



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 weird winter/spring season! We are just around the corner from the start of the fourth quarter. It is starting to get warm which means that most of you will be looking for summer enrichment activities for your children. Although Dogwood ES will not host an academic summer school (this is excluding an outside vendor such as Woodlawn Recreation and Parks) I am still pursuing ways that our school can help reduce the summer slide. Summer slide is generally characterized as a loss in student retention of academic information that occurs when they are away from school for an extended amount of time. I would love to receive input from all of you about how Dogwood ES can be used as a support in combating summer slide.

As I transition into my second year as principal, it is one of my goals to make Dogwood ES more of a community school that can reach beyond the classroom and meet the needs of our families as well as our students. I can't achieve that goal without your input. Please participate in the Quarterly Parent Voice meetings, surveys, and any other platforms that are advertised to gather parent input. Thank you in advance for your continuous support!

Respectfully Submitted,

Ms. Johari Toe

Principal



Black History Presentation-
5th Grade Students Presenting
to 2nd Grade Students

Important School Dates:

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

Friday, Mar. 31, 2017

Dogwood Spirit Week

Monday, March 27, 2017-

Friday, March 31, 2017

STEM Fair 4th & 5th Grade Projects

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

Tuesday, April 4, 2017

STEM Fair & Math Night –

6:00pm-8:00pm

Tuesday, April 4, 2017

Spring Break

Mon. April 10, 2017-Mon.

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

3rd Quarter Report Cards

Distributed

Thursday, April 20, 2017

Teacher Appreciation Week

Monday, May 1, 2017-

Friday, May 5, 2017 *(see additional info under School Corner)*

Important PTA Dates

Family Game Night

Friday, March 24, 2017

6:30pm-8:00pm

PTA Meeting

Monday, April 3, 2017

6:00pm – Rec Room

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.
- ✓ 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.
- ✓ Monday, May 1, 2017- Friday, May 5, 2017 is National Teacher Appreciation Week. This is a great opportunity to reach out to your child's teacher.

Health Corner— Nurse E. Edwards, RN

- ✓ Common symptoms of strep throat in children and adults include:
 - *Severe and sudden sore throat without coughing, sneezing, or other cold like symptoms.
 - *Pain or difficulty with swallowing.
 - *Fever over 101
 - *White or yellow spots or coating on the throat and tonsils
 - *Bright red throat or dark red spots on the roof of the mouth at the back near the throat.
 - *Strep throat as well as the flu are still with us. In some cases of strep infection, a skin rash develops and spreads over the neck and chest and eventually over the whole body. The rash feels rough like sandpaper. This condition is called scarlet fever. Scarlet fever is treated with antibiotics and is not dangerous if treated.
 - *Hand washing is the best defense against infection.
- ✓ 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

"If education is the key to life, than Dogwood students are key chains" Denise L. Bullock

March Character Trait: Leadership

March Classroom Guidance Lessons: Emotional Regulation

Parents have courageous conversation with your students about this subject.

Dogwood Elementary School
March 2017 Newsletter
Prekindergarten

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

Phonological Awareness and Reading

- Letter sounds: Cc (soft like /s/ and hard like /k/), Uu(short and long), Vv and Xx
- Rhyming words - The children will be learning that rhyming words end with the same sounds. For example, cat, sat, and mat are rhyme because they all end with the /at/ sound. They will have to identify rhyming words then come up with their own rhyming words. At this stage of learning, nonsense words (words that aren't real words such as "fug" as a rhyming word for "bug" is okay).
- We have learned seven words: my, the, and, a, in, on, is, are you. The next two words will be: "have" and "I."
- Read alouds will focus describing, comparing, asking and answering questions, and using complete sentences when communicating.

ELA Overview

- **RF2.a** Begin to demonstrate auditory discrimination or rimes/same ending sounds
- **RF1.d** Recognize and name some upper and lowercase letters of the alphabet.
- **RF2.e** Isolate and pronounce the initial sound in spoken words.
- **SL6** Produce and expand complete sentences in shared language activities

ELA Home/School Connection

- Name the letters in first and last name
- Find the letters Cc, Uu, Vv, and Xx around the house and in your community.
- Make a list of words that begin with Cc, Uu, Vv, and Xx.
- 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

- Combining and separating sets to solve story problems (this is setting the foundation for addition and subtraction!)
- Introduction to coins
- Sorting
- Numbers in the environment

Math Home/School Connection

- Have fun with story problems in the kitchen! For example:
 - ❖ There are 5 people (put out 3 plates) in our family. I have 3 apples in the refrigerator (put 1 apple on each of 3 plates). How many more apples do I need so everyone can have an apple?
 - ❖ I have 3 grapes and your sister has 4 grapes and you combine them, tell me how many grapes do you both have?
 - ❖ It is important that the activities are hands on at all times and fun too!

Science or Social Studies Overview

- Being Kind
- During our Amazing Animal Unit, we will be learning all about animal habitats, their needs, and characteristics. This is a one of their favorite units!

Special Notes From Ms. Ruehr:

- The Zoomobile is coming on Friday, March 24, 2017 during your child's class time! The Zoomobile is aligned to our Amazing Animals unit, and it is a program brought to Dogwood ES by the Maryland Zoo. Permission slips were sent home on Tuesday, February 28, 2017 and must be returned by Friday, March 10, 2017. The cost for each child is \$7.00. Although we will not leave Dogwood all children must be paid for and have a signed permission slip in order to participate in the program. Please let me know if you have any questions. The children had a great time at Zoomobile last year!
- The weather is starting to change quickly so please make sure that your child is dressed appropriately for the weather. For example, if it is cold earlier in the day but warms up quickly they can remove layers of clothing in order to play outside comfortably.
- Friday, March 31, 2017 is a half day for Baltimore County Public Schools which means here will not be an afternoon pre-k session nor will the pre-k bus pick students up for transport.

Dogwood Elementary School
March 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 /u/, /g/, /w/, /v/ and /x in the initial, medial and final position in words
- Sight Words: **for, have, of they, get said and want**
- Reading Strategies
 1. Read from left to right
 2. Read with your finger
 3. Reread for better understanding
 4. Make, confirm, and revise predictions
 5. Ask and answer questions
- Oral Vocabulary Words: **appearance, behavior, wander, plenty, exercise, responsibility, train, compared, social, depend, habitat, wild, complain, stubborn, and join.**

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
- www.Starfall.com
- www.pbskids.com
- www.BCPSone.org

Math Overview and Helpful Tips

- **K.CC.1** Count to 100 by ones and by tens
- **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.
- **K.G.2** Correctly name shapes regardless of their orientation or overall size
- **K.G.3** Identify shapes as two dimensional (lying in a plane, “flat”) or three dimensional (“solid”).
- **K.G.4** Analyze and compare 2 and 3 dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length.)

Math Home/School Connection

- www.ABCya.com
- www.Starfall.com
- www.Pbskids.com
- www.Coolmath.com

Science or Social Studies Overview

- Dr. Seuss
- Baby Animals
- Pet Pals
- Animal Habitats

Upcoming Content Projects

Dr. Seuss Week

- February 27, 2017 – March 3, 2017 -
Students can follow this color schedule for our week long celebration of Dr. Seuss
 - Monday-Wear Orange
 - Tuesday-Wear Green
 - Wednesday-Wacky Clothing
 - Thursday- Boys wear blue/Girls wear red
 - Friday-Wear Black

Upcoming Field Trips

- Walter's Art Museum-scheduled for May 2017

Dogwood Elementary School
March 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

We are continuing the following skills in March as we did not begin the new unit until the middle of February.

- 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 – What can we learn from the world around us?

Reading Literature

- **RL.1** - Ask and answer questions about key details in a text.
- **RL.3** - Describe characters, settings, and events in a story, using key details.
- **RL.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.7** - Use illustrations and details in a story to describe its characters, setting, or events.
-

Reading Informational Text

- **RI.1** - Ask and answer questions about key details in text.
- **RI.2** - Identify the main topic and retell key details of a text.
- **RI.5** - Know and use various text features to locate key facts or information in a text.
- **RI.9** - Identify some basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, and procedures)

Writing

- **W.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.

Language

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Speaking and Listening

- SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.6 Produce complete sentences when appropriate to task and situation.

ELA Home/School Connection

- www.seussville.com
- www.funbrain.com
- www.khanacademy.org

Math Overview - Measurement Unit

- **01.G.A.02** - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.4
- **01.G.A.03** - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- **01.MD.A.01** - Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- **01.MD.A.02** - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- **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 $<$.

- **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
- **Vocabulary words:** analog clock, digital clock, distance, fourth, fourth of, fractions, half, half and hour, half past. Halves, height, hour hand, In-between, inch, in fourths, in half, length, longest, measure, measurement, minute hand, o'clock, one fourth, one half, quarter, shortest, unit

Math Home(<http://sheppardsoftware.com>)/School Connection

- www.moneyville.ie
- Cross the River http://www.harcourtschool.com/activity/cross_the_river Fractions
- http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html Measurement
- <http://www.oswego.org/ocsd-web/games/StopTheClock/sthec1.html> Time to the half hour

Science- We completed our science unit about the earth, sun and moon. We will now move into the Creeper Features unit.

- 1LS11
 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
 - Design a solution to a human problem by mimicking plants and/or animals.
 - Obtaining, evaluating, and communicating information by reading grade appropriate texts and using media to obtain scientific information to determine patterns in the natural world.
 - Explain that all organisms have external parts.
 - Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
 - Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence based accounts of natural phenomena and designing solutions.
- 1LS31
 - Make observations (firsthand or from media) to construct an evidence based account for natural phenomena.
- 1LS12
 - Obtaining, evaluating, and communicating in K–2 builds on prior experiences and uses observations and texts to communicate new information. Read grade appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
 - Planning and carrying out investigations: conduct an investigation collaboratively to produce data to question.

Upcoming Content Projects
Dr.Seuss' birthday March 2, 2017

Upcoming Field Trips
• N/A

Special Note From the Team:

- Third quarter ends March 31st.

Dogwood Elementary School
March 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
James B. Miller, Room 213 jmiller32@bcps.org

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

- Diphthongs: ou, ow (in the words, ouch and owl)
- Diphthongs: oi, oy (in the words oil and toy)
- Variant Vowel oo: (in the words book and cool)

ELA Overview: Unit 5

- Essential Question: What does it mean to make a difference?
- **W.2.1** - Write opinion pieces that will introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
- **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.

ELA Home/School Connection

- Please look at the BCPSOne lesson tiles for stories and activities we are doing with the children.
- Also visit the ReadingWonders site at www.BCPSOne.com to reread our stories with your child.
- Please have your child complete lessons on the program iReady at home. This can be accessed through BCPSOne and the lessons are customized to meet the needs of your students.

Math Overview and Helpful Tips Unit 5:

- 02.NBT.A.02 - Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.MD.C.07 - The students will be able apply their knowledge of skip counting by 5s.
- 02.OA.C.04 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Math Home/School Connection

- Check the www.BCPSOne.com lesson tiles for supports we are assigning to assist your child. Some of these resources are created on ActivInspire, which you can download a free limited version or open up as a PowerPoint.
- Visit Dreambox (on BCPSOne) and observe your child playing to assist you in the strategies we are using.
- The following are games that you can play with your child:
- Visit These Websites for Interactive Math Activities:
- Number Bubble (http://www.abcya.com/number_bubble_skip_counting.htm)
- Number Cracker (<http://www.funbrain.com/cracker>)
- Investigations (http://investigations.terc.edu/library/Games_23.cfm)
- Reading a Table (<http://www.kidsmathgamesonline.com/numbers/mathdata.html>)
- Patterns (<http://www.mathsisfun.com/algebra/patterns.html>)
- Money Bingo (http://www.abcya.com/money_bingo.htm)

Health Overview Unit 2: Illness, Drugs, and Decisions (continued)

- In February, we focused on Black History Month and learning about civil rights leaders including Martin Luther King, Rosa Parks, Sojourner Truth and Richard Allen.
- We will be continuing with Unit 2 in Heath in the beginning of March continuing to focus on the following skills:
- 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)
- The students will also be able to describe rules for taking medicine safely. (HE.2.2.A.1.A)

Upcoming Content Projects

- The students will be comparing and contrasting two different versions of the story Cinderella as part of their culminating event for Unit 4 in reading.

Upcoming Field Trips

- We will have a field trip to the Museum of Industry in the late spring!

Special Note From the Team:

- Reminder: Flu, cold and allergy season is upon us. If your child is absent please send them to school with a note so that their absence can be excused.

Dogwood Elementary School
March 2017 Newsletter
Third Grade

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

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Phonics/Word Work Overview

- Homophone
- Soft c and g
- Vocabulary related to chapter books

ELA Overview - Unit 4: Historical Perspectives

- ❖ **RI.03.01** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ❖ **RI.03.02** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ❖ **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.
- ❖ **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).
- ❖ **RI.03.09** – Compare and contrast the most important points and key details in a text

Unit 5: Roald Dahl Novel Study

- All students will read “James and the Giant Peach” and each small group will read a different book by Roald Dahl
- ❖ **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ❖ **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ❖ **RL.3.3** Describe characters (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- ❖ **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- ❖ **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ❖ **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELA Home/School Connection

- Questioning and Summarizing Practice
 - ❖ <http://reading.ecb.org/>
 - ❖ <http://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>

- ❖ <http://www.roomrecess.com/mobile/SolarSequence/play.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>
- Informational Texts – Use this website to encourage your child to read informational articles
 - ❖ <http://www.timeforkids.com/news>
 - ❖ <http://kids.nationalgeographic.com/>
- Roald Dahl Websites and Activities
 - ❖ <https://www.roalddahl.com/home/kids>
 - ❖ <https://www.activityvillage.co.uk/roald-dahl>

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.

Unit 5: Applying Operations with Whole Numbers

- ❖ **3.NBT.A.02** – Add and subtract with 1,000 with regrouping
- ❖ **3.NBT.A.03** - Multiply by multiples of 10 (ex. 9×80 , 5×60)
- ❖ **3.OA.C.07** – Use the relationship between division and multiplication to solve word problems
- ❖ **3.OA.D.08** – Solve multi-step word problems using all four operations

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/fractions/fractionSet.swf>
 - ❖ http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions2.swf
 - ❖ http://www.abcya.com/fraction_fling.htm

- ❖ <http://www.fuelthebrain.com/games/jelly-golf/>
- ❖ <https://www.khanacademy.org/math/arithmetric/fraction-arithmetric/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://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://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)
- Addition with regrouping
 - ❖ https://learnzillion.com/lesson_plans/8182
 - ❖ https://learnzillion.com/lesson_plans/8793-solve-addition-problems-using-the-partial-sums-method
 - ❖ https://learnzillion.com/lesson_plans/3977
 - ❖ https://learnzillion.com/lesson_plans/2786
 - ❖ Game (Level 4 or 5)
http://www.sheppardsoftware.com/mathgames/placevalue/FS_place_value.htm
 - ❖ Game (2- Digit) http://www.mathplayground.com/puzzle_pics_addition.html
 - ❖ Game: <http://www.abcya.com/estimating.htm>
- Subtraction with regrouping
 - ❖ <https://youtu.be/egjDLFX9VHg>
 - ❖ <https://www.khanacademy.org/math/3rd-engage-ny/engage-3rd-module-2/3rd-module-2-topic-e/v/basic-regrouping-or-borrowing-when-subtracting-three-digit-numbers>
 - ❖ <https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/preview.weml>
 - ❖ https://learnzillion.com/lesson_plans/6876
 - ❖ Game (2-Digit) http://www.mathplayground.com/puzzle_pics_subtraction.html
 - ❖ Game (1-300)
http://www.mathplayground.com/tb_addition/thinking_blocks_addition_subtraction.html
 - ❖ Game
http://www.softschools.com/math/subtraction/3_digit_subtraction/3_digit_subtraction_with_regrouping/

- Using Multiplication and Division
 - ❖ <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/arithmetric-home/multiply-divide/relate-mult-div/v/examples-relating-multiplication-to-division>
 - ❖ https://learnzillion.com/lesson_plans/8460-understand-multiplication-and-division-relationships
- Word Problem Practice
 - ❖ <https://www.ixl.com/math/grade-3/multi-step-word-problems> (practice)
 - ❖ <https://www.khanacademy.org/math/arithmetric/arith-review-multiply-divide/arith-review-multistep-word-problems/v/multi-step-word-problems-with-whole-numbers-exercise-1> (video and practice)
 - ❖ <https://www.khanacademy.org/math/cc-third-grade-math/cc-3rd-mult-div-topic/cc-3rd-two-step-word-problemsa/v/how-many-truffle-eating-guests-attended-a-party>
 - ❖ http://mrnussbaum.com/grade_3_standardswordproblemstep/ (practice)
 - ❖ http://www.mathplayground.com/mathhoops_Z1.html (game)
 - ❖ <http://www.mathplayground.com/GrandSlamMath1.html> (game)

Science/Social Studies/Health

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

Upcoming Content Projects

- 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!
- We will be completing our Safe Racer cars this month as well.

Upcoming Field Trips

- March 28th 9:00AM – 1:30PM
Amped Up! – Math Interactive Experience
Estimated Cost: \$14 total for ticket entrance and bus fee
- More Information to come!

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.
- 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 3rd grade. Also, try to encourage your child to read 20 minutes at home daily.

Dogwood Elementary School
February 2017 Newsletter
Fourth Grade

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Phonics/Word Work Overview

- Each week students will review a new example of figurative language that they may see during Unit 4 of ELA. Students will be expected to implement these new writing styles into their assigned classwork.
 - ❖ Week 1 - Similes and Metaphors
 - ❖ Week 2 - Personification.
 - ❖ Week 3 - Alliteration.
 - ❖ Week 4 - Hyperboles.

ELA Overview

- This month, fourth grade students will continue working in the 4th unit of ELA, “Building on Our Past”. Over the past month students have been introduced to the different kinds of poetry that we will see in the novel *Inside Out & Back Again* by Thanhha Lai. *Inside Out & Back Again* 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, 4th 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?
 - ❖ **RI.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
- 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

- **Unit 4 – Fractions**

Fourth grade is deep into fractions! Students identify and show fractions as an area model (shaded parts of a whole) but also as a point on a number line. Recently the focus has been on identifying equivalent fractions, using the area model, the number line or multiplying or dividing the numerator and denominator by a fraction equivalent of 1 (ex: $2/2$, $3/3$). Soon we will focus on comparing fractions using number sense and using fraction benchmarks. Finally, late in the unit we will add, subtract and multiply fractions.

Maryland State Standards for fractions in fourth grade:

- ❖ **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. Equivalent Fractions
<https://www.youtube.com/watch?v=Uu5NxKHoSh8>
3. Adding & Subtracting Fractions
<https://www.brainpop.com/math/numbersandoperations/addingandsubtractingfractions/>
4. Mixed Numbers
<https://www.brainpop.com/math/numbersandoperations/mixednumbers/>
5. Multiply Fractions by a Whole Number
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):** The students will continue to work on learning about the STEM process. 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 fourth graders are expected to complete.
 - ❖ **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. The students have been working on coming up with a testable question, scientific claim, and procedures. In March, the students will be expected to complete their experiment at home and collect data. We will then type up all the information in school.

Upcoming Field Trips

- Historic St. Mary’s City
 - ❖ Connection to Social Studies Curriculum
 - ❖ Extended Day
 - ❖ May 2017
 - ❖ Estimated \$40

Special Note From the Team:

- 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 fourth graders have started working on their STEM fair projects. They are working on finalizing their questions, scientific claims, and procedures before being ready to do the experiment at home. The fourth grade teachers will send home a form with directions once students are able to begin the experiment at home.
- The STEM fair projects are due on March 31, 2017.
- The STEM fair will take place on Tuesday, April 4th from 5:00-6:30.
- We will be going to Historic St. Mary's City in May. The teachers will be sending out the permission slip in the next few weeks so be on the lookout.

Dogwood Elementary School
March 2017 Newsletter
Fifth Grade

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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 will review homophones in texts.
- 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 -tion, -ous, -ful, -ic, -ly

ELA Overview- Unit Four: Transformative Discoveries

- In this unit, students will be reading a variety of texts, such as tall tales, poetry, and informative stories. Students will summarize the texts, explore the authors' craft, and explain how main ideas are supported by details. Lastly, students will be reading about teamwork and discoveries that have transformed our world.
 - ❖ **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - ❖ **RI.5.3.** Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 - ❖ **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- We are working on identifying the theme of a text in order to better understand the authors meaning and message to his or her audience. By exploring theme, students will analyze details of the text to further develop their understanding.
 - ❖ **RI.5.2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in the poem reflects upon a topic; summarize the text.
 - ❖ **RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- We will be writing an opinion speech to explain students' stance on transformative discoveries in history, using key ideas and details to support their opinion. Students will present their speech to the class.
 - ❖ **W.5.1.** Write opinion pieces on topics or texts, supporting an opinion with reasons and information.
 - ❖ **SL.5.4.** 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

- Speech Writing Tips for Parents to help their Students
 - ❖ <http://teacher.scholastic.com/writewit/speech/tips.htm>
- PARCC Practice for ELA
 - ❖ <http://www.parcconline.org/assessments/practice-tests/answer-keys/ela-literacy>
- 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>

- Tips for Helping your Child with Reading Comprehension
 - ❖ <http://www.readingrockets.org/helping/target/comprehension>
- Common Core 5th Grade Writing Tips
 - ❖ <http://www.greatschools.org/gk/articles/fifth-grade-writing/>

Math Overview and Helpful Tips – Unit Four: Fraction Operations

- In March, we will continue to work on 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

- “Help with Fractions: A Parent’s Guide”
 - ❖ <https://www.verywell.com/help-with-fractions-a-parents-guide-620874>
- Multiplying Fractions (helpful teaching video)
 - ❖ <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-multiply-fractions/v/multiplying-fractions>
- Dividing Fractions (helpful teaching video)

❖ <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-dividing-fractions/v/dividing-fractions-example>

- 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 continue 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 create their book review on their respective historical fiction novels, voicing their opinion on the stories.
- 5th grade students will continue working on their STEM Fair projects, concluding their projects on March 31, 2017.
- The STEM fair will take place on Tuesday, April 4th from 5:00-6:30.

Upcoming Field Trips

- *Towson University Tour:* Spring. More information to come.
- *Windsor Mill Middle School Tour:* Spring. More information to come.
- *Washington D.C.:* May 1st. Cost: \$24/person. Chaperones needed.

Special Note From the Team

- Science state testing will take place mid-March.
- Please check BCPSOne regularly for grade updates to keep up to do on your child's successes and possible missing/redo assignments.
- Please continue to check Class Dojo for important reminders and behavior updates from your child's teacher.

Dogwood Elementary School
March 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

Physical Education

- For the month of March Dogwood is very lucky to get The Heart Adventure Course which is on loan from Baltimore County Public Schools. Students will travel throughout the gym learning the pathway that blood flows throughout the heart. We will be hosting a Heart Adventure Night on Thursday, March 16, 2017. Mark the date on your calendar and look for more information.
- As always please encourage your child to wear tennis shoes to school, especially on their physical education day. Thank you for your continued support!