

PANGBURN MIDDLE SCHOOL

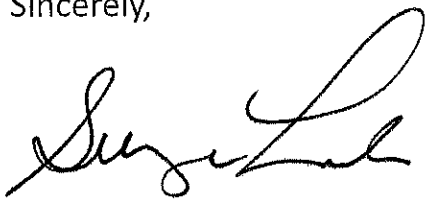
AMI PROCEDURES 2019-2020

Dear Parents/Guardian:

The state allowed school districts to file for a waiver that allows snow days or other emergency school closures to count as regular school days. Pangburn School has been granted a waiver for up to 5 days. For the days to count as school days, the students must complete the work as assigned and return the work to their homeroom teacher or mentor. Students who do not complete the work will be counted absent on those days and receive zeros for work that is not completed.

You will find the attached Connect Four sheet with any necessary papers to complete the assignments. Students will choose four activities from connected squares to complete for each day that school is dismissed for weather or other emergencies. For example, if we miss two days the student will complete eight assignments. Hopefully, we will not be required to miss any days, but we would like to be prepared. Please put this packets in a safe place for your child. If you have any questions please do not hesitate to contact our offices.

Sincerely,

A handwritten signature in black ink, appearing to read "Suzanne Louks". The signature is fluid and cursive, with a large initial "S" and "L".

Suzanne Louks, Principal
Pangburn Middle School

AMI-CONNECT FOUR 5TH/6TH GRADE

Choose four connected activities to complete for each day we miss school.

Turn your chosen assignment into your homeroom teacher when school

resumes. **Do each assignment only one time.**

<p>Create an acrostic poem. Directions attached (turn in to teacher)</p>	<p>6th grade: Watch CNN10- summarize 1 story. 5th Grade: Civics Worksheet pg. 60 (turn in to teacher)</p>	<p>Fluency: Take a deck of cards, flip two cards over and multiply them together. (15 mins) Parents initial</p>	<p>6th grade: Edulastic Math Assignment 5th grade: Google Classroom Math Assignment</p>
<p><u>Physical Education:</u> 30 sit ups 15 push ups 30 second plank 30 second leg lift *Repeat 2 times* Parents initial</p>	<p>6th grade: label Continents and Oceans 5th grade: economic worksheet (worksheet attached) Turn in to teacher</p>	<p>Redbird 30 mins Parents initial</p>	<p>6th grade: Google Classroom-AMI assignment 5th grade: Google Classroom-Readworks assignment</p>
<p><u>Math Poster:</u> Create a step-by-step illustration on solving a multi-digit problem of your choice. (use colors, pictures, and justify your steps.)</p>	<p>6th grade: Grammar bytes exercises "irregular verbs" Watch Scoring. http://www.chompchomp.com/exercises.htm 5th grade: Google Classroom Assignment</p>	<p><u>Write in cursive:</u> Hand Write a descriptive paragraph about a favorite food, address all the senses.</p>	<p>Mixing , Dissolving (worksheet attached)</p>
<p>6th grade: DK Find out. Chose any <u>history</u> topic. Read and take online quiz. 5th grade: EdHelper Worksheet (worksheet attached)</p>	<p><u>Read book.</u> 30 mins Parents initial</p>	<p><u>Reflective Narrative:</u> Prompt 2; handwritten or google doc (worksheet attached)</p>	<p>6th grade: DK Find Out-Chose any Science topic. Take online quiz 5th grade: Map worksheet (worksheet attached)</p>

Name _____

Reflective Narrative Prompt 2

You are going to write a story about a time someone did something nice for you. Think about what the person did and why it was so nice.

Here are some questions to help you think about your story and plan it:

- What did the person do?
- How did it make you feel?
- Why did you think it was nice?
- Did you learn anything from the experience?

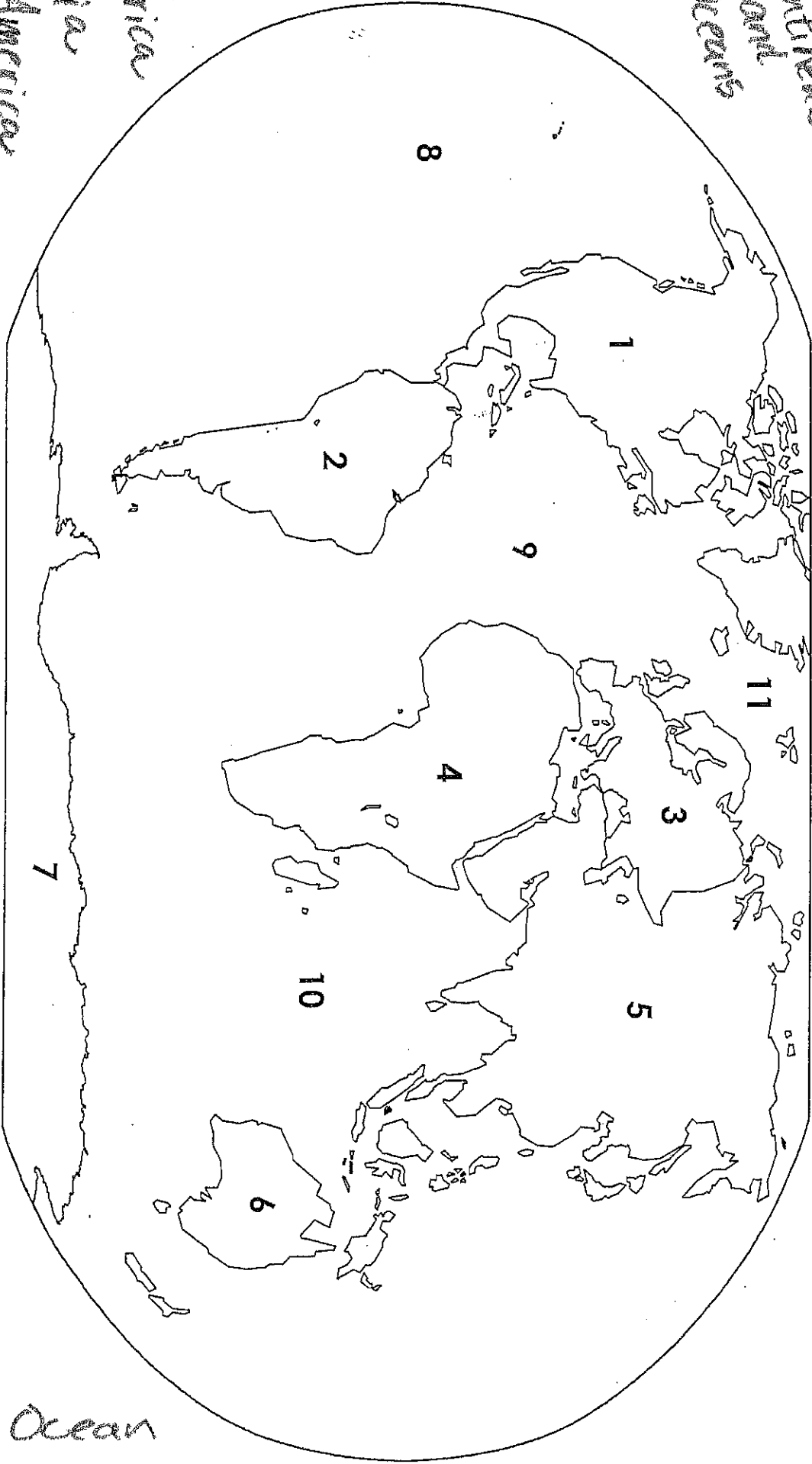
Write a story that **describes** a time that someone was nice to you. Tell your reader about what happened and what you **learned** from this experience.

Jot down some notes about what you will write about, what you will include, and how you will reflect at the end.

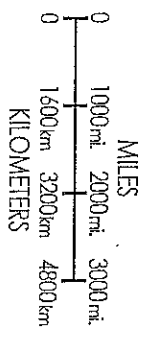
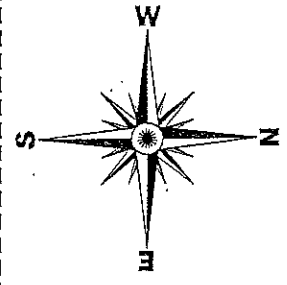
Set up the back as your planning page.

Continents and Oceans of the World

Label the
Continents
and
Oceans



Africa
Asia
N. America
Antarctica
Australia
Pacific Ocean



Arctic Ocean
Europe
S. America
Indian Ocean
Atlantic Ocean

Mixing, Dissolving

Some chemicals can mix together without changing. Stir together powdered chalk and powdered iron (iron filings), and you would not notice any change. But other chemicals may react to produce a new kind of chemical (page 102). Or one chemical may dissolve in the other.

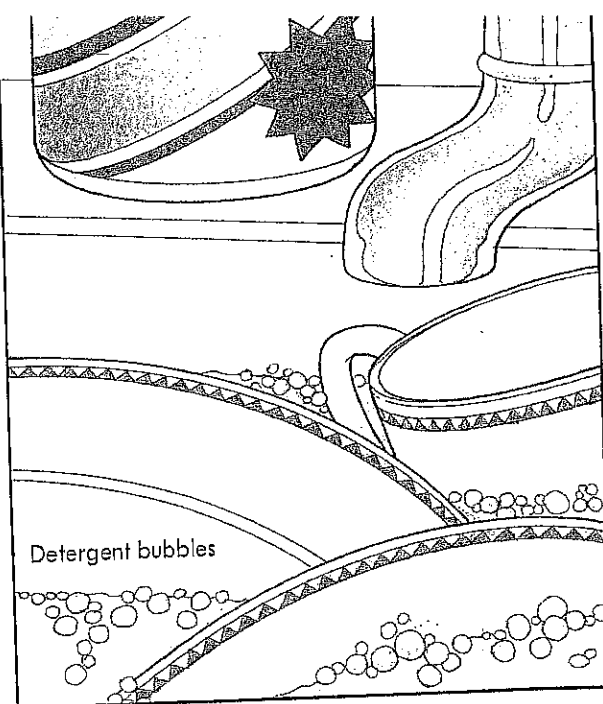


Washing With Soap

In dissolving, a solid chemical "disappears" into a liquid one. We see this every day, when someone puts sugar in tea or coffee, or puts salt in water before cooking. The solid chemical (sugar or salt) is called the solute. The liquid one (tea or water) is the solvent. The two together are known as the solution. The solute changes its nature as it dissolves and "disappears" in the solution. This is

because the large groups of solute molecules break into very small groups or even single molecules. The solute does not combine chemically with the solvent (page 100).

▼ Whether it is a dirty dish or a dirty car, soapy water helps to break up and dissolve the dirt and grime, and wash it away.



Name: _____ Date: _____

Directions: Use the map to answer the questions.



Map Skills

1. Shade a state you would like to visit.

2. What is north of that state?

3. What is south of that state?

4. What is west of that state?

5. What is east of that state?

6. Describe the size the state you chose.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

Civics

The king of Britain decided who could settle in America. There were three types of colonies: royal colonies, king's friends' colonies, and charter colonies. In the first type of colony, the king owned the colony. He appointed the governor. The governor did what the king told him to do and appointed the Council.

In the second type of colony, the king gave his friends large areas of land. The landowners chose the governor and the Council. The governor would do as the king said.

In the third type of colony, the king gave charters, or grants, to companies. Each company chose its own governor and Council. Charter colonies ran their own governments. They did not report to the king, but the king could take them over at any time.



John Winthrop was a governor of the Massachusetts Bay Colony.

1. How were all colonies started?
 - a. by religious groups
 - b. by American Indians
 - c. by the king
 - d. all the above
2. Who chose the Council in charter colonies?
 - a. landowners
 - b. the king
 - c. the governors
 - d. companies
3. How might you benefit from being a friend of the king? Circle all that apply.
 - a. You could be appointed as a governor.
 - b. You could be elected by settlers.
 - c. You could be given land.
 - d. You did not have to listen to the king.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.**Economics**

There were three areas in the 13 colonies. Each was different because of its geography. The New England colonies had many trees, so the settlers built a lot of sawmills. Shipbuilders used the lumber. These colonies had a long coastline. They had many places to build ports.

The middle colonies also had ports along their coast. They grew lots of wheat and rye. These crops enabled colonists to make bread. They mined iron. They used hemp to make textiles. Paper was made in Philadelphia. Horses were bred in New Jersey.

In the southern colonies, plantations grew rice, tobacco, and indigo. Silk was produced in Georgia. Bricks, barrels, and pottery were made. Traders shipped goods to Britain at ocean ports.

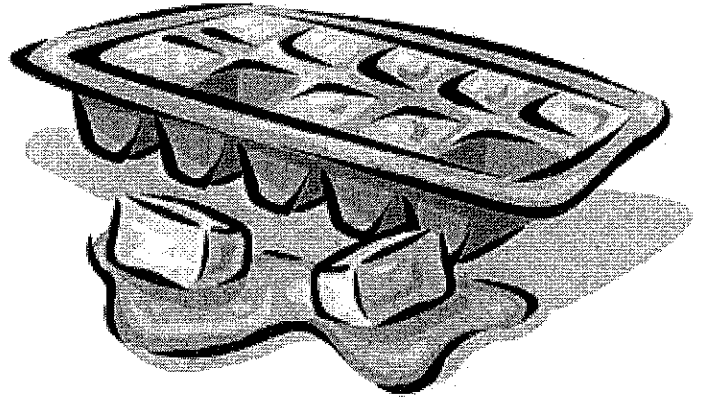
- Based on the text, what do you think the middle colonies were called?
 - the trade center
 - the breadbasket
 - the rice basket
 - the fishing center
- In what colony were horses bred?
 - Massachusetts
 - Pennsylvania
 - Georgia
 - New Jersey
- What colony was able to produce silk?
 - South Carolina
 - Virginia
 - Georgia
 - North Carolina
- Why was the Atlantic coastline so important to the new colonies?
 - It was good land to grow crops.
 - It was good land for racing horses.
 - It had many beaches for swimming.
 - It had many ports for shipping to Britain.

States of Matter

By Brandi Waters



¹ Matter is all around us. It makes up the air we breathe. It makes up our food, our homes, and our pets. Even our bodies are made of matter. If you look closely at the human body, you will see many different kinds of matter. In all of our bodies, you will find hard bones. You will find soft tissues. Blood flows through our veins. Air fills our lungs. In our bodies you will find all three of the main states of matter: solid, liquid, and gas.



² **Solid** matter always keeps the same shape. It always takes up the same amount of space. Some solids are hard. Other solids are soft. Metal, rubber, and feathers are all solids. In your body, bones and fingernails are solid matter.

³ **Liquid** matter always takes the shape of its container. Liquids do not have a shape of their own. Like solids, liquid matter always takes up the same amount of space. In your body, the blood running through your veins is a liquid. It takes the shape of your blood vessels, large and small. The water that you drink is also a liquid. It goes to many places in your body to keep it running smoothly.

⁴ **Gaseous** matter also takes the shape of its container. Gases can take up different amounts of space. A small amount of gas will spread out to fill a large room. It can also squeeze together to fit into a very small space. The amount of gas does not change, but the amount of space that it takes up does change. In our bodies, we breathe air into our lungs. Whether we take deep, full breaths or short, shallow breaths, the air fills all of our lungs.

⁵ In our bodies, and all around us, the three main states of matter are everywhere.

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Name _____



Date _____

States of Matter

1. What state of matter will you not find in the human body? <input type="radio"/> A Solid <input type="radio"/> B Liquid <input type="radio"/> C Gas <input type="radio"/> D None of the above	2. Solid matter _____. <input type="radio"/> A Always keeps the same shape <input type="radio"/> B Is only found in the human body <input type="radio"/> C Is always hard <input type="radio"/> D Takes up different amounts of space, depending on the container
3. _____ is an example of a liquid inside the human body. _____ _____	4. _____ matter always takes the shape of its container and always takes up the same amount of space. <input type="radio"/> A Liquid <input type="radio"/> B Solid <input type="radio"/> C Gaseous
5. What two types of matter always take up the same amount of space? <input type="radio"/> A Solid and gas <input type="radio"/> B Solid and liquid <input type="radio"/> C Liquid and gas	