

Supporting Students at Home: Grades 6-8

Originally developed by Howard County Public Schools; adapted for Denver Public Schools

Overview

This guide is designed to provide ideas for engaging students in learning activities while schools may be closed for COVID-19. The activities listed are intended to help keep our students intellectually active while they are at home. The activity ideas do not represent the first level of instruction that occurs in our schools. Best practices for first instruction will occur when students return to school.

The activities and tasks that students complete at home will not be used as assessment or counted toward a part of the students' grade. Families should review the list below (originated by Howard County Public Schools and adapted for use by Denver Public Schools) and select options that are relevant, accessible, and age-appropriate.

Sample Daily Schedule

8:00-9:00	Wake Up & Get Ready	Eat breakfast, get dressed, get ready for the day
9:00-11:00	Academic Time	Choose one or more of the options from the list below.
11:00-12:00	Screen Time	Choose one or more screen based activities from the list below.
12:00-2:00	Lunch & Free Time	
2:00-3:00	Academic Time	Choose one or more of the options from the list below.
3:00-4:00	Reading	Read a book or use Sora (OverDrive) to read or listen to an eBook or audiobook.



Universal Tasks

- Watch news reports, listen to public radio news broadcasts, and/or read [news articles](#). Analyze the quality of sources used as well as the data presented. Consider the following:
 - How reputable are the sources referenced? What potential bias is presented?
 - Are the data/statistics valid and reliable?
- Continue to work on any long-term projects that have been assigned to you by your teachers.
- Review recent classwork and homework assignments.
- Select a [book](#) to read. Consider responding to 1 question for every 20 minutes of reading.
 - Do any of the characters remind you of someone in your life? Who and how?
 - How are the characters, setting, and problems like those in other stories you have read?
 - Were you reminded of anything in your own life while reading this story? What and how?
 - What does this story make you think about or wonder?
- Watch a documentary on television, the internet, and/or a [streaming service](#). Identify the claim made by the film's writer(s) and director(s). What evidence does the team use to support their claim? (Examples: *He Named Me Malala* -Netflix; *Life, Animated* -Hulu; *Bully* -Amazon; *Girl Rising* -Tubi; *Wonder Women! The Untold Story of American Superheroines* -Amazon, Tubi)

Content-Specific Tasks

Secondary Social Studies

Enjoy some time with Crash Course Contents (<https://www.youtube.com/user/crashcourse>). You can use U.S. History, World History, Government, Economics and more. Start by watching topics you've already learned about in class, but feel free to explore. Be sure to try and identify the claims made in the video and the evidence used to support those claims. Once you've watched an episode, consider researching to find another source you may use as the "Mystery Document." Explain why you chose this document and how it relates to the episode you just watched.



Secondary Language Arts

- Explore [books](#) that have been made into film. What differences can you note? What creative ways did the director bring the text to life? Feel free to use this resource <https://www.goodreads.com/list/tag/book-to-film>
- Review the lyrics to one of your favorite songs that is school appropriate. Identify three devices that are used within the song and explain their use and impact. **Devices include:** simile, metaphor, hyperbole, symbolism, rhyme, rhythm, mood, and tone.

Secondary Science

Identify a phenomenon from the Phenomena: Wonder of Science list and watch the accompanying video (<https://thewonderofscience.com/phenomenal>). Complete the following:

- Construct an explanation about the phenomena. What questions do you have about the phenomena?
- Construct a model (such as diagrams, drawings, mathematical relationships, analogies, computer simulations and physical replicas) to represent ideas and explanations.
- Analyze and interpret data provided about the phenomena.
- Reason and argue based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem.
- Obtain, evaluate, and communicate the information clearly and accurately to a family member or friend.

Secondary Mathematics

- Visualize the nature of mathematics by determining the number of dots on the page and describing how you saw the numbers in multiple ways, using the activities available at: <https://www.youcubed.org/wp-content/uploads/2019/08/WIM-Dot-Card-and-Number-Talks-Grades-K-12.pdf>.
- Find or create a geometric pattern. Describe how you see the pattern growing. Use multiple representations to show how the pattern is growing: words, graph, table, visual, or algebraic expression. Show the connections between the representations using color-coding, arrows, and words.



World Language

Read, listen to, and/or view [authentic resources](#) in the target language for at least 15 minutes per day. Maintain a reading/listening/viewing log. Write in the target language about what you have read/heard/viewed, keeping in mind the Can-Do expectations for your proficiency target.

Art

Sketchbooks are an easy way to organize your ideas and art. In your sketchbook or on any paper you have and with any drawing supplies you have available:

- Draw a piece of fruit every day until it becomes rotten.
- Draw something from a pet's point of view.
- Combine 3 existing animals to create a completely new creature.
- Draw an animal playing a musical instrument.
- Draw a pile of dishes before they get washed.
- Draw tools that belong to a certain profession.
- Create three drawings of messes you have made.

Artful Activity Web Links:

- <https://mpt.pbslearningmedia.org/subjects/the-arts/visual-art/>

Music

- Using standard notation, draw 3 major scales and play or sing them.
- Create a rhythm using household items while keeping a steady beat.
- Listen to a song and describe the form of the song using refrain/chorus.
- Pick a theme song for your day and describe why you selected the song.
- Identify rhythms that are created naturally in your home.



Library Media

- Read a variety of genres and formats. Use the Sora (OverDrive) app or website to access the DPS collection of [eBooks and audiobooks](#) using a computer, phone, or tablet.
- Generate questions about a topic of personal interest or curricular relevance. Conduct research using [online databases](#) and the Big 6 process (https://www.hcps.org/f/academics/media/factsheet_big6.pdf) or another inquiry process to answer those questions.

Health & Physical Education

Each day, perform 10 exercises from the list below. Try and choose a few exercises for each fitness component. Fitness components include cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition.

Exercises

- 10 Push-ups
- 30-second plank
- 10 sit-ups
- 10 Air Squats
- 10 lunges
- 30 Jumping Jacks
- 1 minute of jogging in place
- 1 minute of high knees
- 10 burpees
- 10 wall push-ups
- Sit and Reach Stretch
- 20 small arm circles (forwards and backward)
- 20 large arm circles (forwards and backward)
- 10 minute walk around the neighborhood
- 20 flutter kicks
- 30-second butterfly stretch
- Run around the outside of your house 3 times

- 30-second hamstring stretch
- 30-second quadriceps stretch

Health Education Enrichment Choice Board

<p>Choose a health-related topic of interest and highlight your choice:</p> <ul style="list-style-type: none"> ● Benefits of Hands-Only CPR and how to perform it. ● Are Electronic Cigarettes Really Safe? ● Internet Safety – How <p>Can I Protect Myself Online?</p> <p>Write a magazine article about your topic. Use proper writing conventions. Your article should be at least three paragraphs in length and include a picture or graphic to make your article more interesting to readers.</p>	<p>Choose a health-related topic of interest and highlight your choice:</p> <ul style="list-style-type: none"> ● Alcohol Poisoning – What is it, why is it dangerous, and how can I prevent it? ● Is it Normal to Feel Depressed as a Teen? How Can I Get Help? ● How do the Diets of Teens and Adults Differ? <p>Complete the following based on the topic you chose.</p> <p>Write a magazine article about your topic. Use proper writing conventions. Your article should be at least three paragraphs in length and include a picture or graphic to make your article more interesting to readers.</p>	<p>Choose a health-related topic of interest and highlight your choice:</p> <ul style="list-style-type: none"> ● Should Teens Be Allowed to Use Social Media Sites? ● Does Coloring Really Reduce Stress? <p>Complete the following based on the topic you chose.</p> <p>Write a magazine article about your topic. Use proper writing conventions. Your article should be at least three paragraphs in length and include a picture or graphic to make your article more interesting to readers.</p>
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Digital Resources

Here are a few suggested resources that can be accessed digitally

- [Sora \(OverDrive\) eBooks and audiobooks](#) (available in English, Spanish, and several other languages)
- DPS LION Databases: [Britannica Middle School](#), [Britannica Escolar](#), [CultureGrams](#), [Gale in Context Middle School](#), [Gale Opposing Viewpoints](#)
- [Denver Public Library Kanopy](#) (free access to documentaries, foreign films, and critically-acclaimed movies)
- [Scholastic Learn at Home](#)
- [DPS' Academic Technology Menu](#):
 - Select School Breakdowns → Your School → Go!
 - **"Parent Consent Required"** tab: Resources approved via parent consent at your school
 - **"Parent Consent Not Required"** tab: District-approved resources

Ideas for activities for parents in Spanish

- DPS LION Databases: [Britannica Escolar](#)
- [Las Provincias](#)
- [Bebesymas](#)
- [Sapos Y Princesas](#)

Educational TV

PBS has a variety of educational TV. Here is how you can access PBS in the Denver area.

- Over the Air (Antenna)
 - Rocky Mountain PBS: Channel **6.1**
 - RMPBS KIDS: Channel **6.2**
- Cable TV (Comcast)
 - Rocky Mountain PBS: Channel **6 & 658**
 - RMPBS KIDS: Channel **245**
 - Create/World*: Channel **248**
 - On Demand: Channel **1** ("Your Colorado")
- Satellite (DIRECTV and Dish Network)
 - Rocky Mountain PBS: Channel **6**