**Home Learning – Week of November 8**

Salutations Super Sixes!

**This week we are assigning all work for the week today.** You can work away at each part at your own discretion. We will be available for help each day via TEAMS or email. As always, your work will be posted in three areas including Class DOJO, sent to your email and uploaded to the SMS teacher pages. Please continue to choose the site you are most comfortable using. Home learning packages will also be available today to families who have signed up.

(1) **Teacher Pages** – [http://superiormiddleschool.nbed.nb.ca/teacher/grade-6](https://can01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fsuperiormiddleschool.nbed.nb.ca%2Fteacher%2Fgrade-6&data=04%7C01%7Cpenny.roy%40nbed.nb.ca%7C16bdb8a527a1481df86308d99d4bf921%7C4d2b5fdfc4d24911870968cc2f465c9f%7C0%7C0%7C637713771882825489%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=9uPNlSWPvVW6ma7%2BpofmN9MxlC8K0fx1Tacd%2F0RkA7A%3D&reserved=0)

(2) **Your email** –You can access your email by going to google and typing in the address bar - **portal.office.com**

(3) **Class DOJO – For family updates**

6-1/6-2 : <https://www.classdojo.com/invite/?c=CKFTKWZ>

6-3/6-4: <https://www.classdojo.com/invite/?c=CWC2KQK>

**Teacher E-mail addresses** – [sandra.cleland@nbed.nb.ca](mailto:sandra.cleland@nbed.nb.ca) , [heather.campbell@nbed.nb.ca](mailto:heather.campbell@nbed.nb.ca) , [patrick.vienneau@nbed.nb.ca](mailto:patrick.vienneau@nbed.nb.ca) , [penny.roy@nbed.nb.ca](mailto:penny.roy@nbed.nb.ca) , [renee.kenny@nbed.nb.ca](mailto:renee.kenny@nbed.nb.ca)

**Grade 6 Daily Home Learning Schedule – 1.5 hrs per day, .5 hrs Health, Wellness or Art**

|  |
| --- |
| **Math**  Mrs. Cleland – Review PR1 activities – see below  Mrs. Campbell & Mme Penny - Review PR1 activities – see below  Mr. Vienneau – Study Ladder website  Mrs. Kenny – Continue IXL  **ELA** - English Language Arts / Humanities  PIF - Please see below (acrostic poem for Remembrance Day)  Imm – Please see the writing prompt below  **FILA** – French Immersion Language Arts / Humanities  Grade 3 entry – Please see below  Remembrance Day reading, listening and writing activity  Grade 6 entry – See TEAMS page for Mrs. Kenny  **PIF** - Post-Intensive French – Please see below  **Science** - [Nature Walk](https://teams.microsoft.com/l/file/A242E85C-C41C-4074-8D73-E78ED880CDC0?tenantId=4d2b5fdf-c4d2-4911-8709-68cc2f465c9f&fileType=pptx&objectUrl=https%3A%2F%2Fnbed.sharepoint.com%2Fsites%2FGrade6TeamSMS2021-2022%2FSupports%20de%20cours%2FNature%20Walk.pptx&baseUrl=https%3A%2F%2Fnbed.sharepoint.com%2Fsites%2FGrade6TeamSMS2021-2022&serviceName=teams&threadId=19:HeRWegcug4yyi7LCRev2Xv9hAbGGavKFl-eV3axuBNU1@thread.tacv2&groupId=f1bbdcbe-1d49-4330-a16c-3989aed32047) This link will take you to our Gr. 6 Teams site. We have not used Teams much this year, but we hope this will be a nice beginning. Please spend a lot of time on P.1. It is very important. Complete it well.  **Physical Education –** Please see below  **Optional if all other work is completed: Remembrance Day:** [https://www.veterans.gc.ca/eng/remembrance](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.veterans.gc.ca%2Feng%2Fremembrance&data=04%7C01%7Cpenny.roy%40nbed.nb.ca%7Cf594cfa049914c305afd08d99fc15d5e%7C4d2b5fdfc4d24911870968cc2f465c9f%7C0%7C0%7C637716475101158185%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Gl921uD0Kvsf5JApTZ9v4WrWxJvFOAWvdOzWbJ6EO5c%3D&reserved=0)  [https://legion.ca/remembrance/remembrance-day](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flegion.ca%2Fremembrance%2Fremembrance-day&data=04%7C01%7Cpenny.roy%40nbed.nb.ca%7Cf594cfa049914c305afd08d99fc15d5e%7C4d2b5fdfc4d24911870968cc2f465c9f%7C0%7C0%7C637716475101168145%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=D72unh6TOxc%2FSOoKSVWb6V65wynKR63RFJSo%2BDIlylE%3D&reserved=0) |

**Extra Practice 1**

Master 1.21

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson 1: Input/Output Machines  |  |  | | --- | --- | | **Input** | **Output** | | 21 |  | | 31 |  | | 41 |  | | 51 |  | | 61 |  |   **1.** Complete this table.  The pattern rule that relates the input  to the output is:  Subtract 11 from the input.  **a)**Write the pattern rule for the input.  **b)**Write the pattern rule for the output.   |  |  | | --- | --- | | **Input** | **Output** | | 3 | 3 | | 6 | ? | | 9 | ? | | 12 | 6 | | 15 | ? | | ? | 8 |   **2.** The pattern rule that relates the input  to the output is:  Divide the input by 3, then add 2.  Find the missing numbers in the table.  How can you check your answers? |

**Extra Practice 2**

Master 1.22

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson 2: Patterns from Tables  |  |  | | --- | --- | | **Input** | **Output** | | 81 | 9 | | 72 | 8 | | 63 | 7 | | 54 | 6 |   **1.** The table shows the input and output from a machine with one operation.  **a)** Identify the number and the operation in the machine.  **b)** Continue the pattern. Write the next 4 input and output numbers.  **c)** Write the pattern rule that relates the input to the output.  **2.** The table shows the input and output from a machine with two operations.   |  |  | | --- | --- | | **Input** | **Output** | | 5 | 15 | | 10 | 40 | | 15 | 65 | | 20 | 90 | | 25 | 115 |   **a)** Identify the numbers and the operations in the machine.  **b)** Choose 4 different input numbers. Find the output for each input.  **c)** Write the pattern rule that relates the input to the output.  **d)** Predict the output when the input is 60. Check your prediction. |

**Revision pour maths PR1/ Math review PR1**

Table

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Table

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1. Text

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2. Text

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**Advanced: Va plus loin/ Take it Further**

**A)**

Diagram

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Text

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**Hint: create a table to help explain your reasoning.**

**Remembrance Day**

ELA

**Acrostic Poem Assignment**

**Directions**: Using words specific to **Remembrance Day (Word Wall-enclosed),** create an **acrostic poem** that reflects this day. (feelings, memories, images, and/or stories)

**Also enclosed are two examples for you to review**. (Note how one uses only 1 word per letter and the other uses a combination of words.) You may choose either form to create your poem.

Use the following website to gather information and ideas to help you create your poem.

[**https://www.veterans.gc.ca/eng/remembrance/get-involved/veterans-week**](https://www.veterans.gc.ca/eng/remembrance/get-involved/veterans-week)

Please review this quick video reminding you how to create an acrostic poem. **Remember, your poem will be about Remembrance Day**

[**https://www.youtube.com/watch?v=5gVOeA7aqM0**](https://www.youtube.com/watch?v=5gVOeA7aqM0)

**Definition:** An **acrostic poem** is a poem in which the first letters of each line or word form a word, thought or idea. (related to the word chosen to write about)

**A**n acrostic poem

**C**reates a challenge

**R**andom words on a theme

**O**r whole sentences that rhyme

**S**elect your words carefully

**T**o form a word from top to bottom

**I**s the aim of this poetry style

**C**hoose a word then go.

**Remembrance Word Wall**

|  |  |
| --- | --- |
| **Remembrance Day** | **sacrifice** |
| **Poppy** | **army** |
| **Service** | **hero** |
| **Honour** | **monument** |
| **Courage** | **cross** |
| **Respect** | **souls** |
| **Determined** | **brave** |
| **Soldier** | **risks** |
| **Symbols** | **sacred** |
| **Armistice Day** | **remember** |
| **helmet** | **Flanders Fields** |
| **Herman J. Good** | **Lest We Forget** |





H**old your position no matter what**

O**thers are depending on us.**

N**ow is the time to search your soul**

O**ut of respect for those who cannot**

U**nder orders to do what we must,**

R**emember us who gave so much.**

**Read: In Flanders Fields by John McRae**Text

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**Website:** [**https://vfwpost3617.org/patriotism/in-flanders-fields/**](https://vfwpost3617.org/patriotism/in-flanders-fields/)

**Remembrance Writing Prompt:**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: 6-**

**Date:**

**After reading the poem, “In Flanders Fields” what do you think this poem is about?**

|  |
| --- |
|  |

**FILA: French Immersion Language Arts Grade 3 Entry**

**Chaque jour – lisez pour 20 minutes minimum 😊**

**Lisez** le texte suivant.

D'où vient le symbole du coquelicot?​

**A picture containing plant

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Le **coquelicot** est le symbole qui représente les sacrifices des soldats lors de la **Première Guerre mondiale**. ​

      Le coquelicot est devenu le symbole des soldats canadiens morts au combat pour donner suite au poème *"In Flanders Field"* (Au champ d'honneur) du médecin militaire **John McCrae**.​

     Il a remarqué la présence de cette fleur, qui ne pousse habituellement pas beaucoup dans les Flandres, après les combats. ​

**Notre mur de mots : Lisez les mots et phrases de thèmes que nous avons nous avons créés en classe.**

novembre            une couronne            la guerre     ​

le courage              se souvenir               la paix​

un coquelicot          une croix                  la liberté​

un soldat                un drapeau               héro​

un vétéran              une médaille             une trompette  ​

brave                    le courage ​

un moment de silence            ​

n'oublions jamais             ​

**Écoutez** le texte suivant. [Un coquelicot pour se souvenir - YouTube](https://www.youtube.com/watch?v=PPzZAYdZ-eg)

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<https://www.youtube.com/watch?v=PPzZAYdZ-eg> (Voici l’adresse si le lien ne fonctionne pas)

**Activité 1 :** Identifiez et notez les mots utilisés dans le texte qui sont aussi des mots sur notre mur thématique.

**Activité 2 :** A votre avis, que symbolise le coquelicot ? Explique en utilisant des idées tirées du texte pour justifier votre réponse.

**Activité 3 :** Lisez le poème ci-dessous à voix haute. Soulignez les mots que vous avez de la difficulté à prononcer. Puis, écoutez le poème en utilisant le lien suivant. Relisez ensuite le poème pour vous entraîner à le prononcer correctement.

Au champ d'honneur​

Au champ d’honneur, les coquelicots ​

Sont parsemés de lot en lot ​

Auprès des croix; et dans l’espace ​

Les alouettes devenues lasses ​

Mêlent leurs chants au sifflement ​

Des obusiers. ​

Nous sommes morts, ​

Nous qui songions la veille encor’ ​

À nos parents, à nos amis, ​

C’est nous qui reposons ici, ​

Au champ d’honneur. ​

À vous jeunes désabusés, ​

À vous de porter l’oriflamme ​

Et de garder au fond de l’âme ​

Le goût de vivre en liberté. ​

Acceptez le défi, sinon ​

Les coquelicots se faneront ​

Au champ d’honneur.               adaptation du poème de John McCrae​

<https://www.youtube.com/watch?v=H47ehuQF7Dc> (addrese)

Défi: Enregistre ton travail **si possible** 😊

**Activité 4 L’écriture :**  En utilisant un des mots ou une des phrases de notre mur thématique, écrivez un poème acrostiche. Vous pouvez utiliser les modèles anglais pour vous aider mais le vôtre doit être en français. N'oubliez pas d'utiliser les outils montrés en classe pour corriger et réviser votre travail et de respecter la structure du poème.

Physical Education

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**Post-Intensive French** :

You can access free french books with this link : <https://jelis.rkpublishing.com/student/>

Your login ID is the first 3 letters of your name and the first 3 letters of your last name.

Ex: Darth Vader

Login id : darvad

Password for **every student** : pv123