

Mr. T's Rockin' Crocs

"Educating the mind without educating the heart is no education at all."

Aristotle



In Friday Folders this week:

Newsletter
Homework
Reading Assignment
Family Night Flier



Announcements

Book Fair

Thank you to our wonderful PTA for the Groovy Book Fair. It was truly a great time at Sycamore Creek and absolutely awesome to see all of the students immersed in their new books. **Also, thank you to all of the parents who purchased books from our class wish list.**

Family Night

Join us on February 26 at Backyard Burgers and Goodberry's for family night.

Rubik's Club

Mrs. Hochbrueckner is looking forward to starting Rubik's Cube Club with the fifth graders during 4th quarter. However, she needs a few parent volunteers to come help her manage groups. The club will meet on Tuesdays from 3:15- 4:15. You do not need to be able to solve the Rubik's cube in order to help with the club. If you are interested in helping, please email her at mhochbrueckner@wcpss.net

Raleigh Parks and Recreation After School Care 2016-2017

The City of Raleigh Parks, Recreation, and Cultural Resources Department will be offering the After School X-Press program at Sycamore Creek Elementary School for the 2016-2017 school year. Registration for the After School program begins on Monday, March 14th, 2016 at 7:00am. Registration brochures are now available in the Sycamore Creek Elementary School main office.

Visit parks.raleighnc.gov and search "Sycamore Creek" for more information concerning the program, registration and a link to the registration brochure. Call the Youth Programs office at 919-996-6165 with any questions.

Human Growth and Development

Parents it is that wonderful time of 5th grade . . . Human Growth and Development! The Parent information session discussing our curriculum will take place on February 18 at 5:00. At this session you will receive an overview of the curriculum your students will be learning. The teacher curriculum is currently in the office if you wish to stop by and view the information. The Human Growth and Development unit will be taught at Sycamore Creek from 3/18 - 3/23.

PBIS

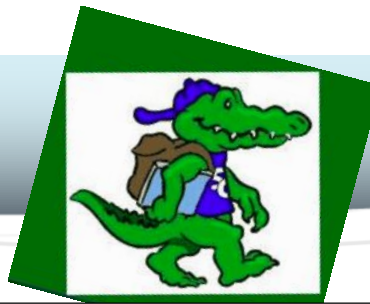
Integrity

Have you ever been honest when you could have gotten away with not telling the truth? Have you ever CHOMPed even though there were no adults around to see it? Well then you have shown great *Integrity!* Integrity means you always do the right thing no matter what, and you're always honest. Talk about some of the ways you show integrity.

Important Dates

- 2/18 – HG&D Parent Meeting 5 pm
- 2/19 - Club Picture Day
- 2/20 – Saturday School – Make Up Day
- 2/23 – Pieces of Gold
- 2/25 – Croc 5 Chorus
- 2/26 – Interims; Family Night
- 3/1 – Pieces of Gold
- 3/3 – Croc 5 Chorus
- 3 /4 – Early Release – Book Character Day
- 3/7 – Teacher Appreciation Week
- 3/10 – Croc 5 Chorus
- 3/18 – 3/23 – Human Growth Unit
- 3/24 – Poe Health Center Field Trip
- 4/22 – Super Crocs Day

Curriculum Update



Math – This week in math we have continued our journey of concepts relating to fractions. On Tuesday, students completed and reviewed content from last week relating to viewing fractions as a division equation. On Wednesday, we discussed rounding fractions based upon four benchmarks. Those benchmarks included fractions close to 0, fractions near $\frac{1}{2}$, fractions near or equal to 1, and fractions much greater than 1. By doing this students should be able to easily make estimates and check their work as we begin adding and subtracting fractions. For example, if I were to estimate the equation $\frac{7}{8} - \frac{4}{10}$, I would estimate $\frac{7}{8}$ to be very near 1 and $\frac{4}{10}$ to be nearest to $\frac{1}{2}$. Therefore, my estimated answer would be $\frac{1}{2}$, because $1 - \frac{1}{2} = \frac{1}{2}$. On Thursday and Friday, we continued working on adding and subtracting fractions using an area model. Check out this [video](#) to see some of the methods we will be using in class.

Check out this parent [document](#) to gain more information about our upcoming fraction lessons.

Reading – In Reading this week we continued studying theme through the lens of the fantasy genre. However, this week we began to compare how two stories that have the same theme can be similar and different. On Tuesday, we discussed and reviewed how we can determine the theme of various fables. Students completed the graphic organizer discussing what the main character learned throughout the story. On Wednesday we discussed [this anchor chart](#) and reviewed the various themes we have discussed this quarter. We also compared contrasted two stories with the same theme. We noted on a [comparison graphic organizer](#) the summaries of both the “Ugly Duckling” and “A Bad Case of Stripes” and how the author approached the theme of “be true to yourself” similarly and differently. On Thursday, students worked independently comparing and contrasting two more stories, “Sleeping Beauty” and “Beauty and the Beast”. Our students then crafted two summaries, one of each story and then they compared and contrasted how the author presented the theme of “true love conquers all”. In Reading groups this week we have been reading about the Labors of Hercules and discussed how Hercules responded to the many challenges he faced. We then discussed how his response gave us more insight about the character and allowed us to journey deeper into the story. Be sure to check out the following link of our anchor chart on [two ways to think about theme](#). Student can continue to utilize this [graphic organizer](#) to ask how the characters change from the beginning of the story to end, what lesson the main character(s) learned, what lesson can we apply to our own lives? By doing so students will learn more about their characters and they should be able to identify the theme the author is attempting to convey.

Writing – In Writing, just as in reading, we continued writing fantasy stories. Students began working on the attempts their characters are making to solve the problems within their story. We examined a children’s book entitled “Sylvester and the Magic Pebble” to discuss how author’s utilize detail to enhance their writing. Students then practiced elaborating and adding vibrant language to their writing. On Thursday and Friday we discussed adding quotations to our writing. We examined two pieces of writing describing the same event, one without quotations and one with an exuberant amount of quotations. We discussed how not having quotations caused the writing to be bland, and how having too many quotations made the writing somewhat confusing. We then practiced adding the “just right” amount of dialogue. Review the rubric for our writing piece [here](#).

Science – In Science this week we continued our new unit, Ecosystems. This week discussed how ecosystems (communities of organisms) succeed or change for various reasons. Some of the reasons are related to natural disasters such as forest fires. However, humans can impact the changing of ecosystems in many ways. Students were assigned various articles discussing pollution and then completed a group presentation discussing their findings from the research and from information assigned on Edmodo.com. After discussing pollutants we discussed how we can measure pollutant levels using pH strips. Next we began conducting pollution experiments using our “ecocolumns”. Our control in the experiments are the “ecocolumns” with living organisms. Our variable in the pollution experiments will be an “ecocolumn” without living animals that is only inhabited by plants. We will pollute this environment with vinegar and salt water and discuss the changes we observe. Next, we will test and compare the pH level of the control and variable environments. Students can play various food chain games [here](#) and our ecosystems vocabulary is available in its entirety [here](#). Students can learn about and create food webs of animals in the United States [here](#). Students can also design their own aquarium and terrarium at the aforementioned link.

CHOMPliment – Students selected our CHOMPliment reward. It will take place next Friday, February 26th. Ask your student for more details. This week our students have done an excellent job of CHOMPing in the halls, we earned two CHOMPliments on Tuesday and one on Wednesday. We also earned each of our CHOMPliments in specials and in the cafeteria each day this week.



CHOMPliment Total



182

I Can...

In order to bring purpose to what your child is learning, we post I CAN statements on our board daily. It is important that your child is continually utilizing these to evaluate their understanding. You can check in with our student by discussing the following statements.

Math:

I can add and subtract fractions with unlike denominators and mixed numbers.

I can understand that fractions are really the division of a numerator by the denominator.

Reading:

I can explain how a series of chapters, scenes or stanzas fit together to create a larger literary text.

Writing:

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Science:

Understand the interdependence of plants and animals and their ecosystems.

Explain how some materials change as a result of heating and cooling.



Croc with Character!



Integrity



Noah



Mr. T's Pick of the Week

January 29 - Miah

February 5 - Madi

February 12 - Riley

February 19 - Avery