VINSON-
BYNUM
ELEMENTARY

Welcome Back Bear Families!

2025–2026

~Nothing Less than the BEST at VBS!

Teacher/Grade Level Information

Meet Your 5th Grade Teachers!

Math

Mrs. Rountree



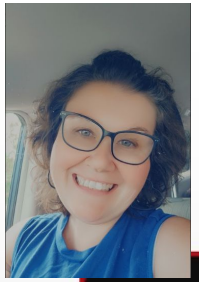
Science

Ms. Cobb



ELA/SS

Mrs. Ramos



Daily Schedule

7:30-8:00	Homeroom: Restroom, Breakfast in the Classroom, Lexia, Announcements
8:00-8:10	Morning Meeting
8:10-9:30	Block 1, Restrooms
9:40-11:00	Block 2
11:05-11:50	Special Area Classes
11:55-12:25	Lunch
12:25-12:55	Recess, Restrooms
1:00-2:25	Block 3
2:25-3:00	Retooling
3:00	Dismissal

Academic Expectations

Page 6

The Board of Education is dedicated to high standards and high achievement for all students. The Board believes students should progress to the next level of study based on their knowledge and application of the current curriculum level. Here are our grade level promotion standards.

Grade	EOG Math	EOG Reading	EOG Science	Teacher Grades
4	Level III	Level III		60 or Above in Reading and Math
5	Level III	Level III	Level III	60 or Above in Reading, Math, and Science

Grading for 3-5

Page 13

- When determining the final grade for a grading period for students in grades 3-5, teachers shall weigh assignments and assessments as indicated in the tables below.

Type of Assignment/Assessment	Grade Span K-8
Test/Projects	50%
Quizzes/Classwork	45%
Homework	5%

Grading for 3-5 Cont'd

Page 13

- Wilson County Schools currently operate on a 10 point grading scale for grades 3-12.

10 Point Grading Scale
A= 90 -100
B = 80 - 89
C = 70 -79
D = 60 -69
F = 59 and below

Assessments

- Mastery Connect
- Benchmark Assessments (October, January, and March)
- EOG Assessments

What is assessed on the Math EOG

Domain	Grade 5
Operations and Algebraic Thinking	9-13%
Numbers in Operations in Base Tens	25-29%
Numbers in Operations-Fractions	39-43%
Measurement and Data, Geometry	19-23%
Total	100%

Practice Check-In 2

1 For lunch, 5 children equally shared 4 sandwiches. What fraction of a sandwich did eat child get?

A $\frac{1}{5}$ B $\frac{1}{4}$

C $\frac{4}{5}$ D $\frac{5}{4}$

2 Which choice is the expanded form for 130.508?

A $1 \times 100 + 3 \times 1 + 5 \times \left(\frac{1}{10}\right) + 8 \times \left(\frac{1}{1,000}\right)$

B $1 \times 100 + 3 \times 10 + 5 \times \left(\frac{1}{10}\right) + 8 \times \left(\frac{1}{1,000}\right)$

C $1 \times 100 + 3 \times 10 + 5 \times \left(\frac{1}{1}\right) + 8 \times \left(\frac{1}{1,000}\right)$

D $1 \times 100 + 3 \times 1 + 5 \times \left(\frac{1}{10}\right) + 8 \times \left(\frac{1}{100}\right)$

3 Which story can be solved using the expression $8 \div \frac{1}{3}$?

A Three children shared 8 granola bars. How much of a granola bar did each child get?

B There are 8 apples. The apples are cut into pieces and each piece is $\frac{1}{3}$ of an apple. How many pieces are there?

C Eight fish are divided among 3 fish tanks. How many fish are in each tank?

D There is $\frac{1}{3}$ of a cake left after a party. It is divided equally among 8 people. How much cake does each person get?

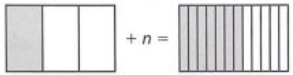


13 Jesse has a board that is 4 meters long. He cuts the board into pieces that are 0.8 meter long. Into how many pieces did Jesse cut the board?

A 0.5 B 5

C 50 D 500

14 What is the value of n in the equation shown?



A 

B 

C 

D 

15 At breakfast, 5 children equally shared 3 waffles. What fraction of a waffle did eat child get?

A $\frac{1}{3}$

B $\frac{1}{5}$

C $\frac{3}{5}$

D $\frac{5}{3}$

DO NOT DUPLICATE

43 Jacob runs laps around the track. Each lap is $\frac{1}{4}$ mile. Jacob runs a total of 5 miles. How many laps does Jacob run?

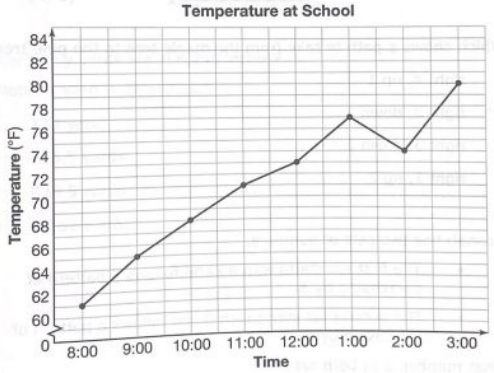
A 9

B 15

C 20

D 24

44 Marc recorded the temperature each hour at school one day.



Which statement describes the data on the line graph?

A The largest change in temperature was from 1:00 to 2:00.

B There was not a decrease in temperature during the day.

C The largest change in temperature was from 2:00 to 3:00.

D The highest temperature was at 1:00.

Go to the next page.

What is assessed on the Reading EOG

Domain	Grade 5
Reading for Literature	38-42%
Reading for Information	46–50%
Language	13-15%
Total	100%

adapted from

The Forest Bride

a folktale from Finland

There once lived a farmer who had three sons. One day he said, "It is time that you were married, my sons. Tomorrow you will go in search of wives. Each of you will chop down a tree. Whichever direction the fallen tree points is the path you must take."

So, the next day, each son chopped down a tree. The oldest son's tree pointed north, which gladdened his heart because that was where a pretty girl he knew lived on a farm. The second son's tree pointed south, which elated him as well because a farm girl he liked lived in that direction. However, the third son, who was named Veikko, stared in dismay at his fallen tree. Its branches pointed boldly right at the forest, where no people lived.

The two older brothers laughed heartily. "Perhaps you will find a nice girl fox or wolf to marry!" said the oldest.

④

Veikko felt very discouraged, but he shrugged as if his misfortune had not disturbed him at all. "I am off to find a bride," he said boldly and headed into the forest.

After a while, he came to a small cottage and went inside, wondering who was living in the middle of the forest. The cottage was empty, except for a little mouse wearing a gown and combing her whiskers.

"There's no one here," he said and turned to leave.

Suddenly, the mouse scurried across the floor and stood in front of the door. "I'm here!" she said.

Veikko smiled down at the mouse. "You're not exactly what I'm looking for," he said.

"What did you hope to find?" the mouse asked.

Veikko sighed and told her the whole story. When he had finished,

Go to the next page.

the mouse said, "I will be happy to be your sweetheart." Her little brown eyes sparkled.

Veikko laughed. "Whoever heard of a man having a mouse for a sweetheart?"

"You could do a lot worse," the mouse said, and she began to sing a pretty song to cheer him up.

Veikko enjoyed the mouse's company, but in the end he bid her farewell and returned home. His brothers were there, bragging about their beautiful sweethearts.

Their father said, "I want to see if your sweethearts will be good housewives. Ask each of them to bake me a loaf of bread."

The two older brothers were confident that their sweethearts would bake delicious bread, but Veikko wondered how a mouse could possibly bake bread. He returned to the cottage, where he glumly explained the situation to the little mouse.

"If I go home without a loaf, my brothers will laugh at me," he said.

"Why, it's no trouble at all!" she said.

The mouse rang a small silver bell three times. Hundreds of mice scurried in and stood at attention.

⑲

"I want each of you to fetch me a grain of the finest wheat," the mouse said. The mice ran off and soon returned—each one carrying a grain of fine wheat. The mouse baked a beautiful loaf of bread and gave it to Veikko.

The next day, the brothers gave their loaves to their father. He tasted a piece from the loaves presented by the two older brothers. Then he cut a piece from the bread baked by Veikko's mouse.

㉑

"Wheat bread!" he exclaimed. "Your sweetheart must be as rich as a king!" He felt very proud of his son, but the brothers were envious.

"I want to meet your sweethearts," the father said. "Invite them to supper tomorrow."



23

As Veikko walked back to the cottage, he pondered what to do. "My brothers will surely mock me if I bring home a mouse. Let them laugh! She has been a very good mouse to me, and I will feel no shame presenting her as my sweetheart."

The mouse was delighted to hear the news. The next day, she put on her best gown and climbed into a coach made from a nutshell and pulled by five mice. As Veikko and the mice crossed a bridge, a man came by and laughed.

"What have we here?" he asked. Then he kicked the mice into the river below.

Veikko screamed, but it was too late. The mice floated away. He sat on the bridge, heartbroken. Then, suddenly, a gold carriage drawn by five horses pulled up to the riverbank. A beautiful princess with jewels in her hair called to Veikko.

"You were not ashamed to have me as your sweetheart when I was a mouse. Now, the spell is broken, and I will be your wife."

After presenting his sweetheart to his father and brothers, Veikko and the princess rode to her kingdom, where they were married and lived happily ever after.

30 Which statement summarizes the selection?

A Veikko's brothers are selfish and will not help their father.

B Veikko wants to find a wife, but is not sure where to look.

C Veikko's brothers leave their father and live in the woods.

D Veikko falls in love and is rewarded for having a kind heart.



31 As used in paragraph 4, what is the meaning of the word *discouraged*?

A hopeless

B lazy

C excited

D weary

32 In paragraph 19, what is the meaning of the word *fetch*?

A buy

B eat

C get

D grow

33 In paragraph 21, what is meant by "rich as a king"?

A Veikko's sweetheart is wise.

B Veikko's sweetheart is wealthy.

C Veikko's sweetheart is worthy.

D Veikko's sweetheart is weak.

34 Based on the selection, how does Veikko feel about the mouse?

A ashamed

B fond

C bitter

D patient



35 What is the meaning of the word *pondered* as used in the sentence below from paragraph 23?

"As Veikko walked back to the cottage, he pondered what to do."

A went past

B talked to

C wished for

D thought about

36 What is the effect of Veikko's reaction to the mice being kicked into the river?

A Veikko's leg is broken.

B Veikko's heart is broken.

C The spell is broken.

D The carriage is broken.

In the Shadow of a Volcano

If you lived in Pompeii almost two thousand years ago, August 24 would have seemed like a typical day. True, the earth shook slightly, and animals were restless. But that had happened before. Smoke rising from the nearby volcano was odd, not frightening. Then suddenly, around noon, Mount Vesuvius roared to life.

②

A huge column of fiery ash and rock shot from the volcano. "Darkness fell . . . as if the lamp had been put out," a teenage eyewitness wrote. Thousands of people fled the city. Many hid in their houses. Burning ash and cinders rained down. Around midnight, an avalanche of rock, ash, and volcanic gas barreled down the mountainside. By morning, Pompeii was buried.

A FORGOTTEN CITY

In the following days, some who had escaped returned to dig out their houses. But poisonous gases made it too dangerous. People gave up, and eventually, no one came back. Pompeii was deserted. Gradually, the ash hardened. Grass grew over the site. And people forgot the city beneath the green fields.

One day in the late 1500s, workers were digging a canal when they unearthed some paintings and slabs of marble. They did not know, however, that they had found the ruins of Pompeii. Many years later, in 1748, Charles III of Naples and Sicily ordered that the site be dug up. He was not interested in having people study the ruins, though. He wanted to take treasures from the site to add to his personal collection.

Although the early work at Pompeii and nearby Herculaneum are thought of as the beginnings of archaeology, much of it was done without care or thought. Also, Charles III was not the only person hoping to take treasures from the site. Looters tore through the area, too. They didn't care what damage they caused.

In 1763, an inscription was found with words that identified the site as Pompeii. But was the city already on its way to ruin again?

Go to the next page.

TRAPPED IN TIME

During the 1800s, archaeologist Giuseppe Fiorelli took charge of the site. Under his direction, work was done more carefully. Many of Pompeii's houses and shops were preserved, and findings were recorded. It was discovered that volcanic ash had buried people alive! Over time, the bodies had decayed. But the shapes of the bodies remained as holes in the hardened ash. So Fiorelli figured out a way to show us the people of Pompeii. He poured plaster into the holes and let it harden. Then he chipped away the ash that surrounded each form.

POMPEII: THEN AND NOW

Over the years, archaeologists have discovered many different things. For example, they have found rakes, milk pitchers, and even bread preserved in the ashes. They've also found graffiti on the walls.

⑨

If you visited Pompeii today, you could walk its narrow, cobblestoned streets. You might tour a villa where wealthy people once lived. And if you looked across the countryside, you'd see Mount Vesuvius, looming over the city.

---

8 What are the main ideas supported by the selection?

A Mount Vesuvius was very dangerous, and people were afraid of it.

B Few people lived in Pompeii, and they did not leave much behind.

C Pompeii was destroyed by a volcano, but its history has been preserved.

D Mount Vesuvius hurt a lot of people, but it is not a threat to people today.



9 In the sentence below, what is the meaning of the phrase "roared to life"?

"Then suddenly, around noon, Mount Vesuvius roared to life."

A changed

B moved

C erupted

D touched

10 According to the selection, why does the author include information about workers in the 1500s?

A to describe the ruins of Pompeii

B to show how Pompeii was destroyed

C to explain why people lived in Pompeii

D to tell who discovered Pompeii first

11 What is the reason for the section titled "Trapped in Time" in the selection?

A to explain the beginnings of archaeology

B to tell what kinds of things have been found in Pompeii

C to show how many people were able to escape the city

D to describe Giuseppe Fiorelli's role in learning more about Pompeii



12 Based on the selection, why did Charles III order Pompeii to be dug up?

A He wanted to build a new city.

B He wanted to learn about the site.

C He wanted to help the people who lived there.

D He wanted to keep treasures from the site.

13 In paragraph 9, what is the meaning of the sentence below?

"And if you looked across the countryside, you'd see Mount Vesuvius, looming over the city."

A Mount Vesuvius still threatens Pompeii.

B Mount Vesuvius has been silent for a long time.

C Mount Vesuvius buried the city of Pompeii.

D Mount Vesuvius is not as large as it used to be.

14 Why did the author include the quote below in paragraph 2?

" 'Darkness fell . . . as if the lamp had been put out' "

A to tell what it felt like to leave Pompeii

B to explain what the weather was like in Pompeii

C to describe what people in Pompeii experienced

D to show how the people of Pompeii were able to escape

Science Test Specifications

Table 5. Item counts for EOG science tests

	Operational			Field Test			Total Items
	Stand-Alone Items	Items (Item Sets)	Total Operational Items	Stand-Alone Items	Items (Item Set)	Total Field Test Items	
Grade 5	34	10 (2)	44	3–8	0–5 (0–1)	8	52
Grade 8	34	10 (2)	44	3–8	0–5 (0–1)	8	52

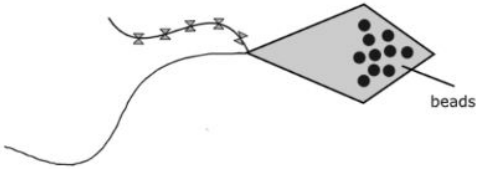
Table 1. EOG science grade 5 domain weight distributions

Domain	Strand	Objective	Science and Engineering Practices (Commonly Assessed)	Weight Distribution Range	Operational Item Count Range
Physical Science	Matter and its Interactions	PS.5.1.1	Higher Frequency • Construct an Explanation • Analyze and Interpret Data • Use Models • Use Mathematical and Computational Thinking Lower Frequency • Ask Questions • Carry Out an Investigation • Engage in Argument from Evidence	30–37%	13–16
		PS.5.1.2			
		PS.5.1.3			
	Motion and Stability – Forces and Interactions	PS.5.2.1			
		PS.5.2.2			
Life Science	From Molecules to Organisms – Structures and Processes	LS.5.1.1		44–52%	19–23
		LS.5.1.2			
	Ecosystems – Interactions, Energy, and Dynamics	LS.5.2.1			
		LS.5.2.2			
		LS.5.2.3			
	Heredity – Inheritance and Variation of Traits	LS.5.3.1			
		LS.5.3.2			
Earth and Space Science	Earth's Systems	ESS.5.1.1		18–25%	8–11
		ESS.5.1.2			
		ESS.5.1.3			
		ESS.5.1.4			
Total				**100%**	**44**

Bobby's Kite

Bobby receives a kite as a present. Figure 1 shows his kite.

Figure 1: Diagram of Bobby's Kite



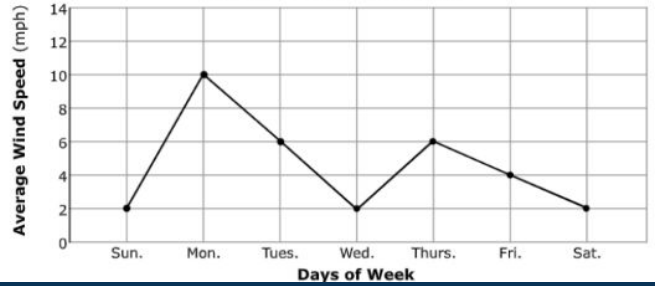
He takes the kite out one afternoon to a local park and notices that other kids are able to fly their kites. However, he discovers that he is unable to get it to soar like the other kites. Bobby thinks that there is something wrong with his kite and tries changing it. He thinks that the mass of the kite affects its ability to fly. The current mass of the kite is 10 grams. He conducts an investigation to test this idea. He changes the mass by either adding or removing beads from the kite. The table below (Figure 2) shows his observations.

Figure 2: Bobby's Observations

Mass of the Kite (grams)	**Observation about the Kite's Flying Ability**
5	soared to a great height
10	did not get off the ground
20	did not get off the ground

Bobby takes his improved kite out on another day and again has difficulty flying it. He thinks the wind speed is too low for the kite to fly. Bobby learns that the ideal wind speed range for flying a kite is 8–14 miles per hour (mph). He looks at the weather forecast for the current day, Sunday, and the next six days. The line graph below (Figure 3) shows average wind speed for each day of the week.

Figure 3: Average Wind Speed

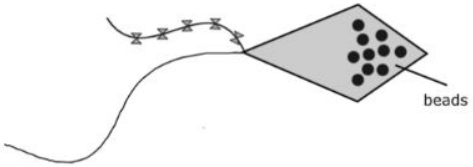


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Mass of the Kite (grams)	**Observation about the Kite's Flying Ability**
5	soared to a great height
10	did not get off the ground
20	did not get off the ground

Bobby identified two factors that affect the kite's ability to fly. What are those factors?

A. the shape and color of the kite

B. the weight and color of the kite

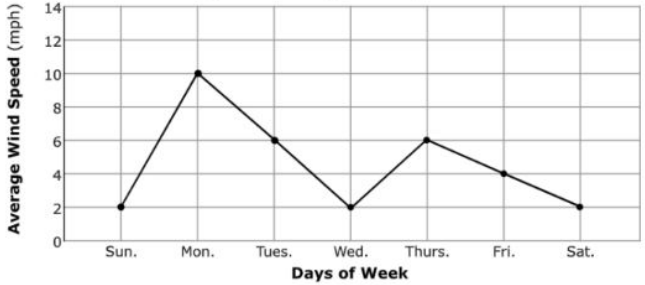
C. the shape of the kite and where the beads are placed on the kite

D. the weight of the kite and the speed of the wind moving around the kite

Bobby's Kite

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Figure 3: Average Wind Speed



Based on the data in Figure 3, what would be the best day for Bobby to fly his kite?

A Monday

B Tuesday

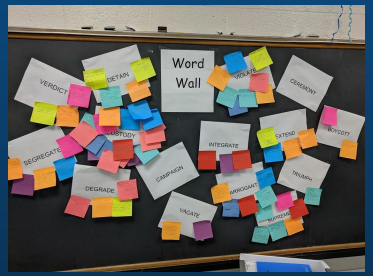
C Wednesday

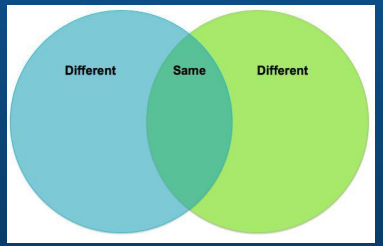
D Thursday

What are our school focus areas this school year?

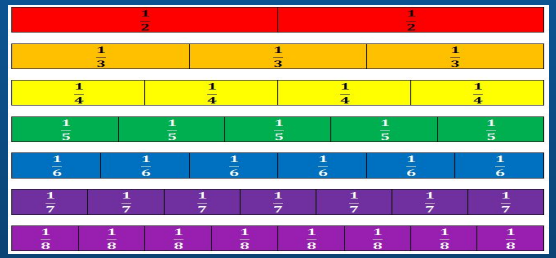
- Distributed Summarizing
- Vocabulary
- Text Structures (continued from last school year)
- Using classroom libraries to build reading comprehension and reading stamina
- Math Manipulatives











My WCS Backpack

Provides the student with a single sign-on to access all digital learning platforms.

Click on the backpack



Teacher Contact Information

Parent Portal (Grades 3-5)

Page 18

- Communication between teacher and parent is key to helping our students become successful learners. Parent Portal is a way for parents with students in grades 3-5 to gain access to the grading and attendance for each of their students.
- **You can get this set up in a classroom here tonight!**



ClassDojo

a communications app that allows two-way communication and push notifications

ClassDojo is an excellent tool for 2-way communication! You can send us messages and we can send you messages, notes, and files. We can also share updates with the whole class. It will also provide translation into some languages. You will receive an invite from your child's homeroom teacher if you haven't previously joined at VBS.

Teacher Email Addresses:

Science- rachel.cobb@wilsonschoolsnc.net

English/Language Arts & Social Studies -

sarah.ramos@wilsonschoolsnc.net

Math- tanisha.smith@wilsonschoolsncn.net

School Contact Information

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BYNUM
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Website: https://vinsonbynum.wilsonschoolsnc.net/

Phone Number: (252) 399-7981

Office Hours 8:00 am-4:00 pm

Facebook: Be sure to follow the NEW Facebook page!