



WELCOME
to back to school
night!
with Ms. Hunter



Please mute your microphone



Turn on your camera!



Introduce yourself in the chat box!

Ms. Hunter

- Language Arts + Social Studies teacher
- Quinnipiac University graduate
 - Bachelor's degree in sociology and education
 - Master's degree in elementary education
- 8th year of teaching, 6th year in Edison
- Wingman Ambassador
- Lives in Asbury Park
- Loves to read fiction + memoirs, spending time with family, traveling and hiking!



Teaching Philosophy

Classroom Culture:

- Student representation in reading materials/school content
- Safety and belongingness in our classroom come first, learning follows
- "Kids don't learn from people they don't like"

Independent & Group Work:

- Practice communication and cooperation in small groups
- Learn new concepts through a variety of tasks and projects

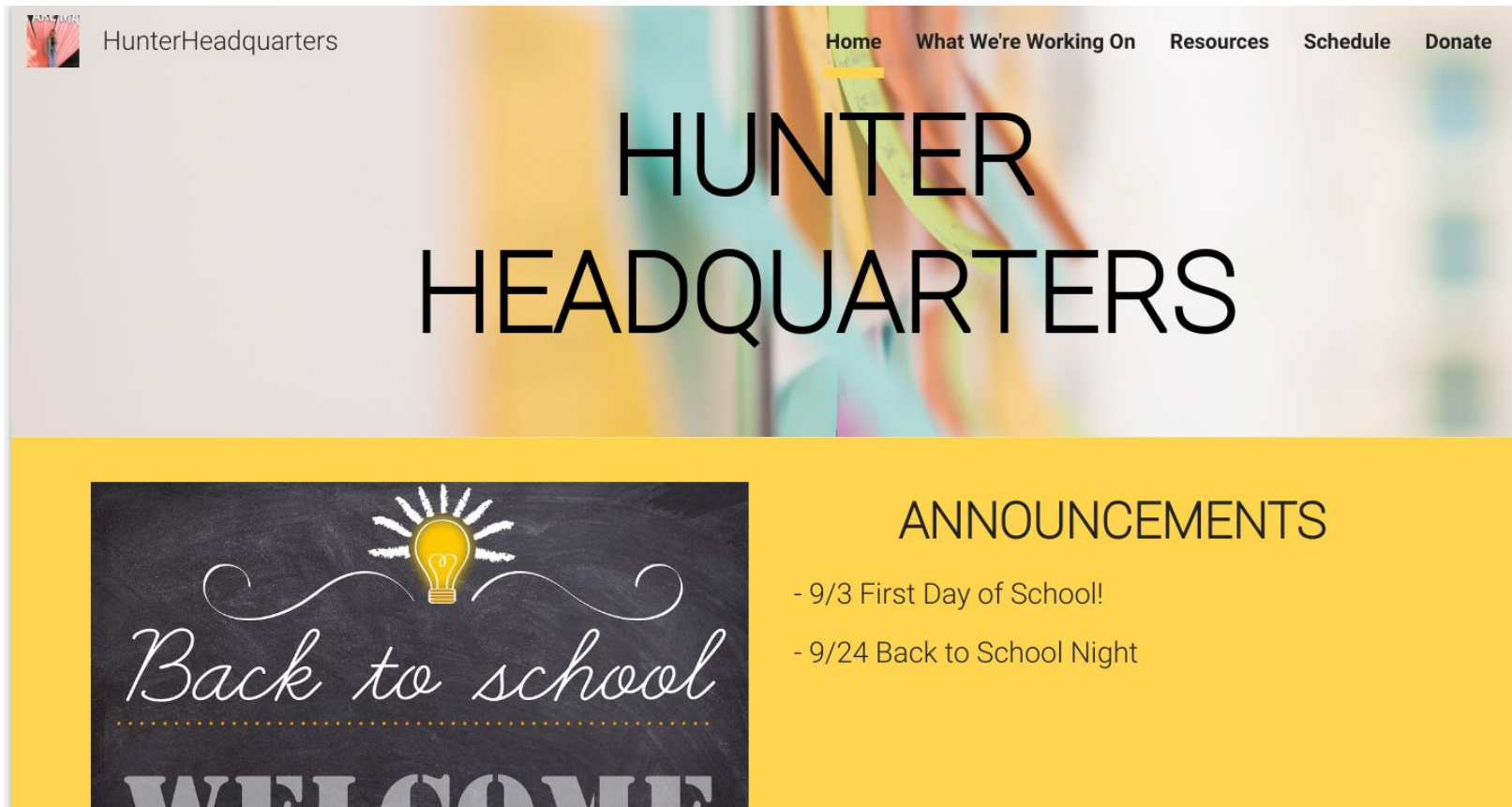
Responsibility:

- Students will be switching classes to prepare them for middle school and practice keeping track of work for multiple teachers.
- Students are expected to hand in work on time & stay organized

Growth Mindset:

- Encourage students to take risks and make mistakes
- FAIL=first attempt at learning
- "Whether you think you can, or you think you can't, you're right"

Classroom Website → [Hunter Headquarters](#)



Daily Message

Homework,
reminders,
upcoming
due dates!

Daily quote!

homework + reminders

Read 20 minutes

Tuesday

September 17, 2019 Day 5

DO NOW: Happy Tuesday! Today we will be taking the writing fall benchmark. Digital citizenship projects will be due on Thursday!

Reading	<i>Digital Citizenship:</i> What is DIGITAL CITIZENSHIP ? a. Brainstorm with your tablemates b. Check out the resources here!
Writing	Writing Fall Benchmark
Intervention	Weekly Lexia Goal Independent Reading Rollercoasters for Science

*you don't need
a cape to be a
hero. you just
need to care.*
KID PRESIDENT

KENSIEKATE.COM

< ▶ > Slide 1 ↻ ⌂ ⚙

Google Slides

Click the arrow to see
previous slides, helpful
for students who were
absent + out of room!

You can access this at home on our classroom website (see previous slide)

This chart
tells students
what we are
doing in each
class today:
sometimes,
things don't
go as
planned, but
we try our
best to stick
to the
schedule!

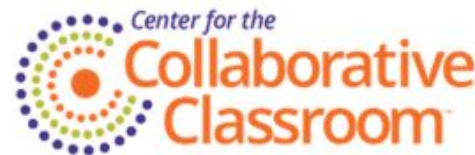
Responsive Classroom

- Greeting: eye contact, using names, saying “Good Morning” loud and proud, and choosing a motion (high five, fist bump, etc)
- Morning Meeting: Creating a community in the classroom through interaction and learning about each other
- Interactive Modeling: Modeling the appropriate way to do things, focusing on the positive, for classroom and hallway routines
- Quiet Time: time set aside after recess, may include reading, writing, thinking, etc. - virtually this may be implemented to take breaks when needed
- Closing Circle: Closure to the day - dismissed from circle

Collaborative Classroom

Collaborative Literacy is curriculum that authentically integrates social and emotional learning with literacy. It marries the latest research in literacy education with useful, concrete support to build a caring classroom community that motivates and inspires students to grow as readers, writers, thinkers, and principled people.

Lots of discussion with peers about literature.



Making Meaning (Reading)

- Nonfiction and fiction read-aloud texts provide a platform for rich discussions
- Comprehension strategies are taught directly through read-aloud experiences
- Students encounter increasingly complex texts and build their vocabularies
- Lessons intentionally integrate academics with social skill development, creating an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning
- Explicit Vocabulary Instruction
- IDR Time (Value)

Being a Writer

- Teaches the writing process while developing intrinsic motivation for the craft of writing through immersion in the narrative, informational, and opinion/argumentative writing genres
- Instruction encourages students to write regularly with passion and intent as it builds an understanding of and appreciation for the skills and conventions of writing
- Interweaving academic and social skill development.
- Facilitated student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voices
- Read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. The read-alouds also allow students to hear, read, and discuss good examples of each genre.
- Embedded instruction of skills and conventions into shared or modeled writing experiences after students have had ample time to draft their ideas
- Choice of what to write about
- Individual conferring

Social Studies Curriculum

	Marking period 1	Marking period 2	Marking period 3	Marking period 4
Topic of Study	African Kingdoms 13 Original Colonies	American Revolution Declaration of Independence	U.S. Government Bill of Rights The Constitution	BizWorld Impact Challenge Activism Public Policy Issue

- Broken into *2 week* periods towards the end of the marking period
- Will take place of reading instruction
- Separate section on report card

Question + Answer:

It's your turn! What questions do you have about the new school year?

