

SAINT ANGELA SCHOOL

ALTERNATIVE LEARNING PLAN ASSIGNMENTS

Week of April 20 – April 24, 2020

Teacher Dr. Farina

Grade 6th

The Alternative Learning Plan Assignments listed below will facilitate continuous uninterrupted learning with assignments based on the academic standards promulgated by the State of Illinois and the Archdiocese of Chicago. Scholars are expected to complete the assignments as described, and submit them when they return to school. That date has yet to be determined. Each Sunday around 5:00 PM, beginning on March 15 until school resumes, your scholar's Alternative Learning Plan Assignments will be posted on our school website. Parents, thank you in advance for your kind and generous assistance in extending learning into the home during this very difficult and trying time. Be safe and God bless!

Reading:

- **Independent Reading:** Log into your Commonlit.org. account. Your articles for this week are posted to begin on **Monday, April 20th**. You have to complete the guided questions before the program will allow you to work on the assessment questions. As I stated in our Zoom meeting this week. I have learned that I have the ability to view your annotations and highlights that you make on your articles; therefore, I will be reviewing these on the articles you submit this week. You have the ability to view your performance on your performance page. In addition, you will be able to see the feedback that I have supplied for your written response. You can also review your multiple choice answers. Remember, I will take your highest scores for a two week period and record your scores in Power School. I still have students that have overdue incomplete articles. Complete any past articles after you have completed this week's assignments. I will use those scores when I record commonlit.org assignments in Power School. Be aware that the due date for this week's assigned article is **Wednesday, April 22nd**. Try your best to get the article completed by that time. If you are having difficulty answering the assessment questions, remember to apply the It Says, I Say and So reading strategy, and note the action and the object in the questions before your search for your evidence in the text to support your answer, then compare your answer to the M/C options. Remember you can follow the same process, minus the comparison component for your short student response. As I have been viewing your short responses and the results of your M/C questions, I have noticed an improvement in your written student responses. Please make sure that you go onto the performance page to see your progress and feedback. If you find an article that you completed on your to do section of your commonlit.org assignments, that means that you did not score well, and I am giving you another opportunity to read that particular article more carefully. This is the time that you need to apply the strategies that I previously mentioned.
- **Skill Study - Making Inferences When Reading:** We will continue with the study of the reading skill of making inferences from text.

Review the Guidelines below before completing another Making Inferences in Reading lesson.

Guidelines

- *Never lose sight of the available information.* As much as possible, base your inferences on the facts.
- *Use your background information and experience to help you in making inferences.* The more you know about a subject, the better your inferences are likely to be. So, keep in mind that if your background in an area is weak, your inferences maybe shaky.
- *Consider the alternatives.* Don't simply accept the first inference that comes to mind. Instead, consider all of the facts of a case and all the possible explanations.

Making Inferences in Reading

Directions: Read the following passages. Then, in the space provided on the answer sheet, write the letter of the most logical answer to each question, based on the information given in the passage.

Following the Civil War, the American pattern of food production and consumption changed dramatically as industrial development brought rural residents to cities, which depended on food from distant sources. As American industry and cities grew, more and more people relied upon the foods produced and preserved by fewer and fewer people. Instead of growing it in their backyards, urban folk got their food from stores. Fewer women spent their days preparing meals "from scratch." Instead, they got jobs and became increasingly dependent on canned and packaged convenience foods from the local market. "Today, ninety-two percent of Americans rely on foods grown and processed by others. Even the remaining eight percent who are still "down on the farm" don't really feed themselves. They get most of their food from farms and factories hundreds or thousands of miles away. Instead of making a daily trip to the local general store and greengrocer, most Americans shop for food once a week. The food they buy may have left the factory weeks or months earlier, the farm even longer ago than that.

1. We can conclude that before industrial development, many people
 - A. got their food from distant sources.
 - B. grew much of their own food.
 - C. had very little to eat.
2. The author suggests that because of industrial development, Americans
 - A. cook more.
 - B. buy less food.
 - C. eat food that's less fresh.
3. We can infer that American industrial development
 - A. led to a large food industry.
 - B. caused cities to shrink.
 - C. will mean the total disappearance of farms.
4. We can infer that the "eight percent who are still 'down on the farm'"
 - A. specialize by growing only one or a few crops.
 - B. grow a great variety of foods.
 - C. will soon move to the city.

For the few students who have not been able to access Google Classroom, copy and paste the answer sheet below to a word document and sent it to me. If you are still handwriting your answer, set up

your answer in the format below. Take a picture of your work and attach it to an email or can copy it to a Google Doc.

Name:

6th Grade

Inferences in Reading 4/20

- 1.
- 2.
- 3.
- 4.

- **Vocabulary Study:** We are again working with the program Flocabulary. Since we cannot share this lesson in person, I have cut and pasted the lyrics of The Ballard of Ron & John below, so that you can see the focus vocabulary words in context. Use the lyrics of the rap to help you identify the meaning of the focus words.

The Ballard of Ron & John

Once upon a time, far away some place,
Two princes got up in each other's face.
Sir John hated Sir Ron and so he vowed ,
And promised to fight him till he was in the ground.
Sir Ron, in turn, loathed Sir John,
Hated him like Eminem hates his mom.
They were treacherous , neither one could be trusted,
Ron would give you hot dogs and steal the mustard.
That provoked , brought about a response from John,
Who hit Ron's arm hard like a ping-pong ball.
Ron retaliated , got back at him fast,
Broke his arm, now Sir John's wearing a cast.
But this wasn't the last; there were subsequent fights,
More that came after, so for hundreds of nights,
There was a siege on Ron's castle,
John surrounded it, and attacked it from every angle.

*I've seen fire, and I've seen rain,
I've seen joy and I've seen pain,
But it seems to me, there just might be a way...*

Now this is fishy like halibut, a trick that was elaborate ,
Worked out with great care and detail.
John rolled a rock to collide with Ron's car,
Hit the side and hoped he died.

But Ron found sanctuary in a sanctuary,
 Found safety in a holy room, you know me? Good.
 Then Ron decided to do the same thing,
 He launched a series of operations, a campaign .
 Then he did something severe and drastic ,
 Launched bombs to attack, John launched bombs back.
 They didn't think about the effect or consequence
 Of their actions, so guess what happened?
 The end seems inevitable , sure to occur,
 Ron and John both died, but why?
 Before you find yourself in this kind of predicament ,
 This bad situation, you better think on it...

*I've seen fire, and I've seen rain,
 I've seen joy and I've seen pain,
 But it seems to me, there just might be a way...*

Directions: Fill in the blank with the correct word.

1. The chain of dominos falling is a _____ of knocking one down.

Consequence sanctuary siege

2. Which is the antonym of these words: adore, love _____?

Provoke loathe collide

3. When two cars _____, both vehicles may be badly damaged.

Collide loathe vow

4. Which is the antonym of these words: faithful, loyal _____?

Elaborate treacherous drastic

5. Which is the synonym for this word: ensuing _____?

Drastic subsequent elaborate

6. The animals were taken to a _____ where they would be safe and well treated.

Predicament consequence sanctuary

7. Which word is the antonym for this word: avoidable _____?

Inevitable treacherous elaborate

8. Which word is the synonym for these words: asylum, refuge _____?

Consequence sanctuary predicament

9. He launched a series of operations, a campaign. Then he did something severe and _____ by initiating a bomb attack.

Drastic inevitable subsequent

10. Gollum was a _____ character who would lie or cheat to get what he wanted.

Colliding treacherous subsequent

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Answer Sheet:

Name:

6th Grade

Flocabulary Vocabulary Game The Ballard of Ron and John

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

Social Studies:

- If you have not already done so, please pick of your textbook on the days that Mr. School has designated on the School Parent Blast. I labeled each textbook with a student name.
- In your World History textbook, **please read pages 226, 227, 228, and 229.** As you read these pages, I want you copy the **two column notes** and **the answer sheet** like the one below on a word document or a separate sheet of paper. This will also be available on Google Classroom.
- **For each subtitle in the table, supply the main idea and supporting details**

Name:

6th grade **Greek Democracy, History, and
Philosophy 4/20**

Two Column Notes	
<i>Subtitle</i>	<i>Main Idea and Supporting Details</i>
Democracy Becomes Reality	
Herodotus and Thucydides	

The Search for Truth	
Socrates	
Plato and Aristotle	

Name:

6th grade

Greece Open Book Quiz

Explain the meaning of each word below

<i>Word</i>	<i>Meaning</i>
drama	
comedy	
pediment	
tragedy	
ideal	
philosophy	

Complete the chart below to answer the following question: Who were the leading Greek historians and what were their most important work for each of their specific areas?

Supply your answer in the second column of this table.

The Arts & Architecture	History & Philosophy	Science & Technology

What qualities did Greek architects strive for in their work?	
What teaching style is identified with Socrates, and what is it like?	
Who wrote the Elements, and what is it about?	

Teacher Comments:

- Except for a few students, all of you are on Google Classroom. These assignments will be posted on Google Classroom along with the appropriate answer sheets.
- If you cannot get into Google Classroom, then email your work at mfarina@saintangela.org. Students who have been doing their work on Google Docs and sending me an email has worked out well. Continue to submit your work in that fashion.
- I will be holding a 6th grade reading Zoom classroom meeting on Thursday, April 23rd at 9:00am. I will be sending each of your parents an invitation to that meeting on Wednesday, April 22nd.
- Ms. Lyman wanted me to post her link to her class website for your Art Alternative Lessons. The Art link is : <https://artsaintangela.weebly.com/>. Her lessons are uploaded for this week, April 14th – 17th. She will continue to communicate with of her students as well.