

Browns Valley 2026-27 Grade 6 E-Learning Choice Board – DAY 1

- Choose one activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
- Students please return this sheet to your teacher within 2 days of your return to school.
- If you need logins and passwords, contact your teacher via Remind.

Science Ms. Hills	Social Studies Ms. Hills	Math Ms. Hills	Language Arts Mrs. Sibai	PE/Health Mr. Goodhart	Band/Choir Mr. Stewart
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: _____	Spend 20 minutes doing Dakota Language online.	Work on IXI for 30 minutes.	Read for 30 minutes (AR book, Epic, choice material).	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. <u>See Attachment</u>	Read the story about wild rice and answer the questions. <u>See attachment.</u>	Do the attached math worksheet page 154. <u>See attachment.</u>	Write book letter #1 following the attached format.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Play a board game or card game with a member of your family. Write the name of the game here: _____	Work on Power Up in comprehension, word study, or grammar for 30 minutes.	Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name _____ Parent/Caregiver Signature _____ Date _____

Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn
active	bored/boring	
adventurous	dull	
ambitious	indifferent	
bold	lazy	
busy	neglectful	
energetic	sluggish	
hard-working	uninterested	

Does a lot Does very little

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy
confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy
Opposites	

Chapter 10

MEAN AND MEDIAN

MEAN

In statistics, the mean is the same as the average. To find the mean of a list of numbers, first add together all the numbers in the list, and then divide by the number of items in the list.

EXAMPLE: Find the mean of: 38, 72, 110, 548

Step 1: First Add: $38 + 72 + 110 + 548 = 768$

Step 2: There are 4 numbers in the list, so divide the total by 4. $\frac{768}{4} = 192$
The mean is 192.

Practice finding the mean (average). Round to the nearest tenth if necessary.

1. Dinners served:	489 561 522 450	Mean =
2. Prices paid for shirts:	\$4.89 \$9.97 \$5.90 \$8.64	Average =
3. Piglets born	23 19 15 21 22	Mean =
4. Student Absences:	6 5 13 8 9 12 7	Average =
5. Paychecks:	\$89.56 \$99.99 \$56.54	Average =
6. Choir attendance:	56 45 97 66 70	Mean =
7. Long distance calls:	33 14 24 21 19	Mean =
8. Train boxcars:	56 55 48 61 51	Mean =
9. Cookies eaten:	5 6 8 9 2 4 3	Mean =

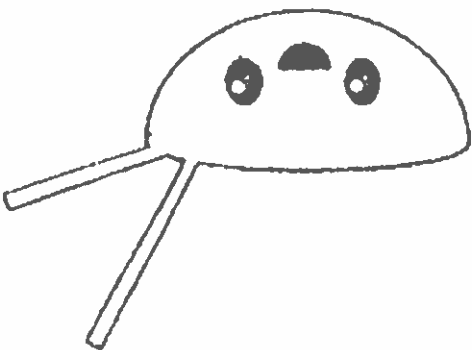
Find the mean (average) of the following word problems.

- Val's science grades were: 95, 87, 65, 94, 78, and 97. What was her average?
- Ann runs a business from her home. The number of orders for the last 7 business days were: 17, 24, 13, 8, 11, 15, and 9. What was the average number of orders per day?
- Melissa tracked the number of phone calls she had per day: 8, 2, 5, 4, 7, 3, 6, 1. What was the average number of calls she received?

Name _____
Grade 4
Day 1
Math

Wild Rice

Name _____



Wild rice grows on stalks out of water. Abundant lakes, streams, and rivers are present in the areas west and south of Lake Michigan. As a result, many Algonquian language speaking Native American tribes who lived in this region harvested this natural resource. One specific Native American tribe who inhabited this region was Menominee, which means "Wild Rice People." As the seeds (grain) of the rice were collected, sometimes some seeds would fall into the water. This was OK because these would then provide the following year's crop of wild rice!

1. What does wild rice grow in? A. earth B. water C. soil D. none of these
2. Another term for abundant is A. scarce B. plentiful C. thin D. dense
3. These many bodies of water existed west and _____ of _____.
4. Lake _____.
5. Wild rice is referred to as a _____ resource.
6. The Menominee tribe harvested wild rice. True False
7. What other terms is used to describe the seed of the rice?
A. grain B. collected C. wild D. rivers
8. What does Menominee mean? _____

Grade 6
Day 1
Science

Name _____

Science

Grade 6

E Learning Packet

Day 1

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

I learned _____

I learned _____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

Hawaii Hot Spot Turns Up the Heat



Since early May, Kilauea (ki-uh-WAY-uh) Volcano has been wreaking havoc in Hawaii. Lava has destroyed roads, power lines, and more than six hundred homes on the Big Island. Over two thousand people have evacuated the area. The eruption has slowed down, but scientists say it may not be over.

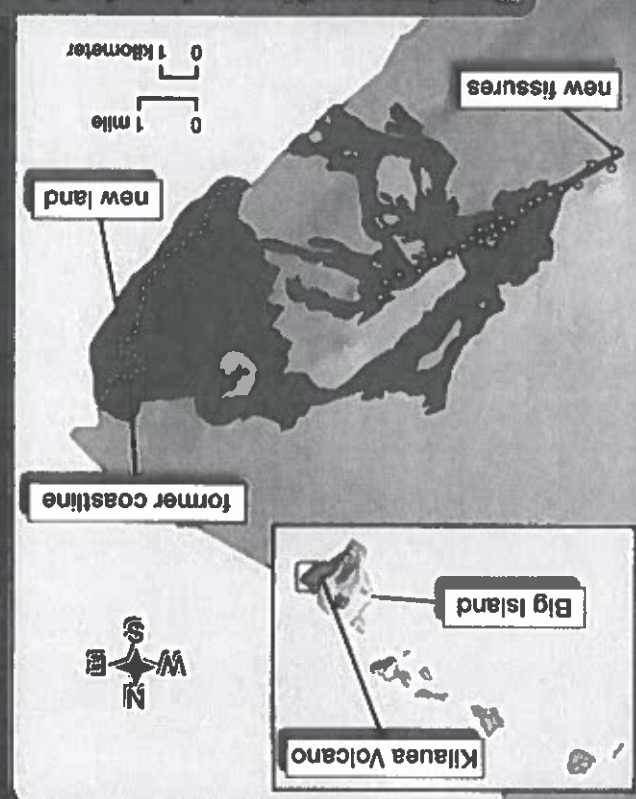
Lava Lets Loose

In April, geologists at the Hawaiian Volcano Observatory warned that pressure was building on the east side of Kilauea. On May 3, earthquakes opened deep cracks in the ground, called *fissures*. Fountains of lava up to 80 meters (260 ft.) high shot out of the fissures. Rivers of lava flowed into neighborhoods, burying cars and destroying homes. Two weeks later, explosive eruptions began at the summit of Kilauea. The explosions have changed the shape of the summit. With them came clouds of volcanic smog, or vog. These toxic plumes contain ash and sulfur dioxide gas.

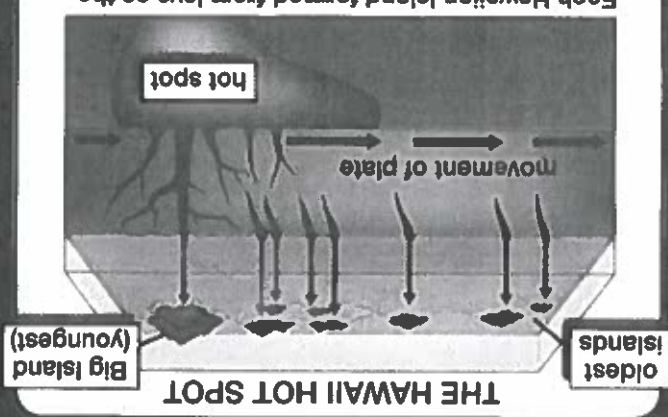
Big Island Gets Bigger

On June 2, lava filled Hawaii's largest freshwater lake in just five hours, boiling away all the water. This lava destroyed hundreds more homes and filled a scenic bay on its way to the ocean. There, it began building new land! As lava cools, it turns to rock. This new volcanic rock extends 1.6 kilometers (1 mi.) beyond the former coastline (see map).

When lava reacts with seawater, *laze* (lava haze) forms in the air (see photo). Laze is made up of steam, hydrochloric acid, and tiny pieces of volcanic glass. Laze and vog are dangerous to breathe. People must stay inside when wind carries these toxic clouds into populated areas. People should stay away from the lava, too. It is extremely hot. Kilauea is one of five volcanoes that make up Hawaii's Big Island. It sits above an area of high volcanic activity known as a *hot spot*. Earth's surface moves slowly, but the hot spot stays in one place, forming a chain of volcanoes (see diagram). Kilauea is one of the youngest volcanoes in the chain. With all that heat underneath, it is among the most active volcanoes in the world. It is unlikely that Kilauea will cool off anytime soon. ❖



The red areas on this map show where lava has flowed from Kilauea since May 3.



Each Hawaiian island formed from lava as the Pacific Plate moved over the hot spot.

Browns Valley 2026-27 Grade 6 E-Learning Choice Board – DAY 2

- Choose one activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
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Student Name _____ Parent/Caregiver Signature _____ Date _____

Language Arts
Grade 6
Day 2

(Use this heading)
Book Letter #2 (E-Learning Day 2)
Name: _____ Today's Date _____

Dear _____

Paragraph 1: Tell me about your book

The book I am reading right now is _____, it is by _____.

I picked this book because _____, I like (or don't like) this book because _____, (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name _____

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____
- I can understand how (character's name) felt because _____
- The part of the book where (describe an event here), reminds me of the time I _____

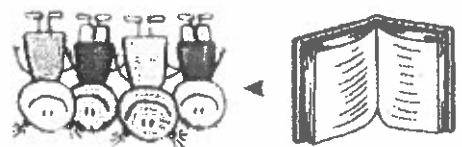
TEXT TO TEXT

- This book reminds me of (name of another book) because _____
- (Character) in (book) reminds me of (character) in (another book) because _____
- The way this story is written reminds me of the book (title) because _____

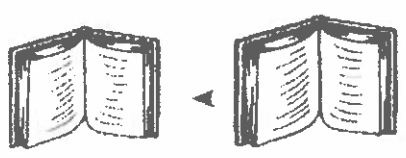
TEXT TO WORLD

- This story makes me think of _____ because _____
- This book reminds me of something I heard on the news. The news story was about _____

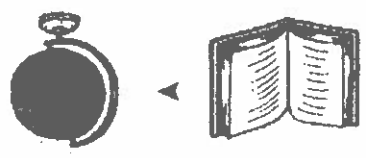
MAKING TEXT CONNECTIONS



TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD

Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
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peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot

Does very little

active	bored/boring	dull
adventurous	indifferent	lazy
bold	neglectful	sluggish
busy	uninterested	hard-working
energetic		

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

MEDIAN

In a list of numbers ordered from lowest to highest, the median is the middle number. To find the median, first arrange the numbers in numerical order. If there is an odd number of items in the list, the median is the middle number. If there is an even number of items in the list, the median is the average of the two middle numbers.

EXAMPLE 1: Find the median of: 42, 35, 45, 37, and 41.

Step 1: Arrange the numbers in numerical order: 35 37 41 42 45
Step 2: Find the middle number. The median is 41.

EXAMPLE 2: Find the median of 14, 53, 42, 6, 14, and 46.

Step 1: Arrange the numbers in numerical order: 6 14 14 42 46 53
Step 2: Find the average of the 2 middle numbers.
 $(14 + 42) \div 2 = 28$. The median is 28.

Circle the median in each list of numbers.

1. 35, 55, 40, 30, and 45 4. 15, 16, 19, 25, and 20 7. 401, 758, and 254
2. 7, 2, 3, 6, 5, 1, and 8 5. 75, 98, 87, 65, 82, 88, and 100 8. 41, 23, 14, 21, and 19
3. 65, 42, 60, 46, and 90 6. 33, 42, 50, 22, and 19 9. 5, 8, 3, 10, 13, 1, and 8

10. 19	11. 9	12. 45	13. 52	14. 20	15. 8	16. 15
14	3	32	54	21	17	40
12	10	66	19	25	13	42
15	17	55	63	18	14	32
18	6	61	20	16	22	28

Find the median in each list of numbers.

17. 10, 8, 21, 14, 9, and 12
18. 43, 36, 20, and 40
19. 5, 24, 9, 18, 12, and 3
20. 48, 13, 54, 82, 90, and 7
21. 23, 21, 36, and 27
22. 9, 4, 3, 1, 6, 2, 10, and 12

23. 2	24. 11	25. 13	26. 75	27. 48	28. 22	29. 17
10	22	15	62	45	19	30
6	25	9	60	52	15	31
18	28	35	52	30	43	18
20	10	29	80	35	34	14
23	23	33	50	58	28	25

Bison



The American Bison is the buffalo. Vtally important to Native Americans of the United States Plains region, the bison provided almost everything needed from food, clothing, shelter, and even medicine. In the early 1700's it's estimated that more than 17 million bison roamed freely in the plains of North America. This number was reduced to almost extinction levels in the mid 1800's when new settlers began to hunt the animal. As a result, Native Americans who relied on the bison as a means of survival were forced to change their way of life.

The bison is the largest mammal that lives on land in the world. Adult male bison are known as a bull. Female bison are known as a cow and the young bison are known as a calf. Horns are found on both male and female bison. Generally, the bison's horn is about two feet in length. The calf is born without a horn, yet one begins to grow when the calf is about two months old. Only about 65,000 bison exist in the United States today.

1. What is a bison? A. deer B. buffalo C. calf D. horse

2. Who relied on the bison for survival?

3. How did the bison almost become extinct?

4. The bison provided necessary medicines to Native Americans. True False

5. What were Native Americans forced to do after bison neared extinction?

A. hunt B. change their way of life C. move D. rejoice

6. The bison is the _____ land mammal.

7. At about what age will horns begin to develop on a calf?

A. 2 days B. 2 years C. 2 months D. 2 weeks

8. Approximately _____ million bison roamed the plains in North America in the early 1700's.

Grade 6
Day 2
Science

Name _____

Science

Grade 6

E Learning Packet

Day 2

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

I learned _____

I learned _____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Coral Gardeners Keep Reefs Growing

Coral reefs are colorful ecosystems found in oceans around the globe. They are home to many types of marine life. Reefs also help people by protecting coastlines from strong waves and storms.

Unfortunately, most of the world's coral reefs are dying. Pollution, climate change, and some kinds of fishing harm them. In the Caribbean Sea, a type of coral called *staghorn* was nearly wiped out. Luckily, coral "gardening" is helping.

How to Grow a Coral Reef

Coral looks a bit like a plant and is hard as a rock. So, what is it? Coral is an animal. Many small coral *polyps* (PAH-lips) live together in a colony. Each tiny polyp makes a hard shell around its soft body. These shells build up over time. They form a reef on the ocean floor.

Sometimes, pieces of a reef break off and take hold in a new spot. The pieces act like seeds that can grow a new reef. People found that they could grow coral "seeds" in gardens on the ocean floor. Divers carefully collect small amounts of living coral from large, healthy colonies. They place the pieces on frames covered with rope. The rope gives the coral

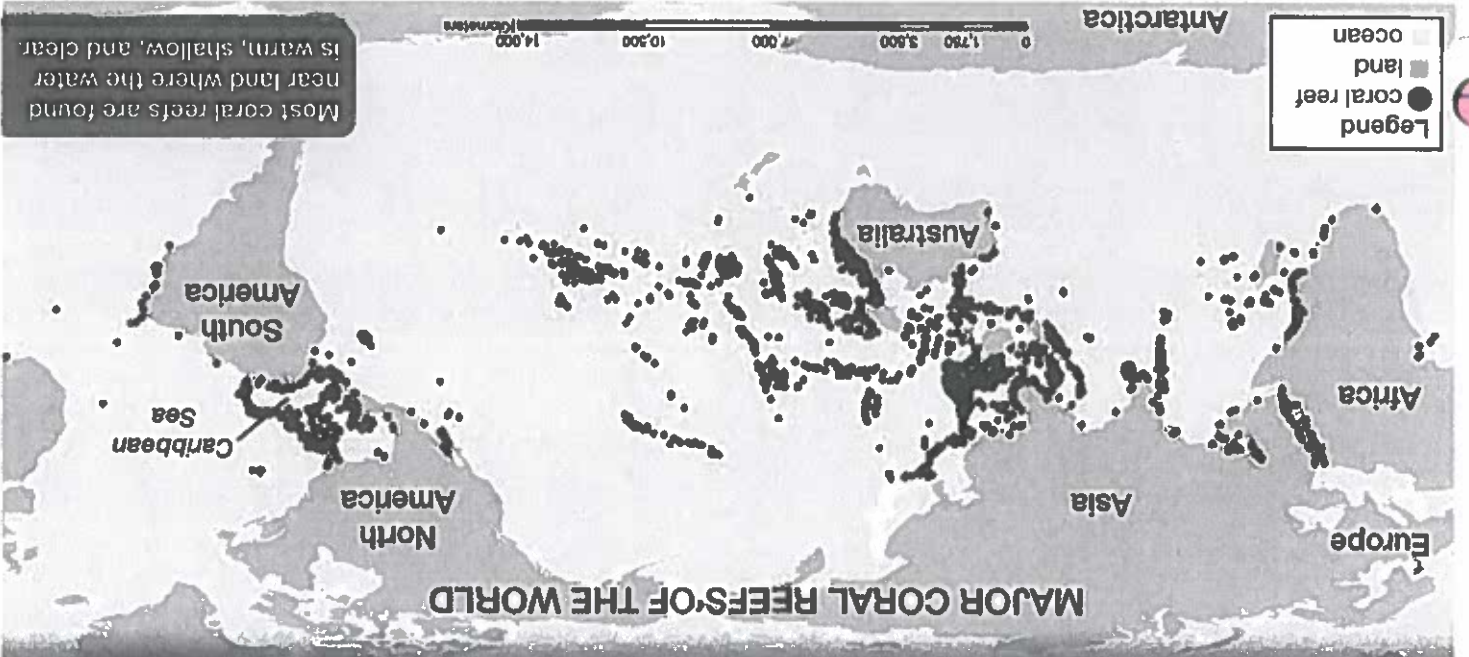
something to attach to. When the coral grows large enough, divers transplant it onto damaged reefs.

Branching Out

One staghorn gardening project has been going on for two years in the Caribbean Sea. Scientists wanted to see how it was working. They found that collecting coral "seeds" did not harm healthy colonies. Also, more than 90 percent of the "seeds" survived in the gardens. More than 80 percent of transplanted coral survived, and now it is branching out! This is great news for coral and all the other living things that depend on it. ♦



The branches of staghorn coral look like deer antlers. They can grow as long as 2 meters (6.5 ft.).



Browns Valley 2026-27 Grade 6 E-Learning Choice Board – DAY 3

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Read the attached "Science in the News" article and answer the 3 questions. <u>See Attachment</u>	Read the story about Mother Earth and answer the questions. <u>See attachment.</u>	Do the attached math worksheet page 41. <u>See attachment.</u>	Write book letter #3 following the attached format.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Play a board game or card game with a member of your family. Write the name of the game here: _____	Work on Power Up in comprehension, word study, or grammar for 30 minutes.	Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name _____ Parent/Caregiver Signature _____ Date _____

Language Arts
Grade 6
Day 3

(Use this heading)
Book Letter #3 (E-Learning Day 3)

Name: _____ Today's Date _____

Dear _____,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____, I picked this book because _____, I like (or don't like) this book because _____ (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name _____

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____
- I can understand how (character's name) felt because _____
- The part of the book where (describe an event here), reminds me of the time I _____

TEXT TO TEXT

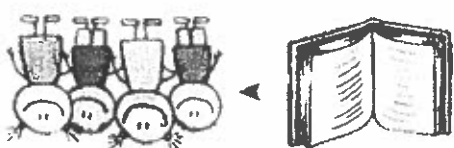
- This book reminds me of (name of another book) because _____
- (Character) in (book) reminds me of (character) in (another book) because _____
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TEXT TO WORLD

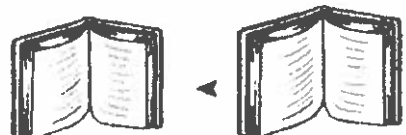
- This story makes me think of _____ because _____
- This book reminds me of something I heard on the news. The news story was about _____

MAKING TEXT CONNECTIONS

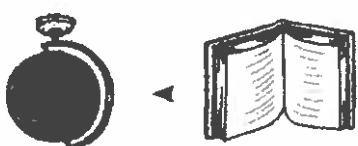
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

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respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn
active	bored/boring	dull
adventurous		indifferent
ambitious		lazy
bold		neglectful
busy		sluggish
energetic		uninterested
hard-working		

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy
confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy
Opposites	

Grade 6
Day 3
Math

APPROPRIATE INSTRUMENTS AND UNITS OF MEASURE

English System of Measure

Measure	Abbreviations	Appropriate Instrument
Time: 1 week - 7 days 1 day - 24 hours 1 hour - 60 minutes 1 minute = 60 seconds	week - wk hour - hr or h minutes - min seconds - sec	calendar clock clock clock
Length: 1 mile - 5,280 feet 1 yard = 3 feet 1 foot = 12 inches	mile - mi yard = yd foot = ft inch = in	odometer yard stick, tape line ruler, yard stick
Volume: 1 gallon - 4 quarts 1 quart = 2 pints 1 pint = 2 cups 1 cup = 8 ounces	gallon = gal quart = qt pint = pt ounce = oz	quart or gallon container quart container cup, pint, or quart container cup
Weight: 16 ounces = 1 pound	pound - lb ounce = oz	scale or balance

Look at the chart above to help you determine which instrument you would use to measure each item below.

Item:

Instrument:

- How much water a pan holds
- Weight of a crate of apples
- Distance from Atlanta to Minneapolis
- How much water a glass holds
- Width of a room
- Length of a shoe string
- How long it takes to run a mile
- How many days until school gets out
- How deep a snow drift is
- How many hours you were at the mall
- Height of a woman
- Length of a necklace

Mother Earth

Name _____

Native Americans respect the earth. In fact, they believe the earth to be sacred. Some parts of the earth were viewed more seriously than others. For example, lakes, mountaintops, and hot springs were viewed as special places that held special meanings during important ceremonies.

Religion and dance were often a part of these special

ceremonies for Native Americans. Yet for many years, the United States government attempted to end Native American religions. One Native American prophet, who rallied against this movement, was a Nevada Paiute named Wovoka. Wovoka was founder of the Ghost Dance in 1889. Although a pacifist religion, many people in the American government feared Ghost Dance would encourage confusion and violence. It was a year later, in 1890 on the Lakota Sioux reservation, where United States soldiers killed 300 people. Soon after, many Native American tribes abandoned this religion.



1. What is sacred to Native Americans? _____
2. Name at least two places considered very important to Native Americans. _____
3. Dance and religion were both part of ceremonies. True False _____
4. The United States tried to _____ Native American religions.
5. Wovoka was a(n) _____ Paiute Native American.
6. What did the American government fear the Ghost Dance would do?
 - A. encourage violence
 - B. move people
 - C. encourage dancing
 - D. none of the above
7. Native American Wovoka is known as the originator of the Ghost Dance? True False
8. What happened on the Lakota Sioux reservation? _____

Grade 6
Day 3
Science

Name _____

Science

Grade 6

E Learning Packet

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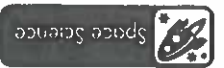
I learned _____

I learned _____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

OSIRIS-REx Samples Asteroid Benu



Last fall, OSIRIS-REx (oh-SY-ris REKS) became the first NASA spacecraft to collect a sample from an asteroid. The spacecraft took off from Earth in the fall of 2016. It got to the asteroid Benu two years later. For many months, OSIRIS-REx went around Benu. It took photos and made maps of the space rock.

Finally, in October, OSIRIS-REx flew very close to Benu. It poked its robot arm into the asteroid. The robot arm fired a blast of air. The blast kicked up a cloud of dust and small rocks. Then the spacecraft sucked up some of the dust and rocks to bring back to Earth.

Too Much of a Good Thing?

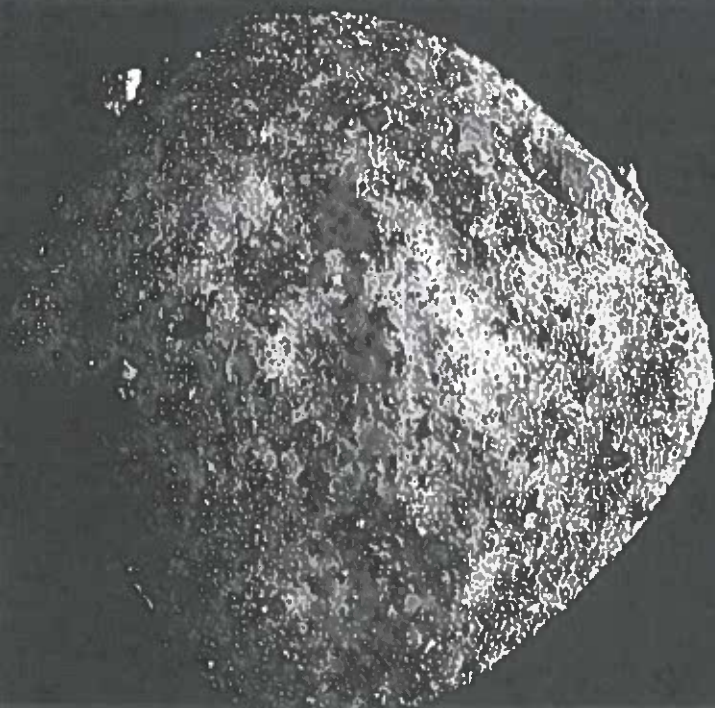
The robot arm sucked up so many rocks that the cup holding them would not close. For days, little bits of the sample spilled out of the open cup back into space.

A team of scientists controls OSIRIS-REx from Earth. They told the spacecraft to put the cup safely away inside a bigger cup. It worked!

Why Benu?

Scientists think Benu formed around the same time as our solar system. They want to study the sample to learn more about the solar system. The sample may also give clues about how life on Earth began.

Scientists also chose Benu because there's a small chance the asteroid may crash into Earth one day. The sample will tell us what the asteroid is made of. That could help us push the asteroid away or break it apart if we need to. We've punched it once—we can punch it again! ♦



OSIRIS-REx took 12 photos that scientists put together to make this image of Benu.



This photo from Kennedy Space Center in Florida shows OSIRIS-REx and part of the rocket that carried it into space in 2016.

Browns Valley 2026-27 Grade 6 E-Learning Choice Board – DAY 4

- Choose one activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
- Students please return this sheet to your teacher **within 2 days** of your return to school.
- If you need logins and passwords, contact your teacher via Remind.

Science Ms. Hills	Social Studies Ms. Hills	Math Ms. Hills	Language Arts Mrs. Sibal	PE/Health Mr. Goodhart	Band/Choir Mr. Stewart
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: _____	Spend 20 minutes doing Dakota Language online.	Work on IXI for 30 minutes.	Read for 30 minutes (AR book, Epic, choice material).	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. <u>See Attachment</u>	Read the story about Black Elk and answer the questions. <u>See attachment.</u>	Do the attached math worksheet page 42. <u>See attachment.</u>	Write book letter #4 following the attached format.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Play a board game or card game with a member of your family. Write the name of the game here: _____	Work on Power Up in comprehension, word study, or grammar for 30 minutes.	Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name _____ Parent/Caregiver Signature _____ Date _____

Language Arts
Grade 6
Day 4

(Use this heading)
Book Letter #4 (E-Learning Day 4)

Name _____ Today's Date _____

Dear _____,

Paragraph 1: Tell me about your book

The book I am reading right now is _____, it is by _____.
I picked this book because _____, I like (or
don't like) this book because _____ (add more information here-
whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF
• I can connect to (character's name) because _____

• I can understand how (character's name) felt because _____
• The part of the book where (describe an event here), reminds me of the time I _____

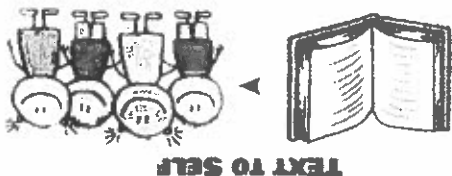
TEXT TO TEXT

• This book reminds me of (name of another book) because _____
• (Character in (book) reminds me of (character) in (another book) because _____
• The way this story is written reminds me of the book (title) because _____

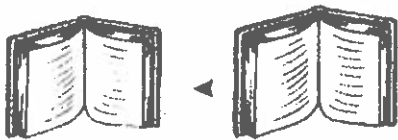
TEXT TO WORLD

• This story makes me think of _____ because _____
• This book reminds me of something I heard on the news. The news story was about _____

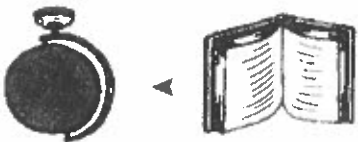
MAKING TEXT CONNECTIONS



TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD

Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot

Does very little

active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

- | | | | |
|----|---------------------------|-----|---------------------------|
| 6. | 1 gallon 6 quarts 3 pints | 12. | 3 cups 20 ounces |
| 5. | 1 yard 7 feet 12 inches | 11. | 6 yards 1 foot 15 inches |
| 4. | 1 pint 1 cup 16 ounces | 10. | 1 pound 33 ounces |
| 3. | 2 yards 38 inches | 9. | 2 feet 18 inches |
| 2. | 2 cups 12 ounces | 8. | 6 gallons 4 quarts |
| 1. | 3 pounds 20 ounces | 7. | 3 yards 10 feet 18 inches |

Simplify the following.

$$\begin{array}{r}
 16 \overline{) 35} \\
 \underline{- 32} \\
 3 \text{ oz} \\
 + \frac{2 \text{ pounds } 3 \text{ ounces}}{14 \text{ pounds } 3 \text{ ounces}}
 \end{array}$$

Step 1: 35 ounces is more than 1 pound. There are 16 ounces in a pound, so divide 35 by 16.

EXAMPLE: Simplify: 12 pounds 35 ounces**SIMPLIFYING UNITS OF MEASURE**

- | | | |
|-----|--|-------------|
| 10. | What is the average height of a table? | A. 1 yard |
| 9. | About how much does a computer disk weigh? | B. 2 yards |
| 8. | How long is the average lunch table? | C. 5½ feet |
| 7. | The average month is about _____. | D. 4 weeks |
| 6. | The average basketball is about _____ across. | E. 3 inches |
| 5. | The average snowball is about _____ across. | F. 2 ounces |
| 4. | A piece of notebook paper is about _____ long. | G. 1 foot |
| 3. | An average doughnut is about _____ across. | |
| 2. | An average candy bar weighs about _____. | |
| 1. | The height of an average woman is about _____. | |

Match the item on the left with its approximate (not exact) measure on the right. You may use some answers more than once.

Matching

Grade 6
Math
Day 4

Name _____

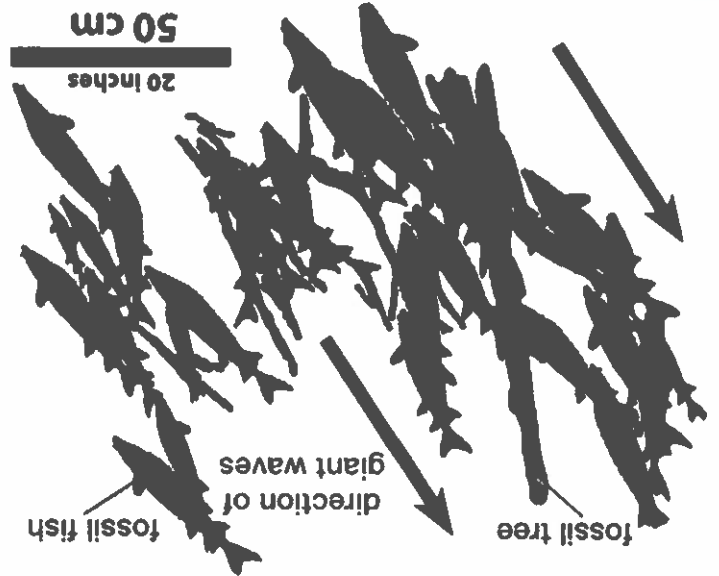
Fish Fossils May Help Explain Dino Extinction



A fossil dig site may reveal events that occurred right after an asteroid struck Earth sixty-six million years ago. This famous asteroid impact doomed more than half the species on the planet to extinction. All dinosaurs that lived on land or in the ocean became extinct within a few thousand years. These long-term effects are well known. But a place in North Dakota called the Tanis site may hold the first direct evidence of plants and animals killed during the first few minutes and hours of the disaster.

Catastrophe!

The large asteroid slammed into the Yucatan Peninsula in southeastern Mexico. The impact formed a crater more than 160 kilometers (100 mi.) wide (see map). It scorched the atmosphere and sent tons of debris into the air. Vibrations from the crash rippled through Earth's crust. Earthquake and flood damage occurred thousands of miles away, including at the Tanis site. There, scientists think earthquake activity triggered by the asteroid caused water in the area to slosh back and forth violently. Giant waves swept up fish, trees, and other organisms and buried them near the edge of a river.



This drawing of fossils at the Tanis site shows how giant waves piled organisms on top of each other.

Telltale Signs

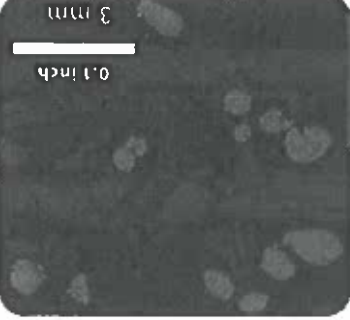
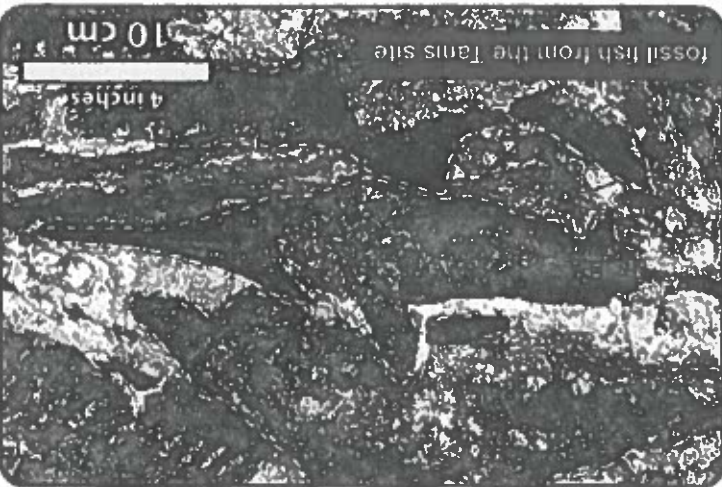
Evidence from rocks and fossils at the Tanis site indicates that the organisms were killed almost instantly after the asteroid hit Earth. The impact melted rock and flung it into the air, where it cooled into glassy beads. Minutes later, the small spheres began to rain back down as far away as the Tanis site. Scientists found many of these spheres in the pile of fossil organisms. Some were lodged inside fish gills, indicating that the fish swallowed the beads moments before the giant waves buried their bodies with mud and sand.

Tiny dust particles from the blast also filled the air, blocking the Sun's light. The particles continued to drift to the ground for years, all over the world. They formed a layer of clay that contains the metal *iridium* (uh-RIH-dee-um). Iridium is rare on Earth but not in asteroids. This layer lies above the fossils at the Tanis site, indicating that the organisms there died before the dust settled.

The Great Debate

There are many fossils left to study at the Tanis site, including dinosaur fossils. Scientists have long debated the cause of the dinosaurs' extinction. Some still argue that volcanic eruptions were as much to blame as the asteroid impact. Clues from Tanis may continue to help answer questions about this important time in Earth's history.

This image shows spheres from the asteroid impact (green) in the gills (purple) of fossil fish from the Tanis dig.



Name _____

Grade _____

Black Elk spoke

The Plains Indians used to hunt buffalo. The buffalo provided the Indians with a good life. The Indians ate buffalo meat, used buffalo hides for clothing and tipis, and even used dried buffalo droppings for fuel. But settlers came to the plains and killed most of the buffalo herds. Buffalo became an endangered species.

Black Elk was a Plains Indian. He said, "Once we were happy in our own country and we were seldom hungry, for then the two-leggeds and the four-leggeds lived together like relatives, and there was plenty for them and for us. But the whites came, and they have made little islands for us and other little islands for the four-leggeds, and always these islands are becoming smaller."

What did Black Elk mean?

1. Who are the two-leggeds?

2. Who are the four-leggeds?

3. What does "lived together like relatives" mean?

4. What are the little islands for the Plains Indians?

5. What are the little islands for the four-leggeds?

6. Do Black Elk's words change your thinking in any way?

Grade 6
Day 4
Science

Name _____

Science

Grade 6

E Learning Packet

Day 4

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

I learned _____

I learned _____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Browns Valley 2026-27 Grade 6 E-Learning Choice Board – DAY 5

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- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
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- If you need logins and passwords, contact your teacher via Remind.

Science Ms. Hills	Social Studies Ms. Hills	Math Ms. Hills	Language Arts Mrs. Sibal	PE/Health Mr. Goodhart	Band/Choir Mr. Stewart
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: _____	Spend 20 minutes doing Dakota Language online.	Work on IXI for 30 minutes.	Read for 30 minutes (AR book, Epic, choice material).	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. <u>See Attachment</u>	Do the Woodlands Indians worksheet. <u>See attachment.</u>	Do the attached math worksheet page 50. <u>See attachment.</u>	Write book letter #5 following the attached format.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Play a board game or card game with a member of your family. Write the name of the game here: _____	Work on Power Up in comprehension, word study, or grammar for 30 minutes.	Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name _____ Parent/Caregiver Signature _____ Date _____

Language Arts
Grade 6
Day 5

(Use this heading)
Book Letter #5 (E-Learning Day 5)
Name: _____ Today's Date _____

Dear _____,

Paragraph 1: Tell me about your book

The book I am reading right now is _____ It is by _____
I picked this book because _____ I like (or
don't like) this book because _____ (add more information here-
whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____
- I can understand how (character's name) felt because _____
- The part of the book where (describe an event here), reminds me of the time I _____

TEXT TO TEXT

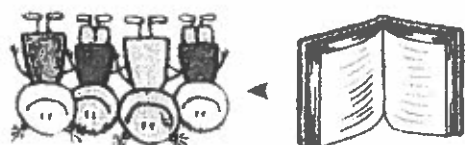
- This book reminds me of (name of another book) because _____
- (Character) in (book) reminds me of (character) in (another book) because _____
- The way this story is written reminds me of the book (title) because _____

TEXT TO WORLD

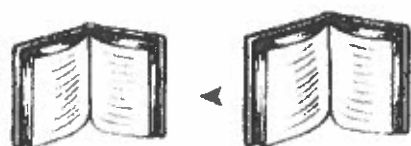
- This story makes me think of _____ because _____
- This book reminds me of something I heard on the news. The news story was about _____

MAKING TEXT CONNECTIONS

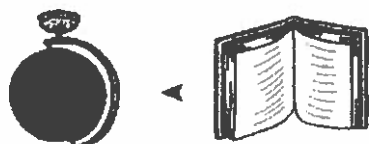
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn
Does a lot		
Does very little		
active	bored/boring	dull
adventurous		indifferent
ambitious		lazy
bold		neglectful
busy		sluggish
energetic		uninterested
hard-working		

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy
confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure
Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name _____

FINDING EQUIVALENT FRACTIONS

REMEMBER: Any fraction that has the same non-zero numerator (top number) and denominator (bottom number) equals 1.

EXAMPLES: $\frac{5}{5} = 1$ $\frac{8}{8} = 1$ $\frac{12}{12} = 1$ $\frac{15}{15} = 1$ $\frac{25}{25} = 1$

Any fraction multiplied by 1 in any fraction form remains equal.

EXAMPLES: $\frac{3}{8} \times \frac{4}{4} = \frac{12}{32}$ so $\frac{3}{8} = \frac{12}{32}$

PROBLEM: Find the missing numerator (top number). $\frac{5}{8} = \frac{24}{\quad}$

Step 1: Ask yourself, "What was 8 multiplied by to get 24?" 3 is the answer.

Step 2: The only way to keep the fraction equal is to multiply the top and bottom number by the same number. The bottom number was multiplied by 3, so multiply the top number by 3.

$$\frac{5}{8} \times \frac{3}{3} = \frac{15}{24}$$

Find the numerators missing from the following equivalent fractions.

1. $\frac{5}{3} = \frac{15}{\quad}$
2. $\frac{8}{3} = \frac{32}{\quad}$
3. $\frac{10}{7} = \frac{50}{\quad}$
4. $\frac{8}{5} = \frac{24}{\quad}$
5. $\frac{4}{3} = \frac{16}{\quad}$
6. $\frac{6}{5} = \frac{30}{\quad}$
7. $\frac{8}{2} = \frac{16}{\quad}$
8. $\frac{6}{5} = \frac{18}{\quad}$
9. $\frac{8}{5} = \frac{32}{\quad}$
10. $\frac{3}{2} = \frac{12}{\quad}$
11. $\frac{4}{1} = \frac{12}{\quad}$
12. $\frac{3}{2} = \frac{33}{\quad}$
13. $\frac{5}{2} = \frac{45}{\quad}$
14. $\frac{12}{3} = \frac{24}{\quad}$
15. $\frac{9}{8} = \frac{45}{\quad}$
16. $\frac{5}{5} = \frac{16}{\quad}$
17. $\frac{5}{4} = \frac{20}{\quad}$
18. $\frac{3}{2} = \frac{27}{\quad}$
19. $\frac{8}{7} = \frac{24}{\quad}$
20. $\frac{8}{5} = \frac{24}{\quad}$
21. $\frac{4}{1} = \frac{12}{\quad}$
22. $\frac{1}{3} = \frac{9}{\quad}$
23. $\frac{5}{2} = \frac{35}{\quad}$
24. $\frac{6}{1} = \frac{36}{\quad}$
25. $\frac{5}{4} = \frac{45}{\quad}$
26. $\frac{8}{3} = \frac{40}{\quad}$
27. $\frac{5}{2} = \frac{25}{\quad}$
28. $\frac{12}{5} = \frac{36}{\quad}$
29. $\frac{4}{3} = \frac{28}{\quad}$
30. $\frac{8}{7} = \frac{40}{\quad}$

Name _____
Date _____
Teacher _____
Grade _____

Woodlands Indians

Fill in the blanks using these words:

powwow	Mississippi	wigwags	Iroquois
French	Oklahoma	Hudson Bay	birchbark
northeastern	Pontiac		

1. Woodland Indians lived in _____ North America.

2. Woodland Indian tribes could be found as far north as _____

and as far west as the _____ River

3. Many Woodland Indians built _____ for shelter.

4. The Woodland Indians made canoes from _____ because the canoes would be lightweight to carry.

5. Tribal elders would decide important matters at a _____

6. The _____ nation lived around Lake Ontario.

7. _____ settlers also lived in the area around Lake Ontario.

8. Chief _____ fought the English near Detroit in 1763.

9. After the War of 1812 many Woodland Indians were moved west to _____

the land where _____ is today.

Grade 6
Day 5
Science

Name _____

Science

Grade 6

E Learning Packet

Day 5

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

I learned _____

I learned _____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Black Hole Caught on Camera



On April 10, hundreds of scientists from around the world released the first image of a black hole—a region of outer space with gravity so strong that nothing can get out of it. It is impossible to see the black hole itself because even light cannot escape from it. The image (see cover) captures the glowing mass of material circulating around it.

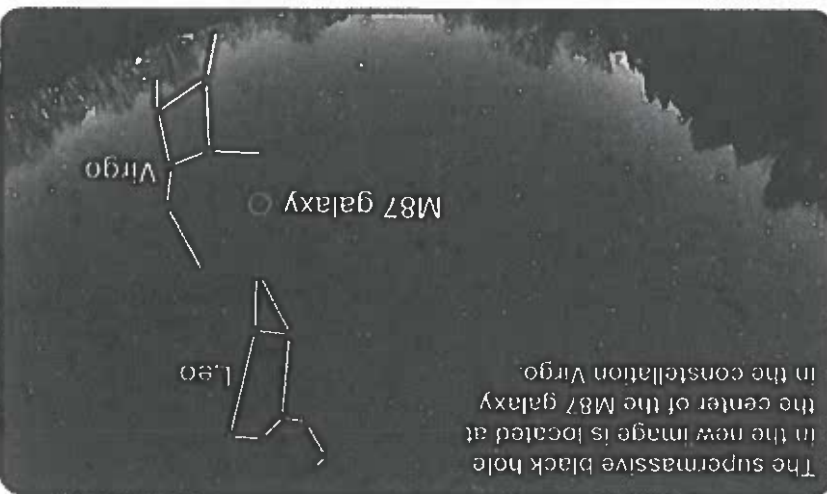
The black hole in the picture is 6.5 billion times more massive than our Sun! It is at the center of a galaxy in the faraway constellation Virgo. To “see” such a distant space object would require a telescope the size of Earth! Instead, scientists coordinated a network of telescopes across the globe to work together as one. The Event Horizon Telescope (EHT) collected data over a ten-day period in 2017. The weather was only clear at all sites on four of the days, but that was enough time to gather data.

Earth-Sized Telescope

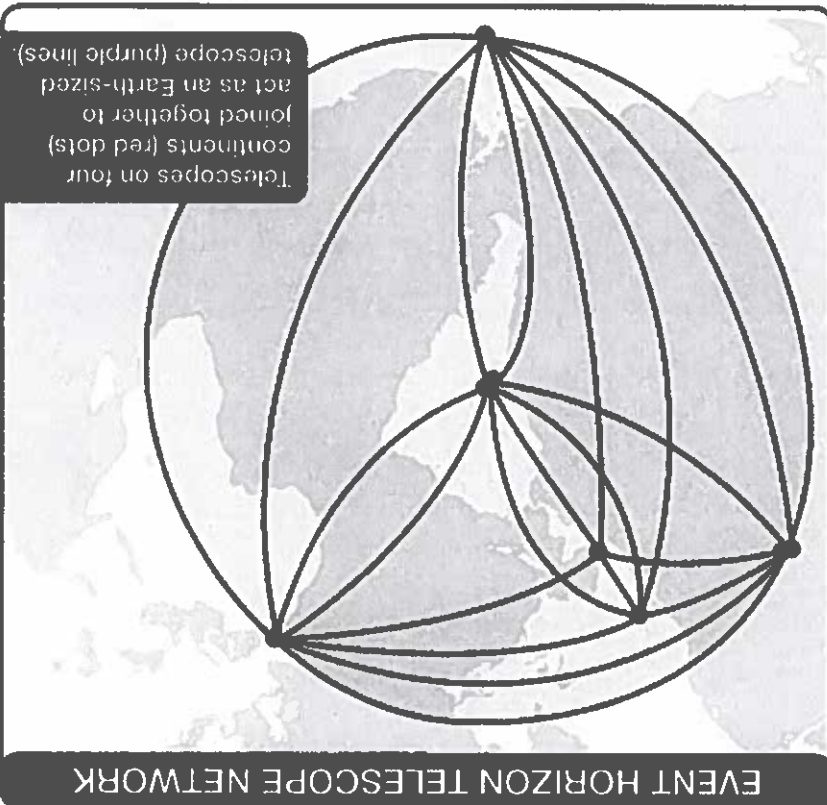
At the heart of a black hole is a *singularity*. This is a region of space where matter has caved in on itself. A lot of mass crammed into a relatively small area makes for intense gravity. The very edge of a singularity is the *event horizon*. This is where the hole turns black. Surrounding the event horizon is a swirling disc of matter called the *accretion disc*. Here, dust and gas that haven’t yet been gobbled up by gravity orbit the hole. The disc is superheated and gives off radiation. It is this radiation that was measured by the EHT.

Black Hole Basics

What the Image Can Tell Us
It took two years to process the data and produce the image. But the result was well worth it. The findings support some of Albert Einstein’s predictions about how gravity works throughout the universe. The results can also help people understand how galaxies form. There is a black hole at the center of most galaxies, including the Milky Way. In fact, the EHT has already turned its “eyes” toward the black hole in our own neighborhood! ♦



The supermassive black hole in the new image is located at the center of the M87 galaxy in the constellation Virgo.



Telescopes on four continents (red dots) joined together to act as an Earth-sized telescope (purple lines).



This drawing shows a black hole surrounded by its accretion disc.

STRUCTURE OF A BLACK HOLE