A time when I said kind words to someone was:

I felt:

They felt:



Name _____ Date _____

Directions: Read the passage and answer the questions.
Write your answers on separate paper or on the back of this page.

Little Free Libraries

- 1 You can try to walk past a Little Free Library without taking a peek, but it's practically irresistible. A Little Free Library looks like an oversized birdhouse on a post, and it's filled with free books. Anyone can take a book, leave a book, or just browse. Little Free Libraries have been popping up all across the country. Their mission is to promote literacy and share the love of reading worldwide.
- 2 The first Little Free Library appeared in Hudson, Wisconsin, in 2009. A craftsman named Todd Bol built a model schoolhouse in honor of his mother, Esther, a devoted teacher. He filled the little schoolhouse with books and placed it in front of his house on a post with a sign that read FREE BOOKS.
- 3 The idea caught on, and Bol started building more model schoolhouses and giving them away. Each little schoolhouse had a unique design and was built with recycled materials. The second official Little Free Library appeared on a bike path in Madison, Wisconsin, in 2010. Soon after that, Todd Bol teamed up with Rick Brooks from the University of Wisconsin-Madison. Later that year, an Amish carpenter named Henry Miller joined the group as the primary builder.
- 4 Word spread, and within a couple of years, there were hundreds of Little Free Libraries. Soon, Bol and Brooks formed a nonprofit organization to promote the concept of Little Free Library. They established a website that offers information about how to build and install these mini-libraries. By September 2016, more than 36,000 Little Free Libraries had been registered with the organization—in all 50 states and in 70 countries.



Comprehension Questions

1. Why did Todd Bol build the first Little Free Library?
Circle the sentence that tells.
2. What is the purpose of the Little Free Libraries?
Underline the sentence that explains.
3. Describe two things that Bol and Brooks did together to develop the Little Free Library.

____/4

Name _____ Date _____

Directions: Read the passage and answer the questions.
Write your answers on separate paper or on the back of this page.

Mock Mission to Mars

- 1 What effects would a round-trip journey to Mars have on astronauts? NASA, the U.S. space agency, would like to find out. For that reason, the agency has been conducting simulated missions. These “mock” missions conducted on Earth copy the conditions of a real-life visit to Mars.
- 2 Mars is about 34 million miles from Earth at its closest. That distance translates into a six-month journey by spaceship from Earth (and six months back). With an estimated 500 days on Mars to experiment and explore, astronauts would end up spending about two and a half years away from home.
- 3 The mock missions are called the HI-SEAS project. The first two missions in 2013 and 2014 lasted four months. Then an eight-month mission took place from October 2014 to June 2015. A yearlong mission began after that.
- 4 For the yearlong mission, NASA selected a crew of three women and four men. Though they were not astronauts, their background and experience were similar to an astronaut’s. The crew members live together in a two-story domed building, just thirty-six feet in diameter. The building is located in Hawaii on the back of a volcano, where the terrain resembles land astronauts might see on Mars. The mock crew carries out scientific work, as real astronauts would. Their food is also similar. Their only trips outdoors are simulated space walks in space suits.
- 5 NASA hopes to learn how the crew works together in these conditions for so long. Researchers also track effects on their thinking, feeling, and body movements. All this information should be helpful for the real trip to Mars, which will likely occur fifteen to twenty years from now.



Comprehension Questions

1. Why has NASA been conducting mock missions? Circle two sentences that explain.
2. Why did NASA choose a location in Hawaii for the yearlong mission? Underline the sentence that explains.
3. Describe three ways the yearlong mission is like a real visit to Mars.

_ / 5

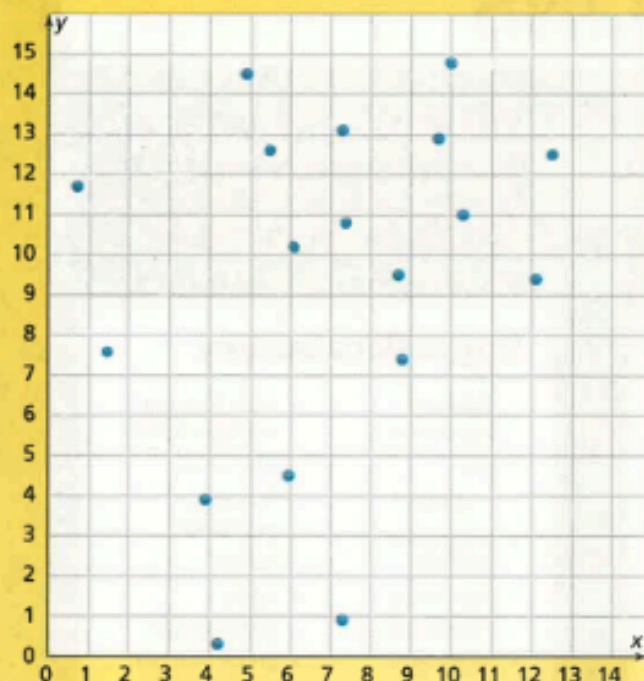
Fluency Practice

Hidden Clue

For each ordered pair, simplify the two coordinates. Then locate and label the corresponding point on the graph. Draw line segments to connect the points in alphabetical order. Use the completed picture to help answer the riddle below.

I can...

add and subtract multi-digit decimals.



What kind of tree can
you carry in your hand?



A $(6.4 + 0.92, 15.74 - 2.64)$

B $(9.65 + 0.4, 16.058 - 1.2)$

C $(13.4 - 0.896, 8.6 + 4.095)$

D $(22.10 - 9.99, 0.251 + 9.16)$

E $(15.6 - 5.87, 8 + 4.95)$

F $(5.16 + 5.16, 15.6 - 4.6)$

G $(16.9 - 8.04, 5.08 + 2.27)$

H $(8.64 + 0.1, 19 - 9.45)$

I $(9.6 - 2.18, 4.8 + 6.024)$

J $(12.4 - 6.45, 0.808 + 3.61)$

K $(5.94 + 1.36, 2.76 - 1.87)$

L $(4.09 + 0.144, 4.012 - 3.7)$

M $(6.982 - 3.03, 1.5 + 2.4)$

N $(7.3 - 1.17, 0.54 + 9.63)$

P $(0.83 + 0.57, 12.65 - 4.95)$

Q $(9 - 3.6, 5.74 + 7.06)$

R $(0.18 + 0.67, 20.02 - 8.17)$

S $(15.6 - 10.7, 5.43 + 9.07)$



** Do #1 Before Reading Article*

The Invisible "Guns": Disease and Native Americans

This text is adapted from an original work of the Core Knowledge Foundation.

For a long time, Native peoples in North America had little to no exposure to people from other continents. Before Europeans started arriving in North America, the Native peoples had never been exposed to diseases common in Europe, such as measles, smallpox, and influenza. As a result, Native people had no resistance to them. They had no way to fight these diseases effectively, so these diseases were especially dangerous.

For example, an Ojibwe man and a European man might make a trade. They might even shake hands. What if the European man had caught smallpox soon before the trade, but he hadn't shown any symptoms yet? The European man probably would have recovered because he had been exposed to the disease before. The Ojibwe person, however, probably would have returned to his village, fallen ill, and, in all likelihood, infected other Ojibwe people.

Once a disease was introduced into a Native village, people began dying. Sometimes 50 to 90 percent of the people would die. Worse, all the people would get sick at the same time. That meant there were few villagers left to hunt, tend crops, and nurse the sick.

In 1633, smallpox hit Native people in the Northeast of what is now the United States. This caused a 95 percent death rate among some villages along the Connecticut River. For example, the Huron people numbered around twenty thousand people in 1620. After smallpox hit, the disease had slashed that number in half by 1640.

In the Pacific Northwest, diseases killed nearly one out of three Native people. Between 1780 and 1820, half of the Native people living in the northern Rockies died.

The winter of 1839-1840 was especially devastating. It became known as the "smallpox winter." Estimates say that eight thousand Blackfoot people, two thousand Pawnee people, and one thousand Crow people died from smallpox that winter.

For the most part, these infections were accidental and spread unknowingly. There was nothing anyone could have done about them. However, there were some cases in which Europeans used disease as a weapon against Native people. In 1763, many Native people staged a siege of a British fort that was located in the Ohio Valley. These Native people

included the Shawnee people, Lenape people, and Wyandot people. They had been unhappy with Europeans. Different Native peoples had been living on the land for hundreds of years, but the Europeans kept taking over more of the land and pushing Native people out. The Native people were especially unhappy with the British because the British wouldn't respect different Native customs. During the siege, the fort's commander invited some of the Native people to a truce. He claimed he wanted to talk peace. As a greeting, the commander presented the invited people with a handkerchief and two blankets that he knew were infected with smallpox. During the next few months, hundreds of Native people in the Ohio Valley died.

Vocabulary

disease

noun

definition: A disease is something wrong in your body that makes you sick or causes damage to some part of your body. Some diseases can make you sick just for a short time, but other diseases are very serious. Chicken pox and influenza are two kinds of diseases. Diseases are often caused by bacteria and viruses.

My uncle caught a disease while he was traveling, and he's in the hospital now.

Spanish: enfermedad, dolencia, mal

infect

verb

definition: If one thing infects another thing, it passes germs to it that cause disease or harm.

The dirty bandage infected the cut.

forms: infected, infecting, infects

infect

verb

definition: If one person infects another person, it means that they pass their germs over to that person and cause them to get sick. If you have a cold, you can infect other people by coughing or sneezing near them. If you touch a thing that has a lot of germs, like a telephone or a dog's ball, you can infect yourself if the germs get inside your body.

The younger child infected his brother and his sister with the flu.

Spanish: infectar, contagiar, contaminar

forms: infected, infecting, infects

recover

verb

definition: When a person or animal recovers from an illness or injury, they become healthy or feel normal again. When a thing recovers, it returns to a good or normal condition after being damaged.

Spanish: recuperar

forms: recovered, recovering, recovers

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
disease				
infect				
recover				

2. Word Matcher

Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Draw a line from each similar word or synonym to the vocabulary word that it matches!

sickness

illness

plague

poison

disease

infect

recover

communicate

heal

mend

recuperate

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
disease				
infect				
recover				

Name: _____ **Date:** _____

1. How did Native Americans interact with people from other continents before Europeans arrived in North America?
 - A. They had little to no exposure to people from other continents for a long time.
 - B. They traded food and other goods regularly with people from African countries.
 - C. They developed a new kind of boat so they could travel to Asia quickly and easily.
 - D. They traveled to many other continents and lived alongside different peoples.
2. According to the text, what caused many Native American communities to get sick?
 - A. European settlers exposed them to new germs.
 - B. Fewer villagers were able to travel.
 - C. Villagers made more weapons.
 - D. There were less celebrations during the year.
3. Read the following sentences from the text.

"The winter of 1839-1840 was especially devastating. It became known as the "smallpox winter." Estimates say that eight thousand Blackfoot people, two thousand Pawnee people, and one thousand Crow people died from smallpox that winter."

What conclusion can you draw from this evidence?

- A. Smallpox would not spread too quickly which made it easier for Native people to manage.
- B. The only disease that really hurt Native people was smallpox, while measles and influenza did not.
- C. Diseases from European traders could be highly deadly in a short amount of time for Native populations.
- D. 1839 and 1840 were the only years where many Native people died from diseases.

4. How were diseases used in war between European and Native people?

- A. People on both sides would become too sick to fight so the war would end on its own.
- B. Europeans and Native people stopped fighting because they did not want to get each other sick.
- C. In some cases, Europeans used diseases as weapons to kill Native people.
- D. It was common for both sides to give new diseases to each other.

5. What is the main idea of this text?

- A. As Europeans arrived in North America, the diseases they carried spread to Native populations and Native people died in large numbers because they did not have any resistance against them.
- B. During the winter seasons of 1839 and 1840, the smallpox disease killed about eight thousand Blackfoot people, two thousand Pawnee people, and one thousand Crow people.
- C. A British fort commander tricked some Native people by gifting them a handkerchief and two blankets that he knew were infected with smallpox, and hundreds of Native people died as a result.
- D. An Ojibwe man could be exposed to a disease by shaking hands in a trade with a European man who wasn't showing symptoms yet and then return to spread the disease throughout his village.

6. Read the following sentences from the text.

"Before Europeans started arriving in North America, the Native peoples had never been **exposed** to diseases common in Europe, such as measles, smallpox, and influenza. As a result, Native people had no resistance to them. They had no way to fight these diseases effectively, so these diseases were especially dangerous."

As used in this excerpt, what does the word "**exposed**" most closely mean?

- A. feel better after being sick
- B. try to trick someone
- C. take over a territory
- D. come into contact with

7. Choose the answer that best completes the sentence below.

The Shawnee, Lenape, and Wyandot people took over a British fort in the Ohio Valley _____ Europeans that had arrived in North America were trying to take over their lands and would not respect Native customs.

- A. for example
- B. certainly
- C. otherwise
- D. because

8. In 1763, when Native people took over a British fort, how did the fort's commander fight back?

9. What does the title of the text mean by "The Invisible 'Guns'"?

10. Based on this text, what kind of effect did diseases spread by European settlers have on Native American populations? Use evidence from the text to support your answer.

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like

E-Learning

RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

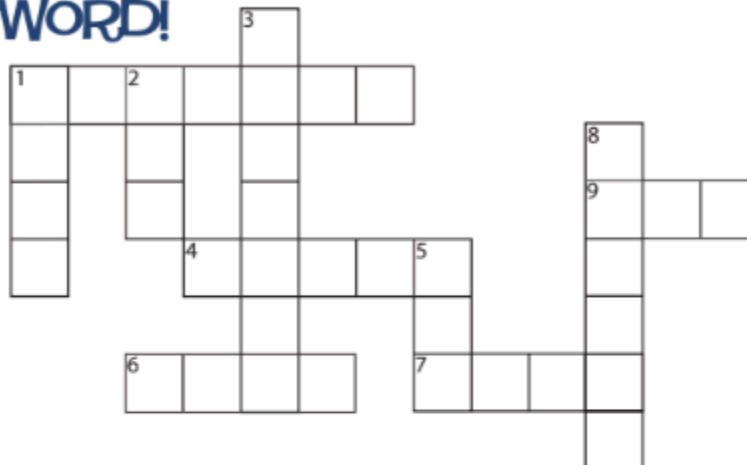
Music

About This Activity

Let's Crossword! is ideal for the beginning and intermediate student, helping them to learn note names in fun way. Figure out what each note name is, and then write the alphabet letter in the blank below the note. Once you discover what the word is you can start solving the puzzle!

Bass Clef

LET'S CROSSWORD!



ACROSS

1

4

7

6

9

DOWN

1

2

3

5

8



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RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

I want to focus on these skill(s) in the future:

Name _____

Date _____

Treble Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

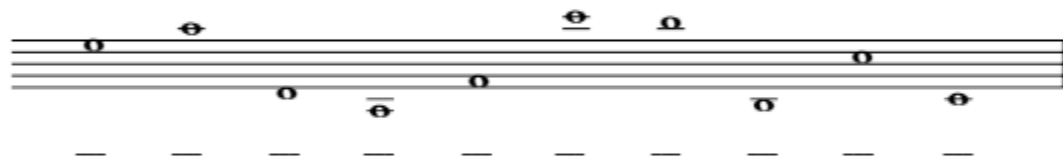
This example includes notes which can be written above and below the treble clef using **ledger lines**.



1. Draw a treble clef at the beginning of the staff and write the letter name of each note.



2. Draw a treble clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



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Name _____

Date _____


Musical Words - Treble Clef II


Each group of notes spells a word.
Write the word that each group spells.

Example 
B E A D

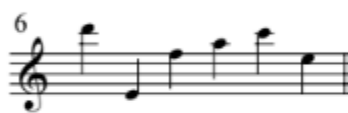
1 

2 


3 

4 

5 


6 


7 

8 


9 

10 

11 


12 

13 

14 

15 

16 

17 

18 

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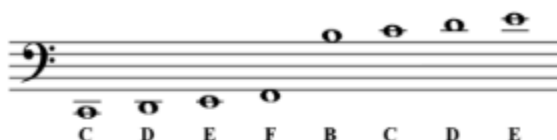
Name _____

Date _____

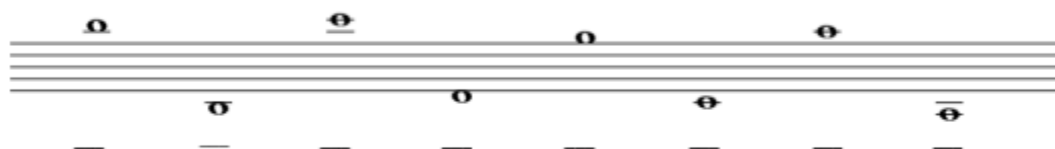
Bass Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

This example includes notes which can be written above and below the bass clef using ledger lines.



1. Draw a bass clef at the beginning of the staff and write the letter name of each note.



2. Draw a bass clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



3 Cs



3 Ds



2 As



2 Bs



2 Fs



2 Bs



2 Gs



3 Cs

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Name _____

Date _____

Musical Words - Bass Clef II

Each group of notes spells a word.
Write the word that each group spells.

Example



1 _ _ _ _	2 _ _ _ _	3 _ _ _ _
4 _ _ _ _	5 _ _ _ _	6 _ _ _ _
7 _ _ _ _	8 _ _ _ _	9 _ _ _ _
10 _ _ _ _	11 _ _ _ _	12 _ _ _ _
13 _ _ _ _	14 _ _ _ _	15 _ _ _ _
16 _ _ _ _	17 _ _ _ _	18 _ _ _ _

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Name _____

1. Underneath the notes, **write out the counting** for each measure below.



2. On the next page, **compose** an original **8-measure** (32 beat) song.
You may use the above rhythms as a guide. You may also create your own rhythms.

Each box represents 1 measure (group of 4 beats).
Each measure must have 4 beats!

Title: _____

Composer: _____

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Sixth Grade E-learning Packet

Day 3 **Date:** _____

Independent Reading	<input type="checkbox"/> 20 minutes read to self <input type="checkbox"/> Written activity- write a summary of what you read.
SEL	Integrity , What would you do?
Reading Work	Dragonflies and A Youthful Hundred
Math Work	 Day 3 - math.pdf
Social	Minnesota History  Social Studies Day 3 e-learning
Music	Complete the Intervals Fiesta Worksheet. Intervals Fiesta
PE	Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from fitness challenge board Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Mrs. Marcus)	"5 Seconds" Game
Band	Link:  6th Band Elearning Packet.pdf Percussion: <ul style="list-style-type: none">• Complete #1-9 of the treble clef and bass clef worksheets below. Treble Clef: Flute/Clarinet/Trumpet/Alto Saxophone <ul style="list-style-type: none">• Complete the "Musical Words - Treble Clef II." Bass Clef: Trombone/Baritone/Tuba <ul style="list-style-type: none">• Complete the "Musical Words - Bass Clef II." Everyone: <ul style="list-style-type: none">• Use the practice log for a practice session. Try to practice for 30 minutes. Use the worksheet to make sure you are playing the right notes.

Parent Signature _____

Name: _____

INTEGRITY: WHAT WOULD YOU DO?

Doing the right thing isn't always easy. Sometimes it seems like it would be better to be dishonest or hide the truth. Look at the scenarios on the left and decide what you think the person would do. Then, consider what you think you would actually do in that situation.

SCENARIO:	WHAT SHOULD HE/SHE DO?	WHAT WOULD YOU DO?
1. Lilly doesn't know the answer to a question on her test. She can see the answers of the boy sitting next to her. She's thinking about copying the answer he put and hoping it's right.		
2. Kegan is walking to the bathroom and finds \$20 in the hallway. No one is around him. He's thinking about picking it up so he can use it to buy a new shirt.		
3. Raya left the door open and her dog got out. Her mom thought it was Raya's brother who left the door open, and now her brother is in trouble. Raya thinks she should say that it was her, but she doesn't want to get in trouble.		
4. Ibrahim spilled his drink on the class computer when no one was looking and it stopped working. Ibrahim can't decide whether he should tell the teacher what happened, or act like he doesn't know why the computer won't work.		

Name _____ Date _____

Directions: Read the passage and answer the questions.
Write your answers on separate paper or on the back of this page.

Dragonflies

- 1 Lions are well-known hunters, as are great white sharks. But widely praised lions catch only about one-quarter of their prey, while sharks catch about one-half. The most efficient hunter of all pursues its prey from the air. That remarkable predator is the dragonfly, which enjoys a success rate of 95 percent.
- 2 Dragonflies have been around for 300 million years. Based on fossil evidence, scientists claim that the earliest dragonflies had two-foot wingspans. Today's dragonflies have wingspans of two to five inches.
- 3 There are more than 5,000 species of dragonflies. Every type of dragonfly has serrated teeth and compound eyes that can see in almost every direction. With its eyesight and flying skills, a dragonfly can home in on a single insect flying in a swarm. Then it tracks the moving target, adjusts, and goes in for the kill. It ambushes from behind and below, so the target never sees it coming.
- 4 Dragonflies have voracious appetites, but they eat only while aloft. Just one dragonfly can gobble up hundreds of mosquitoes in a given day. Even during the larva stage, before the dragonflies get their wings, they are impressive eaters. As larvae, they live in the water, where they eat just about anything that moves—from tiny fish to tadpoles to other dragonfly larvae.
- 5 Some kinds of dragonflies migrate. The globe skinner, for example, has the longest insect migration of all. This dragonfly travels across the Indian Ocean between Africa and India, covering up to 11,000 miles.



Comprehension Questions

1. The passage suggests that dragonflies are good for pest control. Circle the sentence that supports this inference.
2. You can infer that dragonflies have special characteristics that help them hunt successfully. Underline two sentences that support this inference.
3. Give two details supporting the inference that es have evolved over many centuries.

____/5

Name _____ Date _____

Directions: Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

A Youthful 100

- 1 Don Pellman did not slow down when he turned 100 in August 2015. The California centenarian was training for the Senior Olympics the next month.
- 2 On September 20, 2015, the temperature reached the high 90s in San Diego during the meet. Even so, Pellman broke five world records in his age group, including shot put, discus throwing, and long jump. He ran the 100-meter dash in under 27 seconds, a record for his age. He also cleared the official height in the high jump, the first centenarian to do so.
- 3 As a young man, Pellman had taken part in gymnastics and the high jump, but he quit the track team during the Depression in the 1930s to get a job. After that, he married and raised a family. When Pellman retired in 1970, one of his children suggested trying track again. Since then, he's been in 127 meets and has won 895 medals, all but 5 of them gold.
- 4 Pellman has another impressive accomplishment: he was part of NASA's Apollo program. As an employee of General Motors, he helped produce parts for the system that took astronauts to the moon. Pellman describes that work as the high point of his career.
- 5 Pellman's achievements on the track in September 2015 gained the attention of news media across the country. They also won him recognition from USA Track and Field, which honored him as the USATF athlete of the week.



Comprehension Questions

1. The passage suggests that Pellman has been involved in senior track and field for a long time. Circle two sentences that support this inference.
2. You can infer that Pellman is proud of the work he did for NASA. Underline a sentence that supports this inference.
3. Why did Pellman start taking part in track events in 1970? Give two reasons.

___/5

Review What You Know!

Vocabulary

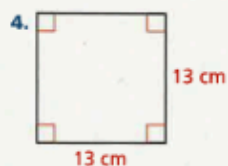
Choose the best term from the box to complete each definition.

1. A _____ is a rule that uses symbols to relate two or more quantities.
2. The number 12 is a _____ because it has more than two factors.
3. A _____ is a mathematical phrase that includes numbers and at least one operation.

composite number
formula
numerical expression
prime number

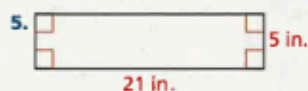
Perimeter and Area

Use the formulas $P = 2\ell + 2w$ and $A = \ell w$, where ℓ is the length and w is the width, to find the perimeter, P , and the area, A , of each figure.



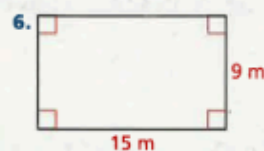
$$P = \underline{\hspace{2cm}}$$

$$A = \underline{\hspace{2cm}}$$



$$P = \underline{\hspace{2cm}}$$

$$A = \underline{\hspace{2cm}}$$



$$P = \underline{\hspace{2cm}}$$

$$A = \underline{\hspace{2cm}}$$

Multiples

Write the first five multiples of each number.

7. 8

8. 9

9. 10

10. 6

11. 4

12. 3

Factors

13. How can you find the factors of 12 and 15? Explain.

Operations

14. How are the terms *difference*, *sum*, *quotient*, and *product* alike?



Name _____

1. What is the exponent for the expression $6 \times 6 \times 6 \times 6 \times 6$?
2. Which expressions are equal to 1,024? Select all that apply.
 - ☐ $4 \times 4 \times 4 \times 4 \times 4$
 - ☐ $5 \times 5 \times 5 \times 5$
 - ☐ 4^5
 - ☐ 5^4
 - ☐ 2^{10}
3. Evaluate 2^9 .
4. Which expression is NOT equal to 729?
 - (A) $3 \times 3 \times 3 \times 3 \times 3 \times 3$
 - (B) 6^3
 - (C) $9 \times 9 \times 9$
 - (D) 3^6
5. Caleb started with 50 bacteria for his science experiment, and the number of bacteria doubled in one day. Jenna also started with 50 bacteria for her experiment, and after one day the number of bacteria was equal to 50 to the second power. How many bacteria did Caleb and Jenna each have in their experiments after one day?

Prepare for Reading Success

Under each lesson title, write the main idea of the lesson in one sentence.
Then write one or two details that support the main idea.

Understand and Represent Exponents

Main Idea:

Details

Find Greatest Common Factor and Least Common Multiple

Main Idea:

Details

Write and Evaluate Numerical Expressions

Main Idea:

Details

Write Algebraic Expressions

Main Idea:

Details

Evaluate Algebraic Expressions

Main Idea:

Details

Generate Equivalent Expressions

Main Idea:

Details

Simplify Algebraic Expressions

Main Idea:

Details



Name _____

Social Studies Day 3, e-learning 6th grade

Directions: Choose **one** of the following two activities.

ACTIVITY 1: *Touching Minnesota*

Gather three objects that say something about Minnesota. One should be a personal or household item and come from outside your home. You choose the third item. Write a summary about the objects and why they represent Minnesota. Explain how each of these objects answers the question, "What is Minnesota?"

ACTIVITY 2: *Seeing Minnesota*

At home today, imagine that you have just come from a distant place to Minnesota and are seeing it for the first time. Record what you see that says "Minnesota" to you. You may record your observations with words, or sketches. Include images of the landscape, human-made structures, and other details that you notice.



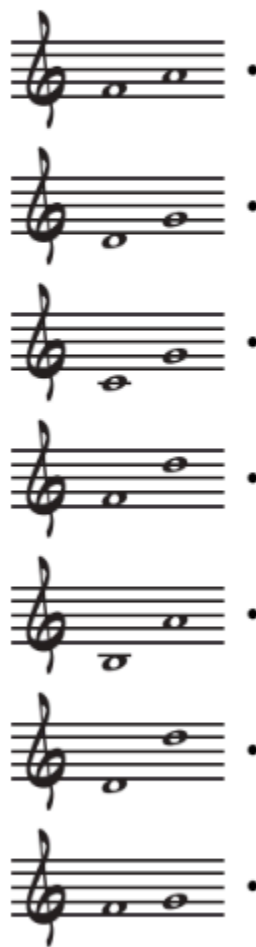
Music



Match the interval to the correct maraca and record your score.



Score: ____ of 7



Score: ____ of 7



EL Students Only

K-4 e-Learning: Day #3

ELL assignment from Mrs. Marcus

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house

E-Learning

RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

Band Students Only

RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

I want to focus on these skill(s) in the future:

Treble Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

This example includes notes which can be written above and below the treble clef using ledger lines.



1. Draw a treble clef at the beginning of the staff and write the letter name of each note.



2. Draw a treble clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



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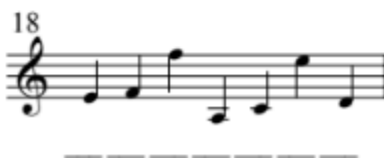
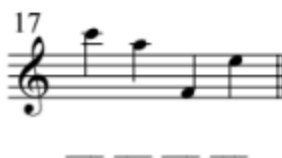
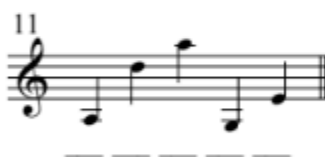
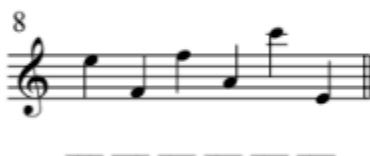
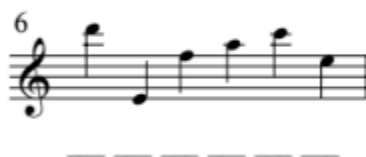
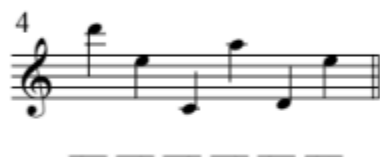
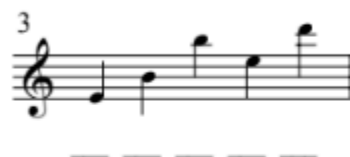
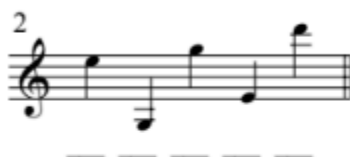
Name _____

Date _____

Musical Words - Treble Clef II

Each group of notes spells a word.
Write the word that each group spells.

Example



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Name _____

Date _____

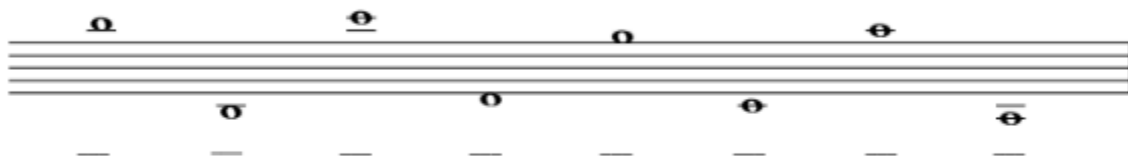
Bass Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

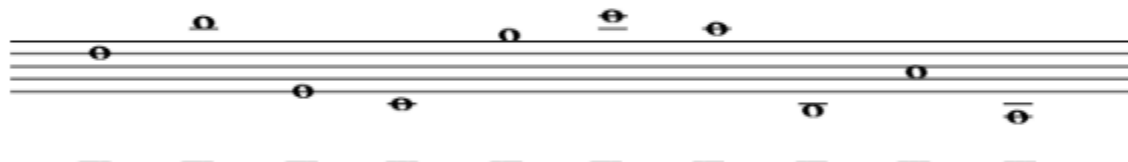
This example includes notes which can be written above and below the bass clef using **ledger lines**.



1. Draw a bass clef at the beginning of the staff and write the letter name of each note.



2. Draw a bass clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



3 Cs



3 Ds



2 As



2 Bs



2 Fs



2 Bs



2 Gs



3 Cs

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Musical Words - Bass Clef II

Each group of notes spells a word.
Write the word that each group spells.

Example



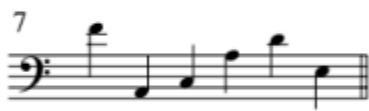




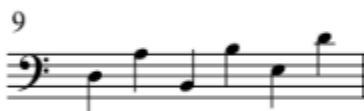
























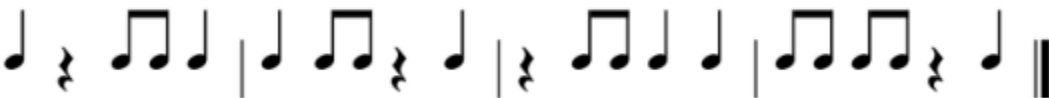






Name _____

1. Underneath the notes, **write out the counting** for each measure below.



2. On the next page, **compose** an original **8-measure** (32 beat) song.
You may use the above rhythms as a guide. You may also create your own rhythms.

Each box represents 1 measure (group of 4 beats).
Each measure must have 4 beats!

Title: _____

Composer: _____

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