

# WELCOME TO GRADE SIX RUTH HOOKER SCHOOL

2019 – 2020

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



## LET'S HAVE A GREAT YEAR!

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**Dear Parents/Guardians,**

**Welcome to a new school year! I hope you had a wonderful summer and enjoyed spending quality time with your child. I know that each year of your child's schooling presents new expectations and routines for you and your child to become familiar with. I will be introducing classroom routines and structure in a way that removes all of the guesswork from the child and allows them to concentrate fully on learning. In reading, the classroom structure I use is called Daily 5. Soon your child will be talking about "the Daily 5" at home. Here is what the Daily 5 is and what you should expect to see at home.**

**The Daily 5 is a literacy structure that teaches independence and gives children the skills needed to create a lifetime love of reading and writing. It consists of five tasks that are introduced individually. When introduced to each task, the children discuss what it looks like, sounds like, and feels like to engage in the task independently. Then, the children work on building their stamina until they are successful at being independent while doing that task.**

**These are the five tasks:**

- Read to Self**
- Work on Writing**
- Read to Someone**
- Listen to Reading**
- Word Work**

**When all five tasks have been introduced and the children are fully engaged in reading and writing, I am able to work with small groups and confer with children one-on-one.**

**One thing you may notice is a decrease in the number of worksheets your child brings home. Although worksheets keep students busy, they don't result in the high level of learning we want for your child.**

**As the year progresses, ask your child about Daily 5 and see what they have to say. I anticipate your child will tell you about class stamina and how we are working toward independence, and maybe you will even hear about some of the fantastic things your child has written, read, or listened to during our Daily 5 time.**

## Grade 6 Curriculum Information for Parents

In all grades, students develop skills in literacy and communication, working with others, solving problems, and using technology.

### ***Visual Arts***

Through a variety of learning activities and experiences, students learn about visual art forms in their environment, make their own art, and appreciate the art of others.

Grade 6 students:

Develop an understanding of themes in art through discussing and viewing natural and crafted materials they see around them, viewing their own and others' work, and drawing, painting, or creating three-dimensional objects.

Explore techniques such as those used for mosaics, subtractive sculpture, casting, kites, mobiles, still life, sketching, finger painting, and woodcuts.

Experiment with textural techniques, graying colours, value scales, depth through colour change, rhythm through repetition, and concepts related to symmetry, asymmetry, contrast, and focus.

### ***English Language Arts***

Through the study of English language arts, each student from Kindergarten to Grade 12 learns to understand, appreciate, and use language in everyday life. Students learn to *listen*, *speak*, *read*, *write*, *view*, and *represent* at different times and in different ways. In the English language arts classroom, where the teacher(s) and students choose and use appropriate materials and activities for real purposes, learning reflects everyday experiences.

Our focus for the year will be on the **Reading/Writing Connection**. My goal is to provide success for all learners, even those who may struggle, by providing learners with the tools to become independent readers, writers, and thinkers who create, revise, and comprehend text and who can apply and transfer their learning to new concepts. When students see themselves as readers and writers, they will be motivated to read and write more.

In Grade 6, students:

**develop clear points of view by respectfully discussing their thoughts with others, and assess and revise personal goals for language learning** For example: predicting; sharing interpretations; listening actively; contributing ideas; appreciating others' ideas; disagreeing politely; encouraging others; recalling relevant information; clarifying ideas; asking questions; identifying strengths and areas for growth; and following through

**identify strategies that help them understand and respond to what they read, see, and hear** For example: asking questions; making notes; adjusting reading rate; summarizing; outlining; responding personally; remembering ideas; understanding how different reading materials are organized; and using a dictionary to determine word meaning in context

**begin to recognize different ways writers use language, and explain how language choice improves understanding** For example: experiencing different kinds of reading materials such as novels, biographies, autobiographies, myths, poetry, drawings, and prints

**do research by determining their own questions, and use their own plan to gather and record useful information to answer their questions**

**experiment with a variety of ways to communicate ideas for different audiences and purposes through written, oral, and visual presentations** For example: participating in dramatizations and storytelling; giving demonstrations; preparing greeting cards and collages; using technology; and writing diaries, short stories, narratives, speeches, letters, and poetry

**use a variety of skills and strategies to revise and edit their work** For example: eliminating unnecessary information; using descriptive language; using appropriate verb tenses and pronouns; and applying some rules for spelling, capitalizing, and punctuating

**learn to identify and solve problems and help each other stay on task when working in groups** For example: taking responsibility; being sensitive to others' feelings; monitoring the group; showing self-control; resolving conflicts and negotiating; and staying with the group until the task is complete

## Mathematics

From Kindergarten to Grade 12, students use seven critical processes to build their understanding of mathematics and to support lifelong learning:

Communication—showing learning orally, through diagrams, and in writing.

Connections—making connections among everyday situations, other subject areas, and mathematics concepts.

Estimation/Mental Mathematics—developing understanding of numbers and quantities.

Problem Solving—investigating problems, including those with multiple solutions.

Reasoning—justifying thinking.

Technology—using technology to enhance problem solving and encourage discovery of number patterns.

Visualization—drawing on mental images to clarify concepts.

Grade 6 students:

<b>Number</b>	Understands and relates decimals, fractions, ratios, and percents  Understands and solves problems using large numbers, place value, integers, and factors and multiples.  Uses the order of operations with whole numbers and decimals to solve problems.
<b>Patterns and Relations</b>	Uses variables to show number patterns.  Understands the meaning of <i>preservation of equality</i> .
<b>Shape and Space</b>	Classifies, estimates, determines, draws, and labels angles, triangles, and other polygons.  Develops and uses a formula for perimeter, area, and volume of various figures.  Draws and describes the motion of a 2-D shape.  Solves problems involving the coordinate plane.
<b>Statistics and Probability</b>	Constructs and solves problems using line graphs.  Collects, displays, and analyzes data gathered from appropriate samples.  Determines and compares experimental and theoretical probability.

## ***Science***

Students are actively engaged in "doing" science and developing related skills and attitudes, as well as extending their understanding of science concepts.

Grade 6 students develop an understanding of science concepts in the following units (thematic clusters)

### **Diversity of Living Things**

**Flight**

**Electricity**

**Solar System**

These topic areas serve as contexts for students to develop the following skills, attitudes, and understanding about the nature of science:

Recognize that there are some questions science can't answer.

Explore, with teacher guidance, the concept of a fair test, by planning and implementing experiments and drawing conclusions based on investigation results.

Construct an object or device to solve a problem, based on specific criteria. Investigate positive and negative effects of science and technology, including effects on themselves, society, the environment, and the economy.

Develop a sense of responsibility for the welfare of other humans, other living things, and the environment.

Realize that science and technology are part of many hobbies and careers.

## ***Social Studies***

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present, and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

Grade 6 students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider contemporary world events that have shaped Canadian society. As they explore Canada's past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.

### ***Physical Education/Health***

The combined Physical Education/Health Education (PE/HE) curriculum was designed to address the 5 major health risks for children and youth. They are:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in STIs and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The vision is *physically active and healthy lifestyles for all students*.

Curriculum content is organized within the following five general learning outcomes:

1. Movement
2. Fitness Management
3. Safety
4. Personal and Social Management
5. Healthy Lifestyles Practices

## ***Music***

Music is on Days 1, 3, 5 Period 7 with Mrs. Collins

## ***Gym***

Students are involved in daily/quality Phys. Ed during Period 7 on Days 2, 4, 6 and Period 8 on Days 1,3,5 with Mrs. Hunter. Students are required to change for class.

## ***Library***

**Library is on Days 2 and 5 with Mrs. Merkel.**

## ***Universal Design for Learning***

At Ruth Hooker School, all members of the school community are valued for the many different ways they are able to contribute to the learning environment. In Grade Six, we celebrate the many different ways we can show what we know. You will hear your child use language such as 'Art, Math, Body, Nature, Self, People, Music or Word Smart' to describe themselves.

## ***Technology***

Students incorporate technology into their daily routines through the use of our Smart Board and laptops. Students will be evaluated in terms of their critical thinking, creative thinking, and responsibility and ethics in regards to Literacy with Information, Communication Technology. Parents are asked to have your child leave all electronic devices (ipads, ipods, cell phones, DSI's, PSP's) at home. They are not needed for academic purposes. Ruth Hooker School is not responsible for lost, stolen, or damaged devices.



## ***Classroom Expectations***

**Students need to do the following to help them to be successful in Grade 6:**

### **At Ruth Hooker School We Are:**

**Kind**

**Safe**

**Respectful**

**Productive**

**Come to class prepared**

**Do all assigned tasks**

**Complete homework on time**

**Use agenda on a daily basis**

**Ask for help when needed**

## **Academic Honesty**

**Students are expected to demonstrate integrity, ethical conduct, and academic honesty in all assessments, research, class work and homework assignments. Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Aspects of academic honesty include copying others' work, using cheat notes, and submitting or representing someone else's work as one's own.**

**Consequences: Teachers, in consultation with the principal, will determine whether a breach of academic honesty has occurred. In circumstances where it has been determined that the student has engaged in dishonest behaviour the principal and/or teacher will implement one or more consequences laid out by the Lord Selkirk School Division.**

## **Home-Ec.**

**The Grade 6 students will be involved in the Home-Ec. program once again at the Selkirk Junior High. This will take place during two different times throughout the year, in the last block of the day. Students will walk to and from the Junior High. Specific dates will be sent home as the dates get closer.**

## **Home Programs**

### **Agenda**

**Students will use their agenda on a daily basis in order to effectively communicate between home and school. I will initial each agenda once it has been completed with all necessary information. The agenda is to come home each night and be initialed by a parent/guardian. Even if there is no homework or notes, the agenda should still come home and be initialed. Please feel free to drop me a note in the agenda if you need to contact myself. This is very important for keeping your child organized.**

### **Home Reading**

**Your child will be part of a Home Reading Program this year. The goal of this program is to encourage as much oral and silent reading as possible at home. The advantage of reading with a partner is that it can be motivating for the young reader, and allows for modeling from parents or other family members. As well, the wonderful discussion that comes from sharing a book together helps to improve comprehension skills.**

**The following guidelines will facilitate the implementation of this program:**

- **Set aside special reading time for you and your child. A minimum of 15 minutes is required each night. They are not required to read on the weekends.**
- **Please check to see that the book that your child is reading is a “Good Fit” book. If it appears to be too hard or too easy, please let me know and we will work together to find an appropriate book for them.**
- **Both you and your child (if reading together) are encouraged to read orally. You may choose to alternately read one paragraph or one page. When you read to your child, you are modeling expression and fluency.**
- **During, and at the end of the reading time, it is important to discuss what was happening in the book, what might happen next, etc. The discussion encourages development of comprehension, extends ideas, and increases vocabulary.**
- **Please initial each day on the chart provided that your child has read. If they are unable to read for any reason, please leave a note in the agenda, otherwise students will be asked to stay in at recess or other times throughout the day to make up for this reading time.**

**[It is my hope that this program will further develop a love of reading in your child and family.](#)**

## **TUSC Totally Unbelievable Speakers Club**

**The T.U.S.C. program is a language arts program designed to improve listening and speaking skills. It will teach students to how to run meetings, act as a secretary and learn how to answer questions and deliver speeches.**

**In order for the T.U.S.C. program to be successful, students must be prepared for whatever job is assigned.**

Each week students will be assigned a job from the T.U.S.C. job list (Lists will be posted on our class website). Everybody will get a chance to do each job at least once. Presentations should be no shorter than a minute and no longer than two minutes. It is the job of the student to act responsibly and respectfully during presentations and to come prepared. If students are not prepared they will have to do a formal apology to the group and will not be allowed to be part of the meeting. It is important to start the assignment early so questions can be answered if students are unsure of what to do. Many of the assignments will need to be done for homework.

Meetings will be held on Fridays. If there is a change in the day, it will be written in agendas at the beginning of the week.

## **Math Assessment – Grade 6**

**The Grade 6 classroom will be participating in the Numeracy Achievement Project. The below letter will give parents information regarding this project.**

The Manitoba Rural Learning Consortium (mRLC) is conducting a **Numeracy Achievement Project** with Grade 6, 7, 8 and 9 students in your child's school division. The intent of the project is to enhance your child's student achievement in mathematics.

mRLC has obtained permission from the division superintendent and school principal to have your son(s) and/or daughter(s) to participate in this **Numeracy Achievement Project**. Grade 6, 7, 8 and 9 students will write a baseline assessment during the week of June 11-15 or June 18-22.

## **Anonymity/Confidentiality**

Our study will involve collecting and using student assessment data, and may include survey information, focus group interviews and the use of some instructional videos. Any information collected and/or products developed would be used for the purpose of supporting professional learning in mathematics.

## Dissemination

The results of the research may be published for educational purposes. No identification of specific students will be used.

**Should you NOT agree to allow your son(s) or daughter(s) baseline assessment to be used for research purposes a consent form will be sent out at the beginning of the year and you are asked to return it to the school office as soon as possible. IF the form is NOT returned we will assume that permission is granted.** If you have any questions or concerns about this request, or about the research in general, please contact your child's school.