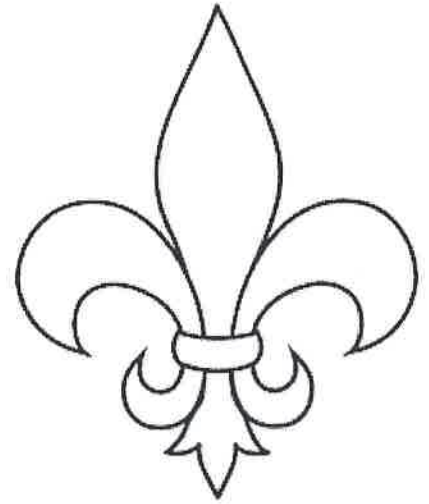


GRADE LEVEL PACKET:

6th

Week of 5-26

5-26-20



Dear Families,

We hope you enjoyed your Memorial Day weekend and found relaxing and fun activities to do with your family.

Just a few updates and reminders-

1. Please make sure all library books and textbooks are returned to the school office.
2. If your student was in band this year and rented an instrument from the school, please make sure you stop by the office and pay your rental fee if you haven't yet done so.
3. We are currently selling our remaining 19-20 yearbooks for \$16 on a first come, first served basis. Stop by the office or call to get yours before they are sold out.
4. For 8th grade families, are 8th Grade Drive Thru Promotion is scheduled for Thursday, June 11th from 5 PM to 7 PM. More information is available on our school website and a flyer is included in the 8th grade packets.
5. Watch for videos at all grade levels announcing our annual student awards the last week of school. We will be posting links on our website.

Thank you again for all that you are doing and continue to do during this time to support your child's continued learning and keep them safe and well. Please do not hesitate to contact teachers or the school office if you need any help or assistance.

Thank you,
Olivia Johnson
FRMS Principal
FRMS Office: 541-935-8230

Beginning 4/27, FRMS added instructional videos for language arts and math to our distance learning program.

- Videos will be short (approximately 15 minutes) and posted on Mondays. Teachers will be walking students through the instruction in either language arts or math for that week.
- Students can access the videos through Google Classroom. They will need their Google ID and Google password. Their Google ID would be their initials and their lunch number followed by @student.oregonk-12.com For example for John Smith whose lunch number is 12345, their Google ID would be js12345@student.oregonk-12.com If students can't remember their password, have them look in their planners to see if they wrote it down somewhere. If they don't remember it and don't have it written somewhere, contact the school office.
- Students can use their cell phones, tablets, or computer to access the video if they have the Google Classroom app on that device.
- For students without internet access, please feel free to have them call the teachers directly and the teacher will explain the packet and help them out.
- New videos will be posted on Mondays when the new packets for the week can be picked up.
- Once in Google Classroom, click the plus at the top, select join, and use the code **ywq6wxf**

Below is the contact information for teachers

Brad Davis	bdavis@fernridge.k12.or.us	541-362-4923
Cameron Siegal	csiegal@fernridge.k12.or.us	541-241-8995
Colette McBride	cmcbride@fernridge.k12.or.us	541-362-4757
Heather Hohnstein	hhohnstein@fernridge.k12.or.us	541-972-3122
James Stoe	jstoe@fernridge.k12.or.us	458-207-0030
Jesse Light	jlight@fernridge.k12.or.us	541-543-6034
Justin Peeler	jpeeler@fernridge.k12.or.us	541-972-3997
Kathleen Pizzola	kpizzola@fernridge.k12.or.us	541-833-0770
Kyle Humphrey	khumphrey@fernridge.k12.or.us	541-782-8255
Marian French	mfrench@fernridge.k12.or.us	541-362-4768
Martha Pryor	mpryor@fernridge.k12.or.us	541-933-0166
Patrick Wondra	pwondra@fernridge.k12.or.us	541-887-0154
Ronda Gardner	rsgardner@fernridge.k12.or.us	541.913.9519
Ruth Larson	rlarson@fernridge.k12.or.us	541-539-6258
Ryan Brummett	rbrummett@fernridge.k12.or.us	541.510.5345
Ryan Chambers	rchambers@fernridge.k12.or.us	541-362-4287
Sarah Bennett	sbennett@fernridge.k12.or.us	541-972-3015
Simone D'Aubigne	sdaubigne@fernridge.k12.or.us	541-731-7488
Whitney Davis	wdavis@fernridge.k12.or.us	541-972-3156



Physical Education

ACTIVITY LOG

Name: _____

Period: _____

May 25 - 31

Use this activity log to track your physical activity minutes for one week. Have an adult sign their initials next to each day that you complete 30-60 minutes. Do the Warm-Up Daily Routine, pick one fitness activity from list on back, pick one activity from list on back, and complete the cool-down. (Example day is done for you)

Day	Warm-Up	Fitness	Activity	Cool-Down	Total
<i>Example Day</i>	<i>Daily Routine - 5 Min</i>	<i>One Minute Challenge Push Ups - 1 Min</i>	<i>Walk The Dog - 20 Min</i>	<i>Cool-Down - 5 Min</i>	<i>31 Minutes</i>
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Goals for the week:

1. The Students Will Be Able To (TSWBAT) complete at least 30 minutes of activity 5 days a week.
2. TSWBAT complete the warm-up routine twice during the week.

Reason:

- During this tough time, students need to really focus not only on school, but themselves. Being physically active, even at home, is very important to help with the mental and physical state of the student. Please really try to get some activity in each day. This will help get everyone through this tough time.

Contact Info:

Mr. Peeler

Phone Number - (541) 972-3997

Email - jpeeler@fernridge.k12or.us

Mrs. McBride

Phone Number - (541) 362-4757

Email - cmcbride@fernridge.k12.or.us

6/14 PEPI



Physical Education

ACTIVITY LOG

Warm-Up Daily Routine:

1. Tree Pose - 15 Seconds on Each Leg
2. 10 Push-Ups
3. 20 Swimmers
4. 30 Second Plank
5. 10 Small Crunches
6. 10 Oh-No's
7. 10 Boxers

Cool-Down:

Pick 5 muscles to stretch each day and hold each stretch for 20 seconds.

- Examples - Quads, Hamstrings, Calfs, Triceps, etc.

Fitness Activities:

1. One Minute Challenges - Do as many as possible for one minute
 - a. Push-Ups
 - b. Sit-Ups
 - c. Air Squats
 - d. Jump Squats
 - e. Burpees
 - f. Plank
 - g. Jumping Jacks
 - h. Jump Rope
2. Tabata - Pick 4 different exercises. Complete one exercise 8 times for 20 seconds of exercise and 10 seconds of rest. (Youtube has great examples)
 - a. Example - 20 sec air squats/10 sec rest (repeat 8 times), 20 sec Oh-No's/10 sec rest (repeat 8 times), 20 sec plank/10 sec rest (repeat 8 times), 20 sec jumping jacks/10 sec rest (repeat 8 times)
3. Darbee Workouts - www.Darbee.com (great examples)
 - a. **Final Bell** - 5 Rounds of: 20 punches, 20 uppercut punches, 20 punches, 20 hook punches, 20 punches, 20 uppercut punches, 20 punches, 20 uppercut punches, 20 punches (2 minute rest between rounds)
 - b. **Permission Granted**- 5 Rounds of: 20 High Knees, 10 Air Squats, 20 High Knees, 10 Full Sit-ups, 20 High Knees, 10 Air Squats, 20 High Knees, 10 Full Sit-Ups, 20 High Knees (2 minute rest between rounds)
 - c. **Clean Slate** - 5 Rounds of: 20 Marching Sets, 4 Reverse Lunges, 20 Marching Sets, 4 Side Lunges, 20 Marching Sets, 4 Front Lunges, 20 Marching Sets, 4 Around the World Lunges, 20 Marching Sets (2 minute rest between rounds)
 - d. **Washboard Abs**- 5 Rounds of: 10 Leg Raises, 20 Small Crunches, 10 Leg Raises, 20 Boxers, 10 Leg Raises, 20 Oh No's (2 minute rest between rounds)

Activity Examples:

Walk the Dog
Family Walk
Family Hike
Basketball
Badminton
Clean Horse Stalls

Frisbee
Yard Work
Dance Party
Clean House
Tag Game
Bike Riding

Play Catch
Stack Wood
Go for a Jog
Wiffle Ball
Soccer
Other

Student Instructions

Plan for the week: May 25 - May 29 (Week 7)

6th Grade Language Arts (Novel Study)

At the end of the week you will know, understand, and/or be able to do the following:

1. Summarize your reading each day.
2. Summarize your novel in terms of the 5 points on a plot map.

Why does this learning matter?

It is important to be able to summarize events so that you are better able to communicate with other people. It is important to understand the structure of literature (Plot Maps) because it helps you understand books and movies more; helps in discussions so we are all on the same page and it helps you become a stronger writer.

The plan for the week :

- **Monday:** Happy Memorial Day! Please enjoy your day with family.



- **Tuesday:** Today you will learn about Plot Structure. Some of this should be a review, but you will be asked to apply this to your novel so I want to make sure you really understand it!

STEPS FOR TUESDAY:

1. Read the Plot Map Slide Presentation Handouts (Highlight, underline, make notes, and write down questions).
 - a. Watch the video for Week 7, I review this handout!

When I made the video, I forgot Monday was Memorial Day



Please ignore all references to Monday!

2. Review the Reading Log for Week 7 so you know the focus for the week (ask questions if you don't understand)
3. Continue reading your novel and completing the Reading Log Task

- **Wednesday:** Read your novel and complete the daily Reading Log Task
- **Thursday:** Read your novel and complete the daily Reading Log Task
- **Friday:** Read your novel and complete the daily Reading Log Task

GOAL: Complete your novel by the end of this week.

Challenge Assignment Options:

1. You may choose to skip writing in Column 3 (Plot) and answer the Challenge Prompt instead:
 - a. Trace the main events of the story. Could you change their order or leave any of them out? Why or why not? Explain fully.

Additional Support Options:

1. For students who are reluctant or struggling readers, they may listen to the story via audiobooks (book on tape) or have a sibling or parent read to them. If no one is available to read to them, call me and I will read to them. Of note, books are student choice and should align with the student's current reading level. Parent and teacher discretion may be used.
2. For students who struggle to put their thinking into writing, they may use speech-to-text if available; discuss their thinking with a sibling or parent who then writes for them; or they may call me and discuss their thinking.

Who To Ask For Help and How To Reach Them

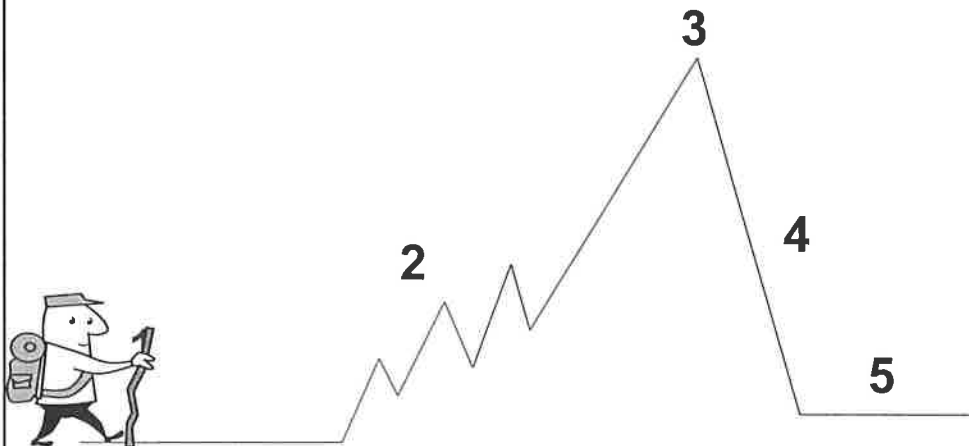
Identifying the Elements of A Plot Diagram

Student Notes

Borrowed from:
alex.state.al.us/.../Elements%20of%20a%20Plot%20Diagram.ppt

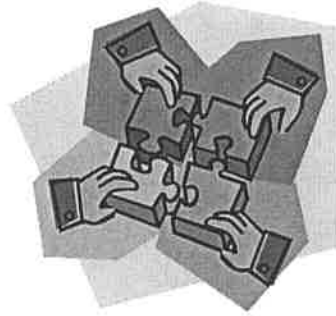


Plot Diagram



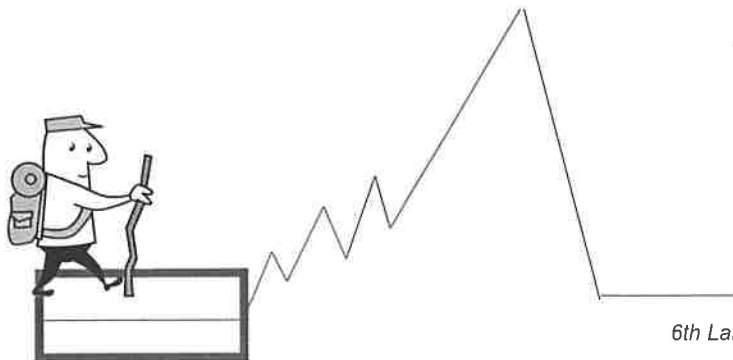
Plot (definition)

- Plot is the organized pattern or sequence of events that make up a story. Every plot is made up of a series of incidents that are related to one another.



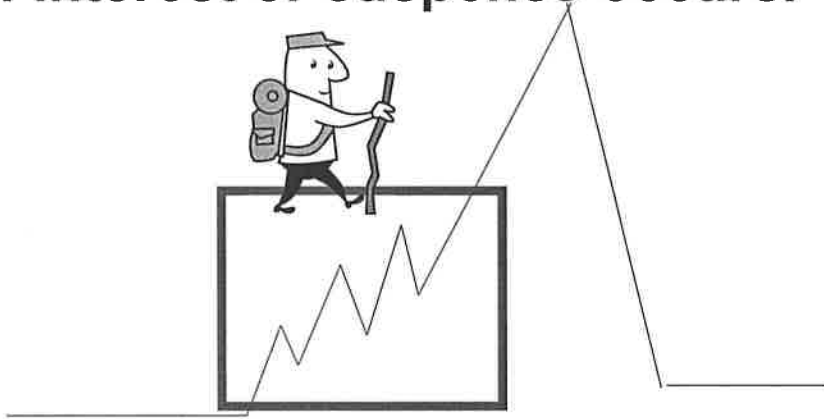
1. Exposition

- This usually occurs at the beginning of a short story. Here the characters are introduced. We also learn about the setting of the story. Most importantly, we are introduced to the main conflict (main problem).



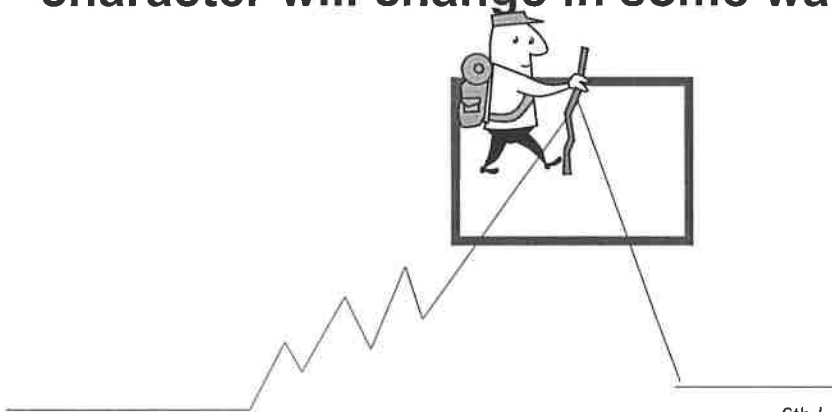
2. Rising Action

- This part of the story begins to develop the conflict(s). A building of interest or suspense occurs.



3. Climax

- This is the turning point of the story. Usually the main character comes face to face with a conflict. The main character will change in some way.



4. Falling Action

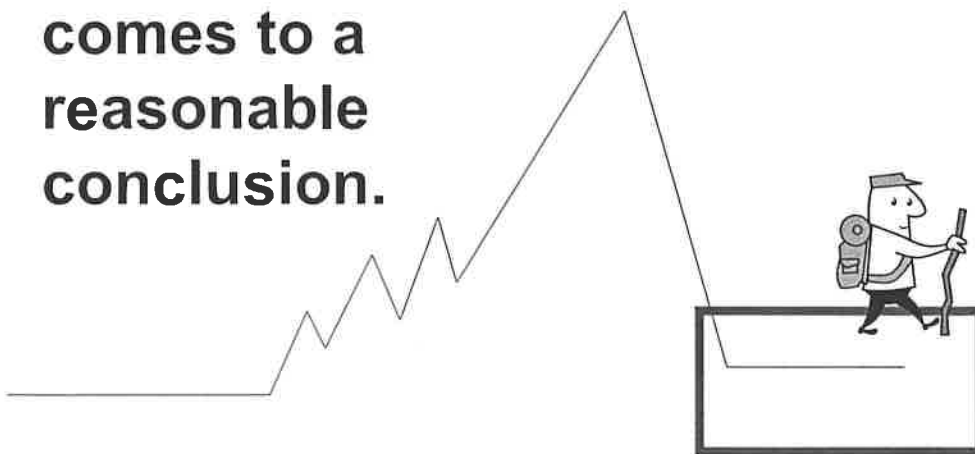
- All loose ends of the plot are tied up. The conflict(s) and problems are taken care of.



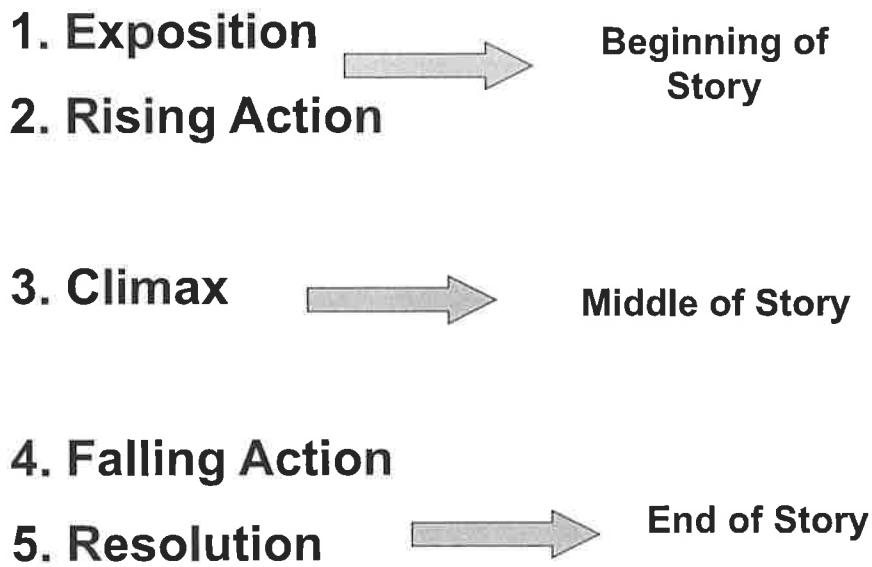
5. Resolution

Also called denouement.

- The story comes to a reasonable conclusion.



Putting It All Together

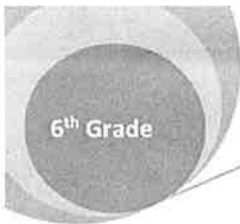


This Week's Tasks / Focus

1. Keep reading your novel.
2. Complete your reading logs.
 - a. Summarize your reading each day (beginning, middle, and end of each session)
 - b. Write a brief summary of each stage of the plot. If you haven't reached a stage, make a logical prediction.
 - i. Or, answer the Challenge Question on the Student Instruction page.

Trace the main events of the story. Could you change their order or leave any of them out? Why or why not? Explain fully.

Goal: If possible, complete your novel by the end of this week.



Name: _____

Novel Title: _____

Week 7

This week instead of writing about characterization, answer the questions relating to "Plot"

Pages:	B: M: E:	In the Exposition of the novel, what was the main conflict introduced?
Pages:	B: M: E:	Summarize 1 event in the Rising Action.
Pages:	B: M: E:	Summarize the Climax. If you aren't there, predict what the Climax will be.
Pages:	B: M: E:	Summarize 1 event in the Falling Action. If you aren't there yet, predict an event.
Pages:	B: M: E:	Summarize the resolution. If you aren't there yet, predict the resolution.

Plan For The Week Students Template

Plan for the week of: 5/26- Pizzola

At the end of the week you will know, understand, and/or be able to do the following:

- Graph points on a coordinate plane
- Give the coordinates for a point graphed on a coordinate plane

Why does this learning matter?

Cartesian planes and coordinates are used frequently in the physics, biology, and geology fields. Fun fact... Did you know that your smart phone uses a cartesian coordinate plane to know exactly where you're touching on the screen? Crazy!

The plan for the week :

- Monday: Happy Memorial Day! (No work today- you're free! Pun intended.)
- Tuesday: Lesson 4.3- The coordinate plane. Review worksheet on graphing points on a coordinate plane and providing the coordinates of points graphed on a plane.
- Wednesday- Friday: Design your own coordinate plane picture project. You will draw anything of your choice on a coordinate plane, plotting dots as you go for the outline of your picture. You will then provide the coordinates of your plotted points. When finished, feel free to beautify your picture by coloring it!!

Who To Ask For Help and How To Reach Them

Call, text or e-mail Mrs. Pizz with any questions.
kpizzola@fernridge.k12.or.us
541-833-0770

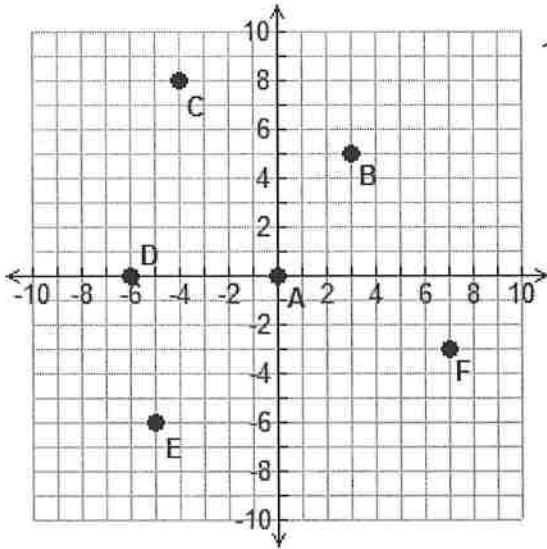
Tuesday

Lesson 4.3 ~ The Coordinate Plane

Run \leftrightarrow before you jump! \updownarrow

EXAMPLE

Write the ordered pair for each point on the coordinate plane below.



For each ordered pair (x, y) :

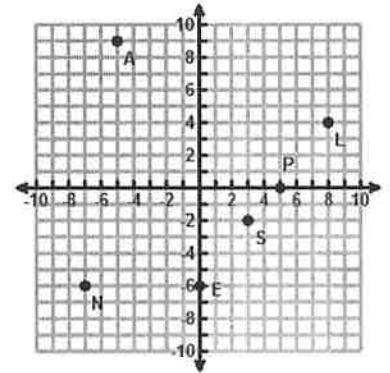
- move right or left to find the x value. \leftrightarrow
- move up or down to find the y value. \updownarrow

1. A (\emptyset, \emptyset) 2. B $(\overset{\rightarrow}{3}, \overset{\uparrow}{5})$
 3. C $(\overset{\leftarrow}{-4}, \overset{\uparrow}{8})$ 4. D $(\overset{\leftarrow}{-6}, \emptyset)$
 5. E $(\overset{\leftarrow}{-5}, \overset{\downarrow}{-6})$ 6. F $(\overset{\rightarrow}{7}, \overset{\downarrow}{-3})$

Problem set

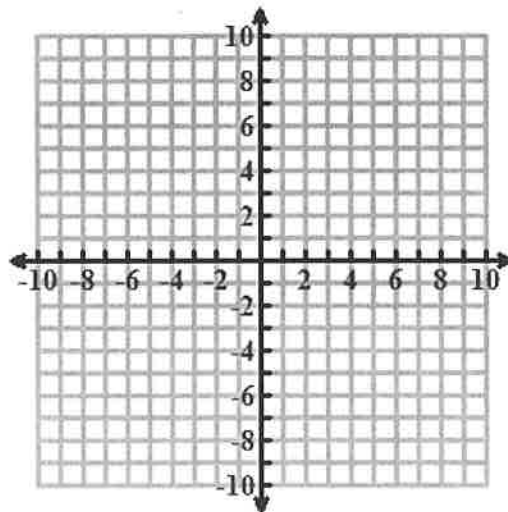
Write the ordered pair for each point on the coordinate plane at right.

- | | |
|------|------|
| 1. P | 2. L |
| 3. A | 4. N |
| 5. E | 6. S |



On the coordinate plane below, graph and label the following ordered pairs.

- M(0, 6)
- U(9, 4)
- S(-3, 2)
- I(-4, -1)
- C(5, 0)
- L(8, -6)

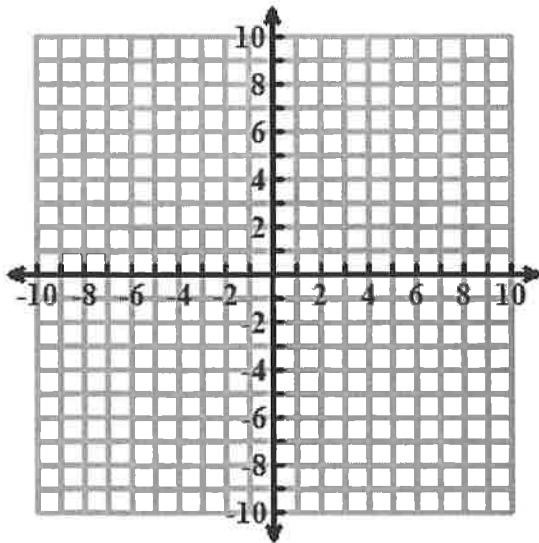


Write the ordered pairs from the table. Graph the points.

13.

x	-2	-1	0	1	2
y	-4	-2	0	2	4

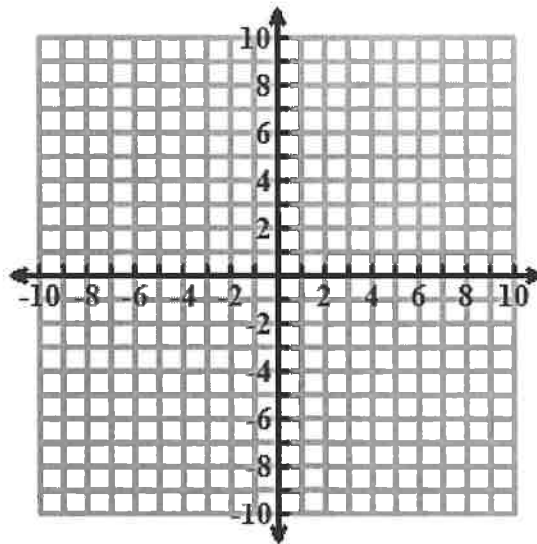
Ordered Pairs:



14.

x	-2	-1	0	1	2
y	7	4	0	4	7

Ordered Pairs:

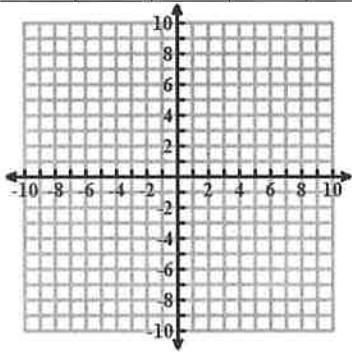


CHALLENGE

Graph the points in each table. If the pattern continued, what would be the next point?

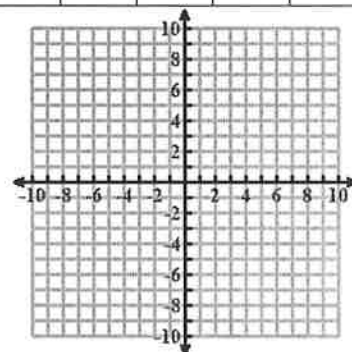
3.

x	-3	-1	1	3	5	
y	-5	-2	1	4	7	



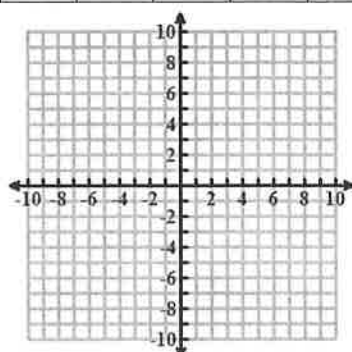
4.

x	-8	-4	0	4	8	
y	9	6	3	0	-3	



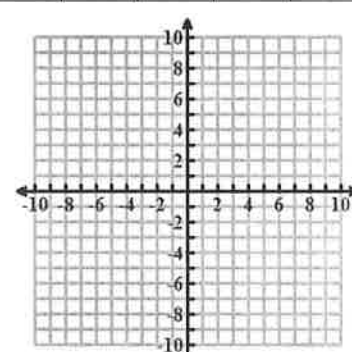
5.

x	-2	-1	0	1	2	
y	-3	-1	1	3	5	



6.

x	-7	-4	-1	2	5	
y	7	4	1	-2	-5	



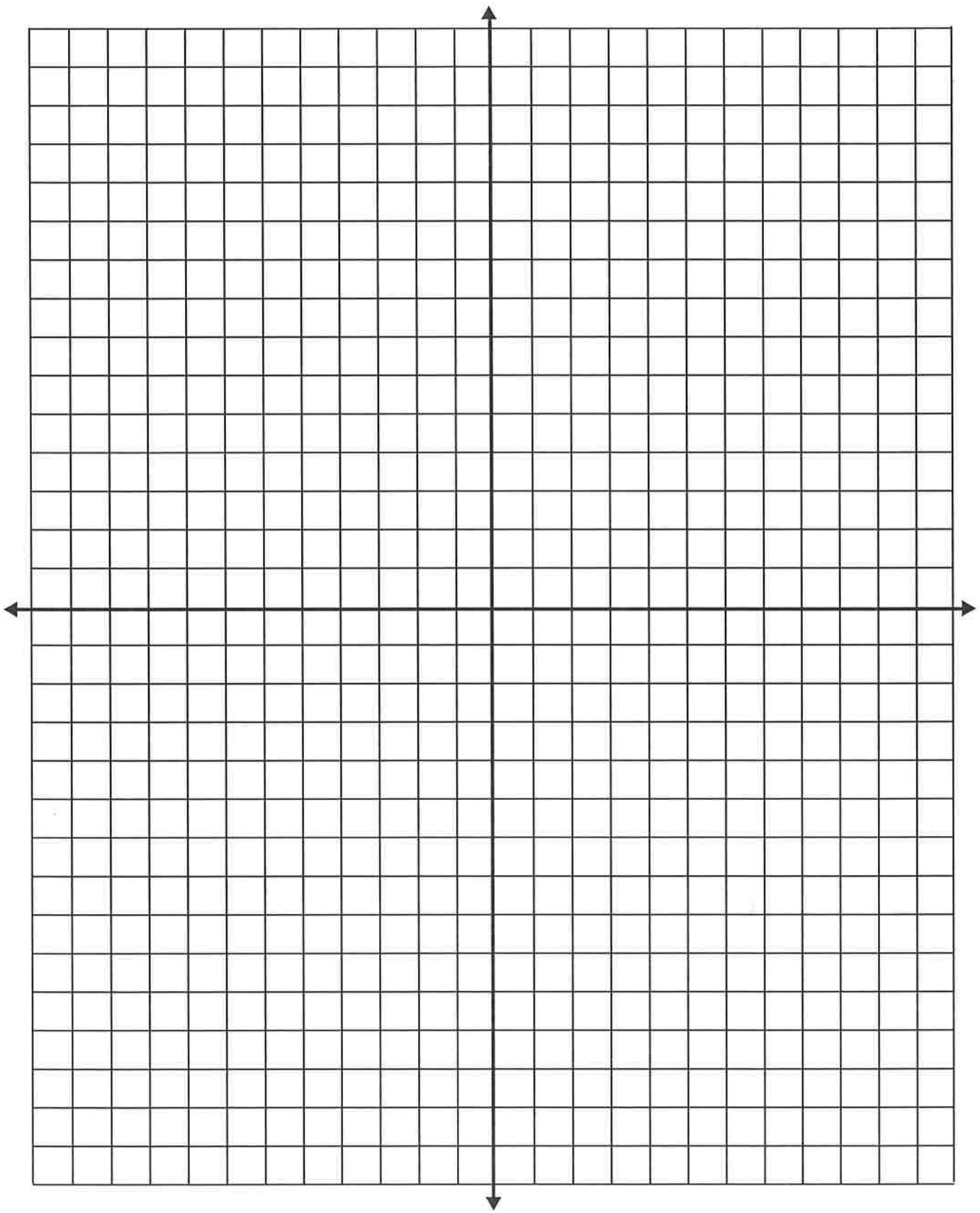
Design Your Own Coordinate Plane Picture

1. You will draw a picture on the coordinate plane. Your picture needs to be made up of horizontal, vertical and diagonal lines.
2. After you design your picture, you will need to provide the ordered pairs used to make your picture.
3. You must have at least 30 ordered pairs but no more than 60.
4. You will need to turn in both the picture you created and the list of ordered pairs used to create that picture. If you would like to color it, please do so.
5. Do this in pencil!!!!
6. Challenge- Complete your picture with 50+ coordinates AND color it! ☺

I have included 2 blank coordinate plane sheets in case you make a mistake. ONLY 1 COMPLETED COORDINATE PLANE SHEET IS REQUIRED!

wed - Fri
copy 1

Name _____ Designing Your Own Coordinate Plane Pictures



Wed - Fri
Copy 2

Name _____ Designing Your Own Coordinate Plane Pictures

