

Mr. VerHey 6th Grade Class

NOTIFICATIONS:

I try to keep this section at the top for quick reference on timely upcoming events.

- Last day to turn in quarter 1 work is Thursday October 29.
- Grades are finalized and coming out Tuesday November 2 for students.
- **Picture retakes will be November 18 th .**
- **Masks will be required this week and next week.**
- Monthly walking field trip to local Athens Public Library will be a *change from the norm* and be on **Friday, November 12**
- I have some medical appointments and will have a sub for a whole or portion of the day on the following: Monday 11/1 (afternoon sub), Thursday 11/4 (afternoon sub), Tuesday 11/16 I'm out all day, Friday 12/10 I'm out all day and Monday 12/13 I'm out all day. I apologize for these but pretty much all unavoidable. I have coordinated with Arrin Upton who will be the substitute on most of these days so that there is consistency and kids are familiar with her and all should run smoothly.
- **Conferences are November 4th. We will be doing them virtual again.** I have the ability to do them by phone, email, and zoom. In an effort to accommodate all the families' various schedules and work shifts, I'm being very flexible with scheduling conferences. I will pretty much work with you so you have an opportunity to go over progress, strengths, areas to improve, and how best to address your concerns. My school phone number extension is 254, my email is verheye@athensk12.org, my cell is 269-251-4334 I'm up early and can take a call by 6:00 A.M. most days and willing to take calls as late as 9:00 P.M. Ideally, calling M-F during my planning time of 8:30-9:15 works best or after school 2:30 or later but weekends are fine too if that works best for your schedule. I truly try to be as accessible as possible.



Brief Biography: I am the youngest of 5 children raised in Texas Corners, Michigan. I attended Portage Schools K-12. After graduating high school, I got an Associates degree at KVCC, then a BA at WMU and later a Masters in Educational Leadership at WMU. Over the course of my 28 year career I completed 30+ post graduate hours in various areas of pedagogy and content. I taught my entire career in Portage Public Schools. For the first eight years of my career I was teaching fifth grade. Then went to Central Middle school, primarily teaching eighth grade Earth Science but also some Math and Power Training courses for the next nineteen years. I was a wrestling coach for 30+ years at all levels ending my coaching as the varsity head coach for Portage Central High School. While at Portage, I was also the *Portage Education Association* (aka teachers' union) president for thirteen years. I retired from Portage in

June, 2017 and came to work at Athens by January, 2018. I was initially employed at Athens High School mid-year teaching Chemistry, Biology and Environmental Studies for the second semester. Later, in the summer of 2018, I was offered, and accepted, the position of AIR room supervisor,

commonly referred to as in-school suspension. Recently, the State of Michigan lifted the restrictions on pensioners and, being both qualified and certified to fill a position on the State's Critical Shortage list, I found a wonderful opportunity right here in Athens Middle School! I am excited to be back teaching, and I look forward to working with you and your child.

Change of teachers

I started in this position on Monday September 13. Work assigned and presented prior to that date I only have cursory knowledge of, but have familiarity with where we were and worked to review concepts and ensure content is clear, concepts were reviewed, and students are prepared, and have had the opportunity to master what is required within the curriculum and standards. Students have made the adjustment to my classroom management style, structure and expectations. The behavior and studying expectations are clear and fair for your child to succeed in an environment where they can ask questions and get the assistance and help they may need.. I appreciate all the parents' understanding, patience and support these first few weeks. I sent an initial letter home to parents with the students on Monday October 4. If you have not seen it please let me know or click on the [Parent Letter](#) link to see it electronically. Feel free to call me or email with any questions or concerns. Looking forward to a great school year!

Mid-marks and grading

Earlier in October I sent home a summary report. Getting caught up on what was presented prior to my assuming this position. I have graded many assignments as 'credit/no credit' and given 5 or 10 points if the work was attempted and turned in. The progress reports noted missing work but did NOT mark students down for their missing work. I have given students extra copies of missing assignments and they had until Friday October 1 to resubmit these for a grade. I will then have Skyward mark all missing assignments (*) as a zero (0) and it will negatively impact their grade. If they still want to repair their grades, and complete missing work, it can be done using the Late License process detailed below.

Student work is compiled in weighted categories. **Classwork is 70% of the grade.** This is work we complete in class or at home. I have modeled solutions, guided practice, allowed them to work with a partner, tutor, parent etc and is more about completion on time, asking questions and comprehending what is presented. It will serve as a basis for studying or using on open note tests. **Tests are 20% of the grade.** These are open notes and will be a reflection of a student's independent work using only their own past assignments and hand written notes as a reference. Collectively the tests will be 20% of the grade. The third, and final, category will be Quizzes. **Quizzes are 10% of the grade.** These are no notes, short and only over skills and facts of which they should already have a strong knowledge (i.e. multiplication facts, verbs, nouns, adjectives, names of continents, oceans, etc).

Scheduled events and times

To minimize overcrowding in the restrooms, we have established scheduled restroom breaks. For my class they are daily **8:25** on way to specials (gym/music), **10:20** **11:35** **1:10**

We also have a walking 'field trip' of sorts to the local library the first Friday of every month at 12:05 after we return from lunch.

Click [HERE](#) to see our daily schedule

Room 15 - phone extension 254

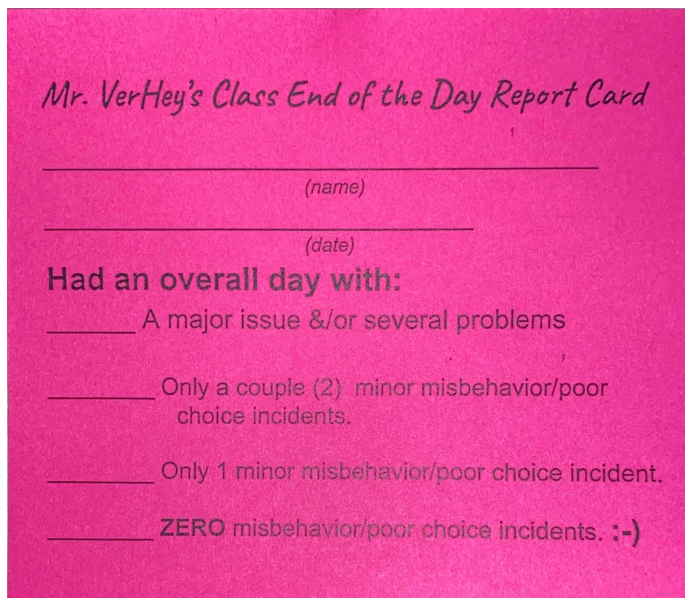
Email verheye@athensk12.org

Note to Parents & Students

I have started a daily log of the actual assignments we covered and/or completed in class below. In some cases, what I'd hoped to get accomplished, and had planned for, didn't actually happen. I keep this website as accurate to what was actually covered and taught. The links are provided whenever possible but realize some videos require a paid membership so a link won't be helpful. Other times, I may have to create PDFs of assignments to be printed from home and I may forget, just email me if that occurs. These are useful as a replacement for lost work, or if a student is home ill or out of school for various reasons.

Behavior Plan & Support

I have instituted several support systems to help students be successful, both with their decision making in social context as well as work/academic environment. One of the practices I introduced is directed at minimizing off-task and inappropriate behavior. I have created a daily checklist, for my use, to track student behavior. The goal is for all students to make wise, appropriate decisions regarding behavior. I will keep parents informed using a 'pink slip' (see below). These will be used by select students for a brief few weeks time to assist in modifying behavior. If your son/daughter brings one home, please ask them about it and feel free to reach out to me. Students on the pink slip program will stop having them issued after they have successfully had 5 consecutive school days of zero incidents of misbehavior. The program is designed to create mindfulness and awareness of their actions and permit the student time to discuss, reflect and adjust behavior choices. It keeps all three of us; parent-student-teacher, in a common awareness and conversation about monitoring progress..



Mr. VerHey's Class End of the Day Report Card

_____ (name)

_____ (date)

Had an overall day with:

_____ A major issue &/or several problems

_____ Only a couple (2) minor misbehavior/poor choice incidents.

_____ Only 1 minor misbehavior/poor choice incident.

_____ ZERO misbehavior/poor choice incidents. :-)

Late License

We have had an excessive number of students having multiple assignments turned in late, or not at all. Organization, and use of a simple folders system is very useful and important. Students wanting to complete assignments as late work will have to see me to request a brightly colored, yellow, **Late**

License slip in order to have permission to submit work late. They can always get a **Late License** but they need to come see me to get it, and the “cost” of late work is a loss of 20% from the score earned. **Late License** requires a parent signature, and is stapled to the specific assignment for which it has been issued. Please be sure to review the quality of your child’s work should you see and sign one of these licenses.

Late License

Date Issued _____ Expires _____

Student Name _____ Number _____

Assignment Title/Description _____

Parent Signature _____

(Front Side)

- This license expires 3 days from when it is dated.
- Good for 1 specific assignment for which it was issued & stapled.
- Requires legible student full name and number.
- Validation requires a parent's/guardian's signature.

(Back Side)

Suggestion Box

I want our shared room to feel like a place where the students are comfortable, safe and encouraged. For this reason I welcome their opinions and suggestions. I have a Suggestion Box where they can confidentially drop an idea or suggestions. It's great to see how they want to make the class a more enjoyable and fun place. So far I'm very impressed with their suggestions, and we are making many a reality!

Resources

Our math program has YouTube tutorials. This is a sample:

<https://www.youtube.com/watch?v=vv7TDBgRKNM>

Search “Engage NY” and include the specific Lesson # you’re looking for

Engage NY // Eureka Math Grade 6 Module 1 Lesson 8 Problem Set

<https://www.engageny.org/resource/grade-6-mathematics-module-1> **Engage NY Math Link**

[GetACopy](#) Social Studies virtual online book - We will be introducing this and utilizing it soon

Wednesday 9/22/21

Social studies - hand pack papers; discussion on Equinox (today :-)) and how it relates to our lesson on Hemispheres. Geology vs. Geography; Students take notes on videos and Page 270 "Hemispheres" sheet is assigned (Mrs. Mackaluso's class didn't get this far and will have the page assigned tomorrow). See links for the 3 short videos.

[Video 1](#)

[Video 2](#)

[Video 3](#)

Key Vocabulary and Ideas:

- Latin roots of **GEO, OLOGY, SPHERE**
- Know the names of the 4 hemispheres & how the 4 hemispheres are formed
- Terms *Equator* and *Prime Meridian* as well as *latitude* and *longitude*
- 7 continents by name and sight (be able to identify as a puzzle piece)
- Name the 4 Oceans and locate each on a map or globe

Math Finish lesson 11 and assign Exit Ticket for Lesson 11 - Part of the lesson is writing assignment and peer review.

Reading Collected all the sheets from earlier in the week and last week that went with Scholastic News.

Writing Done as part of both Math lesson and Reading lesson.

Spelling No new list we will review the words from previous weeks

Grammar Reviewing parts of speech as a class and making lists of 10 for each of the following topics: Assignment: On lined paper list 10: **Nouns, Pronouns, Verbs, Adjectives, Adverbs**

Thursday 9/23/21 (book exchange after lunch 4-5 kids at a time)

Social studies Pages 271-273

Math Review answers to Lesson 11 -

Reading Words with soft 'e' sound - Unit 1, Lesson 4 page 20

Writing Answers to Math lesson 11. How to restate a question, using complete sentences and punctuation, making sure our written answer matches the evidence/math.

Spelling

Grammar Share, discuss and turn in the lists of 10 from Wednesday's lesson

Friday 9/24/21

Social studies [CNN 10](#); Maps are wrong! [Video](#) - Correct pages 271-273 Amazon Virtual Field trip video (requires subscription to a private site) [Amazon](#)

Math Exit Ticket Lesson 11 - Review ratio concepts to date from Lessons 1-11

Reading

Writing Persuasive Writing - student picks a favorite interest, hobby, team, vacation destination, etc and writes a paper to persuade others to also like this place, activity, team etc "You should ..." (kids have 3 specific points to make their case)

Spelling Review words from previous lessons. New words next week

Grammar no assignment

Monday 9/27/21

Social studies CNN 10; map skills sheets 274, 279-280

Math Multiplication Facts quiz 12x12 w/ 3 minutes: then review for Tuesday's test Lessons 1-11

Reading Mr. VerHey novel read aloud; Abe Lincoln page with questions

Writing Using spelling words from week 1 put each into a sentence & highlight the word

Spelling (see writing) A test each day starting Tuesday with week 1 words ending Friday week 4

Grammar page 9 "Predicates"

Tuesday 9/28/21

Social studies World map 'pre-test' assignment; TGT pages 274, 279-280

Math Open note test Lessons 1-11 equivalent ratios and ratio tables. Can use all the notes you have.

Reading TGT Abe Lincoln article and questions

Writing Using spelling words from week 2 put each into a sentence & highlight the word

Spelling Test on the 20 words from week #1

Grammar TGT page 9 Predicates

Wednesday 9/29/21

Social studies Class discussion on grading (weighted categories & math behind it) Time to finish world map pre-test sheet; Passed out missing work slips gave opportunity for redoing and getting credit

Math Did not have an assignment - some missing kids getting caught up on test

Reading Read aloud after lunch

Writing Using spelling words from week 3 put each into a sentence & highlight the word

Spelling Test on the 20 words from week #2

Grammar no lesson

Thursday 9/30/21

Social studies Following verbal instruction using world map & coloring; TGT World Map

Math Started Lesson 12

Reading Went to the School's Library to return book and select a new one for silent reading

Writing Using spelling words from week 4 put each into a sentence & highlight the word

Spelling Test on the 20 words from week #3

Grammar Antonyms & Analogies using week 4 words

Consequence Assignment* (overall class misbehavior several times) print name of the 50 states in alphabetical order, their capitals & the write each state name in cursive (Mr. VerHey modeled expectation and started first 4 states as example: i.e. **Michigan - Lansing - Michigan) this also double as the cursive grade/assignment and Social Studies Assignment to give credit.*

Friday 10/1/21

Social studies CNN 10

Math No lesson - student discussion - lesson/lecture on behavior, being kind, 'everyone is dealing with something you know nothing about'

Reading Walking trip to the Athens Public Library to have a second book for silent reading.

Writing (see *Consequence Assignment) - Personal Narrative 1 page "What Stresses me out most.."

Spelling Test on the 20 words from week #4

Grammar 'Honor system' corrected Antonyms & Analogies sheet

**Had another class discussion about No Name papers! A few were tossed. The expectation has been repeated nearly 100 times in-class and is written on the board as a demo. First thing with every assignment is FULL NAME, STUDENT # and DATE ASSIGNED **

Monday 10/4/21

"10-4" Day (Mr. VerHey is making this a 'thing' lol You're welcome hahaha [CONVOY SONG](#)

Social studies

- Using **Western Hemisphere** text - read Lesson 1 "Using Latitude and Longitude" pages 2-9
- Take notes including the key vocabulary words presented in highlighted yellow in the text.
- answer on separate sheet of lined paper "Think & Write" A, B, C and "Skills Check".

Math Did a little more with Lesson 12

Reading (see Soc. Studies assignment)

Writing

- Turn in personal narrative paper "What Stresses Me Out" from Friday
- (see Soc.Studies notes & answers)

Spelling

- Worksheet Lesson 1 Unit 4 page 23 "Common Nouns" #1-7
- Unit 1 Lesson 5 Page 24 'Geography Words' test Friday

Grammar No assignment

Cursive No assignment

Tuesday 10/5/21

We will having STAR TESTING this week in the content of both Math and Reading. These are an untimed test and typically will be done after our morning specials

Social studies Continue lesson from Monday - peer reviewed. TGT the answer to ABC

Math Finish guided practice on Lesson 12 and the sample problems. Exit Ticket 12 due Wednesday

Reading We will start the a novel **The Cay**

Writing

Spelling Lessons go with this week's word list given Monday (test Friday)

Grammar

Cursive sheet - Work at own pace, due Friday

Wednesday 10/6/21

Social studies Peer Review of answer Think & Write ph 9 A,B,C

Math Complete Lesson 12 assign Exit Ticket 12

Reading started The Cay - background presentation on setting and key words to be encountered in chap 1 - read along to a recording of chapter 1

Writing Extra day to finish

Spelling Extra day to finish work

Grammar

Thursday 10/7/21 *substitute teacher*

Social studies

Math Exit Ticket 12 due start Lesson 3 first three pages

Reading chapter 2 of The Cay

Writing packet to go with The Cay chapters 1 & 2

Spelling test Friday

Grammar correct

Friday 10/8/21 Mr. VerHey was out Mrs. Upton the substitute teacher we lost power and kids went home by 11:00

Social studies Turned in Think & Write page 15 A-C; assigned Lesson 3 to read, take notes and answer Think & Write page 22 A-D

Writing See Social Studies text page 22 Skills Check and write on lined paper ½ to 1 page answer

Spelling Took the spelling test week 5 'Geography Words'

Monday 10/11/21 *Most of the students were absent or went home for quarantine. Only 8 students remained in class so we used today as a "study day" and "catch up" day. No new assignments were given.*

Tuesday 10/12/21 I had packets of work ready for all subjects, all week for all students. We will chip away throughout the week (see list below for details)

Work packet for Mr. VerHey's students absent the week of October 11-15

Social Studies

- **Pages 282-283 "Locating Cities" and "North & South Dakota"** *did in class 10/12*
- Pages 284-285 "Lines of Longitude" and "Locating Cities in Europe"
- Pages 286-287 "Lines of Latitude" and "Lateral Movement"
- Pages 288 & 290 "Imaginary Lines" and "Across the U.S.A."

Spelling

- **Page 27 "Proper Nouns" Unit 1 Lesson 5 words from last weeks 'geography' list** *-did in class 10-12*
- Packet pages 30-33 Unit 2 Lesson 6 'Words with /e/' **Completed page 30** *in class 10/12*

Grammar

- Pages 12-18
 - "Sentences: Review"
 - "Sentences: Review"
 - "Sentence Types: Simple and Compound"
 - "Sentence Types: Declarative"
 - "Sentence Types: Imperative"
 - "Sentence Types: Interrogative"
 - "Sentence Types: Exclamatory"

Math

- **Finish Lesson 13 (students have this already) and complete "Exit Ticket" for Lesson 13 did in class 10/12**
- Complete Lesson 14 and Exit Ticket (see online assistance with YouTube videos searching
 - Engage NY // Eureka Math Grade 6 Module 1 Lesson 14 Problem Set
 - <https://youtu.be/5jGV7e5mn1g>

Reading

- Continue reading novel **The Cay** chapters 3-6 **Read Chapter 3 in class 10/12**
- Be sure you completed written answers to the packet given on Thursday by Ms. Hamlin

Writing

- On a separate sheet of paper for each chapter write a half to 1 page summary of the main events that occurred in that chapter. Be sure to include a heading that clearly identifies which chapter you are summarizing and give details about what actions occurred that advanced the story line or plot of the novel. For example, what happened, what were the characters' challenges? Thoughts? Did the setting change? What major events happened and what were the results. You should have 4 separate papers, one for each of the chapters.
- **Wrote summary to Chapter 3 in class 10/12**
https://docs.google.com/document/d/1uE6Slp-l9_ieMm33KhRkynJ8THoOMDzMfTP_YumvtRE/edit?usp=sharing

Wednesday 10/13/21

We continued our work on the packet with the students in class. I assigned a few pages from each subject area. Completion of the entire packet is expected by Friday 10/15/21. A new packet for next week will be available on Monday morning 10/18/2021

Thursday 10/14/21

We continued our work on the packet with the students in class. I assigned a few pages from each subject area. Completion of the entire packet is expected by Friday 10/15/21. A new packet for next week will be available on Monday morning 10/18/2021

Friday 10/15/21

We continued our work on the packet with the students in class. I assigned a few pages from each subject area. Completion of the entire packet is expected by Friday 10/15/21. A new packet for next week will be available on Monday morning 10/18/2021

Monday 10/18/21 - Friday 10/22/21 School Closed due to COVID

Monday 10/25/21 - Wednesday 10/27 We have scored work from the first packet (10/11-15) given prior to students the week prior to the week off for COVID. We will score these items, review them, collect missing and late work, review what I have on Skyward with what they have turned in and get grades fair and finalized. Kids have been troopers and resilient and I appreciate all the supportive parent outreach, emails, contact, questions. I'm here to support you and help your child grow and learn.

Thursday 10/28/21 *Final day to get in any/all missing or late assignments - Grades are due for staff and kids will have reports printed Tuesday Nov 2, 2021*

Friday 10/29/21 Fun Day for Halloween and end of quarter. These kids earned it! :-)