

WILMINGTON CITY SCHOOLS GRADE 5 DENVER PLACE ELEMENTARY

MONTHLY NEWSLETTER

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Important Dates:

December 5-9 Santa Shoppe December 15- Student of the Month Lunch / Behavior Incentive December 16- Winter Party
December 16 - End of Second Grading Period December 19- January 3- Winter Recess

December 2016

Ms. Gripenberg (Social Studies)

Essential Questions:

- “How have ideas from the past shaped Western Hemisphere today?”
- “How does where you live influence how you live?”

Essential Vocabulary: culture, government, social structures, religion, technology, agricultural products, agricultural practices, exploration, colonization

Expectations for Learning:

- The students will compare characteristics of early Indian civilizations (government, social structures, religions, technologies, and agricultural practices and products).
- The students will describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

Content Elaborations:

- Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival.
- Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products. Examples of the impact of European exploration and colonization include: **Place names** (e.g., La Paz, Costa Rica); **Languages** (e.g., English, Spanish, Portuguese, French); **Religions** (e.g., Catholicism, Protestantism); **agricultural practices** (e.g., domestication of animals, move from subsistence farming to commercial agriculture); and **Agricultural products** (e.g., chickens, horses, apples, coffee, soybeans).

If you need to reach me by phone before or after school, my direct phone line in the classroom is 283-7563.

Mr. Osterbrock (Science)

We will finish up our study of Light and Sound the second week of December. The rest of December and likely some of January will be spent learning about the forces that affect motion.

- The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.
- Movement can be measured by speed. The speed of an object is calculated by determining the distance (d) traveled in a period of time (t).
- Any change in speed or direction of an object requires a force and is affected by the mass* of the object and the amount of force applied.

We will be designing and conducting experiments to determine how the mass of an object (or the amount of force acting upon it) affects how its motion changes. Data will be collected and analyzed to form conclusions

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Mrs. Camp (Language Arts)

Wow! December is already upon us! We have switched gears and are now focusing on our Informational Text Learning Targets. We finished Hatchet and now reading a core text called "How Do Animals Adapt?" Students will be comparing and contrasting information from two or more texts about a common concept, how animals adapt to their environments. They will have the opportunity to research their chosen animal using books from the Wilmington Public Library and internet sources. This work will be done during their station time at school.

In writing, we will focus on writing informational pieces about our own holiday traditions and memories. Students will have the opportunity to share with the class their favorite piece of holiday writing.

Learning Targets for December:

- I can compare and contrast events, ideas, concepts, and/or information in two or more texts.
- I can express gathered information on a single topic in either written or oral language.
- I can list information I want to include in my report and organize it in a way that makes sense.
- I can report my information by speaking clearly at an appropriate pace.
- I can give many reasons for speaking such as formal and informal.
- I can change my speech to fit the audience or situation.

Happy and safe holidays to you and your families!

Mr. Lefevre (Math)

Fractions will be our major focus for the next couple months. Students will practice adding and subtracting fractions, working with mixed numbers and finding the least common denominator. Then we will progress onto multiplying and dividing fractions. This is a large part of the AIR assessment students will take towards the end of the year. In order to raise our grade card report from the state it is critical we develop strategies to do well in this area. The specific learning targets are:

- I can add and subtract decimals with like and unlike denominators.
- I can find equivalent fractions and common and least common denominators.
- I can add and subtract mixed numbers.

Some students have fallen into the habit of not completing and bringing in their homework. It is critical for math development of students to spend at least 20 minutes a night working on their math skills. Working on math fluency facts (basic multiplication and division facts) are a great way to supplement math skills and build confidence in you child's math knowledge. Students may take home their rocket math folder to work on this nightly or you may enjoy making flash cards with your students to study. Math facts should be steady in addition with the nightly homework. Let me know if you need other ideas or resources to help out at home with math learning.

As always, if you have any questions, please do not hesitate to contact me! Email and phone calls are great. My direct number is 283-7553 and I can be reached before and after school hours.