Monday	Tuesday	Wednesday	Thursday	Friday
Concept Review: Solve for the area of polygons such as parallelograms, triangles, and composite figures. Online Practice: **https://tinyurl.com/ycqts5sr**	Concept Practice: Represent three-dimensional figures using nets made up of rectangles and triangles, Video tutorial: **https://tinyurl.com/jquqkr3**	Fluency Practice: Complete the Cross Number Math Puzzle worksheet Online Practice: https://www.factmonster.com/math/flashcard http://www.sheppardsoftware.com/math.htm	Real world Math: • Find an empty rectangular prism in your food pantry. This could be a cereal box, fruit snack box, pancake mix box, etc. • Carefully take deconstruct or unfold the box to see all the faces. This is the net of your rectangular prism. • Use a ruler to measure for the area of each face and then find the total sum of all the faces for the surface area. Calculate the area of each face to the nearest whole number. *Challenge- calculate to the nearest half inch. Video tutorial: **https://tinyurl.com/k8x2fc6**	Quick Math: Calculate how many hours you spent on schoolwork this week. Convert to minutes ☺
Essential Standard Focus: **6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.	Essential Standard Focus: **6.NS.A1** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.	Essential Standard Focus: **6.NS.B.3** Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation	Essential Standard Focus: **6.RP.A.3** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.	Essential Standard Focus: **6.RP.A.1** Understand the concept of a ratio as comparing two quantities multiplicatively or joining or composing the two quantities in a way that preserves a multiplicative relationship.
	Eureka Math Lesson 15: Representing Three-Dimensional Figures Using Nets https://embarc.online/mod/page/view.php?id=3837			

Resources for further learning
https://saltriverschools.org/news/what_s_new/learningresources2020

6th Grade ELA Daily Schedule for the Week of: April 6 -10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
Pacific Sea Nettle Project	Pacific Sea Nettle Project	Elements of a Story	Elements of a Story	Figures of Speech: Working with Idioms. Reading your book
Essential Standard Focus: **6 W.7** Conduct short research projects to answer a question, drawing on several source and refocusing the inquiry when appropriate	Essential Standard Focus: **6.W.9** b. Apply grade 6 Reading standards to informational text and nonfiction.	Essential Standard Focus: **6.RL.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Essential Standard Focus: **6.W.10; 6.W.3** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Essential Standard Focus: **6.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

Resources for further learning
https://saltriverschools.org/news/what_s_new/learningresources2020

Additional Resources to support your students:
https://www.ixl.com/ela/vocabulary
englishlinx.com/idioms/
https://bit.ly/3aFt4G5

Lesson Summary

The formula to calculate the area of a parallelogram is $A = bh$, where b represents the base and h represents the height of the parallelogram.

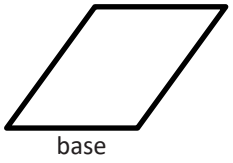
The height of a parallelogram is the line segment perpendicular to the base. The height is usually drawn from a vertex that is opposite the base.

Problem Set

Draw and label the height of each parallelogram.

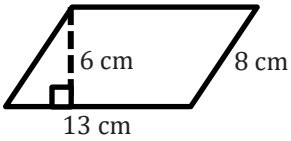
1.

2.



Calculate the area of each parallelogram. The figures are not drawn to scale.

3.



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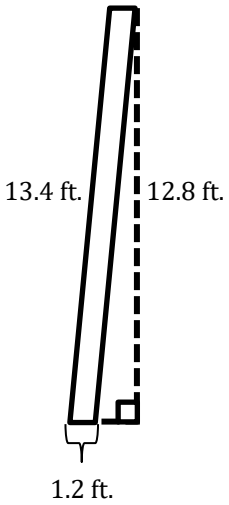

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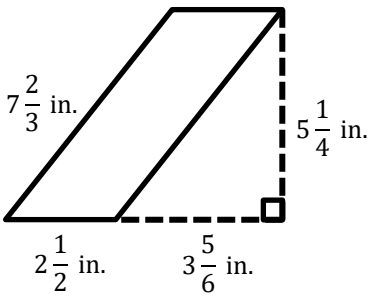

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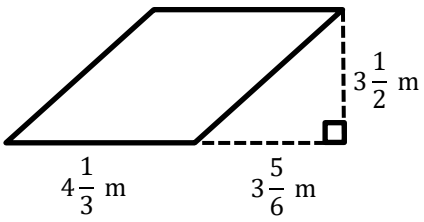
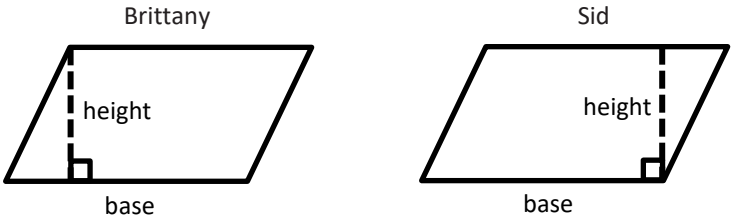


7. Brittany and Sid were both asked to draw the height of a parallelogram. Their answers are below.



Are both Brittany and Sid correct? If not, who is correct? Explain your answer.

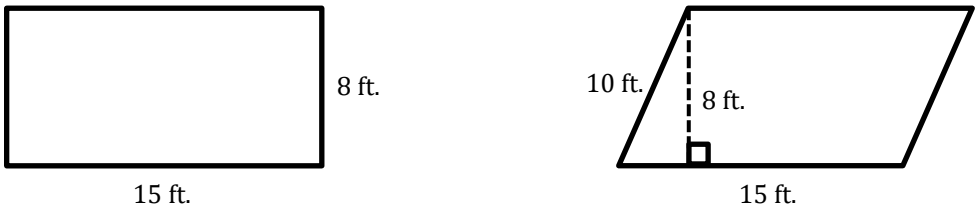
_____

_____

_____

_____

8. Do the rectangle and parallelogram below have the same area? Explain why or why not.



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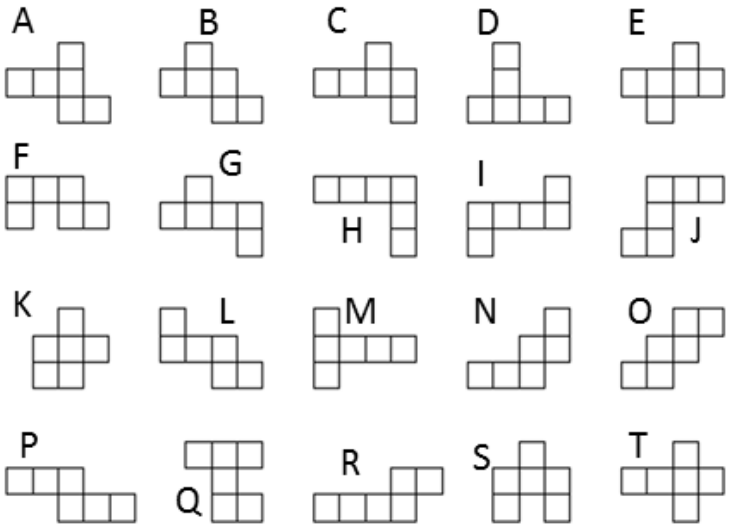
Lesson 15: Representing Three-Dimensional Figures Using Nets

Classwork

Exercise: Cube

1. Nets are two-dimensional figures that can be folded into three-dimensional solids. Some of the drawings below are nets of a cube. Others are not cube nets; they can be folded, but not into a cube.



a. Experiment with the larger cut-out patterns provided. Shade in each of the figures above that can fold into a cube.

b. Write the letters of the figures that can be folded into a cube.

c. Write the letters of the figures that cannot be folded into a cube.

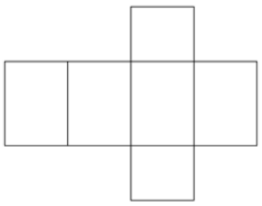
Lesson Summary

NET: If the surface of a 3-dimensional solid can be cut along sufficiently many edges so that the faces can be placed in one plane to form a connected figure, then the resulting system of faces is called a *net of the solid*.

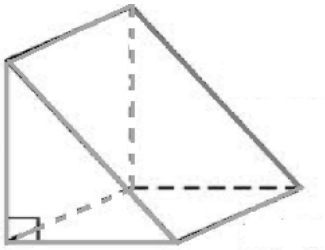
Problem Set

1. Match the following nets to the picture of its solid. Then, write the name of the solid.

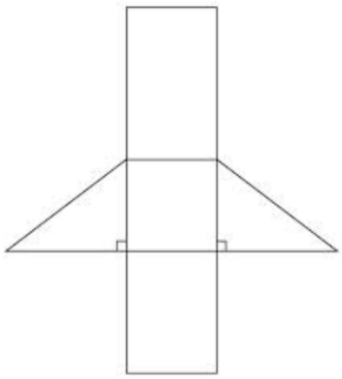
a.



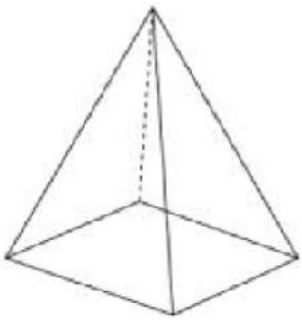
d.



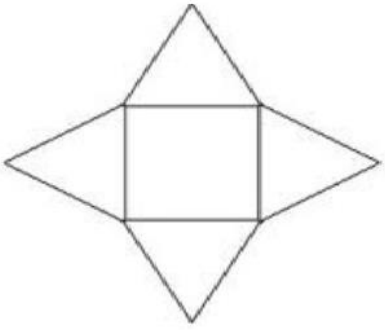
b.



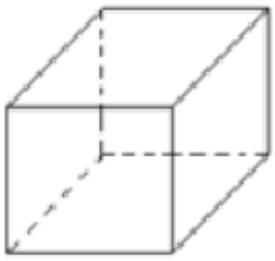
e.



c.



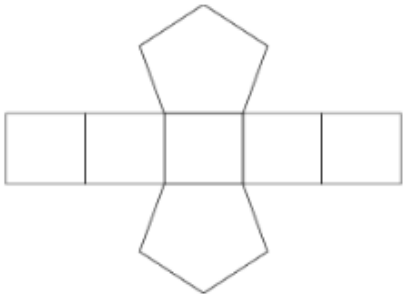
f.



2. Sketch a net that can fold into a cube.

3. Below are the nets for a variety of prisms and pyramids. Classify the solids as prisms or pyramids, and identify the shape of the base(s). Then, write the name of the solid.

a.



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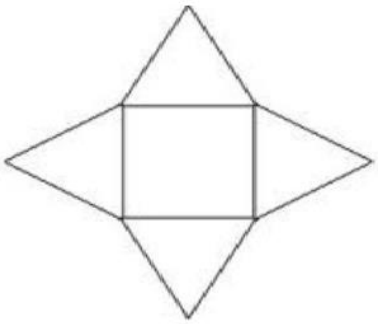

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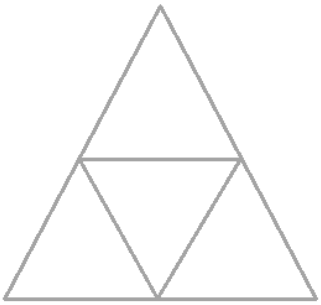

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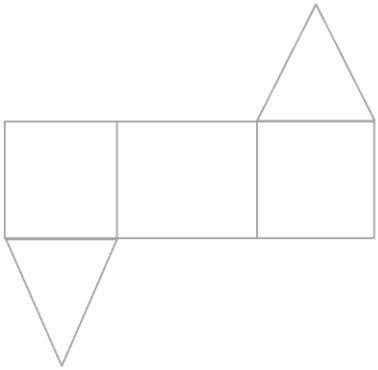

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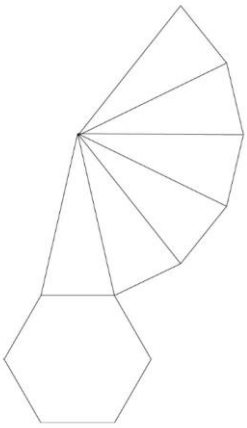

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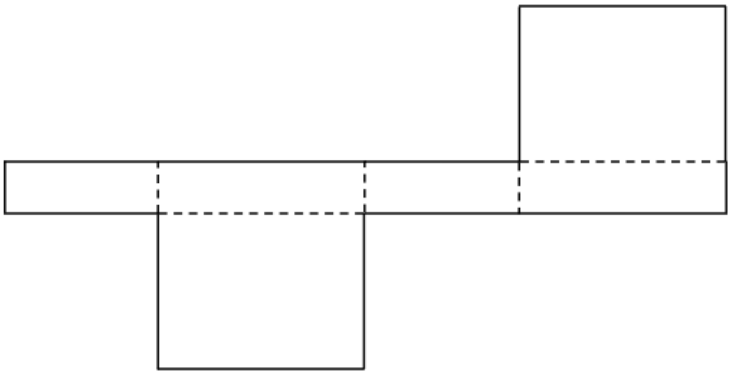


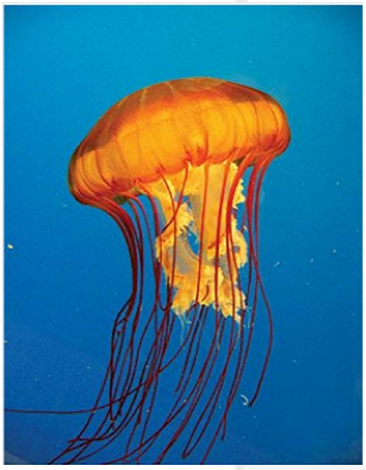
ELA WORK BEGINS ON THIS PAGE

Aquarium of the Pacific - Online Learning Center - Species Print Sheet

CONSERVATION STATUS: SAFE FOR NOW

Pacific Sea Nettle

Chrysaora fuscescens | CNIDARIANS • SEA JELLIES



Species Overview

Pacific sea nettles (also known as West Coast sea nettles) are in the class *Scyphozoa*, that of the jellies called true jellies.

The genus name of sea nettle jellies, *Chrysaora*, comes from Greek mythology. Chrysaor, reportedly a giant, was the son of Poseidon and Medusa. His name translates as 'golden falchion'. A falchion was a commonly used curved fighting sword that could cut through armor, a reference to the stinging ability of these jellies.

The West Coast sea nettle's species name, *fuscescens*, means dusky or dark referring to the dusky color of the nettle's bell.

Cultured at the Aquarium of the Pacific from polyp to adult ephyrae t

Species In-Depth

At the Aquarium

The Aquarium habitat for west coast sea nettles is in the Northern Pacific Gallery. Our aquarists have successfully cultured this species for many years. It takes about three months to rear the jellies from polyps to ephyrae, the adult stage. We exhibit our Aquarium of the Pacific-grown jellies and also share them with other aquariums.

Geograp hic Distribution

Commonly in coastal waters of California and Oregon. Less common west to Japan, north to the Gulf of Alaska, and south to the Baja Peninsula.

Habitat

Pacific sea nettles live near the surface of the water column in shallow bays and harbors in the fall and winter. In spring and summer they often form large swarms in deep ocean waters.

Physical Characteristics

The bell, or medusa, of Pacific sea nettles is dish-shaped, with shallow scallops (lobes) around the margin. Twenty-four long, ribbon-like, thin tentacles stream from the bell's margin and four long, lacy, pointed oral arms spiral out counterclockwise from the center of the bell. The bell is covered with warts that contain nematocysts (stinging cells).

The bell is yellowish or reddish-brown with a darker margin. There may be a lighter star pattern with 16 to 32 rays on the exumbrella, the outside surface of the bell. The tentacles and oral arms are very dark reddish to yellowish-brown in color.

Size

The bell diameter can be up to 30 cm (1 ft) with oral arms reaching as long as 1 m (3.3 ft). Oral arms can reach 3.6-4.6 m (12-15 ft). However, ton average, the sea nettles are are usually smaller.

Diet

These jellies are carnivores, feeding on other jellies and a variety of zooplankton including larval fishes and eggs, comb jellies, other jellies, and pelagic snails.. As they move through the water with both oral arms and tentacles extended, their tentacles stream below, above, and alongside the bell creating a large surface area with which to capture prey. When physical contact is made with a prey item, the nematocyst is triggered, causing the nematocyst cell to burst open. The cnidae explodes from the cell and discharges its toxin into the prey, paralyzing it. The trailing tentacles retract and transport the food up the tentacle to the gastric cavity

This research project may take several days to complete. Please read through the instructions. If you have any questions, you can email me at Christina.price@saltriverschools.org.

The two websites below will help you complete your research. The Monterey Bay Aquarium has a Jelly Cam where you can watch the Pacific Sea Nettles drift. Tuning in several times to the Jelly Cam may incite your creative mind to write a fantastic story about these beautiful sea creatures.

- Monterey Bay Aquarium www.montereybayaquarium.org Live Jelly Cam let's you watch the breathtaking sea nettles drift and pulse!
- Aquarium of the Pacific www.aquariumofpacific.org

Pacific Sea Nettle: Read information about the Pacific Sea Nettle. From the 11 topics about the Pacific Sea Nettle, choose six and create a report about this fascinating sea creature. Be sure to draw and color the Pacific Sea Nettle for the title page of your report.

After completing your research, create a fictional story involving the Pacific Sea Nettle. You can ask for participation of your family. Once your story is complete, please share it with your family and friends.

Elements of a Story

www.learner.org

Classroom resources, English Language Arts, Elements of a Story Interactive (picture of a castle)

This Elements of a Story Interactive is a fun way to learn about different ingredients that go into stories. You will be reading a version of Cinderella. The elements are: setting, characters, sequence, plot, exposition, conflict, climax and resolution. At the end there is an interactive skills test. There is also a section at the bottom for your grownups to support you with the story. Additionally, there are some activities for home.

Vocabulary

Setting	Where and when a story takes place
Characters	People, animals, or other creatures in the story
Sequence	A series of events
Plot	All of the action that takes place during the story
Exposition	The background information on the characters and setting explained at the beginning of the story. It will often have information about events that happened before the story began. This is the beginning of the plot
Conflict	Problems faced by the characters. Common conflict is that one character – the good Hero- wants to help someone else The –Villain- is trying to stop the Hero
Climax	When the conflict of the plot is resolved. It is often the most exciting part of the story.
Resolution	The end of the story

A fun activity to create at home are Flash Cards with the Story Elements on them. You could test yourself and then ask a family member to test you. Once you know these words, they will help you to ensure your story is interesting to read.

I am including another version of Cinderella called The Turkey Herd. This is a Native American story from the Zuni. After reading this story, think about how this story compares with stories that Mr. Ipa has taught you. Challenge yourself to re-write this version of Cinderella for the Salt River Pima Maricopa Indian Community. When you are finished, tell your Cinderella version to your family. Then ask them to retell it to you. Ask them how they would finish the story. How can you compare and contrast their ending with yours? How does your ending compare and contrast with The Turkey Herd.

The Turkey Herd

Native American (Zuni)

Long ago at Kyakima lived a girl who spent all her time herding turkeys. She never did anything for her sisters. Nobody would comb her hair. It was all in a snarl. Her sisters would tell her to cook. They would say, "Why do you so love the turkeys?" She did not answer. After her sisters had cooked, she would take the bread and go out and tend the turkeys.

At Matsaki they were dancing *lapalehakya*
(lapa>lapapoawe, "parrots;" *lahakya,* "tell").

They were dancing for the third time, when the turkey girl said, "Younger sisters [*ahani*]!"

The turkeys said, "What?"

The girl said, "I want to go and see the dance."

The turkeys said, "You are too dirty to go."

She repeated, "I want to go." The turkeys said, "Let us eat the lice out of her hair!"

Then each ate lice from her hair.

Then an elder-sister (*kyauu*) turkey clapped her wings, and down from the air fell women's moccasins (*mokwawe*). Then her younger sister (*ikina*) clapped her wings, and down from the air fell a blanket dress (*yatone*). Then another elder sister clapped her wings, and down from the air fell a belt (*ehnina*). A younger sister clapped her wings, and a *pitone* fell down. An elder sister clapped, and a blanket (*eha*) fell down. The little younger sister (*an hani tsanna*) clapped, and a hair belt (*tsutokehnina*) fell down.

An kyauu said, "Is this all you want?"

The girl said, "Yes." She put on the moccasins and the *ehayatonana*.

The turkeys put up her hair in a queue.

She said to the turkeys, "I will come back before sundown."

She went to her house, and made a little cloth bag, and filled it with meal. Then she went on to Matsaki.

Her sisters said, "Has she gone to the dance?"

One said, "Yes."

-- "She is too dirty to go."

After she reached Matsaki, as she stood there, the dance director (*otakya mosi*) asked if she would dance.

She said, "Yes." She danced all day. When the sun set, she finished dancing, and ran back to the turkeys.

The turkeys had said, when she did not come, "We must not go on living here. Our sister does not love us."

When she arrived, they were not there. They were on top of a little hill, singing:

Kyana to to
kyana to to
kyana to to ye
uli uli uli to to to to.

They flew down to Kyakima. They went on as fast as they could until they came to turkey tracks (*tonateanawa*). There they drank at the spring. Their tracks were from north, south, east, west. After they drank, they flew to Shoakoskwikwi. They reached a high rock. They sat on it, and sang:
Kyana to to
kyana to to
kyana to to ye
uli uli uli to to to to.

When *awan kyauu* arrived, the turkeys were not there. She saw their tracks. She followed the tracks on a run. At Tonateanawa she saw where they had drunk. She ran on. Then she lost their tracks. She went back to her house. The turkeys had flown to Shoakoskwikwi, to the spring there. That is why at Shoakoskwikwi you see wild turkeys. The girl came back to her house crying.

Her sisters said, "Don't cry! You did not return on time. You did not love them."

The girl stayed and cooked for her sisters. Thus it was long ago.

Can imagine what the wild turkeys look like in the spring?

Can you write an alternative ending?

Idiom- an expression that has two meanings; a literal and figurative

A picture paints a thousand words
Apple of my eye
Back seat driver
Back to the basics
Bad hair day
Back to square one
Ball and chain
Beeswax
Big Apple
Blind leading the blind

Take each of these idioms and create a literal definition and draw and icon (small picture) to represent the common meaning. Have you ever used any of these idioms? Does your family include idioms in their daily speech? Can you create your own idiom?

A Note to Students: I hope you are enjoying your new books from Scholastic. Please make sure you are reading every day! Remember to write a response to each book that you are reading. When you return you might be able to take an AR quiz on your book. Reading is fun! Read to your family! Read as many types of literature that you enjoy! Please let me know how you are doing. I miss you! -- Ms. Price