

Dear Parent/Guardian,

We would like to welcome you and your child to fifth grade. We realize you probably have many questions about a new grade and new teachers, so we have organized this booklet to help answer some of those questions. In this handbook you will find information regarding the curriculum we will study as well as grade level policies and procedures. If we have overlooked any area, please bring it to our attention so we can discuss it with you and include it in next year's booklet.

We would like to thank you for your interest in your child's education. Your involvement at school and home will heighten the success your child will experience in the classroom. The more you know and understand regarding your child's abilities and learning styles, the more effectively we can work together to make this a motivational year for your fifth grader! With home and school working together, our children should be the winners!

Sincerely,

The Fifth Grade Team:

Hayley Behr
Rob Farnsworth
Molly Follmer
Melissa Gervasi
Josh Schneiderman
Pam Stencil
Kathy Thronson
Channing Liska

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher -- the tools she used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled with touch
That was careful, deft, and sure,
While the parent labored by her side
And polished and smoothed it over.

And when at last, their task was done,
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown

The Mount Horeb Area School District does not discriminate against pupils based on sex, race, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability/handicap in its educational programs or activities. If you believe you have been discriminated against based on a protected class, a complaint may be filed with the District Administrator or his/her designee by calling (608)437-2400 extension 1211.

FIFTH GRADE CURRICULUM

READING

Our goal for fifth grade reading is for students to learn to enjoy reading as a life-long endeavor and realize how it affects all areas of their lives. We strive to help students become more independent in their reading and in their work-study skills. They learn to utilize their reading skills in other academic areas as well as when reading for enjoyment.

Using a literature enriched reading program we provide opportunities to integrate many language arts skills including listening, speaking, reading, and writing to promote improved comprehension and reading enjoyment. We use a program called Journeys for reading instruction. As a part of this curriculum, students receive whole group instruction in reading strategies, and skills, as well as individual student/teacher conferences and small group instruction. Reading strategies will be a focus during the year to help students read for meaning. This includes the comprehension reading strategies of: making connections, asking questions, visualizing, inferring, determining importance, and synthesizing.

Standards:

- ▣ Use effective reading strategies to achieve their purposes in reading.
- ▣ Read, interpret, and critically analyze literature.
- ▣ Read and discuss literary and nonliterary texts in order to understand human experience.
- ▣ Read to acquire information.

Struggling readers at all grade levels will receive extra support such as oral reading practice, teaching of skills that are not developed, and working on improving their comprehension. Additional reading practice is strongly encouraged for these students.

LANGUAGE ARTS

Writing in Grade Five focuses on developing students' ability to write in a variety of genres (narrative, opinion, informative). Through the writing of these genres and grammar lessons which accompany the Journeys curriculum, students will also develop their skills in grammar, capitalization, and punctuation.

Learning outcomes for Fifth Grade:

- ▣ Introduce a topic clearly.
- ▣ Use common techniques such as dialogue, sequence, quotations, citing examples, etc. to support their writing purpose.
- ▣ Use a variety of transitional words and phrases to link ideas and details.
- ▣ Provide a concluding statement.
- ▣ Provide a list of sources/resources used for their writing.
- ▣ Demonstrate command of grammar when writing or speaking.
- ▣ Demonstrate command of writing conventions (capitalization and punctuation).

SPELLING

Spelling is also a component of the Journeys Curriculum. Each week students will receive a list of 20 spelling words to study, both at school and at home. Students practice their spelling words

each morning and a spelling test is taken on the last day of the week.

MATHEMATICS

The goal of the fifth grade math program is to create an environment that encourages children to explore, develop, test, discuss, and apply math concepts. Our district has adopted (K-5) Every Day Math, a program based on the National Standards for Teaching Mathematics. Students apply problem solving strategies to all areas of life, talk and write about math to help clarify their thinking, use manipulatives to develop an understanding of concepts before using numerical symbols, and use calculators and computers whenever they are appropriate. If needs warrant, an accelerated and/or review group(s) may be formed.

Units:

- ▣ Number Theory
- ▣ Estimation and Computation
- ▣ Geometry
- ▣ Division
- ▣ Fraction, Decimals, and Percents
- ▣ Addition and Subtraction of Fractions
- ▣ Exponents and Negative Numbers
- ▣ Fractions and Ratios
- ▣ Coordinates, Area, Volume and Capacity
- ▣ Algebra Concepts and Skills
- ▣ Volume
- ▣ Probability, Ratios, and Rates

*Students will be assessed on an ongoing basis to help them acquire knowledge of basic facts in +, -, x, ÷

SCIENCE

Fifth Grade science Units:

- ▣ Space Systems
- ▣ Earth's Systems
- ▣ Matter and Energy in Organisms and Ecosystems
- ▣ Properties of Matter

Learning Outcomes for Fifth Grade:

- ▣ Construct an explanation of how gravity affects matter on Earth and in space.
- ▣ Model the different solar and lunar patterns observed in the sky.
- ▣ Identify the major Earth systems (Biosphere, Hydrosphere, Atmosphere, Geosphere)
- ▣ Communicate how Earth's systems interact with one another to affect Earth's surface.
- ▣ Analyze how humans affect the Earth's surface.
- ▣ Explain, analyze, and model how living organisms get and use energy.
- ▣ Define, explain, and analyze different properties of matter.

- Explain and model various ways in which matter can change.

SOCIAL STUDIES

Our social studies is integrated whenever possible with reading, math and science. Our central theme concentrates on United States geography and history. Students will be learning the states' locations, abbreviations and capitals as we study the regions of the United States.

Many social studies units will include projects. Please discuss events your child has heard on the radio or TV or read in the newspaper to help them expand their knowledge of current events.

Topics covered include:

- * United States geography
- * Five United States regions
- * Maps, globes and charts

ART

Students at the IC come to Art class once a week where they discover art from different times, places and cultures. Art skills are practiced as they learn about different art-making materials. Students are encouraged to express original ideas through their art while demonstrating their understanding of art concepts. Artwork is often displayed in the halls at school, at the district offices, and other places throughout the community. Students make art portfolios that hold their artwork until they take it home at the end of the year. This allows students to see their growth over time. It also allows them to choose their best artwork for the All School Art Show in the spring.

Parents are encouraged to communicate with Ms. Wichlacz any information that will help their child's art experience.

Miss Lu's Philosophy of Art Education

For all students, art education ought to be fun, empowering, and relevant to their lives both in and outside of the classroom. In addition, education ought to be about such things as honesty, community, respect and the love of learning. Art education is not only fundamental, but also necessary for the benefit of all students. It should provide students with a knowledge base to build upon; skills to apply and enhance their knowledge; and a positive attitude toward learning that will continue throughout their lives.

A strong knowledge base is the foundation upon which students continue to build. It is important that this base include the ability to: make art (production); interpret art (criticism); know art's role in culture (heritage); and discuss questions about the nature of art and to make informed judgments about it (aesthetics). How students learn affects what they learn. I will apply Howard Gardner's Theory of Multiple Intelligences when preparing and presenting lessons, considering the unique learning styles of my students.

The skills taught and practiced in the art classroom will benefit students throughout their lives.

Some of these skills include: listening, questioning, reading, writing, speaking, information gathering, critical thinking, problem solving, decision making, risk-taking, practice, and a “what if?” attitude. I will help students to see how math, science, social studies, music and language arts are all related to art and vice versa.

Education ought to be student-centered, active (mentally, physically and verbally) and developmentally appropriate. Students have a right to learn in a safe environment that allows them to explore, experiment, take risks and grow as individuals. There should be no doubt in the student’s mind that they belong in school and are welcome there. I intend on creating such a place.

Art education has changed from a production based model to one that is more holistic, comprehensive, dynamic and vital to the education of all students. These beliefs are the basis for the decisions I make in my classroom. Art education is not a luxury...it is a necessity. A strong art education program will benefit the students, the school, the community, and the future.

LuAnn Wichlacz (ext. 4163, email wichlaczluann@mhasd.k12.wi.us)

GUIDANCE

The school guidance counselor, Preston "Buddy" Sigmon, meets with 5th graders periodically throughout the school year. Activities are planned and discussions take place around the following topics: feelings and emotions, conflict resolution, harassment, cooperative problem solving, and career exploration. Students are challenged by working in groups and sharing ideas and thoughts with classmates.

Student Support Groups

Throughout the school year, student support groups are formed to aid students experiencing similar problems. Friendship, family change, social skills, and concerned persons (students worried about someone close to them who abuse alcohol and/or drugs) are issues around which groups are typically formed. Counselors, teachers and parents refer students who may benefit from a group, and trained facilitators from within the school building run the groups. Groups meet 1 to 2 times per month. Parents are encouraged to contact the school counselor to refer their child to a particular group.

Preston "Buddy" Sigmon (ext. 4160, email – sigmonbuddy@mhasd.k12.wi.us)

LIBRARY MEDIA CENTER

In the library at the Intermediate Center, we strive for a warm and friendly environment that encourages students to find, read, and discover. With our open door policy, students are free to come in to check out books or use the computers throughout the day. Our main goals are to help students feel comfortable in the library and get them excited about reading and learning information literacy skills.

Each week students have two scheduled visits to the Library Media Center. One of the visits is for circulation where they have the opportunity to check out books that interest them. The second visit to the LMC each week is for library skills. For these sessions, the students come for 30 minutes to learn a variety of information literacy skills. Activities may include practicing how to find different types of materials in the library, learning how to use the online catalog, learning good research strategies, and gaining an appreciation for all the literature that is available.

Everything we in the library teach is designed to help students become life-long learners. The most important skill they can learn is how to find quality information from a variety of sources, whether from books, reference materials, or computers. This is something they can use across all their classes here at the IC and into their future school careers and life as well. We want all students to succeed, and we feel that the library is the place that will help them find the answers to their questions and meet all their information needs.

Mrs. Rudolph (ext. 4156)
rudolphjenifer@mhasd.k12.wi.us

MUSIC

Our activities in music class are centered around the development of musical skills. Music literature will include songs from American history, seasonal songs, and songs from other countries.

Activities will focus on developing singing a melody, rhythm, playing instruments, listening skills, responding to music through movement, and understanding a basic knowledge of musical terms and instruments. Music skills are reinforced and expanded upon each year.

Your child will have an opportunity to perform in their grade level music program. The fifth grade program will be presented on December 9, 2011 at 2:00 p.m. in the IC Gym. Your attendance is a great way to show the support of your child and their education. Please mark your calendar and plan to attend.

As a part of your child's education, music can be reinforced in several ways. You can listen to music together and talk about what you heard and how you reacted to what you heard. You can attend school and community concerts. Records, tapes, and compact discs can also be checked out from libraries. Music is a vital source of entertainment, a means of expression, and plays a major role in passing on history and tradition.

If you have any questions, concerns or ideas regarding our music class, please feel free to contact Ms. Brown (ext. 4113, email - brownbarbara@mhasd.k12.wi.us), or Mrs. Howard (ext. 4114, email - howardmargaret@mhasd.k12.wi.us)

PHYSICAL EDUCATION

The general purpose of Physical Education is to give the students a chance to enjoy and appreciate movement through a variety of activities. Play in itself is the principle key to physical education and human development. Playing games and doing skill work are provided to the third, fourth, and fifth graders. Our curriculum of activities is action based, and understanding of the games and skills is encouraged. Improved coordination, balance, agility and healthful fitness are benefits and objectives of the lessons.

An elementary school physical education program is essential for comprehensive development and growth of children. Social, mental, emotional, and physical growth are considered in planning the program. Attention to developing the fundamental movements of running, throwing, jumping, and climbing is also considered. Attempts to maximize individual student strength is made by the instructors when possible.

Students are required to wear appropriate (gym) shoes for physical education class. Please check your child's schedule for physical education days.

If a child is unable to participate in physical education class, a parent should send a note to excuse him/her from class. A doctor's excuse is required for a 'long-term' injury or illness; once the child is allowed to return to participate, a doctor's note will also be required. A parent note would be honored for a less serious injury/illness.

A 2-pocket folder and a pencil are required for worksheets done in the gymnasium. Please write your child's name on the front of the folder. Physical education is taught twice a week and this year health education will be taught once a week in the classroom. Each month a different health topic will be covered. They include safety, germs, skeleton, muscles, community health etc.....

Jack Prehn (ext. 4167, email - prehnjack@mhasd.k12.wi.us)
Kent Arneson (ext. 4183, email - arnesonkent@mhasd.k12.wi.us)
PE Teachers

TECHNOLOGY

At the Intermediate Center, technology is used to support and enhance existing curriculum and classroom projects. Students are instructed in keyboarding, building on previously learned concepts and adding to their ability. They use these skills to create and collaborate on reports and projects.

There are two computer labs at the Intermediate Center that are used on a regular basis by all classes. We also have a mini lab with 12 computers that classes can sign out for smaller groups. In addition, classes have access to computers, Chromebooks and iPads in each classroom.

There are a number of grade appropriate educational technology resources, which are used but not limited to: Google Applications for Education, GAFE, Edmodo and Typing Club. These are used to create written work, illustrate, present projects and showcase student work. Students will be introduced to digital citizenship using the Common Sense Media Curriculum, which will include internet safety, cyberbullying and information literacy.

HOMEWORK

Students who use their time wisely in class can be expected to have 45 minutes or less of homework nightly. Monday, each week, students receive Daily Geography (DG) and spelling sorts that will be due on Friday. If they have completed their daily assignments, this time should be spent reading, practicing math facts, memorizing state locations, state capitals, and state abbreviations, or working on long-term projects. It is important to develop a consistent routine (designated homework time in a non-distracting environment, i.e. no screen time, etc.), to assist your child in becoming a more responsible student. The success of your child depends on the dedication of the child, parent, and teacher. Any questions or concerns should be noted in your child's assignment notebook. Students working below expectations will receive a progress note in the mail the 5th week of each quarter. (See Appendix F).

ASSESSMENT

Elementary report cards (K-5) indicate a student's level of performance in various skill areas. Progress will be assessed through daily work, projects, homework, and tests. Students working below expectations will receive a progress note in the mail the 5th week of each quarter.

The Academic Key is printed below:

3. Performing at expectations
2. Progressing toward expectations
1. Performing below expectations

Grading systems continue to change as educational trends shift. The "rubric" is a tool currently being utilized to assess projects, writing, and other skill areas. A score may be assigned to a rubric, but the goal is for the student to focus on specified criteria rather than the score (See Appendix G). Portfolios, additional assessment tools, are collections of student work that show progress and examples in student abilities. If you have questions about assessment techniques being used, please contact your child's teacher for more information.

ASSIGNMENT BOOKS

Students are required to purchase an assignment book from the Intermediate Center office. Students will be expected to copy, from the assignment board activities covered in class as well as assignments to be completed at home. Parents/Guardians must sign the notebook every evening and check for the teacher's stamp or personal messages. Late assignments will be brought to the attention of parents on an individual basis (See Appendix A). Included is a list of acronyms used in our assignment books: D.G. – daily geography; P. or P.P. – pages; WTW – words their way; M – Monday T – Tuesday; W – Wednesday, Th – Thursday, F – Friday; and H.P. – hidden pictures.

LATE ASSIGNMENTS

Late assignments or assignment books that are not signed will be brought to the attention of

parents on an individual basis. Three late assignments in a quarter will result in a Behavior Form. Chronic problems with late work will result in a parent meeting.

PHONE CALLS

Parents can call the school throughout the day, however teachers may not be able to take or return calls until after 3:15. Please leave a detailed message on the teacher's voice mail to let him/her know what the call is regarding. If the call is urgent, please contact our office staff (437-2400, ext. 4000) to insure it is received in a timely manner. Students will not be allowed to make calls from school regarding personal business.

*Cell phones need to be turned off during school hours.

COMMUNICATIONS

To keep parents informed of school activities, classroom newsletters will be sent home electronically at least every other week. Also, each student will use a take home folder to transport important information between home and school. Teachers will discuss this in more detail at Parent Information Night. In addition, a school newsletter and monthly event calendar will be placed on the Intermediate Center website each month.

OVERVIEW OF STUDENT BEHAVIOR MANAGEMENT PROGRAM

The focus of our behavior management program (Positive Behavioral Interventions and Supports – PBIS) is to provide clear and consistent behavioral expectations at school. While the school district does have standards established for behavior, PBIS provides staff and students with common language and a framework for teaching appropriate behavior (be responsible, respectful and ready). Through PBIS, we will work to secure a productive and safe environment for ALL school community members.

TRIBES

TRIBES is a team and community building program. Students and staff incorporate the TRIBES Agreements throughout the year. The agreements are attentive listening, mutual respect, appreciations/no put downs, and the right to pass. Student responsibilities include helping each other, setting goals, solving problems, monitoring progress and celebrating achievements.

CLASSROOM RULES AND CONSEQUENCES

Each teacher bases rules on the Behavior Expectations (see Appendix D). On some occasions, a student's behavior choice may need to be documented and communicated to parents or guardians. Our staff utilizes a communication form for this specific purpose. It is referred to as the "Behavior Form" (see Appendix D). This form is used as a communication tool and not as a punishment. It will inform parents/guardians of inappropriate behavior and when necessary an appropriate consequence. If a behavior form is sent home, it is important that it be

signed by a parent and returned to school the next day. An unsigned or misplaced behavior form will result in loss of recess and another behavior form. Three behavior forms per quarter, or a serious behavior incident, will result in a conference with the principal and an after school detention.

DETENTION

Detention is a place where students can set aside time for reflection and redirection. Activities are designed to help students identify their inappropriate choice(s) and problem-solve acceptable alternatives for the future. After school detentions are supervised by staff rotation and take place from 3:23-4:00 p.m.

POSITIVE CONSEQUENCES

Research indicates that a variety of positive reinforcements administered sincerely with clarification as to what is done well can and does change behavior on a long-term basis. The following items are a sample of suggested strategies for developing students' positive self-esteem and incentive for appropriate choice making.

- * Genuine caring and support.
- * Recognition of accomplishments.
- * "Thumbs Up" Recognition Slips.
- * Positive parent calls/letters.
- * Special classroom privileges
- * Special activities/assemblies

NEGATIVE CONSEQUENCES

Research tells us that negative consequences applied in a consistent manner with clarification of expectations can and does stop inappropriate behaviors. It is important that negative consequences be administered in a manner consistent throughout the elementary system. Teachers are asked to discuss, clarify, and support the following levels of consequences. The TRIBE Agreements are to be visible within the classroom and reinforced throughout the school year. The next page shows an overview of the various interventions that are typically used. The principal or designee should be consulted with any special or severe behavior situation (e.g. life threatening, substantial physical/emotional harm, vandalism, theft, etc.).

Warning(s)/Time Out
Think Sheet completed
Behavior Form sent home
Parent Call/Note
Loss of Recess(es)
After School Detentions
Parent Meeting

Suspension

- * Violation of district behavior standards will result in immediate suspension.

SUPPLY LIST

- See Appendix E

APPENDIX H

EXTRA CURRICULAR ACTIVITIES

After School Chorus

Mount Horeb Recreation Department

After School Chorus is a fun musical group made up of approximately 40 third through sixth graders, who like to sign, act, and move to music. It will meet January through March on Tuesdays from 3:30-4:30pm at the Intermediate Center. There will be two performances in mid-March. The theme for the program and the dates of the performances will be announced later. After School Chorus is offered through the Mount Horeb Recreation Department. Be sure to check the Recreation Department Activity Guide that come out in August for exact rehearsal dates and fees. If you need more information please call the Recreation Department at 437-3400.

Challenge 24

TAG Coordinator: Christine Parmley

Challenge 24 is a mental math game that reinforces skills such as problem solving, pattern sensing, number sense, concentration, and critical thinking. The game cards have four numbers on them that will total 24 when you add, subtract, multiply or divide the numbers using each number only once. The cards have different levels of difficulty. Fifth grade students use the double digit set. Any fourth or fifth grade student may participate in the practice sessions. Two teams from each grade compete against other schools in the Greater Dane County area.

Family Reading Night

Coordinator: Cheri Janssen, Ext. 4144
Amy Green, Ext. 4147

This is a fun time sponsored by our PTO in the fall where families can come and hear community members read or simply read to themselves. Refreshments and book fair coupons are provided, too.

Orchestra

Teacher: Barbara Brown, ext. 4113

Students may play violin, viola, or cello in fifth grade. They have the opportunity to continue their orchestra experience throughout their high school years. Small group lessons and large group rehearsals are arranged at the Intermediate Center so students don't miss academic classes. Extra help is available after school and students are expected to make time at home to practice. Orchestra students are expected to perform in at least three programs during the school year.

APPENDIX H

EXTRA CURRICULAR ACTIVITIES CONTINUED

P.A.S.S. Program

Advisors: Buddy Sigmon, ext. 4160

P.A.S.S. (Partners At School Sharing) is a mentoring program that matches caring adults to students to help them strengthen their academic, social, and emotional skills and to help them realize their full potential. Mentors provide ongoing individualized attention and guidance to build support and enrich a long-term healthy relationship with a caring adult. When a trained, caring adult is paired with an individual student, the partner will spend approximately 15-30 minutes per week at school listening, encouraging, and being a friend. Parent permission is needed for participation.

Regional/Mega Math Meet

TAG Coordinator: Christine Parmley

Students participating in the math meet have the opportunity to work individually and also as a team to explore various areas of mathematics. A team of students with high math ability is chosen by teachers to participate in the regional meet. The team consists of four fifth grade students and four sixth grade students. Students participate with students from area schools of like ability both in individual and team events. A regional meet winning team is determined and the team advances to the Mega Meet, which is sponsored by the University of Wisconsin-Madison, or Edgewood College. Awards and ribbons are given to students.

Safety Patrol

Advisor: Tami Moyer

A select group of fifth grade students assist in monitoring student behavior before school, in the halls, and in the cafeteria. They help to keep our school safe.

Spelling Bee

Coordinator: Classroom Teachers

Each fifth grade classroom has a spelling bee and the winners represent their classrooms at the fifth through eighth grade spelling bee at the Middle School. The top spellers go on to the regional competition and if they win there, they go on to state.

Student Council

Advisor: Tammy Brey

Each classroom votes for two student council representatives (one will meet first semester and the second will meet second semester). These elected students help organize school-wide

activities and make decisions based on input from classroom peers. In the past, Student Council has organized Spirit Days, Red Ribbon Week activities, support for Ronald McDonald House and other school and community events. Members meet monthly to discuss upcoming events and issues of concern.

APPENDIX H

EXTRA CURRICULAR ACTIVITIES CONTINUED

Wisconsin Center for Academically Talented Youth (WCATY) Co-op

Tag Coordinator: Christine Parmley

The Wisconsin Center for Academically Talented Youth offers students with high academic ability the opportunity to participate in on-line learning programs during the school year by enrolling in quarter long academic courses. This course replaces students 5th grade reading course for the quarter. Students engage in reading literature, respond to questions asked both by themselves and by the instructor of the class, and write essays, creative writing stories and poetry that share their understandings of the course content. Students complete activities that will increase their creative and critical thinking. Students meet 3-4 times throughout the quarter with the instructor and the other student participants, and work on-line to complete assignments.

Yahara River Writer's Workshop

Tag Coordinator: Christine Parmley

The Yahara River Writer's Workshop is a competition for fifth through eighth grade students who enter material in one of the following areas: poetry, editorials, short stories, or editorial cartoons. Their work is judged locally and the best five from each grade level in each category are sent on in the competition to be judged by Yahara River Writer judges. Students are competing with other students from all over the Greater Dane County area. The top ten entries for each category are selected and then published in the YAHARA RIVER ANTHOLOGY. Winning students attend a workshop at the UW-Madison in May.

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APPENDIX E

2013-2014 SCHOOL SUPPLIES

GRADE 5

- 2 Blue pens
- 2 Black pens
- 2 Bright highlighters-1-pink & 1-green
- 6 Packages of yellow stick on notes
- 2 Black dry erase markers
- 2 Old, clean socks (to erase white boards)
- 2 Dozen pencils
- 1 Medium size scissors
- 2 Glue sticks
- 3 Rolls of tape with dispenser
- 2 Package of index cards, 3" x 5", ruled, white
- 7 Folders-blue, green, orange, purple, red, yellow, and other (if you can't find a specific color please buy something close.)
- 7 Spiral notebooks-blue, green, orange, purple, red, yellow, and other (if you can't find a specific color please buy something close.)
- 1 Package of filler paper-wide ruled
- 1 Box washable markers
- 1 Box colored pencils (24 count)
- 4 Ultra fine tip black sharpie markers for map work
- 2 Box Kleenex

1 set of Headphones/w/Earbud, wind-up spool case

Last Name A-P AA Batteries (4 pack)

Last Name Q-Z D Batteries (4 pack)

*See your teacher's welcome letter in the summer for additional and/or different supplies.
Please label supplies, lunchboxes and outerwear (i.e., coats, hats, etc.)