

HELLO!

Meet your

TEACHER



ALL about ME!



LEARN a little
bit ABOUT
YOUR NEW
TEACHER!

Introducing ME!



NAME: Erika Haehl

DEGREE: Elementary Education
with ELA focus

EXPERIENCE: 11 years

Introducing ME!

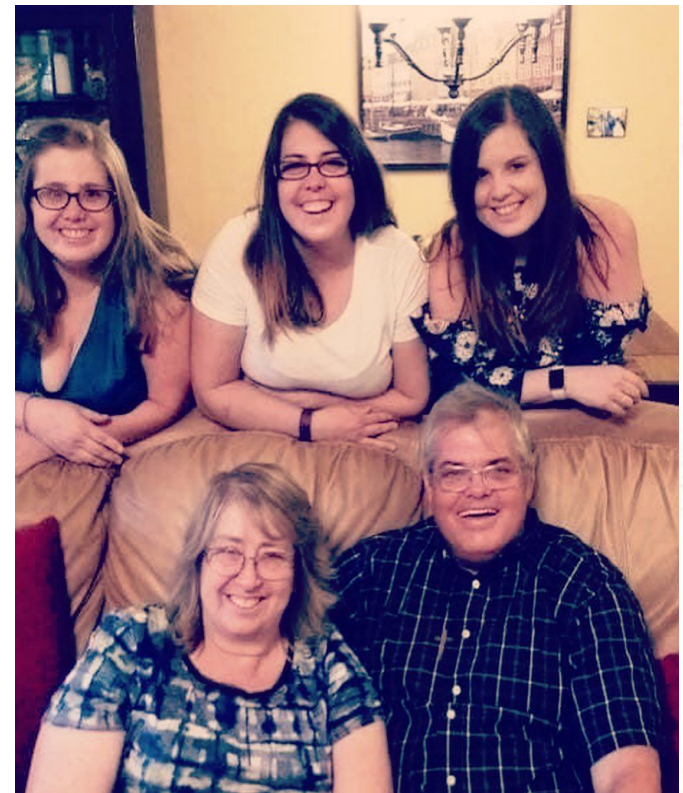


Hello! I am so excited to meet you! I can't wait to introduce to you to my favorite books and find out about yours. I am also a writer at heart, and hope to help you find what makes you want to write. I know this is a a different beginning but I believe this has to potential to be the best year ever!!! Let's do this!

My FAMILY



I am the oldest of three and also the bossiest :) My sister, Cassie, came only 17 months after me and works at Moon Valley in a special ed classroom. My baby sister, Stephanie, is 4 years younger than me and works at Fry's. My mom is an health insurance provider and my dad works at my old school, Arrowhead.



My PETS



Rascal- He is a little chunk and loves to eat!


Bear- He loves to walk and cuddle :)



My FAVORITES



COLOR: Purple and Teal

FOOD: Tacos 

CANDY: Reeses



DRINK: Coffee and Cherry Coke

STORE: Target

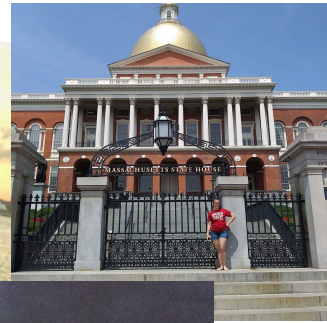
ANIMAL: Hedgehogs



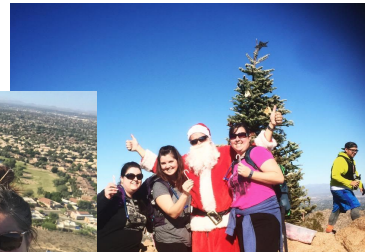
My HOBBIES



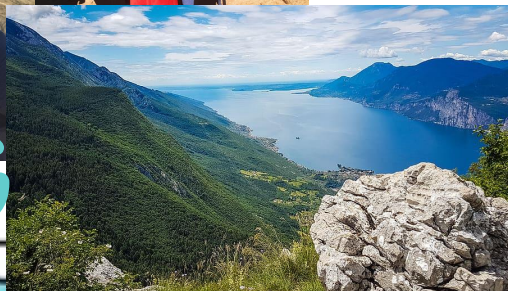
READING



TRAVELING



HIKING



Fun FACTS!



1. I love being outdoors, hiking, sports, picnics- I love it- unless it's too hot! Last year I hiked 52 mountains!
2. The only tv I watch are dance shows, the rest of my free time I am reading :) I read 42 books this year already!
3. I am often mistaken for 25 and younger, How old do you think I am?
4. I have a collection of 300+ colored pens
5. I want to get a bearded dragon for our virtual classroom :) Should I?

Class RULES!



RULE #1: Follow directions quickly!

RULE #2: Raise your hand for permission to speak!

RULE #3: Raise your hand for permission to leave your seat!

RULE #4: Make smart choices!

RULE #5: Keep your dear teacher happy!

Our CLASSROOM



Contact **INFO**



email: erika.haehl@dvusd.org

PHONE NUMBER: 623-445-5800

Office hours: M-F: 7am-5pm

CLASS DOJO



Class Dojo has many wonderful features that allow for numerous needed aspects of the classroom. Here are the main ones:

- Communication: I am able to easily send messages to parents and parents are also able to message me. It's more like instant messaging than an email.
- PBIS: Another aspect I love is the ease of tracking positive Toro behavior. Schoolwide, we use PBIS to encourage the positive actions we expect of our Toros in different settings. The next couple slides go over those expectation matrix for both virtual learning and in school. Positive behavior equals positive consequences. We may use this for tracking this positive behavior :)

Click here for to sign up for [Class Dojo](#)



Union Park Virtual Learning Expectations Matrix

EXPECTATIONS	All Settings	Zoom Calls	Zoom Chat	Online Small Groups	Emails/Canvas Messages	Canvas Discussion Boards
T eamwork Matters	<ul style="list-style-type: none"> -We do not cause problems for ourselves or others -Value the learning of others 	<ul style="list-style-type: none"> -We work with our groups and classmates -We participate in the group 	<ul style="list-style-type: none"> -We use the chat when asked to by the teacher or to ask or answer questions 	<ul style="list-style-type: none"> -We work with our classmates and teacher. -We participate as much as we can. 	<ul style="list-style-type: none"> -We answer emails in a timely manner. -We ask an adult for help when we need it. 	<ul style="list-style-type: none"> -We collaborate on our discussion board. -We respond to our peers using discussion boards.
O wn our Learning and Actions	<ul style="list-style-type: none"> -Follow directions from adults -Be prepared and ready to learn in all situations 	<ul style="list-style-type: none"> -We follow the directions -We gather all of our materials and use them wisely 	<ul style="list-style-type: none"> -We only use the chat for things that are on topic. 	<ul style="list-style-type: none"> -We follow our teacher's directions. -We ask questions when we need help. 	<ul style="list-style-type: none"> -We use our email to contact our teacher. -We ask questions when we need help. 	<ul style="list-style-type: none"> -We give prepared and well thought out responses on our discussion boards.
R espect One Another	<ul style="list-style-type: none"> -Show compassion for others -Respect school grounds -Care for others 	<ul style="list-style-type: none"> -We praise our classmates -We do not disrupt with distracting visuals -We are on mute when we are not speaking. 	<ul style="list-style-type: none"> -We are nice to our peers when using the chat. -We do not use the chat to talk to our friends during class time. 	<ul style="list-style-type: none"> -We are polite to our classmates and teachers. -We do not complain about the work we are doing. 	<ul style="list-style-type: none"> -We are polite in our emails and messages. -We proofread our emails and messages. 	<ul style="list-style-type: none"> -We are polite to our peers when using discussion boards. -We use school appropriate language when typing in discussion boards.
O ptimize Opportunities for Growth	<ul style="list-style-type: none"> -Always do our best -Reflect and find strengths and ways to improve 	<ul style="list-style-type: none"> -We participate in the class -We take notes and practice -We pay close attention to the teacher 	<ul style="list-style-type: none"> -We participate when we need to use the chat during class. 	<ul style="list-style-type: none"> -We try our best. -We ask questions when we need help. -We find ways to learn that work for us. 	<ul style="list-style-type: none"> -We use our emails and messages to ask relevant questions. 	<ul style="list-style-type: none"> -We read each other's responses and use them to learn.
S afety Always	<ul style="list-style-type: none"> -Be aware of others -Notify an adult of an unsafe situation -ONLY use sites given to you by the teacher. 	<ul style="list-style-type: none"> -We are ONLY on sites that are given to us by the teacher -We ask for help when we need it 	<ul style="list-style-type: none"> -We use school appropriate language when typing in the chat. 	<ul style="list-style-type: none"> -We are ONLY on sites that are given to us by the teacher. 	<ul style="list-style-type: none"> -We only open emails from people we know. -If we are unsure of an email, we ask an adult for help. 	<ul style="list-style-type: none"> -We use school appropriate language when typing in discussion boards.



Union Park Expectations Matrix

EXPECTATIONS	All Settings	Classrooms Including specials and library	Bathroom	Playground	Cafeteria	Arrival/Dismissal/ Transitions
T eamwork Matters	-We do not cause problems for ourselves or others -Value the learning of others	-Work positively with others -Listen to and support others	-Clean any spills -Quietly and quickly use the restroom	-Include everyone -Take turns -Share ideas -Collaborate with old and new friends	-Clean up -Raise our hands to ask permission to get up	-Model positive behavior -Be helpful
O wn our Learning and Actions	-Follow directions from adults -Be prepared and ready to learn in all situations	-Follow teacher directions -Demonstrate diligence -Lead by example	-Leave the bathroom clean -Use a pass -Sign in/out of class to use restroom	-Make friends -Be responsible for our actions -Be a positive role model	-Listen to all adults -Use appropriate language	-Appreciate the bulletin boards and posters -Use appropriate language
R espect One Another	-Show compassion for others -Respect school grounds -Care for others	-Follow class mission -Always use kind words	-Respect the privacy of others -Respect the facilities	-Be a problem solver -Use kind words -Play nicely	-Use inside, respectful voices -Model respectful behavior with others -Respect all people	-Respect school property -Respect other's personal space
O ptimize Opportunities for Growth	-Always do our best -Reflect and find strengths and ways to improve	-Persevere (keep trying) -Participate -Complete work on time -Be courageous	-We do not cause problems for ourselves or others -Wash our hands	-Listen to adults -Listen for the whistle	-Use manners -We only eat our food	-Demonstrate positive virtues -Walk quietly -Be on time and prepared for class
S afety Always	-Clean-up trash if we see it -Be aware of others -Notify an adult of an unsafe situation	-Keep hands/feet to ourselves -Keep our area clean -Walk in all areas	-Report damages or messes -Electronic devices are left in classrooms	-Keep hands/feet to selves -Use equipment wisely -Stay in designated areas	-Stay Seated -Keep hands/ feet to selves -Walk in and out of the cafeteria in an orderly fashion	-Walk on campus -Stay on the sidewalks -Walk bikes on campus -Stay to our right

Digital LEARNING



[Learn about Canvas](#)

[Canvas Link](#)

[Learn about Zoom](#)

[Learn about Google Drive](#)

[How to Learn Online](#)

Digital LEARNING



Academic Success: To foster academic success in a virtual learning environment, students are required to do the following:

1. Attend all teacher scheduled Zoom meetings until teacher release
2. Return to Zoom meetings at scheduled times
3. Participate in collaborative activities and class discussions within the Zoom meeting platform and also in assigned Canvas activities
4. Attend Zoom meetings in an appropriate learning space ready-to-learn with *ALL* essential materials: charged iPad, iPad charger, pens, pencils, etc.
5. Complete assignments and tasks within the current class period
6. Communicate via Canvas inbox messages or Zoom meetings to secure answers to questions when working independently or in groups outside of a Zoom meeting.

Digital LEARNING



Academic Integrity: *ALL* learning activities are designed to show evidence of student's academic mastery through the student's original work. Students who submit work that violates academic integrity may lose credit on the specified assignment and may be required to do an alternate assignment. The student may also face disciplinary consequences as laid out in the DVUSD Student's Rights and Responsibilities Handbook.

Classroom Safety:

1. Participation in Zoom meetings will have camera on, face in frame, and audio available. Students need to adhere to the school dress code for participation in Zoom video meetings.
2. Students Zoom names must be the student's first and last name.
3. Zoom meeting links are not to be shared, posted, or used by students not enrolled in a specific class.
4. When using the "Chat" and/or "Annotation" functions or contributing to classroom discussions, students will refrain from the use of profanity, slang, distracting comments/ pictures/ emojis/ venturing off topic, etc.
5. Zoom meetings will be recorded. Video recordings should only be shared with students in the designated course.

Please note, all students are subject to the DVUSD Student's Rights & Responsibilities Handbook.

Class SCHEDULE



Online Schedule:

8:15- 8:35- Homeroom time
8:35- 9:00- Grade Level Huddle
9:05- 9:50- Specials
9:50- 10:30- Rotation 1
10:30-11:00- Rotation 2
11:00-11:30- Rotation 3
11:30- 12:00- RTI/MTSS
12:00-12:45- Lunch Break
12:45- 3:00- Canvas Work time
with teachers available on
Zoom

At Union Park Schedule:

8:15- 9:00- Period 1 A
9:05- 9:50- Specials
9:50- 10:30- Period 1 B
10:30-11:40- Period 2 A
11:40-12:20- Lunch
12:20- 12:50- Period 2 B
12:50-2:20- Period 3
2:20- 3:00- RTI/MTSS

Supply LIST



Union Park School Sixth Grade Supply List 2020 - 2021

- Spiral- Math 1 per kid
- Color Pencils/Twist
- Highlighters
- Glue sticks
- Dry Erase Markers
- Eraser for Dry Erase
- Ruler
- Index Cards
- Pencils
- Black/Blue Pens
- 2 inch binder
- Com notebook 3
- Folders for Each class(Different color of each class)

Arizona Law requires that public schools provide supplies required for academic success. This list represents optional, supplementary items, which you may supply at your discretion. Due to school budget restraints, we highly recommend that parents purchase these supplies for their children. If you have questions, please feel free to contact the school.

HOMWORK



Every night you are expected to read at least 20 minutes and have one question you should answer about what you are reading.

Once a quarter there is a capsule project that may require work at home.

The only other homework you may have is work you do not finish in the class time you had available.

Dress CODE



I will follow the school guidelines addressed in the student handbook on page 17

Overall I expect students to be prepared to learn and to dress appropriately.

Please review the handbook for specific details.

Field TRIPS



If we can we would like to go to:

- Camp Surf in April
- Science Center in January
- A play of the Giver after we read the book



SPECIALS



9:00-9:50 am:

PE: Coach Land and/or Coach Kennedy

Art: Ms. Miller

Music/Band: Mr. Kievert

Spanish: Ms. Molina

You will be broken into pods so that everyone gets the class times they need.

Important DATES



- First Day of School- Monday, August 3rd
- Curriculum Night- Tuesday, August 18th
- Parent Teacher Conferences- Thursday and Friday, October 22nd and 23rd

TESTING



Reading Inventory- 8/11

District Pre-Test- 8/19

Narrative Writing Assessment- 10/6

Quarter One Interim- 10/8

Informative Writing Assessment-12/9

Quarter Two Interim- 12/16

Reading Inventory- 1/15

Quarter Three Interim- 3/4

Argumentative Writing Assessment 3/10

Reading Inventory- 4/12

GRADES



- Classwork- 40% of grade
 - Given Daily
- Tests/Quizzes/Projects- 40% of grade
 - Quiz- weekly/usually formative
 - Test- Includes final drafts of writing, given every 2-4 weeks
 - Project- 1-2 per quarter
- ReadTheory/Technology Reading Practice- 5% of grade
 - Given weekly time to work, based off of time spent and accuracy
- Homework- 5% of grade
 - Nightly homework- Reading and a discussion question to answer

GRADES



100%-90%- A (Highly Performing)

89%-80%- B (Performing)

79%-70%- C (Approaching)

69%-60- D (Effort with confusion)

59%-49%- F (Work not attempted)

*Grades can be checked on Powerschools at anytime. They will be updated weekly.

GRADES



Performance Levels

4 = Demonstrates above grade level proficiency independently

3 = Demonstrates grade level proficiency independently

2 = Demonstrates grade level proficiency with support

1 = Demonstrates below grade level proficiency with support

CURRICULUM



Q1:

- Reading: Literature
- Writing: Narrative
- Standards: RL.2,3,4 W.3

Q2:

- Reading: Informational
- Writing: Informative
- Standards: RI.2,3,4,5
W.2, SL. 1&2

Q3:

- Reading: Literature and Informative
- Writing: Argumentative
- Standards: RL.&RI. 2,6,7
W.1, SL.5

Q4:

- Reading: Literature and Informative
- Writing: Argumentative/
Literary Analysis
- Standards: RL.5,7,9 RI.1&8
W.1&2

CURRICULUM



Q1:

(Subject to change to match district plan)

- Collections: The Ravine, After the Hurricane, The Road not Taken
- Novel Study: The Giver
- Writing: Narrative Plot Elements

Q2:

- Collections: Animal Intelligence, On Doomed Flight, Roles of Myths
- *Novel Study: Bud not Buddy
- Writing: Types of Expository writing

Q3:

- Collections: Wild Animals aren't Pets. Yen-Shen,
- Novel Study: Percy Jackson
- Writing: Writing Claims/ Argumentative on Zoos & Aquariums

Q4:

- Collections: Fine?, A Voice, Words like Freedom,
- Novel Study: Literature Study.
- Writing: Literary Analysis on demand

Academic GOALS



- Reading Goals are important to make for yourself. It's always about doing better than you did last time. You do that by reading books that you first and foremost enjoy, but also that you can understand the main plot elements and think critically about it. It shouldn't be too easy where you don't have to use your brain.
- Some goals you might focus on:
 - Reading more minutes a day
 - Increasing RI score
 - Trying new genres of books
 - Reading higher level books
 - Talking about what you read
 - Etc.

Academic GOALS



- Writing is an area everyone can improve on, even me. Do you enjoy writing? If so, why? If not, why not? It's important to kick out the notion that writing is "hard". To write a strong piece it will take a lot of work before during and after. It's important to only compare your writing to your own. Each author has their own voice and style, so just be you.
- Some goals you might focus on:
 - Writing more often
 - Having less grammar mistakes
 - Improving organization of writing
 - Clarity of purpose of writing improvement
 - Elaborate on my writing
 - Develop my ideas in a more interesting way

FAQS

- **Education:** I graduated in 2009 from ASU west in Elementary Education. In my 5th year of teaching I decided to get my middle school endorsement in ELA. Two years ago I started the journey to becoming a National Board Certified Teacher. Hopefully by the end of 2021 I will be able to say I am and NBC Teacher!
- **Experience:** I am in my 11th year of teaching. My first year I was at a private school where I taught kindergarten. I then spent 5 years at Mountain View, 4 of those years in 5th grade and one in 7th grade ELA. I then moved to the DVUSD school district at Arrowhead Elementary. I taught 6th grade ELA for three years and then 5th grade ELA this past year.

FAQS

- **ELA:** English language arts is focused on 4 different aspects. The main focus is reading comprehension and developing personal reading choices. We also have a large focus on the writing process and creating pieces of writing that are focused, concise and full of rich language and details. The other 2 areas we practice are speaking & listening. So students will be asked to do listening comprehension practices and speak to both small groups and whole class.
- **Educational Beliefs:** I believe that every student can learn and read. I believe that it is a team effort between student, teacher and parents to get the most out of the system. I believe I set the tone for my class and choose to create a collaborative attitude where we all are teachers and student of the content. I believe students need a voice in the classroom and I try to create buy in.

FAQS



- **Growth Mindset:** Mistakes are apart of life and making them are normal. The shift is how we look at those mistakes. If a person believes that they can't do something, they are correct. If a person believes that they can learn how to do things they can't yet do, they are also correct. If we look at mistakes/failure as a chance to grow and learn, we will go much further than if we settle with what comes "naturally". The other part of this is I encourage students to recognize both their strengths and weaknesses so they can use their strengths to overcome the areas they don't feel as strong in.
- **Reader and a Writer:** I think my greatest strength as an ELA teacher is my love for reading and writing. I am often found doing both in my free time. This helps me give more to your students because A.) I have a long list of personally read books to suggest. I am able to use what I know about your students to find books they will enjoy. B.) I am able to model what I push. They not only can feel my excitement they are able to apply my methods and create their own.