



Dogwood Elementary

Moving from Good to Great, Creating a Community of Thinkers and Learners

Principal's Message

Hello Dogwood Family,

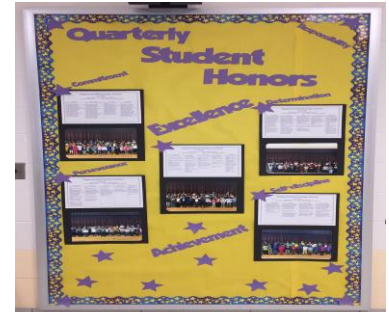
I hope everyone is enjoying the holiday season! It is hard to believe that we are about to say goodbye to 2017 and welcome in 2018. We have a lot to celebrate this school year! I would like to highlight the new honor roll and skills and conduct criteria that has been used to award our students who are earning high grades and showing positive behaviors and habits of practice. This criteria was shared with parents on Nov. 8, 2017 at the 1st Quarter Parent Voice meeting. I am so elated to announce that over 289 of our students earned either the Academic Honor Roll and/or the Skills and Conduct Award. These awards were sent home in each student's report card folder. Thank you parents for your continuous support!

Also, we had over 100 parents come out to our first VIP Day on Tuesday, Oct. 17, 2017. Thank you! We are hosting our second VIP Day on Tuesday, Dec. 17, 2017 with Lifetouch. Lifetouch will be on site to take and print pictures between the hours of 9:00am-12:00pm. Come out to sit in your child's classroom, eat lunch, and just enjoy hanging out at Dogwood ES.

As always, thank you for your unwavering support! Enjoy your holiday break!

Respectfully Submitted,

Ms. Johari Toe
Principal
Dogwood Elementary School



1st Quarter Honor Roll
Nov. 2017

VIP Day w/ Lifetouch

Tues. Dec. 17, 2017
*Lifetouch will be available between 9:00am-12:00pm

Christmas Break

Mon. Dec. 25, 2017-
Mon. Jan. 1, 2018
School reopens on Tues. Jan. 2, 2017

School Closed- MLK Birthday Observance

Mon. Jan. 15, 2018

2nd Quarter Parent Voice Meeting

Wed., Jan. 17, 2018
9am-10am, 12pm-1pm, or
5:30pm-6:30pm

2nd Quarter Report Cards Ends

Fri. Jan. 19, 2018
Early Dismissal at 12:10pm. NO PM Pre-K

2nd Quarter Report Cards Distributed

Thurs, Feb. 1, 2018

VIP Day

Tues. Mar. 13, 2018

Principal's Corner

This is the exact information that was shared at the 1st Quarter Parent Voice Meeting.

Dogwood Elementary School Honor Roll & Skills and Conduct Award Criteria 2017-2018

Starting this school year, we will be acknowledging our students who demonstrate proficiency, determination, persistence, and dedication in each content area and within the areas identified under the skills and conduct section of the report card. The criteria listed below were filtered through grade level teachers and shared with parents at the 1st Quarter Parent Voice meeting on Wednesday, November 8, 2017. As shared at the meeting, all students who meet the criteria will receive the Honor Roll and/or Skills & Conduct Award in their report card envelopes each quarter. Students will be asked to take pictures with administration on the following school day, but they do not need to bring their certificates back to school for the photo. Unfortunately, we do not have the space to hold an assembly every quarter as our cafeteria is utilized daily from 10:30am-1:45pm. The criteria are listed below. If you have any questions or concerns, please feel free to call, email, or stop by to see me at any time.

Skills & Conduct Award – Grades 1-5

❖ **The rubric is located on the back of the report card.**

- **Grades 1-3**

- Quarter 1 & 3

- Students must earn at least 3 out of 4 – 3's in all core subjects (ELA, math, social studies, and science) in the Skills & Conduct section of the report card. This certificate is given out quarterly.

- Quarter 2 & 4

- Students must earn at least 6 out of 8 – 3's in all core subjects **and special areas** in the Skills & Conduct section of the report card. This certificate is given out quarterly.

- **Grades 4-5**

- Quarter 1 & 3

- Students must earn at least 3 out of 4- 3's in all core subjects in the Skills & Conduct section of the report card. This certificate is given out quarterly.

- Quarter 2 & 4

- Students must earn at least 6 out of 8- 3's in all core subjects **and special areas** in the Skills & Conduct section of the report card. This certificate is given out quarterly.
-

Academic Honor Roll – Grades 1-5

- **Grades 1-3**
 - Quarter 1 & 3
 - Students must earn the majority of CD's vs. P's in each core subject (ELA, math, social studies, and science) area on the report card. This certificate is given out quarterly.
 - Quarter 2 & 4
 - Students must earn the majority of CD's verses P's in each core subject **and special areas** on the report card. This certificate is given out quarterly.
- **Grades 4-5**
 - Quarter 1 & 3
 - Students must earn all A's and B's in each core subject area on the report card. This certificate is given out quarterly.
 - Quarter 2 & 4
 - Students must earn all A's and B's in each core subject **and special areas** on the report card. This certificate is given out quarterly.

Principal's Award – Grades 1-5

Students must earn academic honor roll **each quarter** for the entire school year. This award is given out annually.

Perfect Attendance – Grades Pre-K – 5

Students must have perfect attendance from their initial start date at Dogwood ES until the end of the school year. This award is given out annually.

Social Emotional Targeted Assistance Support Starting January 2018- June 2018

Starting January 2017 we will be providing additional social emotional supports to targeted students in grades in 2nd -5th. During the month of December Mr. Robert Simmons, Guidance Counselor and Ms. Kristine Alexander, Title I Targeted Family Engagement Liaison will be ranking students using the following data: number of office referrals (monthly), skills and conduct scores from the first quarter report card, and initial Fountas and Pinnell independent reading levels. All parents of students who qualify for the Social Emotional Targeted Assistance Support Program will be contacted by Mr. Robert Simmons prior to Friday, December 22, 2017. If you have any questions or concerns please give me a call or send me an email at jtoe@bcps.org.

Health Corner— Nurse E. Edwards, RN

- ✓ Nobody likes getting sick. Unfortunately, 5-20 percent of the U.S. population gets the flu each year.
- ✓ Making sure students get a flu vaccine could help prevent illness. While flu vaccines are only about 60 percent effective, the good news is that vaccinated people who get the flu usually get a mild form.
- ✓ Influenza, or “the flu,” is a highly contagious viral infection of the respiratory tract (nose, throat and lungs) that can cause secondary complications and attack other target organs in the body. The flu is not just a bad cold! Flu symptoms tend to develop quickly (usually 1 to 4 days after a person is exposed to the flu virus) and are usually more severe than the typical sneezing and congestion associated with the common.
 - Flu symptoms can include:
 - Fever
 - Headache
 - Extreme tiredness
 - Dry cough
 - Sore throat
 - Runny or stuffy nose
 - Muscle aches
 - Nausea, vomiting and diarrhea are also common symptoms in children
- ✓ You can also visit the [Parent University Health and Wellness page](#) for additional tips, resources, and videos on healthy behaviors at any age.
- ✓ The Baltimore County Health Department will begin the State of MD mandated vision and hearing screenings January 5-12, 2018 for student in grades PK, K, and 4 and any other students new to BCPS.
- ✓ Dogwood Elementary is a food-free birthday party school. We celebrate and recognize the children on their special day over the announcements and in the classroom. If you would like to send in goody bags be creative with non-food items such as pencils, stickers, erasers, or small notepads. Children just enjoy a surprise.

Counselors Corner— Mrs. D. Bullock, Mr. R. Simmons, and Mr. A. Dukes

“No one can make you feel inferior without your consent.” Eleanor Roosevelt

December Character Trait – Respect for Self

Dogwood Elementary School
December 2017 Newsletter
Prekindergarten

Ms. Susan Ruehr, Room 104 – sruehr@bcps.org

Phonological Awareness and Reading

- Letter sounds: Oo(long and short), Pp, Ff, and Ll
- Syllables have been introduced as a smaller part of words. We have been segmenting words into syllables and blending syllables into words. We will also be using compound words to recognize a word when part of it is deleted.
- We have learned three words: my, the, and. The next 2 words will be “a” and “in.”
- Read alouds will focus on ourselves and our families.

ELA Overview

- **RF2.c** Count, pronounce, blend, and segment syllables in spoken words.
- **RF1.d** Recognize and name some upper and lowercase letters of the alphabet.
- **RF2.e** Isolate and pronounce the initial sound in spoken words.
- **RL1** With modeling and prompting, answer questions about details in a text.

ELA Home/School Connection

- Name the letters in first and last name
- Find the letters Oo, Ff, Ll, and Pp around the house and in your community.
- Make a list of words that begin with Oo, Ff, Ll, and Pp.
- Find sight words in books that are being read.
- Have your child use play doh to form letters or write letters in shaving cream, sand, or rice.

Math Overview and Helpful Tips

- Ordinal Numbers: first, middle, last and first, second, third, fourth, fifth
- Building sets from 1-10
- Counting with 1:1 correspondence(one number for each item counted)
- Comparing numbers and sets using the terms more, less or fewer, and equal

Math Home/School Connection

- Count sets of 1-10 objects. Make sure your child touches items as they count.
- Have your child match numbers to sets.
- Use more, less or fewer, and equal to compare sets.

Science or Social Studies Overview

- Friendship and Kindness
- Taking Care of Ourselves
- Classroom Jobs
- Families

Special Note From the Team:

- If you haven't had a chance to sign up for the Remind app, think about doing so. If you misplaced the information regarding sign up, I have plenty of them so just let me know!
- Please make sure your child is dressed to play outside on cold days. We still go outside on most days.

Dogwood Elementary School
December 2017 Newsletter
Kindergarten

Mrs. G. Cumbo, Room 105 – gcumbo@bcps.org

Mrs. S. Brunn, Room 107 – sbrunn@bcps.org

Mrs. A. Jackson, Room 187 - ajackson9@bcps.org

Ms. R. Halperin, Room 108 – rhalperin@bcps.org

Phonics/Word Work Overview

- Listening for the sounds of /d/, /short i/, and short /o/ in the first and middle position in words
 - ❖ **RF.K.3a** Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or many of the most frequent sound for each consonant
 - ❖ **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels
- Blending sounds to form a word
 - ❖ **RF.K.2b** Count, pronounce, blend and segment syllables in spoken words
- Identifying rhyming words
 - ❖ **RF.K.2a** Recognize and produce rhyming words
- Sight Words: **and, do, you, and go**
 - ❖ **RF.K.3c** Read common high frequency words by sight.

ELA Overview

- Proper Use and Book Handling
 - ❖ **RF.K.1** Demonstrate understanding of organization and basic features of print.
- Reading from top to bottom, left to right
 - ❖ **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- Identifying the main topic of a text
 - ❖ **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- Comparing texts on same topic
 - ❖ **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Participate in whole group reading experiences
 - ❖ **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- Engage in small group conversations
 - ❖ **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Listening Comprehension
 - ❖ **SL.K.2** Confirm understanding a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- ELA Reading Units
 - ❖ Week 1-Time for Work-What do people use to do their jobs?
 - ❖ Week 2-Meet Your Neighbors-Who are your neighbors?
 - ❖ Week 3-Pitch In-How can people help to make their community better?

Oral Vocabulary Words: **equipment, uniform, utensils, appreciate, cultures, traditions, community, harvest, improved, and quarrel.**

ELA Home/School Connection

- Websites to foster learning at home
 - ❖ <http://ABCMouse.com>
 - ❖ <http://starfall.com>
 - ❖ <http://PBSkids.org>
- Helpful Tips
 - ❖ Make flashcards of sight words, and practice daily.
 - ❖ Use weekly sight words to practice writing simple sentences
 - ❖ Use picture cards to practice letter sound recognition
 - ❖ Practice segmenting sounds heard in words (beginning, middle, and ending)
 - ❖ Practice writing first and last name
 - ❖ Make flashcards of numerals 0-20 to practice number recognition
 - ❖ Practice rote counting from 1 to 100
 - ❖ Practice counting by 10's to 100, and counting by 5's to 100

Math Overview

Unit Title - Patterns and Functions

Unit Overview - In this unit, students investigate what makes a repeating pattern. They focus on attributes of objects and think about which attributes (i.e., size, color, shape, and orientation) are important in the patterns they are making. Students work with simple and complex repeating patterns. They have many opportunities to copy, create, and extend repeating patterns using a variety of materials and common objects. They use patterns to determine what comes next and focus on the part, or unit, of a pattern that repeats.

Academic Vocabulary: describe, different, observe, pattern, unit, repeat, same

- Practice 1:1 correspondence
 - **K.CC.B.4a** Understand the relationship between numbers and quantity: connect counting to cardinality.
- Identify and write numbers
 - **K.CC.A.3** Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Rote count/Counting Amounts
 - ❖ **K.CC.A.02** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
 - ❖ **K.CC.B.05** Count to answer "how many?"
- Compare sets of objects
 - ❖ **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group by using matching and counting strategies.
- Measuring using nonstandard measuring tools
 - ❖ **K.MD.A.1** Describe measurable attributes of objects such as length or weight

Math Home/School Connection

- ❖ <http://ABCya.com>
- ❖ <http://starfall.com>
- ❖ <http://Pbskids.org>
- ❖ <http://coolmath.com>

Science or Social Studies Overview

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive
 - The Baltimore Checkerspot Challenge- What do we need to do to protect this endangered species?
 - ❖ Identification of what living things need in order to grow.
 - ❖ Identification of the basic needs of animals and plants.
 - ❖ Identification of things which impact the environment.

Upcoming Kindergarten Activities

- The Woodlawn Library will be coming to our kindergarten classrooms to read winter stories to our students. More information to come.

Upcoming Field Trips

- In January, we will be attending a field trip, hosted by our music teacher Ms. Marsh, to see the musical play, The Three Billy Goats Gruff. More information to come.

Special Note From the Team:

- Please provide a note if your child has been absent from school.
- This month we will be learning about different holiday traditions and customs.
- Please be certain that your child has a change of clothing in his/her cubby. This should include a top, bottom, socks, and underwear.

Dogwood Elementary School
December 2017 Newsletter
First Grade

Mrs. L. Caplan, Room 111 – lcaplan@bcps.org

Ms. R. Wolfe, Room 110 – rwolfe@bcps.org

Mrs. Lewis, Room 103 – tlewis3@bcps.org

Mrs. K. Winings, Room 102- kwinings@bcps.org

Phonics/Word Work Overview

- Identify ending blends, /th/, /sh/, and /ng/, consonant digraphs with /ch/, /tch/, /wh/, and /ph/.
- Use phoneme segmentation to blend and read words
- Blending words
- Phoneme isolation
- Identify and generate rhymes
- Isolate and pronounce initial, medial, and final sounds
- High frequency words: again, help, new, there, use, could, live, one, then, three, eat, no, of, under, who, all, call day, her, want, around, by, many, place, and walk.
- Grammar- nouns, singular and plural nouns, possessive nouns, and -ed endings

ELA Overview – Tales overtime Exploring folktales

- **RL. 2** Identify the main topic and retell key details of a text.
- **RL. .3** Describe characters, settings, and major events in a story, using key details.
- **RL 1.6** Identify who is telling the story a various points in a text.
- **RL. .7** Use the illustrations and details in a story to describe its characters, setting, or events.
- **SL. 5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELA Home/School Connection

- Phonics websites to practice reading
 - I-Ready directions- click on BCPS one, log in, click on digital content, and click on I-ready.

Math Overview and Helpful Hints

- We began our addition/subtraction unit at the end of November. We will continue through December.
- **01.MD.C.04** - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- **01.NBT.A.01** - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- **01.OA.A.01** - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **01.OA.B.04** - Understand subtraction as an unknown-addend problem.
For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- **01.OA.C.06** - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- Vocabulary words for Unit 3
 - ❖ Add, addition, between, combination, counting, digits, equal, equation, greater than, less than, minus, number line, subtraction.

Math Home/School Connection

- <http://pbskids.org/games/shapes/>
- <http://pbskids.org/games/shapes/>
- http://www.abcya.com/shapes_geometry_game

Science-

Unit-X-Marks the Spot Overview

- **ESS1-1.** Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- **ESS1-2.** Make observations at different times of year to relate the amount of daylight to the time of year.
 - ❖ The sun changes position during the day.
 - ❖ The position of the sun affects shadow length.
 - ❖ The sun rises and sets in a predictable pattern, which makes a day.
 - ❖ The shadow is opposite from the sun's placement.
 - ❖ The sun's movement is a clue to the passage of time.
 - ❖ There are repeating patterns in nature.
 - ❖ The moon revolves around Earth.
 - ❖ The Earth rotates and revolves around the sun.
 - ❖ The sun, moon, and Earth move in a predictable pattern.

Upcoming Content Projects

- We will do an author study on Jan Brett the week of December 18th-22nd
- More information to follow

Upcoming Field Trips

- N/A

Special Note From the Team:

- Winter concert is December 19th. Your child will be performing.

- Happy holidays and New Year to everyone. Let's make 2018 great!
- Please let us know if you need your username and password for BCPSone.

Dogwood Elementary School
December 2017 Newsletter
Second Grade

Ms. J. Miller, Room 214 jmiller13@bcps.org

Mrs. D. Naden, Room 212 dnaden@bcps.org

Mrs. J. Rosenbaum, Room 214 jrosenbaum@bcps.org

Mr. J. B. Miller, Room 213 jmiller32@bcps.org

Mrs. C. Haberkorn, Room 286 jsilver@bcps.org

Phonological Awareness and Phonics

- Phoneme blending, blending sounds together, such as /hhh/ /ooo/ /mmm/ to blend long o, home
- Phoneme segmentation, breaking apart words into sounds, itch segments to be /iii/ /ch/
- phoneme additions, such as **us to use** or **cope to scope**
- phoneme substitution, such as **ace to ice** or **cube to tube**
- Identify and generate rhyme, such as **sing, fling** or **lunch, punch**

ELA Overview

2nd grade students will be finishing Unit 3 (Unique) in early December and moving onto Unit 4 (Live and Learn). In this unit, students will read a variety of literary and informational texts which are connected to the big idea, Live and Learn. The conceptual essential question, "How do the interactions we have with the people, places, and things in our world affect us?", connect the texts through informational anchor standards. Students will demonstrate their understanding of the standards through an authentic task at the end of the unit. They will research a type of dangerous weather and create a news bulletin and infographic.

Standards:

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.7** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and/or clarify the meaning of a text.
- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **L.2.1** Demonstrate command and the conventions of standard English grammar and usage when writing and speaking.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ELA Home/School Connection

- <https://kids.nationalgeographic.com/>
- Pebble go on BCPS one
- iReady

Math Overview

Unit 3: Addition, Subtraction, and the Number System 2.

Unit 3 Overview - In this second number unit, students solve problems with multiple addends and consider whether order matters in addition. For example, does $7 + 4 + 3 + 6 = 7 + 3 + 4 + 6$? Students revisit addition and subtraction story problems, investigate even and odd numbers, and begin to make sense of counting by groups and place value (tens and ones). Work on addition combinations continues as students achieve fluency with the Near Doubles.

Standards assessed:

- **02.NBT.A.02** - Count within 1000; skip-count by 5s, 10s, and 100s
- **02.NBT.B.05** - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **02.OA.B.02** - Fluently add and subtract within 20 using mental strategies.
- **02.OA.C.03** - Determine whether a group of objects (up to 20) has an odd or even number of members,

Math Home/School Connection

- <https://www.funbrain.com/games>
- <https://www.mathgoodies.com>
- Dreambox

Science or Social Studies Overview

- Laws and rules
- Government leaders
- Maps and map features
- Economics

Upcoming Projects

Upcoming Field Trips

- The Maryland Zoo's ZOOMobile will be coming February 1st! The ZOOMobile will bring educational, engaging, and interactive programs featuring live animals to the second grade students at our school!

Special Notes From The Team:

- Students have starting switching classes for phonics, please expect homework from phonics teacher for spelling & phonics. Homeroom teacher will give reading and math homework. All homework is given Monday and due back on Friday of the same week.
- If your child is absent, please send in a note so they can be excused.
- If your child will go home a different way, please send a note or an email.
- Now that the weather is getting colder, please send appropriate coats and clothing for outdoor play.

Dogwood Elementary School
December 2017 Newsletter
Third Grade

Mrs. Pickens, Rm. 206 dpatterson4@bcps.org

Ms. Genovese, Rm. 207 tgenovese@bcps.org

Ms. Simpkins, Rm. 209 jsimpkins@bcps.org

Ms. Wise, Rm. 210 cwise2@bcps.org

Ms. Brown, Rm. 208 abrown7@bcps.org

Phonics/Word Work Overview

- Silent letters (kn, wr, and gn)
- 3 Beginning Letter Blends (scr, spr, str, squ, thr)
- Digraphs (ch, ck, tch, wh, sh)
- R controlled vowels (ir, er, ur)
- Word Work Games
 - ❖ http://www.abcya.com/consonant_blends.htm
 - ❖ http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp
 - ❖ http://www.softschools.com/language_arts/phonics/games/er_ir_and_ur_sounds.jsp
 - ❖ <https://www.education.com/game/digraphs-demolition/>
 - ❖ <https://www.education.com/game/digraphs-photoshoot/>
 - ❖ <http://www.ictgames.com/poopDeckPirates/index.html>
 - ❖ https://www.spellzone.com/games/bouncing_anagram/index.cfm?wordlist=8314&speed=2
 - ❖ <https://www.quia.com/rr/137179.html>

ELA Overview - Unit 2: Fables and Folktales

- write original fable
 - ❖ **W.3.3.** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Unit 3: Inventions and Innovations

- ask and answer questions
 - ❖ **RI.03.01** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- identify the main idea and key details
 - ❖ **RI.03.02** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- identify cause and effect relationships/sequencing scientific ideas and concepts
 - ❖ **RI.03.03** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- use text features to aid comprehension
 - ❖ **RI.03.07** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- compare and contrast two texts
 - ❖ **RI.03.09** – Compare and contrast the most important points and key details in a text
- write informative paragraphs

- ❖ **W.03.02** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELA Home/School Connection

- Questioning and Summarizing Practice
 - ❖ <http://reading.ecb.org/>
 - ❖ <http://mrnussbaum.com/readingcomp/bufcomp/>
- Cause and Effect
 - ❖ <http://www.roomrecess.com/pages/CauseEffect.html>
 - ❖ <https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>
 - ❖ https://www.quia.com/cb/122529.html?AP_rand=2048170885&playHTML=1
 - ❖ <http://www.roomrecess.com/mobile/ReadingRaiders/play.html>
 - ❖ <http://www.roomrecess.com/pages/Sequencing.html>
- Main Idea and Key Details
 - ❖ <http://www.roomrecess.com/pages/MainIdea.html>
 - ❖ <https://www.quia.com/ba/111120.html>
- Compare and Contrast
 - ❖ https://www.quia.com/pop/523088.html?AP_rand=131630525 (game)
 - ❖ <https://www.youtube.com/watch?v=1hFICU749x0>
 - ❖ <https://www.youtube.com/watch?v=dyYzXITNt4E>
- Writing sentences
 - ❖ <https://www.turtlediary.com/game/sentence-unscramble-third-grade.html>
 - ❖ <http://pbskids.org/writerscontest/>
- Typing Practice
 - ❖ <http://www.slimekids.com/games/typing-games/typingfiles/spider.swf>
 - ❖ http://media.abcya.com/games/jump_key/flash/jump_key.swf
 - ❖ <http://media3.knowledgeadventure.com/ka/Files/Games/typingmonster/typingmonster.swf>

Math Overview and Helpful Tips –

Unit 2: Strategies and Properties for Addition and Subtraction

- Rounding whole numbers
- Place Value
 - **03.NBT.A.01** – Use place value understanding to round whole numbers to the nearest 10 or 100
- Addition Strategies with 3 digit numbers
 - ❖ estimating sums
 - ❖ partial sums – using expanded form
 - ❖ place value blocks
 - ❖ bar diagrams
 - ❖ standard algorithm
- Subtraction Strategies with 3 digit numbers
 - ❖ estimating differences
 - ❖ partial differences
 - ❖ regrouping with place value blocks
 - ❖ standard algorithm

- **03.NBT.A.02** - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Bar Graphs and Pictographs
 - 3.MD.B.3** - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graph

Math Home/School Connection

*Please use these videos and games to help explain math concepts to your child at home.

- Rounding
 - ❖ <https://jr.brainpop.com/math/numbersense/rounding/preview.weml>
 - ❖ https://learnzillion.com/lesson_plans/6242-round-to-the-nearest-ten-using-a-number-line
 - ❖ https://learnzillion.com/lesson_plans/8570-round-to-the-nearest-hundred-using-a-number-line
 - ❖ Game: http://www.abcya.com/rounding_numbers.htm
- Expanded Form
 - ❖ Game: https://www.sheppardsoftware.com/mathgames/placevalue/mathman_place_exp.htm
 - ❖ Game (Level 2) http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
- Addition with regrouping
 - ❖ https://learnzillion.com/lesson_plans/8182
 - ❖ https://learnzillion.com/lesson_plans/8793-solve-addition-problems-using-the-partial-sums-method
 - ❖ https://learnzillion.com/lesson_plans/3977
 - ❖ https://learnzillion.com/lesson_plans/2786
 - ❖ Game (Level 4 or 5) http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
 - ❖ Game (2-Digit) http://www.mathplayground.com/puzzle_pics_addition.html
 - ❖ Game: <http://www.abcya.com/estimating.htm>
- Subtraction with regrouping
 - ❖ <https://youtu.be/egjDLFX9VHg>
 - ❖ <https://www.khanacademy.org/math/3rd-engage-ny/engage-3rd-module-2/3rd-module-2-topic-e/v/basic-regrouping-or-borrowing-when-subtracting-three-digit-numbers>
 - ❖ <https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/preview.weml>
 - ❖ https://learnzillion.com/lesson_plans/6876
 - ❖ Game (2-Digit) http://www.mathplayground.com/puzzle_pics_subtraction.html
 - ❖ Game (1-300) http://www.mathplayground.com/tb_addition/thinking_blocks_addition_subtraction.html
 - ❖ Game http://www.softschools.com/math/subtraction/3_digit_subtraction/3_digit_subtraction_with_regrouping/
- Bar Graphs
 - ❖ https://learnzillion.com/lesson_plans/4787-draw-bars-on-a-graph (go to the end)
 - ❖ https://learnzillion.com/lesson_plans/336 (go to the end)

- ❖ http://www.softschools.com/math/data_analysis/bar_graph/activities/favourite_colors_bar_chart/ (game)
- ❖ http://www.abcya.com/fuzz_bugs_graphing.htm (game)
- Pictographs
 - ❖ <https://youtu.be/nH6dfMMlcfI>
 - ❖ https://learnzillion.com/resources/9459?card_id=44559 (go to the end)
 - ❖ http://www.softschools.com/math/data_analysis/pictograph/games/ (game)
 - ❖ http://mrnussbaum.com/grade_3_standardsbargraph3/ (game)

Science/Social Studies/Health

In Social Studies, we will be learning about South America. Your child will learn how to use longitude and latitude on a map. Your child will also be learning about the government, physical features, manmade features, and culture of the following four countries: Argentina, Brazil, Chile, and Peru.

Upcoming Content Projects

Students will create their own fable. Your child will create a book or Wixie project with their fable.

Students will create a Wixie or brochure of what they have learned about one country from South America.

Upcoming Field Trips

Our field trip to Toby's Dinner Theater is **Tuesday, December 19, 2017** from 9:20AM to 12:15AM. Please wear comfortable shoes. We will eat lunch upon our return to Dogwood.

Money is due by Friday, December 1, 2017.

Special Notes From the Team:

- Progress reports should be distributed on **Thursday, December 7, 2017.**
- Math, reading, writing, and spelling homework will be put into the gradebook as not graded. Students will be rewarded with tickets randomly for completion of homework. We will be giving weekly spelling tests, the homework will be sure to help reinforce the sound and words taught in school.
- Additional games for your child to play will be available on BCPSONE lesson tiles. These will change based on the skills we are working on weekly. If there is a game that is helping your child or enjoyable to your child, please bookmark it. If you would like to return to an activity from previous weeks, you can change the weekly date or look on the calendar to return to that activity.
- Begin practicing multiplication facts (0-10) at home to build multiplication fluency. Also, try to encourage your child to read 15 minutes at home daily.
- In January/February we will be begin the Safe Racer Science Unit. Please start collecting **recyclable materials** that could be used to make a car.
- Ms. Simpkins is out on maternity leave. Her substitute, Ms. Manns, is currently working on getting an e-mail. Once we have her e-mail, it will be updated on the newsletter. Thank you for your patience.

Dogwood Elementary School
December 2017 Newsletter
Fourth Grade

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Phonological Awareness and Reading

- Continue to read 20+ minutes per night at home and complete your Reading Log.
- Independent reading in school during Drop Everything And Read (DEAR) time.
- Phonics instruction within spelling lessons and guided reading.

ELA Overview

- In December, we will be wrapping up our second unit in ELA- “A Life in Stories- An Author Study of Kate DiCamillo.” During shared learning, students will complete the novel *Because of Winn Dixie* as an interactive read aloud. As each class finishes the novel, students will be participating in collaborative conversations with their peers in order to identify character development of key characters from the text, make comparisons about point of view, and identify the overall theme of the story.
 - ❖ RL.4.3- Explain how the interaction of characters cause them to grow and change as a plot develops.
 - ❖ RL.4.6- Acknowledge and can distinguish between two points of view, first and third person narration.
 - ❖ RL.4.9- Identify like themes and patterns of events in those stories and explain their similarities and differences.
 - RL.4.3 – Explain how the interaction of characters cause them to grow and change as a plot develops.
 - RL.4.6 - Acknowledge and can distinguish between two points of view, first and third person narration.
 - RL.4.9- Identify like themes and patterns of events in those stories and explain their similarities and differences.
- This month, 4th grade students will begin their third unit of ELA, “Taking a Stand.” In the first half of unit 3, students will learn about the power of information through the development of an infographic. Students will select a topic related to a social issue. Students will conduct research and develop an infographic to inform others about both sides of the selected topic. During this unit, students will be reading a variety of non-fiction texts in order to assist them in developing their opinions and creating their own infographic.
 - ❖ **RI.4.9:** students will read multiple non-fiction texts on various topics to interpret and ultimately create infographics on a selected topic of their choice. After integrating information from at least two sources, students will apply their knowledge on the selected topic to write an opinion piece.

- ❖ **RI.4.7:** Students will review and analyze published infographics and those produced by their peers. Throughout this process they will explore information presented in a variety of multimedia formats including videos, pictures, drawings, graphics
- ❖ **W.4.1** students will explicitly be taught to craft in introductory section that introduces a topic, states an opinion, and presents an organizational structure for the argument. Students will also be explicitly taught to link reasons with facts and evidence from their research (i.e. RI.4.9). Finally, students will include a concluding section that relates back to the opinion that is addressed throughout the opinion piece. Transitional words and phrases will be addressed explicitly in Unit 5 when opinion writing is explored as another culminating event

ELA Home/School Connection

- Video describing the process of identifying the theme of a story after reading with attached materials and practice
 - ❖ https://learnzillion.com/lesson_plans/8947-determine-the-theme-of-a-story
- Practice reading comprehension skills
 - ❖ <http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=147>
- Summary of “Because of Winn Dixie” and short biography of Kate DiCamillo
 - ❖ <http://childrensbooks.about.com/cs/productreviews/fr/winndixie.htm>
- Two detailed webpages with examples of infographics on a variety of topics
 - ❖ <http://www.hotbutterstudio.com/>
 - ❖ <http://www.kidsdiscover.com/infographics/>

Math Overview and Helpful Tips

- **Unit 2- Multiplication of whole numbers.** We have covered multiplication using arrays and the area model. We are becoming proficient at multiplying using the expanded algorithm, or “Partial products.” This is covered in the student’s Envision math book, on in Pearson online, in Topic 3, lessons 3-4 and 3-5. In this unit, the following standards are covered:
 - ❖ Standard 4NBT.B.05: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
 - ❖ Standard 4OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
 - ❖ Unit 2 Math Vocabulary:
 - Associative Property of Multiplication, Distributive Property, Commutative Property of Multiplication, partial products, numerical expression, compatible numbers, estimate, factors, multiples, product, array, area model, prime, composite
 - ❖ **Unit 2 Math Practices:** In this unit, certain Math Practices are extremely important. All 8 math practices are outlined in the student math book, on pages F19-F28 at the beginning of the book. Math Practices 4 (Model with Mathematics) and 6 (Attend to Precision) come into play daily as students model using arrays and area diagrams and need to be precise in their use of basic multiplication facts, and adding partial products accurately. Use of graph paper can help students who may have difficulty lining up places or drawing a rectangle as a model.

- ❖ **Unit 2 – Multiplication Facts:** Students depend daily on their knowledge of multiplication facts as they work on fluently multiplying larger numbers and solving word problems. We have noticed that some students do not know all of their basic facts. Online multiplication games and Dreambox will help students learn their facts. At home, you can make flash cards and post 3 or 4 basic facts each week, and challenge your child to master all their facts. They should start with what they know and build from there. If they do not know 8×7 , they can start with the known fact of 8×5 (40) and add on the known fact of 8×2 (16) for a final product of 56. Allow them to “figure out” unknown facts from known facts. This is a deeper understanding than rote memorization.

Math Home/School Connection:

- Prime and Composite Numbers:
 - ❖ <https://www.brainpop.com/math/numbersandoperations/primenumbers/>
- Arrays:
 - ❖ https://learnzillion.com/lesson_plans/6841-represent-multiplication-using-arrays
 - ❖ <https://jr.brainpop.com/math/multiplicationanddivision/arrays/preview.weml>
- Area Models for Multiplication:
 - ❖ <https://www.youtube.com/watch?v=qdYV6i-kXcA>
 - ❖ https://learnzillion.com/lesson_plans/8122-use-area-models-for-multiplication
- Area Model for Double Digit Multiplication
 - ❖ <https://www.youtube.com/watch?v=5QZnVBIMhNs>
- Partial Product method of multiplying:
 - ❖ <https://www.youtube.com/watch?v=2xmsEtyOB10>
- Pearson Lesson videos from Topics Three and Four
 - ❖ Access by students BCPS One log in
 - ❖ Go to Digital Content
 - ❖ Choose Pearson. Click on Topic 3 or Topic 4 and the individual lesson.
- Multiple methods of multiplication videos and practice
 - ❖ <https://www.khanacademy.org/math/arithmetric-home/multiply-divide/place-value-area-models/v/more-ways-to-think-about-multiplying>

Science and Social Studies Overview

Unit 1 Science (Geologic Journeys): In this unit, students will observe and analyze the effects of various natural occurrences on Earth.

- **Essential Questions:** How can we prevent or reduce the effects of Earth's changes over time?
- **4-ESS1-1.** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time **4.3.A.1.a.** Construct and interpret a variety of maps using map elements
- **4-ESS2-1.** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- **4-ESS2-2.** Analyze and interpret data from maps to describe patterns of Earth’s features.
- **4-ESS3-2.** Generate and compare

Upcoming Content Projects.

- ❖ **Author Study:** At the end of ELA Unit 2, students will complete a presentation on the author Kate DiCamillo explaining how experiences from her life influenced her writing.
- ❖ **Geologic Journeys:** After learning about all of the natural disasters caused by changes of the Earth's surface, students will identify that a tsunami is the most likely to affect Maryland. Students will design a house, using modifications they feel will best prepare their home for a tsunami.

Upcoming Field Trips

- **Aquarium:** Teachers are in the process of planning. More information will be sent home soon.
- **Historic St. Mary's City-** Spring 2018

Special Note From the Team:

- Continue to check grades as they are updated through BCPSone. The second quarter of the school year has just begun and new assignments and materials will be posted online as they are completed in class.

Dogwood Elementary School
December 2017 Newsletter
Fifth Grade

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Phonics/Word Work Overview

- We are focusing on identifying short vowels and long vowels.

ELA Overview-Unit 2: Our Every-Changing World

- Students will be analyzing how the world has changed throughout time and how this change has impacted us. Throughout this unit, students will be explaining main ideas and key details using a point and counterpoint. Students will also be identifying reasons and evidence to explain an author's point and counterpoint.
- We are working on explaining main ideas and key details using a point and counterpoint.
 - ❖ RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - ❖ RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
 - ❖ RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- We are developing the skill of identifying two points an author makes throughout writing, the reasons and evidence that connect to these points, and how both points influence the author's account.
 - ❖ RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point they represent.
 - ❖ RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- We will be creating a Culminating Event in which students must develop a PSA, which will integrate two texts and one video.
 - ❖ RI.5.1. Integrate information from several texts on the same topic in order to write or speak knowledgeably.
 - ❖ W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

ELA Home/School Connection

- Book Wizard to check Fountas and Pinnell Levels
 - ❖ <https://www.scholastic.com/teachers/bookwizard/>
- Worldbook for Kids (great extension research opportunities)
 - ❖ Accessed through BCPSOne "Digital Content"
- Tumblebooks
 - ❖ Accessed through BCPSOne "Digital Content"
- Reading Rockets: How Parents Can Support the Common Core Writing Standard
 - ❖ <http://www.readingrockets.org/article/how-parents-can-support-common-core-writing-standards>
- Read, Write, Think: Extra Resources to Practice Comprehension

- ❖ <http://www.readwritethink.org/parent-afterschool-resources/grade/5-6/>
- Common Core Practice Texts
- ❖ <http://commoncore.scholastic.com/parents>

Math Overview and Helpful Tips- Unit Two: Multiplying Whole Numbers and Decimals

- ❖ In this unit, we will use models, drawings, and strategies based on place value to multiply whole numbers and decimals.
- We are working on multiplying, representing, and expanding numbers by using powers of ten.
- ❖ **05.NBT.A.02** - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- We have been developing the ability to manipulate decimals using all operations, including addition, subtraction, multiplication, and division.
- ❖ **05.NBT.B.07** - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- We have been rounding numbers to ones, tenths, hundredths, and thousandths.
- ❖ **05.NBT.A.04** - Use place value understanding to round decimals to any place.
- We are working on multiplying whole numbers using models and the standard algorithm in order to transition into multiplying decimals.
- ❖ **05.NBT.B.05** - Fluently multiply multi-digit whole numbers using the standard algorithm.

Math Home/School Connection

- ❖ Khan Academy Multiplying Whole Numbers with Area Models:
<https://www.khanacademy.org/math/arithmetric/arith-review-multiply-divide/arith-review-place-value-area-models/v/understanding-multiplication-through-area-models>
- ❖ Multiplying Decimals with Standard Algorithm
<https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals>
- ❖ Learn Zillion Multiplying Decimals with Area Models
https://learnzillion.com/lesson_plans/6683-use-an-area-model-to-multiply-decimals-by-decimals
- ❖ Learn Zillion Multiplying Decimals with Standard Algorithm
https://learnzillion.com/lesson_plans/4953-multiply-multi-digit-decimals-using-the-standard-algorithm
- ❖ Math Playground
<http://www.mathplayground.com/>
- ❖ Dreambox
<http://www.dreambox.com/> or access through BCPSOne

Science or Social Studies Overview

- *Colonial Regions*
- ❖ We are focusing on the beginning days of building our nation, looking at the Original Thirteen Colonies and their connection with England, while establishing themselves in what is now the United States.

Upcoming Content Projects

- ❖ Students will create a PSA, utilizing the skill of identifying different points on the same topic. Students will be integrating information from multiple texts/videos to create this project.

Upcoming Field Trips

- ❖ Nutcracker Musical: December 7, 2017. Cost: \$6.00
- ❖ *Bio-Blitz Field Trip*: May 2018; fifth grade is going to Patapsco Valley State Park in Baltimore County. Students will apply what they've learned in science class regarding their exploration, understanding, and documentation of the biodiversity of life in an area . Free.
- ❖ *Philadelphia*: End of May or early June. Approximately \$50.

Special Note From the Team

- ❖ All fifth grade classrooms are using Class Dojo this year to monitor positive behavior. Please let your classroom teacher know if you still would like to sign up for Class Dojo, but need another registration paper! We are hoping for 100% participation from parents.
- ❖ Please check BCPSOne regularly for grade updates.