



Sneak Peek of Ms. Tromp & Ms. Simone's  
Sixth Grade Class  
Newsletter



Look for our newsletter at the beginning of every month with your child's homework. This newsletter is a great way to keep you informed about what we're doing in our classroom. This newsletter is written for parents *and* for students. By reading the newsletter, students will be able to keep track of upcoming projects, test dates, or special activities. As always, please email me if you have any questions; [tromp@rsufsd.org](mailto:tromp@rsufsd.org)

### Guided Reading

Over the next month, students will participate in guided reading. Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with the teacher's skillful support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children's later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages, and confirms students' attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

### Independent Reading

Over the next month, you will be reading at least two independent reading books within the classroom. You will be able to choose books from the classroom library, your home, the public library, or the bookstore.

We will be continuing to learn about literary devices and reading strategies to help us when reading fictional text. Therefore, your books may be chosen from the following categories:

- historical fiction
- science fiction
- fantasy
- realistic fiction

For the first book that you read, you will be completing a “Double Journal Entry.” This is a long-term project that will be drafted and completed during our Literacy Block.

*The criteria for the requirement above will be distributed and reviewed.*

In addition, you will be writing a reading response journal to record your thoughts as well as your application of the reading strategies/literary devices learned. This February we will be focusing on plot elements and drawing conclusions about a text by making inferences.

### Social Studies

This month, we will continue our unit on Ancient Civilizations. Based on textual evidence, students will be able to answer the following essential questions: Was Alexander a great leader or a power-hungry tyrant? Whose voice counts in ancient Rome’s government?

Students will continue to write argumentative essays in reference to the unit’s essential question and participate in class debates, producing a claim and providing evidence from the text to support his or her claim or opinion with valid explanations.

### Science

This month, students will be learning about Energy. Students will be able to:

- Explain how power and energy are related and discuss the formula for calculating power
- Demonstrate how to calculate mechanical energy
- Identify common examples of energy transformations
- Discuss the importance of chemical transformations to human life on earth

Students will continuously engage in hands-on learning through center-based activities in our STREAM Lab. Through various centers, students will be able to apply prior knowledge and newly acquired knowledge to unlock the units’ key questions, as well as further progress in their scientific studies.

### Math

Students will focus on the development of the number line in the opposite direction (to the left or below zero). Students use positive integers to locate negative integers, understanding that a number and its opposite will be on opposite sides of zero and that both lie the same distance from zero. Students represent the opposite of a positive number as a negative number and vice-versa. Students realize that zero is its own opposite and that the opposite of the opposite of a number is actually the number itself (**6.NS.C.6a**). They use positive and negative numbers to represent real-world quantities such as -50 to represent a \$50 debt or 50 to represent a \$50 deposit into a savings account (**6.NS.C.5**). Students will further their understanding of signed numbers to include the rational numbers. Students recognize that finding the opposite of any rational number is the same as finding an integer’s opposite (**6.NS.C.6c**) and that two rational numbers that lie on the same side of zero will have the same sign, while those that lie on opposites sides of zero will have opposite signs.

## Due Dates for Long Term Assignments

The **Double Journal Entry** must be completed by **Wednesday, February 14<sup>th</sup>**.  
**Science Fair Project** must be completed by **Monday, February 12<sup>th</sup>**.  
**Reading Responses** (Journal Prompts)- One/week

## Important Dates

- ❖ Science Fair- Thursday, February 15<sup>th</sup>
- ❖ Winter Break- Monday, February 19<sup>th</sup>- Friday, February 23<sup>rd</sup>

## Reminders

\*Articles of the Week are due every Wednesday  
**(Pacing guide posted on Google Classroom)**

\*Every Friday, students receive a graded packet of assignments. This must be signed and returned to class by the following Monday. Corrections are recommended, but not mandatory unless otherwise specified on the packet.

\*For additional information, please visit our class website below, also accessible through Remsenburg-Speonk Elementary School's homepage

<http://caliendo6.weebly.com/>

**Announcement:** We welcome Ms. Londono to our sixth grade classroom as an additional support for our wonderful students.

Additionally, Mrs. Caliendo will be joining us again next month!