

# Welcome to Mr. Riewe's Grade 5 Class

## Hello Parents!

Another summer has come and gone and now it is time for a new grade. I am excited about the opportunities that this year will bring for your children in my class. I know that there will be challenges and obstacles to overcome; however, I also know that we can face these challenges head on with God on our side.

I know that there are some of you who this will be the first time you have had a student in my class and for some it may be the second or third. I just wanted to start by sharing a few things about my class that I feel are really important or that I do differently in my class. If you have any questions about why I do things in a different way, I would be more than happy to answer those questions.

I feel a fundamental part of the age the students are at is that they are starting to be able to form their own opinions, and they are able take bigger steps towards truly understanding and committing to how they are a part of God's story. This belief guides how I approach Devotions, Bible and the rest of the classes.

## Important things about Grade 5

**Devotions:** Over the last couple years I have been trying a new method of devotions in which we read through the Gospel of Luke section by section, and then I gave the students an opportunity to share what stood out to them or to ask questions about something they did not understand. It was amazing to see the insights the students were able to provide, but it was also great to give them an opportunity to let them ask questions. There are many parts of the Bible that reference cultural elements of Biblical times which are no longer a part of our culture. When questions come up, I do my best to provide the answer. If there are answerable questions that I do not know the answer to, we take the time to find the answer. It was also great to see the students' reaction when the question is something we do not have the ability to know. In the rare case a subject comes up in which there are perspectives from the different Christian traditions, I share what I know about the differing opinions or let the students know that it might be a better question for their parents or pastor. I encourage the students to share and discuss questions with their families as well so that they can have a fuller understanding.

**Bible Memory:** My goal in Bible memory is to have the student have lasting memory of the verse as well as understand the what the verse means and how it applies to our lives as Christians. To do this we typically take on a larger section of Scripture of about 10-15 verses. We start with 2-3 verses and add 2-3 a week. When we have learned the full section of scripture, I have the students write it out along with answers to 2-3 of the following questions.

- 1) What does this section of Scripture mean?
- 2) What does this section of Scripture tell us about God?
- 3) What are some connections (Echoes) that we can see connections with other parts of the Bible?
- 4) How can we as Christians apply this section of Scripture to our lives?
- 5) What throughline or throughlines are supported by this Scripture?

I do not expect a grand theological explanation from the student rather I want to see an answer that shows they have given it some thought. I encourage students to discuss the Bible memory verses with their parents or others who can help them understand and form their opinions.

**Homework:** Apart from Bible memory, I do not assign work to do at home. I strive to provide enough class time for students to complete their work in class provided they are using their time effectively.

If you are looking at ways to help your child improve in their learning, there are two things I recommend strongly.

- 1) Read a book with them and discuss the book. This can be you reading to your child, taking turns reading aloud to each other or both reading the same book and then talking about it. When discussing what you read, try to avoid closed ended questions, like what colour was the character's shirt. Try open ended opinion questions, like what was your favorite part of this chapter? Or why do you think that character acted the way that they did. I will get a list of questions on my website.
- 2) Do engaged practice or real-world math. Engaged practice can be things like games that use math, like cribbage or rummy. Games like Risk involve evaluating outcomes as well as exchanging units. If there is a game that involves money let your student be the banker (I don't recommend Monopoly but that is more based on the memories of playing with my brother growing up). Real world practice is having your child help when math problems arise in your everyday life. This can be evaluating if a bulk item really creates savings or how to double a recipe you are cooking.

**Marking, Grading and Assessment:** I strongly believe in meeting students where they are at and that the most important part of school is that they are learning and growing. For me this means that things like report cards and grades should be viewed as a location of where they are at rather than an achievement.

I guide as much of my marking to mirror our report card system. The report card will be changing this year, and I will be adapting my marking to align with the new system. We are still learning about how the report card will look and be rolled out so I will provide more information on this in the coming weeks.

### **Problem solving, finding answers and odd questions**

In my classroom I want students to be able to problem solve and answer their questions if they can. In the classroom have posters that show the answers to common questions like, if they are allowed to use markers or how to save their work on the computer. I want the students to learn independence by using these resources.

I also strive to have the student get to higher levels of understanding through different opinion or evaluation questions. This means they may have what seems like an odd question like "what is better, a conductor or an insulator." There is no correct answer to this question. Rather the student will have state an opinion and provide information to support their response. This is a way to show they not only understand what the two components are but that they can do at least basic application of what they have learned.

A way to summarize what I strive to do in my classroom is to find a way that every single student can find success as a learner and know they are valued.

# MR. RIEWE'S DEEP HOPE AND CLASS STORY LINE

My deep hope is to help students explore that they are active participants in God's story and that the role we play can have a far more reaching effects than we can ever know.

## ECHOES THROUGH TIME

A nod, a reference, an allusion, an homage, an easter egg, a sample or a tribute, throughout our culture, literature and world there is interconnectedness all around. This is especially true for the work of our Creator. From the intricate order in which the universe has been created, to the interwoven narrative of the Messiah in the Bible, to our very origin as people who are created in the image of God. We can marvel in the reverberations that we can see of God throughout time. That is the inspiration for the storyline Echoes Through Time that I will be using as my class storyline this year. It is a reference to the interwoven connectiveness that we can see throughout the Bible and those echoes have continued to spread throughout the world. We will be seeking out those echoes in our learning. We can see theme throughout the Bible and they continue to expand through literature, customs, culture and our knowledge.

One of the many joys of getting to teach at a Christian school is getting to go through the Bible with my students and getting to see them light up as they start to see these connections. I am incredible excited to see what this year will hold.

## 2025–2026 Schedule – 5A

This is the schedule we will be starting the year with. As we go there is always a chance it will change depending on the success we have and changing circumstances.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8:40 – 9:20	<i>French</i>	Bible	Bible	Bible	Praise Time
Block 2 9:20 – 10:00	<b>PEW</b>	SS	Drama	SS	Math
10:00 – 10:10	Recess	Recess	Recess	Recess	Recess
Block 3 10:10 – 10:50	<i>LA</i>	<i>LA</i>	<i>LA</i>	<i>French</i>	<i>LA</i>
Block 4 10:50 – 11:30	<i>LA</i>	<i>LA</i>	<i>LA</i>	SS	<i>LA</i>
11:30 – 12:00	Recess	Recess	Recess	Recess	Recess
12:00 – 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
Block 5 12:20 – 1:00	Math	Math	Math	Math	Math
Block 6 1:00 – 1:40	<i>Science</i>	<i>Learning Commons</i>	<i>Science</i>	<i>Science</i>	<b>ART</b>
1:40 – 1:50	Recess	Recess	Recess	Recess	Recess
Block 7 1:50 – 2:30	<i>Science</i>	<i>Science</i>	<i>Music</i>	<i>Science</i>	<b>Wellness</b>
Block 8 2:30 – 3:10	Bible Memory	<b>PEW</b>	SS	<b>PEW</b>	<i>Book Buddies</i>

**Mr. Riewe-** Bible, Math, LA, Physical Education and Wellness (PEW), Art and Science

**Mrs. Peters-** French & Bible Memory

**Mrs. Aleric-** Drama

**Mrs. Ferrie-** Music

**Mr. Greeno** for 1 PEW each week.