

6th Grade

Snow Day Scholars Program



2
0
1
9

2
0
2
0

Independent Learning Day Activities

Dear Students, Parents and Families:

As you know, weather in Connecticut during the long winter months is unpredictable, and often impacts our school schedule. For the 2019-2020 school year, the South Windsor Board of Education approved a district wide pilot of the **Snow Day Scholars** program. This initiative will support ongoing learning, even when students are home from school. The pilot will allow us to assess the feasibility of allowing students to demonstrate independent learning on emergency closing days with the understanding that the day will not need to be added to the calendar in June. The Snow Day Scholars program will only be initiated after three (3) emergency closing days have occurred. Both the 4th and 5th emergency closing days will be designated as an Independent Learning Day.

While at home on these days, students are asked to engage in independent learning, using their time to apply the skills and knowledge they have been working on in their classrooms. Included in this booklet are the following:

- Two separate menus of learning activities carefully crafted by teams of teachers and curriculum professionals are provided for each of the two Snow Day Scholars emergency closing days. These activities represent various content areas and levels of difficulty, and aim to support creativity, innovative thinking, personal wellness, and social consciousness.
- Some activities refer to a separate worksheet. These items are highlighted in **red**, and contain a reference number (e.g., "1-A") which can be found at the top of each attachment. All attachments have been provided in student packets, and are also available on the website.
- A **SAMPLE** of the optional parent feedback form is provided for your reference. Principals will send a link to the online survey to parents after each Snow Day Scholars event.

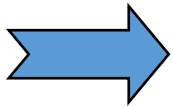
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their homeroom teacher.

If you have any questions, do not hesitate to reach out to your child's teachers. **For your convenience, all of the information included in this packet (with embedded hyperlinks) is also available on the website.** Links to this and other information are provided on the back cover of this booklet.

Your continued partnership to help South Windsor Public Schools develop meaningful programs and activities for our students is always appreciated!

DREAM. ACHIEVE. INSPIRE.

Day 1 Activity Menu for Emergency Closing Day #4



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource

<input type="checkbox"/>  Write a one page snow-day memoir focusing on a memory from a previous winter.	<input type="checkbox"/>   Data Charting and Graphing: Use the Data Charting and Graphing template (1-A) to make a data table and create a graph of objects you can find in or around your house.	<input type="checkbox"/>   Listen to a composition by a composer of your choosing. Write a short essay describing the composition, and write 1-2 paragraphs about the composer and what you learned from your research. www.classicsforkids.com	<input type="checkbox"/>  With permission from an adult: (1) shovel snow for at least 30 minutes; or (2) go outside and sled down a hill for at least 30 minutes.
<input type="checkbox"/>  Log-in to your EverFi account, and complete one of the activities listed on the Digital Literacy worksheet (1-B) .	<input type="checkbox"/>  Read an independent choice text for at least 30 minutes and respond to one of the following prompts: "What themes are emerging in the novel and what evidence supports your response?"	<input type="checkbox"/>  Quantile Math at Home: Explore enrichment activities for math just for you! (Go to Lexile Math , choose "Common Core," "Grade 6"; choose how you feel about math this year, and complete one or more activities of your choice.	<input type="checkbox"/>  Landscape From Your Window. Follow the instructions (1-C) and draw a picture of what you see from your window.
<input type="checkbox"/>  Complete the Paper Towel Lab Investigation. See the Scientific Inquiry worksheet (1-D) .	<input type="checkbox"/>  Pick a recipe and show what the recipe would be if you wanted to double it, triple it, or only make half. Record the original amounts as well as the new amounts you have calculated.	<input type="checkbox"/>  Log-in to Flocabulary , go to "Current Events—Week in Rap." Listen to the Rap and then complete 2 of the 5 activities.	<input type="checkbox"/>  Choose and complete one or more activities from any of the following websites that interests you: www.8notes.com www.musictheory.net www.classicsforkids.com
<input type="checkbox"/>  Calculate the surface area and volume of two "rectangular prism" objects from your home. Then, calculate the perimeter and area of two square, rectangle or triangular objects.	<input type="checkbox"/>  With permission, go online and watch a brief video on Elements of Art: Color Theory ; then answer the questions listed on the worksheet (1-E)	<input type="checkbox"/>  Interview a family member and ask 5 questions about their heritage/culture OR about a country they have visited. What was the most interesting thing you learned? What surprised you most?	<input type="checkbox"/>  Let's Get Moving: Work on your fitness! Pick and complete at least three activities from the fitness worksheets (1-F) (instructions and diagrams are included)

Day 1 Worksheets, Writing Prompts and Attachments



DIGITAL LITERACY: EVERFI ACTIVITIES

(1-B)



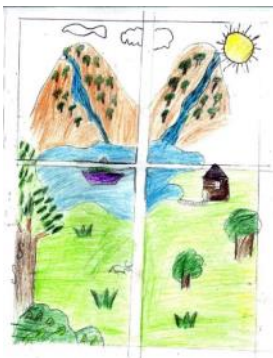
Log-in to your [EverFi](#) account and complete one or more of the following activities:

- Choosing a Computer
- Wireless Communication
- The Virtual World
- Internet Resources & Credibility
- Creating Multimedia Projects
- Digital Relationships and Respect
- The Future of Technology and You



LANDSCAPE FROM YOUR WINDOW

(1-C)



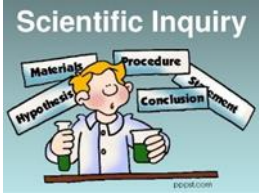
Use materials of your choice (crayons, pencils, paint, clay) to create a picture of the view from your window. What do you see? What is happening? How can you tell? What details can you include in your artwork to describe what you see? Find a creative way to show what is happening outside your window. Bring your artwork to school to share with your class.

Added Challenge: After you've created your artwork, write about the view from your window using the same prompts listed above.



SCIENTIFIC INQUIRY

(1-D)



Use the following testable question to complete the outline below. You ARE NOT completing this lab. Write your answers on a separate piece of paper.

“Does the brand of paper towel (e.g., Bounty, Viva or Generic) affect the amount of water absorbed?”

- Identify the Independent Variable (IV) and Dependent Variable (DV).
- Write a hypothesis (If...IV...then...DV...because...)
- Identify two constants. (These are the “things” you need to keep the same for each trial.)
- Write a procedure that could be followed to test this question. (Be sure to include numbered steps.)
- Create a sample data table with possible results using 3 different brands of paper towels. Make up the numbers, and remember you should have 3 trials plus the average.

Brand of Paper Towel	Trial 1 Amount of water absorbed ML	Trial 2 Amount of water absorbed ML	Trial 3 Amount of water absorbed ML	Average

Day 1 Worksheets, Writing Prompts and Attachments



ELEMENTS OF ART: COLOR THEORY

(1-E)

PART ONE: Watch a brief video and answer the questions below:

<https://cptv.pbslearningmedia.org/resource/06ec86f8-58a8-4906-8e2e-faa31102c6dd/elements-of-art-color-kqed-art-school/>

- What are the Primary Colors?
- What are the Secondary Colors?
- Explain what color variations are used to make a "monochromatic" artwork?
- Choose one word from the video that you aren't familiar with and define it using a dictionary. If there weren't any words you didn't understand, choose one that you think someone else might not know.

PART TWO: Analysis of a piece of art. Answer the following questions based on the art you see here:

Snow Mountain by Henry Hobart Nichols



- What color scheme is the artist using in this artwork?
- How does the color scheme effect the feeling you get from this artwork?
- If you were painting a landscape, what kind of colors would you use? And why?



WALL PUSH-UP EXERCISE

TARGETED MUSCLES: Arms, shoulders, and chest



1. Face a wall, standing a little farther than arm's length away, feet shoulder-width apart.
2. Lean your body forward and put your palms flat against the wall at shoulder height and shoulder-width apart.
3. Slowly breathe in as you bend your elbows and lower your upper body toward the wall in a slow, controlled motion. Keep your feet flat on the floor.
4. Hold the position for 1 second.
5. Breathe out; slowly push yourself back until your arms are straight.
6. Continue for 10-15 reps
7. Rest 1 minute, then repeat 10-15 more reps.

CURL-UPS

TARGETED MUSCLES: Abdominals



1. Begin by lying flat on the floor on your back with knees bent, heels approximately 18' away from your buttocks and arms extended at your side
2. Raise your head and shoulders off the floor and slide your hands along the floor keeping your elbows locked and feet flat until your fingertips almost reach your heels
3. Return to the starting position (only pausing for ½ second) then repeat this movement until you have done 10-15 reps.
4. Rest 1 minute, then repeat another 10-15 reps.

STANDARD PLANK

TARGETED MUSCLES: The **plank** is one of the best **exercises** you can **do** for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. Depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.



1. Plant hands directly under shoulders (slightly wider than shoulder width) like you're about to do a push-up.
2. Ground toes into the floor and squeeze glutes to stabilize your body. Your legs should be working, too — be careful not to lock or hyperextend your knees.
3. Neutralize your neck and spine by looking at a spot on the floor about a foot beyond your hands. Your head should be in line with your back.
4. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.
5. Continue for 10-15 reps. Rest 1 minute, then repeat 10-15 more reps.

BOX JUMPS

During the upward phase of this movement, you'll use your core, glutes, quads, hamstrings, calves, and even arms to propel yourself onto the **box**. When you land during **box jump** workouts, your quads will do most of the work



1. To properly perform a basic **box jump**, stand facing the **box**, feet shoulder-width apart.
2. Bend your knees and swing arms behind you, keeping your back straight. In one explosive motion, swing your arms forward and push off the ground, tucking your knees slightly as you spring up onto the **box**.
3. Repeat this until you have done 10 reps total.
4. Rest one minute then repeat 10 more reps.

Day 1 Worksheets, Writing Prompts and Attachments

FOREARM PLANK

TARGETED MUSCLES: The **plank** is one of the best **exercises** you can **do** for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. And depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.

1. This variation, one of the most common ways to perform a plank, is slightly easier than holding your body up with just your hands.
2. Place forearms on the floor with elbows aligned below shoulders and arms parallel to your body at about shoulder width. If flat palms bother your wrists, clasp your hands together.
3. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.

MOUNTAIN CLIMBERS

An exercise that gets your heart rate up fast, while also firing nearly every **muscle** group in the body—deltoids, biceps, triceps, chest, obliques, abdominals, quads, hamstrings and hip abductors.



1. Start in a plank position with arms and legs long. Beginning in a solid plank is the key to proper form and good results in the **Mountain Climber**. ...
2. Pull your right knee into your chest. ...
3. Quickly switch and pull the left knee in...
4. Continue to switch knees until you have performed 10-20 reps
5. Rest one minute, then perform 10-20 more reps

HIGH KNEES



How to Do High Knees

Develops strength and endurance of the hip flexors, the **muscles** that lift the **knees** and prevents plodding in the running stride. Develops strength and endurance of the quads. Stretches the hip extensors, which include the gluteal **muscles**. These benefits lead to a longer stride for faster, more efficient running.

1. Stand with your feet hip-width apart. Lift up your left **knee** to your chest.
2. Switch to lift your right **knee** to your chest. Continue the movement, alternating legs and moving at a sprinting or running pace for 30 seconds.
3. Rest one minute, then repeat for 30 more seconds

JUMPING JACKS

Target Muscles—Lats, shoulders, biceps, triceps, inner thighs, hamstrings, quads, calves, and glutes



1. Start standing up with your legs together, a slight bend in knees, and hands resting on thighs.
2. Keeping knees bent, open the arms and legs out to the sides. Arms come above the head and legs wider than shoulders.
3. Close your arms and legs back to your sides, return to start.
4. Repeat until you have performed 20 reps
5. Rest one minute then repeat 20 more reps

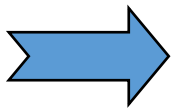
SQUAT JUMPS



A **squat** or **jumping** exercise works numerous **muscles** in the lower body, core, and even the upper body. The major **muscles** used are the quadriceps, hamstrings, gluteals, lower back and abdominals.

1. Stand with your feet shoulder-width apart.
2. Start by doing a regular squat, then engage your core and jump up explosively.
3. When you land, lower your body back into the squat position to complete one rep. Land as quietly as possible, which requires control.
4. Do two sets of 10 reps.

Day 2 Activity Menu for Emergency Closing Day #5



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



Literacy



Math



S.T.E.M.



Social Studies



Career & Tech Ed





Art and Music



Health and Wellness


NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource



Read a current article on [Newsela](#) related to technology. Write a paragraph that explains the central idea of the article using at least 3 details from the article to support your response.



FCS Hazard Hunt: Identify any places or objects in your own home that could be dangerous for babies, toddlers and children, and describe how you could make your house safer.





Snowfall Totals Data: Follow the instructions on your **worksheet (2-A)** to determine which cities have the most snowfall and explain why, using proximity to water, latitude and altitude in your rea-



Letter Game: Vowels are worth \$50 each and consonants are worth \$40. Can you make a word worth exactly \$200? \$600?




Choose and complete one or more activities from any of the following websites that interests you:
www.8notes.com
www.musictheory.net
www.classicsforkids.com


Using words and pictures create a collage. Title the collage and write a one paragraph explanation about the story of the work.


Pretend you don't have internet access. Take a Digital Detox; and play a board game, card game, do a puzzle, color, create a paper snowflake. How long did you last? Write about how you felt afterwards.




Log-in to [Junior Scholastic](#) using your Google classroom account. Select an article from any issue, and complete the information requested on the **worksheet (2-B)**.




Practice CER - complete the **Paper Towel Lab CER (2-C)**.




Make a list of food items and assign each item a price. Ask someone to "pretend" to make a purchase. Your cash register is broken; use pencil and paper to total the items. How much change would you owe? Write your transactions down.




Go to MYPLATE.gov, and plan a nutritious meal for either breakfast, lunch or dinner. With permission from an adult, assist in making the meal. Take a snapshot of the menu or meal.




Read independently for at least 30 minutes and respond to one of the following prompts: "What motivates the main character?" or "If your character were to be given an award, what award would it be and why?"




Elements of Art: Line
 Watch the video and complete the activities listed on **worksheet (2-D)**.



BONUS: Design your own Snow Day Scholars activity. What are the goals and learning expectations of your activity? What content area(s) does it represent?



Complete one of the workout videos listed on the **"Low Impact Workout For Beginners" (2-E)**.



Quantile Math at Home:
 Explore enrichment activities for math just for you! (Go to [Lexile Math](#), choose "Common Core," "Grade 6"; choose how you feel about math this year, and complete one or more activities of your choice.



Title of Article: _____

Date article was published: _____

Author of article: _____

Put a bright dot on the map to indicate which country the article was written about:



Country and continent: _____

Brief summary of article: _____

Choose a visual from the article (picture, graph, map, chart). Visual: _____

Why did the author include the visual?

One new vocabulary word and it's meaning:

Day 2 Worksheets, Writing Prompts and Attachments



PRACTICE C.E.R.: PAPER TOWEL EXPERIMENT

(2-C)

Question Investigated: Does the brand of paper towel affect the amount of liquid absorbed?

*Identify the independent variable: _____

*Identify the dependent variable: _____

Experimental Overview:

Place one paper towel over a bowl.

Pour 1/8 of a teaspoon of water on the paper towel.

Continue adding water until the paper towel begins to leak.

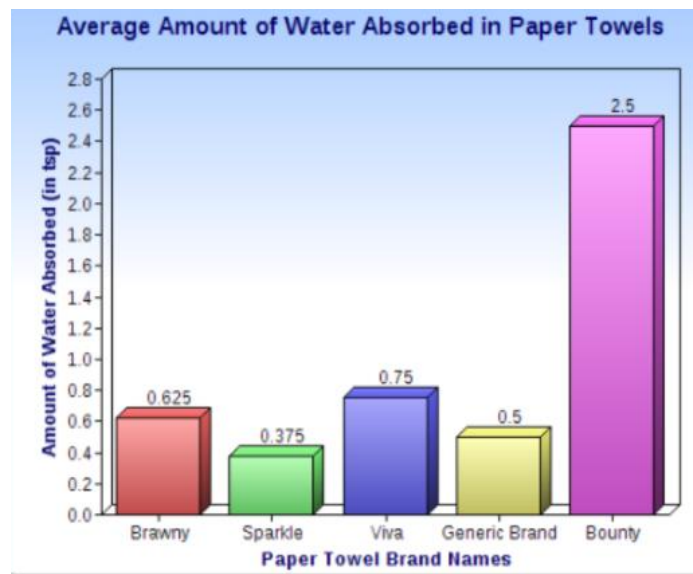
Record the amount of water the paper towel absorbed before leaking.

Repeat steps 1-4 two more times.

Repeat steps 1 – 5 for the other bands.

Students conducted a total of 3 trials for each brand of paper towel.

Quantitative Observations of Student Data



Claim: Based on the student data above, answer the following question:

Which paper towel is the best? (Be sure to restate the question (turn the question around) & answer.)

Evidence: Explain the evidence that supports your claim.

Identify evidence from the graph which supports your claim. You can compare how much more absorbent one brand was from another (subtract amounts to find the difference).

Reasoning: This is a sentence that ties together your claim & evidence.

I can conclude that _____ is the best paper towel because _____.



ELEMENTS OF ART: LINE

(2-D)

PART ONE: Watch a brief video and answer the questions below:

<https://cptv.pbslearningmedia.org/resource/18bcb5f9-318a-4c51-9831-3c70051dc536/elements-of-art-line/>

Explain what a line is.

Name three types of line.

Pick a type of line. Identify what type of line did you choose, and explain what kind of feeling that line gives the viewer.

Choose one word from the video that you aren't familiar with and define it using a dictionary. If there weren't any words you didn't understand, choose one that you think someone else might not know.

PART TWO: Analysis of a piece of art. Answer the following questions based on the art you see here:

Self Portrait by Rembrandt Van Rijn



What qualities do you see in the lines in this work of art?

What do the lines in the piece make you think or feel?

If you were drawing a self-portrait, what kind of lines would you use to represent yourself? And why?

Day 2 Worksheets, Writing Prompts and Attachments



LOW IMPACT WORKOUT FOR BEGINNERS

(2-E)

Get in comfortable clothes and find an open space where you can move. With permission from an adult, go online and view one of the workout videos listed below.



Starter Workout for All Fitness Levels:

<https://www.youtube.com/watch?v=H0c-4nZjIWQ>



Yoga by Adrienne:

<https://www.youtube.com/watch?v=v7AYKMP6rOE>



Low Impact Workout for Intermediates:

<https://www.youtube.com/watch?v=50kH47ZztHs>

Snow Day Scholars Optional Parent Feedback Form

The following is a *SAMPLE* of the Optional Parent Feedback Form. After each Snow Day Scholars day, you will receive a link to this survey from your child's principal. This brief survey can be completed [online](#) (using any computer, phone or tablet device). Your feedback regarding the 2019-2020 Pilot of the South Windsor Snow Day Scholars Program will help us assess the feasibility of the program in the future. Thank you for your time and input!

Child's grade level: 6 7 8
(if you have multiple children in different grades, check all that apply)

Were the directions clear to you and your child?

- Yes
 No

Was your child able to identify at least four activities to complete independently?

- Yes
 No

Did the activities for your child's grade level seem:

- Too Easy
 Too Hard
 Just Right

Did any activities require substantial support from an adult? If so, which activities?

- Yes
 No

Approximately how long did it take your child to complete the activities they chose?

- Less than 2 hours
 Between 2 and 4 hours
 More than 4 hours

Did your child need additional materials to complete an activity that were not easily accessible?

- Yes
 No

Were the resources, worksheets, and templates attached to the learning menus helpful?

- Yes
 No

Is there any other feedback that you would like to share?

Snow Day Scholars Program



The following links may be helpful to students and families:

- [South Windsor Public Schools District Website](#)
- [Snow Day Scholars Program—Pilot Information and Frequently Asked Questions](#)
- [Snow Day Scholars Grade Level Activities](#) (the menus and all attachments in this packet can be found on the Student Dashboard, accessible from the upper right corner of any page on the website)
- [Optional Parent Feedback Survey](#)

Questions? Contact TEMS or email your teacher.

(Please note that teachers are not present when schools are closed due to inclement weather.)



[Melissa Morgan-Hostetler](#), Principal

[Jarrid Clifton](#), Associate Principal

[David St. Jean](#), Associate Principal

District Administration

Kate Carter, Ed.D.

Superintendent of Schools

Colin J. McNamara

Assistant Superintendent,
Personnel and Administration

Sheryl L. Mortensen

Assistant Superintendent,
Curriculum and Instruction

Chris M. Chemerka

Director of Finance and Operations

South Windsor Public Schools Vision Statement

*The South Windsor Public Schools
promotes an engaging and dynamic culture of learning
that prepares students
to achieve their own individual excellence.
Within an emotionally safe environment, educators will
foster students' academic, social and personal growth.
Our students will demonstrate
critical and creative thinking, self-direction, collaboration,
adaptability, compassion and civic responsibility
in an ever-changing global society.*