



At Home Learning Resources

Grade 6 - Week 4

Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Grade 6 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing word games, and learning new vocabulary. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

If this article is too tricky for your child right now, please feel free to use the Kindergarten - Grade 5 articles.

If this is too easy for your child, please feel free to use the Grade 7 articles.

Students in Grade 6 should be reading for 30 minutes or more each day. They can read, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...

"This reminds me of..."

"The theme was..."

"One thing I learned is..."

"The character was..."

"This makes me realize..."

"In addition to what _____ said..."

"I agree with... because..."

"A question I have is..."

"On the other hand..."

Writing Activities

- Write a new ending to a book you read or keep the story going. Don't forget to add details. Show some of your feelings. Add some dialogue. What did your characters say? How did they feel? Does it match the original book?
- Make an informational book, slideshow, or website. Write many chapters about your favorite topics or research and choose a new one. Be sure to use different text structures like problem/solution or sequence or cause/effect. Make sure you use expert language like important vocabulary.
- Write an argument essay. What is something that you feel strongly about? Plan it using boxes and bullets. You can even do some research to learn more.
- Write a letter to a character in your book or to the author.
- Write a graphic novel. What images will you add? What words?
- Write a script. Get your family to perform it.

Vocabulary

- Choose 5 new words in each book or article you read. Practice using them with your family.
- Write complex sentences. See how you can grow your ideas to make them even better.
- Make a list of new words. Look them up. Then come up with synonyms and antonyms for those words.
- Play Scrabble or Words with Friends or Boggle or another word game.
- Learn new science or social studies vocabulary. Write a song using the new words. Teach them to your family.

This poem is from author Jason Reynolds, National Ambassador for Young People's Literature. The article is from *Time for Kids*. You can find it [online](https://www.timeforkids.com/g56/8-questions-for-jason-reynolds/) as well. <https://www.timeforkids.com/g56/8-questions-for-jason-reynolds/>

This video is Jason Reynolds on PBS.

https://www.youtube.com/watch?time_continue=11&v=FsQNaSLziGI&feature=emb_logo

Read both texts, watch the video, and complete the activities that follows. You can use all 3 or just use the two texts to complete the activities. Enjoy!

Day 28 of 30

A REMINDER AND RECKONING (in need of a rest)

at some point i must admit
that i am not composed of stone
that i am not an iron spit
hot but unburned above the flame

at some point i will need to sit
and take heed of my flesh and bone
and maybe even cry a bit
and beat my head and scream my name

jason jason grind and grit
don't forget you're not alone
for everywhere is where you fit
and everyone feels just the same



8 QUESTIONS

FOR JASON REYNOLDS



SHAWN MILLER—LIBRARY OF CONGRESS

Author Jason Reynolds was recently named National Ambassador for Young People’s Literature by the Library of Congress. He spoke with TFK Kid Reporter Jack Doane.

1. What’s your goal as National Ambassador?

My goal is to visit small towns and encourage young people to share their stories. We usually think stories are just in books. But our lives are books in themselves. We might believe our stories aren’t valuable, but they are. Imagine if everybody’s story could be made valuable.

2. You visit schools often. Why is that important to you?

When I was a kid, there was no such thing as an author visit. I never knew that I could grow up to be an author. My job now is to show up so kids can see that the person who wrote these books is a regular person, a person with fears and desires and joy, just like them.

3. What’s it like to write a novel?

The truth is, it’s difficult. You can’t really master it. You just do the best you can, and make it as clear as possible. You try to make something beautiful with the words you know.

4. You write especially for young people? Why?

Who else is there to write for? Young minds are wide open. I want to write about how interesting and resilient young people are. I see this as my opportunity to help you become who you’re trying to be.

5. So fiction can be very powerful for young people?

Fiction takes you into the lives of others. You see what other people are going through, if they’re suffering or being treated unfairly. And you learn to care about them. That’s an amazing thing. Fiction teaches that better than anything.

6. The boys in your novels often show their emotions. Why is that?

I grew up in a neighborhood where you had to be tough. You couldn’t seem scared or sensitive. But boys can be all these things, because they’re human. I want to show boys that it’s okay to have a range of emotions. You don’t have to be just a tough guy.

7. Why is diversity important in books?

America is a diverse country. It’s got people from all over the world, believing all kinds of things, living all kinds of lives. That’s the beauty of our country. Why not have that beauty shown in our literature?

8. You publish books frequently. How do you do it?

I work six or seven hours every day. My mom worked for 50 years and never got an opportunity like this. So I never take it for granted.

PRIZED AUTHOR Reynolds wears his medal from the January 2020 Library of Congress ceremony.

A-Z Power Word

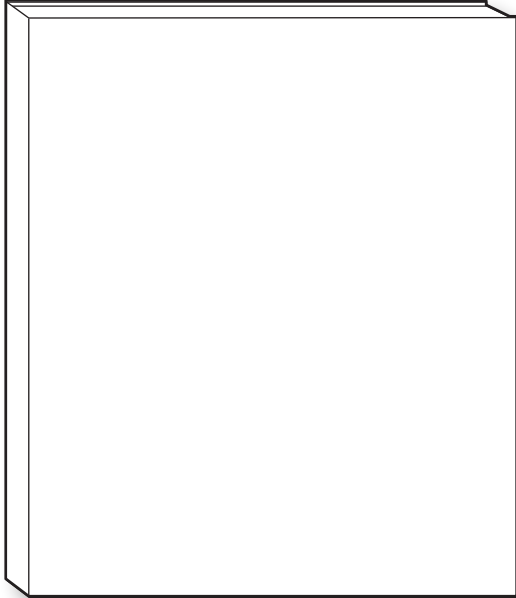
resilient adjective: able to become strong, healthy, or successful again after something bad happens

Name Date

Tell Your Story

Read “Eight Questions for Jason Reynolds” (March 13, 2020). Then think about your life as a book. Use the prompts below to start thinking about your story.

Create your book cover.



A time I was resilient:

A time I learned to care for others:

A time I showed emotion:

Select one of the ideas above as a starting point for your story. Freewrite about it below.





Evaluating Algebraic Expressions

- Check each answer to see whether the student evaluated the expression correctly. If the answer is incorrect, cross out the answer and write the correct answer.

Algebraic Expressions	Student Answers
1 $5m + 26$ when $m = 3$	 $5(3) + 26 = 15 + 26$ $= 31$ Possible answer: $5(3) + 26 = 15 + 26$ $= 41$
2 $8(x + 2)$ when $x = 6$	$8(6 + 2) = 48 + 2$ $= 50$
3 $7p + 5$ when $p = 12$	$7(12) + 5 = 7(17)$ $= 119$
4 $q + 9p$ when $q = 18$ and $p = 4$	$18 + 9(4) = 18 + 36$ $= 54$
5 $6w - 19 + k$ when $w = 8$ and $k = 2$	$6(2) - 19 + 8 = 12 - 19 + 8$ $= 1$
6 $12x + y$ when $x = 3$ and $y = 52$	$12(3) + 52 = 36 + 52$ $= 88$

- 7 Check your answer to problem 2 by using a different strategy.

Using Order of Operations with Expressions with Exponents

► Simplify or evaluate each exponential expression using the order of operations. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $(6 + 3)^4$

2 $6 + 3^4$

3 $2(4^3) - 1$

4 $2(4^3 - 1)$

5 $5 + 9(1 + 2)^2$

6 $5 + 9(1) + 2^2$

7 $(18 - 4)^2$

8 $18 - 4^2$

9 $9 + 2(3^2)$

10 $(9 + 2)3^2$

11 $12 + x^4 - 6$ when $x = 8$

12 $m^3 + 9n$ when $m = 4$ and $n = 5$

Answers

27

196

2

18

126

99

127

86

109

4,102

87

6,561

Identifying Equivalent Expressions

► Determine whether each pair of expressions is equivalent. Show your work.

1 $2(x - y)$ and $2x - 2y$

2 $4(x + y)$ and $4y + 4x$

3 $4p + 3c$ and $(c + 2p)(2)$

4 $21q - 7p$ and $(3q - p)(7)$

5 $4(2a - 3v)$ and $8a + 6v$

6 $8(3x + c) - 1$ and $8c + 24x - 1$

Identifying Equivalent Expressions *continued*

7 $3(2x + 11)$ and $(3x + 15)(2)$

8 $2x + 2x + 2c + 6$ and $(2x + c + 3)(2)$

9 $3e + 7 - e$ and $2e + 10 + 2e - 3$

10 $5c + 4c + 2$ and $5c + 2(2c + 1)$

11 How can you check your answer to problem 8 by choosing values for the variables?

Writing and Solving One-Variable Equations

► Solve each problem by writing and solving a one-variable equation.

- 1 In the first three innings of a baseball game, the home team scored some runs. In the rest of the game, they scored 5 runs more than the number of runs scored in the first three innings. If the home team scored 9 runs in all, how many runs did they score during the first three innings? How many runs did they score in the remainder of the game? Let x = the runs scored in the first three innings.
- 2 The punch bowl at Felicia's party is getting low, so she adds 12 cups of punch to the bowl. Two guests serve themselves 1.25 cups and 2 cups of punch. The punch bowl now contains 11.5 cups of punch. How many cups were in the punch bowl before Felicia refilled it? Let n = number of cups in bowl before Felicia refilled it.
- 3 Vanessa is a caterer. She made several batches of appetizers last weekend for an event. This weekend, Vanessa made 4 times as many batches. She made a total of 25 batches of appetizers for the two weekends. Determine the number of batches Vanessa made last weekend and the number of batches she made this weekend. Let b = the number of batches of appetizers Vanessa made last weekend.

Writing and Solving One-Variable Equations *continued*

- 4 Wanda earned \$350 babysitting over the months of July and August. She earned \$90 more in August than in July. How much did she earn babysitting in July?
In August?
- 5 Charlene is 8 years older than Aaron. The sum of their ages is 44. What are their ages?
- 6 On Saturday, 45% of the music Brianna listened to was country songs. She listened to 27 country songs on Saturday. How many songs did Brianna listen to on Saturday?

Writing and Graphing One-Variable Inequalities

► Write an inequality to represent each situation.

- 1 A farmer weighs a dozen chicken eggs. The heaviest egg is 56 g.

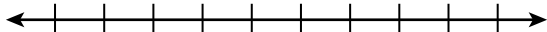
- 2 A light bulb is programmed to turn on when the temperature in a terrarium is 72°F or cooler.

- 3 Martin is building a sandcastle at the beach. He pours no less than 5 cups of wet sand into each plastic mold.

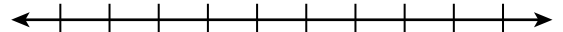
- 4 The shortest tree in a park is at least 25.5 ft tall.

► Graph each inequality.

5 $n \geq -2$



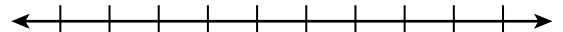
6 $h \leq 5$



7 $t \leq 7.1$



8 $r \geq -\frac{2}{3}$



- 9 What is the difference between the inequality $x \leq 5$ and the equation $x = 5$?



Find Out More

A **ratio** is a way to compare two different quantities.

Sometimes you compare the two parts.

4 tennis balls to 5 baseballs

5 baseballs to 4 tennis balls

Sometimes you compare the part and the whole amount.

4 tennis balls to 9 balls

5 baseballs to 9 balls

To write a ratio you can use the word "to," a colon, or a fraction bar. The expressions 4 to 5, 4:5, and $\frac{4}{5}$ all represent the ratio of 4 compared to 5.

There are many ways to compare the number of balls Carlos has.

Part to Part	Part to Whole	Whole to Part
tennis balls to baseballs 4 to 5 4:5 $\frac{4}{5}$	tennis balls to total balls 4 to 9 4:9 $\frac{4}{9}$	total balls to tennis balls 9 to 4 9:4 $\frac{9}{4}$
baseballs to tennis balls 5 to 4 5:4 $\frac{5}{4}$	baseballs to total balls 5 to 9 5:9 $\frac{5}{9}$	total balls to baseballs 9 to 5 9:5 $\frac{9}{5}$

You can also use the phrases "for each" and "for every" to describe ratios. For example:

4 tennis balls for every 5 baseballs.

4 tennis balls for each set of 5 baseballs.



Reflect

- Suppose Carlos was given a basketball. What is the ratio of tennis balls to baseballs? _____ What is the ratio of total balls to tennis balls? _____ Compare the ratios before Carlos got the basketball and after he got it. How did the basketball affect the ratios?



Read the problem below. Then explore different ways to compare quantities using ratios.

Chris mixes 4 cups of cereal, 3 cups of pecans, and 2 cups of raisins to make a snack mix. How can you use ratios to compare the quantities of each ingredient and the total amount of snack mix?

Picture It

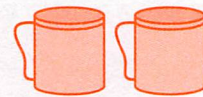
You can use a diagram to represent the information in the problem.



Cereal



Pecans

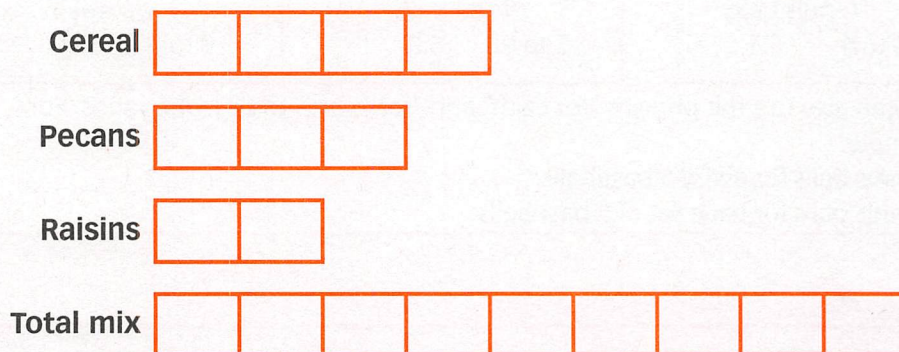


Raisins

Model It

You can use a tape diagram to help you see how the amounts of ingredients compare to one another and to the total amount.

To show how the ingredients compare, represent each cup with a rectangle. Then line up the rectangles for each ingredient in a row.





Connect It

Now you will solve the problem from the previous page using ratios to compare the quantities.

- 2 What are three ways to write the ratio of cups of cereal to cups of pecans?

- 3 Does the ratio of cereal to pecans compare part to part, part to whole, or whole to part? _____

- 4 What is the total amount of snack mix? _____

- 5 Write ratios to compare the amount of each ingredient to the total amount of snack mix. _____

- 6 Explain how you can write a ratio to compare two different quantities.



Try It

Use what you learned about writing ratios to solve these problems.

- 7 Leo blew up 7 balloons. Kathy blew up 5 balloons. Write each ratio in at least two different ways.

ratio of Kathy's balloons to Leo's balloons _____

ratio of Leo's balloons to Kathy's balloons _____

ratio of total balloons to Leo's balloons _____

- 8 Each class has the goal of selling 100 tickets to the school carnival. Miss Garcia's class sells 87 tickets. Mr. Carpenter's class sells 113 tickets. Write each ratio in at least two different ways.

ratio of Miss Garcia's sales to the goal _____

ratio of Mr. Carpenter's sales to the goal _____

ratio of Mr. Carpenter's sales to Miss Garcia's sales _____

Through The Eyes of Lowell Spring PHOTO PROJECT

Building a community of students that use their powers of observation
to create a record of their natural world.

Project Idea by Laura Schofield, Bartlett Community Partnership School

AS YOU EXPLORE THE OUTDOORS, BE SURE TO MAINTAIN SOCIAL DISTANCING OF SIX FEET.
WASH YOUR HANDS WHEN YOU RETURN HOME.

1) Choose Option 1 or 2.

OPTION 1 – Pick a subject listed below to photograph:

- Signs of new life
- Branches with new leaf buds
- Animals with their young
- Sunrise or Sunset
- Moonrise or Moonset
- Wild Turkeys
- Bald Eagle
- Birds feeding
- Rabbits or squirrels gathering food
- Beaver, muskrat or otter swimming
- Squirrels & chipmunks collecting food
- Egg sacks
- Evidence of erosion
- Animal scat (poop)
- Beaver lodge
- Nests



OPTION 2 – Pick a theme below & create two photographs that embodies that theme

- Capture a pattern in the natural world
- Capture a change in the natural world

Through The Eyes of Lowell Spring PHOTO PROJECT

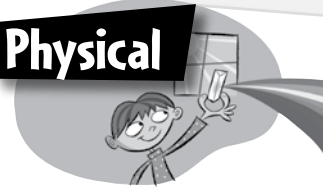
2) **Take your digital photos.** You may use a phone, tablet or digital camera.



3) **Send your photos to your teacher using Google Classroom or whatever electronic platform used by your class. Give your pictures a title.**

4) Rules

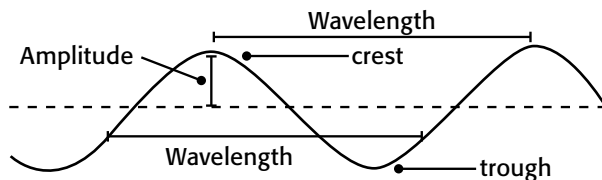
- Be safe when taking photos
- Take your own photos
- Please no people or pets in photos (*We love them, but the focus is the natural world*)
- Names of students will not be posted with photos



Science Background

Wave motion is one of the most important concepts in physical science because light, sound, and heat all travel by means of waves. Even though sound and light waves are somewhat different, water waves (as in the ocean) make a fairly good model for how energy waves travel. If you take a rock and drop it in a pond, it will make waves. That's because the rock displaces some of the water, forming ripples that move out in all directions. While it may look like the water itself is moving from one end of the pond to the other, it actually doesn't. When a water wave moves, individual water molecules simply move up and down. In other words, the wave moves through the water but the water itself does not travel along the path of the wave. The best way to see this is when a crowd does a "wave cheer" at a sporting event. Individual people stand up and sit down in place, but the wave itself moves all around the stadium.

All waves (whether water, sound, or light) carry energy from one place to another. To understand how a wave works, we must first look at the structure of a wave. Here's a picture of a basic wave:



The highest point in a wave is called the *crest* and the lowest point is called the *trough*. The distance between two successive crests or two successive troughs is called the *wavelength*. Different types of waves have different wavelengths. The size of the wavelength is usually controlled by how fast the wave is vibrating. This is called the *frequency* and is measured in vibrations per second. Frequency and wavelength are reciprocal. The higher the frequency of a wave, the shorter the wavelength. The *amplitude* of a wave is measured at the midpoint between the crest and trough, or half the total wave height. From the bottom of the trough to the top of the crest is the *wave height*.

Objective

- ★ Students observe how wave motion works.

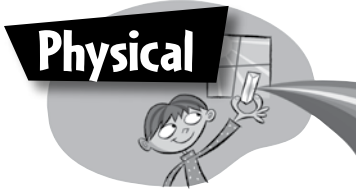
Standards Correlation

- ★ Energy is a property of many substances and can be transferred in many ways.
- ★ The sun's energy arrives on the Earth as light with a range of wavelengths.

You'll Need

(for demo)

- ★ 2-to-3-meter-long piece of rope
- ★ clear container half-filled with water



Student Worksheet

Making Waves

What are some properties of waves?

Get It Together

- ★ small bowl of water
- ★ pencil
- ★ paper towels
- ★ watch or timer

1 Using your pencil, draw a picture of what a wave looks like in the box. The *crest* is the highest part of the wave. Label it on your drawing. The *trough* is the lowest part of the wave. Label it on your drawing. The *wavelength* is the distance between one wave crest and the next wave crest. On your drawing, show how long a wavelength would be.



2 Place the bowl of water on a paper towel on your desk. Using the back of your pencil, gently tap the top of the water in the center of the bowl once. Describe what you see:

3 Allow the water to stop moving and then prepare to make another wave. How do you think the wave will look if you tap the water harder this time? Write your prediction:

4 Tap the water in the center as you did in Step 2, only this time use more force. Describe what happens. What part of the wave did you change when you used more energy?

Making Waves *continued*

- 5 Next you're going to make some rapid-fire waves. The frequency of a wave is a measure of how many waves pass by a given spot in a certain amount of time. Instead of tapping the water just once, you will now tap the water once every five seconds. You can either use a watch or simply count to five each time you tap it. What do you think will happen to the water?

- 6 Tap the top of the water once every five seconds and describe what happens:

- 7 Now we're going to increase the frequency of the wave by tapping the water once every second. What do you think will happen to the wave this time? Write your prediction:

- 8 Tap the water once each second for five seconds and describe what you see:

Think About It

Based on your observations and experiments, what happens to the size of a wavelength as the frequency of the wave gets faster?

Going Further

Modeling Breakers at the Beach: Why do waves at the beach always appear bigger during windy days? Most ocean waves are generated by wind blowing across the sea surface. The stronger the wind, the bigger the waves. Try making your own waves by blowing across a pan of water. Add a rock to the pan to see how waves can bend or refract around objects that block their path and interfere with each other as they move back and forth.



Name _____

Date _____

Asian Population

Create a color-coded map to show the population of different countries in Asia. Choose a different color for each of the population categories on the key. Then color each country on the following page based on the color key and its population.

Afghanistan	23,300,000	Lebanon	3,600,000
Armenia	3,800,000	Malaysia	23,000,000
Azerbaijan	8,100,000	Maldives	309,000
Bahrain	663,000	Mongolia	2,600,000
Bangladesh	143,000,000	Nepal	24,200,000
Bhutan	2,200,000	Oman	2,700,000
Brunei	341,000	Pakistan	148,700,000
Burma (Myanmar)	49,000,000	Philippines	78,400,000
Cambodia	13,800,000	Qatar	584,000
China	1,294,000,000	Russia	143,800,000
Georgia	5,200,000	Saudi Arabia	21,700,000
India	1,041,000,000	Singapore	4,200,000
Indonesia	217,500,000	Sri Lanka	19,300,000
Iran	72,400,000	Syria	17,000,000
Iraq	24,200,000	Taiwan	22,106,000
Israel	6,300,000	Tajikistan	6,200,000
Japan	127,500,000	Thailand	64,300,000
Jordan	5,200,000	Turkey	68,600,000
Kazakhstan (Asian)	16,000,000	Turkmenistan	4,900,000
Korea, North	22,600,000	United Arab Emirates	2,700,000
Korea, South	47,400,000	Uzbekistan	25,600,000
Kuwait	2,000,000	Vietnam	80,200,000
Kyrgyzstan	5,000,000	Yemen	19,900,000
Laos	5,500,000		

Source: The New York Times 2003 Almanac



Name _____

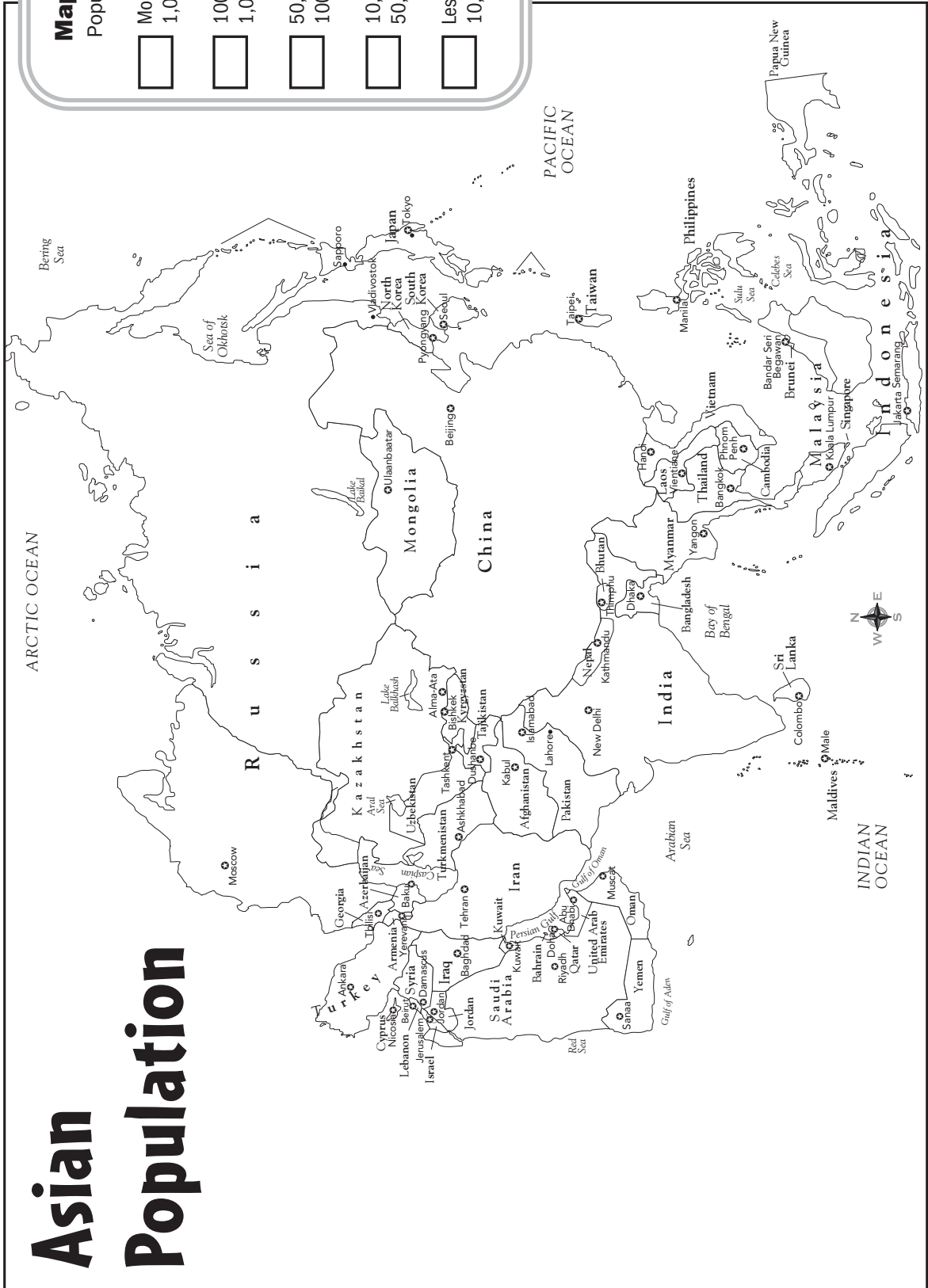
Date _____

Asian Population

Map Key

Population

- More than 1,000,000,000
- 100,000,000 - 1,000,000,000
- 50,000,000 - 100,000,000
- 10,000,000 - 50,000,000
- Less than 10,000,000





Name _____

Date _____

Economies in Asia

Which countries in Asia have the biggest economies? To find out, color-code the boxes in the key. Then complete the map on page 3 by coloring different countries based on the size of their economies.

Some Economies of Asia, GNP

Cambodia	\$3,150,000,000	Pakistan	\$61,022,000,000
China	\$1,062,919,000,000	Philippines	\$78,778,000,000
India	\$454,800,000,000	Russia	\$241,027,000,000
Indonesia	\$119,781,000,000	Saudi Arabia	\$149,432,000,000
Japan	\$4,519,067,000,000	South Korea	\$421,069,000,000
Kazakhstan	\$18,733,000,000	Thailand	\$121,602,000,000
Mongolia	\$947,000,000	Turkmenistan	\$6,699,000,000
Nepal	\$5,584,000,000	Uzbekistan	\$8,843,000,000

Note: GNP stands for Gross National Product; the total value of goods and services produced by a country.

Map Key (GNP)

- More than \$1,000,000,000,000
- \$100,000,000,000 to \$1,000,000,000,000
- \$10,000,000,000 to \$100,000,000,000
- Less than \$10,000,000,000

Is there a connection between a country's population and the size of its economy? Compare the two maps when you're done and make a claim supported by evidence.

Name _____

Date _____

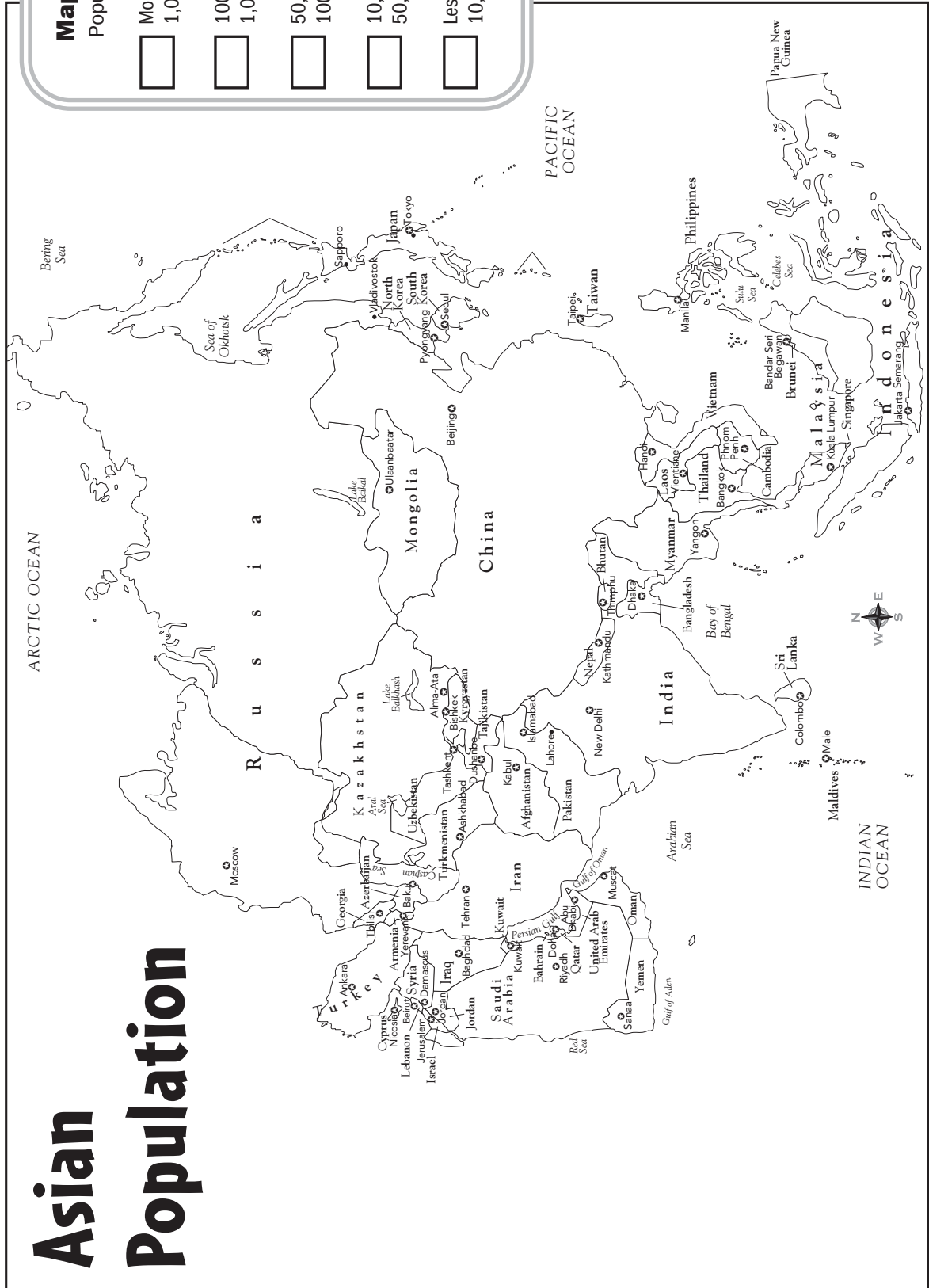


Asian Population

Map Key

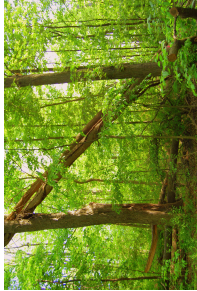
Population

- More than 1,000,000,000
- 100,000,000 - 1,000,000,000
- 50,000,000 - 100,000,000
- 10,000,000 - 50,000,000
- Less than 10,000,000



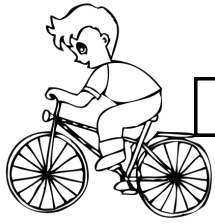
ESL at Home Grades 6-8 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday				
<p>Pick a page from a book. Change all of the nouns to things you see right in front of you in your house, then read it aloud.</p>	<p>Make a T-chart. Make a list of things you like about learning at home versus at school.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Home</td> <td style="text-align: center;">School</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Home	School			<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 346 crackers. Neveah ate one hundred three. How many are left?</p>	<p>Go outside and look up at the clouds. Draw what you see.</p>	<p>Choose two animals. Draw and label their food web. Create a Venn diagram to compare their ecosystems.</p>
Home	School							
<p>Monday</p> <p>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</p>	<p>Tuesday</p> <p>Use crackers or candy to build a castle. How tall can you make it? How many pieces did you use? List your materials.</p>	<p>Wednesday</p> <p>Take a walk in your neighborhood and search for items in nature that form the shape of letters. Draw what you see.</p> 	<p>Thursday</p> <p>Think of someone you would like to interview. Write them a letter with at least three questions.</p>	<p>Friday</p> <p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$21.00 Bananas = \$33.00 Ice cream = \$12.00</p>				

How Often (1) Week/Month/Year

My name is _____



S (M) T (W) T F (S)

He rides a bicycle three times a week.



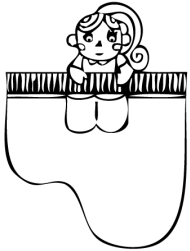
1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M A M J J A S O N (D)



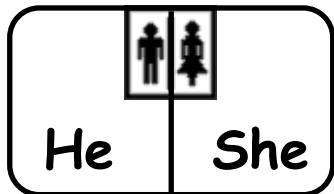
S M (T) W T F S



1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 (19) 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M (A) M J J A S O N (D)



- goes swimming
- plays volleyball
- rides a bicycle
- gets a haircut
- plays piano
- goes skiing

- 0 = never
- 1 = once
- 2 = twice
- 3 = three times
- 4 = four times
- 5 = five times
- 6 = six times
- 7 days a week = every day

S M T W T F S = a week

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31 = a month

J F M A M J J A S O N D = a year