

NICE VIBES



BACK TO SCHOOL



Meet The Teacher





I knew I wanted to become a teacher when I started teaching swimming lessons!

I have my Bachelor of Science in Kinesiology, and Bachelor of Education degree.

Nice to meet you!

I am thrilled to be your grade 5 teacher this school year. I have been teaching for almost 10 years, and have taught almost every grade across the board and even worked as a special education resource teacher!

Grade 5 Teacher





Meet my Family

I am excited to introduce you to the most important people in my life. My family is my support system and they inspire me to be the best version of myself. My two children also attend SCP!

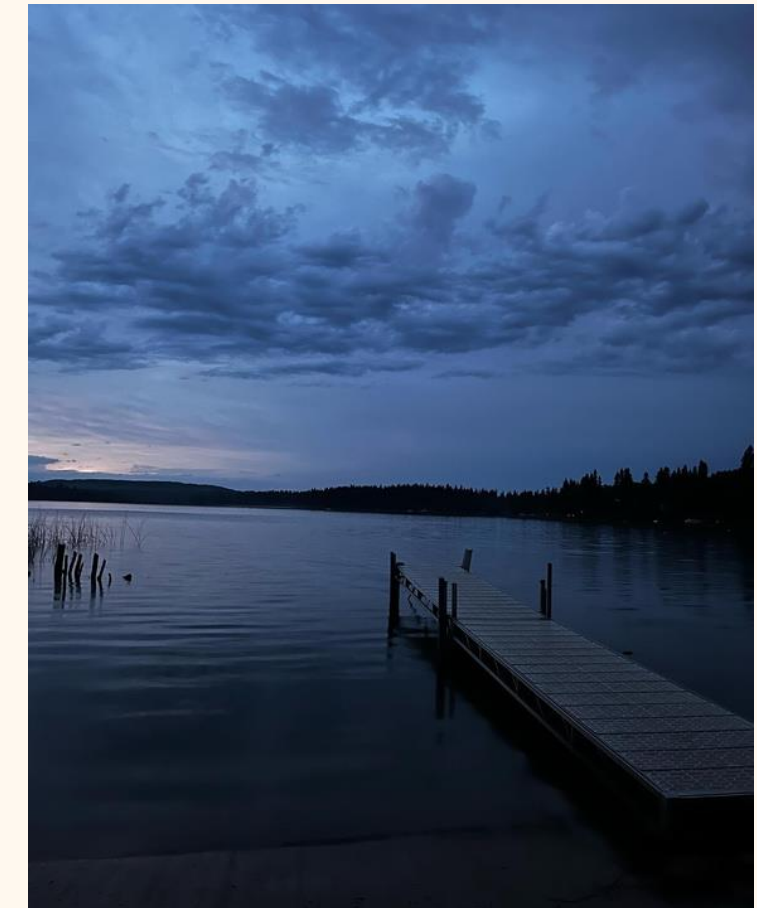
In My Free Time



I OPERATE AS A SEMI
PROFESSIONAL CAB
DRIVER AS I DRIVE MY
KIDS ALL OVER FOR
THEIR ACTIVITIES



I PLAY FLAG AND TOUCH
FOOTBALL, AND ALSO
COACH TWO FALL
FOOTBALL TEAMS AT SCP



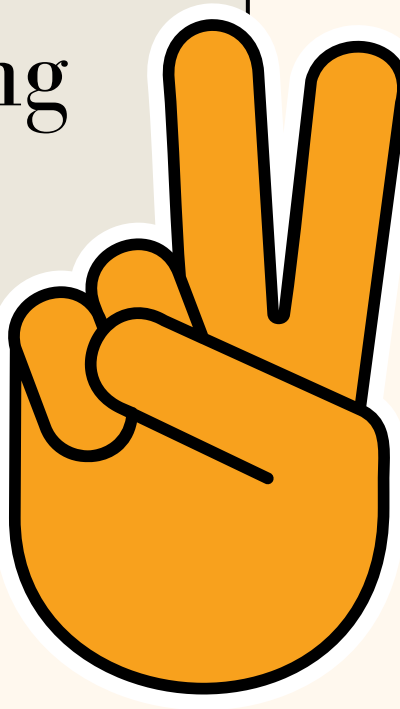
I LOVE SPENDING TIME
AT THE LAKE, WHICH IS
OUR FAVOURITE PLACE
TO BE!



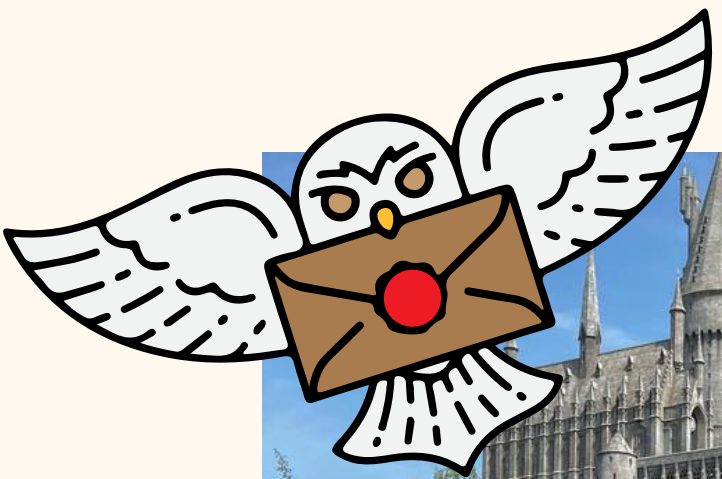
My favourite picture I have ever taken on backpacking trip to Floe Lake

In My Classroom

I strive to create a welcoming and supportive classroom environment where students feel comfortable taking risks and learning from their mistakes.



Curricular Connections



My goal is for students to have as many wonderful experiences throughout their school careers as possible. Some of my greatest memories are from engaging field trips I did as a student! We will encourage this with as much hands on learning, and experience based learning as possible. To check out the Grade 5 curriculum click below:

<https://curriculum.gov.sk.ca/>

I love all books, and one of my favourite book series is Harry Potter! We took a family trip to Universal and Disney to check out Harry Potter world.

"I Can" Statements

Grade 5: I Can Statements

Arts Ed

CP5.1 – I can create my own dance, inspired by pop culture.

CP5.2 – I can show my own ideas in pop dance and use dance element such as: actions, body movement, speed, space, direction and alone/partner/group.

CP5.3 – I can describe and connect how different roles, strategies and elements (tension, contrast, symbols) are used within a drama.

CP5.4 – I can create a pop culture drama.

CP5.5 – I can show my improving skills in music (both my voice and at least one instrument).

CP5.6 – I can create pop culture like music and show some music skills such as pattern, speed, rhythm, harmony, scale, tone, silence.

CP5.7 – I can create visual art that shows my ideas about pop culture.

CP5.8 – I can create art using different kinds of art using different strategies, ways, and materials.

CR5.1 – I can look at how pop culture influences my life and society. I can investigate pop culture artists from past and present.

CR5.2 – I can think, ask questions, and respond creatively to different kinds of pop culture art.

CH5.1 – I can look closely and talk about how pop culture artists and media change the way we look at current life.

CH5.2 – I can compare traditional and current art from First Nations, Metis, and Inuit artist from different areas of Canada. I can look closely and talk about the influence of pop culture on modern art.

CH5.3 – I can study and describe how art can tell us a lot about the time and place when it was created.

ELA

CR5.1 – I can look closely, think about and respond to different grade-level texts (including visual, oral, written and multimedia).

CR5.2 – I can watch and think/judge, different visual and multimedia texts. I can discuss persuasive strategies used to influence/persuade the audience.

CR5.3 – I can listen carefully to a range of texts from different cultural traditions and understand important ideas/instructions, main message and actions. I can then come to a conclusion about the speaker's verbal and non-verbal message, purpose, point of view and strategies used in their presentation.

CR5.4 – I can read and comprehend grade-appropriate current and classical/old fiction, script, poetry, and nonfiction from different cultures and countries.

CC5.1 – I can use my inquiry & research skills to create different visual, oral, written, and multimedia texts that explore and present thoughts on identity, community, and social responsibility.

CC5.2 – I can communicate and share my understanding through different ways (illustrated reports, dramas, posters, timelines, multimedia presentations, summary charts).

CC5.3 – I can speak about different ideas and information, in formal and informal speaking situations, for specific people and reasons.

CC5.4 – I can use the writing process to make a multi paragraph narrative, expository, and persuasive writings that clearly show my topic idea and it makes logical sense.

AR5.1 – I can talk about my strengths in my viewing, listening, reading, speaking, writing and representing and what strategies I like to use.

AR5.2 – I can set goals and take action steps to improve my skills and strategies in my viewing, listening, reading, speaking, writing and representing.

Health/Career Ed

USC5.1 – I can dig deeper and talk about my personal eating habits.

USC5.2 – I can describe and explain physical, social, spiritual and emotional changes in puberty and how they will affect me.

USC5.3 – I can dig deeper and talk about infectious diseases and non-infectious illnesses/ diseases and how it affects a person's health.

USC5.4 – I can dig deeper and make connects between my own identity and health. I can create strategies that help me improve/support a positive self-image.

USC5.5 – I can dig deeper and discuss the impact of violence and cycle of abuse on a person, families and communities.

USC5.6 – I can think and talk about peer influence and show that I am ready to prevent and/or avoid possible dangerous situations.

USC5.7 – I can think and talk about the importance of self-regulation and taking responsibility for myself.

DM5.1 – I can think and talk about possible obstacles and solutions around health challenges relating to: personal eating habits, changes of puberty, impact of illness/disease, identity and health, violence, peer pressure and self-regulation.

AP5.1 – With my teacher's help, I can make and use 2-5 day action plans that talk about health related to: to personal eating habits, changes of puberty, impact of illness/disease, identity and health, violence, peer pressure and self-regulation.

Math

N5.1 – I can represent, compare, and describe whole numbers to 1 000 000 using place value.

N5.2 – I can develop strategies for and do multiplication of whole numbers.

N5.3 – I can demonstrate an understanding of division (3D–1D) and interpret remainders to solve problems.

N5.4 – I can use strategies for estimation:
• front-end estimation

S5.6 – I can identify and describe 2-D and 3-D objects that are parallel, intersecting, perpendicular, vertical and horizontal and quadrilaterals such as rectangles, squares, trapezoids, parallelograms and rhombuses.

S5.7 – I can identify, create, and analyze single transformations of 2-D shapes (with or without the use of technology).

SP5.1 – I can differentiate between first-hand and second-hand data.

SP5.2 – I can construct and interpret double bar graphs to draw conclusions.

SP5.3 – I can describe, compare, predict and test the likelihood of outcomes in probability situations.

Phys Ed

PE5.1 – With my teacher's help, I can make and do my own fitness plan with goals based on FITT principles. It will focus on doing daily activities to improve the length of time I can do a physical activity that keeps my heart rate up.

PE5.2 – With my teacher's help, I can choose safe ways to improve the strength and flexibility of my muscles so I can use them for longer amounts of time.

PE5.3 – I can show my path of improvement in controlling my body during complicated movements that combine moving skills with

Science

HB5.1 – I can ask questions and talk about the personal and social requirements and important of keeping a healthy human body.

HB5.2 – I can investigate the structure, function, and major organs of at least 1 human body system (digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal).

HB5.3 – I can ask questions and talk about how multiple human body systems work

Social Studies

INS.1 – I can show my understanding of Aboriginal heritage in Canada.

INS.2 – I can dig deeper and talk about the changes of Canada as a multicultural country.

DR5.1 – I can dig deeper and talk about the history and current relationship of people to the land in

We've broken down the curriculum into Grade 5 friendly language using "I Can" statements, and will use the curriculum closely in assessments throughout the year.

Class Garden



Our class garden will engage the students through many subjects throughout the school year!

Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-9:25	Spelling	ELA	ELA	ELA	Spelling
9:25-9:50	Writers Workshop	Assembly	ELA	Writers Workshop	ELA
9:50-10:15		Sharing	Book Club		
10:15-10:30	Morning Recess				
10:30-11:00	PE	ELA	PE	ELA	Forest Fridays
11:00-11:25	Social Studies		Social Studies		
11:25-11:50					
11:50-12:30	Lunch and Lunch Recess				
12:30-1:00	Library (Brouet)	Math	Catch Up Math Support	Math	Library (Brouet)
1:00-1:30	Math	PE	Math	PE	Math
1:30-1:55		Math		Math	
1:55-2:10	AFTERNOON RECESS				
2:10-2:40	Art	Science	Music (Baker)	Science	Art
2:40-3:05			Art		
3:05-3:20	Class Jobs	Class Jobs	Class Jobs	Class Jobs	Class Jobs

Taking our learning outdoor for PE, Science, ELA, Social Studies, and Health!

Expectations

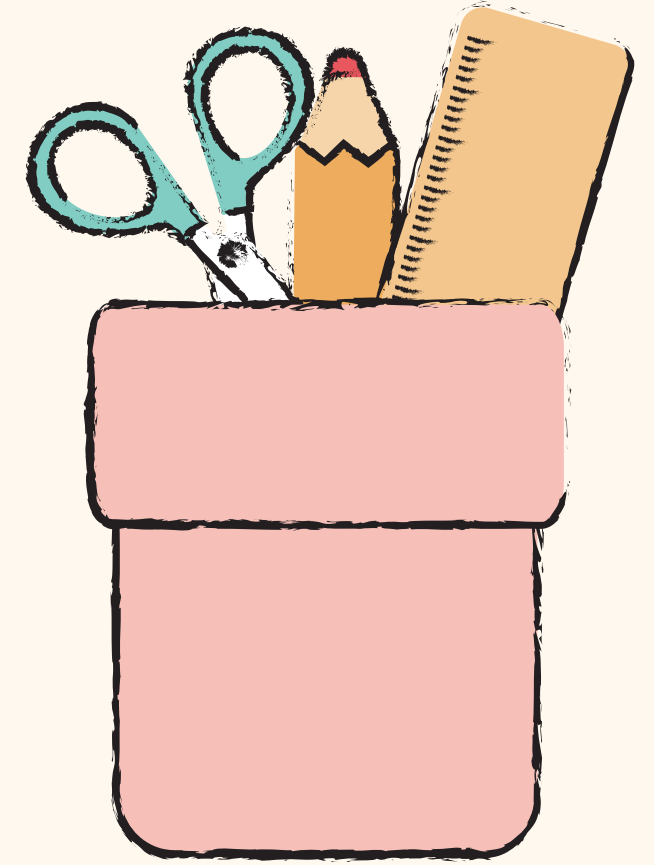
- Expected to work your **hardest**, and try your best (assignments may be required to be redone, or taken home for homework)
- Expected to be **class citizens** (no blurting, raising your hand, participating in class, using class time wisely)
- Ensuring the **class environment** is acceptable for others around you (if it is time to work quietly so we can focus, we work quietly)
- Expected to be **kind** to others in the class and school.



Our class is like a team!

School Rules

- accept responsibility for personal actions
- complete academic tasks to the best of their ability
- come to school punctually each day, prepared and willing to learn
- obey the rules of the school and other sites during school activities
- demonstrate respect for self, others and property
- be honest
- use peaceful means to resolve conflict
- use respectful language
- leave dangerous, expensive or valued items at home
- follow the rules for [responsible technology use](#)
- play appropriately and safely, (for example, no throwing of stones or snowballs, no rough play of any type, no fighting, teasing, name calling or swearing)
- report emergencies or concerns to a supervisor immediately

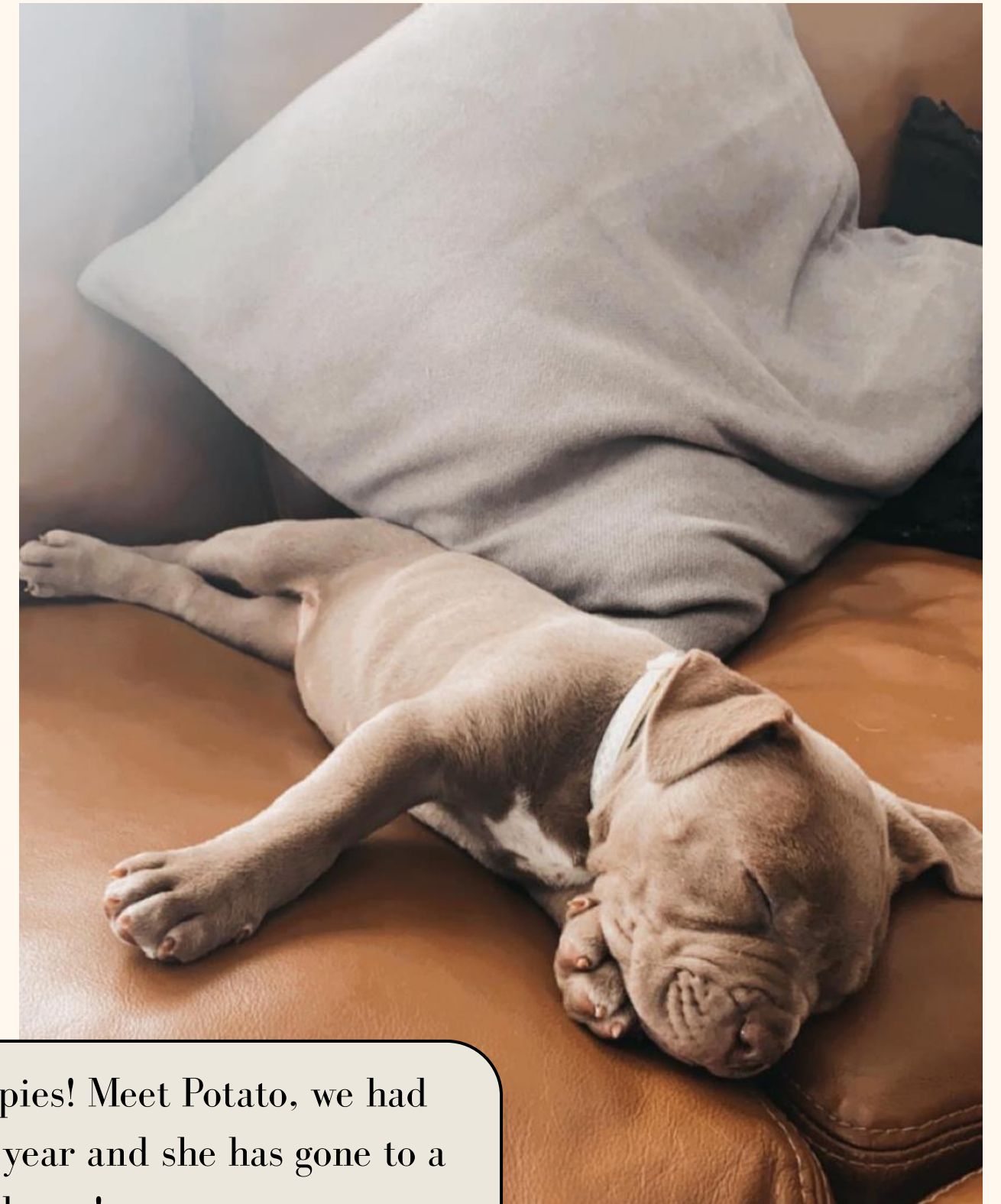


LEVEL ZERO

Noise Levels

LEVEL 1

LEVEL 2



We also love to foster puppies! Meet Potato, we had Potato over Christmas last year and she has gone to a loving home!

LEVEL 3

Communication/Attendance

Email - Feel free to send me an email, if it is time pressed, cc our school email **scp@spiritsd.ca**

Newsletters and Calendars will be sent home at the start of each month

Edsby - we will use Edsby as a communication tool, and students will also use Edsby for students to use as an online portfolio! It is also really handy for entering in a sick day!

Send notes in the planner as needed!
Check the planner daily for updates/homework/important dates



Birthdays!

Feel free to send **treats** for celebrating birthdays (we are never too old for birthday treats). Reminder - are a nut free school.

There are 26 students + Mrs Freeden

Email Mrs Freeden with your **contact information** to share with other parents, keep birthday invitations out of the classroom.



Field Trips

We will be planning some field trips this school year. If we require parent support on the trip, I will email parents to sign up to join. You will need a criminal record check done to join the trip.



Fundraising



Turkey Trot is fast approaching, we are hoping to pledge some class funds to be used on field trips and hands on activities throughout the school year! All class funds raised for Turkey Trot stay with our classroom!

Get in touch!



Phone: 306-477-0001



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School Email: scp@spiritsd.ca

