Welcome 6-1 to Remote Learning Part 4!

Here you will find your work for Language Arts, Math, Science, and Social Studies. Each section will have a cover page with instructions and contact information!

Technology Help!

Laptop issues: please email the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:

1) Student ID number (ex: RS12345)
2) Parent/Guardian name, Parent/Guardian email and phone number contact information.
3) School Name / Teacher name
4) A description of the problem with the computer
5) The Rock Hill Schools Technology Department Staff will be 24on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill

Canvas: https://rockhill.instructure.com/login/canvas

** For more information on remote learning, please visit: RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or RHS District website at: https://www.rock-hill.k12.sc.us/elearning

Language Arts Section

Student Name:_____Date: _____
Course: **Language Arts**
Teacher: **Wogon**
Teacher Office Hours: **10-12**
Teacher Email: **vwogon@rhmail.org or in canvas**

POETRY UNIT

5/4: PBIS Event (Make up work)

5/5: Social and Emotional Lesson

5/6: Zoom Lesson on Quatrains: Write a couplet that has 8 stanzas (8 groups of 2 lines). It must be on the same topic (Example: Sports, School, Friends, Dogs, Summer, etc.) See attached Rhyme Scheme Sheet to help! Use a word document to do this. Save it and submit it as a file upload. Name it Couplet poem and add your name. This is the 2nd poem in your poetry book! (See Couplet and Quatrain Attachment for practice)

5/7: Write a poem that has several quatrains. You will have 4 lines in each stanza. You will have three stanzas. The poem needs to be one the same topic for all three stanzas. Color and illustrate your poem. Use the rhyme scheme sheet to help you. Use a word document to do this. Save it and submit it as a file upload. Name it Quatrain poem and add your name. This will be your 3rd poem.

5/8: Where would you like to go if you could go somewhere? Create a word document and write a paragraph telling me about the place you would like to go and why you want to go there.

5/11: Zoom Lesson on Cinquains: You will practice writing a cinquain. (See Cinquain Attachment for practice)

5/12: Write your own cinquain. Do this on a word document and add a picture. This will be the 4th poem in your poetry booklet. (See Cinquain Attachment for practice) Use a word document to do this. Save it and submit it as a file upload. Name it Cinquain poem and add your name. This will be the 4th poem in your poetry booklet.

5/13: Zoom Lesson Bio Poem (See Bio Poem Attachment)

5/14: Use the attachment to create and illustrate your own bio poem. This will be the fifth poem in your poetry. Use a word document to do this. Save it and submit it as a file upload. Name it Bio Poem and add your name. This will be the 5th poem in your poetry booklet. (See attached document for help)

5/15: Look at the three poem (A, B, and C) below to read and enjoy a variety of poems. Let me know which one or ones you like best and why. Submit your response. Have fun! (https://poets.org/text/poems-kids)

5/18: Zoom Lesson on Acrostic Poems

5/19: Create an **acrostic poem** with your first name. See the attachment labeled acrostic. Use a word document to do this. Save it and submit it as a file upload. Name it Acrostic poem and add your name. This will be the 6th poem in your poetry booklet

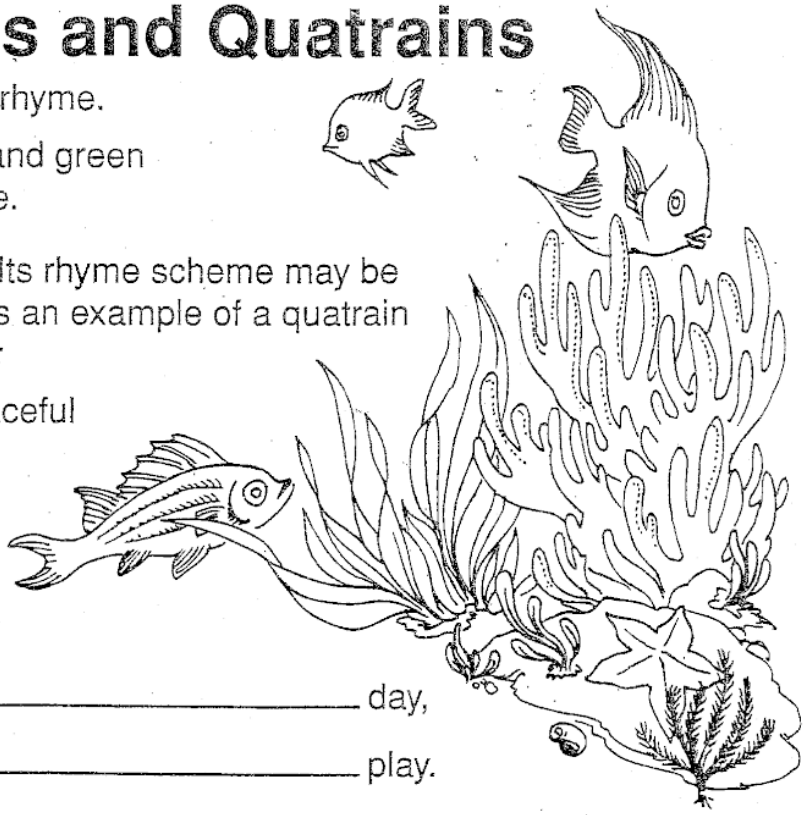
5/20: Zoom Lesson on Free Verse Poems

5/21: Create a **free verse poem**. Use the attachment to help. There are no rules, so you have complete freedom! Use a word document to do this. Save it and submit it as a file upload. Create it in a word document and add pictures. This will be the 7th poem in your poetry booklet Name it Free Verse poem and add your name.

5/26: Poetry Cafe

Name _____ Writing a couplet and a quatrain

Couplets and Quatrains



A couplet is a pair of lines that rhyme.

The artist stirred some blue and green
To paint an underwater scene.

A quatrain is a four-line poem. Its rhyme scheme may be *aabb, abab, abcb*, or *abba.* Here is an example of a quatrain that has a rhyme scheme of *abcb:*

There is nothing quite so peaceful
As the sound of gentle rain,
Pitter-pitter-patting
Against my window pane.

Complete the following couplet:

_____ day,

_____ play.

Complete the following quatrain:

Last night I had the strangest dream,

_____ ,

I ate two tons of vanilla ice cream,

_____ .

Write your own couplet.

_____

_____

Write your own quatrain.

_____

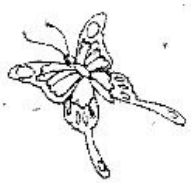
_____

_____

_____

Name _____ Writing a cinquain

Creative Cinquains



A cinquain is an unrhymed poem made up of five lines. Each line of the poem has specific rules.

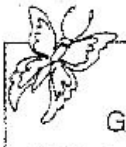
Line 1 – one word that names a subject

Line 2 – two words that describe the subject

Line 3 – three verbs that describe actions related to the subject

Line 4 – four words that express a feeling about the subject

Line 5 – one word that refers to or is a synonym for the subject



Butterflies
Gentle creatures
Fluttering, searching, landing
Lovely flashes of light
Miracles

Complete the following cinquains:

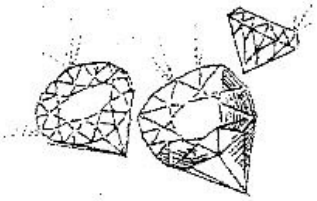
Lion

Big cat

Stalking _____ _____

_____ _____ _____ _____

_____



Diamonds

_____ _____

Sparkling _____ _____

_____ _____ _____ _____

_____

Write your own cinquain.

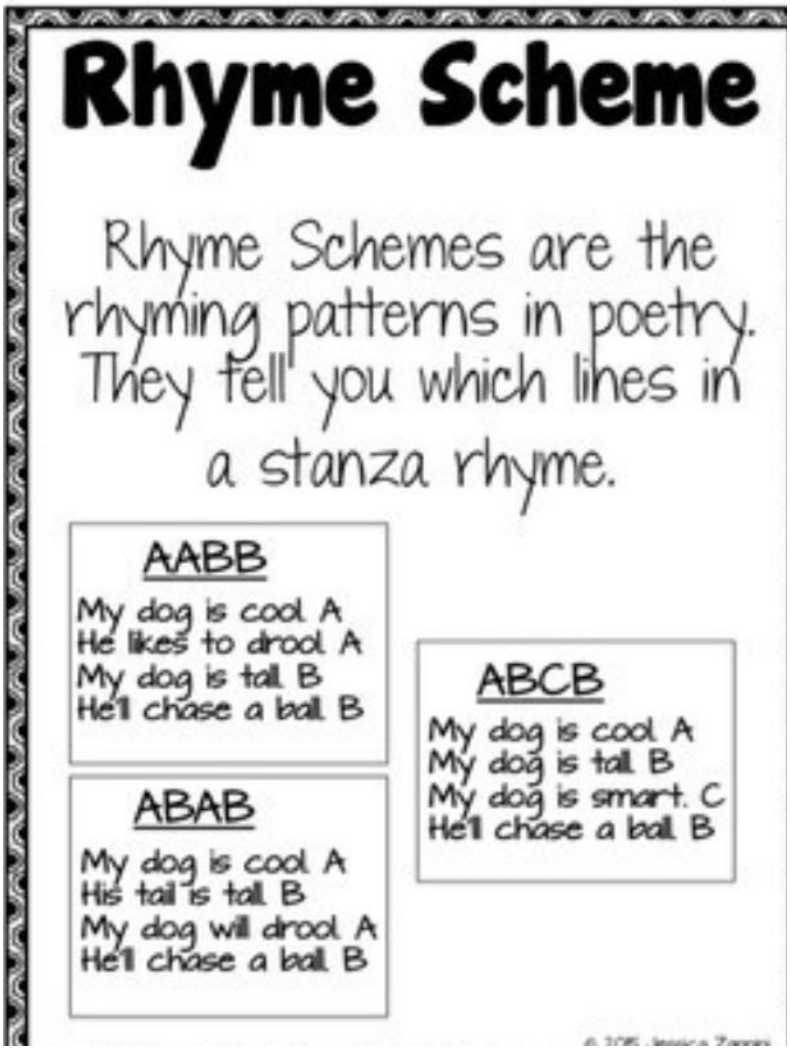
_____

_____ _____

_____ _____ _____

_____ _____ _____ _____

_____



- Line 1 Your first name
- Line 2 who is (3 adjectives)
- Line 3 who is brother or sister of
- Line 4 Who loves (three ideas or people)
- Line 5 Who feels (three ideas)
- Line 6 Who needs (three ideas)
- Line 7 Who gives (three ideas)
- Line 8 Who fears (three ideas)
- Line 9 Who would like to see (person, place, idea)
- Line 10 Who shares>>>>
- Line 11 Who is>>>>
- Line 12 Who is resident of…….
- Line 13 Your last name

MAYBE THIS DAY IS NOT
ONE OF YOUR FAVORITES. BUT
NEVER FORGET THAT EVERY
DAY YOU WAKE UP IS AN
AMAZING GIFT AND IT'S UP TO
YOU TO MAKE IT COUNT

Acrostic Poem

George gets into mischief
Eats bananas
Often in trouble
Really curious
Goes to the zoo
Expert climber

Write an acrostic poem about yourself. Put the letters of your first name at the beginning of each line. Write a descriptive word or phrase that begins with the letter on the line.

Mother Doesn't Want a Dog

Mother doesn't want a dog.
Mother says they smell,
And never sit when you say sit,
Or even when you yell.
And when you come home late at night
And there is ice and snow,
You have to go back out because
The dumb dog has to go.

Mother doesn't want a dog.
Mother says they shed,
And always let the strangers in
And bark at friends instead,
And do disgraceful things on rugs,
And track mud on the floor,
And flop upon your bed at night
And snore their doggy snore.

Mother doesn't want a dog.
She's making a mistake.
Because, more than a dog, I think
She will not want this snake.

Poem A

Be Glad Your Nose Is on Your Face

Be glad your nose is on your face,
not pasted on some other place,
for if it were where it is not,
you might dislike your nose a lot.

Imagine if your precious nose
were sandwiched in between your toes,
that clearly would not be a treat,
for you'd be forced to smell your feet.

Your nose would be a source of dread
were it attached atop your head,
it soon would drive you to despair,
forever tickled by your hair.

Within your ear, your nose would be
an absolute catastrophe,
for when you were obliged to sneeze,
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,
remains between your eyes and chin,
not pasted on some other place--
be glad your nose is on your face!

Poem B

Sick

"I cannot go to school today,"
Said little Peggy Ann McKay.
"I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more—that's seventeen,
And don't you think my face looks green?
My leg is cut—my eyes are blue—
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke—
My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is—what?
What's that? What's that you say?
You say today is. . .Saturday?
G'bye, I'm going out to play!"

Poem C

Math

Student Name: _____Date: _____

Course: Math
Teacher: Ownbey
Teacher Office Hours: 1-3
Teacher Email: mownbey@rhmail.org

Instructions:

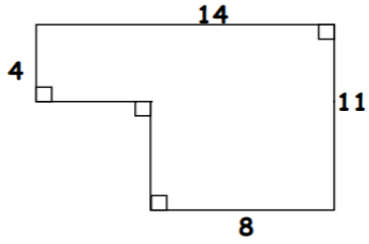
1. For this round, there will be no Problem of the day questions.
2. I will be introducing new content: Perimeter and Area of 2D Shapes. Volume of 3D shapes. Make sure if you read through the notes and you aren't understanding, give me a quick text or call or schedule a zoom conference with me and I can help you.
3. You do not have to do both internet and no internet activities.
4. May 6th-8th -Area of Parallelograms/Rectangles/Squares, Triangles and trapezoids
    a. If you do not have access to internet, read through pages 1-6 and complete pages 7 and 8.
    b. If you do have internet, You can read through the notes and follow the module on Canvas for round 4 May 6-8.
5. May 11th-13- Area of Compound Figures
    a. If you have internet, Follow the modules to complete the EdPuzzle videos and IXL sections
    b. If you do not have internet, review notes pages 1-3, then complete pages 9-10
6. May 14th-15th
    a. Finish any IXL assignments or edpuzzles from May 6th through 13th or any worksheets, Schedule a time to meet with me if you are still having trouble.
7. May 18th-19th Introduction to Data and Analysis
    a. If you have internet, Mean Median Mode Edpuzzle
    If you do not have internet, Review Mean Median and Mode notes
8. May 20th-21st
    a. If you have internet, IXL 6th grade HH. 2 and HH. 3 (80 or better)
    b. If you DO NOT have internet, Mean Median Mode practice 1 and 2
9. May 22nd - Catch up day/ Review
10. May 25-26- Catch up day/Review

Geometry

The *perimeter* of a shape is defined as the distance around the shape. Since we usually discuss the perimeter of polygons (closed plane figures whose sides are straight line segments), we are able to calculate the perimeter by just adding up the lengths of each of the sides

Example 1:

Find the perimeter of the figure below



Solution:

It is tempting to just start adding of the numbers given together, but that will not give us the perimeter. The reason that it will not is that this figure has SIX sides and we are only given four numbers. We must first determine the lengths of the two sides that are not labeled before we can find the perimeter. Let's look at the figure again to find the lengths of the other sides.

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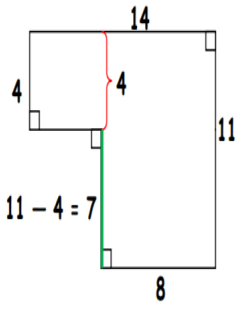
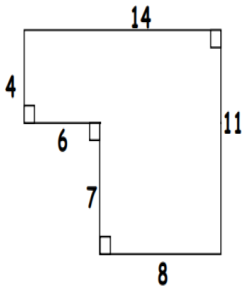
Since our figure has all right angles, we are able to determine the length of the sides whose length is not currently printed. Let's start with the vertical sides. Looking at the image below, we can see that the length indicated by the red bracket is the same as the length of the vertical side whose length is 4 units. This means that we can calculate the length of the green segment by subtracting 4 from 11. This means that the green segment is 7 units.



In a similar manner, we can calculate the length of the other missing side using $14 - 8 = 6$. This gives us the lengths of all the sides as shown in the figure below.



Now that we have all the lengths of the sides, we can simply calculate the perimeter by adding the lengths together to get $4+14+11+8+7+6=50$. Since perimeters are just the lengths of lines, the perimeter would be 50 units.

The *area* of a shape is defined as the number of square units that cover a closed figure. For most of the shapes that we will be dealing with there is a formula for calculating the area. In some cases, our shapes will be made up of more than a single shape. In calculating the area of such shapes, we can just add the area of each of the single shapes together.

We will start with the formula for the area of a rectangle. Recall that a rectangle is a quadrilateral with opposite sides parallel and right interior angles.

Area of a Rectangle

$$A = bh$$

b = the base of the rectangle
h = the height of the rectangle

Our next formula will be for the area of a *parallelogram*. A parallelogram is a quadrilateral with opposite sides parallel.

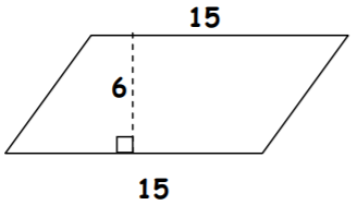
Area of a Parallelogram

$$A = bh$$

b = the base of the parallelogram
h = the height of the parallelogram

You will notice that this is the same as the formula for the area of a rectangle. A rectangle is just a special type of parallelogram. The height of a parallelogram is a segment that connects the top of the parallelogram and the base of the parallelogram and is perpendicular to both the top and the base. In the case of a rectangle, this is the same as one of the sides of the rectangle that is perpendicular to the base.

Find the area of the figure below



Solution:

In this figure, the base of the parallelogram is 15 units and the height is 6 units. This mean that we only need to multiply to find the area of $A = bh = 15 \times 6 = 90$ square units.

Our next formula will be for finding the area of a *triangle* (a three-sided polygon).

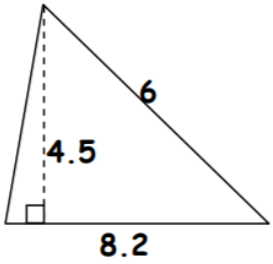
Area of a Triangle

For a triangle with a base and height

$$A = \frac{1}{2}bh$$

b = the base of the triangle
h = the height of the triangle

Find the area of the figure.



Solution:

Notice that in this figure has a dashed line that is shown to be perpendicular to the side that is 8.2 units in length. This is how we indicate the height of the triangle (the dashed line) and the base of the triangle (the side that the dashed line is perpendicular to). That means we have both the height and the base of this triangle, so we can just plug these numbers into the formula to get

$A = \frac{1}{2}bh = \frac{1}{2}(8.2)(4.5) = 18.45$ square units.

Our next formula will be for the area of a *trapezoid. (If you have internet access, do the trapezoid edpuzzle)*

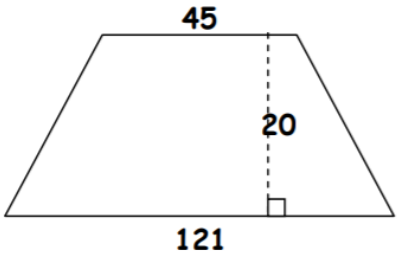
Area of a Trapezoid

$$A = \frac{1}{2}(b_1 + b_2)h$$

b_1 = the one base of the trapezoid
b_2 = the other base of the trapezoid
h = the height of the trapezoid

A *trapezoid* is a quadrilateral that has one pair of sides which are parallel. These two sides are called the bases of the trapezoid. The height of a trapezoid is a segment that connects the one base of the trapezoid and the other base of the trapezoid and is perpendicular to both of the bases.

Find the area of the figure



Solution:

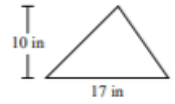
For this trapezoid, the bases are shown as the top and the bottom of the figure. The lengths of these sides are 45 and 121 units. It does not matter which of these we say is b_1 and which is b_2. The height of the trapezoid is 20 units. When we plug all this into the formula, we get $A = \frac{1}{2}(b_1 + b_2)h = \frac{1}{2}(121 + 45)20 = 1660$ square units.

Geometry Practice 1

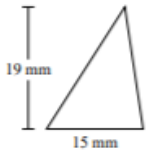
Finding Area of Triangles Name:

Find the area of each triangle. Units are not to scale.

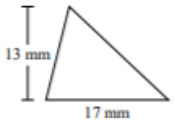
1)



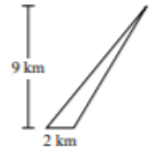
2)



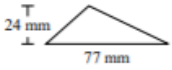
3)



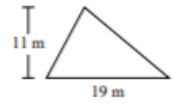
4)



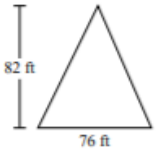
5)



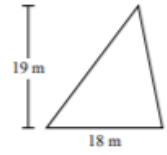
6)



7)



8)



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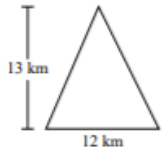
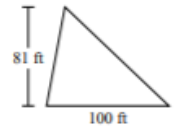


10)



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

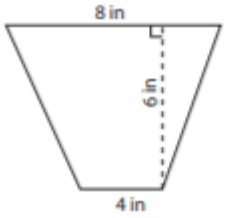
Geometry Practice 2

Trapezoid - Area

T1L1S1

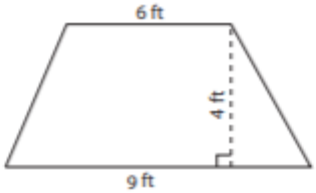
Find the area of each trapezoid.

1)



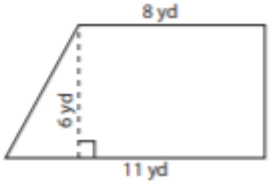
Area = _____

2)



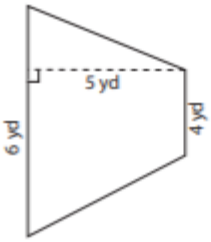
Area = _____

3)



Area = _____

4)

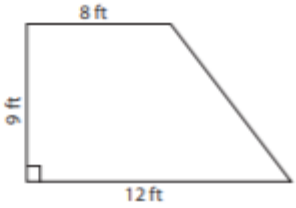


Area = _____

5)

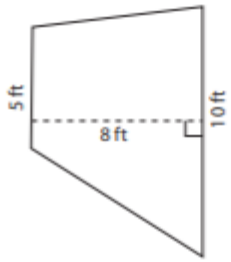
Area = _____

6)



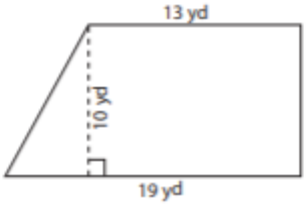
Area = _____

7)



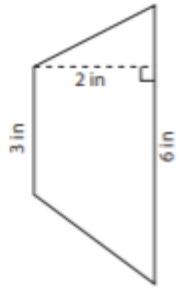
Area = _____

8)



Area = _____

9)



Area = _____

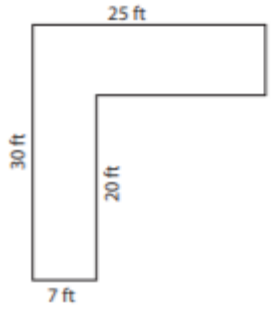
Geometry Practice 3

Area of L-Shapes

Sheet 1

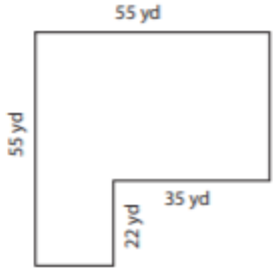
Find the area of each shape.

1)



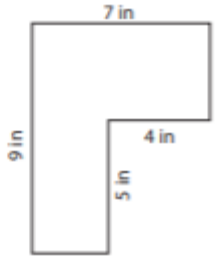
Area = _____

2)



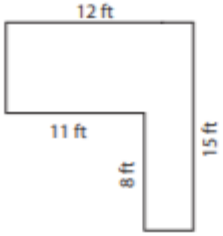
Area = _____

3)



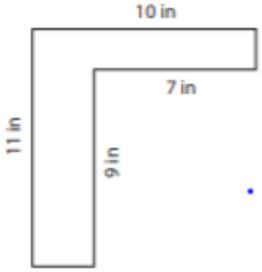
Area = _____

4)



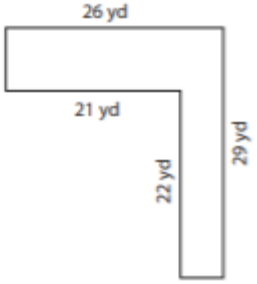
Area = _____

5)



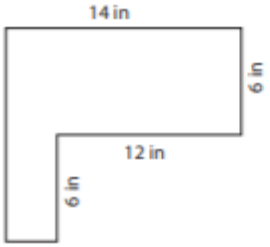
Area = _____

6)



Area = _____

7)

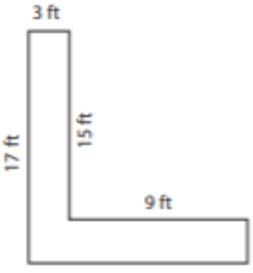


Area = _____

8)

Area = _____

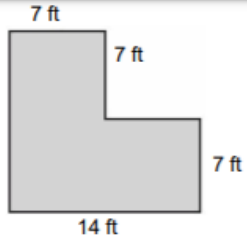
9)



Area = _____

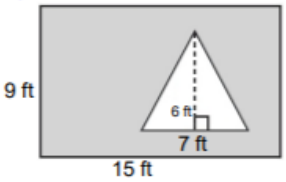
Geometry Practice 4 (**If you have internet access, Do IXL 6th Grade FF. 24, instead of the problems below)**

1)



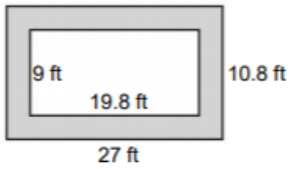
Area: _____

2)



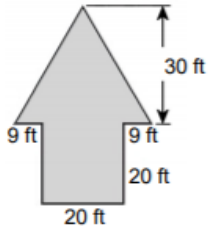
Area: _____

3)



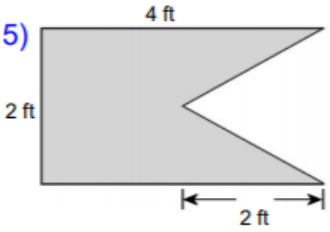
Area: _____

4)



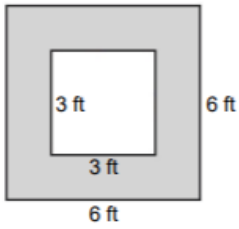
Area: _____

5)



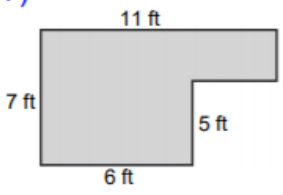
Area: _____

6)



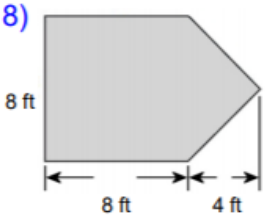
Area: _____

7)



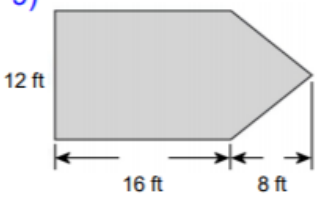
Area: _____

8)



Area: _____

9)



Area: _____

Data and Analysis

VOCABULARY	DEFINITION	EXAMPLE
RANGE	**The difference between the least and greatest values in the set of numbers.**	2,5,3,6,9,8 **9 – 2 = 7** **Range = 7**
MEAN	**The sum of all the items, divided by the number of items in the set. Also called the average.**	2,4,3,6 **2 + 4 + 3 + 6 = 15** **15 ÷ 4 = 3.75** **Mean = 3.75**
MEDIAN	**The middle value when the data are in numerical order. If there are two numbers in the middle, find the mean (average) of those two numbers.**	2,4,3,6,8,5 **2,3,4,5,6,8** **4+5=9** **9÷2=4.5** **4.5 = median** 2,4,3,6,8,5,7 **2,3,4,5,6,7,8** **5 = median**
MODE	**The value or values that occurs most often in a set of data.**	4,5,3,4,3,2,4,6 4 = mode

Mean Median and Mode practice 1

Length of Worms (in.)	3	5	4	2	6

1. Find each and show all work below.

Range: _____ Mean: _____ Median: _____ Mode: _____

Ages of Brothers (yr)	12	16	15	14	8

2. Find each and show all work below.

Range: _____ Mean: _____ Median: _____ Mode: _____

Heights of Trees (m)	7	11	9	7	6

3. Find each and show all work below.

Range: _____ Mean: _____ Median: _____ Mode: _____

Mean Median Mode Practice 2

Sizes of Bottled Juice (L)	6	12	12	16	24

4. Find each and show all work below.

Range: _____ Mean: _____ Median: _____ Mode: _____

Football Team Wins (games per season)	10	8	10	8	14

5. Find each and show all work below.

Range: _____ Mean: _____ Median: _____ Mode: _____

6)	6, 2, 13, 7, 6, 11, 10, 6, 2	
order		
	Mean	Median
	Mode	Range

Social Studies All Students

Student Name:_____Date: _____

Course: Social Studies

Teacher: Wogon, Patterson, Ownbey

Teacher Office Hours: 10-12

Teacher Email: vwogon@rhmail.org, mownbey@rhmail.org, fpatterson@rhmail.org or in canvas

May 4-- **You will go to Discovery Ed SS app in your launch pad. Your assignment is the one below. You will read the article and watch the video segments that are below the article: The Italian City-States, Italy The Origin of the Renaissance, and The Medicis in Florence.**

You do not have to do the Michelangelo activity

The Birthplace of the Renaissance

May 5-- **Complete The Renaissance EdPuzzle for today.**

May 6-- **After completing the activities introducing the Renaissance, what do you want to learn more about and why? Write a paragraph telling me what you want to learn more about and why. Create and save a new word doc and write the paragraph .**

May 7-- **You will go to Discovery Ed SS app in Launch Pad. You will read A Growing Idea (Links to an external site.)**

May 8-- **You will go to Discovery Ed SS app in Launch Pad. You will read the article A True Renaissance Man**

Also watch the video segments and look at the images and read the captions.

May 11-- **You will go to the Discovery Ed App in Launch Pad and read the article Renaissance Artists**

Also watch the video segments and look at the images and read the captions.

May 12-- **You will go to the Discovery Ed app in Launch Pad and read the article Spreading the Word**

(Links to an external site.)

Also watch the video segments and look at the images and read the captions. You do not have to do The Printing Press Activity

May 13-- **You will go to the Discovery Ed app in the launch pad. Read the article Renaissance Artists**

(Links to an external site.)

Also watch the video segments and look at the images and read the captions. Next week you will have Tuesday and Wednesday to work on a project.

You will need to select a Renaissance artist to research. You will share what you learned about the artist and what piece of work you liked best of theirs.

May 14-- **You will go to the Discovery Ed app in Launch Pad and read the article Spreading the Word**

(Links to an external site.)

Also watch the video segments and look at the images and read the captions. You do not have to do The Printing Press Activity

May 15-- **You will go to the Discovery Ed app in the launch pad. Read the article Renaissance Artists**

(Links to an external site.)

Also watch the video segments and look at the images and read the captions. Next week you will have Tuesday and Wednesday to work on a project.

You will need to select a Renaissance artist to research. You will share what you learned about the artist and what piece of work you liked best of theirs.

May 18-- **Zoom meeting to discuss project directions and expectations. Choose an artist from the Renaissance Period, and create a PowerPoint or another way to present about the artist's life and the paintings they are most famous for.**

May 19-- **Working on Renaissance Project.**

May 20-- **Working on Renaissance Project.**

May 21-- **Project presentations through Zoom meeting.**

May 22-- **No school work**

May 25-- **Memorial Day: no school work**

May 26-- **Continuing project presentations through Zoom.**

Science Section

Student Name: _____
Date: _____

Course: **Science**
Teacher: **Ms. Patterson**
Teacher Office Hours: **11-1**
Teacher Email: **fpatterson@rhmail.org**
Other form of contact if help is needed: **Cell phone: (843) 412 - 5520**

Instructions to complete the student packet:
-All Work must be submitted by

-**Monday, May 4** -- PBIS Event and make-up work

-**Tuesday, May 5** -- Social-Emotional Activity

-**Wednesday, May 6**-- Angiosperm Edpuzzle and complete the Angiosperm Discussion Questions.

-**Thursday, May 7**--Angiosperms Article and Questions. Answer the questions in the text entry or upload a separate file.

-**Friday, May 8** -- Gymnosperms Edpuzzle and complete the Gymnosperms Discussion Questions.

-**Monday, May 11**-- Gymnosperms Article and Questions. Answer the questions in the text entry or upload a separate file.

-**Tuesday, May 12**-- Study the Monocot and Dicot picture.

-**Wednesday, May 13**--PowerPoint or drawings of two monocot plants and two dicot plants. Give two reasons why each plant is a monocot or dicot. **Hint: look at the picture from Tuesday, May 12.

-**Thursday, May 14**-- Acres of Corn Planted Article and Question. Answer the questions in the text entry or upload a separate document.

-**Friday, May 15**-- Study the vocabulary for tropism.

-**Monday, May 18**-- Start the Drawing of your Vegetable Garden or Flower Garden. Describe the type of flowers or veggies you would plant, tell spacing between plants and why, also tell how you would take care of your garden. Remember to use color for your picture. Upload Drawing as a file.

-**Tuesday, May 19**-- Complete Your Drawing and Upload.

-**Wednesday, May 20**-- Take a walk outside and name 7 different plants or flowers you saw on your walk. Describe how they get water and if they're vascular or nonvascular, and monocots or dicots.

-**Thursday, May 21**-- Review Questions on Plants. Answers should be uploaded as a file or in the text box.

-**Friday, May 22**-- Make Up Day

-**Monday, May 25**-- Make Up Day (Memorial Day)

-**Tuesday, May 26**-- Everyone on Zoom to Present their Paragraph or Drawing of Vegetable Garden or Flower Garden. Zoom will be Tuesday at 12:30. Invitation will be in your inbox.