

Dolphin Pod Post

Dr. Charles R. Drew Elementary School

Upcoming Dates

1/2 Welcome back to Drew!

1/8 School-wide Assembly with
Olympic Gold Medalist, Thea
LaFond

1/8 PTSA Meeting at Drew 7 p.m.

1/14 MAP-P for Kindergarten

1/20 No School

1/28 End of Marking Period 2

1/29 No School

Reminders

★ Happy New Year! We hope everyone was able to rest and recharge over Winter Break!

Reading & Writing

In Skills this month, we will wrap up Unit 5 and begin working on Unit 6. In each of the three previous units, we focused on 8-9 letter-sound correspondences. In Unit 6, we will focus on only 1 new letter-sound correspondence, the 's' spelling for the /z/ sound. Students have already learned the spelling 'z' for the /z/ sound. In this unit, they will learn that the spelling 's' is a spelling alternative for /z/. One goal for this unit is to encourage students to automatize the letter-sound correspondences and blending procedures they learned in Units 3-5.

In Knowledge this month, we will work on Domains 6 and 7. In Domain 6, students will learn about many different tribes of Native Americans, who each had their own unique traditions and way of living. They will learn how different geographical locations influenced lifestyles and that each Native American group has its own distinct culture. Students will read about how Native Americans today keep alive some of the traditions and practices of their ancestors.

In Domain 7, students will listen to both nonfiction and fiction stories about kings, queens, and royal families. Students will build their understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. In this domain, students will focus on written communication by sequencing events from the beginning, middle, and end of stories. They will also have the opportunity to compare

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and contrast their own families with the life of royal families. Additional Parent Resources can be found at the [MCPS Reading @ Home Website](#).

Math ☆

This month, we will be wrapping up Module 3. In this module, students will compare and analyze length, weight, capacity, and numbers. They will use language such as longer than, shorter than, as long as; heavier than, lighter than, as heavy as; and more than, less than, the same as. Please see pages 7-12 for ways you can work with your child at home to reinforce the skills that are being taught in school.

Science & Social Studies

In science, students will expand their exploration of weather. They will learn to make weather observations, and make daily observations for at least two weeks. Students will explore rain and construct a rain gauge to make more detailed observations.

Students will also explore ways to observe wind, and use a flag as a model to construct a tool for observing wind. They will look for patterns in their weather observations, investigate severe wet weather patterns (thunderstorms and blizzards), and act as scientists to develop a forecast. Finally, students will apply their understanding of weather patterns and severe wet weather to investigate materials, and design and test a roof to keep the rain/snow out of a schoolyard shed.

In social studies, students will learn that globes and maps are models of real locations/places, and relate these locations to their own homes, neighborhoods, and communities. They will be able to describe landforms and bodies of water. Students will also learn about natural/physical and human-made features. They will also learn about modifying and adapting the environment.

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Amplify CKLA

Welcome!

Grade K, Domain 6
Native Americans

In this unit, students will learn about many different tribes of Native Americans, who each had their own unique traditions and way of living.

What's the story?

Students will learn about different tribes of **Native Americans**, who each had their own **unique** way of **eating, dressing, and living**, depending on where they lived. They will also explore three tribes in depth: the **Lakota Sioux** of the Great Plains, and the **Wampanoag** and the **Lenape**, both of the Eastern Woodlands.

What will my student learn?

Students will learn how different geographical locations **influenced lifestyles** and that each Native American group has its own **distinct culture**. They will read about how Native Americans today **keep alive** some of the **traditions** and practices of their ancestors.

In writing, students will use graphic organizers to **compare and contrast** the three tribes they will learn about. They will also use details to **describe key concepts** and identify characteristics of the different tribes.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What three things do all people need to live? (food, clothing, shelter)
Follow up: How did Native Americans of long ago get their food? What kind of houses did they live in? What did they use to make their clothes?
2. You read about Mapiya and her family, who were a part of the Lakota Sioux tribe. Can you tell me what a day in her life was like?
Follow up: Let's talk about how a day in her life was the same or different from a day in your life.
3. You learned that the Lenape tribe lived their life according to the seasons. What did they do during the springtime?
Follow up: Summer? Fall? Winter? What season do you think you would have liked the best?
4. Tell me (or draw) something you are learning about the Lakota Sioux tribe. What about the Wampanoag tribe? What about the Lenape tribe?
Follow up: What were some of the things that were the same about all three tribes? What were some of the things that were different about them?

5. What does the word *traditions* mean?

Follow up: What are some of the traditions our family has? What are some of the traditions that Native Americans keep alive today?

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Amplify CKLA

Welcome!

Grade K, Domain 7
Kings and Queens

In this unit, students will listen to Read-Alouds about kings and queens and royal families.

What's the story?

Students will listen to both nonfiction and fiction Read-Alouds about **kings, queens, and royal families**. Many of the fictional rhymes, poems, and stories in this domain are **classic, well-loved tales**, such as "The Princess and the Pea" and "Cinderella."

What will my student learn?

Students will build their understanding of the **responsibilities, lifestyle, and customs** associated with **royalty** throughout history.

In this domain, students will focus on written communication by **sequencing events** from the beginning, middle, and end of stories. They will also have the opportunity to **compare and contrast** their own families with the life of royal families.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

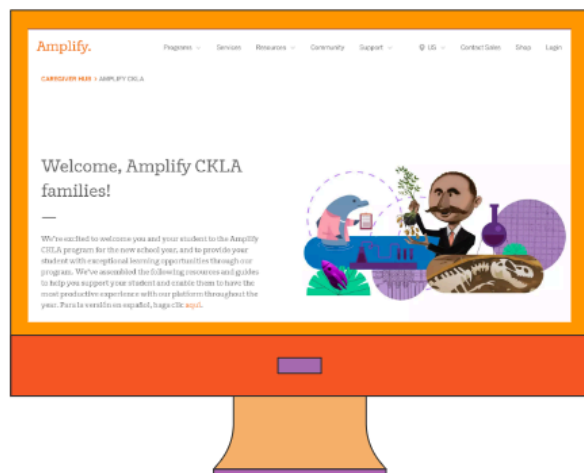
1. What is a king? What is a queen?
Follow up: What do you think are the good things about being a king or queen? What do you think would be the difficult things about being a king or queen?
2. Tell me about the story "King Midas and the Golden Touch."
Follow up: Is that story fiction or could it really happen? How do you know? What lesson did King Midas learn in this story?
3. What was the main idea of the story "The Princess and the Pea"?
Follow up: What parts of the story could really happen? What parts of the story are fantasy? Why didn't the princess sleep well?
4. Where does "Snow White and the Seven Dwarfs" take place (setting)?
Follow up: Who are some of the characters in the story? Who was your favorite character? Why?

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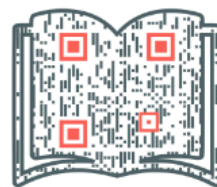
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Amplify CKLA: Caregiver Hub

A one stop shop for resources and guides in both Spanish and English!



español



English

AmplifyCKLA

Scan the QR codes above to access the Caregiver Hub!

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 3 | TOPIC F | LESSONS 20–24

KEY CONCEPT OVERVIEW

During the next week, our math class will begin comparing groups, or sets, of objects. At first, students will use what they already know about length: “A stick of 7 cubes is longer than a stick of 3 cubes. So 7 is more than 3.” Then students will count to compare groups of loose objects, such as pennies. Finally, students will form groups of objects that have 1 more, 1 less, or the same number as a given set.

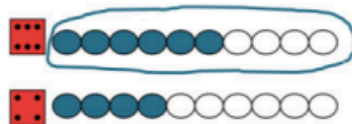
You can expect to see homework that asks your child to do the following:

- Color and compare different numbers of objects arranged in two lines. Tell which number of objects is more or less than the other number of objects.
- Count to compare two groups of objects that are scattered about. Tell which group has more or fewer objects.
- Draw a set of objects that has 1 more, 1 less, or the same number as the given set.

SAMPLE PROBLEM (From Lesson 20)

Count the dots on the die. Color the same number of beads as there are dots on the die.

Circle the string of beads with more beads colored. Fill in the sentence frame to match.



6 is more than 4.

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GRADE K | MODULE 3 | TOPIC F | LESSONS 20–24

HOW YOU CAN HELP AT HOME

- Ask your child to count and compare objects in your home. “Do you have more toy cars or more action figures? More puzzles or more dolls?”
- Play Roll, Draw, Compare. Invite your child to roll a die, count the dots, and then draw the same number of circles. Then ask her to roll the die again, count the dots, and this time draw the same number of squares. Challenge your child to tell whether the number of circles is more than, less than, or the same as the number of squares.

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 3 | TOPIC G | LESSONS 25–28

KEY CONCEPT OVERVIEW

During the next week, our math class will use counting skills to compare two sets of objects, saying which number is more than and which number is less than the other number. One strategy we will learn is to line up the objects in each set and match them one-to-one (making as many pairs as possible), and then see whether either set has extra objects. As we learn more, our class will count and compare without using physical objects; for example, students will compare 3 claps to 5 stomps just by listening and counting.

You can expect to see homework that asks your child to do the following:

- Count and compare sets of objects arranged in two lines. Tell which set has more or fewer objects.
- Using squares to represent a tower or train of cubes, draw more or fewer squares than a given tower or train. Then count and compare.
- Compare numbers without using drawings or physical objects. For example, shown two numbers, students record which number is more and which is less than the other number.

SAMPLE PROBLEM (From Lesson 25)

Count the objects in each line. Write how many in the box. Then fill in the blanks in the sentence to compare the numbers.



5 is more than 3.

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GRADE K | MODULE 3 | TOPIC G | LESSONS 25–28

HOW YOU CAN HELP AT HOME

- Invite your child to show a number of fingers, between one and nine, the Math Way (counting from left to right, starting with the pinky of the left hand). For example, hold up the left pinky, left ring finger, and left middle finger to show three fingers. Ask how many more fingers make ten (7). When showing numbers the Math Way, students can easily see that the fingers held down can be added to the fingers held up to make ten.
- Use playing cards to compare numbers. Take out the jacks, queens, kings, aces, and jokers. Then place the deck facedown between partners. Each partner takes a card. Partners flip over their cards at the same time and compare numbers. The partner with the greater number takes both cards and states, for example, “9 is more than 6.” Partners continue until all cards have been flipped over. The partner with more cards wins. Play again, only this time the partner with the smaller number collects both cards and states, for example, “6 is less than 9.”

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 3 | TOPIC H | LESSONS 29–32

KEY CONCEPT OVERVIEW

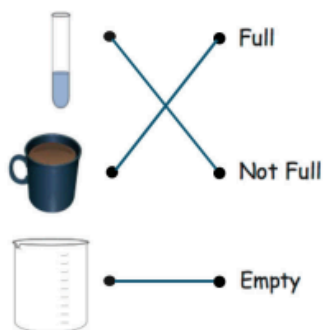
During the next week, our math class will summarize our understanding of length, weight, capacity, and numbers through some exploratory activities. We will spend time closely examining objects and considering all of the different measurable ways we can compare them. In making these comparisons, students decide which tools they need to help them. For example, students will use balance scales to compare weights, linking cubes to compare heights or lengths, and various containers to compare capacities.

You can expect to see homework that asks your child to do the following:

- Decide whether a container is full (to the brim), not full (contains some liquid but has room for more), or empty.
- Become more fluent in ways to make 6 and ways to make 10. For example, on a tree with 10 apples, students are instructed to color a given number of apples to show the parts that make 10.
- Draw something longer or shorter than the length of a familiar object, such as the length of the student's thumb.

SAMPLE PROBLEM (From Lesson 29)

Draw a line from each container to the word that describes the amount of liquid the container is holding.



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GRADE K | MODULE 3 | TOPIC H | LESSONS 29–32

HOW YOU CAN HELP AT HOME

- Encourage your child to use measurement words when describing the size of an object. Rather than saying something is big or small, your child might say that something is longer, is taller, is heavier, can hold more, or takes up more space than another object. Ask what tool(s) he could use to help compare the objects (e.g., the balance scale).
- Say a number from 1 to 4, and ask your child how many more to make 5. For an added challenge, encourage your child to count without using fingers.