

# INSTRUCTION WEEK OF MAY 18<sup>TH</sup> 2020

MS. KELLY'S SIXTH GRADE GLOBAL THINKERS

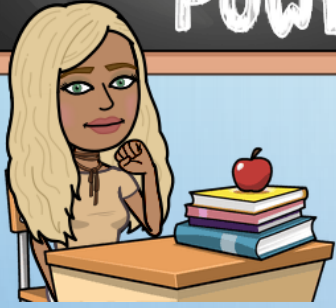
**i'm always  
with you**



# STUDENT OF THE WEEK:

- STUDENT OF THE WEEK FOR THE WEEK OF MAY 11<sup>TH</sup> 2020:
- STUDENT OF THE WEEK FOR THE WEEK OF MAY 4<sup>TH</sup> 2020: **BRYAN** FOR ALWAYS ATTENDING ZOOM EVEN WITH ONLY HAVING ACCESS TO A CELL PHONE AND SUBMITTING WORK ALL WEEK. HOPEFULLY YOU CAN GET SOMETHING WITH A SCREEN SOON!
- STUDENT OF THE WEEK FOR APRIL 27<sup>TH</sup> 2020: **SAMANTA!** FOR ALWAYS ATTENDING ZOOM SESSIONS AND WORKING HARD TO SUBMIT WORK EACH DAY LAST WEEK!
- STUDENT OF THE WEEK **MARIO!** VERY PROUD OF YOUR DEDICATION TO ZOOM SESSIONS AND SUBMITTING WORK!
- NEW STUDENT OF THE WEEK FOR APRIL 13<sup>TH</sup> 2020: **KENIA** FOR SUBMITTING ALL WORK AND ALWAYS ATTENDING ZOOM SESSIONS ON TIME!
- NEW STUDENTS OF THE WEEK FOR THE WEEK OF APRIL 6<sup>TH</sup> 2020: **ANGEL AND JACQUELINE** THEIR WORK HAS BEEN AMAZING!!!!
- NEW STUDENTS OF THE WEEK FOR MARCH 30<sup>TH</sup>: KEVIN AND JAKE. STUDENTS OF THE WEEK FOR MARCH 23<sup>RD</sup>: **KENIA, DARWIN, AND ZEYDI.**

Knowledge is  
POWER



## MORNING MESSAGE:

- GOOD MORNING! TODAY IS MONDAY MAY 18<sup>TH</sup> 2020. WE WILL HAVE MUSIC TODAY AT 10:40 A.M. WITH MR. DELLA-RATTA!
- THANK YOU TO THOSE STUDENTS FOR SUBMITTING WORK OVER THE WEEKEND: JACQUELINE, DARWIN, KENIA, KEVIN, ANGIE, ANGEL, JERRY AND MICHAEL.
- **MRS. PEREZ WILL FACILITATE A PARENT MEETING TODAY, MONDAY, MAY 18TH AT 1:30PM. SHE WILL PRESENT TIPS TO SUPPORT PARENTS WITH DISTANCE LEARNING. PLEASE INVITE YOUR PARENTS.**
  - **MEETING ID: 746 6535 9049**
  - **PASSWORD: 2KTYJB**
- TODAY IS A NEW WEEK! WE WILL ONLY HAVE ONLINE TEACHER CONTACT MONDAY THROUGH THURSDAY THIS WEEK. WE WILL BE OFF FOR MEMORIAL DAY WEEKEND FRIDAY, MONDAY, AND TUESDAY. A PROJECT WILL BE ASSIGNED.
- THIS WEEK WE WILL:

WE WILL BE READING, "RESCUING OUR DOCUMENTS OF FREEDOM" IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL BE CONTINUING THROUGH MODULE 13 AREA AND POLYGONS AND WORKING ON RALLY BOOK LESSON 28.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 42: ECOSYSTEMS AND ENVIRONMENTAL CHANGES.

IN SOCIAL STUDIES WE WILL CONTINUE READING "ANCIENT CHINA" FOUND ON OUR SCHOLASTIC APP.



# Barack Obama Elementary School

May 19<sup>th</sup> & May 21<sup>st</sup>



1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>RD</sup> Grade  
Tuesday @ 2:30

4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> Grade  
Thursday @ 2:30



*Zoom Log In*

*413 204 394*

*Your Teacher Will Give You The  
Password*

## Monday Morning Meeting:

What do you see, think, see, and wonder about the image below?



# RALLY BOOK READING ASSIGNMENT: “RESCUING OUR DOCUMENTS OF FREEDOM” (PAGE 207-209)

- **LESSON: CRAFT AND STRUCTURE**
- **STANDARD: RI.6.5** ANALYZE HOW A PARTICULAR SENTENCE, PARAGRAPH, CHAPTER, OR SECTION FITS INTO THE OVERALL STRUCTURE OF A TEXT AND CONTRIBUTES TO THE DEVELOPMENT OF THE IDEAS.
- **OBJECTIVE:** I CAN ANALYZE VARIOUS SECTIONS OF THE TEXT TO DETERMINE HOW THEY HELP DEVELOP THE BIG IDEA OF THE ENTIRE TEXT.
- **ENTRY TICKET:** AS AN AUTHOR YOU WANT TO MAKE YOUR MESSAGE CLEAR, WHAT CAN YOU DO TO MAKE SURE YOUR READER UNDERSTANDS YOUR MESSAGE?



# RALLY BOOK READING ASSIGNMENT: “RESCUING OUR DOCUMENTS OF FREEDOM.”

- BEFORE READING, LET’S ANALYZE THE DIFFERENT TEXT FEATURES AND HOW THEY ARE USED TO HELP DEVELOP A LARGER IDEA.

## 1.SIDE-BAR: PROTECTING THE PAST

2.

3.

# RALLY BOOK READING ASSIGNMENT: "RESCUING OUR DOCUMENTS OF FREEDOM."

## Rescuing Our Documents of Freedom

By Sharlene P. Nelson

- 1 In the summer of 1814, Stephen Pleasonton served as a senior clerk for Secretary of State James Monroe. Pleasonton worked with other clerks in the State Department offices in Washington City, the nation's young capital. Eight thousand people lived in the city where new government buildings stood along dirt streets.
- 2 These were the final days of the War of 1812, when United States soldiers and sailors defended the nation against the British. Some people thought the British might attack Washington. Others thought the city was safe, including Secretary of War John Armstrong. He declared, "... they certainly will not come here! What the devil will they do here?" The British, however, intended to capture Washington. Admiral George Cockburn said that taking a country's capital is "always so great a blow to the government of a country."
- 3 Messages began arriving in Washington saying that the British were coming. James Monroe volunteered to scout their movement. He mounted his horse and rode nearly fifty miles southeast of the city. On Saturday, August 20, Monroe spied the British commanded by Admiral Cockburn. He watched their ships sailing up the Patuxent River in Maryland and their troops marching overland toward Washington.
- 4 Monroe quickly scribbled a note to Pleasonton and gave it to a messenger. As the messenger rode into Washington, dust clouds filled the hot, humid air. Horses and oxen pulled wagons filled

### Protecting the Past

Every year more than a million people visit the National Archives in Washington, D.C. They come to see the Declaration of Independence and the U.S. Constitution. Signed more than two hundred years ago, the documents are sealed behind thick glass, where visitors can see the faded signatures of our Founding Fathers. After the



documents were signed, the U.S. Congress placed them in the care of the State Department.



with the household goods of people fleeing the city. The messenger hurried through the crowd, found Pleasonton, and gave him the note.

5 Pleasonton read Monroe's note. It ordered him to find a safe place for the Declaration of Independence and the Constitution. "I proceeded to purchase coarse linen and cause it to be made into bags of convenient size," Pleasonton later wrote. He, with the other clerks, began placing department records, George Washington's letters, the Declaration of Independence, and the Constitution in the linen bags. As they worked, Secretary of War John Armstrong walked by on the way to his office.

6 His voice rising in anger, Armstrong told Pleasonton he was foolish. Armstrong still believed the British would not attack Washington. "I replied that we were under a different belief," wrote Pleasonton, "... it was the part of prudence to preserve the valuable papers of the Revolutionary Government." He finished packing, then loaded the valuable cargo onto carts.

7 Pleasonton and other clerks drove the horse-drawn carts across a Potomac River bridge and continued upriver a few miles to an abandoned mill. Pleasonton hid the linen bags in the mill. Then he changed his mind. He noticed that the mill was near a foundry where cannons were made. He was afraid that the British might find the foundry and destroy it, the mill, and the valuable documents.

8 The next day, Pleasonton obtained wagons from nearby farmers. After loading the linen bags into the wagons, he and the men drove thirty-five miles to Leesburg, Virginia. They arrived on the evening of August 24. Pleasonton found an empty house, stored the documents, locked the doors, and gave the key to the sheriff. Exhausted, Pleasonton checked into a hotel. That night while he slept, Leesburg townspeople watched a distant, bright glow in the night sky. The British had set fire to Washington. Homes and government buildings were burned, including the State Department offices.

### The Constitution

The thirteen American colonies wanted to be free and independent of Great Britain. In 1776, representatives from the colonies signed the Declaration of Independence declaring their freedom. After winning freedom in the American Revolution, representatives created and signed the U.S. Constitution. In 1789, the Constitution became the law for the new nation of the United States of America.



9 A month later, the United States defeated the British at Baltimore, Maryland. People began returning to Washington to rebuild the city. The Declaration of Independence and the Constitution were also returned to the capital.

10 In 1820, Stephen Pleasonton was appointed superintendent of the nation's lighthouse establishment, a position he held for thirty-two years. Many remember him as the superintendent who established more than 260 U.S. lighthouses. Few remember him as the clerk who rescued our documents of freedom.

# RALLY BOOK READING ASSIGNMENT: “RESCUING OUR DOCUMENTS OF FREEDOM” (PAGE 207-209)

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- **OBJECTIVE:** I CAN ANALYZE VARIOUS SECTIONS OF THE TEXT TO DETERMINE HOW THEY HELP DEVELOP THE BIG IDEA OF THE ENTIRE TEXT.
- **ENTRY TICKET:** WHAT PARTICULAR SENTENCE, PARAGRAPH, OR SECTION CONTRIBUTES TO A LARGER IDEA IN THE TEXT, “RESCUING OUR DOCUMENTS OF FREEDOM?”

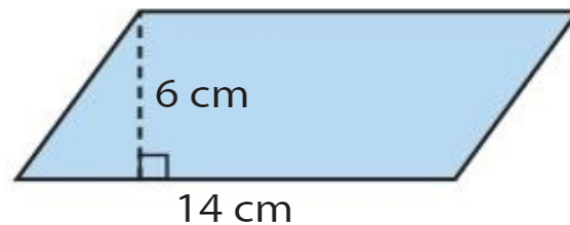


# UNIT 6: RELATIONSHIPS IN GEOMETRY

## MODULE 13: AREA AND POLYGONS

- **LESSON:** AREA OF POLYGONS
- **STANDARD:** **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.
- **OBJECTIVE:** I CAN FIND THE AREA OF PARALLELOGRAMS, RHOMBUSES, AND TRAPEZOIDS.
- **ENTRY TICKET:**

5. Find the area of the parallelogram.





## RALLY BOOK PAGE 78 QUESTION 3

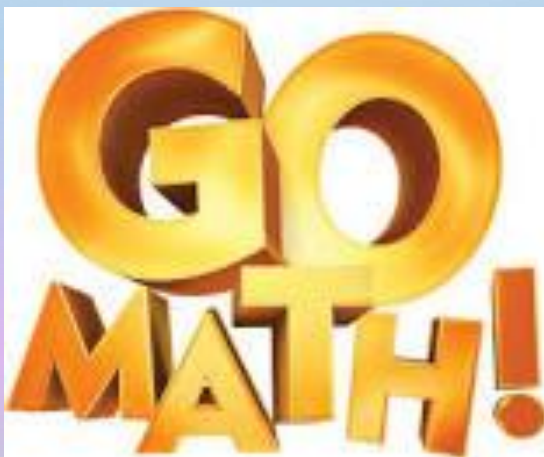
- THREE BIKE RIDERS RECORDED THEIR DISTANCES AND TIMES AS SHOWN IN THE TABLE BELOW:

Rider	Distance (d)	Times (t)
Lauren	24 miles	180 minutes
Melody	31 $\frac{1}{2}$ miles	3 $\frac{1}{2}$ hours
Sean	29.75 miles	210 minutes

USE THE FORMULA  $D=RT$  TO FIND EACH RIDER'S RATE IN MILES PER HOUR. THEN, PUT THREE RIDERS' SPEEDS IN ORDER FROM SLOWEST TO FASTEST.

# GO MATH ONLINE STUDENT BOOK

- STUDENTS WILL COMPLETE MODULE 13 LESSON 1 BY FOLLOWING ALONG ONLINE WITH THE STUDENT ONLINE WORK BOOK AND THEIR MATH NOTEBOOK.



# WORK DUE MONDAY

## MAY 18<sup>TH</sup> 2020

- **READING: RALLY BOOK READING**, “RESCUING OUR DOCUMENTS OF FREEDOM.” (PAGES 207-209) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 1-7
- **MATH: RALLY BOOK MATH** LESSON 28. READ THE INSTRUCTIONAL PAGES 191-197. ANSWER MULTIPLE CHOICE QUESTION 5 . EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 42: ECOSYSTEMS AND ENVIRONMENTAL CHANGES(PAGES 267-271) READ, ANNOTATE, AND ANSWER THE GUIDED QUESTIONS.
- **SOCIAL STUDIES: SCHOLASTIC APP**: READ THE TEXT “ANCIENT CHINA.” ANSWER THE FOLLOWING QUESTIONS BASED ON CHAPTER 3 “A LAND OF PLENTY”: (PAGE 38-40)
  1. WHAT INFORMATION DID YOU LEARN ABOUT MODERN CHINA?
  2. HOW DID THE YELLOW RIVER GET ITS NAME?
  3. WHY IS THE YELLOW RIVER SO SIGNIFICANT?