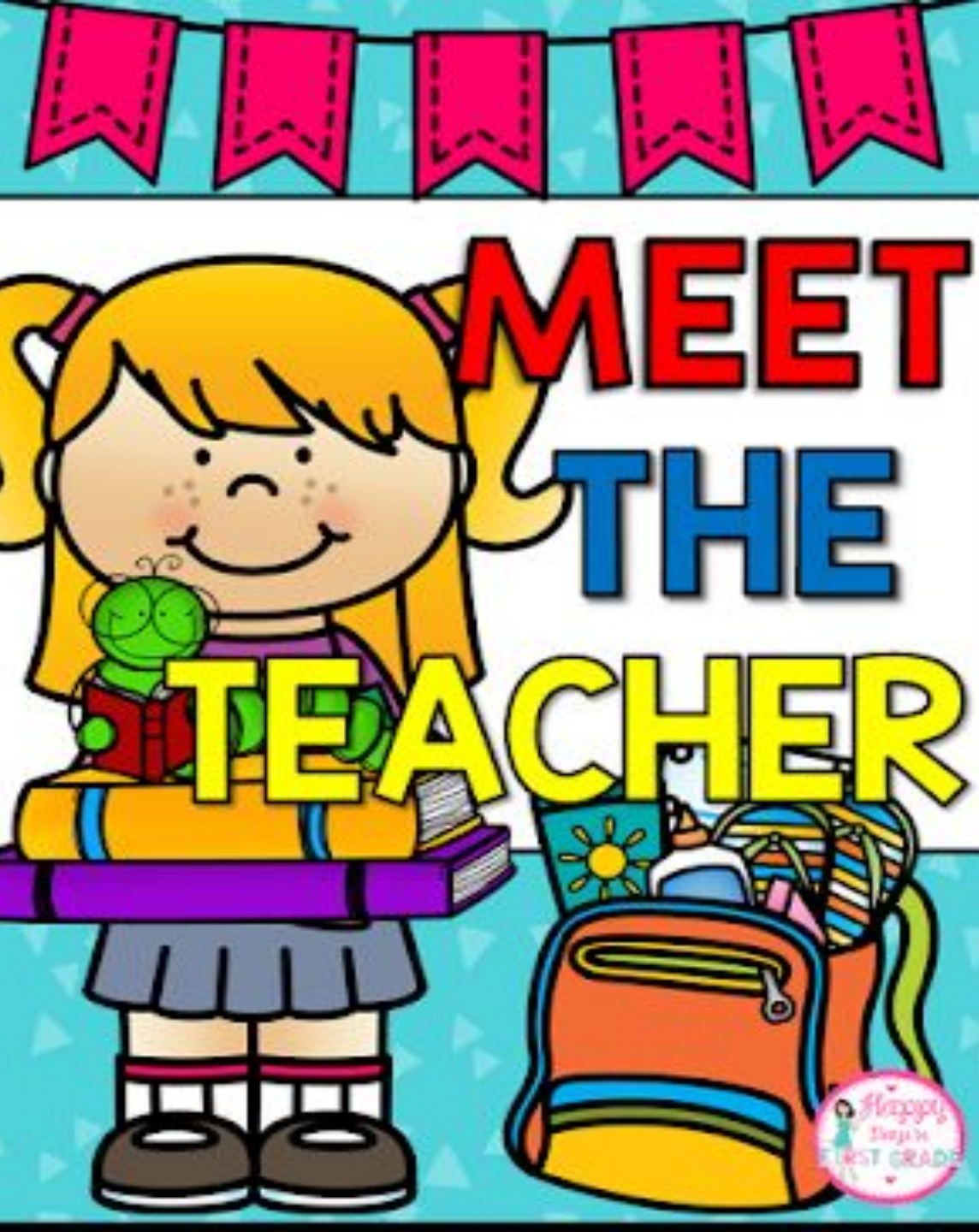




Isaac E. Young Middle School

Home of the Knights
Growing Minds of All Kinds



**Welcome Families
to the Grade 6**

**Meet our 6th Grade
Team**

DAILY ROUTINE OF A 6TH GRADE STUDENT

Sample Schedule

Arrival:

Period 1: (Block 1) ELA

Period 2: TAMPEL Class Period

Period 3: Lunch

Period 4: SOAR Enrichment

Period 5: (Block 2) Math

Period 6: TAMPEL Class Period

Period 7/8 (Block 3) Science OR Social Studies

Dismissal (Extra Help)

Period: 48 minutes

Block: 70 minutes

SOAR/ENRICHMENT (PERIOD 4)

SOAR is a period when teachers focus on:

- organization skills
- developing social skills
- social-emotional health
- bully prevention
- mindfulness
- community building
- STEAM activities
- collaborative projects



TEACHERS WILL COMMUNICATE THROUGH:

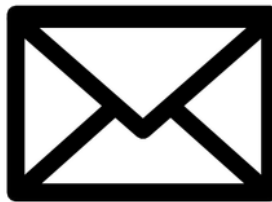
email, phone calls, progress reports and report cards

*If you'd like to schedule a meeting, please contact your child's school counselor.



Mrs. Gabr
Mr. Roberts

Mrs. Rhett
Mrs. Smith



GRADING POLICY IN GRADE 6

- Tests/projects: 30%
- Homework: 10%
- Quizzes: 40%
- Participation/Classwork: 20%



1. English Language Arts 6

Bub, Daly, Daniele, Ferrante, Levine, Gangemi, Salazar

TEACHER EMAILS

- abub@nredlearn.org Ms. Bub
- mdaly@nredlearn.org Mr. Daly
- fdaniele@nredlearn.org Ms. Daniele
- bferrante@nredlearn.org Ms. Ferrante
- ddelancey@nredlearn.org Mrs. Levine
- psalazar@nredlearn.org Ms. Salazar
- jtassello@nredlearn.org Mrs. Gangemi
- kmecca@nredlearn.org Mrs. Burello
- rsininsky@nredlearn.org Ms. Sininsky



6th Grade English Language Arts

Reading and Writing Objectives

***Instruction is aligned with NYS Next Generation Learning Standards for ELA**

***Class is conducted through direct instruction, group, and independent practice**

In regard to reading, our students will:

- read in volume a balance of informational and literary texts
- engage in evidence-based discussions with peers
- engage in peer feedback, teacher-student conferences, and self-reflection

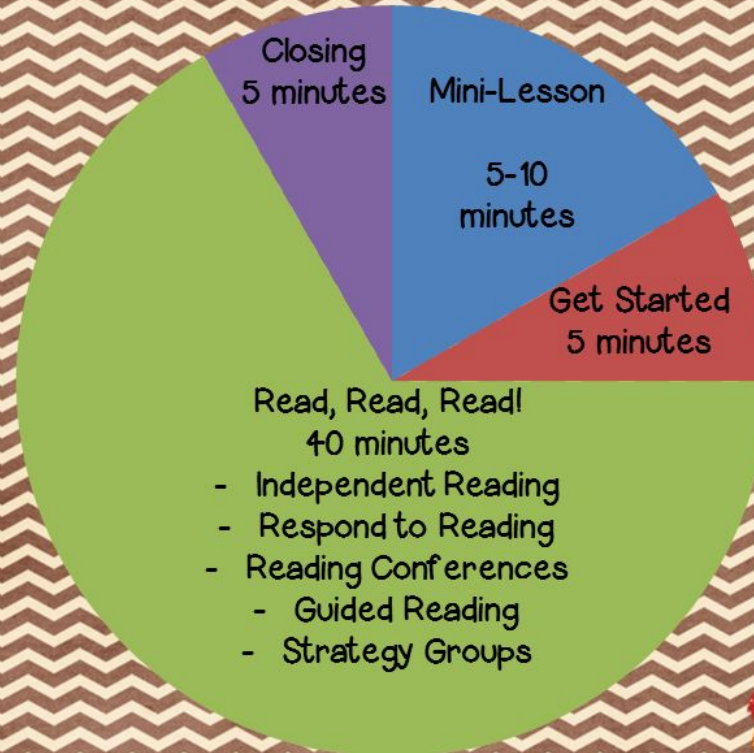
In regard to writing, our students will:

- write in a variety of genres (narrative, argumentative, literary, informative, and poetry writing)
- follow the writing process (plan, draft, revise, edit, and publish)
- focus on organization, elaboration, and conventions
- engage in peer feedback, teacher-student conferences, and self-reflection

6th Grade English Language Arts

Daily Routines in the Reading/Writing Workshop

Reader's Workshop



6th Grade English Language Arts

How We Assess Our Students' Reading and Writing Progress

- Guided by the IEYMS Grading Policy
- Formative Assessments: These will be done frequently in an informal and formal manner.
- Summative Assessments: These are usually done at the end of a unit as benchmarks.
- Conferences
- Homework
- Class Participation and Effort

Interim Progress Reports will be sent out 5 weeks before grades.

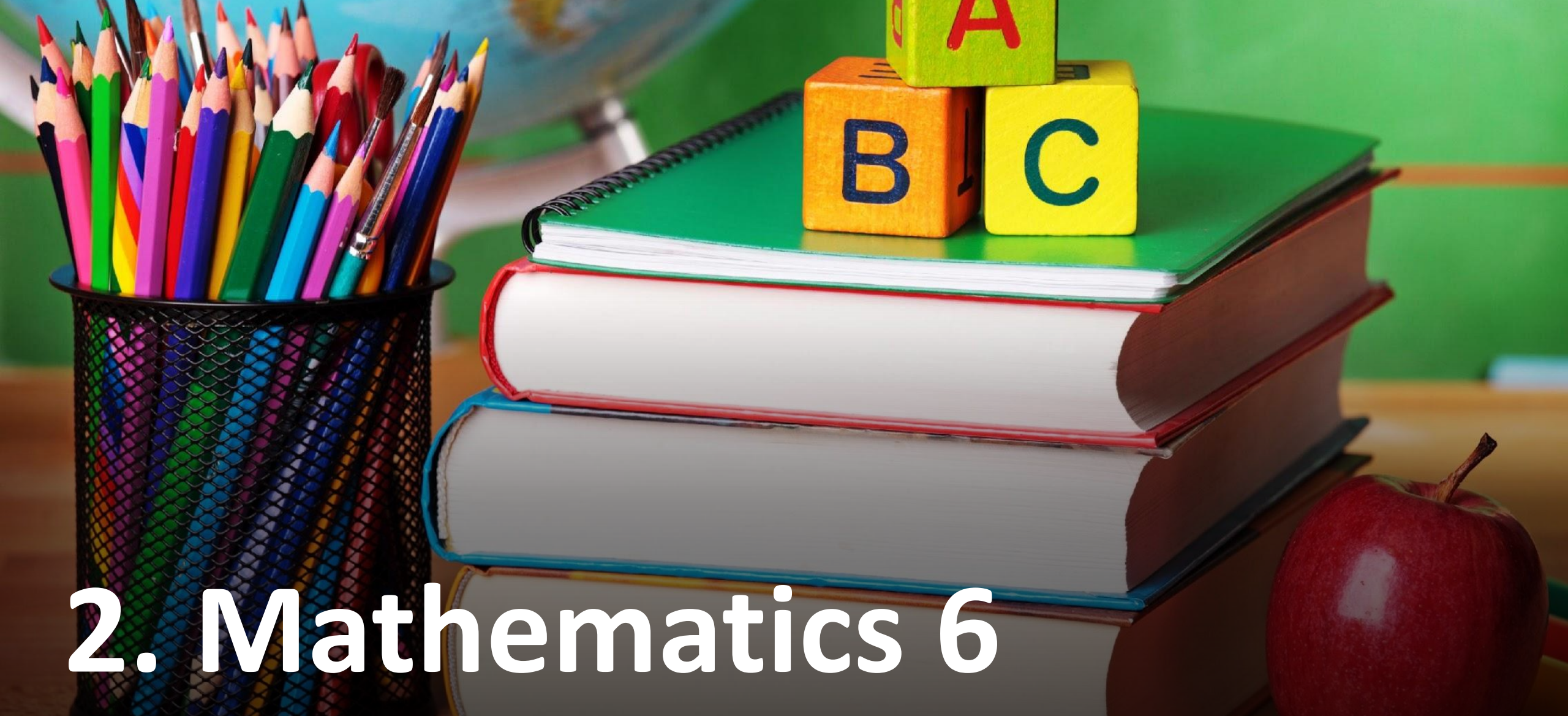


Learning Target: I can set a personal reading goal by reflecting on my reading life (6R4, 6SL1, 6VV4).

To Set A Personal Reading Goal:

1. **Reflect:** What can I **already** do as a reader?
2. **Think:** What do I **want** to be able to do as a reader?
3. **Decide:** What is achievable for me **at this moment**?

As a reader I want to be able to...
So, today I'll start by...



2. Mathematics 6

Akandu, Desphande, Griffo, Heyward, Iannuzzo, Rippley, Rock, Woo

TEACHER EMAILS

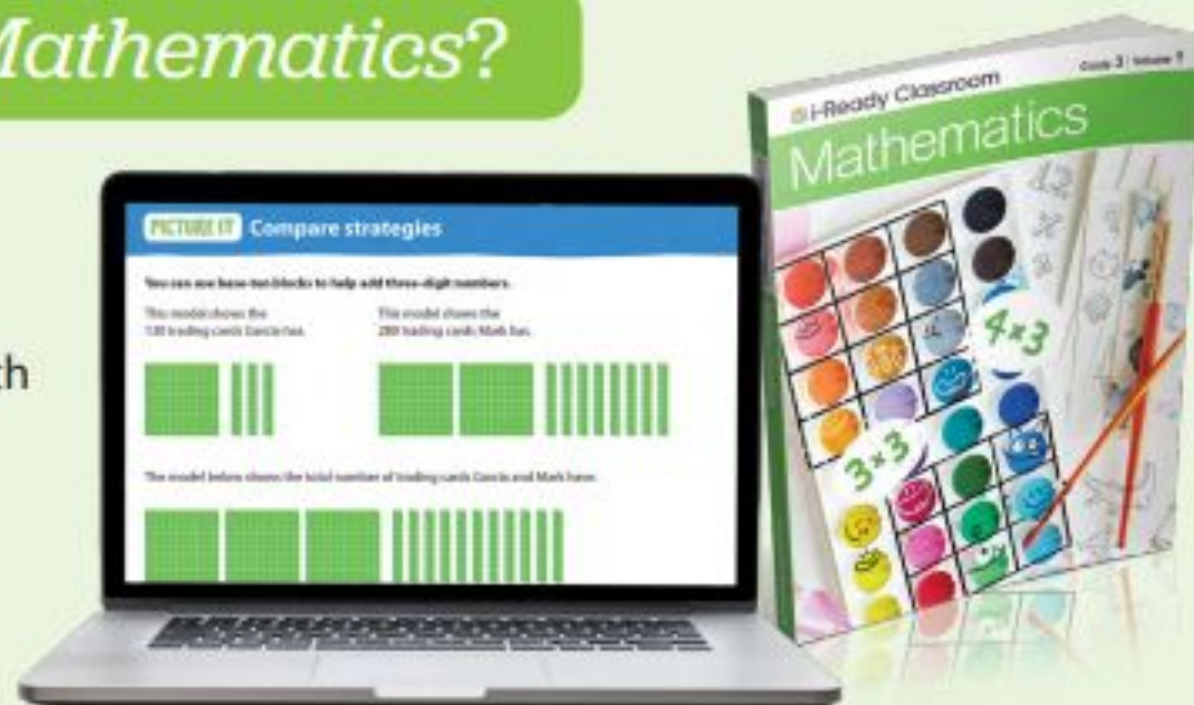
- ❑ jakandu@nredlearn.org
- ❑ ddeshpande@nredlearn.org
- ❑ dgriffo@nredlearn.org
- ❑ cheyward@nredlearn.org
- ❑ miannuzzo@nredlearn.org
- ❑ xripley@nredlearn.org
- ❑ jrock@nredlearn.org
- ❑ jwoo@nredlearn.org



What is *i-Ready Classroom Mathematics*?

***i-Ready Classroom Mathematics* is a robust mathematics program that will help your student become a strong, independent mathematical thinker.** The program uses a different approach to math instruction than many of us had as kids. The program:

- Focuses on learning through problem solving and student-to-student conversations about mathematical thinking (called discourse)
- Uses a set of learning routines each day, called the Try-Discuss-Connect routine, that helps students engage in discourse as they develop a deeper understanding of mathematics
- Ensures that your student develops the problem-solving skills needed to become an independent and confident mathematical thinker



What class looks like with *i-Ready Classroom Mathematics*

Discussion Based



Students learn by solving and talking to each other.



Explaining your thinking is central to class.



Knowing *why* something works is as important as knowing how to do it.



WHAT WILL MY CHILD LEARN IN MATH?

- ❑ Ratios and Proportional Reasoning
- ❑ Number System
- ❑ Expressions, Equations, and Inequalities
- ❑ Geometry
- ❑ Statistics and Probability



Try–Discuss–Connect Routine

TRY IT

- 1 Make sense of the problem.
- 2 Solve and support your thinking.

DISCUSS IT

- 3 Share your thinking with a partner.
- 4 Compare strategies.

CONNECT IT

- 5 Make connections and reflect on what you have learned.
- 6 Apply your thinking to new problems.

SAMPLE
LEARNING
ACTIVITY

Discovering Area

A rectangular postage stamp has a length of $\frac{3}{2}$ inches and a width $\frac{3}{4}$ of inch. What is the area of the stamp in square inches?

A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. To the right, a stack of four books is shown, with a green spiral notebook on top. Three alphabet blocks (A, B, C) are stacked on the notebook. A red apple is in the bottom right corner.

3. Science 6

Ms. Howes, Ms. McCue, Mr. Mingione, Dr. Misner

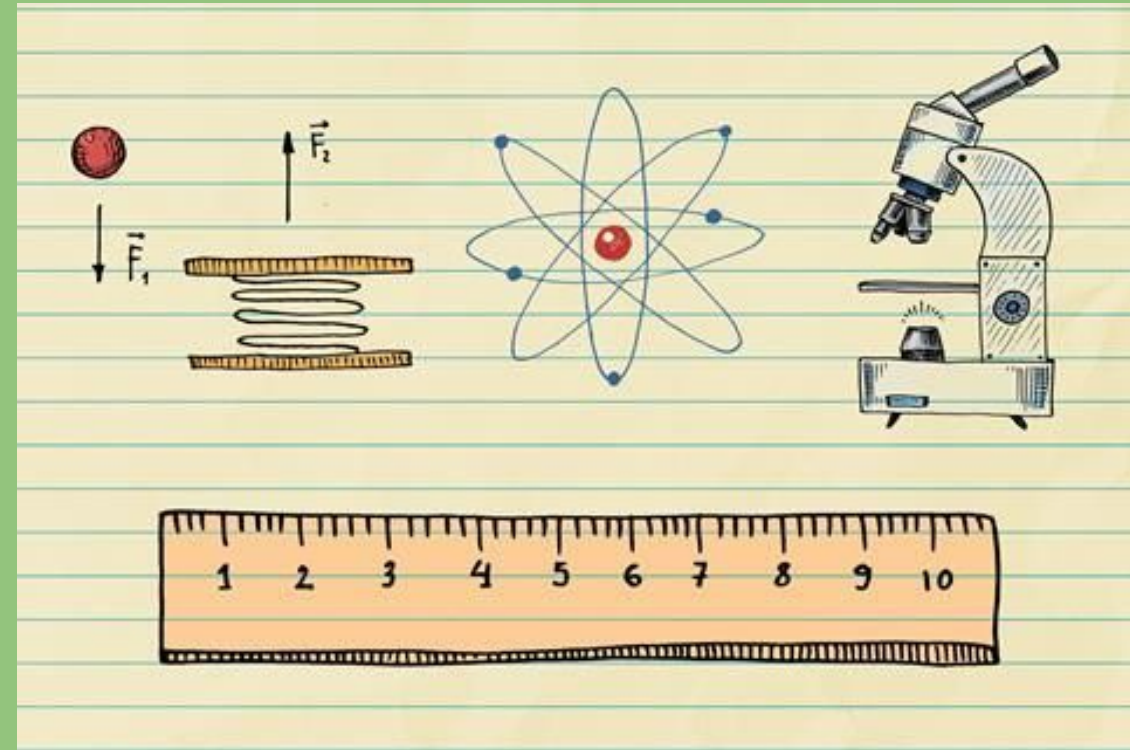
TEACHER EMAILS

- ahowes@nredlearn.org
- pmccue@nredlearn.org
- mmingione@nredlearn.org
- smisner@nredlearn.org



WHAT WILL MY CHILD LEARN IN 6TH GRADE SCIENCE?

- Measurement/Scientific Tools
- Scientific Inquiry/Experimental Design
- Properties and Structure of Matter
- Energy
- Forces
- Cell Structures and Processes
- Food Chains and Food Webs
- Introduction to Human Body Systems



HOW WILL MY CHILD BE ASSESSED IN SCIENCE?

- Unit assessments
- Quizzes
- Exit tickets
- Classwork/Labs
- Projects



CHEMISTRY: ACID-BASE PROPERTY LAB

Students will determine the amount of hydrogen ions in everyday household items.



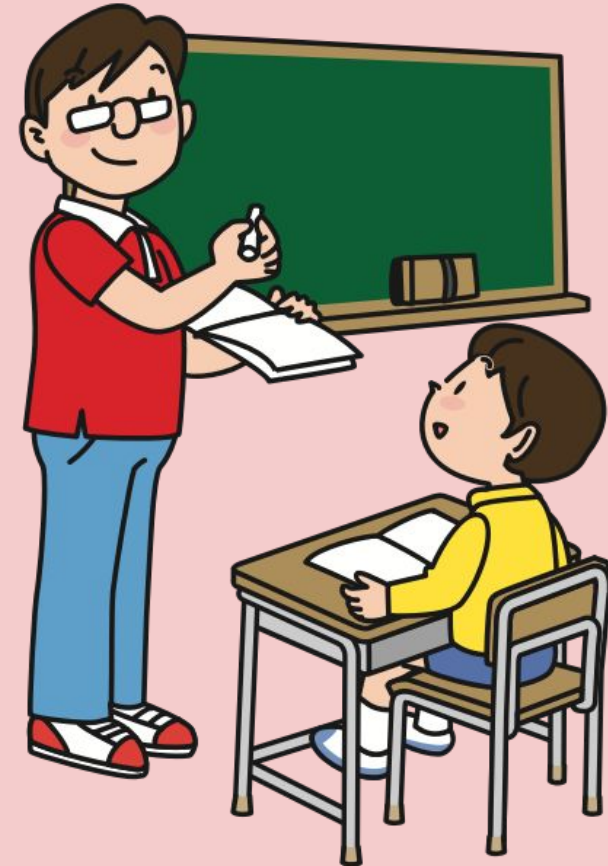
A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. In the center, a stack of four books is shown, with a green spiral notebook on top. Three alphabet blocks (A, B, C) are stacked on the notebook. To the right, a single red apple sits on a wooden surface. The background is a soft-focus green wall.

4. Social Studies

Loosen, Brown, Mingione, Harrison

Teacher Emails:

- Mr. Patrick Harrison:
 - pharrison@nredlearn.org
- Mrs. Rochelle Brown:
 - rochellebrown@nredlearn.org
- Mr. Michael Mingione:
 - mmingione@nredlearn.org
- Mr. Dennis Loosen
 - dloosen@nredlearn.org



What will my child learn in Social Studies 6?

- Ancient Civilizations
 - Early Humans through Roman Empire
- Skills based
 - analyzing maps, texts, artifacts
 - writing argumentative paragraphs
- Primary Sources
- Content through the year:

Hominids

Mesopotamia

Greece

Religion

Egypt

Rome

Geography

China

Africa



How will my child be assessed in Social Studies 6?

- Tests/projects
 - unit tests
 - class projects
- Homework
 - worksheets
- Quizzes
 - vocabulary quizzes
 - debates
- Participation/Classwork:
 - participating in class
 - trying their best
 - coming to class prepared



Athens vs. Sparta Debate

Athens vs. Sparta Debate

1. Which city-state would you rather live in? Explain your answer citing evidence from your notes, articles and videos to support your answer.

2. After the debate, has your opinion changed? Explain your answer.

A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. In the center, a stack of four books is shown, with three colorful alphabet blocks (A, B, C) stacked on top of them. To the right, a single red apple is visible. The background is a soft-focus green wall.

5. Reading, Integrated Co Teaching, Academic Skills

Curry, Burello, Sininsky

What will my child learn in Reading 6?

The focus in reading class this year will be to improve reading skills so that students are able to transfer these skills into their content area classes. This will be done through:

- practicing/acquiring oral academic language skills
- building vocabulary knowledge
- utilizing comprehension strategies
- developing metacognition skills
- promotion of independence in reading and writing by providing multiple opportunities for practice

Teachers: Shari Curry

Email: scurry@nredlearn.org

Jen Vivolo-Carsen

jvivolocarsen@nredlearn.org

What will my child learn in academic skills?

This class is designed to help students with any foundational skills that will aid in their success in their general education classrooms such as:

- Reading Comprehension
- Vocabulary
- Sentence Structure
- Math foundational skills
- Executive functioning skills (organization, prioritizing tasks, time management)

We will also focus on students' individualized IEP goals.



HOW CAN I SUPPORT MY CHILD AT HOME?

- Help your child keep organized (backpack, agenda book and google classroom)
- Ask your child questions about their day.
- Have your child practice their math facts.
- Let your child see you reading for enjoyment and share parts of your story with them.
- Read aloud with your child. Have a discussion while reading by sharing predictions, connections, reactions, asking questions etc.
- Discuss at home reading challenges and goals.

QUESTIONS

Please feel free to contact teachers if you have specific questions about a course.

Thank you for joining us tonight.