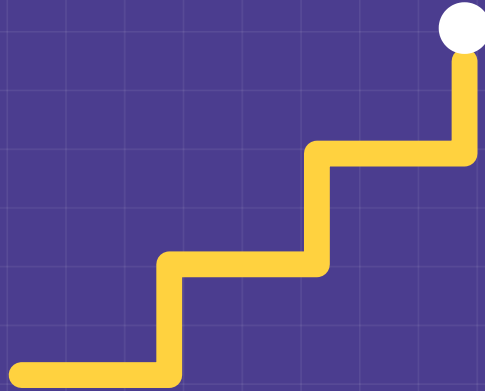




UpOnly Learning



GRADE 6

FREE SAMPLE WORKBOOK

Psychology Grade 6

One step at a time. · Ages 11–12 · Free sample: 1 of 7 topics

UO-PSY-6

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC

Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong — an answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgement over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com** — the picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

Full terms: uponlylearning.com/legal

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

1. ① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.
2. ② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.
3. ③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.
4. ④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.



How to use this Psychology book in Grade 6

Pace

Plan on 1 to 2 weeks for each of the 7 topics, about 7 to 14 weeks for the book, in 2 to 4 sessions a week.

A typical session

A 40 to 45 minute session runs Quick Check, Learn It, We Do It Together, and a block of You Try questions, with Show What You Know saved for its own day at the end of the topic.

Tips for this book

- How memory works and how to study and Your changing brain are best tried out; have your student test retrieval practice by quizzing themselves without the notes.
- Attention and the myth of multitasking works well as a small experiment: time a task with and without the phone nearby.
- Sleep and the brain and When and how to ask for help are personal topics; let your student decide what to share and keep the conversation calm.
- Encourage your student to check their own work with the answer key and talk about how each idea applies to their own day.

Your sixth grader is learning how their own mind works, and your calm listening helps them use what they learn.

GRADE 6

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Psychology: Grade 6

Free Sample Workbook · Ages 11–12 · 1 of 7 topics, with a Quick Check, a lesson, We Do It Together, You Try and an answer key

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Topic 1 · How memory works and how to study	7
<i>Explain encoding, storage and retrieval and plan study with retrieval practice and spacing CASEL Self-Management</i>	
Quick Check 7 · Learn It 9 · We Do It Together 11 · You Try 13 · Answer Key 14	



How memory works and how to study

The student will describe how memories are encoded, stored and retrieved, explain why forgetting is normal, and plan a study routine that uses retrieval practice and spacing instead of rereading.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. What is retrieval?
A Sleeping after a long study session **B** Pulling a stored memory back out
C Rereading notes until they look familiar **D** Putting new information into the brain
2. Which study method counts as retrieval?
A Using flashcards to quiz yourself **B** Copying notes into a new notebook **C** Reading a chapter one more time
3. Which method is NOT retrieval?
A Self-quizzing **B** Using flashcards **C** Writing from a blank page **D** Copying notes
4. Which method makes you recall facts on your own?
A Writing a summary from memory **B** Copying the notes word for word **C** Highlighting the key terms
5. Which sentence about forgetting is accurate?
A Only people with weak memories forget things **B** Forgetting means nothing was ever learned
C Adults never forget what they learn **D** Everyone forgets, especially early
6. Which description fits consolidation?
A The brain deletes the memories it does not need **B** The brain rereads the notes while you sleep
C The brain turns new learning into stable memory **D** The brain stops working during sleep
7. What does the brain need between study sessions?
A A final hour of cramming **B** Extra rereading time **C** Time to consolidate **D** More noise around you
8. What could Mina do differently next time?
A Quiz herself from memory over days **B** Read the chapter six times in one night
C Highlight every line in the chapter **D** Copy the chapter into her notebook
9. A student makes flashcards but flips them and reads the answers right away. What is the flaw?
A They are rereading instead of retrieving **B** Flipping cards is the strongest retrieval
C Reading answers builds the strongest memory

10. Two students study the same notes for 60 minutes. One rereads the whole time. The other quizzes for 30 minutes and rereads for 30. Who likely remembers more later?
- A Both the same, because the total time is equal
 - B Neither, because one session is too short
 - C The one who quizzed, because retrieval strengthens memory
 - D The one who reread, because more reading means more memory

② Learn It

Key words

- **encoding:** Turning information into a form the brain can store as a memory
- **storage:** Keeping a memory over time
- **retrieval:** Pulling a stored memory back out when you need it
- **retrieval practice:** Studying by testing yourself from memory instead of looking at the answers
- **spaced practice:** Spreading study sessions over several days instead of doing them all at once
- **forgetting curve:** The pattern that new information fades fastest soon after learning unless it is reviewed
- **cramming:** Studying a large amount in one long session right before a test

Warm-up

1. Read the 10 words aloud once. Cover the list and ask the student to write as many as they can remember in one minute.
2. Ask: 'Which words came back easily and which did not? Why might that be?'

Remembering has three jobs: getting information in, keeping it, and getting it back out. Today you will find out which study habits help with all three.

Teach

1. Explain the three stages: encoding (getting information in, helped by attention and meaning), storage (holding it), and retrieval (getting it back out). A memory can fail at any stage.
2. Explain that forgetting is normal, not a sign of a weak brain. In the 1880s a researcher named Hermann Ebbinghaus tested his own memory of nonsense syllables and found that most forgetting happens in the first day or two unless the material is reviewed.
3. Explain retrieval practice. Each time you pull an idea out of memory, you make that path stronger. Self-quizzing, flashcards and writing everything you remember from a blank page beat simply rereading, even though rereading feels easier.
4. Explain spaced practice. Three 20-minute sessions on three different days usually work better than one 60-minute session. The brain needs time between sessions to consolidate, and each return makes you retrieve the idea again.
5. Explain that cramming can get you through tomorrow's quiz, but the information is gone soon after. Explain that making meaning (explaining an idea in your own words, linking it to something you know) also strengthens encoding.

Studying feels hard when it is working. If it feels too easy, you are probably only recognizing, not remembering.

Guided practice

1. Have the student read a half page of their notes for two minutes. Then close the notes and write everything they remember. Check what was missed.
2. Make five quiz questions from the same notes. Ask the student to answer them tomorrow and again in three days.

3. Together sort these into 'rereading' or 'retrieval': highlighting, flashcards, writing a summary from memory, copying notes, answering practice questions.

Close the page. What can you pull out of your head? That is the part that is actually learned.

Worked examples

Mina read her science chapter three times the night before the test and felt ready, but she forgot much of it by the weekend. Explain what happened and what she could do differently.

Rereading made the text feel familiar, but she did not practice retrieval, and cramming gives little time for consolidation. Next time she could quiz herself from memory and split the studying over three or four days.

Omar has a test on Friday. Show a spaced plan using 20-minute sessions.

Monday: read notes and make 10 quiz questions. Wednesday: answer the questions from memory, then check. Thursday: redo the ones he missed. Friday morning: a short quick review. Each session includes retrieval.

Watch for these mistakes

Mistake: Forgetting something means I have a bad memory.

Fix: Explain that everyone forgets, especially soon after learning. The fix is review at spaced times, not a better brain.

Mistake: If I reread my notes until they feel familiar, I know them.

Fix: Explain that familiar is not the same as remembered. Only testing yourself shows what you can retrieve on your own.

③ We Do It Together: 10 questions

Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.

1. On which day does Omar answer the questions from memory?

- A** Thursday **B** Wednesday **C** Friday **D** Monday

Answer: B Wednesday

Why: Wednesday is the first retrieval day in Omar's plan.

2. What does self-quizzing make your brain do?

- A** Hide the information away for later **B** Replace the information with new facts
C Pull the information out of memory

Answer: C Pull the information out of memory

Why: Each retrieval strengthens the path to the memory.

3. What does consolidation need?

- A** Last-minute cramming **B** More rereading **C** Longer single sessions **D** Time between sessions

Answer: D Time between sessions

Why: The brain needs time between sessions to consolidate.

4. Which method is retrieval?

- A** Answering practice questions **B** Copying a page of notes into a notebook
C Rereading the chapter from the top **D** Highlighting the key words on the page

Answer: A Answering practice questions

Why: Practice questions make you retrieve answers from memory.

5. Why is rereading tempting even though it is weaker?

- A** It builds the strongest memories **B** It is the only method teachers allow **C** It tests you in the most honest way
D It feels easier and more comfortable

Answer: D It feels easier and more comfortable

Why: Rereading feels easier even though retrieval works better.

6. Which sorting is correct for copying notes and answering practice questions?

- A** Copying is retrieval; practice questions are rereading **B** Both are retrieval **C** Both are rereading
D Copying is rereading; practice questions are retrieval

Answer: D Copying is rereading; practice questions are retrieval

Why: Copying shows you the text, and practice questions make you recall.

7. What happens each time you pull an idea out of memory?

- A** The idea starts to disappear from memory **B** The path to that idea gets stronger
C The idea is erased and stored again **D** The idea becomes less accurate over time

Answer: B The path to that idea gets stronger

Why: Retrieval strengthens the path to the memory.

8. A self-quiz has 10 questions and a student gets 7 right. What fraction needs more practice?

- A** 10/7 **B** 3/10 **C** 1/10 **D** 7/10

Answer: B 3/10

Why: Ten minus seven equals three missed, so 3/10.

9. One student spaces study across a week but only rereads. Another crams but self-quizzes. What does each plan lack?

- A** Both lack more hours **B** Both lack nothing important **C** The first lacks spacing; the second lacks retrieval
D The first lacks retrieval; the second lacks spacing

Answer: D The first lacks retrieval; the second lacks spacing

Why: Spacing and retrieval each help, and the best plan uses both.

10. Two students answer the same practice test. One checks answers right after; the other waits a week. Which is better for learning?

- A** Neither, because checking does not matter **B** Waiting, so the mistakes are forgotten
C Checking only helps older students **D** Checking soon, so errors are corrected early

Answer: D Checking soon, so errors are corrected early

Why: Prompt feedback corrects mistakes before they are practiced.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. Which stage of memory depends on attention and meaning?
A Retrieval **B** Encoding **C** Cramming
2. What does the forgetting curve show?
A Memories get stronger with no review at all **B** New information fades fastest soon after learning
C Forgetting means the brain is not working well **D** Forgetting begins only after about a year
3. How many minutes are in three 20-minute sessions?
A 23 **B** 40 **C** 60 **D** 80
4. A student has 90 minutes to study. How many 30-minute sessions is that?
A 2 **B** 3 **C** 4 **D** 9
5. What is the purpose of the 10 quiz questions Omar makes on Monday?
A They give him retrieval practice later **B** They make Monday the only study day
C They replace the notes so he can stop reading
6. What does Ebbinghaus's experiment suggest?
A Forgetting is fastest soon after learning **B** Forgetting is rare for most information
C Review makes no difference to memory **D** People remember nonsense syllables forever
7. Which statement about encoding is true?
A It is helped by attention and meaning **B** It happens only when you are asleep
C It does not matter for studying **D** It means the same as retrieval
8. A student blames themselves for forgetting vocabulary after a week. What is the best advice?
A Review at spaced times with self-quizzing **B** Read the list once more tonight
C Look for a way to get a better brain **D** Stop studying vocabulary words
9. A student feels sure about a chapter but cannot answer practice questions. What does this show?
A The questions must be badly written **B** Familiar is not remembered **C** The student should just reread more
10. Which statement best summarizes the lesson?
A Try harder to avoid forgetting **B** Test yourself and space practice **C** Reread until the notes feel familiar

How memory works and how to study: Answers and explanations

① Quick Check

1. What is retrieval?
B Pulling a stored memory back out
 Retrieval is getting a memory out of storage when you need it.
2. Which study method counts as retrieval?
A Using flashcards to quiz yourself
 Flashcards ask you to pull the answer out of memory.
3. Which method is NOT retrieval?
D Copying notes
 Copying notes shows you the answers instead of testing you.
4. Which method makes you recall facts on your own?
A Writing a summary from memory
 A summary from memory makes you pull information out yourself.
5. Which sentence about forgetting is accurate?
D Everyone forgets, especially early
 Forgetting is normal and fastest soon after learning.
6. Which description fits consolidation?
C The brain turns new learning into stable memory
 Consolidation is the brain turning new learning into stable memory, which takes time, including sleep.
7. What does the brain need between study sessions?
C Time to consolidate
 Time between sessions lets learning become stable.
8. What could Mina do differently next time?
A Quiz herself from memory over days
 Retrieval practice spread over days builds lasting memory.
9. A student makes flashcards but flips them and reads the answers right away. What is the flaw?
A They are rereading instead of retrieving
 You must try to recall the answer before you check.
10. Two students study the same notes for 60 minutes. One rereads the whole time. The other quizzes for 30 minutes and rereads for 30. Who likely remembers more later?
C The one who quizzed, because retrieval strengthens memory
 Retrieval practice adds strength that rereading alone does not.

④ You Try

1. Which stage of memory depends on attention and meaning?
B Encoding
 Attention and meaning help information get in during encoding.

2. What does the forgetting curve show?
B New information fades fastest soon after learning
Most forgetting happens in the first day or two unless the material is reviewed.
3. How many minutes are in three 20-minute sessions?
C 60
Three times 20 equals 60 minutes.
4. A student has 90 minutes to study. How many 30-minute sessions is that?
B 3
90 divided by 30 equals 3.
5. What is the purpose of the 10 quiz questions Omar makes on Monday?
A They give him retrieval practice later
The questions are the tool for retrieval on Wednesday and Thursday.
6. What does Ebbinghaus's experiment suggest?
A Forgetting is fastest soon after learning
Most forgetting happened in the first day or two.
7. Which statement about encoding is true?
A It is helped by attention and meaning
Attention and meaning help information get in.
8. A student blames themselves for forgetting vocabulary after a week. What is the best advice?
A Review at spaced times with self-quizzing
Forgetting is normal, and spacing plus retrieval is the fix.
9. A student feels sure about a chapter but cannot answer practice questions. What does this show?
B Familiar is not remembered
The test reveals what the student can actually retrieve.
10. Which statement best summarizes the lesson?
B Test yourself and space practice
Retrieval and spacing beat rereading and cramming.

Keep going with the full Psychology workbook

You just tried one topic. The full Grade 6 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

- 1. How memory works and how to study CASEL Self-Management
- 2. Attention and the myth of multitasking CASEL Self-Management
- 3. Your changing brain CASEL Self-Awareness
- 4. Naming and managing emotions CASEL Self-Management
- 5. Sleep and the brain NHES Standard 7
- 6. Empathy and perspective-taking CASEL Social Awareness
- 7. When and how to ask for help NHES Standard 3

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— Dr. Evan J. Hasson, founder

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One step at a time.

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