



Dogwood Elementary

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

Principal's Message

Hello Dogwood Family,

I hope everyone had a wonderful and relaxing holiday break! As the new year begins and we get back to the normalcy of our lives it is important that we focus on how our children are growing and maturing socially and academically. As it relates to social growth, I would like to encourage you to spend some time asking your children to “unplug” and talk a little bit more about what is happening in their world. Our children are growing up in an age where almost all verbal communication can be halted and the device can easily become their BFF. It is important to remember that technology is a resource and a tool, but it shouldn't hinder the importance of the human connection. Encourage your children to talk more than text. Ask them questions about their day and what is happening with their friends. Embolden them to be reflective before reacting to a peer conflict, and to stay away from social media sources when expressing their issues. More importantly, encourage your children to compliment others for their acts of kindness by face-to-face interactions in comparison to text. I've learned that a real smile as opposed to an emoji can go a long way!

As always, thank you for your unwavering support!

Respectfully Submitted,

Ms. Johari Toe
Principal
Dogwood Elementary School



Reading Night Phonics Fun
December 6, 2016

Important School Dates:

2nd 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

2nd Quarter Report Card Distribution
Thurs. Jan. 26, 2017

2nd 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

3rd Quarter Ends & Teacher Professional Development Day- School Close 3 Hours Early (No PM Pre-K) Dismissal at 12:10pm
Friday, Mar. 31, 2017

School Corner

- ✓ Please pay attention to the weather forecast and 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.

Health Corner— Nurse E. Edwards, RN

- ✓ It is too cold to play outside and no doubt about it—TV, video games, and the Internet can be excellent educational resources and entertainment for children. But too much screen time has unhealthy side effects. Unstructured playtime is more valuable for a young child's developing brain than is electronic media. As your child grows, keep in mind that too much or poor quality screen time has been linked to: obesity, irregular sleep habits, behavioral problems, and poor social skills. Children are very creative and the possibilities for fun without “a screen” are many—so turn off the technology and play.
- ✓ The MD State mandated vision and hearing screening by the Baltimore County Health Department will begin the week of January 30, 2017. All PK, K, 1st, and 4th grade students and those who are new to BCPS will participate in the screening.
- ✓ 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

“With self-discipline most anything is possible.” Theodore Roosevelt

January Character Trait: Self-Discipline

Important PTA Dates

PTA Ugly Sweater Day

Fri., Jan. 6, 2017

PTA Fit Friday

Fri. Jan. 20, 2017

Heart to Heart Dance

Fri. Feb. 10, 2017

PTA Meeting

Mon. March 6, 2017

Dogwood Elementary School
January 2017 Newsletter
Prekindergarten

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

Phonological Awareness and Reading

- Letter sounds: Ee(short and long), Tt, Rr, and Gg(hard and soft)
- Blending onset and rime to form words. The onset is the first sound in a word, and the rime is the remainder of the word. For example, in the cat, the onset is “c” and the rime is “at.”
- We have learned six words: my, the, and, a, in, on. The next two words will be “is” and “are.”
- Read alouds will be about communities before moving on to investigations

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.
- **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 Ee, Gg, Rr and Tt around the house and in your community.
- Make a list of words that begin with Ee, Gg, Rr and Tt.
- Find sight words in books that are being read.
- Have your child use play doh to form letters or write letters in shaving cream, sand, or rice.

Math Overview and Helpful Tips

- Measuring using non-standard units
- Using graphs to interpret data
- 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
- Communities, Community Helpers, and How We Can Help in our Community

Special Note From the Team:

- Friday, January 13 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 January 13.
- 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
January 2017 Newsletter
Kindergarten

Mrs. G. Cumbo, Room 105 – gcumbo@bcps.org
Mrs. A. Jackson, Room 187 - ajackson9@bcps.org

Ms. S. Sanders, Room 107 – ssanders3@bcps.org
Ms. R. Halperin, Room 108 – rhalperin@bcps.org

Phonics/Word Work Overview

- **Listening for the sounds of short /h/, /f/, /r/, and short /e/ in the initial, medial 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: he, with, 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.
- **ELA Reading Units**
 - ❖ Week 1-How Does Your Garden Grow?
 - ❖ Week 2-Trees
 - ❖ Week 3-Fresh from the Farm
- **Oral Vocabulary Words:** require, plant, crowd, harmful, soak, amazing, develop, content, enormous, imagine, delicious, fresh, beneath, raise, and special.

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
 - ❖ Use weekly sight words to practice writing simple sentences
 - ❖ Use picture cards to practice letter sound recognition
 - ❖ Practice segmenting sounds heard in words (beginning, middle, and ending)
 - ❖ Practice writing first and last name
 - ❖ Make flashcards of numerals 0-20 to practice number recognition
 - ❖ Practice rote counting from 1 to 100
 - ❖ Practice counting by 10's to 100

Math Overview

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

Math Home/School Connection

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

Science or Social Studies Overview

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive
 - How Does Your Garden Grow?
 - ❖ Identification of what living things need in order to grow
 - Trees
 - ❖ Identification of how living things change as they grow
 - Fresh from the Farm
 - ❖ Identification of the kinds of things that grow on a farm

Upcoming Content Projects

- **100th Day of School Project**
Due Friday, February 3, 2017:
Information regarding this activity
has been placed in your child's
take home folder.

Upcoming Field Trips

- Spring field trips for April and May are currently
in the planning stages.

Special Note From the Team:

- The Woodlawn Library will be visiting our Kindergarten Classes on Friday, January 13, 2017 to share winter stories with our students.
- Please be certain that your child has a change of clothing in their cubby. This should include a top, bottom, socks, and underwear.

Dogwood Elementary School
January 2017 Newsletter
First Grade

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

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

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

Mrs. D. Naden, Room 103 – dnaden@bcps.org

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

Phonics/Word Work Overview

- Identify long a spelled a_e, long l spelled i_e, long u spelled u_e.
- Blending words
- Phoneme isolation, addition, and deletion
- Identify and generate rhymes
- Phoneme segmentation
- High frequency words: away, now, some, today, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people
- Grammar- verbs

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.
- **L .1** - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- **L .1** - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- **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
 - ❖ www.highlightskids.com
 - ❖ www.reading.ecb.org
 - ❖ www.seussville.com

Math Overview

- We began our addition/subtraction unit at the end of November. We will continue through December.
- **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.²
- **01.OA.B.03**
 - ❖ Apply properties of operations as strategies to add and subtract.³ Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition)
- **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 $6 + 6 + 1 = 12 + 1 = 13$).
- **01.OA.D.07**
 - ❖ Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- **01.OA.D.08**
 - ❖ Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 =$
- **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://www.mathblaster.com/>
- <http://www.mathgametime.com/>

Science- We completed our social studies unit in December and will begin science in January. Science kits have arrived!

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

NA

Upcoming Field Trips

- N/A

Special Note From the Team:

- Happy 2017! Let's make this a great year.
- Remember to listen to the news or go to www.bcps.org to check if schools are open due to bad weather.

Dogwood Elementary School
January 2017 Newsletter
Second Grade

Jessica Miller, Room 214 jmiller13@bcps.org
Adrina Torrence, Room 211 atorrence@bcps.org
Jessica Silver, Room 210 jsilver@bcps.org

Maria Talerico, Room 212 mtalerico@bcps.org
Brian Miller, Room 213

Phonics/Word Work Overview

- Second grade students will learn how to identify the following sounds:
 - ❖ Silent letters – wr, kn, gn, mb, sc
 - ❖ R-controlled vowels
- Also please practice sight and high frequency words with your child at home including: again, ago, among, animal, away, behind, below, bought, building, carry, certain, colors, don't down, eat, everyone, eyes, found, from, gone, happened, heavy, house, inside, knew, many, morning, neither, never, once, outside, people, problem, Saturday, sleep, soon, sorry, stood, talk, thought, through, today, together, touch, toward, upon, very, warm, watch, young

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?
 - ❖ **RI.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
January 2017 Newsletter
Third Grade

Mrs. Pickens, Rm. 205 dpatterson4@bcps.org

Ms. Tracey, Rm. 206 etracey@bcps.org

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

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

Ms. Simpkins, Rm. 209 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
- 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>

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
- Representing division with pictures, repeated subtraction, and number lines
 - ❖ **03.OA.A.02** - Interpret whole-number quotients of whole numbers
- Review of multiplication facts 0-10
- 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.
- Identify multiplication patterns
 - ❖ **03.OA.D.09** - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends
- Identify and define multiplication properties (commutative, identity, zero, associative, distributive)
 - ❖ **03.OA.B.05** - Apply properties of operations as strategies to multiply and divide.
- Find the area and perimeter of squares and rectangles
 - ❖ **03.MD.C.05** - Recognize area as an attribute of plane figures and understand concepts of area measurement.
- Find the area of irregular shapes
 - ❖ **03.MD.C.07** - Relate area to the operations of multiplication and addition.
 - ❖ **03.MD.C.07.c** - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

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://interactivesites.weebly.com/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
- Solving multiplication and division word problems
 - ❖ 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
- Multiplication Properties
 - ❖ https://learnzillion.com/lesson_plans/8417
 - ❖ <https://www.brainpop.com/math/numbersandoperations/distributiveproperty/>
 - ❖ https://learnzillion.com/lesson_plans/528 (last page)
- Area and Perimeter of Squares and Rectangles
 - ❖ <https://youtu.be/LSEwtjZk6qk> (song/definitions)
 - ❖ https://learnzillion.com/lesson_plans/5611 (perimeter)
 - ❖ https://learnzillion.com/lesson_plans/5036 (perimeter)
 - ❖ http://www.pearsonschool.com/live/images2/custom/envisionmath_ca/games/chicken.swf
 - ❖ <http://mrnussbaum.com/zoo2/ZooDesigner.swf>
 - ❖ <https://youtu.be/mu3HHCdYYtY> (area)
- Area of Irregular Shapes
 - ❖ <http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/AreaShapesShoot.swf>
 - ❖ <https://youtu.be/oL9iF9Se6lc>
 - ❖ <https://youtu.be/JTg8gyQ37pM>

Science/Social Studies/Health

We will be finishing Civics in Action in Social Studies. Then we will begin the next health unit entitled Healthy Habits.

Upcoming Content Projects

In January and 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

January 5th – Port Discovery

March – Amped Up! – PARCC Test Preparation

Estimated Cost: \$14 total for ticket entrance and bus fee

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. We may begin testing students on their multiplication facts in the upcoming year. Students should be fluent with their multiplication facts by the end of the 3rd grade. Also, try to encourage your child to read 20 minutes at home daily.
- Begin collecting recyclable materials for the upcoming science unit "Safe Racer".

Dogwood Elementary School
January 2017 Newsletter
Fourth Grade

Brianna Linehan, Room 201 blinehan@bcps.org
Charday Sutton - Room 203- csutton@bcps.org

Susan Putnam, Room 202 sputnam@bcps.org
Emily Egert- Room 204- eegert@bcps.org

Phonics/Word Work Overview

- Each week students will unpack word patterns by identifying similarities in words during word sort activities. Students will be able to identify new vocabulary words with these word patterns in both their small group texts, as well as in the articles and short stories we are reading during whole group instruction
- Week 1 - Review *r*-controlled vowels er, ir, and ur
- Week 2 - Review silent letters kn, -lk, wr, and gn
- Week 3 - Review soft /c/ and soft /g/ sounds with spelling patterns *ce-*, *-ce*, *-ge*, and *-dge*.
- Week 4 - Review how endings change to form plurals such as *-s*, *-es*, and *-ies*.

ELA Overview

- During the month of January, 4, 2017 grade students will continue to do hard work in their third unit of ELA entitled "Taking a Stand." Students will be exposed to a variety of infographics where they will explore new topics and examples of writers "taking a stand" on social issues they are passionate about. As unit three progresses, fourth grade students will select their own 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. Students will practice forming their own opinions and using evidence from expansive research to support those opinions.
 - ❖ **RI.4.9:** students will read multiple non-fiction texts on various topics to interpret and ultimately create infographics on a selected topic of their choice. After integrating information from at least two sources, students will apply their knowledge on the selected topic to write an opinion piece.
 - ❖ **RI.4.7:** Students will review and analyze published infographics and those produced by their peers. Throughout this process they will explore information presented in a variety of multimedia formats including videos, pictures, drawings, graphics
 - ❖ **W.4.1** students will explicitly be taught to craft in introductory section that introduces a topic, states an opinion, and presents an organizational structure for the argument. Students will also be explicitly taught to link reasons with facts and evidence from their research (i.e. RI.4.9). Finally, students will include a concluding section that relates back to the opinion that is addressed throughout the opinion piece. Transitional words and phrases will be addressed explicitly in Unit 5 when opinion writing is explored as another culminating event.

ELA Home/School Connection

- Video describing the process of identifying the theme of a story after reading with attached materials and Two detailed webpages with examples of infographics on a variety of topics
 - ❖ <http://www.hotbutterstudio.com/>
 - ❖ <http://www.kidsdiscover.com/infographics/>
- Website providing several web links to potential research topics for students to choose from.
 - ❖ <https://www.symbaloo.com/mix/unit3researchresources>

Math Overview and Helpful Tips

- **Unit 3- Strategies and Properties of Dividing.** We began the Division unit in late December. We will continue to study and practice division through the month of January. These lessons correlate with topics five and six in the student envision Math workbook.
 - ❖ **4. 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..
 - ❖ **4.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.
 - ❖ **4. 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. (Include groups with up to ten objects.)
 - ❖ **4. OA.A.3:** 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 2 Math Vocabulary:**
 - Factor, multiple, factor pairs, dividend, divisor, quotient, remainder, partial quotients, prime number, composite number, generalize

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

- Prime and Composite Numbers:
 - ❖ <https://www.brainpop.com/math/numbersandoperations/primenumbers/>
- Division Basics
 - ❖ <https://www.brainpop.com/math/numbersandoperations/division/>
- Partial Quotient Division
 - ❖ <https://www.youtube.com/watch?v=Cnf1NM4Bf8U>
 - ❖ <https://www.youtube.com/watch?v=YHiNDgqIPo0> Partial quotient with the area or box method
 - ❖ <https://www.youtube.com/watch?v=1EP9DGJhgb8> Partial quotient side by side with algorithm
- Long Division Algorithm
 - ❖ <https://www.khanacademy.org/math/arithmetic-home/multiply-divide/multi-digit-div/v/long-division-without-remainder>
- Pearson Lesson videos from topics 5 and 6
 - ❖ Access by student's BCPS One log in
 - ❖ Go to Digital Content
 - ❖ Choose Pearson. Click on Topic 5 or Topic 6 and the individual lesson.

Science and Social Studies Overview

- **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

- **Social Studies: The Earliest Americans**
 - ❖ For the end of the unit assignment, the students will be writing an opinion response to whether or not they agree that the location of a Native American tribe has nothing to do with their culture. The students will be expected to use facts from the unit to support their opinion.

Upcoming Field Trips

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

Special Note From the Team:

- **Winter Weather:** With the change of temperature, please continue to send your child to school in layers. With the heat on in the building and the cool weather outside, the children are often in need to change of layers to stay comfortable.
- **BCPS One:** Parents, please continue to check grades as they are updated through www.BCPSone. The third quarter ends January 13, 2017. If you have any questions about the grades, please contact your child's homeroom teacher.

Dogwood Elementary School
January 2017 Newsletter
Fifth Grade

Ms. B. Williams, Room 185 bwilliams11@bcps.org

Ms. A. Crump, LC #1 acrump@bcps.org

Mr. S. Artis, LC #2 sartis@bcps.org

Ms. A. Voystock, Room 285, avoystock@bcps.org

Ms. A. Handzo, Room 186 ahandzo@bcps.org

Phonics/Word Work Overview

- We are focusing on identifying and using prefixes in our writing.
- We are focusing on identifying homographs and using context clues in the text to determine meaning.
- We are focusing on identifying words ending – əl and –ən
 - ❖ - əl example: global and bushel
 - ❖ - ən example: slogan and listen

ELA Overview- Unit Three: Reading Historical Transformations

- In this unit, students will be reading nonfiction and fiction texts about people who transform 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

- Fun Reading Games
 - ❖ <http://www.funbrain.com>
- Nonfiction for Kids (helpful tips for parents):
 - ❖ <http://www.readingrockets.org/books/nonfiction-for-kids>
- Scholastic Reading
 - ❖ <http://scholastic.com/teachers>
- Read stories online!
 - ❖ <http://www.storyonline.net>
- Reading Literature, Reading for Information, & Writing Skills Overview:
 - ❖ 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

- In January, we will continue to practice division of whole numbers with up to four-digit dividends and two-digit divisors. We will then apply this knowledge to division of decimals to the hundredths place using models, drawing, and other strategies.
 - ❖ **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.
 - ❖ **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

- Math Games to Practice Skills
 - ❖ <http://www.coolmath-games.com>
- Khan Academy (videos to walk through examples):
 - ❖ www.khanacademy.org
- Practice Games for Multiplication, Division, Decimals, and Fraction
 - ❖ <http://www.mathplayground.com>
- Division using Area Models (helpful teaching video)
 - ❖ <https://www.youtube.com/watch?v=wrhTGTXjCQA>
- Partial Quotient Division Example (helpful teaching video)
 - ❖ <https://www.youtube.com/watch?v=7KAAiGLIMb4>
- Envision
 - ❖ 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

- We are all in unit entitled Geology Rocks! Students will learn about the layers of the Earth and different types of rocks and minerals. We will further be learning how to identify the objects.

Upcoming Content Projects

- Students will be creating info-graphics in order to use information and quotations to analyze an informational text.

Upcoming Field Trips

- Sleeping Beauty: January 26, 2017. Students will travel to the Maryland Hall for Creative Arts for the Annapolis Opera to watch Sleeping Beauty. \$15.00
- Philadelphia: End of May or early June. Approximately \$50.

Special Note From the Team

- Please return your field trip permission slip and money by January 12, 2017.
- Now that it is getting colder, please remember to send a jacket for recess.
- Please check BCPSOne regularly for grade updates.

Dogwood Elementary School
January 2017 Newsletter
Specials

Art -Mr. H. Smith, Room 106 hsmith@bcps.org

Art- Ms. M. Martinez, Room 286, mmartinez2@bcps.org

Instrumental Music- Mr. M. Poissant, Room 113, mipoissant@bcps.org

Instrumental Music- Mrs. C. McDonald, Room 113, cmcdonald@bcps.org

Physical Education- Mrs. T. Fleishell, Gym, tfleishell@bcps.org

Physical Education- Ms. S. Brewster, Gym, sbrewster@bcps.org

Vocal Music- Ms. D. Marsh, Room 112, dmars@bcps.org

Library - Mrs. L. Butler-Williams, Room 116, lbutlerwilliams@bcps.org

Library – Mrs. B. Mondesir, Room 109, emondesir@bcps.org

Music

- On Thursday January 26, 2017, the 5th 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 9th. Chaperones are welcomed.

Physical Education (PE)

- During the month of December our 4th-5th graders completed a Fitness Unit where they completed FitnessGram tests that measured their flexibility and aerobic capacity. K-5 completed the Winter Wonderland Unit that incorporated math skills, hand-eye coordination, and the fitness components.
- For the month of January all students will be completing the bowling unit and starting the basketball unit.
- If you have any questions or concerns feel free to contact Mrs. Fleishell at tfleishell@bcps.org and Ms. Brewster at sbrewster@bcps.org .