

# 6th Grade Survival

2022-2023



Welcome to Ballard Middle School

# Organization

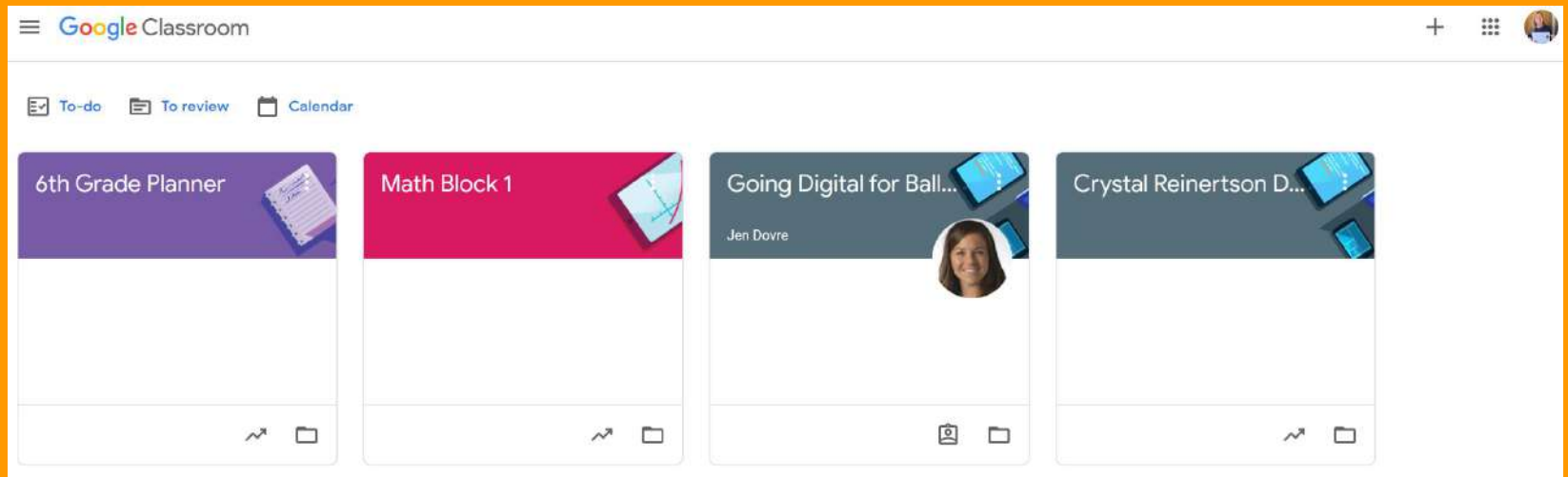
Where do I find what my child needs to get done?

How do I help them to be organized and eventually do self monitoring of their own learning/managing of what they have to get done?

- Google classroom
- Student Planner
- Daily/nightly routines
- Regular check - ins/monitoring

# Organization

Your child will click on the Google Classroom ICON from the 9 dots in the corner of their screen for the classroom choices.



[Planner page](#)

# 6th Grade Planner

Class code `w4u6fq4`

Meet link <https://meet.google.com/lookup/bylet64trq>

Select theme

Upload photo

## Upcoming

No work due soon

[View all](#)



Announce something to your class



**Kelvin Adams**

Aug 21, 2019 (Edited Sep 28, 2020)



Check your homework here.



**21/22 Planner**

Google Docs



Add class comment...

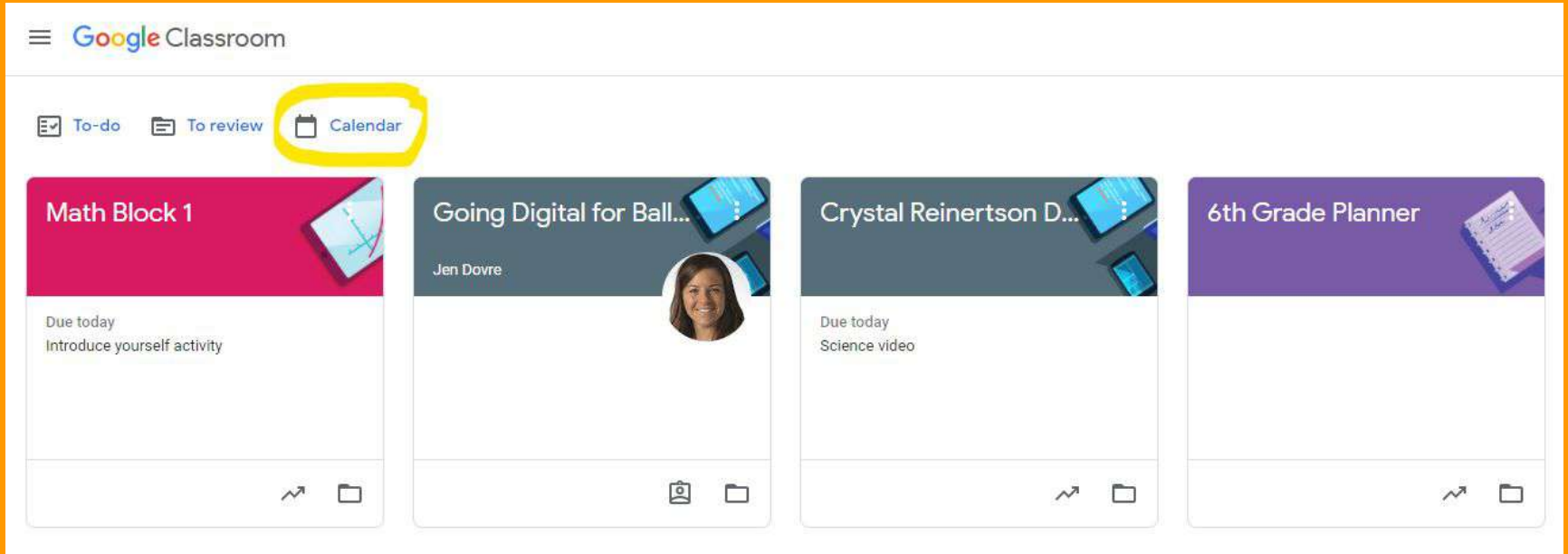


**6th-Grade Planner Page**

Week of 8/29 - 9/2

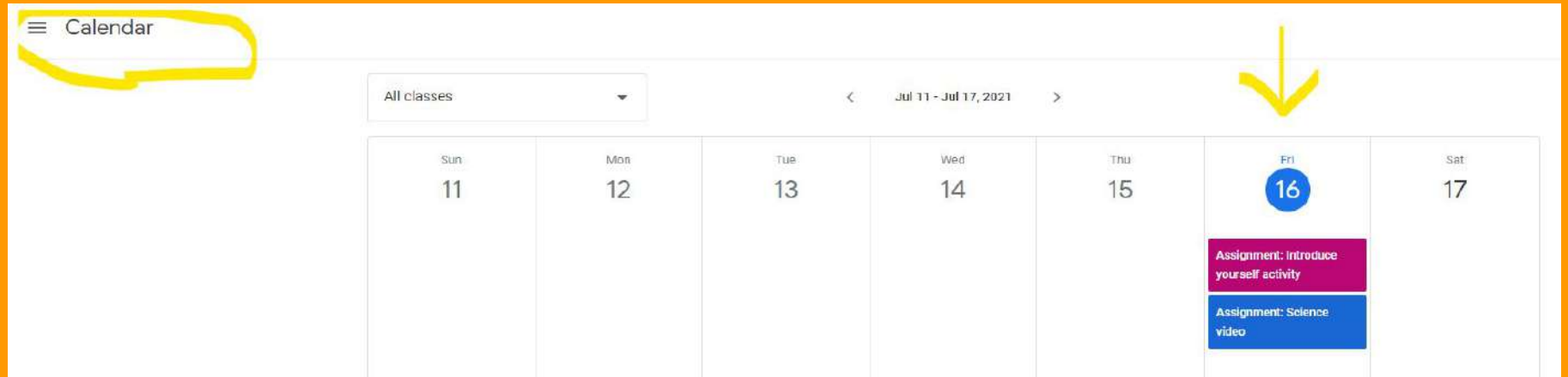
Class	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>SMILE! IT'S PICTURE DAY!</b>				
<b>Literacy: Prins</b>  <a href="#">Website</a> <a href="#">Syllabus</a> <a href="#">Scope/Sequence</a>	<ul style="list-style-type: none"> <li>Begin Unit 1</li> <li>Red Kayak: Chapters 1-2: Vocab/ Disc Qs</li> <li>Introduce the Writing Process</li> <li>Plan/ Brainstorm: <b>The Top 10 Things About Me (Due Tuesday if not finished in class)</b></li> </ul>	<ul style="list-style-type: none"> <li>Red Kayak - Chapter 3: Vocab/ Disc Qs</li> <li>Character Inference Notes (tog.)</li> <li>Textual Evidence and Inferences Notes</li> </ul>	<ul style="list-style-type: none"> <li>Stages of plot: Diagram (tog.)</li> <li>Continue with the Writing Process</li> <li>Drafting The Top 10 Things About Me</li> </ul>	<ul style="list-style-type: none"> <li>Red Kayak: Chapters 4- 5</li> <li>Vocab/ Disc Qs</li> <li>Peer Editing: The Top 10 Things About Me</li> <li><b>Final Draft: Top 10 Things About Me Due Fri. —</b></li> </ul>	<ul style="list-style-type: none"> <li>Red Kayak: Comprehension Quiz over Chapters 1-5</li> <li><b>Due: The Top 10 Things About Me (On Google Classroom)</b></li> </ul>
<b>Literacy: Auffert</b>  <a href="#">Website</a> <a href="#">Syllabus</a> <a href="#">Scope/Sequence</a>	<b>Daily Agenda</b> <ul style="list-style-type: none"> <li>Begin Unit 1</li> <li>Red Kayak: Chapters 1-2: Vocab/ Disc Qs</li> <li>Introduce the Writing Process</li> <li>Plan/ Brainstorm Web: <b>The Top 10 Things About Me (Due Tues.)</b></li> </ul>	<b>Daily Agenda</b> <ul style="list-style-type: none"> <li>Red Kayak - Chapter 3: Vocab/ Disc Qs</li> <li>Character Inference Notes (tog.)</li> <li>Textual Evidence and Inferences Notes</li> <li>Top 10: Teacher Example</li> </ul>	<b>Daily Agenda</b> <ul style="list-style-type: none"> <li>Stages of plot: Diagram (tog.)</li> <li>Continue with the Writing Process</li> <li>Drafting The Top 10 Things About Me</li> </ul>	<b>Daily Agenda</b> <ul style="list-style-type: none"> <li>Red Kayak: Chapters 4- 5 Vocab/ Disc Qs</li> <li>Peer Editing: The Top 10 Things About Me</li> <li><b>Final Draft: Top 10 Things About Me (Due Fri.)</b></li> </ul>	<b>Daily Agenda</b> Red Kayak: Comprehension Quiz over Chapters 1-5  <ul style="list-style-type: none"> <li>Due: The Top 10 Things About Me</li> </ul>
<b>Math: Larkin</b>  <a href="#">Website</a> <a href="#">Syllabus</a> <a href="#">Reg. Scope/Seq.</a> <a href="#">Acc. Scope/Seq.</a> <a href="#">Student Workbook</a> <a href="#">Acc. Student Workbook</a>	<b>Block 1 and Block 2</b> Unit 1 Lesson 1: Tiling the Plane <b>Homework: Lesson 1 Practice Problems</b>  <b>Block 3 Accelerated Math</b> Unit 1 Lesson 2: Finding the Area by Decomposing and Rearranging <b>Homework: Lesson 2 Practice Problems</b>	<b>Block 1 and Block 2</b> Unit 1 Lesson 2: Finding the Area by Decomposing and Rearranging <b>Homework: Lesson 2 Practice Problems</b>  <b>Block 3 Accelerated Math</b> Unit 1 Lesson 3: Reasoning to Find Area <b>Homework: Lesson 3 Practice Problems</b>	<b>Block 1 and Block 2</b> Unit 1 Lesson 3: Reasoning to Find Area <b>Homework: Lesson 3 Practice Problems</b>  <b>Block 3 Accelerated Math</b> Unit 1 Lesson 4: Parallelograms <b>Homework: Lesson 4 Practice Problems</b>	<b>Block 1 and Block 2</b> Unit 1 Lesson 4: Parallelograms <b>Homework: Lesson 4 Practice Problems</b>  <b>Block 3 Accelerated Math</b> Unit 1 Lesson 5: Areas of Parallelograms <b>Homework: Lesson 5 Practice Problems</b>	<b>Block 1 and Block 2</b> Unit 1 Lesson 5: Base and Heights of Parallelograms <b>Homework: Lesson 5 Practice Problems</b>  <b>Block 3 Accelerated Math</b> Unit 1 Lesson 6: From Parallelograms to Triangles <b>Homework: Lesson 6 Practice Problems</b>
<b>Math: Richardson</b>  <a href="#">Website</a> <a href="#">Syllabus</a> <a href="#">Scope/Sequence</a> <a href="#">Student Workbook</a>	Unit 1 Lesson 1: Tiling the Plane  <b>Homework: Lesson 1 Practice Problems</b>	Unit 1 Lesson 2: Finding the Area by Decomposing and Rearranging  <b>Homework: Lesson 2 Practice Problems</b>	Unit 1 Lesson 3: Reasoning to Find Area  <b>Homework: Lesson 3 Practice Problems</b>	Unit 1 Lesson 4: Parallelograms  <b>Homework: Lesson 4 Practice Problems</b>	Unit 1 Lesson 5: Base and Heights of Parallelograms  <b>Homework: Lesson 5 Practice Problems</b>
<b>Science: Corkins</b>  <a href="#">Website</a> <a href="#">Syllabus</a>	Science Notebooks Cover Work				

# How to check assignments from Classroom



The screenshot displays the Google Classroom interface. At the top left, the Google Classroom logo is visible. Below the logo, there are three navigation tabs: 'To-do', 'To review', and 'Calendar'. The 'Calendar' tab is highlighted with a yellow circle. Below the navigation tabs, there are four assignment cards. The first card is titled 'Math Block 1' and is due today, featuring an 'Introduce yourself activity'. The second card is titled 'Going Digital for Ball...' by Jen Dove, also due today. The third card is titled 'Crystal Reinertson D...' and is due today, featuring a 'Science video'. The fourth card is titled '6th Grade Planner'. Each card has a header with a background image, a title, a due date, and a description. At the bottom of each card, there are icons for a line graph and a folder.

# Google Calendar - Assignment Check



Infinite Campus is another place to check for assignments/missing assignments.

# Consistency and structure help develop lasting habits.

## Regular routine for homework:

- Designated homework space and time to do it.
- Setting a schedule at home that works for you and your child.
  - ◆ Right after school, allowing down time before getting started, after practices, etc...
- Have your child show you the planner page.
- Check Infinite Campus once a week together.
  - ◆ Look for missing or late work
- Organizers for student work - most use the trapper keepers
- Homework Structure
  - ◆ Typically math practice daily less than 10 problems most of the time they have 5 or less because they have work time in the room.
  - ◆ Reading 20 min
    - Novel, science article, social studies article
- Study Habits - Locate study materials when there is a test coming up
  - ◆ Knowing when tests are to review several days before
  - ◆ Quizlet
  - ◆ Stemscope
  - ◆ Study guides

## Regular preparation for next day: Students have a better start to their day when they are prepared for school.

- Make sure school bag has all folders, trapper keeper, book, chromebook ready to go.
  - Have a certain spot where their bag goes for easy access to get and go.
- Chromebook is charged



# Regular Check In

**Life gets busy! Slow it down and take time to check in.**

Regular Check in's with your child with open ended questions.

- Ask who they sit with at lunch.
- Ask who they sit by in their classes.
- Ask about their friends, who they ride with on the bus, what they like best about school.
- Ask how they did on a test they had.
- Have them show you their google classroom and planner page.
- Have them show you how to check their grades.
  - Ask what they feel good about in a class and then what they are struggling with.

## Managing Workload

**How to get help to stay on top of things:**

***Be sure to communicate with your child's teacher with questions or concerns.***

- Students have IDM time, before or after school
- Reach out to Mrs. Reinertson and Mrs. Carlson for support.
- We are here to teach our students to become independent young adults. Focusing on the "Bomber 3".
  - Responsibility, Respect, Self-control

# Communication

Ways that are helpful to you as you help your middle schooler navigate through their learning:

- Infinite Campus
  - Check progress
  - Check Attendance/tardies
  - Chromebook damages
  - Lunch account
- Contact school personnel

# Middle School Announcements

Q | [Translate](#) | [Calendar](#) | [Staff Directory](#) | [News](#) | [Staff Resources](#)

★ [Return to Learn](#) ★ [District](#) ★ [Schools](#) ★ [Students](#) ★ [Parents](#) ★ [Alumni](#)

## What I love about Ballard...

★

"The support from our parents, community and school board that allow us to invest time, resources and talent into growing our students."

Katie Claeys  
Director of Teaching and Learning

★

"The people I work with make me better - both professionally and personally."

Meagan Johnston  
5th Grade Teacher

★

"Our community is second to none. Always friendly and make each day exciting to come to work."

Para Educator  
Ballard West Elementary

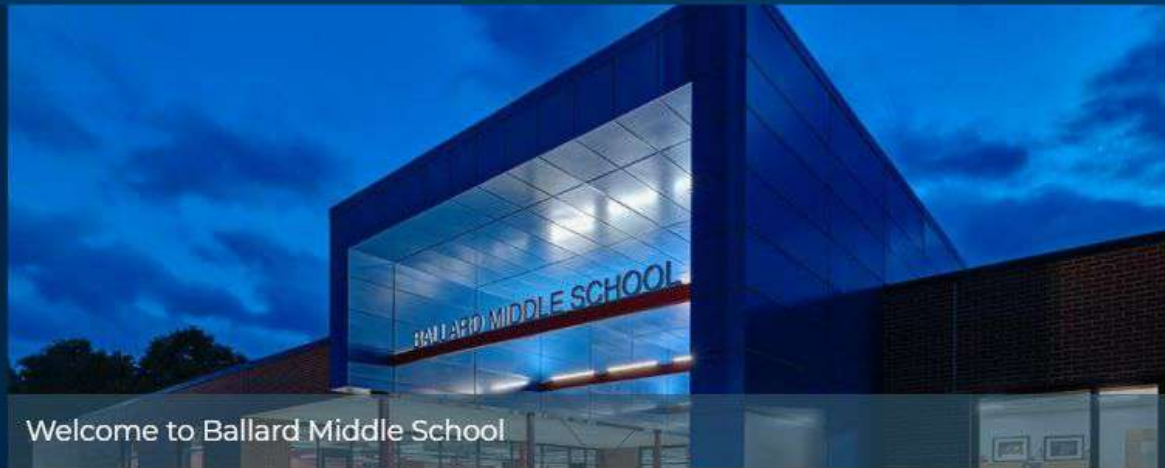
**UPCOMING EVENTS**



WELCOME TO

**BALLARD MIDDLE SCHOOL**

- ★ 509 N. Main  
Huxley, Iowa 50124
- ★ (515) 597-2815 Fax: (515) 597-2818
- 7:30AM - 3:30PM
- Principal: Tom Maher



**MENU**

- About
- Daily Announcements
- Prescription Medication Form
- Required Continuous Learning
- Staff Directory
- Supply Lists

*News*

- ★ September 9, 2020  
**Middle School Cross Country Practice**  
Middle School cross country practice for today (Wednesday 9/9) has been cancelled.  
[Read More](#)
- ★ September 9, 2020  
**Middle School Announcements**  
Wednesday's Announcements  
[Read More](#)

# Announcements - Middle School Home Page

## *News*

★ September 10, 2019

### MS Cross Country Meet – Winterset

The MS/JV/V Cross Country meet in Winterset has been cancelled due to poor conditions at the golf course.

[Read More](#)

★ September 10, 2019

### Student Announcements

Tuesday's MS Announcements

[Read More](#)

★ August 28, 2019

### School Picture Day – Retakes

School picture retakes at the Middle School have been scheduled for Thursday, October 17th.

[Read More](#)

# Contacting School Personnel

## MENU

About

Daily Announcements

Prescription Medication  
Form

School Health Record  
Update

Staff Directory

Supply Lists



## Middle School

[Home](#) > [Staff Directory](#) > [Middle School](#)

Name	Title	Phone	Websi
Jamee Adams	At-Risk Coordinator	(515) 597-2815 x3101	Websi
Kelvin Adams	6th Grade Teacher	(515) 597-2815 x3116	Websi
Kelly Anderson	PE Teacher Coach	(515) 597-2815 x3204	Websi
Scott Barth	Instructional Coach	(515) 597-2815 x3128	Websi
Lois Boyd	Special Needs Teacher	(515) 597-2815 x3127	Websi
Kelsey Burger	8th Grade Teacher	(515) 597-2815 x3106	Websi
Shelly Colvin	Family Consumer Science Teacher	(515) 597-2815 x3135	Websi
Heather Dabney	Language Arts Teacher	(515) 597-2815 x3104	Websi



# Getting to Infinite Campus

Search | Translate | Calendar | Staff Directory | News | Staff Resources

★ Home ★ Return to Learn ★ District ★ Schools ★ Students ★ Parents ★ Alumni

## BALLARD MIDDLE SCHOOL

WELCOME TO

**BALLARD MIDDLE SCHOOL**

★ 509 N. Main  
Huxley, Iowa 50124

★ (515) 597-2815 Fax: (515) 597-2818

7:30AM - 3:30PM  
Principal: Tom Maher

Welcome to Ballard Middle School

### News

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504 Handbook

Activities

Ballard Wellness Policy



Bullying and Harrassment

Elementary PTO

Elementary Schools  
Handbook

Fees

Hawk-i

High School Handbook

Infinite Campus

Middle School Handbook

Online Payments

Student Activity  
Registration







# Infinite Campus

1:1

[504 Handbook](#)

[Activities](#)

[Ballard Wellness Policy](#)

[Bullying and Harrassment](#)

[Elementary PTO](#)

[Elementary Schools Handbook](#)

[Fees](#)

[Hawk-i](#)

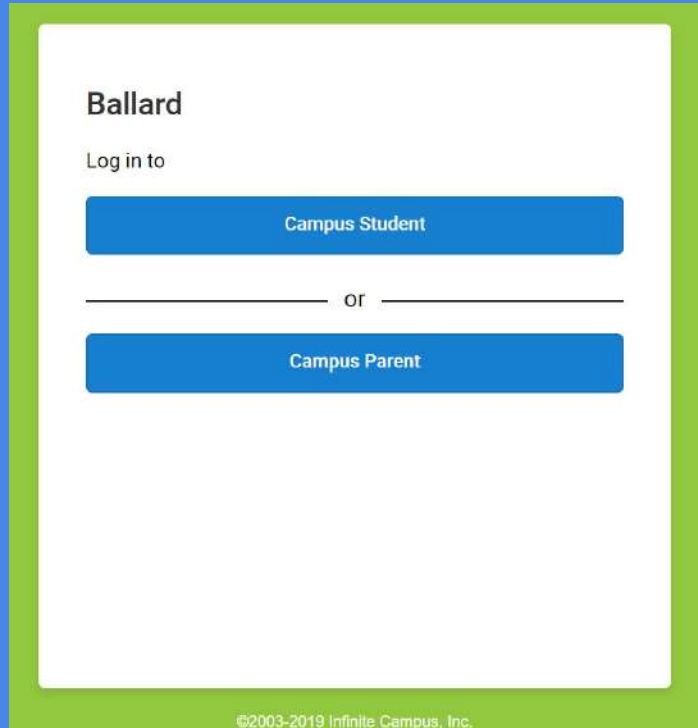
[High School Handbook](#)

[Infinite Campus](#)

[Home](#) > [Parents](#) > [Infinite Campus](#)

[Parent Login](#)

This will pop up on the screen first.  
Choose who is signing in.



**Ballard**

Log in to

**Campus Student**

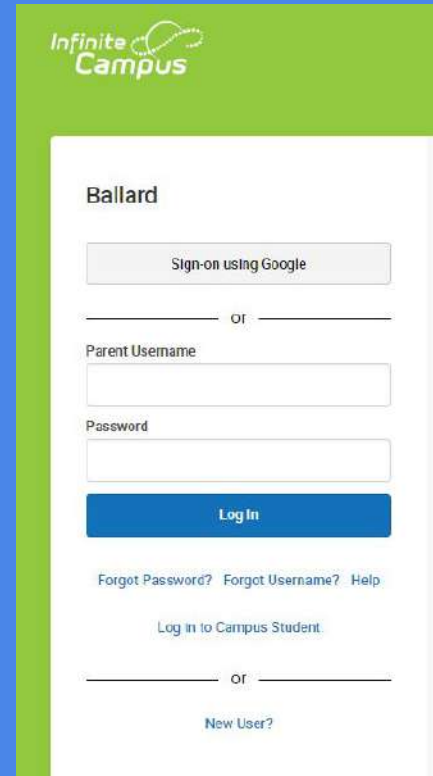
or

**Campus Parent**

©2003-2019 Infinite Campus, Inc.

This screenshot shows a login selection screen for Ballard. It features a white background with a green border. At the top, the name 'Ballard' is displayed. Below it, the text 'Log in to' is followed by two blue buttons: 'Campus Student' and 'Campus Parent', separated by a horizontal line with the word 'or' in the center. At the bottom, there is a copyright notice: '©2003-2019 Infinite Campus, Inc.'

This will be the next box  
that pops up to get logged  
in.



**Infinite Campus**

**Ballard**

Sign-on using Google

or

Parent Username

Password

**Log In**

[Forgot Password?](#) [Forgot Username?](#) [Help](#)

[Log in to Campus Student.](#)

or

[New User?](#)

This screenshot shows the main login form for Ballard. It has a green header with the 'Infinite Campus' logo. The form is white with a green border. It includes a 'Sign-on using Google' button, a horizontal line with 'or', and two input fields for 'Parent Username' and 'Password'. Below these is a blue 'Log In' button. At the bottom, there are links for 'Forgot Password?', 'Forgot Username?', and 'Help', followed by a link for 'Log in to Campus Student.' and another horizontal line with 'or' and a link for 'New User?'.



## Message Center

Today

Calendar

Assignments


Grades 

Grade Book Updates

Attendance 

Schedule

Academic Plan

Food Service 

Fees 

Reports

Discussions

More

## Message Center

Announcements

Inbox

No Announcements.

# How to check grades/assignments

Class	Task	Semesters	Semester 1	Semesters	Semester 2
<b>Legend:</b> <input type="checkbox"/> Final Grade <input type="checkbox"/> In-Progress Grade <input type="checkbox"/> Future In-Progress Grade <input type="checkbox"/> Grade Not Available Yet					
<b>628-6 6TH MUSIC EXPL</b> Shutt, Bryce <a href="#">Detail</a>	Semester				
	Semester Final				
<b>622-1 6TH PE</b> Anderson, Kelly <a href="#">Detail</a>	PE-Actively and cooperatively participates in all activities.				
	PE-Listens and follows directions.				
	PE-Exhibits good sportsmanship and positive attitudes.				
	Semester				
	Semester Final				
<b>626-3 6TH SPANISH EXPL</b> Hulse, Whitney <a href="#">Detail</a>	Collaborates effectively with peers				
	Uses time wisely and meets deadlines				
	Communicates effectively and respectfully				
	Presentational Writing				
	Interpretive Writing				
	Semester				
	Semester Final				
<b>624-2 6TH-ART EXPL</b> Maahs, Jill <a href="#">Detail</a>	Semester				
	Semester Final				
<b>627-5 6TH-GUIDANCE EXPL</b> Carlson, Hailey <a href="#">Detail</a>	Semester				
	Semester Final				
<b>601-234 LITERACY</b> Klocko, Courtney <a href="#">Detail</a>	Semester				
	Semester Final				
<b>600-178 MATH</b> Larkin, Holly <a href="#">Detail</a>	Semester				
	Semester Final				

## Grading Task Summary



Legend:  Final Grade  In-Progress Grade  Future In-Progress Grade  Grade Not Available Yet

Grading Task	Semesters Semester 1	Semesters Semester 2
Semester		
Semester Exam		
Semester Final		

## Semester 1 Semester Detail

This Grading Task has no assignments assigned to it.



# Attendance

We want our students to be in attendance to get the most out of their education. We are a mandatory reporting center which requires us to stay on top of student attendance.

- Call in to report the absence
- If your child is sick for more than 10 days in a semester we may ask for a doctor's note to help with our documentation.
- If your leaving for a vacation let us know so we can get that into the system.

# Attendance Letter to Parents

The following procedures will be used to ensure that students do not develop excessive absences:

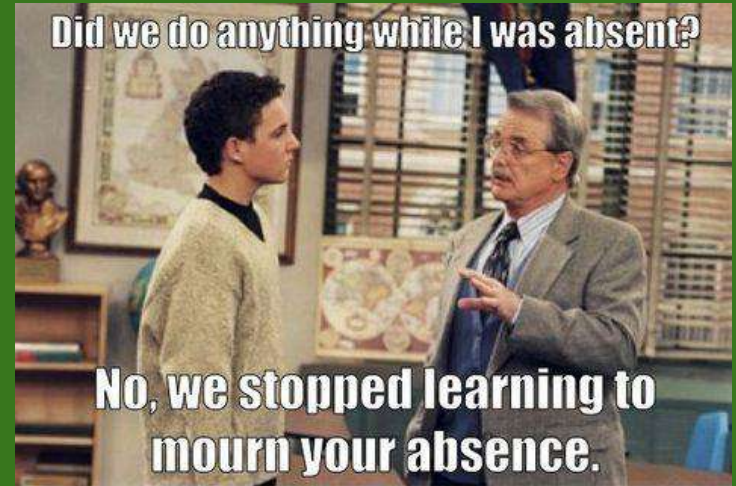
1. **On the 5th** absence from any class per semester, an **attendance email will be sent home** to communicate to parents.
2. **On the 8th** absence from any class per semester, an **attendance email will be sent home** to communicate to parents and **meet with the student**.
3. **On the 10th** day absent from any class per semester a **letter will be sent home and a conference with student and parent/guardian will be contacted**.

*In the event a student exceeds 10 absences the school may reach out to the Story County Attorney's office for assistance to help aid in the success of the student involved.*



# What do I need to do when I am absent?

- Check the planner on your chromebook for assignments.
- Check google classroom for each subject area to see what was covered the day/days missed.
- Email teachers any questions you have.



# Cell Phones - Be Respectful

- Phones are put into the classroom pocket
- You may have your cell phone at lunch.
- Not allowed for use in the restrooms, locker rooms, during Assemblies, or any area where a reasonable expectation of privacy exists.



Response to non-compliance:

- If the phone is not in the pocket holder in the classroom, the teacher will have you turn it into the office. It will be in the office for 4 weeks from 7:55 - 3:00.

# Food Service

- Breakfast and lunches are free at this point.
  - Breakfast starts at 7:30
- Extra's are a charge and can creep up rather quickly.
  - Can have the option to block if needed
- Lunch is 30 minutes for each grade but the doors to get more food will close 5 minutes before the lunch is over to allow them to clean up and get ready for the next group.
- To add money to your child's account you can have them drop it off in the office. It usually takes a day to get uploaded into the system.



# Operational Basics and Developmental Success

We will work together teaching the students to become amazing young adults.

- “The Bomber 3” - Responsibility, Respect, Self-Control
- We know it takes all of us to help develop the students.
  - ◆ We are also here for their social and emotional development.

# The Middle School Brain

- Middle Schoolers are in “Early Adolescence”
- Different parts of the brain are developing at different times.
- Agenda:
  - Cognitive Changes
  - Social-Emotional Changes
  - Parent Survival Tips



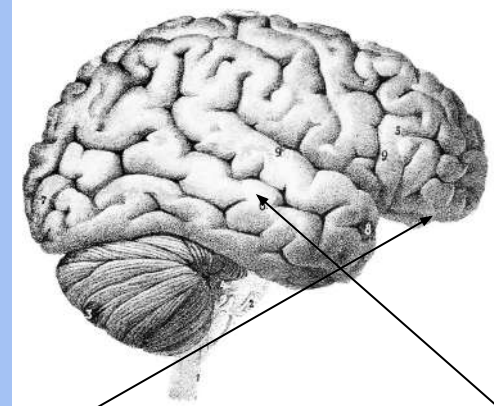
# Cognitive Changes

- “Changes in thinking”
- 5 Major Changes:
  - They can think about **possibilities**
  - They can think about **abstract** concepts
  - Their metacognitive abilities improve (they can **think about thinking**)
  - They can think multi-dimensionally, playing one idea off of another
  - They can think relativistically, understanding things from **different points of views**.



# Cognitive Changes

- This is why we typically find some dissonance/conflict with early adolescents.
- However, this is a perfect opportunity to start have complex discussions.



Pre-frontal cortex takes the longest to develop.

- This is the part that regulates mood, and plays a large part in planning, decision making, and controlling impulses

Until it develops, they make decisions with their amygdala

- This is the survival part of the brain that makes split second decisions based on environment.

# Social-Emotional Changes

- “Changes in feelings and behaviors”
- New cognitive changes = changes in how they view the world.
- Main changes:
  - Experience a **withdraw** from parental figures and **seek other adults or friends** as role models.
  - Place greater **importance on friends** and groups
  - Seek out their **own peer groups** to associate with
  - Encounter peer pressure, the **need to conform** to the accepted ideas of the group.
  - Frequently feel: Social discomfort, Awkwardness, Loneliness, Angry, Sad, Anxious



# Social-Emotional Changes

In tandem with the previous changes; there are two big concepts that frequently drive teen behavior and emotions:

## The Spotlight Effect

- The idea that, in any social situation, everyone's attention focus is only on them.

## The Personal Fable

- The belief that a young adolescent's feelings and thoughts are unique to them and that the people around them have never experienced the emotions they are having.

# Tips for “Survival”

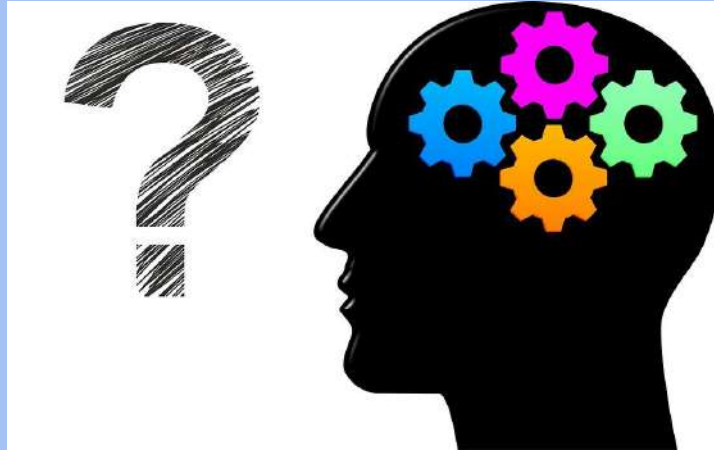
- Middle Schoolers will be inconsistent:
  - They are using their “quick decision” brain. Talking through changes and helping with decision-making skills will benefit both you and your students in the long run.
- They want to feel seen and heard:
  - Just listening is sometimes the best way to help. Resist always giving advice or opinions. Instead help them walk through what they want to do (if anything at all). Validate their feelings and new opinions.
- Be realistic
  - Honesty is the best policy. We expect it from them so we should also give it to them. Be realistic about the types of situations they may face (peer pressure, bullying, social stress etc.) and help them work through those experiences.

# Tips for “Survival”

- FOMO is very *very* real.
  - FOMO = Fear of Missing Out. Middle Schoolers are peer-centered. Thinking that they are missing something essential can be triggering. This is a good opportunity to have discussions about the reality that we all can't/shouldn't live the same lives as others.
- They are going to test you and everyone around them.
  - Simply put, they are discovering themselves and learning how to manage their new thinking skills. This includes testing previously set boundaries. Before/after boundaries are broken, it's best to sit down and discuss the *why* behind the rules.
    - Remember they are now starting to think abstractly and are able to better understand why they have boundaries at home and at school.

# Question & Answer

Wheels spinning? Got questions? We can help, send us an email with your questions.



Mrs. Reinertson and Mrs. Carlson