



# Dogwood Elementary

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

## Principal's Message

Dear Dogwood Family,

I hope everyone is having a wonderful start to the new year! Although there is a lot of turmoil taking place in our world it is important to remember that our children possess a sense of peace and happiness that is genuine and beautiful. Children are able to believe in the impossible and not allow obstacles to keep them from striving. Children are able to see the best in everyone around them and make friends for the sake of what they have in common and not what the other person looks like. Lastly, children seek truth by asking questions instead of assuming.

I am blessed to be able to engage with more than 670 students who constantly remind me of what is most important in life. In order to move forward I challenge everyone who is reading this letter to believe in the impossible, find commonalities with those around us, and take the risk to engage in truthful conversations by listening instead of assuming. This overall belief was the fuel to our theme for Black History month entitled "Making Positive Contributions to Our World!"

During the month of February each grade level will research famous African Americans who have positively contributed to our world in the areas of science, engineering (inventors), education, politics, culinary arts, literature, art, and civil rights activism. A primary (K-2<sup>nd</sup>) and intermediate (3<sup>rd</sup>-5<sup>th</sup>) classroom teacher will be paired, and each class will present their research on a selected day during the week of February 22, 2017 through February 28, 2017. I am so excited about this wonderful in-class research project!

Respectfully Submitted,

Ms. Johari Toe

Principal



Team BCPS Day  
January 12, 2017

## Important School Dates:

### 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

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

Friday, Feb. 17, 2017

### President's Day- School Closed

Monday, Feb. 20, 2017

### 3<sup>rd</sup> Quarter Ends & Teacher Professional Development Day- School Close 3 Hours Early (No PM Pre-K) Dismissal at 12:10pm

Friday, Mar. 31, 2017

### STEM Fair 4<sup>th</sup> & 5<sup>th</sup> Grade Projects

*(Judging and presentations will take place during the school day.)*

Tuesday, April 4, 2017

### Math Night – 6:00pm-7:45pm

Tuesday, April 4, 2017

### Spring Break

Mon. April 10, 2017-Mon.

April 17, 2017 (school reopens on Tues. April 18, 2017)

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## School Corner

- ✓ Please pay attention to the weather forecast and [www.bcps.org](http://www.bcps.org). It is important to note the following changes to entry and dismissal time:
  - 2 Hour Delay AM- The school day starts at 10:40am and there will be no AM pre-k. Do not drop your students off any earlier than 10:30am.
  - 2 Hour Closing- The school day ends at 1:10pm and there will be no PM pre-k if the announcement is made prior to the school day starting.
- ✓ Math Homework Helpers is available for all students on Wednesdays from 4:30pm-5:30pm on BCPS Tv. Tune into channel 73 on Comcast or channel 34 on Verizon. Call 410-494-1459 to get the answers to any math question.
- ✓ BCPS Stakeholder survey are now available for all parents to complete. Click on [www.bcps.org](http://www.bcps.org) to complete the online from **Monday, January 30 through Friday, March 3, 2017**. Thank you!

## Health Corner— Nurse E. Edwards, RN

- ✓ This is American Heart Health month. Look for more information to come home as we teach the children tips for keeping our hearts healthy.
- ✓ 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

"Life becomes easier when you learn to accept an apology you never get “- Robert Brault

February Character Trait: Forgiveness

February Guidance Lesson Topic: Appreciating Differences

Parents are encouraged to have courageous conversation with your children about this subject.

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Dogwood Elementary School  
February 2017 Newsletter  
Prekindergarten

Ms. Susan Ruehr, Room 104 – [sruehr@bcps.org](mailto:sruehr@bcps.org)

Phonological Awareness and Reading

- Letter sounds: Bb, li(short and long), Kk and Nn
- We are starting to blend the onset of a word (the first sound) with the rime(the rest of the word). This will prepare the children for blending individual sounds in kindergarten. Some examples are c + at = cat; b + oy = boy; r + ug = rug
- We have learned seven words: my, the, and, a, in, on, is. The next two words are: “are” and “you.”
- Read alouds will focus asking questions, using our senses, and investigating.

ELA Overview

- **RF2.d** Orally blend word parts
- **RF1.d** Recognize and name some upper and lowercase letters of the alphabet.
- **RF2.e** Isolate and pronounce the initial sound in spoken words.
- **L1.d** Participate in oral language activities that foster questioning skills

ELA Home/School Connection

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

Math Overview and Helpful Tips

- Graphing and interpreting graphs
- Measuring using non-standard units
- Making comparisons using math terms such as more, fewer, longer, shorter, taller, heavier, lighter, equal

Math Home/School Connection

- Measure objects at home using household items. For example, you could use pennies to measure how long a pencil is (how many pennies long is the pencil?). Other household items you could use are paper clips, silverware (for long objects!!), cheerios/fruit loops, buttons...be creative!

Science or Social Studies Overview

- Being Responsible for ourselves and our classroom
- The Five Senses

Special Notes From Ms. Ruehr:

- The children will be able to exchange cards on Valentine's Day which is Tuesday, February 14, 2017. Watch your child's binder for more details!
- Friday, February 17 is a half day for Baltimore County Public Schools; therefore, there is no afternoon prekindergarten that day. In addition, the prekindergarten bus will not run for the morning class. Please watch your child's binder for information regarding transportation for February 17.
- Zoomobile is coming at the end of March! Zoomobile is the perfect enhancement to our Amazing Animals unit, and it is a program brought to Dogwood ES by the Maryland Zoo in Baltimore. Although it will be held at Dogwood ES, it is handled like a field trip. It will require completion of a permission slip and a fee to cover the cost. Details will be sent home at the beginning of March.

Dogwood Elementary School  
February 2017 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 of short /e/, /f/, /r/, /b/, /l/, and /k/ in the initial, medial and final position in words
- Sight Words: **if, let, she, was, had** and **ran**
- Reading Strategies
  1. Read from left to right
  2. Read with your finger
  3. Make a picture in your mind
  4. Make personal connections to the text
  5. Ask and answer questions
- Oral Vocabulary Words: **delicious, fresh, beneath, raise, special, weather, seasons, migrate, active, spot, predict, temperature, storm, clever, and drought.**

ELA Overview

- **RF.K.1** Demonstrate understanding of organization and basic features of print.
- **RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RL.K.10** Actively engage in group reading activities with purpose and understanding.
- **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **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 Home/School Connection

- [www.ABCMouse.com](http://www.ABCMouse.com)
- [www.Starfall.com](http://www.Starfall.com)
- [www.Pbskids.com](http://www.Pbskids.com)
- [www.BCPSone.org](http://www.BCPSone.org)

Math Overview and Helpful Tips

- **K.CC.1** Count to 100 by ones and by tens
- **K.CC.2** Count forward from a given number within the known sequence
- **K.CC.4a** When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4b** Understand that the last number said tells the number of objects counted.
- **K.CC.4c** Understand that each successive number refers to a quantity that is one larger
- **K.MD.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count.
- **K.G.2** Correctly name shapes regardless of their orientation or overall size

### Math Home/School Connection

- [www.ABCya.com](http://www.ABCya.com)
- [www.Starfall.com](http://www.Starfall.com)
- [www.Pbskids.com](http://www.Pbskids.com)
- [www.Coolmath.com](http://www.Coolmath.com)

### Science or Social Studies Overview

- Living Things
- Checkerspot Butterflies
- Habitats
- Weather

### Upcoming Content Projects

- 100<sup>th</sup> Day of School- Scheduled for February 3<sup>rd</sup>. Please make sure your child brings in their 100<sup>th</sup> Day Project on the 100<sup>th</sup> day.

### Upcoming Field Trips

- No upcoming field trips.

### Special Note From the Team:

- **Kindergarten Black History Research Topic- Famous Artists**
- The weather has begun to change. Please send in a change of clothes for your child that is seasonally appropriate.
- Please make sure you send your child to school with a snack daily.
- **100<sup>th</sup> Day Kindergarten Celebration will be held on February 3, 2017.**

Dogwood Elementary School  
February 2017 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 long a spelled /a/, /ai/, /ay/. Identify long e spelled /e/, /ee/, /ea/ and /ie/. Identify long o spelled /o/, /oa/, /ow/, and /oe/. Identify long l spelled /i/, /y/, /igh/, and /ie/. Finally long e spelled /y/ and /ey/
- Blending words
- Phoneme isolation, addition, and deletion
- Identify and generate rhymes
- Phoneme segmentation
- Phoneme categorization
- Phoneme identity
- Building words
- Contrast sounds
- High frequency words: about, animal, carry, eight, give, four, because, blue, into, or, other, small, find, food, more, over, start, warm, caught, flew, know, laugh, listen, were, found, woman, hard, would, near, and write.
- Grammar- was/were, has/have, go/do, see/saw
- Adverbs

ELA Overview – How are animals unique?

- [RI.1.2](#) Identify the main topic and retell key details of a text.
- [RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [RI.1.6](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- [RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.
- [RI.1.8](#) Identify the reasons an author gives to support points in a text.
- [RI.1.9](#) Identify basic similarities and differences between two texts on the same topic. (e.g. illustrations, descriptions, or procedures)
- [W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- [L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

## ELA Home/School Connection

- [www.spellingcity.com](http://www.spellingcity.com)
- [www.starfall.com](http://www.starfall.com)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)

## Math Overview - Data Analysis Unit

- **01.G.A.01** - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- **01.MD.B.03** - Tell and write time in hours and half-hours using analog and digital clocks.
- **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.NBT.B.03** - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- Vocabulary words for Unit 4
  - Attribute, compare, data, describe, equations, representations, sorting, survey, tally marks

## Math Home/School Connection

- <http://sheppardsoftware.com>
- Compare balloon pop <http://sheppardsoftware.com/>
- Bar graphs <http://www.bbc.co.uk/bitesize/ks2/maths/data>
- Interpret Bar Graphs <http://www.ixl.com/math/grade-1/interpret-bar-graphs>

## 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

- Valentine's Day – Feb. 14, 2017
- 100 Days of Schools Feb 2, 2017
- Look out for information for Dr. Seuss Week at the end of February.

Upcoming Field Trips

- N/A

Special Note From the Team:

- **First Grade Black History Research Topic- Famous Educators**

Dogwood Elementary School  
February 2017 Newsletter  
Second Grade

Jessica Miller, Room 214 [jmiller13@bcps.org](mailto:jmiller13@bcps.org)  
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)  
Brian Miller, Room 213 [jmiller32@bcps.org](mailto:jmiller32@bcps.org)

Phonics/Word Work Overview We will be working on the following letter sounds during the month of February.

- Long e
- Long u: u\_e, ew, ue, u
- Silent Letters: wr, kn, gn mb, sc
- er, ir, ur, or
- or, ore, oar, ar

ELA Overview Unit 4: Unique

- Essential Question: What does it mean for something, someplace, or someone to be unique?
- **RI.2.9** -The students will read two informational texts about the same topic and be able to explain the important information about both
- **RL.2.9** -The students will also be able to explain how two or more versions of the same story are alike and different
- **W.2.2** -We will write informational paragraphs comparing and contrasting two texts

ELA Home/School Connection

- Please look at the BCPSOne lesson tiles for stories and activities.
- Also visit the ReadingWonders site on [www.BCPSOne.com](http://www.BCPSOne.com) to reread our stories with your child.
- The students will be introduced to poetry at the beginning of the unit. Please have them explore <http://www.poetry4kids.com/> for additional exposure.

Math Overview and Helpful Tips- Unit 4: Data Analysis

- **2.G.A.01** -The students will sort shapes with common attributes.
- **2.MD.C.07** -.The students will be able apply their knowledge of skip counting by 5s.
- **2.MD.C.08** - We will also work on identifying both sides of a coin.
- **2.MD.C.09** - The students will work on line plots and acknowledge that they represent data on a number line

Math Home/School Connection

- Please check the BCPSOne lesson tiles for additional support we've assigned to assist each student. Some of these resources are created on ActivInspire which is a free download as a limited version or it can be opened as a PowerPoint.
- Please visit Dreambox on [www.BCPSOne.com](http://www.BCPSOne.com) and observe your child's ability to interact with the game and progress through levels using the strategies that are taught in class.
- The following are games that you can play with your child:
- <http://sortingshapes.wikispaces.com/Guess+My+Rule>
- <http://www.kidsmathgamesonline.com/numbers/mathdata.html>
- [http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/15/m3\\_15\\_00\\_x.swf](http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/15/m3_15_00_x.swf)

## Health Overview Unit 2: Illness, Drugs, and Decisions

- **HE.2.2** - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.
- **HE.2.2.A.1.A** - The students will also be able to describe rules for taking medicine safely.

### Upcoming Content Projects

- The students will do an in class project on decision making when it comes to taking medicine.

### Upcoming Field Trips

- Port Discovery!
- Tuesday, February 21, 2017
- Please look in your child's folder for the permission slip.

### Special Note From the Team:

- **Second Grade Black History Research Topic- Famous Civil Rights Activist**
- It is very important that your child attends school every day. If there is an instance when your child needs to be absent please send a note.

Dogwood Elementary School  
February 2017 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

- Short and long *u*
- Plural Words
- Variant Vowel *o* (aw, au, al, all)
- Homophones

ELA Overview - Unit 4: Historical Perspectives

- 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 narrative stories based on historical events
  - ❖ **W.03.03** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA Home/School Connection

- Questioning and Summarizing Practice
  - ❖ <http://reading.ecb.org/>
  - ❖ <http://www.roomrecess.com/pages/ComprehensionCrane.html>
- Cause and Effect
  - ❖ <http://www.roomrecess.com/pages/CauseEffect.html>
  - ❖ <https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>
  - ❖ Video: <https://youtu.be/B6Ji1CiJZXk>
- Sequencing Events
  - ❖ <https://jr.brainpop.com/readingandwriting/comprehension/sequence/sequenceorder/>
  - ❖ <http://www.roomrecess.com/pages/Sequencing.html>
- Main Idea and Key Details
  - ❖ <http://www.roomrecess.com/pages/MainIdea.html>
  - ❖ <http://www.roomrecess.com/pages/MainIdeaMillionaire.html>
  - ❖ <https://www.quia.com/ba/111120.html>
  - ❖ Video: <https://youtu.be/geLG3wAs7ME>

- Compare and Contrast Two Texts
  - ❖ [https://www.quia.com/pop/523088.html?AP\\_rand=758111367](https://www.quia.com/pop/523088.html?AP_rand=758111367)
- Typing Practice
  - ❖ <http://www.slimekids.com/games/typing-games/typingfiles/spider.swf>
  - ❖ <http://media3.knowledgeadventure.com/ka/Files/Games/typingmonster/typingmonster.swf>
  - ❖ <https://www.engagebcps.com/class/lms/?clid=5001000292571>
- Interactive Ellis Island Website
  - ❖ <http://teacher.scholastic.com/activities/immigration/tour/>

#### Math Overview and Helpful Tips - Unit 4:Fractions

- **03.G.A.02**-Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. (Example:  $\frac{1}{4}$ )
- **03.GD.B.04**- Using rulers to measure lengths including halves and fourths of an inch. Use this data to create and interpret a line plot.
- **03.NF.A.01**-Understand a fraction and parts of a whole.
- **03.NF.A.02**- Understand a fraction as a number line and represent fractions on a number line diagram.
- **03.NF.A.02.a**- Representing fractions on a number line diagram from 0 to 1 whole.
- **03.NF.A.02.b**- Locate fractions on a number line.
- **03.NF.A.03.a**- Understand equivalent fractions: that they are the same size or are on the same place on a number line.
- **03.NF.A.03.c**- Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
- **03.NF.A.03.d**- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Compare fractions with symbols and justify the result.

#### Math Home/School Connection

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

- Identifying and Naming Fractions
  - ❖ [http://www.sheppardsoftware.com/mathgames/earlymath/fractions\\_shoot.swf](http://www.sheppardsoftware.com/mathgames/earlymath/fractions_shoot.swf)
  - ❖ <http://www.sheppardsoftware.com/mathgames/fractions/fractionSet.swf>
  - ❖ [http://www.sheppardsoftware.com/mathgames/fractions/memory\\_fractions2.swf](http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions2.swf)
  - ❖ [http://www.abcya.com/fraction\\_fling.htm](http://www.abcya.com/fraction_fling.htm)
  - ❖ <http://www.fuelthebrain.com/games/jelly-golf/>
  - ❖ <https://www.khanacademy.org/math/arithmetric/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics> (video)
  - ❖ <https://www.youtube.com/watch?v=DnFrOetuUKg> (video)
- Fractions on a Number Line
  - ❖ [http://assets.pearsonschoolapps.com/asset\\_mgr/current/20128/hatchin\\_live.swf](http://assets.pearsonschoolapps.com/asset_mgr/current/20128/hatchin_live.swf)
  - ❖ [http://www.mathplayground.com/puzzle\\_pics\\_fractions.html](http://www.mathplayground.com/puzzle_pics_fractions.html)
  - ❖ <https://www.sheppardsoftware.com/mathgames/fractions/AnimalRescueFractionsNumberLineGame.htm>

- Fractions Greater than 1
  - ❖ <https://www.splashmath.com/math-skills/fourth-grade/fractions/fractions-greater-than-1>
  - ❖ <https://www.splashmath.com/math-skills/fourth-grade/fractions/compare-fractions-with-half-and-one>
  - ❖ <https://www.khanacademy.org/math/arithmetric/fraction-arithmetric/arith-review-fractions-intro/v/recognizing-fractions-greater-than-1-math-3rd-grade-khan-academy> (video)
- Equivalent Fractions
  - ❖ <http://harcourtschool.com/activity/elab2004/gr3/10.swf>
  - ❖ [http://media.abcya.com/games/equivalent\\_fractions\\_bingo/flash/equivalent\\_fractions\\_bingo.swf](http://media.abcya.com/games/equivalent_fractions_bingo/flash/equivalent_fractions_bingo.swf)
  - ❖ [http://pbskids.org/cyberchase/media/games/equivalentfractions/equivalent\\_fractions.swf](http://pbskids.org/cyberchase/media/games/equivalentfractions/equivalent_fractions.swf)
  - ❖ <https://www.youtube.com/watch?v=vKXqzpz-G0s> (video)
- Comparing Fractions
  - ❖ <http://www.numeracyhelper.com/fractionbars/fractionbarswithdec.swf>
  - ❖ <http://www.professorgarfield.org/KBKids/video/kbs2012.swf>
  - ❖ <https://www.khanacademy.org/math/cc-third-grade-math/cc-3rd-fractions-topic/cc-3rd-comparing-fractions/v/comparing-fractions-visually-and-on-number-line> (video)

### Science/Social Studies/Health

We will be starting our Safe Racer Unit in February. We expect our cars to be completed in class by the end of the month.

#### Upcoming Content Projects

- In February, we will be begin the Safe Racer Science Unit. Please bring in extra **recyclable materials** that could be used to make a car.
- We will also be coming to the end of our reading unit. The students must create a biography project in class based on a person of choice who contributed to American history. We will send an invite to parents when the date gets closer!

#### Upcoming Field Trips

- March – Amped Up! – Math Interactive Experience
- Estimated Cost: \$14 total for ticket entrance and bus fee
- More Information to come!

#### Special Note From the Team:

- **Third Grade Black History Research Topic- Famous Chefs**
- Math and reading homework will be put into the gradebook as not graded. Students will be rewarded with tickets randomly for completion of 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. Ms. Tracey, Ms. Genovese, and Ms. Brown's friends are taking weekly timed multiplication tests to increase multiplication fluency for our Fact Masters Challenge. Students should be fluent with

their multiplication facts by the end of the 3<sup>rd</sup> grade. Also, try to encourage your child to read 20 minutes at home daily.

- Continue collecting recyclable materials for the upcoming science unit “Safe Racer”.

Dogwood Elementary School  
February 2017 Newsletter  
Fourth Grade

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### Phonics/Word Work Overview

- Each week students will a review new word pattern through classroom discussions, activities, and practice worksheets.
  - ❖ Week 1 - Review inflectional endings *-ed* and *-ing* in single and multisyllabic words and introduces when rules do and do not apply
  - ❖ Week 2 - Review inflectional endings *y* to *i* with inflectional endings of *-ier*, *-iest*, *ily*, *-ies*, and *-ied*.
  - ❖ Week 3 - Review vowel sound patterns of /ü/, /ù/, and /ū/ as in *zoom*, *should* and *huge*.
  - ❖ Week 4 - Review diphthongs /oi/ and /ou/ as in *annoy* and *gown*.
  - ❖ Week 5 - Review the variant vowel /ô/ sound as in *laws* and *fought*.

### ELA Overview

- This month, 4<sup>th</sup> grade students will begin the unit 4 called “Building on Our Past”. In unit 4, the novel, ***Inside Out & Back Again*** by Thanhha Lai, will be used during shared learning and small group work in order to address informational, literary, writing and speaking/listening standards. The novel is a work of fiction in the form of narrative poetry and represents a more contemporary perspective on the journey from the “Old World,” in this case Vietnam (or Viet Nam), to the “New World.” Through small group experiences and whole group discussions, 4<sup>th</sup> grade students will be addressing the following standards and essential questions.
  - ❖ **Essential Questions:** How do we build on what came before? How can learning about the past help you understand the present? How do the stories we choose to tell define our personal and cultural identities?
  - ❖ **RL.4.9:** In this unit, the standard is addressed as students read multiple poems and have to identify similar themes and compare and contrast the development of the theme across the poems.
  - ❖ **RI.4.2:** In this unit, students will continue practicing the skill of summarization, but will expand upon the summarizing of one text to determining the main idea and details of multiple informational texts through their research.
  - ❖ **W.4.2:** In this unit, the students will continue to practice this standard by using research they completed to create a digital resource that teaches upcoming 4th graders about the background knowledge needed to better understand the story they are reading.
  - ❖ **W.4.8** Aside from being addressed through a writing lesson in Unit 2 of the fourth grade curriculum, this is the first unit in which students are asked to gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources. In this unit, students will explicitly be taught to take notes and categorize their information in order to create a digital facing resource for upcoming fourth grade students. This is the first time the students will be introduced to providing a list of sources that they used to gather their research.



## ELA Home/School Connection

- Symbaloo is a visual bookmarking tool that provides several linked websites for students to explore and research the Vietnamese culture.
  - ❖ <http://www.symbaloo.com/mix/vietnameseresearch>
- Summarizing a narrative poem
  - ❖ [https://learnzillion.com/lesson\\_plans/9015-summarize-the-plot-of-a-poem](https://learnzillion.com/lesson_plans/9015-summarize-the-plot-of-a-poem)
- Determine the theme of a poem
  - ❖ [https://learnzillion.com/lesson\\_plans/9022-determine-the-theme-of-a-poem](https://learnzillion.com/lesson_plans/9022-determine-the-theme-of-a-poem)
- Explains narrative and free verse poetry and provides examples
  - ❖ <http://pbskids.org/arthur/games/poetry/what.html>

## Math Overview and Helpful Tips

- **Assessing Unit 3 - Strategies and Properties of Dividing**

In early February we will finish and test Unit 3 – Division. Long division and solving multi-step problems using all 4 operations are the tested skills. We will review in class and send home review homework prior to the test. You can help your child at home by making sure they are doing the long division algorithm correctly. They may use other methods to divide (area model or partial quotient, but most students are using the algorithm at this point.)

### Unit 4 – Fractions

The next unit covers fractions, including fraction concepts and operations – adding, subtracting and multiplying fractions. Our **Envisionmath** textbook covers fractions in topics 8, 9 and 10 in Volume 2. Students will receive Volume 2 of **Envisionmath** during the first week of February. Fractions are a major part of PARCC testing. The 4<sup>th</sup> grade standards in the fractions unit are:

- ❖ **4.NF.A.1:** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- ❖ **4.NF.A.2:** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ .
- ❖ **4.NF.B.3:** Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
- ❖ **4.NF.B.4:** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- ❖ **4.MD.A.2:** Use the four operations to solve word problems involving intervals of time, including problems involving simple fractions, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
- ❖ **Unit 4 Math Vocabulary:**
  - Fraction, numerator, denominator, equivalent fractions, unit fraction, benchmark fraction, common factor, mixed number, compose, decompose

**Math Home/School Connection:** The following videos may be helpful.

1. Fractions  
<https://www.brainpop.com/math/numbersandoperations/fractions/>
2. Adding & Subtracting Fractions  
<https://www.brainpop.com/math/numbersandoperations/addingandsubtractingfractions/>
3. Mixed Numbers  
<https://www.brainpop.com/math/numbersandoperations/mixednumbers/>
4. Multiply Fractions by a Whole Number  
[https://learnzillion.com/lesson\\_plans/4654-multiply-fractions-by-whole-numbers-using-models](https://learnzillion.com/lesson_plans/4654-multiply-fractions-by-whole-numbers-using-models)

### Science and Social Studies Overview

- **Unit 2 Science (Too Hot to Handle):** In this unit, the students learn about the scientific method and as a whole class work through all of the steps. The students will learn how to write a testable question and complete research in order to write a hypothesis. The students will then work in their class to decide on the procedures for how to test their question. The students will track the data and then write a conclusion in which they explain their results. This unit goes along with the STEM project which all 4<sup>th</sup> graders are expected to complete. As the teachers work through this unit, we will be asking the students to begin to design their own question and procedures. The students will complete most of the STEM fair project in class.
  - ❖ **1.A.1** Gather and question data from many different forms of scientific information
  - ❖ **1.B.1** Seek better reasons for believing something other than “Everybody knows that...” or “I just know” and discount such reasons when given by others.
  - ❖ **1.C.1** Recognize that clear communication is an essential part of doing science because it enables scientists to inform others about their work
  - ❖ **5.B.1.A.** Recognize and explain that heat can be transferred either by direct contact between objects at different temperatures or without direct contact.
  - ❖ **5.B.1.B.** Observe, describe, and compare materials that readily conduct heat and those that do not conduct heat very well.

### Upcoming Content Projects

- **Science: Too Hot to Handle**  
For the end of the unit assignment, the students will be completing their tri-fold for their STEM fair projects. Most of the work will be done in the classroom. The students will go through step by step to complete the project in school.

### Upcoming Field Trips

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

### Special Note From the Team:

- **Fourth Grade Black History Research Topic- Inventors**
- BCPS One: Parents, please continue to check grades as they are updated through BCPS One. The third quarter just started and teachers will update grades weekly. If you have any questions about the grades, please contact your child’s homeroom teacher.
- The 4<sup>th</sup> grade students are taking both the winter MAP reading and math assessment.

- 4th grade students will begin working on their STEM Fair projects on February 1, 2017 and concluding their projects on March 31, 2017. Please look for more information throughout the month of February.
- The STEM fair will take place on Tuesday, April 4, 2017. More information will be sent home prior to the event.
- We will be begin working on our STEM Fair projects in the upcoming weeks. Your child will do a significant portion of this project in school, but may have outside requirements and obligations to complete at home, as well (see "Upcoming Content Projects" for more information).

Dogwood Elementary School  
February 2017 Newsletter  
Fifth Grade

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Ms. A. Voystock, Room 285, [avoystock@bcps.org](mailto:avoystock@bcps.org)

Ms. A. Handzo, Room 186 [ahandzo@bcps.org](mailto:ahandzo@bcps.org)

**Phonics/Word Work Overview**

- We are focusing on identifying and using prefixes and suffixes in our writing.
  - ❖ Prefixes we will focus on include dis-, mis-, pre-, in-
  - ❖ Suffixes we will focus on include -ance, -ence, -less, -ness
- We are focusing on identifying homophones in texts.

**ELA Overview-** Unit Three: Historical Transformations

\*Throughout this unit, students will be reading a historical fiction novel independently, both in school and at home. Please check in with your child to ensure he/she is comprehending the text and staying up to date with their reading. Periodic comprehension quizzes will be given, but it is your child's responsibility to ensure that they are staying on track! Reading together may be a great way to increase reading comprehension.

- In this unit, students will be reading nonfiction and fiction texts about people in history who have transformed their world. We are working on summarizing both types of literary texts by identifying main ideas, supporting details, and relevant quotations to include in writing.
  - ❖ **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.
- We are working on identifying different types of points of view in a literary text and evaluating how these types of points of view affect how events are told. We will also analyze how points of view differ in informational texts and literary texts.
  - ❖ **RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - ❖ **RL.5.6.** Describe how a narrator's or speaker's point of view influence how events are described.
- We will be creating opinion writing pieces, which are supported with relevant key ideas or details to prove the opinion.
  - ❖ **W.5.1.** Write opinion pieces on topics or texts, supporting an opinion with reasons and information.
  - ❖ **SL.5.2.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## ELA Home/School Connection

- How to Write a Book Review – Tips for helping your child with the Unit 3 Culminating Event
  - ❖ <http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-write-book-30292.html>
- Common Core 5<sup>th</sup> Grade Writing Tips
  - ❖ <http://www.greatschools.org/gk/articles/fifth-grade-writing/>
- Tumblebooks (online data base of stories)
  - ❖ Accessed through BCPSOne<Digital Content
- 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 Four: Fraction Operations

- In February, we will begin unit 4 in Mathematics. During this unit, students will learn how to estimate fractions, in addition to completing all four operations using fractions: addition, subtraction, multiplication, and division.
  - ❖ **05.NF.A.1** - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)*
  - ❖ **05.NF.A.2** - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .*
  - ❖ **5.NF.B.4a** - Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)
  - ❖ **5.NF.B.4b** - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
  - ❖ **5.NF.B.6** - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
  - ❖ **5.NF.B.5a** - Interpret multiplication as scaling (resizing) by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
  - ❖ **5.NF.B.5b** - Interpret multiplication as scaling (resizing) by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.
  - ❖ **5.NF.B.3** - Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of

fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

### Math Home/School Connection

- Finding Common Denominators (helpful teaching video)
  - ❖ <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-common-denominators/v/finding-common-denominators>
- Adding Fractions with Unlike Denominators (helpful teaching video)
  - ❖ <https://www.khanacademy.org/math/in-seventh-grade-math/rational-numbers/copy-of-addition-subtraction-fractions/v/adding-fractions-with-unlike-denominators>
- Practice Games for Multiplication, Division, Decimals, and Fraction
  - ❖ <http://www.mathplayground.com>
- Envision Workbook (Online)
  - ❖ Accessed through BCPSOne
    - Digital Content
    - Click the green "P"
    - Click "pearson realize"
- Dream Box
  - ❖ <http://www.dreambox.com/> or access through BCPSOne

### Science/Social Studies Overview

- *Ms. Williams and Mr. Artis:* We will continue our "Geology Rocks!" unit, studying different types of rocks and minerals found on Earth.
- *Ms. Handzo and Ms. Voystock:* We will continue to study "Physics: May the Force Be with You," in which we investigate the physics behind motion and lights.
- *Mrs. Crump:* We will continue to study "Wee Beasties" unit, in which we will study different microscopic organisms and the use of microscopes.
- We will be begin working on our STEM Fair projects in the upcoming weeks. Your child will do a significant portion of this project in school, but may have outside requirements and obligations to complete at home, as well (see "Upcoming Content Projects" for more information)

### Upcoming Content Projects

- Students will be reading a historical fiction novel independently for the duration of Unit 3 in English/Language Arts, which they will use to create a book review at the end of the unit.
- 5<sup>th</sup> grade students will begin working on their STEM Fair projects on February 1, 2017 and concluding their projects on March 31, 2017. Please look for more information throughout the month of February.
- The STEM fair will take place on Tuesday, April 4<sup>th</sup> from 5:00-6:30.

### Upcoming Field Trips

- *Towson University Tour:* More information to come.
- *Philadelphia:* End of May or early June. Approximately \$50.

**Special Note From the Team**

- **Fifth Grade Black History Research Topic- Scientist**
- Please continue to check Class Dojo for important reminders and behavior updates from your child's teacher.
- Please continue to remember to send a jacket for recess.
- Please check BCPSOne regularly for grade updates, especially as we begin a new quarter, to keep up to do on your child's successes and possible missing/redo assignments.

Dogwood Elementary School  
February 2017 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)



### Physical Education (PE)



#### Physical Education

- All grade levels just completed a bowling unit. Students were taught the four step approach and how to keep score. Emphasis was placed on bowling with opposition.

Our next unit will be a Ball skills unit for Kindergarten, first and second graders and basketball for third, fourth and fifth graders. Activities will consist of dribbling skills, passing skills and shooting. Rules of the game will also be introduced when appropriate during the activity.

- As always **PLEASE** encourage your child to wear tennis shoes.
- 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) .

