

Donelson Middle School

6th Grade Connection



Dear students,
We miss seeing you at school each day! We hope that you are staying safe and finding ways to learn.
Love, Your teachers, counselors, and principals

April 8 - 14, 2020

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A Look at Our Learning:

The activities listed here are **optional**, but are meant to support your child to maintain his/her skills until we return. **Work will not be graded**, and will not affect student promotion or attendance.

Suggested grade level activities: Check out the MNPS printable learning packet for this week here:

<https://www.mnps.org/printables>

Review or extension activities:

Math: multiplication fact fluency, decimals, proportions.

In **Clever:** I-Ready, Moby Max or Khan Academy

Reading: For students, who have internet access; follow their path in i-ready. They can access i-Ready via a computer or phone/tablet. Check out Khan Academy for lessons.

*Follow suggested MNPS with the weekly packet.

*Students can watch the NPT offerings when they air...6th grade is on Wednesday's @11 and 11:30 or stream it later on wnpt.org.

*For **English Language Learners (ELL)** work you can access Achieve3000 and Schoology through clever portal. Mr. May will be posting weekly activities for ELL students on Schoology.

Science: Energy Use/ Conservation

***Discover Education Videos use Clever login** (Energy Efficiency)

* Energy Conservation Notes – attached

*Energy Use- Vocabulary and PowerPoint - attached

Social Studies: Ancient Greece geography and Centers – attached resources (new for this week)

Just for Fun:

<https://www.primarygames.com/holidays/easter/games/easteregghunt/>

https://www.abcya.com/games/easter_egg_hunt

<https://wimpykid.com/egg-hunt/>

Related Arts

PE: <https://www.romper.com/p/10-online-exercise-yoga-kid-classes-to-make-up-for-pe-22627985>

For those that don't have the internet, going for daily 30-45 minute walks can help alleviate stress and anxiety.

Guitar: <https://www.youtube.com/user/littlekidsrock/videos>

Band: <https://www.nashvillesymphony.org/education/resources/additional-resources/>

Did you know Nashville has its own Symphony Orchestra? We are Music City! All sorts of music fill the streets of Nashville. Take time this week to explore the link for the NSO. If you'd like to email and ask questions...please do. Laura.shepherd@mnps.org.

Art: Students should try to use the following link to decide what to draw each day. These drawings will sharpen their artistic skills and promote creative skills to be used in all aspects of their lives.

<https://theartofeducation.edu/2015/11/10/100-sketchbook-prompts-your-students-will-love/>

Music: During this time of stress in our world, I want to encourage you to take advantage of all the musical offerings that musicians are providing, free of charge. Facebook, Instagram, Twitter are all full of concert announcements! All sorts of styles and sounds to be heard. Take the time you have now to venture out and see if you can find a new favorite artist!

<https://www.youtube.com/watch?v=K0HLUa4zTXQ>

<https://www.youtube.com/watch?v=iQzuCScjs08>

<https://www.youtube.com/watch?v=7QniMWBSbCU>

"Can't Get NO Sanitiser"

Social Emotional Learning/Self-care

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Restorative thought for the week:

Talking about your feelings and teaching them to journal is a great way to connect with your children in a meaningful way. Here are some fun and easy ideas you can access from home.

<https://www.pbs.org/video/adventures-learning-exploring-feelings/>

Here are some fun, interactive activities for you and your parents to use at home... **Dr. T. Greene**

6th Grade Activity Character Playbook Chp.1:

Log-in to Clever portal, go to Ever-fi or access Ever-fi <http://everfi.com> login using registration code 9991d2a5

Go to character playbook. Start with chapter 1- Analyzing influences

This lesson is about how external influences can affect thoughts/behaviors.

Opportunities to Connect: Stay on the lookout for emails from our school and teachers! Stay connected.

Keep up to date with the district website (www.mnps.org/covid19), our website (donelsonmiddle.weebly.com), our Facebook page (Donelson Middle School), our Twitter feed (@DonelsonMNPS), and our NEW Instagram page (Donelsonmiddlenashville).

Team Hall, K. Poindexter and Boyette: **Team Zoom Meeting-** Weekly on Wednesday @2:00p.m., until Apr 25, 2020. Join Zoom Meeting -<https://us04web.zoom.us/j/5218422990> Meeting ID: 521 842 2990

Step By Step instructions for Clever login: First, go to clever.com. The login is first name, last initial, last five of their 190# @mnpsk12.org For example, mine would be kirstenh12345@mnpsk12.org. The password is their 190#. **(HELPDESK** phone number: 615 269 5956)

Ancient Greece – Geography Review Reading

READING DIRECTIONS: Check off as you complete the step.

- Read the paragraph below **INDEPENDENTLY**
- Highlight important details as you read.
- Annotate & talk to the text
- Answer the questions using what you learned from the reading



PENINSULAS & ISLANDS

The Greeks lived on rocky, mountainous lands surrounded by water. The mainland of Greece is a peninsula, an area of land surrounded on three sides by water. But the Greek peninsula is very irregular. It's one big peninsula made up of a series of smaller peninsulas. The land and sea intertwine like your hand and fingers in a bowl of water. In addition, there are many islands.

In your mind, picture those peninsulas and islands covered by mountains that stretch almost to the sea. Just a few small valleys and coastal plains provide flat land for farming and villages. Now you have an image of Greece, a land where one of the world's greatest civilizations developed.

MOUNTAINS AND SETTLEMENTS

Because mountains cover much of Greece, there are few flat areas for farmland. People settled in those flat areas along the coast and in river valleys. They lived in villages and towns separated by mountains and seas.

Travel across the mountains and seas was difficult so communities were isolated from one another. As a result, the people created their own governments and ways of life.

SEAS AND SHIPS

Since travel on the peninsula of Greece was so difficult due to the mountains, the early Greeks used the seas as a source of food and as a way of trading with other communities. The Greeks also became skilled shipbuilders and sailors. Their ships sailed to Asia Minor (present-day Turkey), to Egypt and to the islands of the Mediterranean and Aegean seas. As they traveled around these seas, they found sources of food and other products they needed. They also exchanged ideas with other cultures.

1. Where did the Greeks live?	
2. What type of landform is Greece?	
3. What covers the peninsulas and islands?	
4. What does the small amount of flat land allow the Greeks to do?	
5. Why was travel difficult for the Greeks?	
6. How did the early Greeks use the seas?	
7. Who did they exchange ideas with?	

CHALLENGE: List all the physical features listed.

How Did The Physical Features Affect Ancient Greece?

Directions: Read each statement and decide if it represents an effect of the Mountains or Seas on Greece. Write Below: Mountain Sea Both

Statement	ANSWER Mountains, Seas, OR BOTH?!
1. There was little farmland.	
2. These were a source of food.	
3. These separated villages and towns from each other.	
4. These was a way to trade with other civilizations	
5. These made travel difficult	
6. These helped transportation	
7. These allowed for little contact between towns	
8. These helped the Greeks exchange ideas with other cultures.	

Next steps

ANCIENT GREECE COVER PAGE	<ul style="list-style-type: none">● DIRECTIONS ARE POSTED ON GOOGLE CLASSROOM
BRAINPOP VIDEOS & GRADED QUIZ <u>SEARCH THESE VIDEOS:</u> <ul style="list-style-type: none">● ATHENS● HOMER● OLYMPICS● GREEK GODS	RECORD YOUR QUIZ GRADE HERE: <ul style="list-style-type: none">● ATHENS QUIZ GRADE _____%● HOMER QUIZ GRADE _____%● OLYMPICS QUIZ GRADE _____%● GREEK GODS _____%

FOLD & GLUE

Create a Greek Headdress

Materials:

- Strips of construction paper
- Leaf template
- Markers
- Glue
- Stapler



Directions:

1. Choose a strip of construction for your headdress.
2. Cut out leaves and glue them to your headdress.
3. Use markers to decorate your headdress.
4. Staple your headdress to fit your head. Staple it into your interactive notebook.

Create Your Own City-State

Step #1: Answer the following questions in your interactive notebook.

1. City-State Name:
2. Where it is located?
3. What physical characteristics?
4. What do the people look like?
5. What region is it?
6. How do people move?



Step #2 : Create your city-state flag on an index card. Glue this underneath your questions in your interactive notebook.

Design an Olympic Trophy



Materials:

- Playdoh
- Markers
- Trophy Design Paper

Directions:

1. Choose the Olympic event your trophy is for. You can create your own event, or use one that already exists.
2. Using the trophy template, design your trophy first using markers and crayons.
3. Glue the trophy into your interactive notebook.
4. Add three sentences of information about your Olympic event into your interactive notebook.
5. Create a model of your trophy using the playdoh.

Greek Pottery Paper Plate Craft

Materials:

- scrap paper and pencil
- paper plate
- markers
- glue
- 2 pipecleaners



Instructions:

1. Design your plate-Brainstorm your ideas- Draw it into your interactive notebook.
You can use anything as your inspiration.
2. Cover your paper plate a base color- Cut out a circle from construction paper
3. Use other colors to design on your plate with markers. Greek pottery usually only has one (maybe two) colors used to make the design.
4. Bend two pipecleaners into oval shapes and staple them to opposite sides of your plate as a handle.

Energy use and conservation

1

How has energy changed over time ?

- For most of human history, wood was used for energy.
- Now, fossil fuels have become the main energy source!
- Wood, wind, and water are the main sources of energy in the United States. Scientists are constantly looking for new or better fuels to meet the world energy needs!

2

Your Notes

VOCABULARY

- 1. Efficiency-
- 2. Insulation-
- 3. Energy conservation-

• Questions

- 1. What are the 3 main sources of energy in the United States?

2. List 3 ways things become more energy efficient.

3. Make a list of 6 things you can do to help conserve energy

3

•What would happen if the world ran out of fossil fuels?

- 70% of the world's electric power would disappear!
- Communication would be reduced
- Lights and most home appliances would no longer work!
- Cars, buses, and trains would be stranded – because they ran out of fuel!

4



5

Energy Efficiency

- **Efficiency-** is the percentage of energy that is actually used to perform the work

Ways to increase efficiency of heating and cooling is insulation

Insulation- is a layer of material that traps air.



6

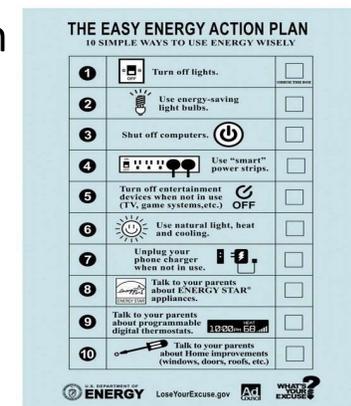
Energy Efficiency

- **Engineers have improved the energy efficiency of car engines and batteries.**
- **New cars use high efficiency hybrid engines that go twice as far on a tank of fuel than other cars.**
- **Some buses are entirely electric!**
- **Public transit has also helped communities save energy. Less cars on the road help save energy!**

7

Energy Conservation

- **Energy Conservation-**means reducing energy use.
- **Conserving gas-** means walking to store instead of riding in a car!
- **You can help conserve energy!**



8



Energy Conservation: Considering Sources, Cost and Impact

Grade Level 4 (3-5)

Subject Areas Physical Science, Science and Technology

Time Required 15 minutes

Contributed by Integrated Teaching and Learning Program,
College of Engineering, University of Colorado Boulder

Summary

Students are introduced to the idea that energy use impacts the environment and our wallets. They discuss different types of renewable and nonrenewable energy sources, as well as the impacts of energy consumption. Through a series of activities, students understand how they use energy and how it is transformed from one type to another. They learn innovative ways engineers conserve energy and how energy can be conserved in their homes.

This engineering curriculum meets Next Generation Science Standards (NGSS).

Engineering Connection

We use energy every day. Engineers who worry about what this energy use is doing to our environment are developing alternative energy sources and ways to conserve energy. Solar and wind power are two forms of energy developed by engineers that have a very small impact on the environment. The development of compact fluorescent light bulbs and better insulation for our homes are two ways engineers are helping us conserve energy.

View all of our FREE curriculum at [TeachEngineering.org](https://www.teachengineering.org)



Energy Conservation: Considering Sources, Cost and Impact

Learning Objectives

After this activity, students should be able to:

- ⚙️ **Define** and describe renewable energy.
- ⚙️ **List** several ways to conserve energy.
- ⚙️ **Explain** that energy in its various forms can affect everyday objects and is involved in everyday events.

Introduction/Motivation

Who remembers what **energy** is? Who can describe it for me? (**Possible answers:** The ability to do work, to make things happen, and to cause changes.)

What are some different types of energy? (**Possible answers:** Electrical, light, chemical, thermal, mechanical, solar, sound, wind, hydro [water], nuclear, etc.)

Sources of energy can be put into two categories; nonrenewable energy and renewable energy. Nonrenewable energy is any type of energy that can be used up. In other words, sources of energy that are used faster than they can be created. Nonrenewable energy sources include oil [petroleum], natural gas, coal, and uranium [nuclear]. **Renewable energy** is any type of energy that is can be renewed in a short amount of time, or is being continually replenished or **regenerated**. These types of energy are not used as fast as they are created. Renewable energy sources include solar, wind, geothermal, biomass, ocean and hydro (water).

So, how much energy do we actually use? We use energy when we use lights, showers, cars or heat buildings, run **appliances**, or manufacture clothes and plastic toys. We also use energy when we exercise (jogging, aerobics), play sports or walk to class. **Energy conservation** is when we do something to reduce the amount of energy we use, such as turning off the lights, taking shorter showers, or riding a bike (instead of a car) to school. Conservation of energy helps to slow down the use non-renewable resources, such as the gas it takes to power a car. **Do you think energy is expensive?**

How much does it cost to get energy? How much does it cost to use energy?

We are going to look at the price of driving a car, using a light bulb and heating a home and figure this out!

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Energy Conservation: Considering Sources, Cost and Impact

Introduction/Motivation Continued

Driving Example

How much does it cost to drive a car?

Does your family or someone you know drive a car to work? The average U.S. adult drives 15,000 miles (24,140 kilometers) per year and pays more than \$2 per gallon of gas. Gas mileage is different for each type of car so how much you pay for fuel to drive your car may change a lot (*see Table 1*)! An example calculation for a sport utility vehicle (SUV): 19 mpg x \$2 per gallon x 15,000 miles per year = \$1,579 per year just to drive the car to work. Wow!

Car Type	Average miles (kilometers) per gallon	Fuel cost to drive 15,000 miles (24,140 kilometers)
Sport utility vehicle	19 mpg (31 kph)	\$1,579
Sports Car	25 mpg (40 kph)	\$1,200
Mid-size vehicle	32 mpg (51 kph)	\$938
Hybrid gas electric	60 mpg (97 kph)	\$500

Table 1. How much does it cost (for fuel) to drive a car? (Fuel costs based on \$2 per gallon.) Copyright.

(For more information about vehicle gas mileage, refer to the U.S. Department of Energy's Fuel Economy website, <http://www.fueleconomy.gov>). Mechanical engineers who design cars are always looking for ways to balance the desire of car owners for larger and more powerful vehicles, while minimizing how much gas a car requires to operate. The new class of gas/electric hybrid vehicles may provide better balance.

Light Bulb Example

How much does it cost to light a light bulb?

All light bulbs are not the same. Have you noticed different types of light bulbs? Some are round. Some are spiral. Two types of light bulbs include incandescent light bulbs (*the traditional light bulb*) and compact fluorescent light bulbs (*a light bulb that uses less energy*). How do they work? While the same amount of light comes from a 100-watt incandescent light bulb as a 32-watt compact fluorescent light bulb (CFL), each requires different amounts of energy to work. Of the energy put out by an incandescent light bulb, 85% is in the form of heat, not light (that is why they are always hot to touch). Giving off unwanted heat is wasteful compared to fluorescent light bulbs, which give off less heat.

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Energy Conservation: Considering Sources, Cost and Impact

Introduction/Motivation Continued

This means that fluorescent light bulbs require less energy to give off the same amount of light as incandescent light bulbs. They also cost different amounts of money to use. For example, if your utility company charges \$0.04 per Kilowatt hour (kWh), then it costs \$4 to operate the incandescent light bulb for 1,000 hours ($\$0.04/\text{kWh} \times 1000 \text{ kWh} \times 100\text{-watt bulb} \times 1,000 \text{ hours}$) and \$1.28 to operate the CFL for 1,000 hours ($\$0.04/\text{kWh} \times 1000 \text{ kWh} \times 32\text{-watt bulb} \times 1,000 \text{ hours}$). So, why don't we just use compact fluorescent light bulbs? Well, they initially cost more to manufacture and buy at the store.

Home Heating Example

How much does it cost to heat your home?

When it is cold outside, everyone must use some kind of energy to heat their homes. What type of energy heats your home?

(Possible answers: Gas, electricity, oil, firewood.) A utility company sends you a bill to pay for the energy you use. *(Bring in an example of your home energy bill or ask for example bills from your local utility company or for your school.)* For example, the gas bill for a 2,500 square foot house might have a heating bill of \$250 per month, which adds up to \$3,000 per year! Could you reduce your heating bill by wearing a sweater?

Energy efficiency and building systems engineers work to help homeowners and businesses conserve energy and save money on the cost of heating and cooling buildings. They look around a building and make suggestions for changes that would decrease the amount of energy being used. Often, a change in the heating/cooling systems or lighting in a building can help conserve a lot of energy. For example, it conserves much energy if you do not heat, cool or illuminate a building when people are not using it, usually at night and during the weekends and holidays. Engineers also create appliances (such as washing machines and furnaces) that use less energy (increased efficiency), so as technology improves, replacing old appliances with newer ones often helps to conserve energy.



Incandescent light bulb (top) and compact fluorescent light bulb (bottom). Copyright.

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Energy Conservation: Considering Sources, Cost and Impact

Introduction/Motivation Continued

U.S. Energy Graphs

Using an overhead projector, show students the attached [U.S. Energy Graphs](#) to provide a larger context on historical energy consumption and production, a break down by type of energy produced, and historical per person consumption levels.

Aligned Educational Standards

NGSS Next Generation Science Standards (2)

Common Core Math Standards (3)

ITEEA International Technology and Engineering Educators Association (2)

CO Science (2)

The full lesson plan includes the lesson background and concepts, specific aligned standards, attachments and assessments.

SEE THE FULL LESSON

View all of our FREE curriculum at [TeachEngineering.org](https://www.teachengineering.org)

