

Tuesday, September 3, 2019

Dear Grade 6 Families,

Welcome to  
Sixth Grade!

Happy first day of school!

My name is Cindy Strampel, and I am excited to be your child's **tentative** teacher this year. Class placements will be finalized on Elementary Turnaround Day, which will be on September 24<sup>th</sup>.

This school year will be my 14<sup>th</sup> year teaching, and my 11<sup>th</sup> year at Minesing. I am looking forward to a year of inquiry, research, problem solving, and lots of laughs and fun. My goal for this year is for every student to have fun and love learning. I have created a little package for you with some information on topics that will be covered in September, home-school communication, classroom routines, behaviour plans, and electronic devices. I hope you find this information useful!

First, however, I ask that you kindly complete the short questionnaire on the next page to tell me a bit about your child. It is my hope to find out any pertinent information that will help me meet the needs of your son/daughter. If you have any questions at all please feel free to contact me at any time. You will find contact my information in this Welcome Package!

I would love to discuss any questions/concerns you might have.

It is my hope that each and every student has their best school year yet!

Grade 6 is going to be great!

☺ Mrs. Strampel



## Parent Questionnaire

My child's name is \_\_\_\_\_

What are some wonderful things about your child?

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What are some concerns that you have?

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Is there any other important information that you would like me to be aware of?

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## Welcome to Grade 6!

The grade 6 curriculum has many interesting topics. You will love it!  
Below, are some of the concepts we will be covering in September:



**Language** – We will be following the comprehensive literacy model throughout the year with a focus on modelled, shared, and guided reading and writing, with word work activities and media literacy integrated throughout the language program.

### **Writing:**

- The writing process, proper paragraph format, mini-autobiographies, recounts, editing & revising.

### **Reading:**

- Class novel study *The City of Ember*, by Jeanne DuPrau. This novel is great in that there are many S.T.E.A.M. connections (science, technology, engineering, art, and math). Not only will we be working on comprehension activities throughout the novel, but we will be using various materials to build, create, and explore the city.
- CAFÉ Reading Program (comprehension, accuracy, fluency, expand vocabulary). Students will also learn how to write effective reading responses with use of the Answer Sandwich Model.
- Literacy Stations – Students will rotate through different literacy stations per week (guided reading with the teacher, independent reading, word work, guided writing).

### **Oral Language:**

- Opportunities to speak and listen
- Discussion circles
- Student of the Week presentations
- Hot Topics discussions

### **Media:**

- Hot topics – We will be looking at current events discussed in the media and forming our own opinions based on these events.

### **Math**

- The First 20 Days of Math- activities promoting accountable talk and strategic problem solving
- Representing, comparing, and ordering whole numbers to 1000 000
- Math journals, games, facts, problem solving, guided math

### **Science**

- Electricity (which also links to our class novel, *The City of Ember*)

### **Social Studies**

- Heritage and Identity: Communities in Canada Past and Present

### **Gym**

- Will be on Day 2 and Day 4 (Period 5). We will be beginning with cooperative games and fitness

**French** – will be covered by Madame Naccarato on days 1 – 3 and 5 (Period 4).

**Music** – will be on day 4 (period 4) and will be covered by another music teacher TBD.

## Home-School Communication

I feel that strong home-school communication makes for a great school year and a very successful student. Below, are some of the methods I hope we can use to communicate between home and school:

**Google Classroom:** Please join our Google Classroom titled, “**Grade 6 2019-2020**”.

You will need the class code to join the classroom. The class code is **7uuk7pa**

(Parents, please join the classroom too! This way, you will always know what is going on!)

I will try my best to post announcements, assignments, videos, etc.

I am required to add parent emails manually to the Google Classroom. If you are interested in being a member of our Google Classroom, please send me your email address and I will add you!

**Class Blog:** We also have a class blog. It can be accessed at [cstrampel.edublogs.org](http://cstrampel.edublogs.org)

Anything that is posted on the Google Classroom will also be posted on the blog. This way, students and parents will have many ways of accessing class calendars, newsletters and assignments. The blog can also be accessed by the Minesing School website [min.scdsb.on.ca](http://min.scdsb.on.ca) under the “Classes” tab. There are often little updates posted on the blog about what we are doing in class as well.

### **Remind App:**

This is possibly the best app there is for home-school communication! This app allows me to send reminders and announcements directly to your smartphone or email, while keeping everyone’s cell phone numbers confidential. This is an amazing tool! I’m hoping that all parents (and students with devices) join the Remind App. **Instructions for joining the Remind App will be sent home as soon as classes are finalized later this month.**

### **Agendas:**

We will be writing in our agendas each morning. Students will write down any announcements/class work first thing in the morning. This will give me an opportunity to look in each agenda for notes from you. Students are asked to bring their agenda to and from school each day. If you could please sign the agenda each night, I would really appreciate it.

### **School Phone:**

The school phone number is 705-728-1944.

Please feel free to call me before or after school. I will also be available during my planning time 12:30 – 1:10pm. Although our school offers voicemail for teachers, the messages take a long time to reach us, and therefore, it is not the most efficient means of communication.

If you would like me to call you, please send a quick message through the agenda or Remind app, and I would be happy to call you when I am able! ☺



## OUR GRADE 6 BEHAVIOUR INCENTIVE PLAN

This year, we will spend time team building, working in cooperative groups and teaching the importance of kindness. We will also be following the MIND UP curriculum that focuses on calming strategies and understanding the science behind the body's reaction to stressful stimuli. All of this should help build the foundation for a calm, hardworking, positive classroom. The incentives are just a nice added touch!

We have a fantastic group of students in our class. In order to encourage and reward great behaviour, we have an individual behaviour incentive plan and a group behaviour incentive plan. We will work together to create a short list of class rules, so that the students have a sense of ownership of the rules. The rules will be posted in a visible place in the classroom. We will discuss the importance of fair consequences. These rewards and consequences are all part of our classroom behavior incentive plans described on the following pages.



# Minesing Central Public School

## School Progressive Discipline Plan

We will have opportunities throughout this school year to learn about Zones of Regulation, Mindfulness, and self-regulation. This year at Minesing, we are implementing a school-wide progressive discipline plan. Our progressive discipline plan refers to the Zones of Regulation. Please see a short summary of the zones below:

**Each zone lays out different states or emotions that anyone may be feeling at a given time.**

**RED ZONE** – is used to describe extremely heightened states of intense emotion. A person may be experiencing anger, rage, explosive behavior, terror, and has lost self-control when in this state.

**YELLOW ZONE** – is used to describe a heightened state of emotion, however still has some self-control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

**GREEN ZONE** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn in this state.

**BLUE ZONE** – is used to describe low states of alertness and down feelings, such as when one feels tired, sick, or bored.

Our school-wide progressive discipline plan will support students in making positive contributions to their own learning, classroom, school and community by demonstrating character traits as outlined in the student agenda. All staff will be consistent with student discipline.

**The progressive discipline works like this:**

After creating an agreed upon list of classroom rules and expectations, these rules will be posted and students will be expected to adhere to these rules.

When rules are not being followed, the progressive discipline plan will work as follows:

**Step 1: WARNING:** cues to redirect student, visual prompts and supports, references to rules

\*Up to three redirections/warnings depending on behavior (Step 1A, Step 1B, Step 1C)

**\*Repeated Warnings** – Student will be required to complete a Time to Think sheet within the classroom. Staff will try to provide supports to student that they need to calm and refocus (restorative questions, alternate space within the classroom, etc.).

**Step 2:** Behaviour Continues → **BUDDY CLASS**: Student will be sent with work to an alternate work location in a “Buddy Room” for an established time (e.g., remainder of period, learning block).

**Step 3:** Behaviour Continues in Buddy Class or when they return to class → **OFFICE**: Students assigned to office for recess time and the completion of a MINESING Action Sheet.

**Step 4:** Behaviour continues when student returns to class → **OFFICE**: Staff will contact office and a completed Incident Report account of events and actions taken to follow.

Any students who demonstrate above and beyond excellent behavior will be awarded tickets for the “Guess Jar”. They may enter a number guess as to how many items are in the “Guess Jar”. The person who has the closest guess at the end of the month wins the contents of the whole jar! The items in the guess jar will be different each month, but may include: nut-free candies, pencils, dollar store items, etc. I love this incentive because not only is it a great reward for excellent behavior, but it also reinforces math concepts taught such as estimation, volume, and probability. Students caught being awesome may also earn a ticket towards the “Guess Jar”! 😊

## The Grade 6 Party Bubble (whole group incentive)

On the front blackboard, there is a circle. The circle is our class "party bubble". When students demonstrate hard work and readiness to learn, they will get points in the party bubble. The harder the class works, the more points they get in the party bubble. When the teacher has to wait for the class to quiet down and be ready to learn, the teacher will watch the clock to see how long the class takes to settle down. The amount of minutes it takes for the class to settle down, is the amount of minutes that has to come off of the party bubble. When the class reaches 100 points (minutes) in the party bubble, they are entitled to a party of their choice (some ideas - video/popcorn, outside gym of their choice, board games, ice cream sundae, etc.). This usually happens about 4 or 5 times per year. Magically, it seems to happen around major holidays 😊

**Rationale:** If we work hard and are always ready to learn, we will not waste any learning time. These extra minutes saved can be used to have a really fun party! If we waste time by not being ready to learn, the minutes wasted are those we could have used to have a really fun party!



## **Technology and Student Devices**

I love technology! I think it's great that students have their own devices, and I welcome the idea of students using their technology for research, inquiry, and classwork at the APPROPRIATE times. I do have concerns with devices being misplaced, broken, or being a distraction during instructional time, (e.g., texting or using social media during lessons). Therefore, I ask for your support in ensuring that devices are used for instructional purposes only and during appropriate times.

I ask that devices be put away (either in backpacks or device bin) when we do not need them in class. They may not be stored in student desks as this becomes a major distraction. As per school rules, devices may not be out during nutritional breaks and recess. If you have any concerns with this policy, please contact me and I would be happy to discuss further!

Thank you for your support!

