

# 6th Grade



## Independent Learning Day Activities

Dear Students, Parents and Families:

The district worked diligently to provide independent learning activities for K-6 elementary students.. Please review the calendar pages for ideas and suggestions. The tasks are engaging and fun. Students may choose which activities interest them the most. These activities will not be graded, but will help maintain academic skills.

While at home, 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 are provided. 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.

You're continued partnership with the Wallkill Central School District is greatly appreciated.



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**TOGETHER WE MAKE A DIFFERENCE**

# Activity Menu 1



## Literacy

## Math

## S.T.E.M.

## Social Studies

## Career & Tech Ed

## Art and Music

## Health and Wellness



Write a one page memoir focusing on a memory from a previous family activity.

Read for 15 minutes



.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.

Read for 15 minutes.



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.

Read for 15 minutes.



Be a super helper! Help a family member or next door neighbor with a task. Then write about what you did and how you felt.

Read for 15 minutes



Look up 10 ways to say "hello" in other languages. Draw and label a picture of their flags.

Read for 15 minutes.



Read an independent choice text for at least 30 minutes and respond to one of the following prompt: "What themes are emerging in the novel and what evidence supports your response"



.Visit [www.IXL.com](http://www.IXL.com) and practice your Math skills for at least 20 minutes.

Read for 15 minutes.



**Landscape from your window.** Take time to look out of one your windows and draw that scene.

Read for 15 minutes



Write a friendly letter to a family member or friend. Then mail it!

Read for 15 minutes



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.

Read for 15 minutes.



Be a super helper! Help a family member or next door neighbor with a task. Then write about what you did and how you felt.

Read for 15 minutes



Choose and complete one or more activities from any of the following websites that interests you:  
<https://www.brainpop.com/>  
[http://www.tumblebooks.com/library/auto\\_login.asp?U=leptondale&P=books](http://www.tumblebooks.com/library/auto_login.asp?U=leptondale&P=books)

Read for 15 minutes.



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.

Read for 15 minutes



Make up a song about your day. Perform it for someone. Record yourself performing it if you have access to technology.

Read for 15 minutes.



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?

Read for 15 minutes.



**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)

Read for 15 minutes.

## Day 1 Worksheets, Writing Prompts and Attachments



## DATA CHARTING AND GRAPHING

**(1-A)**

Make a data table and create a BAR graph of something at home. Be sure to include a title, labels and the appropriate scale to accurately record what you found.

Here are some examples of things you could represent with a graph:

- The different colors or different shapes in a handful of Legos
- The number of each color of M&M's found in one bag of M&M's
- The amount of snow accumulations or temperatures at different times of the day
- The number of different types of electronic devices that you can find in your house

This image shows a full page of blank graph paper. The grid consists of thin, light gray horizontal and vertical lines that intersect to form small squares across the entire surface. There are no margins, text, or other markings on the paper.

**Data Table:**

# Day 1 Worksheets, Writing Prompts and Attachments



## DIGITAL LITERACY: EVERFI ACTIVITIES

(1-B)



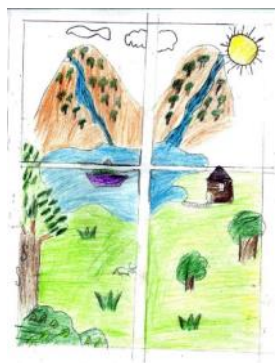
Log-in to your [EverFi](#) account and complete one or more of the following activities:

- 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

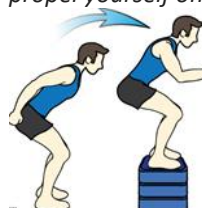
**TARGETED MUSCLES:** The **plank** is one of the best **exercises** you can **do** for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. Depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes,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



# Activity Menu 2



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**



. Write a one page memoir focusing on a memory from a previous family activity.



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.  
  
Read for 15 minutes.



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Write a friendly letter to a family member or friend. Then mail it!  
  
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.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.  
**Read for 15 minutes.**



Be a super helper! Help a family member or next door neighbor with a task. Then write about what you did and how you felt.  
  
Read for 15 minutes.



Choose and complete one or more activities from any of the following websites that interests you:  
<https://www.brainpop.com/>  
[http://www.tumblebooks.com/library/auto\\_login.asp?U=leptondale&P=books](http://www.tumblebooks.com/library/auto_login.asp?U=leptondale&P=books)  
Read for 15 minutes.



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.  
  
Read for 15 minutes.



Make up a song about your day. Perform it for someone. Record yourself performing it if you have access to technology.  
  
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Read for 15 minutes.



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**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 2 Worksheets, Writing Prompts and Attachments



## SNOWFALL TOTALS DATA

**(2-A)**

Go to this website to complete the following activity: [www.nerdwallet.com/blog/snowfall-totals-city/](http://www.nerdwallet.com/blog/snowfall-totals-city/)

Take a look at the top ten “snowiest” cities. Look up three of those cities on a map ([www.whereig.com/usa/states/](http://www.whereig.com/usa/states/))

Why do you think each city has had so much snow?

[illegible]

Explain how these factors influence the total snowfall in this region. The reason should include at least one of the following: proximity to water, latitude, altitude

[illegible]

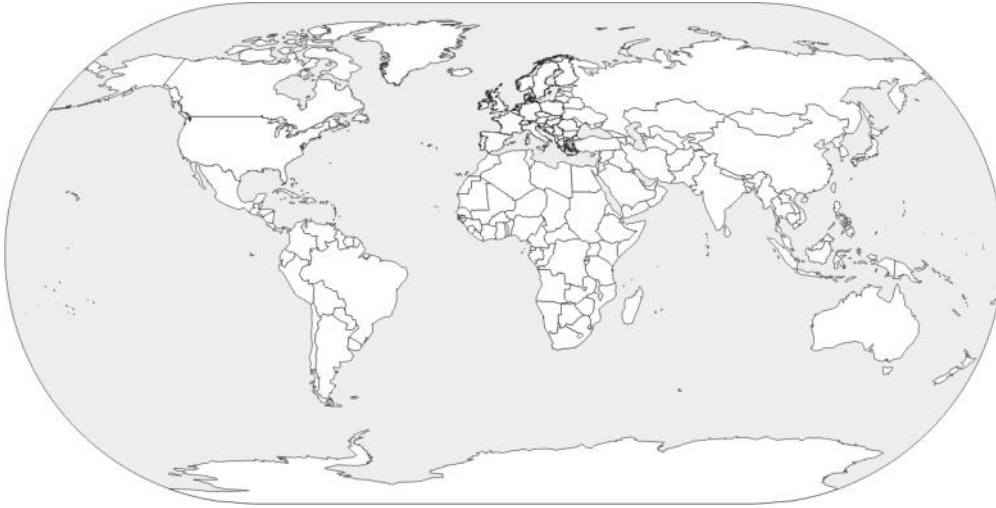


Title of Article: \_\_\_\_\_

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: \_\_\_\_\_

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

Why did the author include the visual?

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One new vocabulary word and it's meaning:

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# 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.

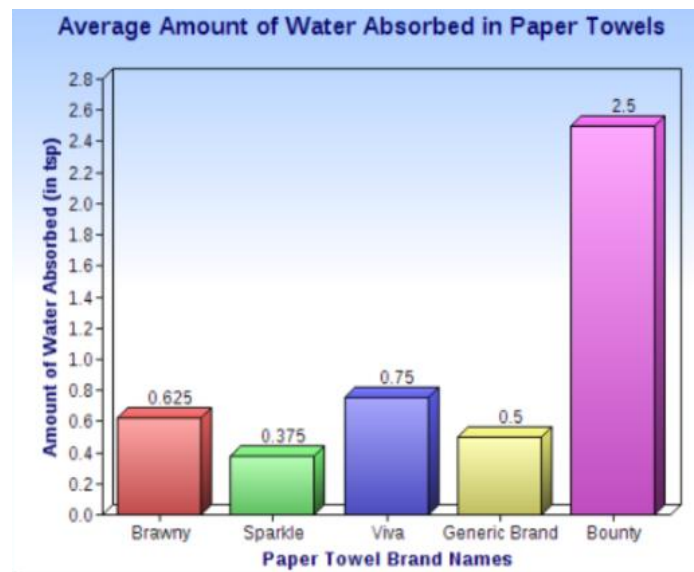
Record the amount of water the paper towel absorbed before leaking.

Repeat steps 1-4 two more times.

Repeat steps 1 – 5 for the other brands.

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>