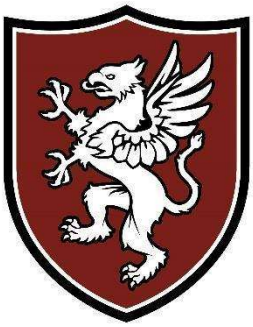
GreatHearts
Northern Oaks



Distance Learning Packet

May 18 - 22, 2020

6th grade

Mrs. Sharp

Mrs. Scholl

Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: _____ Section: ___.

Table of Contents

Please notice that this week's packet is different. It's a little bit like Independent Study Week. It includes only Literature with a special project for the end of the year, and a final review of some math concepts. We recommend that you spend about 25 minutes per day on the Literature project, rather than save all of the work for the end of the week. We look forward to seeing you at ...

Literature Celebration via Zoom
on Tuesday 5/26
at 1:00 PM for 6A and 6C
and at 1:30 PM for 6B and 6D.
Links will come from your homeroom teacher as that time draws near.

Core Subjects

Literature and Math

Daily Student Instruction Sheet - MONDAY

<table>
<tr><th colspan="2">Monday – 5/18</th></tr>
<tr><td>ELA
Literature (45 Minutes)

Literature Project (25 minutes)</td><td>Literature
<u>Goal/Objective</u>: Read Chapters 23-26 in Tom Sawyer
<u>Materials needed</u>: Tom Sawyer, Teacher Notes
<u>Specific Instructions</u> (I=independent; PA=dependent):
❏ Read through Chapters 23-26 Vocabulary (I)
❏ Read Chapter 23 (202-206) ***Chapter 22 in the online version***(I)
❏ Read Chapter 24 (207-216) ***Chapter 23 in the online version***(I)
❏ Read Chapter 25 (217-218) ***Chapter 24 in the online version***(I)
❏ Read Chapter 26 (219-228) ***Chapter 21 in the online version***(I)

Literature Project
<u>Goal/Objective</u>: Begin working on Tom Sawyer Newspaper Project
<u>Materials needed</u>: Tom Sawyer, Tom Sawyer Newspaper Project Guidelines
<u>Specific Instructions</u> (I=independent; PA=dependent):
❏ Carefully read through all of the directions for the Tom Sawyer Newspaper Project
❏ Email your teacher with any questions, or visit with them during office hours
❏ Begin rough drafts of main and supplementary articles</td></tr>
<tr><td>MATH
(30 Minutes)</td><td><u>Math</u>
<u>Goal/Objective:</u> The student will <u>review</u> negative numbers by practicing their application in real world scenarios.
<u>Materials needed:</u> Teacher’s Notes, Independent Practice, Answer Key, red pen or pencil
<u>Specific Instructions:</u>
❏ Read the teacher notes (I)
❏ Complete the independent practice (I)
❏ With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)</td></tr>
</table>

1. Chapters 23-26 Vocabulary:

Regalia: Distinctive clothing and ornaments used on formal occasions as a symbol of status

Convalescent: Recovering from an illness or operation

Minstrel: A singer or musician

Revival: A reawakening of religious fervor

Forbearance: Patient self-control

Tempest: A violent, windy storm

Lynch: To kill someone, often by hanging, without a trial

Diffident: Modest or shy because of a lack of self-confidence

Sepulchral: Gloomy, dismal

2. Read Chapters 23, 24, 25, and 26 in *Tom Sawyer.*

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

If using the online version, read Chapters 22-25

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

NAME _____ NUMBER _____ DATE _____

TOM SAWYER NEWPAPER PROJECT GUIDELINES

For your Tom Sawyer project, you will create a newspaper from St. Petersburg, Missouri in the 1840. You should use *The Adventures of Tom Sawyer* to identify the events and details about which you will write. You may hand-write or type the articles and additional written elements; all drawings and graphics should be done by hand.

Project Due Date: Friday, May 22nd

PROJECT: Create a newspaper that could have been printed in the 1840's in St. Petersburg, MO.

Your newspaper must:

- Use a journalistic style of writing (see pg. 2 for an explanation and example) and follow the typical form of a newspaper
- Take up at least two pages (8.5" x 11"), one sided
- Be written from the point of view of someone living in St. Petersburg, MO in the 1840's

Your project must include the following elements:

◎ A Banner (this is the title of your newspaper)

◎ A Main News Article (one large story that is the focus of the front page - this story should be a major event from the book) that includes a hand-drawn original image related to the story.

◎ At least one Supplementary Article (This article should also be about events that took place in the book, but do not have to be a major event.)

◎ You may also include any other items that you might see in a newspaper (puzzles, sports, cooking, weather, advertisements). These should be relevant to life in 1840's Missouri.

◎ Correct spelling, punctuation, and grammar

◎ A colorful, well-planned design

An example of how to lay out your newspaper and a blank template have been provided on pages 3-6.

Journalistic writing is the style of writing used to report news stories in newspapers, television broadcasts, on radio and on the internet. The writing has a particular structure that is easily recognizable. A big, bold headline, for example, is intended to grab readers' attention, while the first sentence or paragraph lays out the story so the reader knows what to expect.

The primary function of journalism is to inform the public by reporting on local, national and global news and events. In most cases, journalistic writing is **objective**, meaning that **it relies on facts and evidence, rather than opinions or emotional appeals**. A strong news article will present only the facts of the story and may include quotes from key witnesses.

For Example….

If a writer were writing about Toad's escapade in the motorcar from *The Wind in the Willows*, a **bad** example of journalistic writing might be:

> *After escaping his home imprisonment, Toad stopped at an inn called The Red Lion for dinner. He watched a car pulling into the restaurant and wanted to take a closer look. Then, he thought he would sit in the car. His excitement about the car was too strong, and he stole it to take it for a joy ride. Toad is very foolish and could not stop himself from taking the car. He is selfish and thinks only about himself. Unfortunately, he wrecked the vehicle and was arrested by police. He was later sentenced to twenty years in prison.*

This is merely a summary of events, and the description tells us what Toad was thinking and feeling. A journalist must keep his or her own assumptions out of the story.

A **better** example of journalistic writing might be:

> *A toad behind the wheel of a stolen car led police on a chase this weekend. The suspect hit speeds above 90 kph, putting many in danger, police and prosecutors said. The wild ride started around 4:00pm on Saturday and ended about 30 minutes later. The driver was found to be one Mr. Toad from the well-known Toad Hall. John and Nancy Fieldmouse had decided to dine with friends at The Red Lion Inn. They arrived at the establishment in their motorcar, but neglected to lock the doors, which is how Mr. Toad was able to take control of the vehicle. After his apprehension and appearing in front of the magistrate, Mr. Toad was found guilty of stealing a valuable motor-car, driving to the public danger, and gross impertinence to the rural police. He was sentenced to twenty years in prison.*

The example above places no judgment or emotion on the character of Toad. The first sentence gives a brief summary of the article and the rest of the article focuses only on factual evidence.

YOUR NEWSPAPER TITLE, OR BANNER, GOES HERE

YOUR MAIN ARTICLE HEADLINE GOES HERE.

A HAND-DRAWN PICTURE TO GO WITH YOUR ARTICLE GOES HERE.

YOUR MAIN ARTICLE GOES HERE.

ANOTHER HAND-DRAWN PICTURE THAT GOES WITH YOUR MAIN ARTICLE GOES HERE.

THIS IS A SPACE FOR A WEATHER REPORT, SPORTS, COOKING, COMICS, ADVERTISEMENTS, OR PUZZLES.
PLEASE KEEP ALL ADDITIONS TO YOUR NEWSPAPER RELEVANT TO *TOM SAWYER.*

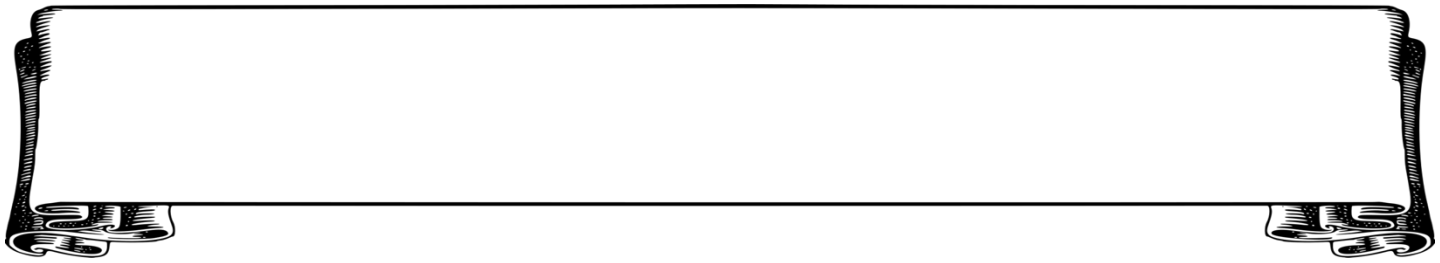
YOUR SECOND ARTICLE HEADLINE GOES HERE

A HAND-DRAWN PICTURE TO GO WITH YOUR SECOND ARTICLE GOES HERE.

YOUR SECOND ARTICLE GOES HERE.

THIS IS A SPACE FOR A WEATHER REPORT, SPORTS, COOKING, COMICS, ADVERTISEMENTS, OR PUZZLES.
PLEASE KEEP ALL ADDITIONS TO YOUR NEWSPAPER RELEVANT TO *TOM SAWYER.*

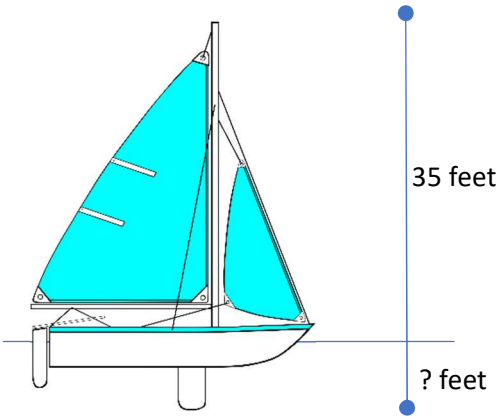
THIS IS A SPACE FOR A WEATHER REPORT, SPORTS, COOKING, COMICS, ADVERTISEMENTS, OR PUZZLES.
PLEASE KEEP ALL ADDITIONS TO YOUR NEWSPAPER RELEVANT TO *TOM SAWYER.*



Negative Numbers in Real Life

You can never hold negative 3 cookies in your hand. In that sense, negative numbers feel made-up, but negative numbers have a very useful place in our world. They are used to represent very real ideas.

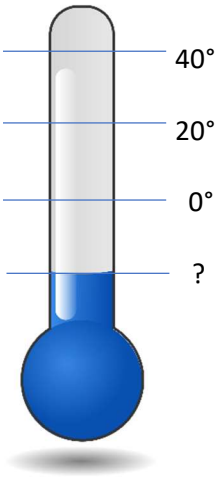
The mast of a sailboat is 35 feet above the water. Entire ship is 45 feet from top to bottom. What is the elevation of the keel at the lowest point boat?



45 – 35 = 10

The keel reaches 10 feet below sea level so it's elevation is -10 feet.

A Celsius thermometer measures the freezing point of water as 0°. What number would represent the temperature when it is 20 degrees below freezing?



The temperature could be described as 20 degrees below freezing which is also -20 degrees.

A bank customer had a balance of $75. The customer then wrote a check for $100. What number represents the amount left in the bank account?

When you write a check you are spending money. When you spend more than you have, your bank account balance becomes negative.

75 – 100 = -25

The customers balance would now be -$25.

Real World Positive and Negative Number Representation

Name _____

Directions: Write a number to represent each problem in the space provided. (Remember, drawing a picture can help!)

1) What number represents the elevation at an ocean depth of five hundred feet?

2) Write a number to represent the elevation at the peak of Mt. Everest, which has a height of 29, 035 ft.

3) Write an integer to represent a bird's altitude if it is flying seventy feet above the ocean.

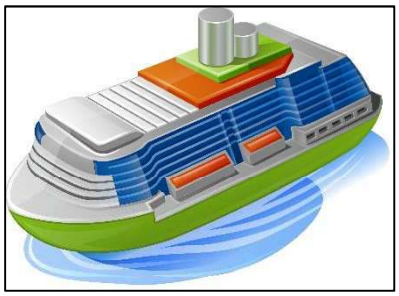
4) What is the value of Matt's bank account if it is overdrawn by $35?

5) What number would represent a debit on Suzy's bank account statement for $139?

6) Write a number for a refund of $19.99 on Debbie's credit card statement.

7) Death Valley's Badwater Basin is the lowest point in North America at 282 ft. below sea level. Write a number for the basin's elevation.

8) What number represents the elevation of the lowest level of a cruise ship if it is twenty-five feet below the surface?



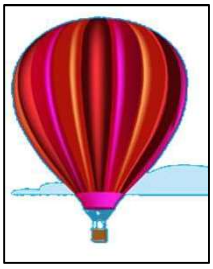
9) The deck of Danielle's sailboat sits one foot above the water. The cabin below is 3 feet below the deck. What number would represent Danielle's elevation when she is eating dinner in the cabin?

10) What is Jack's elevation as he kayak's in the San Francisco Bay?

10) What is the temperature when it is twenty degrees below zero?

11) What are Dan and Shelby's altitude while they are scuba diving among the coral reef eighty-nine feet below the ocean's surface?

12) What is the altitude of a hot air balloon as it sails five hundred feet above the Gulf of Mexico?



13) In the space provided below, create your own scenario that can be represented by a positive number. Place the answer in the space provided.

_____

_____

_____

14) In the space provided below, create your own scenario that can be represented by a negative number. Place the answer in the space provided.

_____

_____

_____

Week 9 Monday Math Key

1) -500 ft
2) +29,035 ft
3) +70 ft
4) -$35
5) -$139
6) +$19.99
7) – 282 feet
8) -25 ft
9) -2 ft
10) 0 ft
11) -20 °
12) +500 ft
13) Answers vary
14) Answers vary

Daily Student Instruction Sheet - TUESDAY

Tuesday – 5/19	
ELA Literature (45 Minutes) Literature Project (25 Minutes)	***Literature*** **Goal/Objective:** Read Chapters 27-30 in *Tom Sawyer* **Materials needed:** Tom Sawyer, Teacher Notes **Specific Instructions (I=independent; PA=dependent):** ❏ Read through Chapters 27-30 Vocabulary (I) ❏ Read Chapter 27 (229-241) ***Chapter 26 in the online version***(I) ❏ Read Chapter 28 (242-246) ***Chapter 27 in the online version***(I) ❏ Read Chapter 29 (247-251) ***Chapter 28 in the online version***(I) ❏ Read Chapter 30 (252-262) ***Chapter 29 in the online version***(I) ***Literature Project*** **Goal/Objective:** Continue working on Tom Sawyer Newspaper Project **Materials needed:** Tom Sawyer, Tom Sawyer Newspaper Project Guidelines **Specific Instructions (I=independent; PA=dependent):** ❏ Complete rough drafts of main and supplementary articles ❏ Begin planning additional elements (puzzles, sports, cooking, etc.)
MATH (Minutes)	**Math** Goal/Objective: The student will review the four operations with positive and negative integers. Materials needed: Teacher's Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Specific Instructions: ❏ Read the teacher notes and watch the optional supporting (from a previous week) (I) ❏ Complete the independent practice (I) ❏ With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)

1. Chapters 27-30 Vocabulary:

Athwart: From side to side of, across

Serape: A shawl or blanket worn as a cloak in Latin America

Milksop: A person who is indecisive or lacks courage

Attrition: The process or gradually reducing the strength of someone or something

Auspicious: Characterized by success, prosperous

Agues: Malaria or some other illness involving fear and shivering

Stile: An arrangement of steps that allows people but not animals or get over a fence or wall

2. Read Chapters 27, 28, 29, and 30 in *Tom Sawyer.*

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

If using the online version, read Chapters 26-29

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

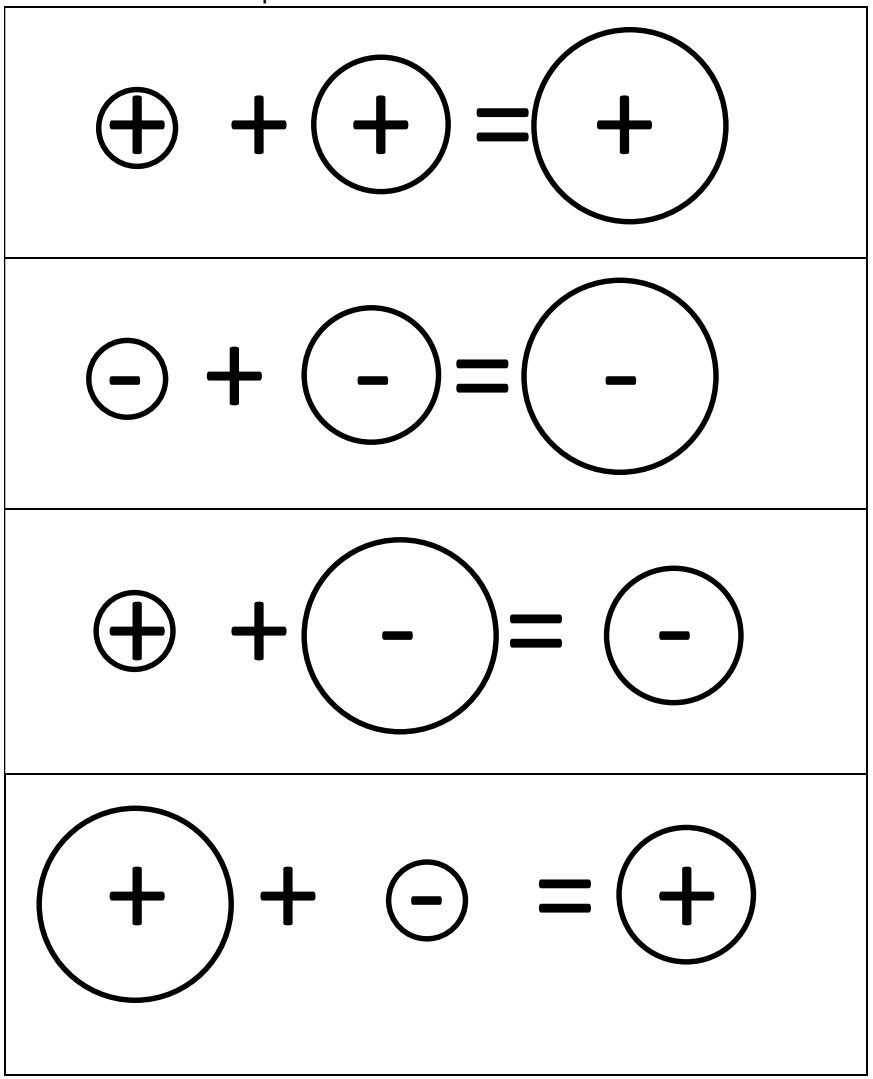
Review Order of Operations with Negative Integers

PEMDAS Mnemonic:
Parentheses, Exponents,
Multiplication & Division, Addition & Subtraction

Addition

When like signs are added the sign stays the same.
When unlike signs are added the sign of the number with the greater absolute value remains.

Here's a picture to illustrate the addition rules.



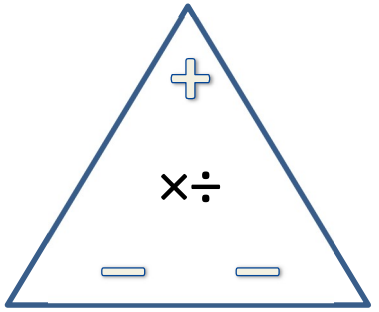
Subtraction

Convert subtraction problems into addition of the opposite.
Never change the sign of the number in front of the subtraction sign.
Only change the number that is after the subtraction sign.

$$X- \ -Y = X+ \ +Y \quad \text{and} \quad X- \ +Y = X+ \ -Y$$

Multiplication and Division

A negative divided or multiplied by a negative equals positive.
A negative divided or multiplied by a positive equals a negative.
A positive divided or multiplied by a negative equals a negative.



More information can be found in Chapter 11 of your textbook.

Name _____ Date _____

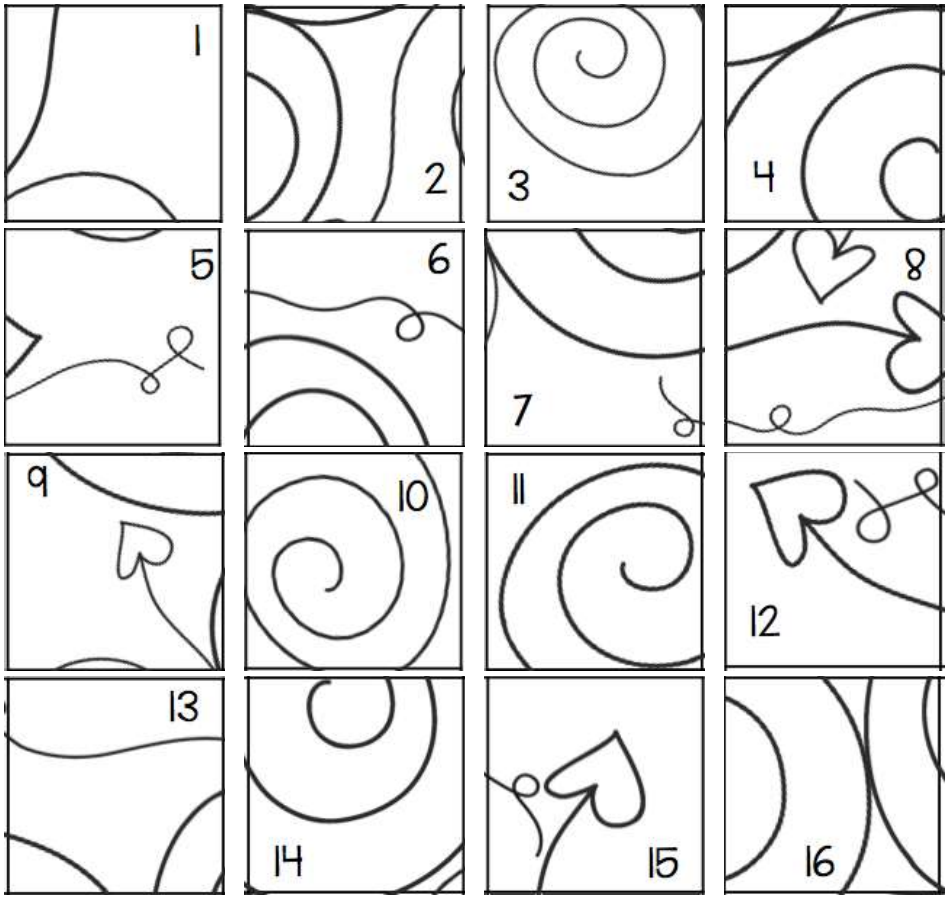
Integer Order of Operations

Solve each integer problem. When you find the answer in the table on the right, cut out the square with the problem number and paste it in the box with the letter corresponding to the correct answer. *(Example. I f the answer to number 1 is B, cut out the square with the #1 on it and glue it into the square with the B.)*

	Problem
1	-3 • 6
2	6 + 2 • (-3) + 4
3	-10 – 6 – 5 + 20
4	-20 ÷ -4
5	6 – 10 + 4
6	10 – 32 + 10
7	-16 ÷ -2
8	-8 • 5 – 1
9	-2 • 5 • 2
10	-20 + 24 – (-14)
11	-2 • -2 • -2
12	15 – 10 ÷ 5 – 20
13	3 – 10 + 2
14	-6 • -5 + 2
15	-3 – 4 – 5 – 2
16	-6 + 10 – 4 + 9

Answer	
-7	A
-5	B
-12	C
-14	D
-8	E
9	F
32	G
-18	H
-20	I
5	J
4	K
18	L
-1	M
8	N
-41	O
0	P

Cut Here



Paste Here

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

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Name Answer Key Date _____

Integer Order of Operations

Solve each integer problem. When you find the answer in the table on the right, cut out the square with the problem number and paste it in the box with the letter corresponding to the correct answer. *(Example. I f the answer to number 1 is B, cut out the square with the #1 on it and glue it into the square with the B.)*

	Problem	Answer	
1	-3 • 6	-18	H
2	6 + 2 • (-3) + 4	4	K
3	-10 – 6 – 5 + 20	-1	M
4	-20 ÷ -4	5	J
5	6 – 10 + 4	0	P
6	10 – 32 + 10	-12	C
7	-16 ÷ -2	8	N
8	-8 • 5 – 1	-41	O
9	-2 • 5 • 2	-20	I
10	-20 + 24 – (-14)	18	L
11	-2 • -2 • -2	-8	E
12	15 – 10 ÷ 5 – 20	-7	A
13	3 – 10 + 2	-5	B
14	-6 • -5 + 2	32	G
15	-3 – 4 – 5 – 2	-14	D
16	-6 + 10 – 4 + 9	9	F

Daily Student Instruction Sheet - WEDNESDAY

Wednesday – 5/20	
ELA Literature (45 Minutes) Literature Project (25 minutes)	***Literature*** **Goal/Objective:** Read Chapters 31-33 in *Tom Sawyer* **Materials needed:** Tom Sawyer, Teacher Notes **Specific Instructions (I=independent; PA=dependent):** ● Read through Chapters 31-33 Vocabulary (I) ● Read Chapter 31 (263-276) ***Chapter 30 in the online version***(I) ● Read Chapter 32 (277-289) ***Chapter 31 in the online version***(I) ● Read Chapter 33 (290-294) ***Chapter 32 in the online version***(I) ***Literature Project*** **Goal/Objective:** Continue working on Tom Sawyer Newspaper Project **Materials needed:** Tom Sawyer, Tom Sawyer Newspaper Project Guidelines **Specific Instructions (I=independent; PA=dependent):** ● Complete additional elements (puzzles, sports, cooking, etc.) ● Begin planning and drawing visual elements and graphics
MATH (Minutes)	**Math** Goal/Objective: The student will review how to graph an ordered pair on a coordinate plane. Materials needed: Teacher's Notes, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Specific Instructions: ❏ Review the teacher notes and watch the optional supporting video (from a previous week) (I) ❏ Choose **one** of the independent practice options(I) 1. Coordinate Grid Mystery Picture (I) OR 2. Coordinate Grid Battleship - Play with a family member or sibling. You can even play this game with a classmate remotely through phone or text, etc! (PA) OR 3. Or do both because math is awesome!

1. Chapters 31-33 Vocabulary:

Vagabond: A person who wanders from place to place without a home or job

Jaded: Tired, bored, or lacking enthusiasm

Sinuous: Having many curves and turns

Frescoed: A method of paining on walls or ceilings

Stalactites: A rock formation that hangs from the roof of a cave

Stalagmites: A rock formation rising from the floor of a cave

Avocation: A hobby or minor occupation

2. Read Chapters 31, 32, and 33 in *Tom Sawyer.*

- An online version of *Tom Sawyer* can be found at:

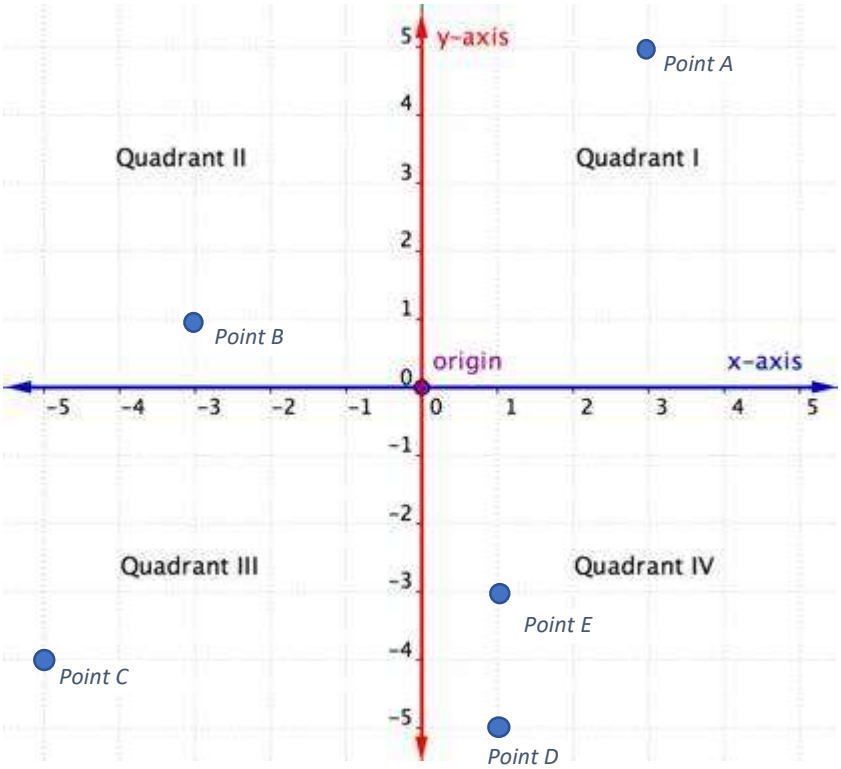
https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

If using the online version, read Chapters 30-32

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

11-8: Graphs of Ordered Pairs

An *Ordered Pair* (X,Y) is a pair of numbers representing 2 directions and 1 location on a *coordinate plane*. A coordinate plane has four quadrants, separated by an *x-axis* and a *y-axis*. The two axes are like two intersecting number lines. The x-axis goes left (*negative*) and right (*positive*). The y-axis goes up (*positive*) and down (*negative*). The point where the axes cross is called the *origin*.



The points in quadrant 1 are (+X,+Y).
Ex: Point A is *(3,5)*

The points in quadrant 2 are (-X,+Y).
Ex: Point B is *(-3,1)*

The points in quadrant 3 are (-X,-Y).
Ex: Point C is *(-5,-4)*

The points in quadrant 4 are (+X,-Y).
Ex: Point D is *(1,-5)*

Important!

Don't mix-up the order of the ordered pairs!

X (left and right) is always first. Y (up and down) is always second.

So Point E (1,-3) is very different from Point B (-3,1). Even though they use the same numbers, they are in a different order so it is describing a different location.

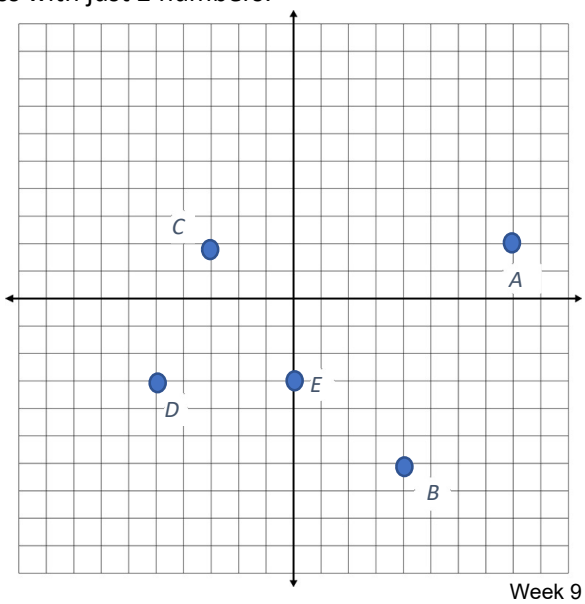
Graphing an ordered pair is like following directions to an address with just 2 numbers.

Steps:

1. Always start at the origin.
2. Go left or right according to the X.
3. Go up or down according to the Y.
4. Stop and draw the dot.

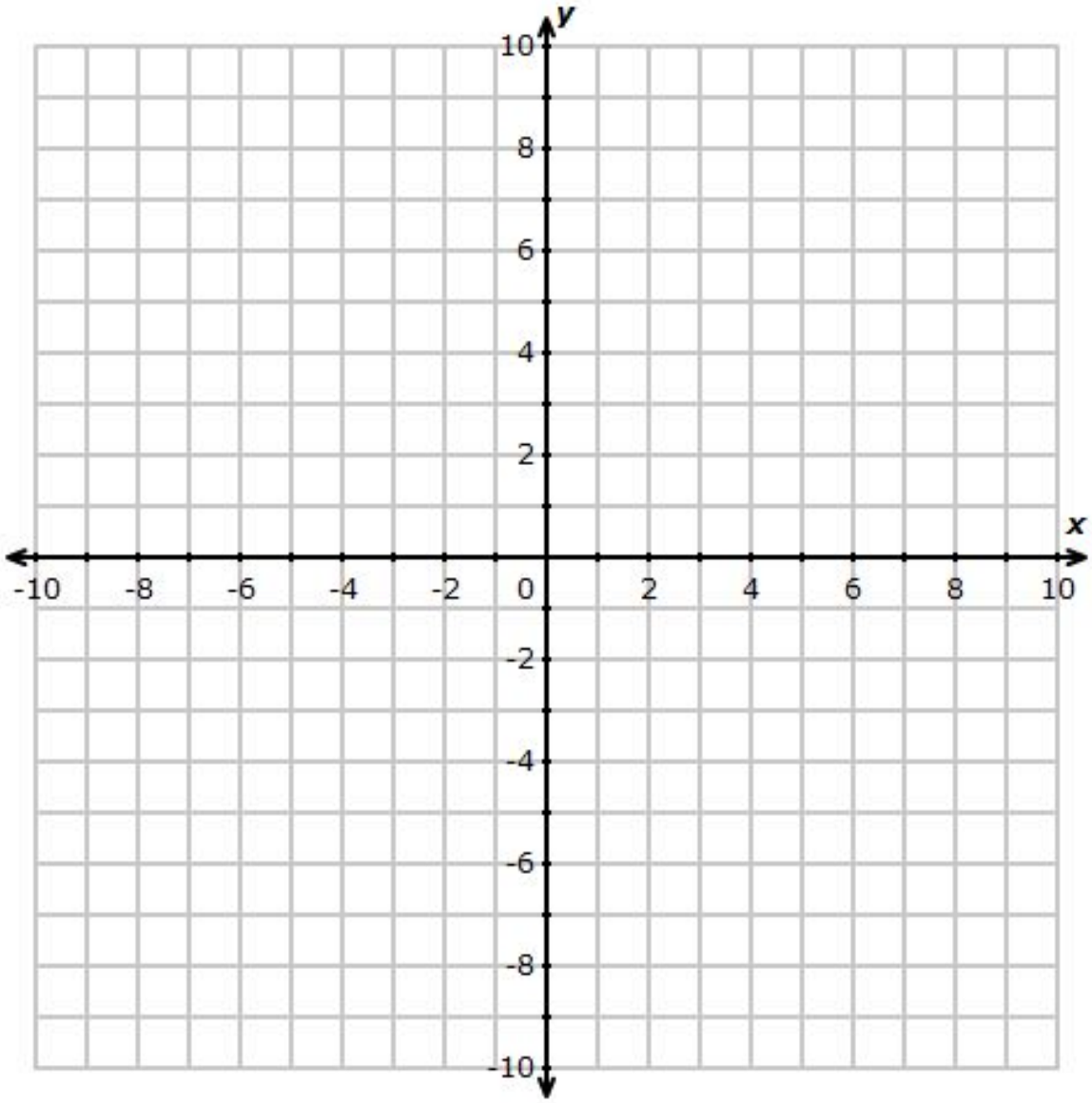
Examples

A. (8,2) is the directions right 8, up 2
B. (4,-6) is the directions right 4, down 6
C. (-3,2) is the directions left 3, up 2
D. (-5,-3) is the directions left 5, down 3
E. (0,-3) is left or right 0, down 3



Coordinate Grid Mystery Picture: When you finish, connect your last coordinate to your first coordinate.

1. (2,1)
2. (4,0)
3. (3,2)
4. (5,1)
5. (4,3)
6. (6,2)
7. (5,4)
8. (7,3)
9. (6,5)
10. (8,4)
11. (7,6)
12. (10,4)
13. (8,7)
14. (6,9)
15. (4,10)
16. (2,9)
17. (0,7)
18. (-2,4)
19. (-3,6)
20. (-2,7)
21. (-4,7)
22. (-3,8)
23. (-5,8)
24. (-4,9)
25. (-6,9)
26. (-8,7)
27. (-8,6)
28. (-9,5)
29. (-9,3)
30. (-8,4)
31. (-7,4)
32. (-6,3)
33. (-7,1)
34. (-7,-2)
35. (-6,-3)
36. (-7,-7)
37. (-8,-7)
38. (-9,-8)
39. (-6,-8)
40. (-5,-5)
41. (-4,-3)
42. (-1,-5)
43. (0,-7)
44. (-2,-7)
45. (-3,-8)
46. (2,-8)
47. (5,-8)
48. (7,-7)
49. (9,-5)
50. (9,-2)
51. (9,1)
52. (8,2)
53. (7,2)
54. (7,1)
55. (8,0)
56. (8,-4)
57. (6,-6)
58. (5,-6)
59. (5,-4)
60. (4,-1)



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Coordinate Grid Battleship

1. Choose the locations for your 5 ships. Record the location of your ships in the space provided on the game board and then graph the points on your "ocean". The points for each ship must be in a straight line horizontally or vertically, but not diagonally. Use a colored pencil if possible to make the ships more distinct.
2. You cannot move your ships once the game has begun.
3. Each player "fires" by naming an X,Y coordinate that they want to fire at. Both players record the shot by graphing it on the appropriate ocean on their game board.
4. Use the space provided to record your shots where both players can see them.
5. You must tell the other player whether their shot was a hit or a miss.
6. You must tell the other player as soon as they have sunk one of your ships.
7. The first player to lose all of their ships loses. The player with the last ship(s) to stay afloat wins.

Player #1's Shots					**Player #2's Shots**				

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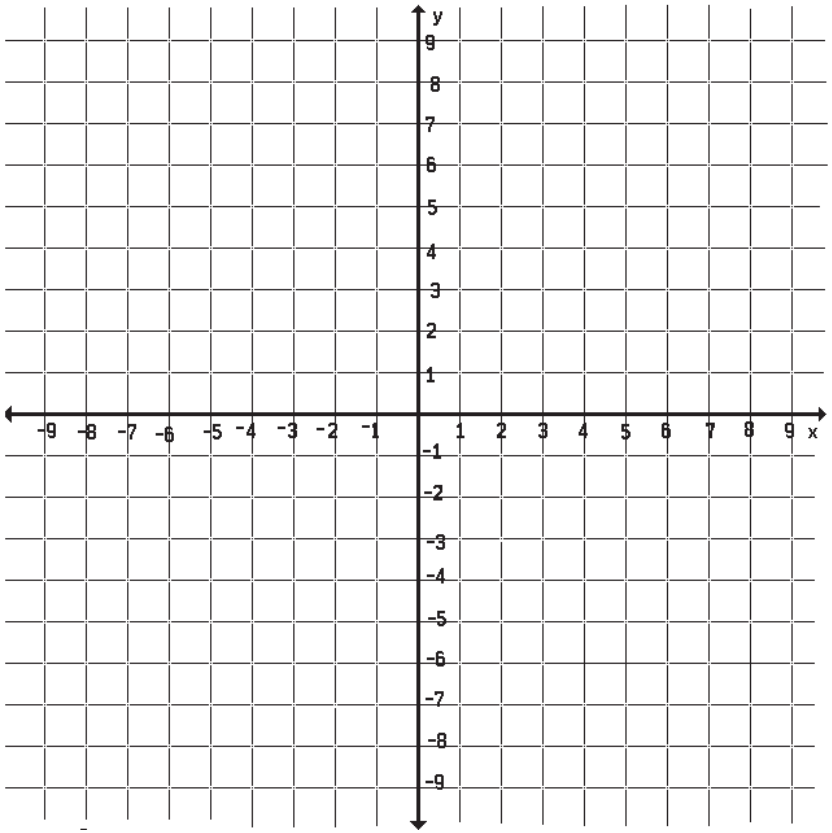
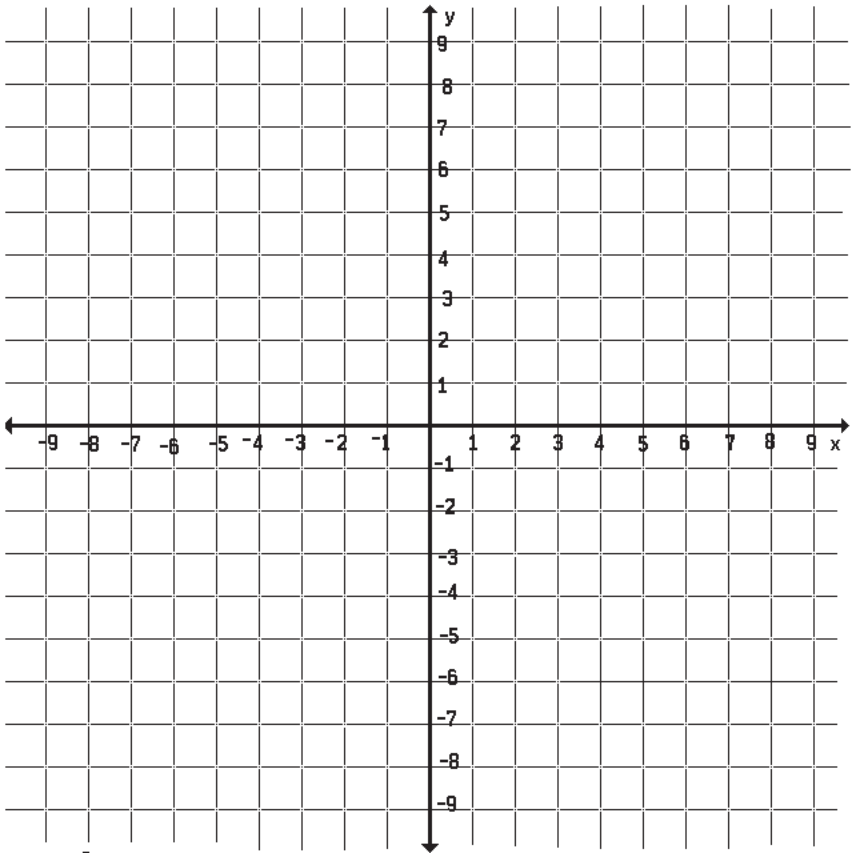
BATTLESHIP

MY SHIPS



ENEMY SHIPS



(A) AIRCRAFT CARRIER (5) (___ , ___) (___ , ___) (___ , ___) (___ , ___) (___ , ___)

(B) BATTLESHIP (4) (___ , ___) (___ , ___) (___ , ___) (___ , ___)

(S) SUBMARINE (3) (___ , ___) (___ , ___) (___ , ___)

(C) CRUISER (3) (___ , ___) (___ , ___) (___ , ___)

(D) DESTROYER (2) (___ , ___) (___ , ___)

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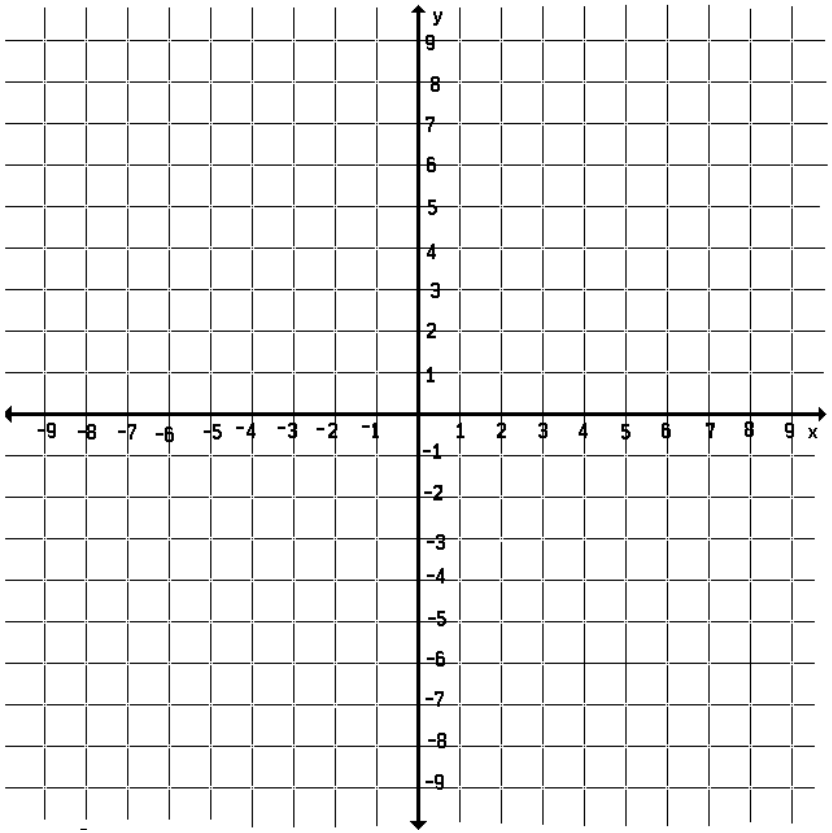
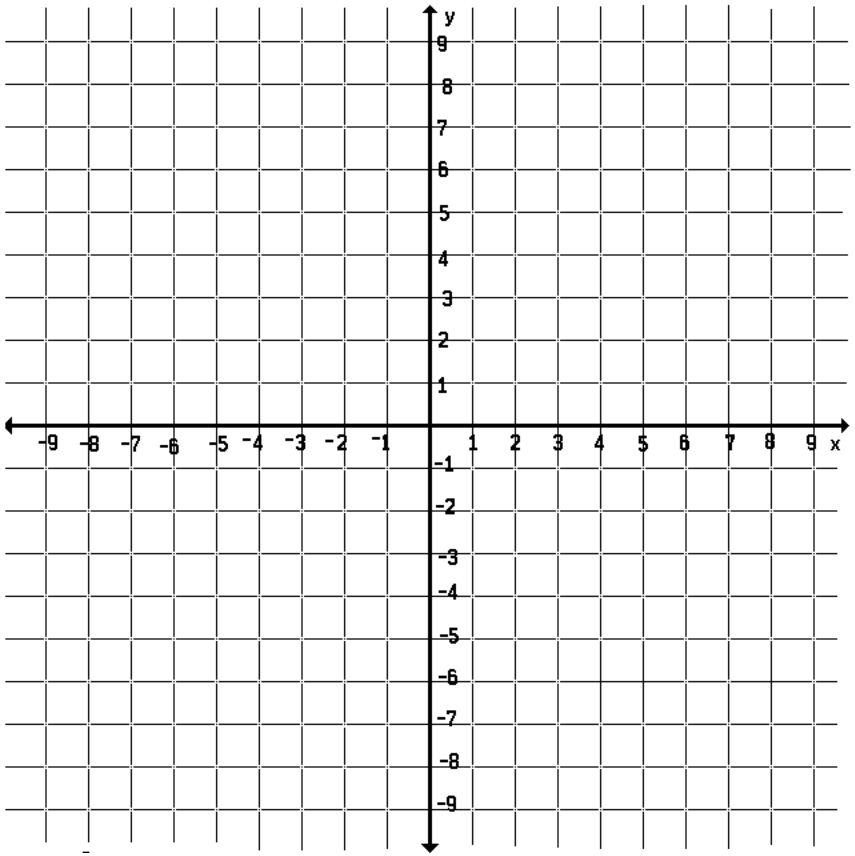
BATTLESHIP

MY SHIPS



ENEMY SHIPS



(A) AIRCRAFT CARRIER (5) (___ , ___) (___ , ___) (___ , ___) (___ , ___) (___ , ___)

(B) BATTLESHIP (4) (___ , ___) (___ , ___) (___ , ___) (___ , ___)

(S) SUBMARINE (3) (___ , ___) (___ , ___) (___ , ___)

(C) CRUISER (3) (___ , ___) (___ , ___) (___ , ___)

(D) DESTROYER (2) (___ , ___) (___ , ___)

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Daily Student Instruction Sheet - THURSDAY

Thursday – 5/21	
ELA Literature (45 Minutes) Literature Project (25 Minutes)	***Literature*** **Goal/Objective:** Read Chapters 34-36 in *Tom Sawyer* **Materials needed:** Tom Sawyer, Teacher Notes **Specific Instructions (I=independent; PA=dependent):** ❏ Read through Chapters 34-36 Vocabulary (I) ❏ Read Chapter 34 (295-309) ***Chapter 33 in the online version***(I) ❏ Read Chapter 35 (310-313) ***Chapter 34 in the online version***(I) ❏ Read Chapter 36 (314-321) ***Chapter 35 in the online version***(I) ***Literature Project*** **Goal/Objective:** Continue working on Tom Sawyer Newspaper Project **Materials needed:** Tom Sawyer, Tom Sawyer Newspaper Project Guidelines **Specific Instructions (I=independent; PA=dependent):** ❏ Complete drawing visual elements and graphics ❏ Begin laying out the final newspaper format
MATH (Minutes)	***Math*** Goal/Objective: The student will review how to graph an equation on a coordinate plane. Materials needed: Teacher's Notes, straight edge or ruler, Independent Practice, Answer Key, red pen or pencil, Optional Instructional Video, Specific Instructions: ❏ Read the teacher notes and watch the optional supporting video (from a previous week) (I) ❏ Complete the independent practice (I) ❏ With a red pen or pencil, check your answers using the key or with Mrs. Cramer and rework any missed problems. (I)

1. Chapters 34-36 Vocabulary:

Orgies: Wild parties

Clamorous: A loud and confused noise

Effusive: Expressing gratitude or approval in an unrestrained way

Laudations: Praise or commendations

Windfall: A piece of unexpected good fortune

Tottered: Move in a feeble or steady way

Prodigious: Remarkably or impressively great in extent, size, or degree

Magnanimous: Generous or forgiving

Insipid: Lacking vigor or interest

Ornery: Bad-tempered and combative

2. Read Chapters 34, 35, and 36 in *Tom Sawyer.*

- An online version of *Tom Sawyer* can be found at:

https://www.pagebypagebooks.com/Mark_Twain/Tom_Sawyer/index.html

If using the online version, read Chapters 30-32

- A video of a sixth grade teacher reading will be linked on the Student Instruction Sheet.

Graphing Linear Equations Notes

Method 1: Graphing linear equations by plotting points

1) How to come up with the ordered pairs.

All of your problems are in this form already!

a) Make sure your equation is in slope-intercept form, which is $y = mx + b$ (m: slope, b: intercept)

b) Choose 3 values for x to make your table.

- Choose easy numbers to work with like 0, 1, 2, or 3.
- If the slope is a fraction, use the denominator and multiples of the denominator as your x values, to help cancel out the fraction.

c) Plug your x-values into the equation and solve for y.

Example: y = 4x – 2

If x= 0, then y = -2. The ordered pair will be (0, -2)
If x= 1, then y = 2. The ordered pair will be (1, 2)
If x= 2, then y = 6. The ordered pair will be (2, 6)

X	Y
0	-2
1	2
2	6

2) How to graph the line

a) Plot the 3 points on the coordinate plane

b) Check to be sure the points make a straight line, if they don't check your work for mistakes.

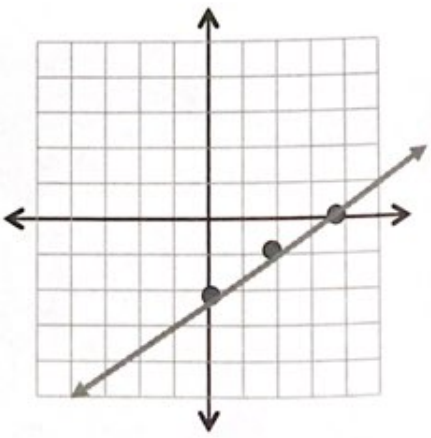
- We use 3 points instead of 2 because any 2 points make a straight line. Using 3 points can show if there is a mistake. 4 points is even better!

c) Draw a line through the 3 points

Example: y = ½x - 2

1. Fill in the table
2. Graph the points on the grid
3. Draw the line.

X	Y
0	-2
2	-1
4	0



Balloon Pop

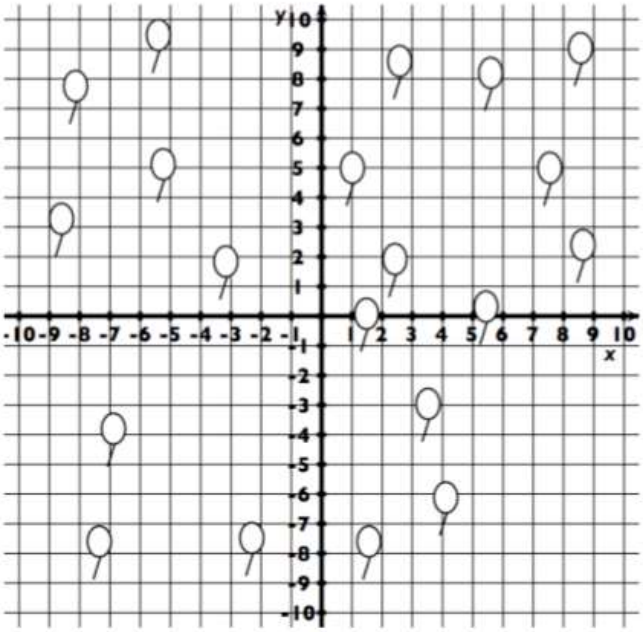
Directions: Figure out which equation will pop the most balloons. A balloon will pop if a line is drawn through it – so graph them and find out!

A $y = 2x - 3$

B $y = 6 - \frac{2}{3}x$

C $y = 5$

D $y = -\frac{1}{4}x - 2$



For B and C, I've chosen the X to get you started. You can choose your own X's for A and D but strategize. Any X will work but some values of X will make your arithmetic easier. Use the space below the tables for arithmetic. When you've finished, circle the equation that pops the most balloons.

A

X	Y

B

X	Y
6	
3	
0	
-3	

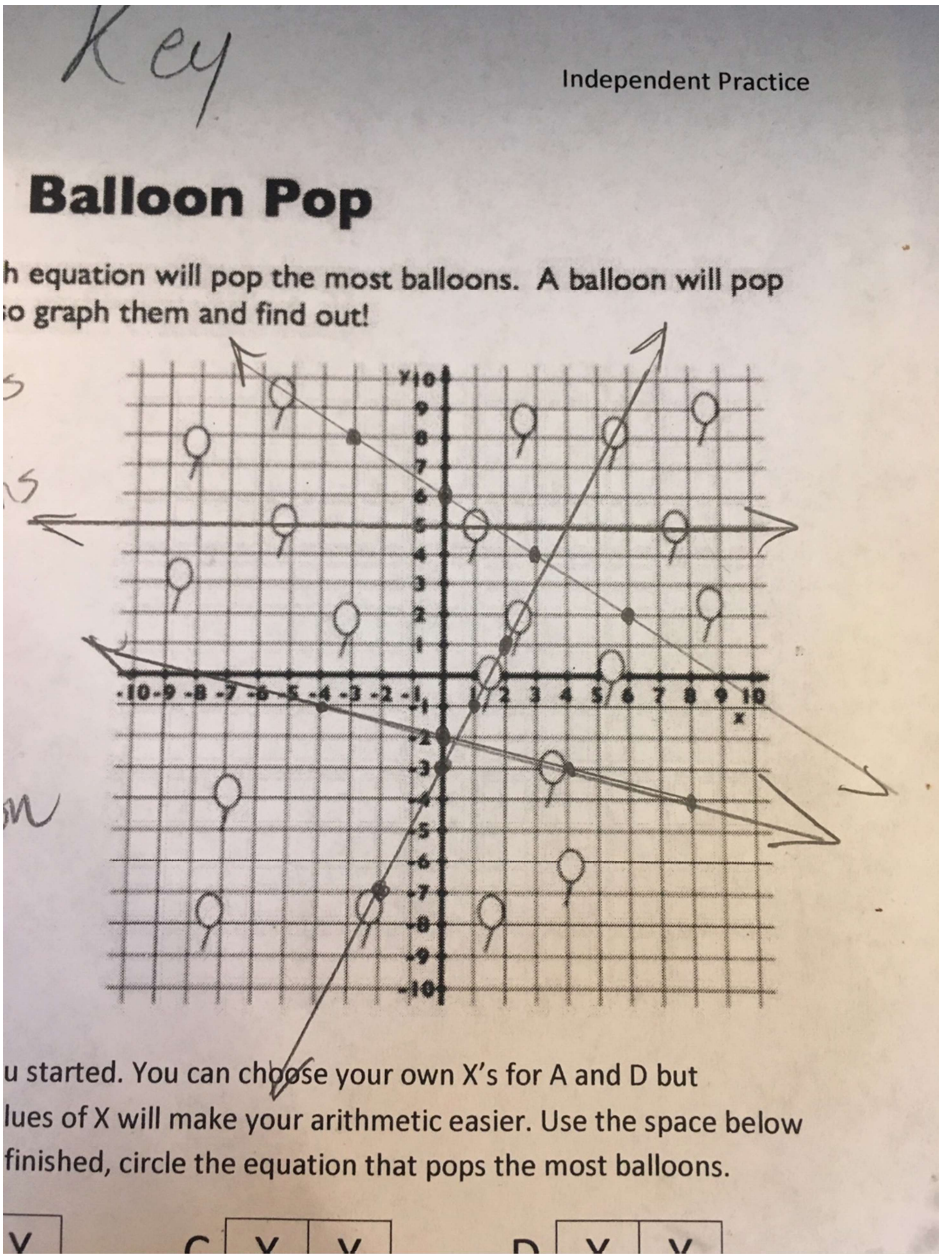
C

X	Y
5	
1	
0	
-5	

D

X	Y

Week 9 Thursday Math Key



Daily Student Instruction Sheet - FRIDAY

Friday – 5/22	
ELA Literature Project (25 Minutes)	***Literature* Project** Goal/Objective:Complete the Tom Sawyer Newspaper Project Materials needed: *Tom Sawyer*, Tom Sawyer Newspaper Project Guidelines Specific Instructions (I=independent; PA=dependent): ❑ Complete the Tom Sawyer Newspaper Project independently (I) ❑ Scan and submit the Literature Project along with the Math Graded Review at the end of the day through Google Classroom (I) OR ❑ Turn in the hardcopy to school on May 25th.
MATH (30 Minutes)	***Math*** Goal/Objective:Complete the Graded Review Materials needed: Notes and student work from the week, Graded Review - Math Specific Instructions (I=independent; PA=dependent): ❑ Complete the Graded Review independently (I) ❑ Scan and submit the Graded Review with your Literature Project at the end of the day through Google Classroom(I) OR ❑ Turn in the hardcopy to school on May 25th.

Student Name:_____

Graded Review

GHNO 6th Grade

May 22, 2020 End of Week 9

I certify that _____ completed this graded review using the resources in their packet, notes, and textbook, but without the use of a calculator, a computer, or other electronic device, without assistance from others, and in accordance with the GHNO Academy Honor Code.

_____ _____

Student Signature Parent Signature

Turn in today's work electronically or in hard copy form by **May 25th.**

We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Thursday of this week. This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time for each portion. The graded review is intended to take less than 2 hours for a student that has already completed the rest of the week's work. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

Friday 5/22/20	To Do: □ No Reading Log this week. □ Literature: (30 min) Finalize your Literature Project. Prepare it for turn-in (I) □ Math: (30 min) Answer the questions (I)

Math

Write a number to represent each scenario in the space provided.

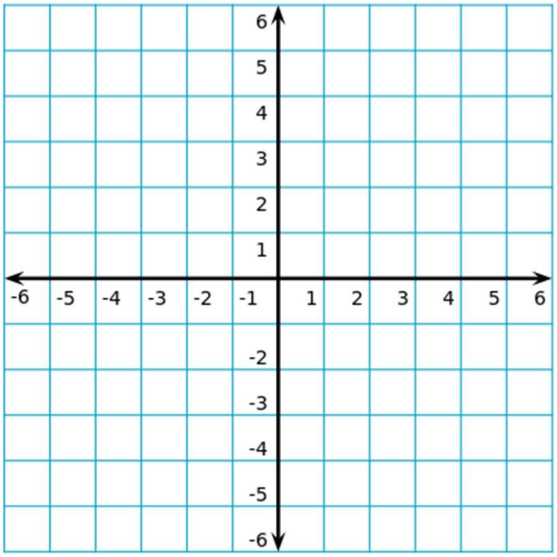
1) A scuba diver swims thirty feet below the surface. _____

2) A bank account is empty. _____

3) Average high time temperature of 95 degrees Fahrenheit. _____

Clearly and neatly graph the points.

4) A (5, 2)
5) B (4,0)
6) C (-3,2)
7) D (4, -2)
8) E (-3,-4)
9) F (0,-6)



Solve and show your work.

10) -10 + 8 - (-7) _____

11) -12 - 6 ÷ 3 - 9 _____

12) 2 + 3×(-4) + 7 _____

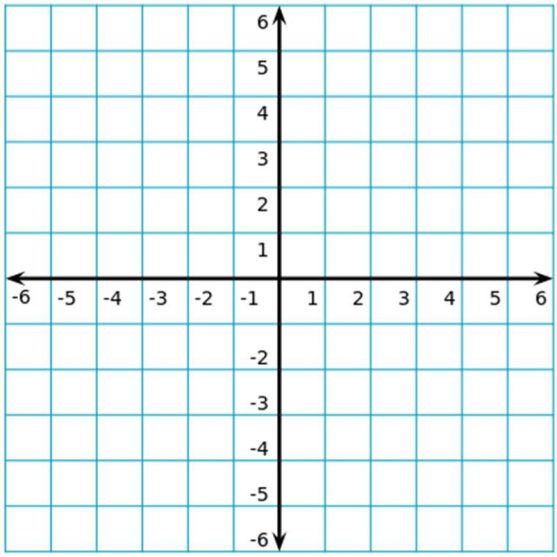
13) 9 - 13 + 4 _____

14) -8 - 7 - 6 - 5 _____

15) -5 × 4 × -3 × 2 _____

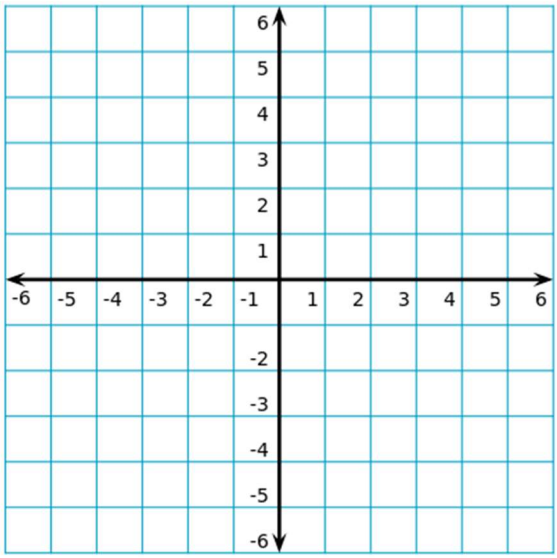
16) **Graph the line:** Y = 2X

X	Y



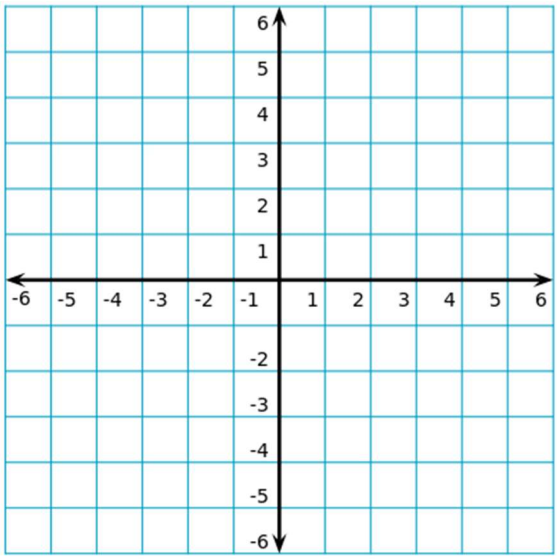
17) **Graph the line:** Y = -5

X	Y



18) **Graph the line:** Y = - ½ X - 2

X	Y



Options for Turning in Work

1. **Hardcopy Packet Return**: Turn-in written responses to school at the beginning of the next week
   a. Turn in full packet with student and teacher name written on the front
   OR
   b. Turn in completed student work pages with student name, date, subject, teacher name on each page

*Please note other assignments such as flash cards are for the student's use in their study and should not be turned in.

2. **Electronic Submission**: Turn in electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section, as well as on the GHTX Resource webpage.
https://www.greatheartsamerica.org/txresources/