

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 6



Grade 6 eLearning Guide – Week 1

Math: Personal Financial Literacy

- Students will understand the difference between Debit vs Credit cards
- Students will learn how to understand how to balance a checkbook
- Students will understand why good credit is essential

Science: Cells

- Understand that all organisms are composed of cells
- Identify single and multi-celled organisms

Language Arts: Identity

- Read multiple poems that share a common theme
- Analyze poetry in regards to figurative language, theme, and message
- Compare and contrast two texts on a similar theme

Social Studies: South Asia

- Students learn about topics related to South Asia - Buddhism, the Ganges River, and water pollution
- Students utilize different resources to help with their understanding of the content

Grade 6 eLearning - MATH

Objectives

- Students will understand the difference between Debit vs Credit cards
- Students will learn how to understand how to balance a checkbook
- Students will understand why good credit is essential

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Have the students complete the tasks provided below
- Discuss and brainstorm with your child the importance of having good credit
- Revise work as needed
- Complete this process for all lesson activities

For Students

Debit vs Credit Cards

- [Task 1](#): Watch video on credit vs debit card
- [Task 2](#): Complete Best payment Option - [Possible Answers](#)

Balance a Checking Account

- [Task 3](#): Watch video on Balancing Checking Account
- [Task 4](#): Complete Keeping a Running Balance - [Answer Key](#)

Understanding your Credit

- [Task 5](#): Watch Video on Understanding Your Credit Score
- [Task 6](#): Read notes on Why is a credit report important?
- [Task 7](#): Complete Credit Statements - [Answer Key](#)

Additional Resources

Looking for more math?

- [Study Jams](#)
- [Cool Math Games](#)

Grade 6 eLearning - SCIENCE

Objectives

- Students will understand that all organisms are composed of one or more cells.
- Students will understand that the presence of a nucleus is a key factor used to determine whether a cell is prokaryotic or eukaryotic.
- Students will be able to compare and contrast prokaryotic and eukaryotic cells.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Ask your student to tell you what an organism is. (a living thing that is able to grow and reproduce)
- Ask your student what the building block of a living organism is. (a cell is the smallest unit of an organism, or a building block of all living organisms)
- Ensure that your students have the cell booklet, student guide and student journal to complete their work today.
- Ask your student to tell you the difference between a prokaryote (organism that has cells that **do not** have a nucleus) and a eukaryote (organism that has cells that **do** have a nucleus)
- Is your student able to talk with you about the terms Cell Organelles, Nucleus, Cell Membrane, Prokaryote, and Eukaryote?
- Challenge your student to write sentences that compare and contrast prokaryotic and eukaryotic cells using the terms Cell, Nucleus, Prokaryote, and Eukaryote.

For Students

- Students read [Experiments on the Nature of Life](#) that were completed in the 1600's - 1800's. Students critique experiments and determine which theory they support. ENGAGE
- Students complete [Cells Student Response](#) Pre-Reading / Build-a-word, next they read the ["Cells"](#) article. While reading "Cells" the students complete the During Reading / Questions section. EXPLAIN
- Students make a [Cell Booklet](#). Students use the [Prokaryotic and Eukaryotic Cells Student Guide](#) to complete their work in the [Prokaryotic and Eukaryotic Cells Student Journal](#) and Cell Booklet. EXPLORE
- Students read [Prokaryotic and Eukaryotic Cells](#) EXPLAIN
- Students watch [Amoeba Sisters Prokaryotic vs Eukaryotic Cells video](#) and complete the [Amoeba Sisters Video Recap](#) ELABORATE

Resources

- [Plant Cells](#)
- [Animal Cells](#)

Grade 6 eLearning - LANGUAGE ARTS

Objectives

- Students read multiple poems that share a common theme.
- Students analyze poetry in regards to figurative language, theme, and message.
- Students compare and contrast two texts on a similar theme.

Essential Question

- How do we forge an identity?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. If your student needs assistance with reading, see the note about Commonlit in the "Resources" section below.
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they've written aloud and revise their work for clarity.
- Complete this process for all lessons.

For Students

- **Task 1:** "Masks"
- **Task 2:** "The Rose That Grew From Concrete"
- **Task 3:** Compare Texts
- **Task 4:** "Identity"
- **Task 5:** "To a Daughter Leaving Home"
- **Task 6:** Compare Texts
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

- **CommonLit** is offering free **parent accounts**. Many of the reading assignments above come from CommonLit. If your student needs assistance with the readings, create an account, search for the article by title, and click the "Read Aloud" button.
- **Sora** is a free app with books and reading resources for students. Log in with SBISD credentials.
- **Noredink** is a free online writing platform. Students should start with the modules for "Sentences, Phrases, and Clauses."

Grade 6 eLearning - Social Studies

Objectives

- Students learn about topics related to South Asia - Buddhism, the Ganges River, and water pollution.
- Students utilize different resources to help with their understanding of the content.

Essential Question

- What can we learn about a culture by studying its sacred places?

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Print the tasks below, or have your student copy the questions by hand.
- Have your student read the texts and take notes.
 - The texts may need to be read more than once for full understanding.
 - The videos provided also should help with understanding.
 - You may also allow your student to use a dictionary or online resource (such as <https://www.britannica.com>) to look up words or concepts they may not know.
- After reading, have your student answer the multiple choice questions as a check for understanding.
- For the open ended question, discuss ideas and brainstorm with your student prior to responding.
- Follow the same process for each article.

For Students

- [Task 1](#): Ajanta Caves and Buddhism Article
 - [Video](#) for a visual tour of the caves
- [Task 2](#): The Ganges
 - Optional [Video](#) from PBS
- [Task 3](#): Clean Water and Health
- [Task 4](#): Learning about Bollywood and its significance to Indian culture

Resources

- [PBS World History](#)
- [History.com](#) resources on the culture, geography, and history of India