

Grade 6 Newsletter

Ms. Alexander's Class
Term 1

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Reminders:

- Every Monday, students will bring home a copy of their spelling words. I understand that families have busy schedules with sports and other activities, but setting aside just a few minutes each evening to practice can greatly enhance your child's vocabulary and spelling skills. Spelling tests will be held every Friday.
- Agendas go home everyday. Please be sure to check and sign the agenda so you do not miss any important information.
- If your child is bringing home unfinished work, it means they haven't used their class time effectively. If you notice this happening and have any concerns, please don't hesitate to reach out.
- When sending Birthday invites they will only be handed out at school if there is an invite for all students in our classroom. If you are inviting select individuals please hand out, outside of school hours.
- If you are joining us for School Mass Services, please arrive on time and also a quick reminder there is no food or drinks allowed in the Notre Dame church.

Classroom Expectations:

I believe the classroom should be a comfortable, safe, and engaging place to learn. For the classroom to thrive, firm and clear boundaries must be in place. I expect students to demonstrate the same respectful behavior they are taught at home. Students should take care of the classroom supplies and treat the space with kindness and respect.

If negative behaviours occur, my following policy is in place:

- Step 1. Reminder & redirection
- Step 2. Speak privately and redirect
- Step 3. Phone call home
- Step 4. Office referral

Ms. Alexander's Grade 6 Classroom Norms:

As a class we collaborated and completed a list of classroom norms. These are displayed in our classroom as no excuse rules to follow.

Respect

- Keep personal and shared spaces clean and organized. Treat classroom materials and resources with care.
- Embrace and celebrate everyone's differences. Ensure the classroom is a safe space for all.

Preparation and Focus

- Arrive prepared and ready to learn.
- Keep a quiet learning environment, especially during assessments. Take brain breaks as needed to stay focused and energized.
- Move quietly and efficiently between activities.

Collaboration and Support

- Show respect and cooperation during group activities. Seek help when needed and offer support to peers.
- Use polite language, listen attentively, cooperate during group activities, and encourage classmates.

What we are learning in Term 1:

Math: Numbers to Billions, Number relationships, Operations with whole numbers, operations and fractions with decimals.

Reading: Questioning and making connections.

Writing: Narrative writing and expository writing.

Speaking & Listening: Careful listening, asking questions, using expression and staying on topic.

Science: Basic structures/functions of the body system (Excretory System, reproductive system, hormonal system, nervous system).

Social Studies: Global problems, global poverty, international cooperation's and responses to global issues.

ADST: Textiles, hand sewing and crochet skills.

Careers: Personal Development, goal setting, problem solving.

Art: Symbolism and Visual Arts.

Christian Education: Revelation, Trinity, Jesus Christ.

Learning Intentions:**Math-**

I can represent, compare, and order numbers from thousandths to billions, and describe how they are used in everyday life.

I can demonstrate an understanding of place value in numbers from thousandths to billions.

I can multiply and divide 4 digit numbers by 2 digit numbers using a variety of strategies.

I can make informed decisions on purchases and savings.

Reading-

I can find connections to what I read (text to text, text to self, text to world).

I can summarize, visualize, and make local and global inferences.

Writing-

I can write a paragraph using a topic sentence, concluding sentence and supporting details.

I can write to explain my connections and thinking.

I can create a narrative writing piece using a planning page to explore narrative structure, character and setting development and writing plots.

I can use dialogue in my writing.

I can edit and revise my writing pieces.

I can use the literary devices – Hyperbole and Idioms within my writing.

Oral Language-

I can demonstrate effective listening skills and questions.

I can show my understanding of why listening carefully is important.

I can ask questions for clarification.

I can speak using expression.

I can stay on topic when presenting.

Science-

I can explain the main structures and functions of the excretory system.

I can make a model of a kidney to demonstrate how the kidneys filter waste from blood and creates urine.

I can describe when hydration is important.

I can describe signs of dehydration.

I can describe what homeostasis is.

I can complete a lab activity.

I can show the similarities and differences between human and animal excretory systems.

I can demonstrate an understanding of the structures in the reproductive system.

I can describe what pregnancy is and the stages of development.

I can show my understanding of the changes we go through in puberty.

I can identify structures of the hormonal system.

I can describe hormones and explain their role in the body.

I can explain how the endocrine system maintains homeostasis in the body.

I can identify endocrine glands and the hormones they produce.

I can explain the main structures and function of the nervous system.

I can create a flow chart to classify information.

I can collaborate with others to complete science activities and labs

I can describe which parts of the brain are activated when a person is engaged in different simple tasks and activities.

I can describe a stimulus-response process.

Social Studies-

I can explain what affects global settle and identify settlement patterns.

I can explain what an urban sprawl is.

I can show my understanding of urban and rural areas by drawing a diagram and completing a description.

I can identify waste management issues then collect and organize information to support a course of action.

I can explain what we can do beyond the three R's.

I can show my understanding of how climate effects settlement pattern.

I can identify the differences between developed and developing countries.

I can explain the benefits of living in a developed country.

I can show my understanding about residential schools.

I can explain what reconciliation is.

I can show my understanding of child labour and the underground railroad.

ADST-

I can demonstrate my crocheting skills by repetitions of a process with the aim of approaching a desired result.

I can identify and use appropriate tools when demonstrating my hand sewing skills.

I can identify a range of uses of textile.

I can create my own material using characteristics and functions of existing materials.

Career Education:

I can set and complete achievable goals long term and short term.

I can show an understanding and demonstrate personal development.

I can identify many aspects of a good leader.

Art Education:

I can create an imagine and replicate it.

I can use symbolism to create an artistic puzzle piece about myself, incorporating ideas and experiences transferred into visual images.

Important Dates:

September 19th - Picture Day and Meet the teacher night

September 20th - No School

September 27th - Orange shirt day

September 30th - No School

October 3rd - Hat and Jean day (Bring \$2)

October 4th - Virtue Awards

October 14th - No School

October 25th - No school

October 31st - Character Day

November 1st - Grade 6 Prayer and Virtue Awards

November 7th - Hat & Jeans Day (Bring \$2)

December 19th - Christmas Concert

December 20th - Last Day of School before Christmas break

ABSENCES AND MISSED WORK:

If your child is absent from school, please be sure to email or call the office. If your child is out for more than a day, please contact me to arrange homework pickup. Students will have a basket in the classroom when they return that contains missed work. They are welcome to make arrangements with me to stay after school or at lunch to get the missed work completed. This work may be caught up in class or as homework.