
WELCOME 6TH GRADERS
ERASER
ERASER



WELCOME PARENTS

We will be going over how to understand your students scores and give you an inside look to our new curriculum .

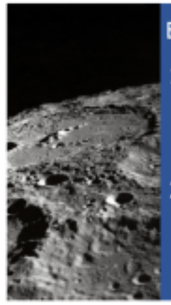
SCIENCE

Reflect on the Essential Questions before you dive in...

1. If you were quizzed today, which questions would you know the answers to already?

2. Which questions would you need to learn more about to answer confidently?

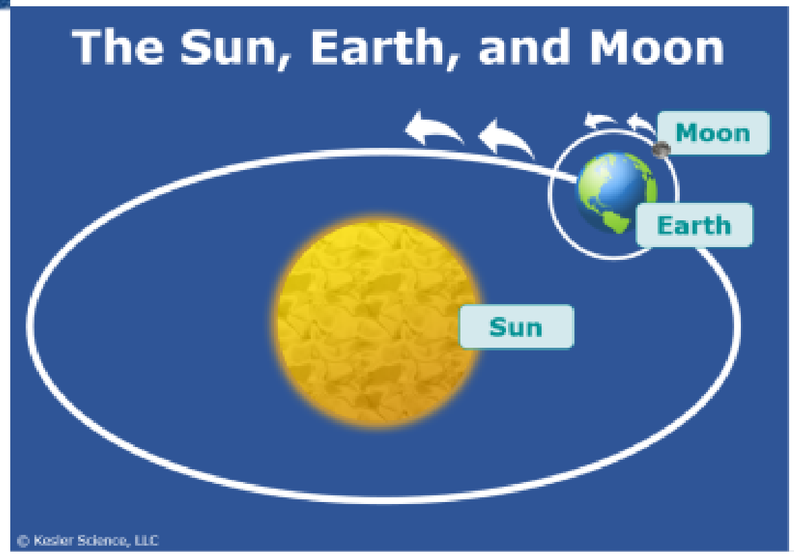
The Sun, Earth, and Moon



Essential Questions:

1. What physical characteristics do the Sun, Earth, and Moon have in common?
2. How are the physical characteristics of the Sun, Earth, and Moon different?





Orbits

- The path that one object in space takes around another object in space is known as an **orbit**.
- Objects with less mass orbit objects with more mass.
- The Moon orbits Earth approximately every 27 days.
- Earth orbits the Sun approximately every 365 days.

SCIENCE

Input: Read It!

The Earth, Sun, and Moon

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On July 20, 1969, Apollo 11 landed on the Moon, and Neil Armstrong became the first person to step on the lunar surface. Part of the mission was to collect rock and soil samples, so that we could learn more about the Moon's characteristics. While we have not sent manned missions anywhere else in our solar system, we have still been able to collect data and study other space objects like the Sun. The Moon and the Sun have characteristics that make them unique, but they also have similarities to Earth.

The Sun, Earth, and Moon are all spherical objects composed of many layers including a dense core at the center. They all have mass, which means they have gravity. **Gravity** is a force that pulls objects toward each other. Objects with more mass have more gravity. The Sun is the most massive object in our solar system. It is so large that one million Earths could fit inside of it! Since it is the largest object, it has the most gravity.

It may not look like it, but the composition of Earth and the Moon is similar. If they are composed of similar minerals, why do they look so different? Unlike Earth, the Moon has a very weak atmosphere. Without a strong atmosphere, the **surface** of the Moon is frequently hit with small space rocks called **meteoroids**. These same space rocks usually burn up in Earth's atmosphere, rarely striking the surface. The Moon's weak atmosphere also means that it has no weather, unlike Earth. Since there is no rain or wind, the Moon's surface does not experience **erosion**.

Weathering and erosion produce many of the landforms like canyons that you see on Earth. Compared to Earth, the Moon also experiences a greater range in temperature. Earth's atmosphere regulates our temperatures, keeping them not too hot or too cold.

Just like on Earth, the Moon also has water. In polar regions of the Moon where sunlight does not reach, water in the solid form of ice is present. There is also some water in the lunar soil. However, compared to Earth where 71% of the surface is covered in water, the Moon is very dry. Water is necessary for life as we know it. Earth has an estimated 8.7 million species of water-dependent plants and animals, and the Moon has none.

Unlike Earth and the Moon, the Sun's surface is not rocky. Instead, the Sun is a **star** that produces light. It is composed of extremely hot gases. At the center of the Sun, temperatures reach a scorching 10 million degrees! Like Earth, the Sun also has an atmosphere. While there is no rain or snow on the Sun, there is wind. Charged particles in the Sun's outer atmosphere produce solar winds.

We are lucky to call Earth our home! It has everything we need to survive. The Sun and Moon both have big roles in making life on Earth possible. Astronomers continue to study objects in and far beyond our solar system. Maybe someday scientists will find another planet capable of sustaining life, but until then, enjoy all that our beautiful Earth has to offer!

Input: Read It! 1 of 4

1. Which of the following physical characteristics do the Sun, Earth, and Moon have in common?

A. Similar temperatures
B. Composed of the same minerals
C. They all have gravity.
D. They all have weather.

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Input: Read It! 2 of 4

2. What physical characteristic do the Moon and Earth have, but the Sun does not?

A. Life
B. Water
C. Weather
D. Gravity

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Input: Read It! 3 of 4

3. Which of the following is FALSE when comparing the Sun to Earth and the Moon?

A. The sun is composed of gas, while the Earth and Moon are rocky.
B. The Sun has less gravity than the Moon and Earth.
C. The Sun, Earth, and Moon all have an atmosphere.
D. The Sun, Earth, and Moon all have a core at the center.

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Input: Read It! 4 of 4

4. There are vocabulary words on your answer sheet. Use the space around them to jot down notes or drawings to help you remember their meanings from the reading.

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Q & A

SOCIAL STUDIES

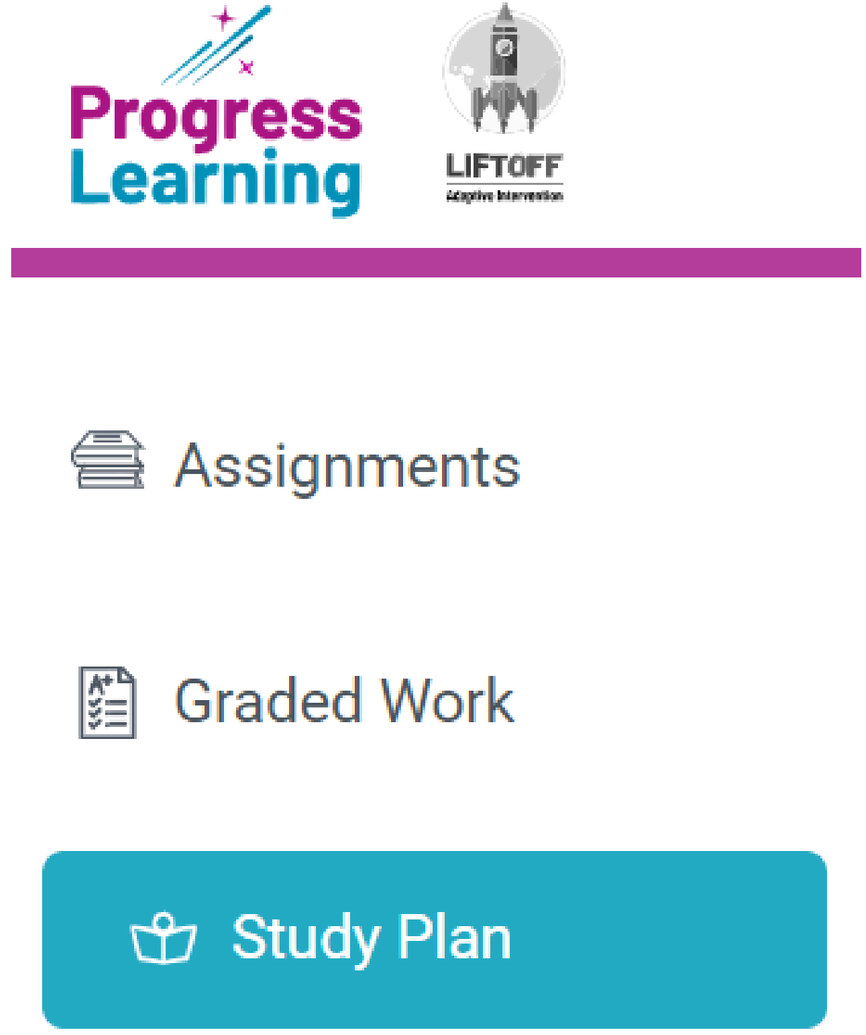
In 6th Grade we use Gallopade online program. Students will recieve a workbook and have access to this through ClassLink.



SOCIAL STUDIES

Students will be able to do additional practice on Progress Learning under Study Plans.

Gallopade online has additional practice opportunities for students.



Q & A

ELA

Benchmark EDUCATION

Building Literacy and Language for Life™



A TYPICAL DAY IN ELA

UN DÍA TÍPICO EN ELA

- Mini-Lessons (Reading, Writing, Grammar, Vocabulary, etc.)
- Writing Focus (Argumentative, Narrative and Informational)

- Progreso en el aprendizaje - Despegue
- Mini-Lecciones (Lectura, Escritura, Gramática, Vocabulario, etc.)
- Grupos Pequeños
- Enfoque de escritura (argumentativo/informativo)

TAKE A LOOK AT OUR READINGS

STUDENT ANNOTATIONS OF THE TEXT

Short Read 1

Annotate important information as you read. After reading, add information you have learned to your knowledge blueprint.

Notes

Marjory Stoneman Douglas
Friend of the Everglades

by Amanda Polidore



▲ After publishing *The Everglades: River of Grass*, Stoneman Douglas became an advocate for the Everglades.

Perhaps no Florida naturalist's name is as famous as that of Marjory Stoneman Douglas, the remarkable woman who is known as the "Defender of the Everglades." Stoneman Douglas was born in Minnesota in 1890. In 1915, she moved to Miami, Florida, to work as a reporter with the *Miami Herald*. At the time, the city had a population of only about 5,000 people. In her autobiography, Stoneman Douglas writes, "Miami was no more than a glorified railroad terminal." After a stint in the Red Cross during World War I, Stoneman Douglas went back to Miami and her job at the *Miami Herald*. In the ensuing decades, Miami experienced a population boom. During this time, Stoneman Douglas often wrote articles that focused on the issue of rapid commercial development.

Eventually, Stoneman Douglas quit the newspaper to pursue a career as an author. In the 1940s, she was approached by a publisher and asked to write about the Miami River. Instead of doing that, however, she decided to write about the Everglades and began researching the area. Stoneman Douglas spent five years delving into the ecology and history of the Everglades region, a valuable freshwater source for Miami's inhabitants. She published *The Everglades: River of Grass* in 1947.



"There are no other Everglades in the world. They are, they have always been, one of the unique regions of earth, remote, never wholly known."
—Marjory Stoneman Douglas, *The Everglades: River of Grass*

Before *The Everglades: River of Grass*, many people thought of the Everglades as a swamp to be drained and developed to accommodate Miami's expanding population. This book showed that the Everglades were important: they were part of the only body of fresh water in South Florida. The year the book was published, the Everglades became a national park.

However, the fight wasn't over yet. In the late 1960s, a proposed project to build an airport threatened the water and wildlife of the region. Stoneman Douglas joined the fight against the airport, which she felt would destroy the Everglades. In 1970, she formed Friends of the Everglades, a conservation group. Eventually, the airport project was halted, and in 1974 the Big Cypress Swamp National Preserv was established.

Former Florida governor Lawton Chiles explained Stoneman Douglas's extraordinary impact on South Florid saying, "Marjory was the first voice to really wake a lot of up to what we were doing to our quality of life."

Stoneman Douglas continued to work to preserve the Everglades for the rest of her life. In 1993, she was awar the Presidential Medal of Freedom. She died in 1998 at age of 108, having left an undoubtedly impressive lega

Biography



Notes

Short Read 1

Annotate important information as you read. After reading, add information you have learned to your knowledge blueprint.

Did she enjoy visiting the Everglades?

Defender = protector

What does she mean by "glorified railroad terminal"?

Was "rapid commercial development" related to why she protected the Everglades?

How does Miami's growth affect the Everglades?

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what does that mean?

what's that?



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Biography

Notes

What makes the everglades different from a swamp?

Why is that an important fact?

What is a conservation group?

How do the everglades impact the "quality of life?

What is the Presidential Medal of Freedom? What does it represent?

GRAMMAR PRACTICE

Name _____ Date _____

Use Appropriate Pronoun Number and Person

A pronoun must agree in number (singular or plural) and person (male or female) with its antecedent, or the word that it refers to.

Incorrect: After **Ms. Lee** was elected, **they** gave a victory speech.
Correct: After **Ms. Lee** was elected, **she** gave a victory speech.

Read each sentence. Circle the pronoun in parentheses ( ) that correctly completes the sentence.

1. Rosa called each member of the committee (her, herself, itself).
2. Jason wrote a paper about (her, his, its) favorite sport.
3. You should review (he, you, your) letter before you send it to the editor.
4. The new member of the team did (its, her, your) best.
5. The coaches just wanted (his, her, their) team to do well.

Read each sentence and underline the incorrect pronoun. Then rewrite the sentence using the correct pronoun.

6. Marla and Julio raised her hands to vote.

_____

7. We will discuss the issue when we have their next meeting.

_____

8. If you want to be the best swimmer, they have to practice.

_____



Name _____ Date _____

Subjective Pronouns

The words **she**, **he**, **we**, and **they** are subjective pronouns. The words **I**, **you**, and **it** are subjective and objective pronouns. Use a subjective pronoun when a pronoun is the simple or compound subject of a sentence.

Incorrect: Her is my friend.
Correct: She is my friend.
Incorrect: My brother and **me** walk the dog on weekends.
Correct: My brother and **I** walk the dog on weekends.

Circle the correct subjective pronoun in parentheses ( ).

1. (Her, She) and Barb are out riding bikes.
2. Klaus and (I, me) will go hiking with you on Thursday.
3. (Him, He) and (me, I) are on the team together.
4. (They, Them) and the oceanographers boarded the boat at dawn.

Underline the incorrect pronoun in each sentence. Then rewrite the sentence using the correct subjective pronoun.

5. Us and the mayor attended the opening game.

_____

6. Gwen and me decided to work on the project together.

_____

7. Him and Suki made muffins.

_____

8. My brother and me play soccer.

_____

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This is an example of grammar practice that students may complete throughout the week.

Este es un ejemplo de práctica gramatical que los estudiantes pueden completar a lo largo de la semana.

GRADES AND ASSESSMENTS

- Classwork Grades
- Weekly Benchmark Quizzes in week 1 and 2 (minor)
- Unit Assessment will be taken on mastery connect (major)



INTERVENTIONS
INTERVENCIONES

	Language: Vocabulary ⚠ No Diagnostic data	Texts: Context, Structures, and Style ⚠ No Diagnostic data	Texts: Genre Techniques and Elements ⚠ No Diagnostic data
GALAXY 6	Word Relationships	Text Structures and Features	Narrative Techniques
	Connotation and Denotation	Figurative Language	Multiple Themes
	Reference Materials	6 Perspectives	Compare and Contrast Literary Texts
	Vocabulary	6 Audience and Purpose	Expository Techniques
	6 Etymology		Argumentative Techniques
			Poetic Techniques
			Compare and Contrast Expository Texts
			Plot Structures
GALAXY 5	Acquire Vocabulary	Audience and Purpose	Theme
	Roots and Affixes		Compare and Contrast Stories
	Use Context for Meaning		Main Ideas, Facts, and Details
			Relationships and Interactions
			Compare and Contrast Accounts
			Narrative Techniques

Progress Learning

LIFTOFF
Adaptive Intervention

Q & A

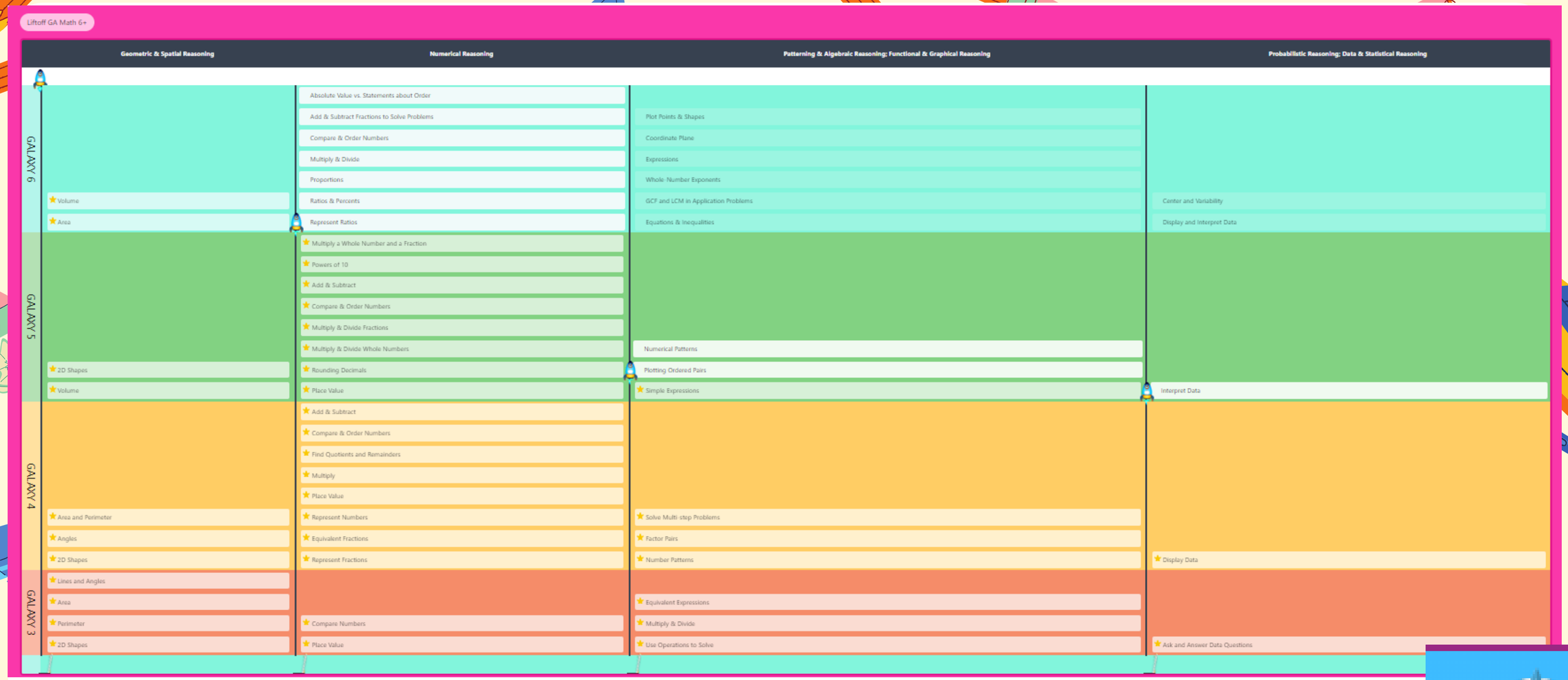
MATH

Learning Plans from GA DOE

Student Reproducibles (worksheets)

Georgia Department of Education

Body



Liftoff is used to help students fill learning gaps they may have.

LIFTOFF
Adaptive Intervention

Q & A

LEARNING OPPORTUNITY

House Essential is a learning opportunity, therefore parents are responsible for any fees that come with the opportunity.

ALL deadlines are hard deadlines.