

English Language Arts

Reading and Viewing

- Individual, shared, and guided reading, modeled read-aloud, buddy reading, home reading program.
- Fiction genres – Literature studies - mysteries, fantasy, plays, short stories, etc.
- Non-fiction genres – newspaper articles, labels, magazines, and other info text.
- Research, critical, and technology literacy skills - websites, maps, thesauri, and dictionaries.
- Extensions of curricula via video, filmstrips, web pages.

Writing & Other Ways of Representing

- Creative and factual pieces – writer’s notebooks, response/learning logs, informational reports, poetry, narrative text, and persuasive letter writing.
- Writing process – pre-write (brainstorming, idea flowcharts), free write, and post-write (self-editing, revision, and publication of final drafts for various audiences, including competency in Word).
- Write Traits - ideas, organization, and conventions.

Speaking and Listening

- Cooperative learning expectations.
- Listening attentively, engaging in dialogue, participating in discussions, responding to questions posed, asking good questions, following oral directions, and oral presentations in both languages.

Mathematics

- Mental math strategies and estimation
- Demonstrate number sense and apply number theory concepts.
- Demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- Explore, recognize, represent, and apply patterns and relationships, informally and formally.
- Demonstrate an understanding of and apply measurement concepts and skills.
- Demonstrate spatial sense, apply geometric concepts, properties, and relationships.
- Solve problems involving the collection, display, and analysis of data.
- Represent and solve problems involving uncertainty and probability.

Science

- Diversity of Living Things
- Air and Flight
- Electricity
- Space

Social Studies

- Citizenship and Diversity
- Individuals, Societies, and Economic Decisions
- Interdependence
- People, Place and Environment
- Time, Continuity, and Change

Health

- Healthy Self,
- Healthy Relationships,
- Healthy Community

Art

- Explore and manipulate materials to show expression
- Use independent and collaborative art making strategies
- Examine artworks through time and cultures
- Interact with sensitivity to and respect for their own art and that of others
- Bring personal meaning to artwork and communicate their discoveries
- Demonstrate an awareness of and appreciation for art as a lifelong process

Communication

- Homework agenda filled in Monday-Friday, signed daily by teacher, then nightly at home by parents/guardians.
- Teacher and school notices.
- Telephone contact when required.
- Informal and scheduled visits - Meet the Teacher, December and April Parent-Teacher Visitations/
- Permission slips for Internet access, student travel, etc.
- Report cards, tests, quizzes, notes in agenda and notebooks/duotangs.
- Excuses for absences required - parents please record in the agenda the next day.

In-class Expectations for Learning

Success

- Punctual, respectful, accountable and responsible for one's self.
- Alert, focused, listening attentively, nourished, and well-rested.
- All necessary supplies present and labeled.
- Homework completed - checked each morning by teacher and/or in group meetings.
- Organizational skills, time management, neatness, study habits, and technological competency focused upon in preparation for junior high.
- Students engage in cooperative, as well as independent, learning experiences.
- Social skills taught, valued, and emphasized.

Homework Expectations

- Homework recorded in agenda daily, and signed by both teacher and parent nightly.
- Includes 20 minutes minimum nightly reading, recorded in agenda by students, signed by parents.
- Homework is a review, practice, or extension of the day's lessons. Most assignments can be completed in class time.
- Homework generally not given on weekends, unless project work or test prep is being completed.
- Weekly word study and mental math activities.

Evaluation/Assessment

Student input - daily work, quizzes, end-of-unit tests, projects, showcase portfolios, learning and response logs, self and peer assessments, homework, oral responses to questions, book talks, and discussions, and oral involvement during French class.

Teacher input - assessment of student products, conferences, observations, anecdotal notes.

Our focus is both on the process, as well as the product.

Winding River Consolidated Grade Six Mrs. Courtney Hanham/ Mrs. Lindsay Cumming



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Hours: 7:55 a.m.-2:00 p.m.
Recess 9:45-10:00 a.m.
Lunch: 11:15-12:00 p.m.
Dismissal: 2:00

Physical Education – Mon./Tues./Thurs.
Music - Tues./Wed.

***Please feel free to contact us at any time
if you have a question or concern.***

