

# Dolphin Pod Post

Dr. Charles R. Drew Elementary School

## Upcoming Dates

2 - Special Education Day

3 - PTSA Meeting

18 - Holiday Sing Along

23 - Gingerbread Houses

Dec 24 - Jan 4 Winter Break

See you back on Monday  
January 5!

## Reminders

★ Kindergarten will be participating in a Countdown to Winter Break with themes and activities for the days leading up to break! Please check page 3 of this newsletter to see all of the upcoming fun!

★ We will also be building and decorating Gingerbread Houses on Tuesday, December 23. Your child's teacher will send out reminders for what your family signed up to donate. Please send in your contributions on or before Thursday, December 19. Our classes and teachers thank you in advance!



| COUNTDOWN TO WINTER BREAK |   |                                  |                            |  |
|---------------------------|---|----------------------------------|----------------------------|--|
| MONDAY                    | TUESDAY                                     | WEDNESDAY                        | THURSDAY                   | FRIDAY                                   |
| 1 Hat Day                 | 2 Reindeer Day                              | 3 Candy Cane Day<br>Wear stripes | 4 Read to a stuffed animal | 5 Build a Snowman                        |
| 8 Pajama Day              | 9 Build a Snowglobe                         | 10 Let it Snow<br>Wear White     | 11 Play Dreidels           | 12 A Snowy Movie Day                     |
| 15 Cozy Sweater Day       | 16 Festival of Lights<br>Wear bright Colors | 17 Penguin Day                   | 18 Hot Chocolate           | 19 Read by the Fire<br>& wear cozy socks |
| 22 Bonus Pajama Day       | 23 Build Gingerbread Houses                 | Winter Break                     |                            |  |

## Reading & Writing

In Skills this month, we will work on Unit 5. In this unit, eight more sounds are introduced using the most common spelling for each sound. In addition, a spelling alternative for the /k/ sound is introduced. The nine sounds and corresponding spellings are:

- /b/ spelled 'b' as in bed
- /l/ spelled 'l' as in log
- /r/ spelled 'r' as in rat
- /u/ spelled 'u' as in mug

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- /w/ spelled 'w' as in wig
- /j/ spelled 'j' as in jam
- /y/ spelled 'y' as in yes
- /x/ spelled 'x' as in box (a sound combination)
- /k/ spelled 'k' as in kid (as an alternative to 'c')

In Knowledge this month, we will wrap up Domain 4 and begin Domain 5. In Domain 4, students are learning about the parts of a plant and how they grow. In Domain 5, they will be introduced to several animals raised on farms and crops grown on farms. Students will explore the connection between the similarities of what plants and animals both need to thrive. They will also learn the importance of farms as a source of food and other products people use. See page 4 for conversation starters that you can use with your child at home.

### Math ☆

This month, we will work on 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 5-13 of this newsletter 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.

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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.



**Have a nice, restful winter break! We will see everyone back at Drew on Monday, January 5!**

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Amplify CKLA

Welcome!

Grade K, Domain 5

Farms

In this unit, students will be introduced to several animals raised on farms and crops grown on farms.

## What's the story?

Students will become familiar with stories like "The Little Red Hen," which introduces the **seasonal rhythm of planting, growing, and harvesting**. Read-Alouds are presented through a fictional narrator, Old MacDonald, which provides a fun way for students to learn about **farm animals and crops**.

## What will my student learn?

Students will explore the **connection between** the similarities of what **plants and animals** both **need to thrive**. They will also learn the **importance of farms** as a source of food and other products people use.

In writing, students will focus on using details to **describe the key concepts** they learn in informational texts about farms. They will **use drawing** to identify important characteristics of farm animals and to **retell and sequence** main events in the stories they read.

## Conversation starters

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

1. What kinds of animals live on a farm?  
**Follow up:** What kinds of plants grow on a farm? What kinds of sounds might you hear on a farm? What sorts of things might you see?
2. What are male cattle called? (bulls) What are female cattle called? (cows) What are baby cattle called? (calves)  
**Follow up:** How do cattle get the food they need to grow?
3. How are pigs and cows similar to each other?  
**Follow up:** How are they different?
4. You have been learning about the word *responsibilities*. What does that word mean?  
**Follow up:** What are some responsibilities farmers have? What are some responsibilities shepherds have? What are some of the responsibilities you have?
5. Why do farmers grow crops?  
**Follow up:** What kinds of crops do farmers grow that we eat?

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## KEY CONCEPT OVERVIEW

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During the next few days, our math class will learn about length and height by comparing two objects side by side. When students hold a new pencil next to a new crayon, for example, they find that the pencil is longer and the crayon is shorter. Students discover that when two objects they are comparing are not aligned, it becomes more difficult to tell which is taller, or longer, and which is shorter. For example, “If I stand on a chair, it seems as if I’m taller than my teacher!” Students learn to line up **endpoints** before comparing lengths. For example, “When we stand side by side, it’s easy to see that my teacher is taller. Our feet are the endpoints.”

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

- Draw something taller or shorter than the object pictured.
- Find objects at home that are longer or shorter than a length of string.
- Compare the length of the object pictured with the length of a new crayon.

## SAMPLE PROBLEM (From Lesson 1)

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In each pair, circle the shorter object.



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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## HOW YOU CAN HELP AT HOME

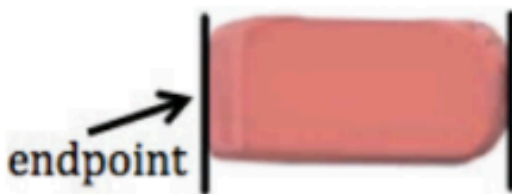
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- Play I Spy with household items, providing clues related to their length (longer/shorter) and height (taller/shorter). For example, say, "I spy something longer than an eraser but shorter than a pencil." Encourage your child to ask questions (e.g., "Is it a cup?" "Is it a spoon?"), and continue to provide clues until your child is able to guess the item you spied.
- Choose an object. Ask your child to find something in your home that is the same length as that object.

## TERMS

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**Endpoint:** The point where something begins or ends.



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## EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 3 | TOPIC B | LESSONS 4–7

### KEY CONCEPT OVERVIEW

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During the next few days, our math class will continue learning about length and height as students compare the length of objects with a **linking cube stick**. Using a unit of measure allows students to be more precise when telling how long or short an object is; for example, “My scissors are as long as seven cubes.”

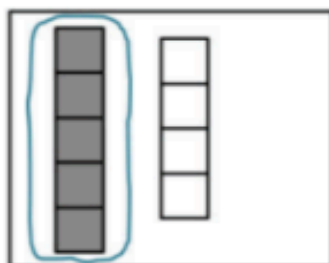
You can expect to see homework that asks your child to do the following:

- Find the linking cube stick that is longer, shorter, or the same length as a given object.
- Color linking cube sticks to show the length of an object.

### SAMPLE PROBLEM (From Lesson 5)

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Circle the longer stick.



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).

### HOW YOU CAN HELP AT HOME

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- Encourage your child to say the pattern of *1 more* while pretending to walk up a staircase by marching in place: “One—1 more is 2. Two—1 more is 3. Three—1 more is 4.” When your child is comfortable with 1 more, challenge him to reverse the pattern by pretending to walk down the stairs while saying the pattern in reverse: “Ten—1 less is 9. Nine—1 less is 8.”
- Encourage your child to practice counting the **Say Ten** way: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Ten 1, Ten 2, Ten 3 ... up to Ten 9. Make it fun by inviting your child to count in a funny voice, such as that of an angry bear or a scared mouse.

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## TERMS

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**Say Ten counting:** An East Asian method of counting that reinforces place value understanding by asking students to break two-digit numbers into tens and ones. In Grade 1, Say Ten counting extends to three-digit numbers up to 120.

|                      |                   |
|----------------------|-------------------|
| eighteen             | 1 ten 8           |
| forty-eight          | 4 tens 8          |
| one hundred eighteen | 11 tens 8         |
|                      | 1 hundred 1 ten 8 |

## MODELS

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**Linking Cube Stick:** A stick of 1 to 10 interlocking cubes, with a color change after the fifth cube.





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## EUREKA MATH™ TIPS FOR PARENTS

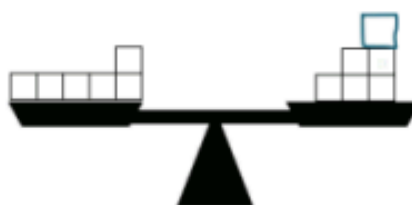
GRADE K | MODULE 3 | TOPIC C | LESSONS 8–12

### KEY CONCEPT OVERVIEW

During the next week, our math class will compare the weights of objects in the classroom by using the words *heavier than*, *lighter than*, or *the same as*. At first, students will compare based simply on feel and may be surprised to find, for example, that even though a cotton ball and a rock are the same size, the rock is heavier than the cotton ball. Students will use a **balance scale** to say exactly how two items compare: “The marker is as heavy as seven pennies!”

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

- Draw something heavier or lighter than the object pictured.
- Count to find out how many cubes are as heavy as a given object.
- Draw squares to represent linking cubes so each side of the balance scale weighs the same. (See image on the right.)



### SAMPLE PROBLEM (From Lesson 12)

Draw pennies to show that the pen is as heavy as five pennies.



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## HOW YOU CAN HELP AT HOME

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- Ask your child to compare the weights of two objects by placing one in each hand and seeing which hand drops lower or feels heavier.
- Write the numbers 1 to 10 in order. Ask your child to close her eyes while you cover one or two numbers with pennies. Challenge your child to open her eyes and figure out which number(s) are hidden.
- Say a sequence of three teen numbers (11–19), replacing one number with “beep.” For example, say, “12, beep, 14.” Have your child identify the “beep” number: “The beep number is 13.”

## MODELS

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**Balance Scale:** A tool used to compare weight. Grade K students use a balance scale to determine which object is heavier or lighter.



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## EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 3 | TOPIC D | LESSONS 13–15

### KEY CONCEPT OVERVIEW

During the next few days, our math class will compare the volume (**capacity**) of various containers by filling them with rice. Students will notice that both the size and the shape of the container affect how much it can hold. For example, a tall skinny vase can hold the same amount as a short wide mug. Students also count to determine how much each container holds. For example, a student might find that it takes 10 scoops of rice to fill a teacup. “Whoa! Ten scoops of rice is the same as one teacup!” (Note that homework in this topic reviews number skills from Module 1.)

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

- Circle the two parts that make up six objects in each rectangle.
- Circle the two parts that make up seven objects in each rectangle.

### SAMPLE PROBLEM (From Lesson 13)

NOTE: Students completed a math lab in class in which they compared the amount of rice that different sizes of containers could hold.

Consider the containers from the lesson. In the first box, draw a picture of the container that could hold the most amount of rice. In the second box, draw a picture of the container that could hold the least amount of rice.



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).

### HOW YOU CAN HELP AT HOME

- Have your child compare the capacity of two containers. Invite your child to pour liquid, rice, or sand from Container A into Container B. Ask your child to tell whether Container A holds more than, less than, or the same as Container B.
- Draw 10 objects on a piece of paper. Invite your child to find and circle groups of twos, threes, fours, and fives within the larger group of 10.

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**EUREKA  
MATH™**

GRADE K | MODULE 3 | TOPIC E | LESSONS 16–19

## TIPS FOR PARENTS

### KEY CONCEPT OVERVIEW

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During the next few days, our math class will continue comparing objects, now with the goal of deciding whether there is “enough” in a variety of real-world situations. For example, students will draw lines to match puppies with bones to determine whether there are enough bones for all the puppies. Students will use *more than* and *fewer than* to describe situations in which there is not enough of something.

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

- Draw lines matching items in one group with items in another to determine whether there are enough.
- Draw more items to make the number of items in each group the same.

### SAMPLE PROBLEM (From Lesson 17)

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Draw straight lines with your ruler to see whether there are enough flowers for the butterflies.



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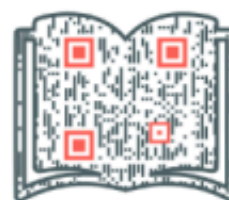
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### HOW YOU CAN HELP AT HOME

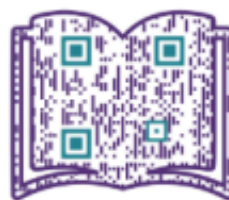
- Invite your child to draw up to 10 simple objects (e.g., bees, sun, fish) on a piece of paper. Then you draw the same number of matching items (e.g., hives, clouds, ponds). Challenge your child to draw lines matching, for example, each bee to a hive. Ask questions about the drawings, and have fun with it: "Does each bee have a hive? Will the sun peek from behind each cloud?" For an added challenge, draw more or fewer items than your child draws and encourage him to use *more than* or *fewer than* to describe the difference.
- Play Make It Equal. Gather an even number of at least 20 items, such as pennies or buttons, and place them in a pile. Each partner takes a small handful of up to 10 items from the pile. Partners line up their items and count. The partner with fewer items takes more items from the pile, one at a time, until each partner has an equal number of items.

## Amplify CKLA: Caregiver Hub

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



English



español

AmplifyCKLA

**Scan the QR codes above to access the Caregiver Hub!**