

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 6



Grade 6 eLearning Guide – Week 5

Math 6 and Math 6 PreAP: Graphs

- Students will solve problems involving relative frequency and percent bar graphs.

Link for students taking upper grade courses: [7 preAP](#).

Beginning Week 5 all high school courses will be conducted through your math teacher.

Science: Classifying Living Organisms

- Students identify basic characteristics of organisms that classify them in the six kingdoms of living organisms.

Language Arts: What should we expect as we grow older?

- Students will explore the advantages of and challenges that come along with growing older in our society.

Social Studies: Geography and Cultural Development in Japan

- Students will describe how the geography of the region shaped the way of life of the people living there. They will trace the major political, economic, and religious developments in Japanese history.
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Grade 6 eLearning Guide - MATH 6 & 6 PreAP

Objectives

- Students will solve problems involving relative frequency and percent bar graphs.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

For Parents

- Your student will be learning about percent bar graphs and relative frequency.
- Have your student complete the tasks below.
- Have your student watch the videos to help them complete the tasks.

For Students

Graphs

- **[Task 1:](#)** Percent Bar Graphs video
- **[Task 2:](#)** Relative Frequency and Percent Bar Graphs (**[Answer Key](#)**)
- **[Task 3:](#)** Interpreting Data (**[Answer Key](#)**)

Resources

- If you can access your campus math adaptive software, please do!

Grade 6 eLearning Guide - SCIENCE

Objectives

- Students will identify basic characteristics of organisms that classify them in the six kingdoms of living organisms.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's iLearning course, for a grade.

For Parents

- Parents ask your student about the many terms they need to know about the basic characteristics used to classify living organisms. Use the [Word Meanings - KEY](#) to help.
- Ask your student to tell you about the organisms that are found in the six Kingdoms.
- Watch videos with your student and challenge them with the What Kingdom am I activity.

For Students

- Students ENGAGE in determining [Word Meanings](#) by using the meanings of word parts of the terms they have been learning about organism classification.
- Students EXPLORE the [Characteristics of Organisms](#). Use the [Organism Cards](#) to organize into six groups.
- Students read about [Kingdoms](#) and EXPLAIN their learning about the six Kingdoms within the three Domains by completing a folded model and use that information to answer the EXPLAIN questions.
- Students watch a series of video clips about organisms that are found in each of the six kingdoms:
 - [Kingdom Animalia](#) - Discovery Education
 - Kingdom Plantae is found in all kinds of environments. Watch the [Discovering Arctic Plants](#) video
 - Kingdom [Bacteria](#)
 - Kingdom [Archaea](#)
 - [The Four Kingdoms of Eukarya](#) - Animalia, Plantae, Fungi, and Protista
- Students ELABORATE on their learning about classification of living organisms by completing [What Kingdom Am I?](#)

Resources

- [Word Meanings - KEY](#)
- [What Kingdom Am I? - KEY](#)

Grade 6 eLearning Guide- LANGUAGE ARTS

Objectives

- Students will read texts from various genres with similar themes.
- Students will watch a video and compare its images to themes in poetry.
- Students will analyze how authors use diction and language to communicate their messages.
- Students will reflect on their learning in writing or through discussion.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- What should we expect as we grow older?

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](#): "On Turning Ten"
- [Task 2](#): Watch the video narration of "On Turning Ten," and answer the following: *How do the images and music in the video support the poem's themes?*
- [Task 3](#): "Worst Birthday," from *Harry Potter and the Chamber of Secrets*
- [Task 4](#): "Things Get More Complicated When You're Older"
- [Task 5](#): "Growing Down"
- Extension Activities:
 - 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 module for "Sentences, Phrases, and Clauses" and continue working through the modules.

Grade 6 eLearning Guide – SOCIAL STUDIES

Objectives

- Students will describe how early civilizations in East Asia used the land.
- Students will analyze the impact of limited resources on geographically smaller nations, including Japan and the Koreas.
- Students will evaluate the impact of industrial growth on the environment in East Asia.

Note: Beginning the week of April 14th, and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- How did physical geography influence Japan's cultural development?

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 text may need to be read more than once for full understanding. 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.
- For open-ended questions, discuss ideas and brainstorm with your student prior to responding.
- Follow the same process for the next article.

For Students

- [Task 1](#): Image Analysis with 2-column chart
- [Task 2](#): Japanese Mythology
- [Task 3](#): Image Analysis with 3-column Chart
- [Task 4](#): Tokugawa Ieyasu
- [Task 5](#): Kyoto

Resources

- [Answer Key for Task 2](#)
- [Answer Key for Task 4](#)
- [Answer Key for Task 5](#)
- [Encyclopedia Britannica](#)
- [History.com](#)
- [BBCTeach channel](#)