

WILMINGTON CITY SCHOOLS GRADE 5 DENVER PLACE ELEMENTARY

MONTHLY NEWSLETTER

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Important Dates:

October 6- Homecoming Parade, 6pm **October 7- Late Arrival, Homecoming Game**
October 17- No School, Teacher Work Day **October 25,26- Parent/Teacher Conference Night**
October 28- Harvest Party/Report Cards Home **November 1- Hurricane Pride Club Assembly 2:45 pm Gymnasium**

OCTOBER 2016

Ms. Gripenberg (Social Studies)

Strand: Geography

Topic: Human Systems

Content Statement: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere.

Essential Questions:

- “How does where you live influence how you live?”

Expectations for Learning:

- Students will explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Western Hemisphere.

Content Elaborations:

People, products and ideas move from place to place in the Western Hemisphere for political, environmental and social and economic reasons.

- Political factors include changes in political leadership, citizen rights, etc.
- Environmental factors include climate, natural disasters, etc.
- Social factors include discrimination, intolerance, religious freedom, etc.
- Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc.

Fifth-grade students look at the political, environmental, social and economic factors causing the movement of people, products and ideas. Later, in sixth-grade, students build on this understanding to consider the impact of cultural diffusion in the Eastern Hemisphere.

Vocabulary: human resources, economic choices, capital goods, natural resources, benefits

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)

September began our study of life science and we started with the world of plants. Students need to be able to understand and describe the basic functions of plant parts, explain the process and importance of photosynthesis and the place of producers (plants) in food chains and food webs. We have been experimenting with radish plants in the windows of the science classroom and students have been able to see plants photosynthesizing light energy into food energy.

Following this we have been investigating relationships between organisms in food chains and food webs. Students will have to be able to trace the flow of energy through ecosystems using food webs. Students will identify producers, consumers and decomposers, herbivores, carnivores and omnivores and explain the relationships between them.

After concentrating on the role of producers, consumers and decomposers in the food web, students will now begin to study organisms in their natural environment. Questions such as “What determines the kinds of plants and animals I see in my backyard? What do wild animals need to survive? What affects populations? How do I affect wildlife?” will be answered. As the best season of the year comes I encourage you to take your child outside and observe the natural environment. Students will need personal experiences with wildlife to relate with what we are studying and to improve their learning.

If you need to reach me by phone before or after school, my direct phone line in the classroom is 283-7552.

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Mrs. Camp (Language Arts)

Essential Questions:

- How do story elements shape the story?
- What makes a good plot?
- How do the conflicts of a story add excitement?

Essential Vocabulary: plot, setting, complications, protagonist, antagonist, exposition, inciting incident, rising action, climax, falling action, resolution, internal conflict, external conflict, characterization

Learning Targets:

- The students will be able to define story elements. (plot, setting, complications, protagonist, antagonist)
- The students will be able to identify plot. (exposition, inciting incident, rising action, climax, falling action, resolution)
- The students will be able to identify conflicts in a story. (internal and external)
- The students will be able to compare and contrast story elements. (plot, setting, and characters)

The month of October has come quickly! We are currently reading our core text, *Hatchet*, and using this as our basis for learning our intended targets. This Gary Paulsen book has always been one of my favorites, and it seems it is quickly becoming a favorite to our students, too! We have started our second session of workstations, so please look for that work to be coming home. Workstations consist of small-group work focused around the Literacy Framework: Fluency, Vocabulary, Writing, and Comprehension. The stations are themed around the core book AND the learning targets for that week. Thanks for a great start of the year so far!

If you need to reach me by phone before or after school, my direct phone line in the classroom is 283-7561. Thanks!

Mr. Lefevre (Math)

Division will be our major focus throughout much of October. Students will practice dividing with 1 and 2-digit divisors. They will also learn how to interpret a remainder. The specific learning targets are:

- I can divide numbers, explain my strategy and explain what a remainder means.
- I can relate division to fractions and multiplication.

Many students have fallen into the habit of not turning in their Math homework. Math homework is a weekly assignment that I check each Friday. We then spend time reviewing answers, sharing strategies and participate in student led learning. Throughout the week, students are to complete their math homework. Students may also practice math fluency at home by making flash cards. I would like students to focus on multiplication and division facts, but addition and subtraction are perfectly acceptable. Students can practice their facts in a variety of ways: flashcards, creating problems on paper to solve, math fact websites. This is an important piece of our new math curriculum. The Common Core State Standards indicate that 5th grade students should be able to *fluently multiply and divide*. This is just one way we are helping students reach this standard.

As always, if you have any questions, please do not hesitate to contact me! Email, notes and phone calls are all great. My direct number is 283-7553