



SIXTH GRADE

Overview of Term 3 (60%)

February 27th, 2020 – June 23rd, 2020

Dear Parent(s),

We know that you are always seeking useful strategies that will effectively help your child *step it up* to their utmost potential and reinforce continuity between home & school. Therefore, we have created a new tool for Term 3, which provides **a snapshot** of *certain* key concepts that are to come within various subjects and suggestions for best practices. Understandably, certain concepts recur year after year with an increased level of expectations and complexity. Naturally, a steady progression occurs within each cycle. Term 3 is also a term where we reinvest the information seen earlier in the year – do not hesitate to look back on prior concepts!

East Hill Team

| <u>General Tools</u> |
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| <p>We encourage you to consult the following as they are useful tools for all subject areas!</p> <p><i>*Recommended Tool: How to Help Your Child Succeed</i></p> <p><i>*Strongly Recommended: EMS Virtual Library</i></p> <p>Please use your child's EMSB-assigned username & password when logging in to the virtual library. If you do not have this information, simply e-mail us at easthill@emsb.qc.ca.</p> |

| <u>Français</u> | |
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| Enseignantes: Madame Johanne, Madame Veronica et Madame Judith | |
| <u>Notions clés</u> | <u>Pratiques efficaces</u> |
| <p>À l'oral :</p> <ul style="list-style-type: none"> • Présentations spontanées • Utilisation du français : <ul style="list-style-type: none"> ○ Participation en classe ○ Discussions en petit groupe ○ Improvisation <p>Lecture :</p> <ul style="list-style-type: none"> • Activités de compréhension de textes (<i>textes lus, vus et entendus</i>) • Questions de repérage, d'inférence, en réaction au texte et de compréhension de vocabulaire <p>Écriture :</p> <ul style="list-style-type: none"> • Production écrite • Grammaire • Verbes: (<i>ex. verbe à l'infinitif vs. verbe conjugué, groupes de verbes, présent de l'indicatif - imparfait, f.s., + passé comp. – 3 groupes</i>) • Auto-correction | <ul style="list-style-type: none"> • Créer une continuité de français à la maison en écoutant des émissions télé (min. 30 minutes) au moins une fois par semaine • Après la période de lecture obligatoire, avoir une discussion avec un adulte • Utiliser tous les outils pertinents (dict., Besch.) pour compléter ses devoirs • Connaître par cœur la conjugaison des verbes avoir, être, aller, aimer, et finir • Savoir appliquer les terminaisons de ces verbes + verbes vus en classe d'ici la fin de l'année (Application gratuite suggérée : Conjugo) |

| <u>Science et technologie</u> | |
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| Enseignantes: Madame Johanne, Madame Veronica et Madame Judith | |
| <u>Notions clés</u> | <u>Pratiques efficaces</u> |
| <ul style="list-style-type: none"> • Mouvements des végétaux • Photosynthèse et respiration • Conservation d'énergie/transformation d'énergie • Combustion | <ul style="list-style-type: none"> • Bien établir un horaire d'étude • Chercher des vidéos YouTube pour renforcer davantage son apprentissage (<i>ex. Photosynthèse</i>) • Voir brochure d'étude |

| Géographie, histoire et éducation à la citoyenneté | |
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| Enseignantes: Madame Johanne, Madame Veronica et Madame Judith | |
| Notions à couvrir | Pratiques efficaces |
| <ul style="list-style-type: none"> • La démocratie • Droits et liberté • Les Inuits et Micmacs | <ul style="list-style-type: none"> • Bien établir un horaire d'étude • Chercher des vidéos YouTube pour renforcer davantage son apprentissage (ex. La démocratie) • Voir brochure d'étude • Discuter et faire des liens entre les concepts appris pour aider à mémoriser les notions |

| English Language Arts | |
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| Teacher: Mrs. Commodari, Mrs. Diane & Mrs. Melissa | |
| Key Concepts | Best Practices |
| <p>Complete Reading Response</p> <ul style="list-style-type: none"> • Brief summary • Message • Connections • Features • Opinion <p>Ministry Exam Preparation</p> | <ul style="list-style-type: none"> • Read aloud 15 mins/day • Summarize (orally) (ex. 2-3 brief sentences after reading/watching) • Message of the story • Connection (ex. What does it remind you of & why?) • Reviewing structures & features • Giving your opinion • Reviewing the Reading Response as a whole |

| Mathematics | |
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| Teacher: Mrs. Commodari, Mrs. Diane & Mrs. Melissa | |
| Key Concepts | Best Practices |
| <ul style="list-style-type: none"> • Percentage • Probability • Statistics (Data Management through graphs) | <ul style="list-style-type: none"> • Basic facts (addition, subtraction, multiplication, division) • Practice multiplication & division tables (0-12) *Memorization is essential • Use former evaluations in 'Math Tests' duo-tang) as review material • Review application questions |

| Music | |
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| Teacher: Mr. Simone | |
| Key Concepts | Best Practices |
| <p>Concert Preparation:</p> <ul style="list-style-type: none"> • Memorization of song lyrics • Pronunciation • Posture & focus <p>Listening Appreciation:</p> <ul style="list-style-type: none"> • Popular music • Instruments & instrument families | <ul style="list-style-type: none"> • Working on one section at a time - either draw, mime or write important words • Sing along with instrumental/karaoke versions • Listen to concert repertoire without interruption and discuss style, instruments and lyrical content • Offer tips for proper concert composure on stage • Ask questions leading to discussion and reinforcement of musical styles studied in class |

| Éducation Physique | |
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| Enseignante: Madame St-Pierre | |
| Notions clés | Pratiques efficaces |
| <p>Agir : Gymnastique :</p> <ul style="list-style-type: none"> • Roulades, inversions, équilibres, sauts, déplacements • Rubans gymnastiques • Parcours, pyramides simples • Appareils gymniques <p>Cirque :</p> <ul style="list-style-type: none"> • Jongler à 3 foulards ou autre matériel • Maniement d'objets des arts du cirque (ex. bâton- fleur, assiettes chinoises, poi, rola-bola) <p>Interagir :</p> <ul style="list-style-type: none"> • La planification et la présentation d'une routine de gymnastique et de cirque avec des partenaires. • Les équipes doivent avoir différents modes de synchronisation lors de leur routine. (ex. en alternance, en succession, en canon) <p>Santé :</p> <ul style="list-style-type: none"> • Nutrition, relaxation, activité physique | <ul style="list-style-type: none"> • Écouter des vidéos sur YouTube afin de renforcer ces notions • Tutoriel bâton-fleur • Modes de synchronisation : Voir des vidéos de nage synchronisée, danse ou gymnastique acrobatique |

| Media | |
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| Teacher: Mrs. Nadia | |
| Key Concepts | Best Practices |
| <p><i>Using Information & Communications Technologies (ICT):</i></p> <ul style="list-style-type: none"> • Use Typing Pal to help students with correct finger positioning & <p><i>Representing his/her literacy in different media:</i></p> <ul style="list-style-type: none"> • Through discussions and note taking students are learning about media and advertising. • Shark Tank project: Students will create their own company and product • Students will be using techniques of persuasion for Shark Tank Project as well as to create a magazine cover and billboard ad. | <ul style="list-style-type: none"> • Discuss Internet Safety & Cyber Bullying (ex. Discussions when seeing ads to help deconstruct what is being seen & felt.) • Interview a family member that runs a business (ex. How do you market your product?) • Encourage child to use Typing Pal online |

| Italiano | |
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| Teacher: Signora Antonella | |
| Key Concepts | Best Practices |
| <p>Themes:</p> <ul style="list-style-type: none"> • Primavera <i>Spring</i> • Verbi <i>Verbs</i> • Preparazione al concerto <i>Concert preparation</i> • Regioni italiane <i>Italy & its regions</i> <p>Communication:</p> <ul style="list-style-type: none"> • Produzione orale <i>Oral presentations</i> • Dialogo <i>Reinforcement of dialogue</i> <p>Projects:</p> <ul style="list-style-type: none"> • L'Italia <i>(Research & more)</i> <p>Production:</p> <ul style="list-style-type: none"> • Scrivere una poesia <i>Write a poem</i> | <ul style="list-style-type: none"> • Praticare con i genitori questi temi <i>Review theme vocabulary with parents</i> • Praticare la canzone <i>Practice the concert songs</i> • Usare YouTube come strumento per l'esposizione alla lingua <i>Use YouTube as a tool for additional exposure to the language</i> • Leggere una storia in italiano <i>Read a story in Italian</i> • Fare un dialogo con i nonni/ gioco di ruolo <i>Have a conversation with a grandparent/ role play</i> • Riutilizzare delle nozioni grammaticali apprese in classe <i>Reinvest classroom learning by practicing grammatical notions at home</i> |