

Dolphin Pod Post

Dr. Charles R. Drew Elementary School

Upcoming Dates

2 - No School

10 - Fall Harvest/

17 - No School

20 - No School

24 - Trunk or Treat 6:30 pm

31 - End of MP1

Reminders

★ Kindergarten's in house field trip to the Drew Pumpkin Patch is on Thursday, October 17. We will be going outside to the pumpkin patch and each student will receive their own pumpkin!

Contact us

Email: elsy_m_moradel@mcpsmd.org

Or Miss Moradel's class on Parent Square

Email: jamila_n_seasay@mcpsmd.org

Or Ms. Seasay's class on Parent Square

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Reading & Writing

In Skills this month, we will wrap up Unit 2 and begin working on Unit 3. In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols used when reading and writing.

In Knowledge this month, we will be working on Domain 2. In this domain, students will explore the world around them as they learn about the five senses. They will hear stories of people such as Ray Charles and Helen Keller, who overcame significant

Dolphin Pod Post

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challenges posed by blindness and deafness. Students will learn how their bodies gather information through the use of sight, hearing, smell, taste, and touch. As they make observations and use language to describe what they are seeing, they will be using key skills in the scientific process. Students will describe key concepts in the informational texts they are reading, such as creating timelines about the lives of inspiring people.

Here are some questions you can ask your student about the unit to promote discussion and continued learning:

1. What are the five ways that your body discovers things around you? a. Follow up: Point to different body parts (eyes, ears, nose, mouth, hands). What is this body part? How do we use it?
2. How can your sense of _____ (smell, taste, sight, hearing, touch) help you? a. Follow up: How is your sense of smell the same as your sense of sight? (You can compare any of the senses.) How is it different?
3. What do you think is the most amazing sense you have? a. Follow up: Why do you think that?

Math ☆

This month, we will continue working on Module 1. In Topics E and F, students will order, count, and write up to ten objects to answer how many questions. In Topics G and H, students will use their understanding of relationships between numbers to recognize that each successive number name refers to a quantity that is one greater and that the number before is one less.

Science & Social Studies

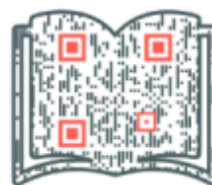
In science, students will explore the practices of scientists and engineers, and make weather observations using their senses. In social studies, we will identify the importance of rules. We will describe roles, rights, and responsibilities of being a member of the family and school.

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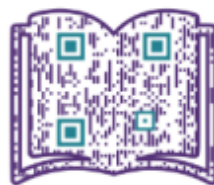
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Amplify CKLA: Caregiver Hub

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



English



español

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Scan the QR codes above to access the Caregiver Hub!

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 1 | TOPIC E | LESSONS 17–22

KEY CONCEPT OVERVIEW

During the next week, our math class will focus on numbers 6, 7 and 8. Students will use what they learned when counting to 5 to think about larger numbers in the more complex linear, array, circular, and scattered configurations. As students learn about numbers 6–8, the **5-group** will be highlighted: “Six is 5 and 1 more. Seven is 5 and 2 more. Eight is 5 and 3 more!”



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

- Count and color 5 objects within groups of 6–8 objects.
- Count groups of 6–8 objects arranged in a line, a circle, an array, and a scattered group.
- Write numerals 6–8 in a handwriting box.

SAMPLE PROBLEM (From Lesson 20)

Color 7 beans. Draw a line to connect the beans you colored.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.GreatMinds.org).

Dolphin Pod Post

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GRADE K | MODULE 1 | TOPIC E | LESSONS 17–22

HOW YOU CAN HELP AT HOME

- Play “Beep Number”: Say 3–4 numbers in order, but replace one number with the word “beep.” For example, if you say, “1, 2, beep, 4,” your child responds, “3.” For extra support, invite your child to use a simple **number path** so he can touch each number as you count.
- Count with your child. Place 6 objects, such as dried beans or pieces of pasta, in a line. Count them. Then arrange the objects into a circle. Ask: “How many are there now? Did the number of objects change?” Support your child by pointing out that there are still 6. Repeat for 7 and 8 objects in different arrangements.
- Place 5 objects, such as beans, in a row. Ask your child to add more beans so that there are 6 beans in the row. Repeat for 7 and 8 beans.

TERMS

5-group: A math drawing with up to 2 rows of 5 dots. Five-groups draw special attention to the 5 in numbers 6–10.



MODELS

Number Path: A counting tool with a shading change after 5, so numbers 6–10 can be easily recognized.

1	2	3	4	5	6	7	8	9	10
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Dolphin Pod Post

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 1 | TOPIC F | LESSONS 23–28

KEY CONCEPT OVERVIEW

During the next week, our math class will organize and count groups of nine and ten in various configurations: linear, array, circular, and scattered. Just as they did when exploring numbers 6–8, students will learn to recognize the group of five “hiding” inside each group of 9 or 10 items. This will aid students in mastering the quicker counting on strategy (“Fiiiive, six, seven, eight, nine”) rather than counting each item one at a time.

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

- Count and color groups of five within groups of 9 or 10 items.
- Count groups of 9 or 10 items arranged in a line, a circle, an array, and a scattered group.
- Count how many items appear in a picture (of 8 items or fewer). Then draw more items to increase the total to 9 or 10.
- Write numerals 9 and 10 using a handwriting box.

SAMPLE PROBLEM (From Lesson 24)

Color 5. Then draw more circles to make 9.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.GreatMinds.org).

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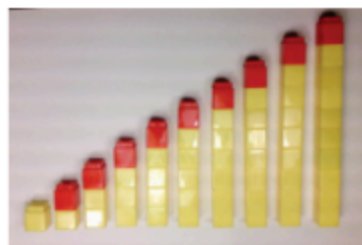
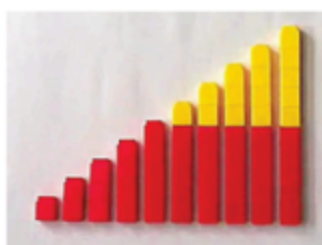
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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 1 | TOPIC G | LESSONS 29–32

KEY CONCEPT OVERVIEW

During the next week, our math class will explore the idea of *one more* with numbers 0–10. Students will discover that each successive number refers to an amount that is one more than the previous number; for example, “Two. One more is three!” Students will build **number stairs**, or **number towers** (see images below), to create a visual model of the *one more* pattern. This work will prepare students to compare numbers when they reach Module 3.



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

- Look at a picture of 1–9 items (e.g., flowers). Then draw one more flower, count the flowers, and write the total.
- Count the dots arranged in 5-groups and write the total.
- Draw the missing number stair and write the number below each step.
- Write numerals 0–10 in a handwriting box.

SAMPLE PROBLEM (From Lesson 31)

Draw one more circle. Then count all the circles. Write how many.



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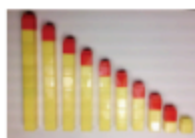
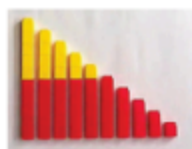
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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 1 | TOPIC H | LESSONS 33–37

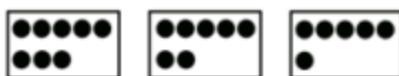
KEY CONCEPT OVERVIEW

During the next week, our math class will explore the concept of *one less* with numbers 0–10; for example, “Three. One less is two!” Students will use their number stairs, or cube towers (see images below), to see the *one less* pattern and strengthen their foundational knowledge for comparing numbers in Module 3.



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

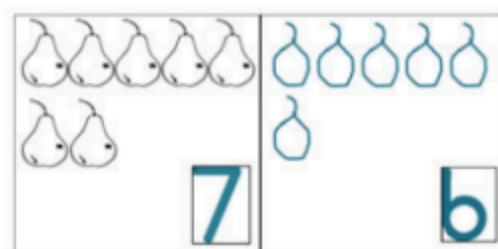
- Make 5-group cards and order them using the pattern of one less (see image).



- Look at a picture showing a group of items. Then draw a group that has one less.
- Count the number of cubes in a set of descending number stairs and notice the pattern of one less.
- Write numerals 10–0 in descending order and complete a counting sequence.

SAMPLE PROBLEM (From Lesson 34)

Count and write the number of objects. Draw and write the number of objects that is 1 less.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.