

# Beth Killeen 6 Honor Language Arts and Social Studies



“Be the change that you wish to see in the world.” –Ghandi

And the downs...

# Mrs. Beth Killeen's Profile



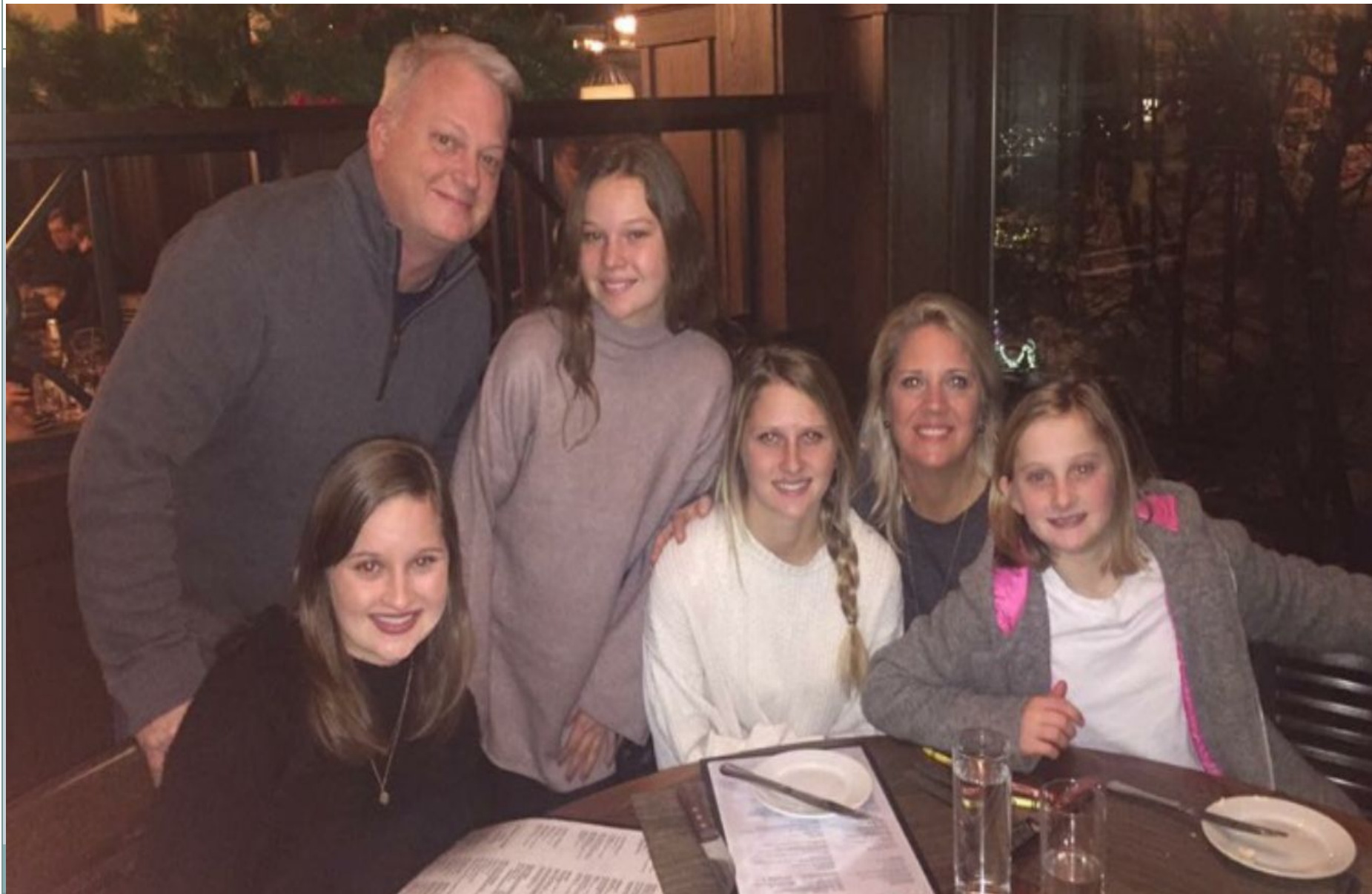
- Graduated from John Carroll University, 1994, K-8
- 14th year teaching Language Arts in Hudson City Schools
- 5 years at East Woods
- 10th Year at Hudson Middle School
- I have lived in Hudson with my family for 29 years.
- Kevin, Husband
- Molly, Graduate John Carroll University, Works for Vivid Front, Digital Marketing, Married this June
- Grace, Graduate Miami University, Maxim Healthcare, Raleigh, NC
- Hanna, Junior, Ohio State University/Field Hockey, Pilot
- Sara, 11 th grade Hudson High School, Field Hockey, Lacrosse







# The Killeen Family





## Jenni Markey

This is my third year in Hudson, but 21st in education. I teach 6 Honor Advisory and Enriched Language Arts 6th and 8th grade. I have a 8th grader (Carter) and a 10th grader (Garrett). We have a 1 year old yellow/red lab named Ember.





# 6th Grade Open House Schedule

Student Name: \_\_\_\_\_

TIME	PERIOD	CLASS	ROOM	TEACHER
<b>6:00pm- 6:15pm</b>	1 <sup>st</sup> Period (Homeroom)			
<b>6:20pm- 6:30pm</b>	2 <sup>nd</sup> Period			
<b>6:35pm- 6:45pm</b>	3 <sup>rd</sup> Period ENCORE	P.E. / ART / BAND / CHOIR / ORCHESTRA / STUDY STRATEGIES or Other:  (If Study Hall, you may visit the Commons)		
<b>6:50pm- 7:00pm</b>	5 <sup>th</sup> Period ENCORE	P.E. / ART / BAND / CHOIR / STUDY STRATEGIES or Other:  (If Team Support, you may visit the Commons)		
<b>7:05pm- 7:15pm</b>	6 <sup>th</sup> Period	<b>Visit 6 Honor Classrooms</b>		<b>A102 A104</b>
<b>7:20pm- 7:30pm</b>	7/8 <sup>th</sup> Period	<b>Visit 6 Honor Classrooms</b>		<b>A102 A104</b>



# Highlights of Year



- Orkeeswa School Connection: PBL, Zoom, Partnership (Tanzania, Africa)
- Hudson High School Service Learning Student
- Fulbright Scholar/International Teacher from Kent State University
- Gardening with Mrs. Wander's Class at East Woods
- Team Time
- Actors in Residence Program with Cleveland Playhouse Theater
- Field Trips
- Ancient Egypt Museum
- Brining LA and Social Studies Alive through role-play, interactive learning, PBL!

# Ohio's Learning Standards for English Language Arts



“The standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today’s entry-level careers, freshman-level college courses, and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful” ([www.corestandards.org](http://www.corestandards.org)).

## ELA Standards:

1. Reading
2. Writing
3. Speaking
4. Listening



# English Language Arts



Throughout the year we will explore a variety of genres such as fiction, non-fiction, poetry, drama, and electronic media. Reading, writing, speaking, and listening will be integrated to allow for student growth and development.



# English Language Arts Class Time

- Project-Based Learning
- Reading Workshop: reading strategies, figurative language, comprehension, text evidence
- Writer's Workshop: journal, narratives, argumentative, research-based
- Oral presentations: interviews, speeches, projects
- Sustained Silent Reading (SSR)
- Summative tests and quizzes
- Technology: research, Google slides



# Language Arts Units of Study

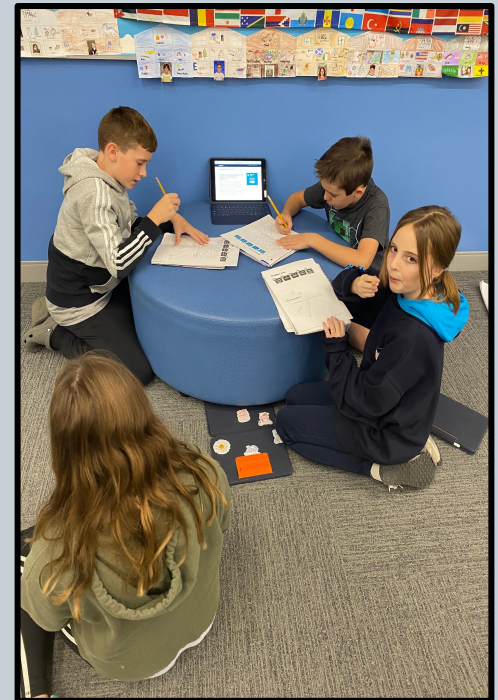


## Essential Questions:

- What is a friend?
- What does courage mean to you?
- Do stories matter and why?

## Possible Novel Studies:

- Where the Red Fern Grows by Wilson Rawls
- The Westing Game by Ellen Raskin



# Reader's Workshop



- Matches individual readers
- Teaches independence
- Explicitly teaches strategies to access skills
- Values time spent reading, volume of reading, and a variety of reading experiences
- Follows predictable structures and routines

## **Three Parts:**

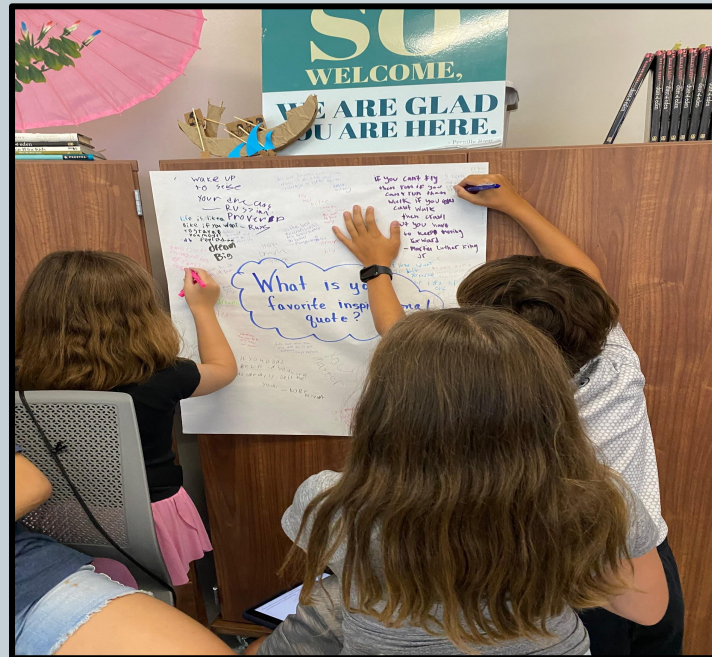
- Mini Lessons
- Independent Reading with Conferences
- Sharing



# Writer's Workshop

Writing **Workshop** creates an environment where students can acquire skills, along with fluency, confidence, and desire to see themselves as **writers**. Students are put in charge and are actively involved with creating their own texts.

- Prewriting
- Drafting
- Peer Editing
- Revising
- Publishing



# Social Studies Units: Exploring the World



Focus: The Eastern hemisphere  
(cultures, past, and present)

- \*Geography

- \*Governments

- \*Economics

- \*Early Civilizations (Mesopotamia, Egypt, China, and India)

[Ohio Social Studies Learning Standards](#)

Text Book: National Geographic World Culture and Geography: Digital

# Social Studies Units: Exploring the World (continued)

- 5 Major Religions
- Southwest Asia (Middle East)
- Asia (India, China, Japan)
- Africa
- Europe





# Integration of the Language Arts and Social Studies Curriculum

- Reading fiction and nonfiction
- Writing fiction and nonfiction
- Project Based Learning



# PBL: Project Based Learning



- “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.” (Buck Institute for Education)
- Key Knowledge, Understanding, and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

# Global Partnership Stories

Hudson Middle School, Hudson, Ohio to Orkeeswa School, Tanzania, Africa  
Twenty-three stories traveled back and forth over 40,000 miles!



## Global Issues





# Technology

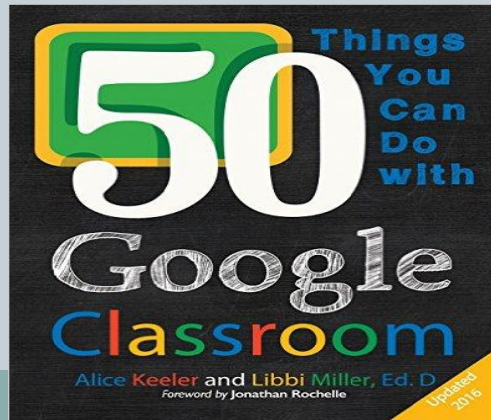


- 1-1 iPad
- Allows for innovative and inquiry-based learning
- Supports 21st Century Skills
- [Google Classroom](#)
- [Apple Classroom](#)

[How will you make your school year awesome? Video](#)

# Google Classroom

- Google Classroom is an amazing source for students, parents and teachers. All assignments will be posted on Google Classroom. The assignment will be explained and a due date will be given. Your child's Google Classroom is a perfect place to go and view all their assignments. Please review the following website to learn more about Google Classroom.
- [Google Classroom Video Here](#)



# Homework Resources



- [Homework Document in Google Classroom](#)
- Google Calendar
- HMS Student Planner



# Homework



- Student's responsibility to complete for due date.
- If absent, student has one day for every day absent.
- Student's responsibility to pick up absence work.
- Check Home Access Center weekly for grades and missing assignments.
- Incomplete assignments will required to be made up when the student is available. (ex homeroom, SS, Academic Resource Center, home)
- Google Classroom

# Homework Policy



- It is **YOUR** responsibility to make up missed assignments, class notes, etc. Your **Study Buddy** can help.
- The week's assignments can be found on my board with corresponding due dates.
- Homework is reviewed and collected at the beginning of class. Homework **NOT** completed at the beginning of class will be late.
- Missed notes should be copied from your study buddy ASAP.
- Your **Study Buddy** will also collect any items you missed during class. These documents will be stapled and placed in the 'Absent Work' organizer in your specified period slot.
- **Late Homework**  
**1<sup>st</sup> quarter: 100% credit 2<sup>nd</sup> quarter: 75% credit 3<sup>rd</sup> quarter: 50% credit 4<sup>th</sup> quarter: 50% credit**

# If your child is absent.....



Please have your child go on my Google Classroom under the topic of “AGENDAS” to check to see what he or she has missed. There is also a bin in my classroom to get handouts he or she may have missed.



# Advanced Absence



- \*Students need to get an Advanced Absence sheet in the office
- \*Must be filled out and signed by each teacher
- \*Gives due dates of assignments for when they return

# Home Access Center



- If you don't know your Home Access Center log in, please contact the Guidance Office.
- Please have your child check their grades in the Home Access Center.
- In Gradebook:  
Blank: Assignment not graded yet  
M: Missing: Assignment not turned in on time.  
E:Exempt: Doesn't help or hurt grade.



# Hudson Middle School Positive Behavior Expectations Classrooms

## Be Respectful

**Use your 20 Square Feet to make a positive difference.**

Work respectfully with others.

Raise your hand.

Show attentive listening and be open to others' thoughts and opinions.

Respect the personal space of classmates and staff.

Touch/use only your own materials.

## Be Responsible

**Leave people and spaces better than you found them, to make a positive difference.**

Focus on your learning.

Work diligently; use class time wisely.

Participate in class discussions.

Follow teacher expectations and directions.

Use resources provided to complete work missed due to an absence.

## Be Ready

**Have a positive learning mindset, to make a positive difference.**

Arrive to class on time.


Bring all needed materials each day.

Know due dates to plan your work.

Ask staff if you have questions.

# Hudson Middle School Positive Behavior Expectations

"Everyone has '20 Square Feet' of the culture. Everyone has a sphere of ownership. Elite culture happens when people take full ownership of their 20 Square Feet." ~Tim Kight

	All Settings	Classroom	Commons	Team Learning Areas / Halls / Stairs	Restrooms	Gym / Athletic Fields	Bus / Arrival and Departure	HMS Assemblies / Off-Campus	Technology
<b>Be Respectful</b>  Use your 20 Square Feet to make a positive difference.	Be courteous and considerate to all students and staff.  Include others.  Use manners.  Respect and care for all school property.  Before you speak or act, THINK. Is it: • True? • Helpful? • Inspiring? • Necessary? • Kind?	Work respectfully with others.  Raise your hand.  Show attentive listening and be open to others' thoughts and opinions.  Respect the personal space of classmates and staff.  Touch/use only your own materials.	Be polite and respectful to staff and students.  Walk and be mindful of others' space.  Keep hands and feet to oneself.  Only touch/eat your own food.	Walk.  Talk quietly.  Allow room for others to pass.  Use caution on stairs, for your safety and others.  Only touch your own belongings and locker.	Respect others' privacy.  For privacy reasons, cell phones and technology are prohibited in restrooms.	Display positive sportsmanship.  Encourage others.  Use equipment properly.	Walk your bike on the sidewalk.  Use inside voices on the bus.  Listen to directions.  Be kind to others.	Pay attention to presenter(s).  Be respectful of property/facility.  Remember that you are representing yourself and your school.	Be a positive digital citizen: be kind and respectful with your use of technology.  Leave a positive digital footprint.  Taking photos or videos of students or staff is not permitted, unless granted by a teacher for an assignment/project.
<b>Be Responsible</b>  Leave people and spaces better than you found them, to make a positive difference.	Help others.  See Something, Say Something.  Only water is permitted throughout the building. (Food and other beverages are only permitted in the Commons, except with teacher permission).	Focus on your learning.  Work diligently; use class time wisely.  Participate in class discussions.  Follow teacher expectations and directions.  Use resources provided to complete work missed due to an absence.	Use inside voices.  Keep your table and area clean.  You are responsible for trash left on or below your table.  Before leaving Commons, all food items and beverages are to be secured in your lunch bag or discarded.	Keep floors and furnishings clear of debris.  Keep your items in your locker, leaving the top clear of belongings.  Turn in found items to Lost and Found.  Recycle paper and plastics in appropriate containers.	Clean up after yourself.  Use proper hygiene.  Use garbage cans.  Alert a staff member if there is an issue in the restroom.	Return equipment properly.  Throw trash away.	Take all of your things with you when you leave the bus.  Remain in your seat.	iPads are to be used for educational purposes only.  Control your own actions.  Be mindful of other people's feelings.	Keep your iPad in its protective case.  Cell phones are permitted only before/after school or between periods (not during classes, lunch, or in the restroom).
<b>Be Ready</b>  Have a positive learning mindset, to make a positive difference.	Get enough rest.  Arrive on time.  Come to school dressed for a place of learning. Follow school dress code.  Work toward a Growth Mindset (and the power of the word "yet.")	Arrive to class on time.  Bring all needed materials each day.  Know due dates to plan your work.  Ask staff if you have questions.	When addressed by an adult: actively listen, use eye contact, and follow directions.  Follow the end of lunch routine: quiet when signal is given, check to be sure space is cleaned, wait to be dismissed.	Organize your locker.  Store your backpack in your locker; a drawstring bag may be used during the school day.  Plan shortest routes to classes.	Keep phone / technology in your locker before visiting restroom.  Before leaving restroom, be sure you have cleaned up after yourself.	Wear appropriate attire / footwear for PE days.  Actively participate.	Make sure you have all the things you need before leaving.  Go directly to your seat.  Be ready to exit when near the school (AM) or bus stop (PM).	Be on time.  Sit in your best listening position (feet on the floor, eyes on the speaker, etc.)	Bring your iPad to school each day, fully charged.  Cell phones are to be turned off during classes and lunch, and put away.  Earbuds are only used at teacher discretion.



# Need Extra Help?



- Study Hall/Team Support
- Small Group and Individual Instruction
- 9th Period RTI

# 10 Top Study Skills



- Maintain planners/Google Calendar
- Organize binders
- Complete homework
- Study for tests and quizzes
- Prioritize, organize, and complete long term projects
- Follow directions
- Use graphic organizers
- Have an organized locker/work space
- Learn to be an advocate for yourself
- Check email.
- Have fun learning!

# Best way to contact me....



- Email: [killeenb@hudson.k12.oh.us](mailto:killeenb@hudson.k12.oh.us)
- Email: Remind students to email me with any questions.
- Remind Text Updates: Will be communicated via email soon.
- Phone Message: 330-653-1316 Ext. 4154
- Twitter: @Mrs\_Killeen

# Team Updates and Information



- Newsletter is sent out via email every Friday.  
[6 Honor Happenings Newsletter!](#)
- Hudson City Schools Website





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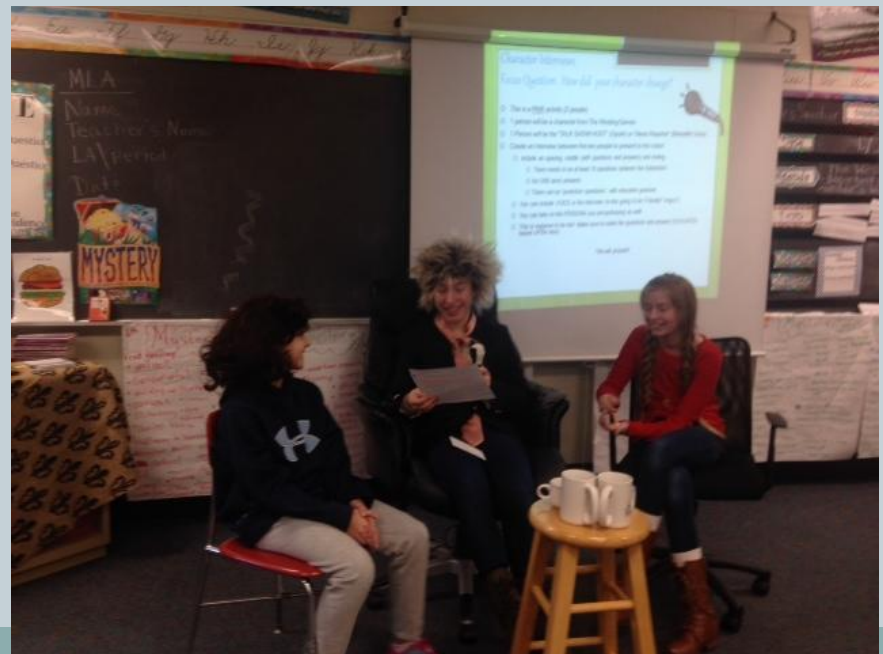
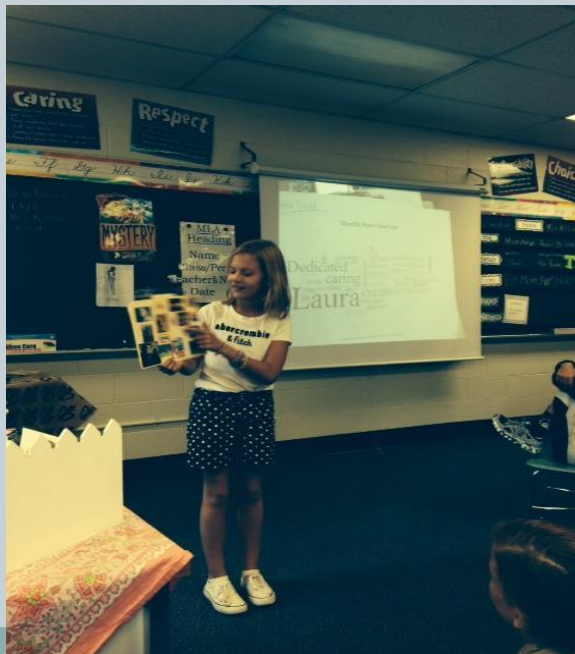
# Thank you!



# Differentiated Instruction

Teachers differentiate instruction by:

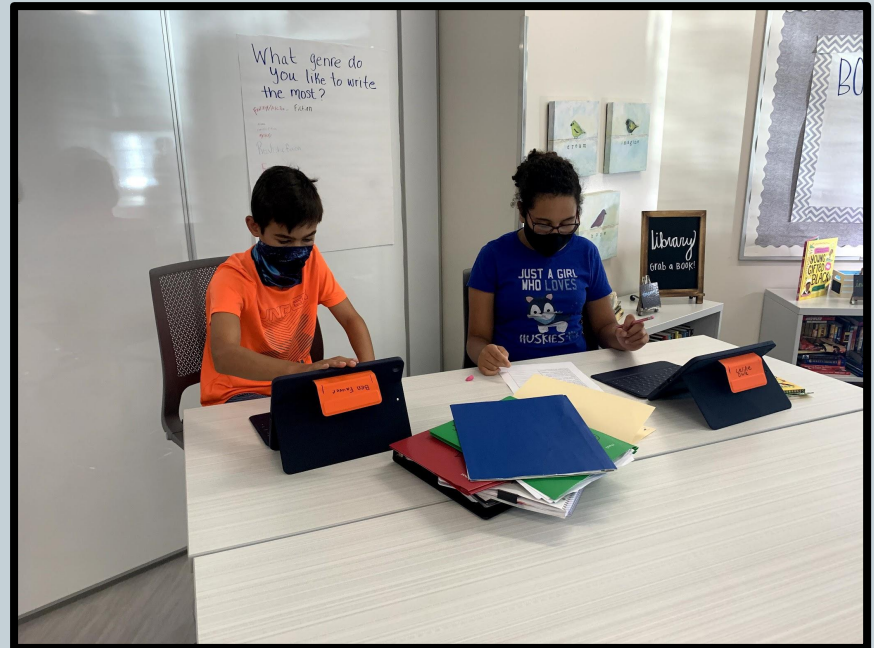
1. Readiness to determine content, process, and product.
2. Drawing on existing student interests.
3. Supporting learning-profile.



# Flexible Sitting

- Best Practice
- Allows students to “take charge” of their education
- Student-centered
- Gives student choice on how they learn best
- Differentiates learning

- [Edutopia Flexible Seating](#)





# Flexible Seating Responses



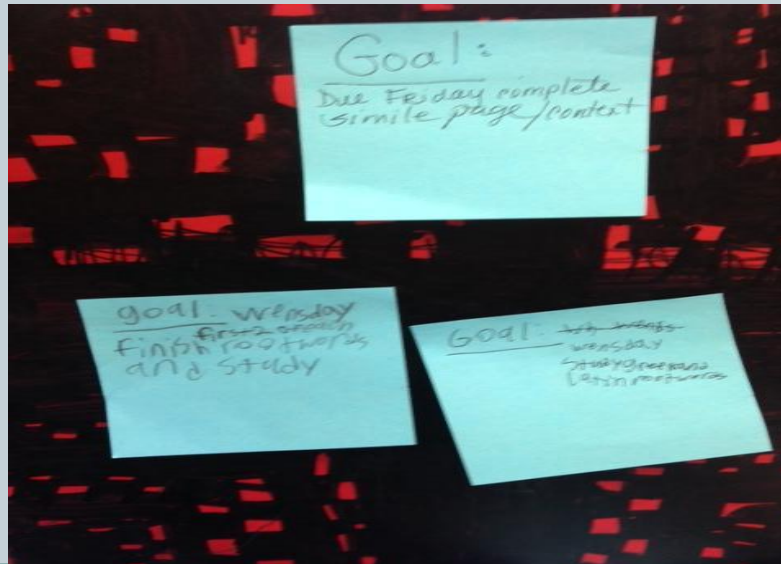
- Flexible Seating
- Mrs. Killeen uses flexible seating because she wants all of her students to work in comfortable places so, she can teach and kids can learn easier.
- I personally learn best by using the flexible seating and just thinking hard.
- I like to learn by sitting or standing. It depends of what my legs are in the mood for.
- The classroom environment that makes me feel most comfortable is sitting in a comfortable soft chair and learning all about LA.
- I learn best by not being around people I would talk to and listening to all directions given.
- Mrs. Killeen can make this a successful year for me by teaching me stuff I knew or never knew, and just being a awesome teacher!

# Classroom Management

Foster...

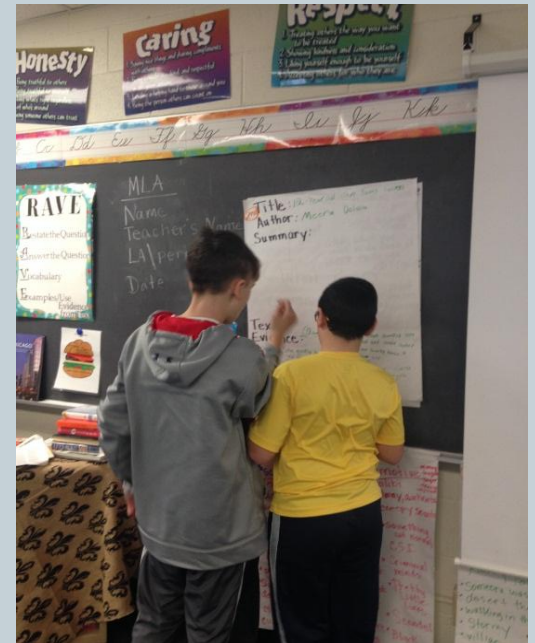
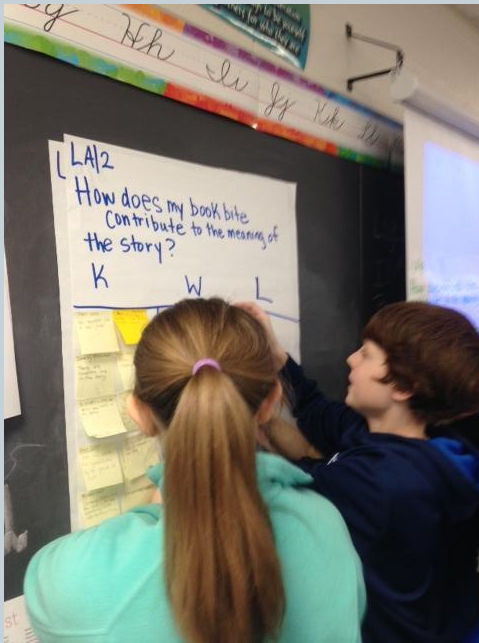
- A safe and caring environment
- Taking risks and collaboration amongst students
- Every student is equal and deserves respect

**FAMILY RULES**  
Help Each Other  
Always Tell the Truth  
**SHARE**  
DO YOUR BEST  
Pay with hugs and kisses  
Listen to your parents  
Laugh at Yourself  
**Say I love you**  
TRY NEW THINGS  
**Be Thankful**  
Show Compassion  
**BE HAPPY**  
Love Each Other  
Dream Big  
Respect one Another  
Laugh Out Loud  
Keep your promises  
Say Please and Thank You  
**BE GRATEFUL**  
Think of others before yourself  
**USE KIND WORDS**  
Know you are loved  
Hug Often



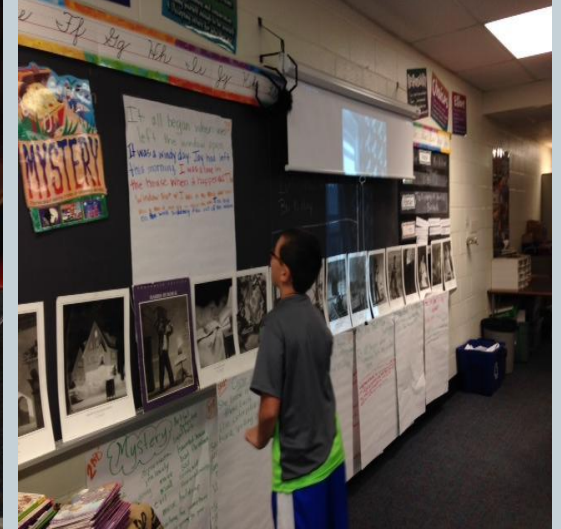
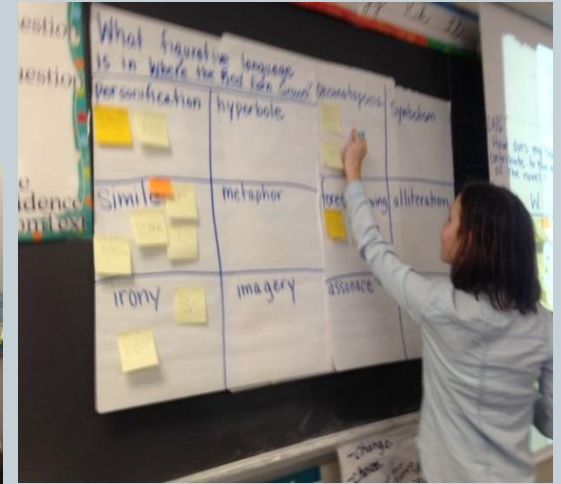
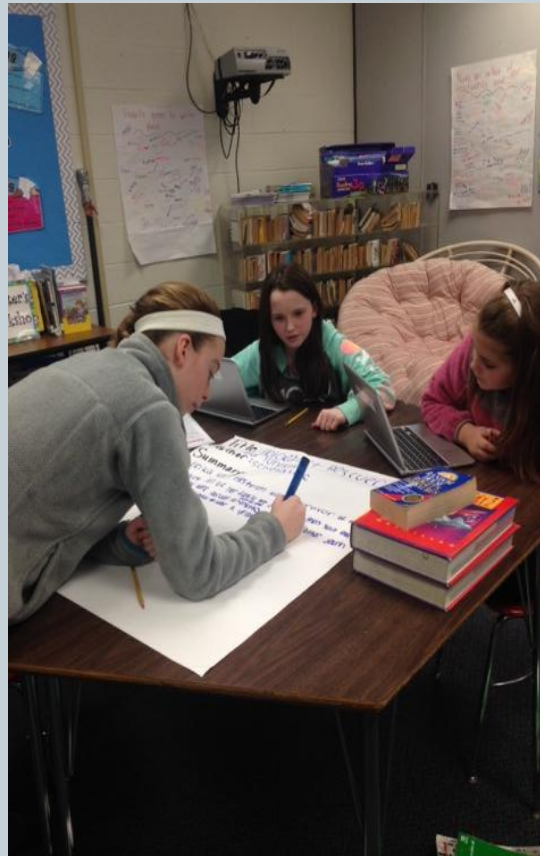
# Inquiry-Based Learning

**Inquiry-based learning** is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learning to others.





# Inquiry-Based Learning





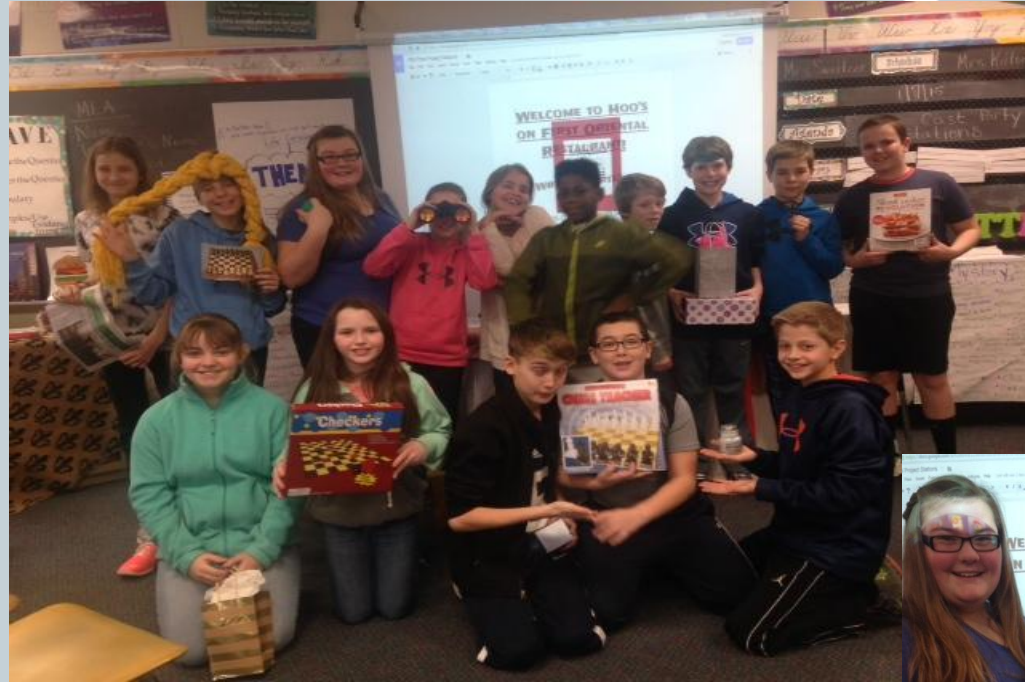
# Technology



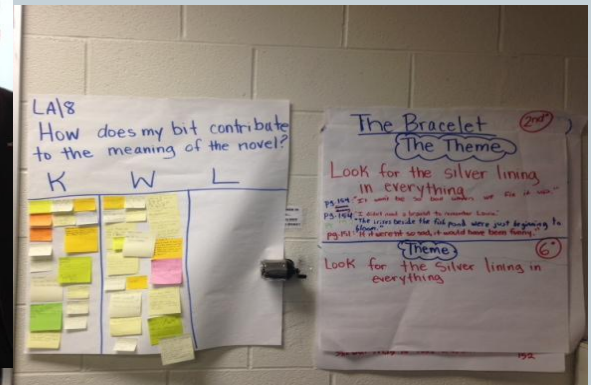
Utilizing Technology using iPads



# Differentiated Instruction and Formative/Summative Assessment

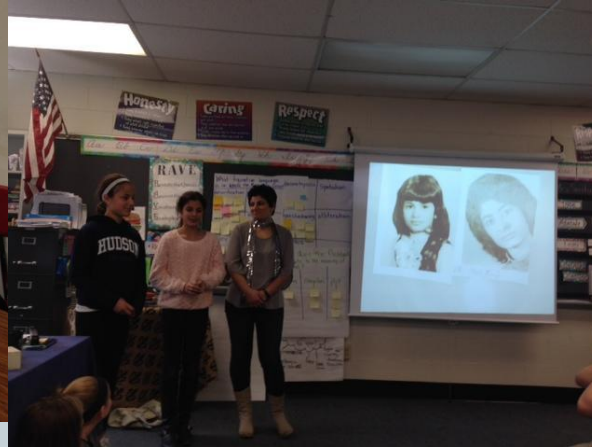


Example of summative assessment that I gave my class.



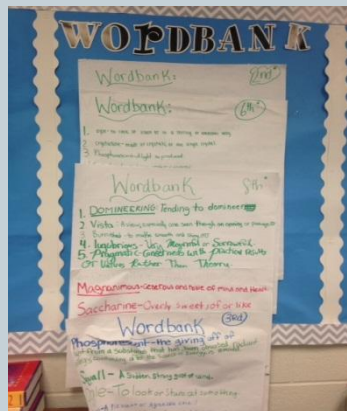
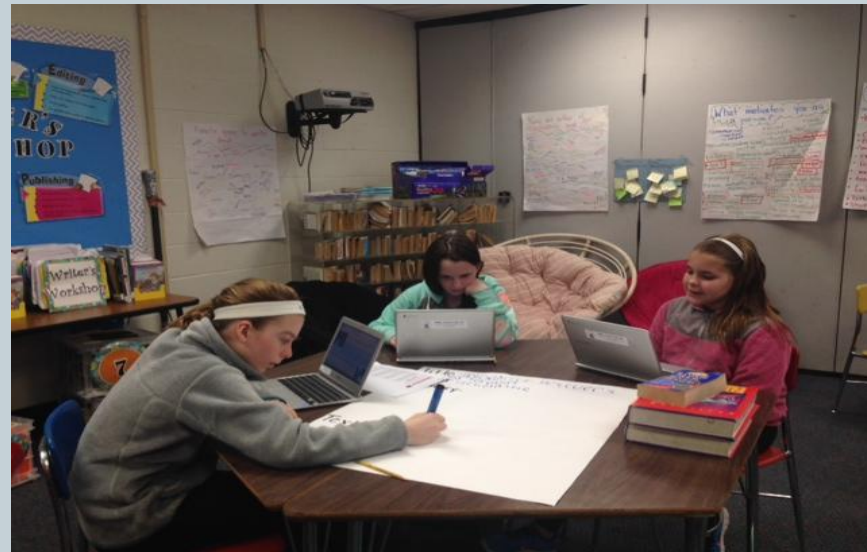
Example of a formative assessment that I gave my class.

# Parent/Young Adult Collaboration

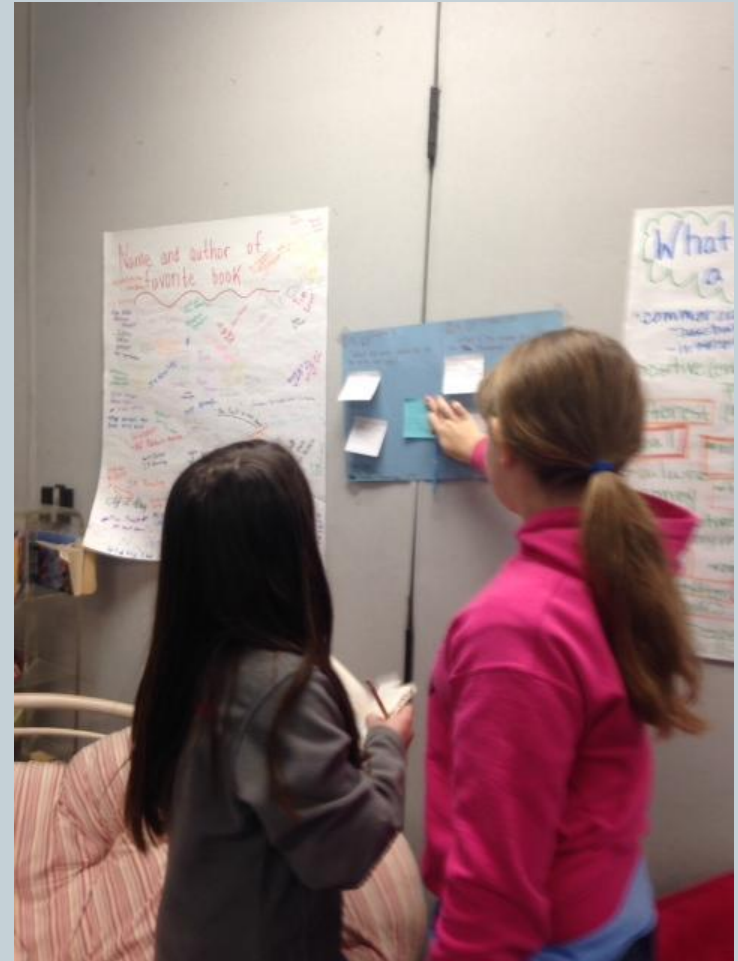
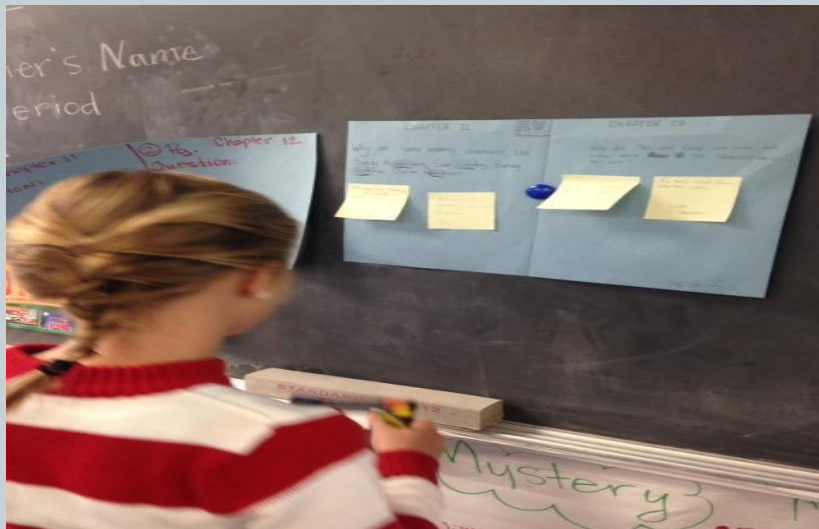
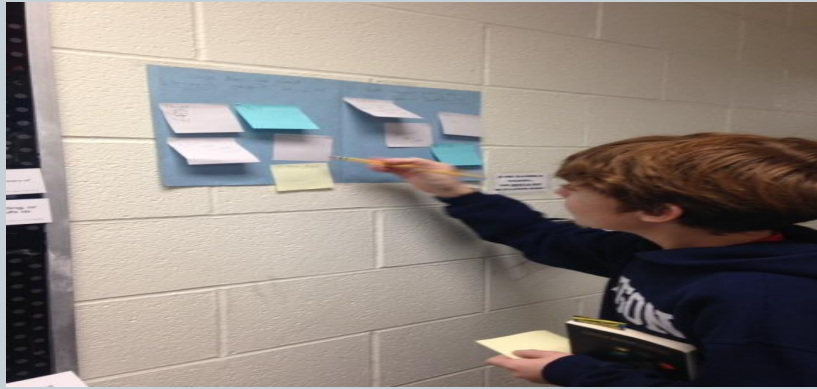




# Classroom Environment



# Creating A “Wall Post”





# Creating a “Wall Post”

- Get with your focus group.
- One person get a piece of colored paper
- Write a question about your FOCUS that has to do with Chapter 9-10. You can write 1-2 questions. Make sure they are open ended.
- For example:

On page 85 there is simile. What does it mean?  
Why did the author use it?

On page 91 a conflict occurs, how will this impact Angela's future from The Westing Game?



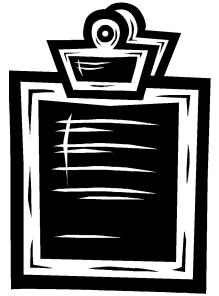
# Virtual Classroom

Please see the link below to enter Mrs. Killeen's Virtual Classroom. The Virtual Classroom has many resources for parents and students to reference throughout the year. I will use it daily in my regular classroom and it will be uploaded into Google Classroom. Enjoy!

[Mrs. Killeen's Virtual Classroom](#)



# Wall Posts



- There are 10 “WALLS” around the room/hallway!
- You must **COMMENT** or **LIKE** a comment on each wall.
  - If you “comment”- you write an original comment/reflection based on the topic
  - If you “like” someone else’s comment you must say why!

## Comment Suggestions:

- Identify Examples
- Write the importance or Impact
- Question
- Make a prediction!



Food  
Fun

# You're Invited To A Cast Party **Gifts**

Come and celebrate The Westing Game characters on Wednesday, January 7<sup>th</sup> or Thursday, January 8<sup>th</sup>! Celebrate their ups and downs, emotional journeys, their character qualities, and their growth.

**Date:** January 7<sup>th</sup> or 8<sup>th</sup>

**Time:** Your LA block class

**Required Items for party entry:** *Cast Party Assignment completion*



## Your assignment:

**Step 1:** Make, create, or select a gift to present to one of the characters in the novel. The gift must hold meaning to the storyline. Be creative! What would be a meaningful gift to give your character? What would your character want? When you think of your character, this gift comes to mind...what is it? What would help your character embrace their journey of life? (You will get the gift back at the end of the period.)

**Step 2:** You are to include a short paragraph, 5-8 sentence, explanation of your gift. Why did you choose to give a present to this character? What is the gift, and why did you select it? What section of the novel does the gift connect to? What does the gift mean, symbolize, or represent? What is its connectedness to the character, storyline, etc?

**Step 3:** Attractively wrap your gift and typed paragraph write-up. (Box, Gift Bag... whatever makes your gift look like a must-have gift; the prized item sitting on the gift table!) Be sure to put a To/From label on the outside of the present. SHHH! Leading up to the party, keep your present, ideas, and paragraphs a secret so that they can be opened, enjoyed, and celebrated at the party by everyone in the class.

**Step 4:** Bring the above required items to The Westing Game Party on January 7<sup>th</sup> or 8<sup>th</sup>.



# Extra Sources



[The Take Care of Me List published Edutopia](#)