



Dogwood Elementary

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

Principal's Message

Dear Dogwood Family,

As the end of the year quickly approaches it is imperative that I say a big THANK YOU to each of you! I have had the pleasure of building a relationship with over 60 staff members, 600 families, and almost 700 students. This year has been great! I have watched your children learn new information in all subject areas, build relationships with friends, and problem solve everyday issues that are going to help them navigate the real world.

The leadership team is gearing up for the 2017-2018 school year, but we want to encourage all of our families to continue to promote learning throughout the entire summer break. After Memorial Day we will be sending out our summer learning information. It is important to mention that the ideas for our summer program came directly from the Dogwood parents that attended the 2nd Quarter Parent Voice Session on February 8, 2017. The Rise to the Top Summer Reading Program will require students to read at least 50 days throughout the summer months and turn in documentation. The math program will direct students to work on a grade appropriate real world problem each day. Students who participate in the reading and math program will receive a prize and be entered into a raffle where they will receive various incentives.

Again, thank you for your continuous support! Enjoy your summer!

Respectfully Submitted,

Ms. Johari Toe

Principal



5th Grader Jamir Lawson
2016-2017 Outstanding AAA
School Safety Patrol Award
Winner

Important School Dates:

Dogwood Art Show

6:00pm- 6:30pm
Tuesday, May 30, 2017

Spring Concert

6:30pm-8:00pm
Tuesday, May 30, 2017

Pre-Kindergarten Closing Program

AM Class- 9:30am
PM Class – 1:30pm
Wednesday, June 7, 2017

Kindergarten Closing Program

9:00am
Thursday, June 8, 2017

Last Day for Pre-K

Friday, June 9, 2017

5th Grade Closing Program

9:15am
Friday, June 9, 2017

½ Day for Students – 12:10pm

Monday, June 12, 2017

Last Day for Students- ½ Day for Students – 12:10pm

Tuesday, June 13, 2017

Important PTA Dates

PTA Meeting

Monday, June 5, 2017
6:00pm – Rec Room

School Corner

- ✓ Summer hours are from 8:00am-4:00pm starting on Wednesday, June 13, 2017.
- ✓ Registration hours are from 10:00am-2:00pm.
- ✓ The 2017-2018 school starts for all students on Tuesday, September 5, 2017 at 8:10am.
- ✓ There will be a gradual entry schedule sent to parents of pre-kindergarten and kindergarten students.
- ✓ **Tentative** Sneak a Peak Date – Thursday, August 31, 2017
- ✓ **Tentative** Back to School Date – Tuesday, September 19, 2017

Health Corner— Nurse E. Edwards, RN

Focus: Water Safety Month

Water safety is a year round topic. May is designated a special Water Safety month as we get ready for a fun summer with more exposure to water. Drowning is a serious topic and not a very pleasant topic to think about ...but we must.

Drowning is preventable. Talk to your children about the importance of safety around water.

- ✓ The Importance of Water Safety
- ✓ Drowning is the #1 cause of unintentional injury death for children between the ages of 1 and 4. Drowning is the #5 cause of unintentional injury overall. Children on the Autism Spectrum are drawn to water. Drowning accounts for 90% of total U.S deaths reported in children with autism.
- ✓ Every year more than 1,000 children 14 years and younger drown in pools and spas. Thousands more are hospitalized.
- ✓ Drowning is fast and silent. Drowning can happen in the time it takes to text a friend.
- ✓ It only takes an inch of water for children to drown. It is not just pools, lakes, and oceans. It is also bathtubs and buckets.
- ✓ Fatal and non-fatal drownings are 8 times more likely to happen to children who do not know how to swim.
- ✓ Knowing how to swim does not make a child drown – proof. Children still need adequate supervision.

Safety Tips

- ✓ Learn to Swim
 - ✓ Look Before You Leap
 - ✓ Never Swim Alone
 - ✓ Safety on the Pool Deck and around Open Water
 - ✓ On boats and around lakes, rivers and oceans, always use a certified life preserver
 - ✓ Have an emergency action plan
-

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

“Great works are performed not by strength but by perseverance” Samuel Jackson

- ✓ May Character Trait: Cooperation
 - ✓ June Character Trait: Perseverance
 - ✓ The month of May classroom guidance: Careers
 - ✓ The month of June classroom guidance: June Transition
 - ✓ Parents have courageous conversation with your students about all subject.
-

Dogwood Elementary School
May/June 2017 Newsletter
Prekindergarten

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

Phonological Awareness and Reading

- Letter sounds: Qq, Ww, and Zz
- Identifying the ending sounds in words.
- Segmenting and blending onset + rimes (f + un = fun-blending; fun = f + un-segmenting)
- Identifying individual phonemes in words (example: cat is made up of the sounds /c/ /a/ /t/)
- We have learned thirteen words: my, the, and, a, in, on, is, are, you, have, I, he, she. The next three words are: “at” “was” “with.”
- Read alouds will focus describing, comparing, asking and answering questions, and using complete sentences when communicating.

ELA Overview

- **RF2.d** Blend and segment onsets and rimes of single syllable spoken words
- **RF1.d** Recognize and name some upper and lowercase letters of the alphabet.
- **RF2.f Orally** blend and segment individual in two- and three-phoneme 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 Qq, Ww, and Zz around the house and in your community.
- Make a list of words that begin Qq, Ww, and Zz.
- 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.
- Encourage the use of complete sentences at all times at home!

Math Overview and Helpful Tips

- Counting to 20
- Reviewing shapes and their attributes
- Patterns

Math Home/School Connections

- Find patterns at home
- Create patterns using objects at home such as coins, cereal, crayons, silverware

Science or Social Studies Overview

- The theme is The Earth and The Sky. We will be discussing characteristics of the earth and sky, weather, and how we can take care of the earth.
- In social studies, we will discuss making good choices in our community.

Special Notes From Ms. Ruehr:

- Class pictures will be taken on Wednesday, May 10. Please make every effort to have your child in school that day so that he/she will be in the picture!!
- The weather is starting to change quickly so please make sure that your child is dressed in a way that if it is cold earlier in the day but warms up quickly, he/she can remove layers to play outside.

- Sandals and flip-flops are not safe on the playground! Consider sending sneakers with your child if she/he wears sandals or flip flops to school. Children without appropriate footwear on the playground are not allowed to run while we are outside.
- On Friday, May 5, there will be no prekindergarten so that we can screen for next year's prekindergarten class. In addition, there will be no prek on Monday, May 8 and Tuesday, May 9 which are conference days. Information about conferences will go home after spring break.
- You **do not** need to attend kindergarten round up at Dogwood! All children that are currently enrolled in prekindergarten at Dogwood will automatically be moved into kindergarten.
- Our closing ceremony will take place on Wednesday, June 7, 2017. The morning class will have their ceremony at 9:30am, and the afternoon class will have their ceremony at 1:30pm. More information about the ceremonies will go home in late May. Please let me know if you have any questions!

Dogwood Elementary School
May/June 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 long vowel sounds of / Aa/ /Ee/, /Ii/, /Oo/ and /Uu/ in the initial and medial position in words. We will begin working on digraphs such as /th/, /sh/, /ch/, and /wh/
- Sight Words: **help, too, has, play, where, look, good, who, five, come, does, be, but, ate.**
- 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
 6. Use picture clues
- Oral Vocabulary Words: **chores, contribute, member, organize, accomplish, citizen, respect, tidy, necessary, hauled, natural resources, create, design, weave and knowledge.**

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.
- **RF.K.3c** Fluency. Letter and Word Automaticity.
- **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 for Math Unit 6: How Many Do You Have?

- **K.CC.1-** Count to 100 by ones and by tens
- **K.CC.A.02** - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.03** - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.04** - Understand the relationship between numbers and quantities; connect counting to cardinality.

- **K.CC.B.04.a** - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
- **K.CC.B.04.b** - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.04.c** - Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.05** - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- **K.CC.C.06** - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- **K.CC.C.07** - Compare two numbers between 1 and 10 presented as written numerals.
- **K.MD.A.01** - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.B.03** - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3
- **K.NBT.A.01** - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- **K.OA.A.01** - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.A.02** - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.A.03** - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- **K.OA.A.04** - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.OA.A.05** - Fluently add and subtract within 5.

Math Home/School Connection

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

Science or Social Studies Overview

- Growing Up
- Good Citizens
- Our Natural Resources
- Problem Solving

- Sorting

Upcoming Content Projects

- In Class Project: Kindergarten
Students will be learning how to care for a plant.

Upcoming Field Trips

- Walter's Art Museum-scheduled for May 2017.
Students will enjoy the "Animals in Art" Exhibit.

Special Note From the Team:

- Monday, May 8, 2017 is Kindergarten Conference Day. Parents will review their child's Progress Report by scheduled appointment. Kindergarten students will not attend class on this day.
- Mrs. Cumbo's and Mrs. Jackson's classes will attend the field trip to the Art Museum on Wednesday, May 10, 2017.
- Ms. Sanders' and Ms. Halperin's Classes will attend the field trip to the Art Museum on Friday, May 12, 2017.
- Kindergarten is participating in the Spring Concert on Tuesday night, May 30, 2017 beginning at 6:30 pm.
- Kindergarten closing ceremony will be held on June 8, 2017 at 9:00am.

Dogwood Elementary School
May/June 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

- Variant vowel /u/, /o/, silent letters, and three letter blends
- Blending words
- Phoneme isolation, addition, and deletion
- Identify and generate rhymes
- Phoneme segmentation
- Phoneme categorization
- Phoneme identity
- Phoneme substitution
- Vowel team syllables
- Syllable deletion
- High frequency words: answer, brought, busy, door, enough, eyes, brother, father, friend, love, mother, picture, been, children, month, question, their, year, before, front, heard, push, tomorrow, your, favorite, few, gone, surprise, wonder, young
- Grammar- ed, -ing, -ful, and -less
- Synonyms

ELA - Unit 6- How the Concept of Literature Change Through Literature

- **RL.1.1** As students demonstrate mastery of this standard, they should be able to both generate and respond to questions during group discussions as well as conversations with partners.
- **RL.1.2** Students retell stories and *demonstrate an understanding* of their central messages.
- **RL.1.3** Students describe key details about characters, settings, and major events. This goes beyond identifying (kindergarten standard) story elements. Descriptions may be oral or written and should lead students to a better understanding of the story's message. To this end, standards RL.2 and RL.3 work together.
- **RL.1.9** Students compare the experiences of characters in two stories, having described their experiences in each story separately first. Basic questions may be applied when comparing experiences in two stories. Who are the two characters to be compared? How are their experiences alike? How are their experiences different? This will be the first time that students are assessed on mastery of this stand.
- **W.1.1** Students write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. This will be the first that students are assessed on this standard.
- **SL.1.4** Students describe people (characters), places (settings), or major events with relevant details, expressing ideas clearly orally. This Speaking and Listening standard can work compatibly with RL.3.

ELA Home/School Connection

- www.discoverykids.com
- www.funbrain.com
- www.gonoodle.com

Math overview- Unit 08 Addition, Subtraction, and the Number System

- **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.02** - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - **01.NBT.B.02.a** - 10 can be thought of as a bundle of ten ones - called a "ten."
 - **01.NBT.B.02.b** - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine one.
 - **01.NBT.B.02.c** - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- **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.NBT.C.04** - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- **01.NBT.C.05** - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the result.
- **01.NBT.C.06** - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.
- **01.OA.A.02** - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **01.OA.C.05** - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- **Vocabulary words:** addend, addition equations, addition notation, combinations, combine, counting on, equals, less than, pattern, same as

Math Home School Connection

- www.khanacademy.org
- www.coolmath4kids.com

Social Studies - Unit-My State is My Community

- **SS.1.1** - Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens
- **SS.1.1.A** - The Foundations and Function of Government
- **SS.1.1.A.1** - Explain the importance of rules.
- **SS.1.1.A.1.a** - Explain how rules promote fairness, responsibility, and privacy in the school and community
- **SS.1.1.A.1.b** - Identify leadership positions in the school and community and recognize their authority in keeping students safe, following rules, and maintaining order
- **SS.1.1.A.2.b** - Describe how actions, such as pledging allegiance to the American flag and singing "The Star-Spangled Banner" and "America" are associated with being a citizen
- **SS.1.1.C.1.a** - Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood
- **SS.1.1.C.1.b** - Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment
- **SS.1.1.B.1.b** - Explain how contributions of people may be recognized with holidays and celebrations, such as Presidents' Day and Veterans' Day
- **SS.1.2.A.1.a** - Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories
- **SS.1.2.A.1.b** - Discuss and respect traditions and customs of families in the community.

Upcoming Content Projects

- Zoo trip is May 26, 2017
- Field Day is June 2, 2017
- More information to follow

Reminders

- Remember to wear sneakers on your gym days.
- Memorial Day weekend is May 27, 2017 – 29, 2017.
- No School on the May 29, 2017

Dogwood Elementary School
May/June 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 –

- Open and closed syllables
- CVCe syllables
- Consonant + /e syllables
- Vowel team syllables

ELA Overview: Unit 6

- **Essential Question:** How does curiosity lead people to learn more about different things?
- **RL 2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RI 2.7** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and/or clarify the meaning of a text.
- **RI 2.8** Describe how reasons support specific points the author makes in a text.
- **RI 2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **W 2.1** Write opinion pieces in which they 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.
- **W 2.8** Recall information from experiences or gather information from provided sources to answer a question.

ELA Home/School Connection

- Please look at the BCPSOne lesson tiles for stories and activities we are doing with the children.
- Also visit the Reading Wonders site (on BCPSOne) 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:

Unit 7 (Fractions)

- **02.G.A.03** - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Unit 9 (Measurement)

- **02.MD.A.01** - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- **02.MD.A.02** - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- **02.MD.A.03** - Estimate lengths using units of inches, feet, centimeters, and meters.
- **02.MD.A.04** - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- **02.MD.B.05** - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units,

Math Home/School Connection

- Please check the BCPSOne 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.
- Please 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:
- Melvin's Make a Match (fractions)
- Inchy Picnic (estimation and measurement)

Health Overview Unit 3:

- **HE.2.5** - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.
- **HE.2.5.A.1** - Demonstrate the ability to respond appropriately to emergency situations.
- **HE.2.5.D.1** - Identify actions to stay safe from strangers.
- **HE.2.5.D.2** - Describe actions to stay safe around familiar people.
- **HE.2.5.B.1** - Identify ways to stay safe outdoors.

Upcoming Content Projects

- ELA Unit 5 Culminating Event – Students will choose a person they read about who they feel made the biggest difference in the lives of others. They will write an opinion paragraph and create an award for that person.

Upcoming Field Trips

- On May 10, 2017 we will be going to the Baltimore Museum of Industry.

Special Note From the Team:

- Over the summer, your child will have access to Dreambox and iReady. We encourage your child to use these resources.
- Here are some suggestions of skills to practice with your child over the summer:
 - ❖ Reading
 - ✓ Practice high frequency/sight words
 - ✓ Read for 30 minutes each night
 - ✓ Practice asking and answering questions about fiction and non-fiction texts
 - ❖ Math
 - ✓ Adding and subtracting two-digit numbers
 - ✓ Adding and subtracting one-digit numbers
 - ✓ Telling time on an analog clock
 - ✓ Identifying coins and their values. Using coins in addition and subtraction problems

Dogwood Elementary School
May/June 2017 Newsletter
Third Grade

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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

- Vocabulary related to chapter book
- Synonyms and Antonyms
- Simile
- Metaphor
- Hyperbole
- Stanza

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 (Enormous Crocodile, Mr. Fantastic Fox, Charlie and the Chocolate Factory, or the BFG)
- ❖ **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.

Some of the standards for Unit 5 and Unit 6 are the same, listed below are the standards that DO NOT repeat for unit 6

Unit 6: Poetry

- ❖ **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (similes and metaphors)
- ❖ **RL.3.5** Using the correct vocabulary when referring to parts of stories, dramas, and poems (e.g. chapter, scene, and stanza) describe how each successive part builds on the earlier sections
- ❖ **W.3.3** Write a story to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ❖ **W.3.4** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- ❖ **W.3.5** With support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- ❖ **W.3.6** With support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
- ❖ **L.3.3** Choose words and phrases for effect
- ❖ **L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meaning

- ❖ **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELA Home/School Connection

- Questioning and Summarizing Practice
 - ❖ <http://reading.ecb.org/>
 - ❖ <http://www.roomrecess.com/pages/ComprehensionCrane.html>
- 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>
- 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>
- Roald Dahl Websites and Activities
 - ❖ <https://www.roalddahl.com/home/kids>
 - ❖ <https://www.activityvillage.co.uk/roald-dahl>
- Adjectives – to help with identifying character traits
 - ❖ http://www.sheppardsoftware.com/grammar/popup_adjectives_11.25.swf
 - ❖ <https://www.turtlediary.com/game/identifying-adjectives.html>
- Synonyms and Antonyms – to help with identifying character traits
 - ❖ http://www.abcya.com/antonyms_synonyms_homonyms.htm
 - ❖ http://www.abcya.com/synonyms_antonyms.htm
- Poetry Comprehension:
 - ❖ http://www.bbc.co.uk/schools/teachers/ks2_activities/english/activities/poetry.swf
 - ❖ http://www2.smarttutor.com/player/swf/RC_Poetry_L3_V1_T1a.swf
 - ❖ http://www2.smarttutor.com/player/swf/RC_PurposeinPoetry_L4_V1_T4a.swf
- Parts of Speech within a Poem:
 - ❖ <http://resources.hwb.wales.gov.uk/VTC/diamante/eng/Introduction/popup.htm>
- Poem Karaoke:
 - ❖ <http://www-tc.pbs.org/independentlens/offthecharts/karaoke.swf>
- Acrostic Poem:
 - ❖ <http://www.readwritethink.org/files/resources/interactives/acrostic/>
- How to write a limerick, free verse, haiku, and cinquain poem:
 - ❖ http://teacher.scholastic.com/writewit/poetry/flash_pie.htm
- Shape Poem:
 - ❖ http://www.readwritethink.org/files/resources/interactives/theme_poems/
- Figurative Language
 - ❖ <http://www.starrmatica.com/standalone/starrMaticaFigurativeLanguageBaseball.swf> (game)
 - ❖ <https://www.spellingcity.com/figurative-language.html> (definitions)
 - ❖ http://www.wvacademy.com/Files/Furr/Figurative_Language_Game.ppt (PowerPoint game)
 - ❖ <https://youtu.be/N39K34j5AtQ> (simile video)
 - ❖ <https://youtu.be/uoSBVNUO2LU> (simile and metaphor video)
 - ❖ <https://youtu.be/LYy4UQ8pJlQ> (hyperbole)

Math Overview and Helpful Tips - Unit 6: Geometry and Measurement

- **3.G.A.01** – Understand shapes belong in different categories based on their attributes
- **3.MD.A.01** – Tell and write time to the nearest minute; Solve word problems involving addition and subtraction of time intervals in minutes
- **3.MD.A.02** – Measure and estimate liquid volumes and masses of objects (grams, kilograms, and liters); Add, subtract, multiply, or divide to solve one step problems using mass or volume
- **3.MD.C.05** – Find the area by counting unit squares
- **3.MD.C.07.b** – Multiply side lengths to find the area of rectangles
- **3.MD.D.08** - Solve perimeter word problems by using addition

Math Home/School Connection

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

- Telling Time
 - ❖ <http://roomrecess.com/mobile/TimeHunter/play.html>
 - ❖ <http://roomrecess.com/mobile/TimeTeller/play.html>
 - ❖ <http://mrnussbaum.com/clockworks/>
 - ❖ <https://youtu.be/r rayvaGluMY> (video, half hour)
 - ❖ <https://youtu.be/gZnmstxLDLc> (video, quarter hour)
 - ❖ <https://youtu.be/ATlgq1UFHbc> (video, half hour)
 - ❖ https://learnzillion.com/lesson_plans/440 (video, nearest minute)
- Elapsed Time
 - ❖ <http://www.primarygames.com/math/roboclock3/>
 - ❖ http://www.sheppardsoftware.com/mathgames/time/mathman_time_elapsed.htm
 - ❖ http://www.softschools.com/time/clock_games/elapsed_time_games/
 - ❖ <https://www.brainpop.com/math/dataanalysis/elapsedtime/> (video)
 - ❖ https://learnzillion.com/lesson_plans/9045 (video nearest hour)
 - ❖ https://learnzillion.com/lesson_plans/9023 (video nearest minute)
 - ❖ https://learnzillion.com/lesson_plans/5834-solving-elapsed-time-word-problems-using-a-t-chart (video)
- Area and Perimeter
 - ❖ <http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/AreaShapesShoot.swf>
 - ❖ http://www.henryanker.com/Math/Geometry/Area_Set_01.swf
 - ❖ <http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/PerimeterShapesShoot.swf>
 - ❖ <http://mrnussbaum.com/zoo2/ZooDesigner.swf>
 - ❖ http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/12/m3_12_00_x.swf
 - ❖ http://www.pearsonschool.com/live/images2/custom/envisionmath_ca/games/chicken.swf
 - ❖ http://www.mathplayground.com/manipulatives/AreaandPerimeter_secure.swf
 - ❖ <http://roomrecess.com/pages/GeoTombs.html>
 - ❖ <https://youtu.be/1dqAOKdJmRI> (video)
 - ❖ <https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/basic-geo-perimeter/v/introduction-to-perimeter> (video)
 - ❖ <https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/basic-geo-perimeter/v/finding-perimeter-when-a-side-length-is-missing-math-3rd-grade-khan-academy> (video)
 - ❖ <https://www.khanacademy.org/math/pre-algebra/pre-algebra-measurement/prealgebra-perimeter/v/length-and-width-from-perimeter-and-area> (video)
 - ❖ https://learnzillion.com/lesson_plans/5404 (video)

- Identifying Shapes
 - ❖ http://www.sheppardsoftware.com/mathgames/earlymath/shapes_shoot.swf
 - ❖ http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/activities/shapes.swf
 - ❖ http://downloads.bbc.co.uk/bitesize/ks1/maths/shapes/play/maincontainer_001.swf
 - ❖ http://www.mathplayground.com/ASB_Kangaroo_Hop.html
 - ❖ <http://www.sheppardsoftware.com/mathgames/geometry/shapeshoot/QuadShapesShoot.htm>
 - ❖ <https://www.turtlediary.com/game/properties-of-quadrilaterals.html>
 - ❖ https://learnzillion.com/lesson_plans/8855 (video)
 - ❖ <https://youtu.be/0OW2bU0So-4> (video)
 - ❖ https://learnzillion.com/lesson_plans/3691?card=50804 (video)
- Mass and Liquid Volumes
 - ❖ <https://mpt.pbslearningmedia.org/resource/7303d289-bbfd-4769-a79e-f4c8b1b34019/7303d289-bbfd-4769-a79e-f4c8b1b34019/#.WQD3iPkrK1s> (video)
 - ❖ <http://pbskids.org/games/measurement/> (game-liquid)
 - ❖ <https://www.coolmath-games.com/0-liquid-measure-3> (game-liquid)
- Estimating
 - ❖ <http://www.abcya.com/estimating.htm>
 - ❖ <https://youtu.be/19yOv4P2ccw> (round to the nearest 100 to help estimate)
 - ❖ <https://youtu.be/w2M5CzTFYfl> (round to the nearest 10 to help estimate)

Science/Social Studies/Health

- We will be analyzing maps for Social Studies. We will be looking at how to read a map, parts of a map, and create our own map. In science, we will be learning about the Chesapeake Bay. We will be learning about the wildlife in the bay and how nature and humans hurt the ecosystem in the bay.

Upcoming Content Projects

- Students will create their own projects while they read their Roald Dahl novels. These will be displayed in the hallway. We are requesting hanger donations.

Upcoming Field Trips

- None

Special Note From the Team:

- Please refrain from watching the movie versions of Roald Dahl's classic tales (Charlie and the Chocolate Factory, Willy Wonka and the Chocolate Factory, James and the Giant Peach, Mr. Fantastic Fox, and The BFG) until the reading unit is over. We do not want the students to confuse the movies and books.
- 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 (0-12) 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.

- PARCC testing will be throughout the following weeks: Monday, April 24, 2017-Friday, April 28, 2017 and May 8, 2017 – Friday, May 12, 2017. Please make sure your child is at school, well-rested, and eats a balanced breakfast on these days to prepare them for testing. There will be no homework these two weeks.

Dogwood Elementary School
May/June 2017 Newsletter
Fourth Grade

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Emily Egert- Room 204- eegert@bcps.org

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 reviews dialogue
 - ❖ Week 2 reviews personification.
 - ❖ Week 3 reviews similes/metaphors.
 - ❖ Week 4 reviews hyperboles.

ELA Overview

- During the month of May, students in the 4th grade will be continuing their 5th unit in ELA on genre reformulation. In this unit, students will have the opportunity to analyze a variety of genres in which authors present similar information on the same topic. Throughout their exploration, students will analyze the pros and cons of each style and ultimately reflect on which presentation helped them, as readers, better understand the topic as a whole. After learning about various topics (i.e. government, Native Americans, and space) through different genre lenses, students will choose one topic with which they will conduct a "genre reformulation". As their culminating event, students will write about what they have learned on the topic, choosing a particular genre that they feel best meets the needs of a reader.
 - ❖ **Essential Questions:** How do different writers approach the same topic?
 - ❖ **RI.04.02** - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - ❖ **RI.04.06** – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
 - ❖ **RI.04.07** - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
 - ❖ **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - ❖ **W.04.03** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA Home/School Connection

- Opinion Writing & Supporting with Facts
https://learnzillion.com/lesson_plans/6573-write-opinions-that-can-be-supported-with-facts
- Supporting Opinion with Two or More Clear Reasons/Evidence
https://learnzillion.com/lesson_plans/8695-make-sure-you-have-two-or-more-clear-reasons-to-support-your-opinion
- Adding a Conclusion to Writing
https://learnzillion.com/lesson_plans/9119-add-a-conclusion-to-opinion-writing
- Revising for Correct Use of Facts & Opinions

https://learnzillion.com/lesson_plans/7081-revise-for-correct-use-of-facts-and-opinions

- Determining Theme
https://learnzillion.com/lesson_plans/8947-determine-the-theme-of-a-story
- Contrasts & Contradictions
<https://www.youtube.com/watch?v=LFdDTJgohwA>

Math Overview and Helpful Tips - Unit 5 –

• **Decimal Relations/Data and Measurement**

- ❖ **04.NF.C.05** - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators of 10 and 100.
- ❖ **04.NF.C.06** - Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram
- ❖ **05.NBT.A.04**: Use place value understanding to round decimals to any place.
- ❖ **04.NF.C.07** - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
- ❖ **4.MD.A.01** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
- ❖ **04.MD.A.02** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- ❖ **4.MD.A.03** Find the unknown length or width of a rectangle using the known area or perimeter
- ❖ **04.MD.B.04** Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
- ❖ **Unit 5 Math Vocabulary**: decimal, tenth, hundredth, decimal point, line plot, ounce, cup, pint, quart, gallon, capacity, weight, pound, ton, length, mass, millimeter, centimeter, meter, kilometer, milliliter, liter, gram, milligram, kilogram, perimeter, area, formula

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

- Understanding Decimals
<https://www.brainpop.com/math/numbersandoperations/decimals/>
- Converting Fractions to Decimals
<https://www.brainpop.com/math/numbersandoperations/convertingfractionstodecimals/>
- Understanding Metric Units
<https://www.brainpop.com/math/geometryandmeasurement/metricunits/>
- Geometry
<https://www.brainpop.com/math/geometryandmeasurement/geometry/>

- Types of Triangles
<https://www.brainpop.com/math/geometryandmeasurement/typesoftriangles/>
- Lines
<https://www.brainpop.com/math/geometryandmeasurement/parallelandperpendicularines/>
- Angles
<https://www.brainpop.com/math/geometryandmeasurement/angles/>

Science and Social Studies Overview

- **Unit 3 Social Studies (European Exploration):** In this unit, the students learn about European Exploration in the 1400's and 1500's. During this time the desire to discover new lands and also to trade for exotic goods lead Europeans to develop land and water routes to other Asia and the Americas. Also, cultures along the western coast of Africa were also establishing trade centers. The Europeans had a variety of reasons for exploring and Colonizing North and South America. The actions of European nations in the New World had a significant impact on the native peoples already living there.
 - ❖ **D2.His.1:** Create and use a chronological sequence of related events to compare developments that happened at the same time
 - ❖ **D2.His.13:** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the sources is useful for studying a particular topic.
 - ❖ **D4.1:** Construct arguments using claims and evidence from multiple sources.
 - ❖ **SOC.1:** Analyze how the diversity within North America shaped society over time.
 - ❖ **SOC.2:** Examine how North America's handling of issues of diversity impacted disenfranchised/marginalized groups.
 - ❖ **CUL.1:** Explain how political, social, and economic influences have shaped North American culture.
 - ❖ **CUL.2:** Analyze the impact of multiple technological developments on North American culture.
 - ❖ **Social Studies Vocabulary:** colony, settlers, society, renaissance, goal, demand, motive, claims, consequence, generalization, settlement
- **Unit 2 Health (Nutrition and Fitness):** In this unit, the students learn about various topics related to fitness and nutrition. With nutrition, students will specifically learn about specific nutrients, dietary guidelines, and how to read food labels.
 - ❖ 7.5.1 - Identify responsible personal health behaviors.
 - ❖ 7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
 - ❖ .5.4 - Predict the potential outcomes of each option when making a health-related decision.
 - ❖ 5.5.5 - Choose a healthy option when making a decision.
 - ❖ 5.5.6 - Describe the outcomes of a health-related decision.
 - ❖ 2.5.5 Explain how media influences thoughts, feelings, and healthy behaviors.

Upcoming Content Projects

- **Social Studies: European Exploration**

For the end of the unit assignment, the students will have to write a persuasive essay to the president about whether or not he should send explorers to the unknown Island X. The students have to base their decision on what they learned about European exploration.

- **Health: Nutrition and Fitness**

For the end of the unit, the students will design a plan for a week-long vacation that includes nutrition and fitness goals.

Special Note From the Team:

- **BCPS One:** Parents, please continue to check grades as they are updated through BCPS One. The final quarter just started and teachers will update grades weekly. If you have any questions about the grades, please contact your child's homeroom teacher.

Dogwood Elementary School
May/June 2017 Newsletter
Fifth Grade

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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 continue to practice using different types of figurative language in writing: alliteration, similes, metaphors, personification, hyperboles, idioms, etc.
- We are focusing on identifying and using prefixes in texts and in our own writing.
 - ❖ Prefixes we will focus on include uni-, bi-, tri-, and centi-

ELA Overview- Unit Four: Transformative Discoveries

- In addition to Unit 4, we are also working on solidifying past skills such as summarizing, identifying theme, and finding main ideas and details. Further, we are working on enhancing our writing skills by including figurative language, embedding quotations, correct comma usage, and organizing thoughts.
- In Unit 4, 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.
 - ❖ **RL.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

- Figurative Language Reference for Parents
 - ❖ <https://www.theschoolrun.com/what-is-figurative-language>
- Questions and Strategies to Help Your Child with Comprehension
 - ❖ <http://www.readingrockets.org/article/comprehension>
- 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 an Opinion Essay– Tips for helping your child with the Unit 4 Culminating Event
 - ❖ https://learnzillion.com/lesson_plans/6990-write-an-introduction-to-an-opinion-essay
- 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/>
- Common Core Topics Defined in 5th Grade ELA
 - ❖ http://www.internet4classrooms.com/common_core/language_fifth_5th_grade_english_language_arts.htm

Math Overview and Helpful Tips – Unit Five: Measurement, Data, and Geometry

- In April, we will begin Unit 5 in Mathematics. During this unit, students will learn how to compute the volume of different sized objects, convert units of length, capacity, weight, and mass, and will learn how to make meaning from graphs and coordinate planes.
 - ❖ **05.MD.C.03:** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - ❖ **05.MD.C.04:** - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
 - ❖ **5.MD.C.05:** - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - ❖ **5.MD.C.05.a** - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - ❖ **5.MD.A.01:** - Convert among different-sized standards measurement units within a given measurement system (e.g. convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
 - ❖ **5.MD.B.02** – Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
 - ❖ **5.G.A.01** – Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called the coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.

- ❖ **5.G.A.02** – Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Math Home/School Connection

- Coordinate Planes Reference Video
 - ❖ <https://www.khanacademy.org/math/geometry-home/geometry-coordinate-plane>
- Coordinate Planes Practice Problems (need to make free account)
 - ❖ <https://www.splashmath.com/math-vocabulary/geometry/coordinate-plane>
- Math Games to Practice Skills
 - ❖ Mathchimp.com/fifth-grade-math-games
- “Eureka Math Parent Guide”- help with coordinate planes
 - ❖ [https://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/eureka-math-parent-guide-\(5th-grade\)---module-6.pdf?sfvrsn=2](https://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/eureka-math-parent-guide-(5th-grade)---module-6.pdf?sfvrsn=2)
- Tips to Help 5th Graders Convert Measurement Units
 - ❖ <http://www.k5learning.com/blog/4-tips-help-5th-graders-convert-measurement-units>
- Measurement and Data videos
 - ❖ <https://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-measurement-topic>
- Conversion Practice Problems
 - ❖ <https://www.ixl.com/math/grade-5/compare-and-convert-metric-units>
- 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
- Math Games to Practice Skills
 - ❖ Mathchimp.com/fifth-grade-math-games

Science/Social Studies/Health Overview

- *All Fifth Grade Teachers:* We have started our health units, which focus on personal health, substance use and abuse, disease prevention, and human growth and development. These units will be completed in the third week of May.
- *All Fifth Grade Teachers:* We will continue to study “The Revolution” in Social Studies, which will focus on how the United States gained its independence.

Upcoming Content Projects

- Students will be working with multiple texts in order to develop an opinion presentation about transformative discoveries. The ELA Culminating Event is an opinion speech, which will be presented to the class.

Upcoming Events:

- *Windsor Mill Middle School Tour:* Spring. More information to come.
- *Field Day:* June 2, 2017
- *5th Grade Picnic:* June 7, 2017. Cost: \$5
- *5th Grade Graduation:* June 9, 2017 from 9:15am-11:00 am

Special Note From the Team

- PARCC testing for fifth grade will occur from May 15, 2017-May 26, 2017 for both Reading and Math. During these days, please ensure your child has an adequate breakfast, a full nights rest, and arrives to school on time. Please encourage your children to try their best and take their time!
- Please make sure you send your child's homeroom teacher a toddler picture for the fifth grade graduation by May 30, 2017.
- Please remember to send in \$5 for the 5th grade Picnic to ensure your child can attend. Due date: May 30, 2017.
- As we near the end of the year, please encourage your child to stay focused and continue to put their best effort into all of their work – this is a crucial time for middle school preparation!
- 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
May/June 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

- **Field Day**

- ❖ During the month of May students will be completing a Gymnastics Unit to help enhance their flexibility and muscular strength. After gymnastics students will be participating in a Field Day Unit to prepare for Field Day on June 2, 2017. Students will practice the various activities and learn about good sportsmanship. After Field Day students will participate in warm weather stations and invasion games for the remainder of the year.
- ❖ A letter about Field Day behavior expectations was sent home on Monday, May 15, 2017.
- ❖ If you have any questions or concerns feel free to contact Mrs. Fleishell at tfleishell@bcps.org and Ms. Brewster at sbrewster@bcps.org

Instrumental Music

- **Dogwood Celebrations of the Arts- Tuesday May 30, 2017 at 6:00 p.m.**

- ❖ The Dogwood Art Show and Spring Concert featuring the Dogwood Dancers, Concert Band, String Orchestra, Jazz Band, kindergarten singers, 3rd grade recorders, 5th fifth grade chorus, and Dogwood Singers is scheduled for 6:00 p.m. on Tuesday, May 30. All performers must report to their classrooms at 6pm. Parents, family and friends can attend the Art show which is from 6:00pm-6:30pm. The spring concert will begin promptly at 6:30 p.m. in the Cafeteria.
- ❖ A concert letter with information about concert dress and report locations will be sent home with student performers in the next two weeks. Please read all information in the concert letter carefully and return the signed notice to your child's homeroom teacher.
- ❖ Our students have been working hard to prepare for the Spring Concert and Art Show and are excited to share their achievements with you. We look forward to seeing you on Tuesday, May 30, 2017 at 6:00 p.m. for the Dogwood Celebration of the Arts!