

# Mr. T's Rockin' Crocs



"Read in order to live."

Gustave Flaubert

In Friday Folders this week:

Newsletter  
Homework  
Spring Picture Flier  
Spring Picture Form



## Announcements

### Spring Pictures

Parents our spring pictures will take place on March 16<sup>th</sup>. Our time for pictures is at 1:10.

### Severe Weather Awareness Week

The state of North Carolina has declared March 6-12 as "Severe Weather Awareness Week." State officials will be conducting a Statewide Tornado Drill on Wednesday, March 9, at 9:30. Sycamore Creek will also participate in this statewide tornado drill. This drill, along with fire drills and lockdown drills, helps us ensure all staff and students know proper safety precautions in case of a real emergency.

### Spread the Word to End the Word

Our Crocs Unify students have been working really hard on a campaign called "Spread the Word to End the Word". This Thursday, 5<sup>th</sup> grade students participated in a pep rally with the Special Olympics and other special guests. We would like to extend a special thank you to Pam Hoke and all the Crocs Unify students for all of their hard work with the campaign.

### Student Led Conferences

Student led parent teacher conferences will occur on March 15, 2016. Be on the lookout in the coming week for a sign up genius notification to sign up for a conference time slot.

### College and Career Week

College/Career Week is coming back to Sycamore Creek next week!

Wednesday, March 9: *Dress for Success:* Students are encouraged to dress professionally as if they are interviewing for a career.

Thursday, March 10: *Dream Job Day:* Students are encouraged to dress up as their dream career.

Friday, March 11: *College Day:* Students are encouraged to show up decked out in their favorite college gear.

Friday, March 11: *Career Day:* 4-5 Grade Crocs will get to participate in *Career Day* and hear from three different speakers about their careers.

Throughout the week we'll have career and college themed guidance lessons, along with prizes for the best dressed. Thanks for participating!

### Service Project

Rockin' Croc Parents, for our final service project of the year we will be making dog treats for a local dog shelter. Be on the lookout for information and a sign up genius regarding our upcoming final service project in the coming weeks. FYI - *Our service project will take place on the morning of March 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

3/4 – Early Release – Book Character Day  
3/7 – Teacher Appreciation Week  
3/9 – Tornado Drill – 9:30  
3/10 – Croc 5 Chorus  
3/15 – Student Led Conferences  
3/16 – Spring Pictures – 1:10  
3/18 – 3/23 – Human Growth Unit  
3/24 – Poe Health Center Field Trip  
4/22 – Super Crocs Day

### Wish List

Markers  
Lined Paper  
Ear buds  
Ear bud splitters  
Bright colored paper



# Curriculum Update

**Math** - This week in math we have continued to discuss fractions. On Monday, students completed additional subtraction and addition word problems using the different strategies we have learned in class. On Tuesday, our students used previously learned ideas about rounding fractions to make estimates when solving addition and subtraction problems. Students then worked in partners to solve nine differing estimation word problems. We then assessed our understanding of adding, subtracting, and viewing fractions as a division equation by completing a comprehensive assessment. Be on the lookout for this in Friday folders soon (3-11). On Thursday and Friday we set the foundation for multiplying fractions. Students began by sorting simple fraction multiplication equations ( $1/2 \times 2 = 1$ ) into groups. The groups that students sorted the equations into were products less than 2, products equal to 2, and products greater than 2. We used information we gained from this activity to make generalizations about fraction multiplication equations. Check out this [video](#) to preview the area model students will be learning to use when multiplying fractions by whole numbers. This [video](#) illustrates how we use number lines to multiply fractions by whole numbers. Check out this parent [document](#) to gain more information about our upcoming fraction lessons

**Reading** - In Reading this week we continued studying theme and comparing stories through the lens of the fantasy and tall tale genres. We continued looking at two specific tall tales, Paul Bunyan and John Henry. On Monday, we reviewed hyperboles and exaggeration. Students were then introduced to another type of figurative language, personification. Students viewed a Discovery Education video about John Henry and looked for examples of personification (i.e. the lightning danced across the sky.) On Tuesday students completed a [comparison chart](#) that compared the characteristics of our two larger than life characters. On Wednesday, students practiced figurative language by creating their own hyperboles. Next, students worked in partners to read two passages with similar themes. The students then compared the story's themes and story elements using a Venn diagram. On Thursday students got more practice with figurative language by creating examples of personification. Next we reviewed two passages and answered several multiple choice and open ended questions to prepare for an assessment on comparing themes we took on Friday.

**Writing** - In Writing this week, we completed our fantasy narratives. On Monday we reviewed verb tenses and discussed how to be make sure our verb tenses are consistent throughout our narratives. On Tuesday, we reviewed the correct comma placement throughout our writing and other revising techniques. Our students also learned about two types of figurative language, personification (human qualities given to an inanimate object or animal) and hyperbole (extreme exaggeration, i.e. I'm so hungry I could eat a horse). Students were encouraged to utilize these figurative language techniques to enhance their narratives. Review the rubric for our writing piece [here](#).

**Science** - In Science this week we began to wrap up our study of ecosystems. We completed our pollution experiments this week. Students were able to visually inspect the ecocolumns and see how they were impacted by the pollution. The final pH level inside the terrarium was 3.5, very near what acid rain measures in nature. We also completed our pollution PowerPoint group presentations. On Monday and Tuesday students completed and shared the boards they created with Discovery Education. On Wednesday, students completed a quiz that illustrated their understanding of dependence and interdependence within ecosystems. On Thursday, we reviewed food webs, food chains, and niches within an ecosystem. Our students also reviewed various EOG style questions in small groups. On Monday we will take our final ecosystems assessment. 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** - This week the "Rockin' Crocs" did an amazing job in the cafeteria and specials. We received all of our CHOMPliments and did an excellent job of CHOMPing in the hall. We are very near reaching our 200<sup>th</sup> CHOMPliment. On Friday, we watched a movie in conjunction with Mrs. Edmister's class as our CHOMPliment reward.



CHOMPliment Total



186

## 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.

I can solve word problems that involve fractions.

I can think of multiplication as the scaling of a number (similar to a scale on a map.)

### Reading:

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

I can compare and contrast stories in the same genre for approach to theme and topic.

### 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

February 26 - Sophie

March 4 - Chance