



# Dogwood Elementary

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

## Principal's Message

Hello Dogwood Family,

As the calendar year starts to wind down, I would like to highlight the importance of creating moments for reflection and community building. During the holidays it is very easy to get caught up in the many direct and indirect pressures created by the media, personal obligations, family obligations, and work obligations, etc. However, I would like to challenge each of you (including myself) to create time to slow down and reflect on what is most important in life. Often we are so overwhelmed with "stuff" that we forget that every day we encounter people who love us and want what is best for us. Those people are a part of our village. Take some time over the holidays to give the priceless gift of time with those who see the good in us and want what is best for us. Spend some time reflecting on how to obtain and maintain peace. Create moments to give to those who are in need. Giving doesn't always require money, but it does require us to see a need in someone else and help without expecting anything in return. I have learned that life will always be busy, but we are in control of the moments we gift ourselves by slowing down, reflecting, and honoring the village of people who love us unconditionally. Have a wonderful holiday break! See you in January 2017 refreshed and ready for the new year!

As always, thank you for your unwavering support!

Respectfully Submitted,

Ms. Johari Toe  
Principal  
Dogwood Elementary School



Ben Carson Day – 11/14/16

## Important School Dates:

### Reading Night

Tues. Dec. 6, 2016  
6:00pm-7:45pm

**Teacher Professional Development Day- School Close 3 Hours Early (No PM Pre-K) Dismissal at 12:10pm**

Fri. Dec. 9, 2016

### Christmas Break

Fri. Dec. 23, 2016-  
Mon. Jan. 2, 2017  
**\*\*School reopens on  
Tues. Jan. 3, 2017\*\*\***

**2<sup>nd</sup> Quarter Ends & Teacher Professional Development Day- School Close 3 Hours Early (No PM Pre-K) Dismissal at 12:10pm**  
Friday, Jan. 13, 2017

**Martin Luther King Jr.'s Birthday Observance**  
Mon. Jan. 16, 2017

**Schoolwide Professional Development Day**  
Tues. Jan. 17, 2017

**2<sup>nd</sup> Quarter Report Card Distribution**  
Thurs. Jan. 26, 2017

**2<sup>nd</sup> Quarter Parent Voice Meeting**  
Wed. Feb. 8, 2017  
9:00am-10:00am or  
12:00pm-1:00pm or  
5:30pm-6:30pm

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## School Corner

- ✓ The Parent Involvement Committee would like to get your input about future workshop topics. Please see the Dogwood Elementary School homepage to complete the brief survey.
- ✓ Reading Night will be on Tuesday, Dec. 6, 2016 from 6:00pm-7:45pm. We look forward to seeing you!
- ✓ Parents can continue to purchase Scholastic book from the website below. The school will continue to receive a profit from your purchases.  
<http://www.scholastic.com/bookfairs/onlinefair>

## Health Corner— Nurse E. Edwards, RN

- ✓ Stay healthy for the holidays. It can be a stressful time of year for families so it is important to eat right, get some exercise, and take time to slow down and laugh.
- ✓ On the BCPS internet, under the Health and Wellness page of Parent University are weekly health tips. Look under “Ask –a-Nurse for information shared address common health concerns that affect our children and frequently asked questions by parents.”  
<http://www.bcps.org/bcpstv/video.html?Program=PU&VideoID=907>

\*\*Dogwood Elementary is a Food Free Birthday Party school. Be creative if you are sending in goodie bags. The children enjoy a new pencil, erasers, and stickers. \*\*  
Thank you for your understanding and cooperation!

## Counselor Corner– Mrs. D. Bullock, Ms. J. Knauer, and Mr. A. Dukes

“Kindness is the language which the deaf can hear and the blind can see.” Mark Twain

December Character Trait: Kindness

- ✓ December’s classroom guidance presentations are entitled Personal Safety Program K-5: Making Healthy Decisions. A letter was sent home with all students prior to Thanksgiving 2016. Parents are encouraged to have conversations with your children about this topic.

## Important PTA Dates

### PTA Meeting

Mon. Dec. 5, 2016  
6:00pm

### PTA Game Night

Fri. Dec. 16, 2016  
6:30pm

### PTA Ugly Sweater Day

Fri., Jan. 6, 2017

### PTA Fit Friday

Fri. Jan. 20, 2017

Dogwood Elementary School  
December 2016 Newsletter  
Prekindergarten

Ms. Susan Ruehr, Room 104 – [sruehr@bcps.org](mailto: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 four words: my, the, and, a. The next two words will be “in” and “on.”
- Students should read aloud themselves and their family members.

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.
- Have your child use play doh to form letters or write letters in shaving cream, sand, or rice.

Math Overview and Helpful Tips

- 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:

- Friday, December 9, 2016 is a half day for Baltimore County Public Schools, therefore there is no afternoon prekindergarten. In addition, the prekindergarten bus will not run for the morning class. Please watch your child’s binder for information regarding transportation for December 9, 2016.
- If you haven’t had a chance to sign up for the Remind app please do so as soon as possible. If you have misplaced the information regarding signing up please contact me at 410-887-6808 or by email.

Dogwood Elementary School  
December 2016 Newsletter  
Kindergarten

Mrs. G. Cumbo, Room 105 – [gcumbo@bcps.org](mailto:gcumbo@bcps.org)  
Mrs. A. Jackson, Room 187 - [ajackson9@bcps.org](mailto:ajackson9@bcps.org)

Ms. S. Sanders, Room 107 – [ssanders3@bcps.org](mailto:ssanders3@bcps.org)  
Ms. R. Halperin, Room 108 – [rhalperin@bcps.org](mailto:rhalperin@bcps.org)

Phonics/Word Work Overview

- Listening for the sounds /h/ and short /e/ in the initial, medial and final 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: you, do, my and are
  - ❖ **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
- Oral Vocabulary Words: harvest, quarrel, community, confused, improve, plant, require, soak, harmful, crowd, enormous, amazing, imagine, develop, and content

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
  - ❖ Review recognizing and writing the letters of the alphabet
  - ❖ Handwriting practice including writing their name (with one uppercase letter at the beginning of their name)

#### Math Overview

- Practice 1:1 correspondence
  - ❖ **K.CC.B.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
- 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
  - ❖ **K.CC.A.02** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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

- Helping the Community
  - ❖ **SS.K.1.C.1** Describe the roles, rights and responsibilities of being a member of the family and school
- Requirements of Living Things
  - ❖ Discuss the difference between living and nonliving things.
- Trees
  - ❖ Discuss and describe how plants grow.

#### Upcoming Content Projects

#### Upcoming Field Trips

- National Aquarium-scheduled for December 14, 2016

#### Special Note From the Team:

- Winter Break-No school December 23, 2016-January 2, 2017. Hope everyone has a fun and safe winter break!
- The weather has begun to change. Please send in a change of clothes for your child that is seasonally appropriate.

Dogwood Elementary School  
December 2016 Newsletter  
First Grade

Mrs. L. Caplan, Room 111 – [lcaplan@bcps.org](mailto:lcaplan@bcps.org)

Mrs. Lewis, Room 103 – [tlewis3@bcps.org](mailto:tlewis3@bcps.org)

Ms. R. Wolfe, Room 110 – [rwolfe@bcps.org](mailto:rwolfe@bcps.org)

Mrs. D. Naden, Room 103 – [dnaden@bcps.org](mailto:dnaden@bcps.org)

Mrs. K. Winings, Room 102- [kwinings@bcps.org](mailto: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
  - ❖ <http://www.starfall.com/>
  - ❖ <http://pbskids.org/>
- I-Ready directions-
  - ❖ Click on BCPS one [www.bcps.org](http://www.bcps.org)
  - ❖ Log in
  - ❖ Click on Digital Content
  - ❖ 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://www.abcya.com/shapes\\_geometry\\_game.htm](http://www.abcya.com/shapes_geometry_game.htm)

#### Science- Unit-X-Marks the Spot Overview

- ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-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 14, 2016-21, 2016. More information to follow.

#### Upcoming Field Trips

- N/A

Special Note From the Team:

- Devices are here! Each child has their own device to use while at school. The devices will not go home.
- Happy holidays and New Year to everyone. Let's make 2017 great!
- Winter concert for first grade is December 20, 2016.
- Please let us know if you need your username and password for BCPSone.
- It is that time – SNOW - Please remember to check [bcps.org](http://bcps.org) or the news for any delays or closings.



Dogwood Elementary School  
December 2016 Newsletter  
Second Grade

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Adrina Torrence, Room 211 [atorrence@bcps.org](mailto:atorrence@bcps.org)  
Jessica Silver, Room 210 [jsilver@bcps.org](mailto:jsilver@bcps.org)

Maria Talerico, Room 212 [mtalerico@bcps.org](mailto:mtalerico@bcps.org)  
Caitlin Scappi, Room 213 [cscappi@bcps.org](mailto:cscappi@bcps.org)

#### Phonics/Word Work Overview

- Second grade students will learn how to identify the following sounds:
  - ❖ Long A as in weigh or they
  - ❖ Long E as in bean or chief
  - ❖ Long I as in pie or right
  - ❖ Long O as in road or grow
  - ❖ Long as in U few or music

Also please practice sight and high frequency words with your child at home including: after, also, apart, before, begin, better, either, every, few, first, group, hear, hundred, hurt, long, more, old, only, our, over, places, special, started, three, those, which, who, without, won't, would

#### ELA Overview

- Unit 3: Live and Learn- Essential Question: How do the interactions we have with the people, places, and things in our world affect us?
  - ❖ **RL.2.3** Describe how characters in a story respond to major events and challenges.
  - ❖ **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.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  - ❖ **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - ❖ **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.

#### ELA Home/School Connection

- iReady on <https://bcpsone.bcps.org/>
  - ❖ Have your child use their login to access their individualized game.
- Create flashcards for your child using index cards, or ask your child's teacher for a print out of sight word flash cards.
- Read with your child for at least 30 minutes each night.

#### Math Overview and Helpful Tips –

##### Unit 3: Stickers, Number Strings, and Story Problems – Addition, Subtraction, and the Number System

- Locate and represent points on a number line.
  - ❖ **02.MD.B.06** - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- Develop fluency with the combinations of ten, and record strategies for solving problems.
  - ❖ **02.NBT.A.02** - Count within 1000; skip-count by 5s, 10s, and 100s.

- Knowledge of and ability to apply strategies such as expanded form, empty number line and partial sums
  - ❖ **02.NBT.B.06** - Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Ability to take apart and combine numbers in a wide variety of ways
  - ❖ **02.OA.A.01** - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Ability to apply counting strategies to develop automatic recall
  - ❖ **02.OA.B.02** - Fluently add and subtract within 20 using mental strategies.

Math Home/School Connection

- Dream Box on <https://bcpsone.bcps.org/>,
  - ❖ Have your child use their login to access their individualized game.
- <http://www.abcya.com/>
- <http://www.sheppardsoftware.com/>

Science Overview -

- Bee an Engineer
  - ❖ 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.
  - ❖ 2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
  - ❖ 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

Upcoming Content Projects

- ❖ Students will be creating infographics about dangerous weather in ELA.

Upcoming Field Trips

- None at this time.

Special Note From the Team:

- It is very important that your child is in attendance at school every day. If your child is absent please send in a note when they return to school.
- Remember as the winter season approaches the weather may start getting cooler. Please dress your child appropriately for the weather.
- If your child needs to change the way that they go home please send in a note, email, or contact the school as early as possible.
- Please check your child's folder each night for important documents and notes from your child's teacher.

Dogwood Elementary School  
December 2016 Newsletter  
Third Grade

Mrs. Pickens, Rm. 205 [dpatterson4@bcps.org](mailto:dpatterson4@bcps.org)

Ms. Tracey, Rm. 206 [etracey@bcps.org](mailto:etracey@bcps.org)

Ms. Genovese, Rm. 207 [tgenovese@bcps.org](mailto:tgenovese@bcps.org)

Ms. Brown, Rm. 208 [abrown7@bcps.org](mailto:abrown7@bcps.org)

Ms. Simpkins, Rm. 209 [jsimpkins@bcps.org](mailto:jsimpkins@bcps.org)

Phonics/Word Work Overview

- r - Controlled Vowels (er, ur, ir, ear)
- r – controlled Vowels (ar and or)
- r – Controlled Vowels (ar, ir, air, are, ear)

ELA Overview - 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/>
- Cause and Effect
  - ❖ <http://www.roomrecess.com/pages/CauseEffect.html>
  - ❖ <https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>
- Main Idea and Key Details
  - ❖ <http://www.roomrecess.com/pages/MainIdea.html>
  - ❖ <https://www.quia.com/ba/111120.html>
- Typing Practice
  - ❖ <http://www.slimekids.com/games/typing-games/typingfiles/spider.swf>
  - ❖ [http://media.abcya.com/games/jump\\_key/flash/jump\\_key.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 3: Multiplication and Division

- Using multiplication to solve division (related facts)
  - ❖ **03.OA.B.06** - Understand division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.
  - ❖ **03.OA.C.07** - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations
  - ❖ **03.OA.B.05** - Apply properties of operations as strategies to multiply and divide.
- Representing division with pictures, repeated subtraction, and number lines
  - ❖ **03.OA.A.02** - Interpret whole-number quotients of whole numbers
- Review of multiplication strategies
  - ❖ **03.OA.D.09** - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations
- Solving multiplication and division word problems
  - ❖ **03.OA.A.03** - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

## Math Home/School Connection

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

- ❖ Using multiplication to solve division (related facts)
- ❖ <http://interactivesites.weebly.com/multiplication.html>
- ❖ [http://www.mathplayground.com/index\\_multiplication\\_division.html](http://www.mathplayground.com/index_multiplication_division.html)
- ❖ <http://interactivesites.weebly.com/division.html>
- ❖ [http://www.mathplayground.com/tb\\_multiplication/thinking\\_blocks\\_multiplication\\_division.html](http://www.mathplayground.com/tb_multiplication/thinking_blocks_multiplication_division.html)
- ❖ <https://www.khanacademy.org/math/arithmetic-home/multiply-divide/relate-mult-div/v/examples-relating-multiplication-to-division>
- ❖ [https://learnzillion.com/lesson\\_plans/8460-understand-multiplication-and-division-relationships](https://learnzillion.com/lesson_plans/8460-understand-multiplication-and-division-relationships)
- ❖ Representing division with pictures, repeated subtraction, and number lines
- ❖ [https://learnzillion.com/lesson\\_plans/6098-solve-division-problems-by-drawing-pictures](https://learnzillion.com/lesson_plans/6098-solve-division-problems-by-drawing-pictures)
- ❖ [https://learnzillion.com/lesson\\_plans/5706-use-repeated-subtraction-for-division](https://learnzillion.com/lesson_plans/5706-use-repeated-subtraction-for-division)
- ❖ <https://youtu.be/LZvmNFBEWwc>
- ❖ Solving multiplication and division word problems
- ❖ [https://learnzillion.com/lesson\\_plans/6542-visualizing-a-division-word-problem](https://learnzillion.com/lesson_plans/6542-visualizing-a-division-word-problem)
- ❖ [https://learnzillion.com/lesson\\_plans/6412-solve-word-problems-using-the-idea-of-equal-groups](https://learnzillion.com/lesson_plans/6412-solve-word-problems-using-the-idea-of-equal-groups)

## Science/Social Studies/Health

In Social Studies, we will be finishing the unit entitled Civics in Action.

In Science, we are still waiting for new kits from the county, therefore we will probably begin the next health unit entitled Healthy Habits.

### Upcoming Content Projects

We will be completing Unit 2 of math right after Thanksgiving Break. 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.

### Upcoming Field Trips

The field trip with Woodlawn High School fell through. We are in current contact with Port Discovery for a January/February 2017 field trip.

**Special Note From the Team:**

- Math and reading homework will be put into the gradebook as not graded. Students will be rewarded with tickets randomly for completion of homework.
- Spelling homework will no longer be given. We are currently discussing implementing a reading log in lieu of the weekly spelling homework.
- 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.
- Continue practicing multiplication facts (0-10) at home to build multiplication fluency, especially with the upcoming math unit. Also, try to encourage your child to read 20 minutes at home daily.
- We not have school on Friday, December 23, 2016. We look forward to seeing you again on Tuesday, January 3, 2017. Enjoy the holiday break and Happy New Year!

Dogwood Elementary School  
December 2016 Newsletter  
Fourth Grade

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### Phonics/Word Work Overview

- Each week students will identify the meaning of two suffixes or prefixes through a word work practice packet and activities. Through these practices students will be writing sentences and paragraphs with the identified prefixes or suffixes. Students will also be challenged to research new words with the same prefixes or suffixes we are working on in class.
- Prefixes in-, im-, over-, and under in single and multisyllabic words
- Suffixes –full, -less, -ly, and –like in single and multisyllabic words

### 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 grown 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, 4<sup>th</sup> 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, and graphics.
  - ❖ **W.4.1** students will explicitly be taught to craft an 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](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

As December starts, students will be finishing Unit 2 – Multiplication of Whole Numbers. Testing will take place over two days. Students have received a review packet to help them prepare for the test. Testing is in two parts – Part One (multiple choice, online test) worth 40% of the test grade, and Part Two (paper-and-pencil, where showing your work and explaining your answer count in order to receive full credit) worth 60% of the test grade.

## Math Unit 3: Strategies and Properties of Dividing

- **Standards Assessed in Unit 3**
  - **04.NBT.B.06** - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
  - **04.NBT.A.01** - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.
  - **04.OA.A.01** - Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
  - **04.OA.A.02** - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
  - **04.OA.A.03** - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- **Unit 3 Math Vocabulary:** dividend, divisor, quotient, remainder, partial quotients, factor, factor pairs, multiple, prime number, composite number

## Math Home/School Connection

- Divide multiples of 10, 100, and 1,000 by one-digit numbers using patterns and basic division facts.
  - <https://www.youtube.com/watch?v=1tGYJwEEMAQ>
- Estimation of quotients using compatible numbers.
  - [https://www.youtube.com/watch?v=e\\_COpQ7SxWs](https://www.youtube.com/watch?v=e_COpQ7SxWs)
- Interpreting Remainders – ignore, add to quotient, or remainder is the answer.
  - ❖ <https://www.youtube.com/watch?v=i5eNRi5ktgM>
- Partial Quotient Division – taught prior to algorithm.
  - <https://www.youtube.com/watch?v=0SeNTdBK82Q>
- Pearson Lesson videos from Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers
  - ❖ Access by student's BCPS One log in
  - ❖ Go to Digital Content
  - ❖ Choose Pearson. Click on Topic 5 and the individual lesson.

## Science and Social Studies Overview

- **Unit 1 Science:** Taking A Closer Look at Space: The students are wrapping up with their first science unit. For the final assignment, the students will be expected to demonstrate their understanding by creating a tri-fold.
  - ❖ Students will demonstrate an understanding of objects in space and our solar system, phases of the moon, and the cause of the seasons.
  - ❖ **4.2.D.2.B** - Recognize and describe that the rotation of planet Earth produces observable effects to the day and night cycle.
  - ❖ **4.2.D.1.D** - Identify and describe physical properties of comets, asteroids, and meteors  
In the students' trifold, the students will have to identify a planet of choice and describe it, choose another object in space and write a description, and also explain the movement and patterns we have in space. The students will use their science vocabulary and apply it in their descriptions in their trifold.
- **Unit 2 Social Studies:** The Earliest Americans: In this unit, the students will be learning about the indigenous people, those who were in North America for many generations before the Europeans arrived. The earliest groups were dependent on their ability to use their skills to utilize the resources of the region. In this unit, the students will learn about the different cultures and how the groups adapted to their environments. At the end of the unit, the students will use all of the information in which they learned to create a virtual museum display. The display will explain the way in which geography impacted the culture of the Native Americans. The students will be able to choose from a variety of ways to present their virtual museum display.
  - ❖ **4.2.A.1.a.** - Define how culture influences people
  - ❖ **4.5.A.2.a.** - Identify the development of indigenous societies from the Paleo-Indians to the Woodland Indians
  - ❖ **4.3.D.1.a.** - Compare ways Native American societies in Maryland used the natural environment for food, clothing, and shelter
  - ❖ **4.2.A.1.c.** - Examine and describe the unique and diverse cultures of early native American societies



**Upcoming Content Projects**

- Science: Taking a Closer Look at Space
  - ❖ For the end of the unit assignment, the students will create a tri-fold that includes information about earth's repeating patterns and objects in space. The students will get to choose their topics, research and find pictures, and create a trifold to share with other students and teachers.

**Upcoming Field Trips**

- **Historic St. Mary's City**
  - ❖ Connection to Social Studies Curriculum
  - ❖ Extended Day
  - ❖ May/June
  - ❖ Estimated \$40

**Special Note From the Team:**

- Reminder that 4<sup>th</sup> grade lunch is the last scheduled lunch of the school day. In order to ensure students are not too hungry during school, please make sure that your children are eating breakfast at home or arrive to school on time in order to eat the provided breakfasts in our classrooms.
- Continue to check grades as they are updated through BCPS-One. We are almost half way through second quarter so please check out your child's grades and let the homeroom teacher know if you have any problems.

Dogwood Elementary School  
December 2016 Newsletter  
Fifth Grade

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### Phonics/Word Work Overview

- We are focusing on identifying vowel team syllables with multisyllabic words.
- We are learning consonant + ie syllables in multisyllabic words.

### ELA Overview

- We are working on quoting, paraphrasing, summarizing, and inferring based on evidence from informational texts.
  - ❖ 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 working on drawing information from multiple sources in order to answer a question about a 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 creating an infographic in order to examine a topic and convey information clearly
  - ❖ W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- We are using commas to separate items in a series.
  - ❖ L.5.2.A. Use punctuation to separate items in a series.

### ELA Home/School Connection

- World Book 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>
- Reading Literature, Reading for Information, & Writing Skills Overview:
  - ❖ [http://www.lbeach.org/Assets/CC\\_ELA/ParentGuide\\_ELA\\_5.pdf](http://www.lbeach.org/Assets/CC_ELA/ParentGuide_ELA_5.pdf)
- Tips for Strengthen your child's reading comprehension at home:
  - ❖ <http://www.scholastic.com/parents/resources/article/milestones-expectations/fifth-grade-reading-tips-to-smoothen-transition>

### Math Overview and Helpful Tips – Unit Three: Dividing Whole Numbers and Decimals

- Students are working on dividing whole numbers using place value strategies, properties of operations, and other relationships.
  - ❖ **05.NBT.B.6** - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the

relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

- We are working on using our knowledge about dividing whole numbers to apply these skills to dividing decimals to thousandths
  - ❖ **5.NBT.B.7** - 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.

### Math Home/School Connection

- “Bonus Pages” App for Smartphones – Links to Envision workbook pages and helpful videos
- Khan Academy:
  - ❖ [www.khanacademy.org](http://www.khanacademy.org)
- Envision
  - ❖ Accessed through BCPSOne
    - Digital Content
    - Click the green “P”
    - Click “Pearson realize”
- Dream Box
  - ❖ <http://www.dreambox.com/> or access through BCPSOne

### Science Overview

- We are learning about ecosystems and are specifically observing how each organism is interconnected.
- We will be completing a field study in order to research ecosystems. We will apply this knowledge to create our own eco-chambers.

### Upcoming Content Projects

- Students will be creating Eco-chambers to demonstrate their understanding of organisms in the ecosystem.
- Students will be creating info-graphics in order to use information and quotations to analyze an informational text.

### Upcoming Field Trips

- *Eco-Trekkers*: December 1, 2016, fifth grade is going to Marshy Point and Miami Beach located in Eastern Baltimore County. Students will apply what they’ve learned in class regarding animals and how they thrive in their habitats. Free.
- *Philadelphia*: End of May or early June. Approximately \$50.

### Special Note From the Team

- We have received our devices and are implementing them in the classroom.
- Now that it is getting colder, please remember to send a jacket for recess!
- Please check BCPSOne regularly for grade updates.

Dogwood Elementary School  
December 2016 Newsletter  
Specials

Art -Mr. H. Smith, Room 106 [hsmith@bcps.org](mailto:hsmith@bcps.org)

Art- Ms. M. Martinez, Room 286, [mmartinez2@bcps.org](mailto:mmartinez2@bcps.org)

Instrumental Music- Mr. M. Poissant, Room 113, [mipoissant@bcps.org](mailto:mipoissant@bcps.org)

Instrumental Music- Mrs. C. McDonald, Room 113, [cmcdonald@bcps.org](mailto:cmcdonald@bcps.org)

Physical Education- Mrs. T. Fleishell, Gym, [tfleishell@bcps.org](mailto:tfleishell@bcps.org)

Physical Education- Ms. S. Brewster, Gym, [sbrewster@bcps.org](mailto:sbrewster@bcps.org)

Vocal Music- Ms. D. Marsh, Room 112, [dmars@bcps.org](mailto:dmars@bcps.org)

Library - Mrs. L. Butler-Williams, Room 116, [lbutlerwilliams@bcps.org](mailto:lbutlerwilliams@bcps.org)

Library – Mrs. B. Mondesir, Room 109, [emondesir@bcps.org](mailto:emondesir@bcps.org)

**Art**

- Dogwood's fifth grade to second grade students will participate in a school art contest sponsored by Ms. Martinez and Mr. Smith to help raise student's awareness of our school mascot. The students will create drawings of Lucky the Dalmatian our school mascot as a super hero. There will be only one winner per grade level (2-5). The drawing must be completed in the art class. Good luck and have fun making Lucky.
- Ms. Martinez would like to thank all the students who participated in the Baltimore County Fire Department Fire Safety Poster Contest. We are excited to announce that one of our own Dogwood artists will be awarded with an Honorable Mention. Congratulations to Aryn Greene from Ms. Tracey's 3<sup>rd</sup> grade class! There will be an award ceremony at Loch Raven High School on Wednesday December 7<sup>th</sup> at 7:00.

**Music**

- Dogwood's Winter Concert will be Tuesday, December 20, 2016 at 6:30 pm in the cafeteria. We will have performances from the 5<sup>th</sup> grade band, 4<sup>th</sup> grade recorder group, and the 1<sup>st</sup> and 2<sup>nd</sup> grade chorus. The attire for the night is "Dress-to -Impress" in no particular color (ex. Boys can wear dress pants, shirt & tie. Girls can wear a dress or skirt). All performers must report to their classrooms by 6:00 pm. Band members report to Mr. Poissant at 6:10pm. Show will start promptly at 6:30 pm.
- On Thursday January 26, 2017, the 5<sup>th</sup> grade class will take a field to see "Sleeping Beauty" A Children's Opera at the Maryland Hall for the Creative Arts in Annapolis, Md. Show starts at 10:00 am. Students will leave Dogwood at 9:00 am. Permission slips and monies will be due by Monday, January 9<sup>th</sup>. Chaperones are welcomed.

**Physical Education (PE)**

- Please make sure your child has tennis shoes on their PE days.
- During the month of November our 3<sup>rd</sup>-5<sup>th</sup> graders completed the Table Tennis Unit where they learned the backhand strike and a modified drop serve. Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade completed a hand-eye coordination unit that incorporated math skills into the activities.
- For the month of December students will be completing a Fitness Unit, Winter Wonderland Unit, and starting a Bowling Unit.
- If you have any questions or concerns feel free to contact Mrs. Fleishell at [tfleishell@bcps.org](mailto:tfleishell@bcps.org) and Ms. Brewster at [sbrewster@bcps.org](mailto:sbrewster@bcps.org) .

