

Dolphin Pod Post

Dr. Charles R. Drew Elementary School

Upcoming Dates

3 - No School

5 - Cultural Night 6:30 pm

6- Picture Day Retakes

12 - Report Cards

17/18 - Hearing and Vision Check

24/25 - Early Release

1:20 dismissal

Parent Teacher Conferences

26-28 No School

Reminders

★ Kindergarten's Disguise a Turkey project is coming up! Directions will be sent home with students on November 4. The project is due back to school by Friday, November 21. Be sure to check your child's folder!

★ Parent-Teacher Conferences are quickly approaching! Be on the lookout for a message from your child's teacher. Your child's teacher will be sending reminders out to those who signed up for a time at Sneak Peek. If you have not signed up yet or need to change your time, please reach out to your child's teacher.

Reading & Writing

In Skills this month, we will work on Unit 4. In this unit, eight sounds are introduced, along with the most common way of spelling each sound. The eight sounds and corresponding spellings are:

- /n/ spelled 'n' as in man
- /h/ spelled 'h' as in hat
- /s/ spelled 's' as in sit
- /f/ spelled 'f' as in fan
- /v/ spelled 'v' as in van
- /z/ spelled 'z' as in zigzag
- /p/ spelled 'p' as in pig
- /e/ spelled 'e' as in pen

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In Knowledge this month, we will be working on Domains 3 and 4. In Domain 3, students will be introduced to classic stories that have been favorites with children for generations. By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. In Domain 4, students will learn about the parts of a plant and how they grow. They will also hear stories such as "Johnny Appleseed" and "The Gigantic Turnip," and will learn about scientific achievements made with plants.

Math ☆

This month, we will begin working on Module 2. In this module, students will learn to correctly name 2D and 3D shapes regardless of their orientation, size, or variation. Students will transition from classifying and identifying shapes by how they look (e.g., "It's a rectangle because it looks like a door.") to more precise descriptions based on mathematical attributes (e.g., "It's a rectangle because it has four straight sides and no openings.").

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 3
Stories

In this unit, students will be introduced to classic stories that have been favorites with children for generations.

What's the story?

Students will be introduced to **classic stories**, such as "The Three Little Pigs" and "Chicken Little," as well as **memorable characters** like Goldilocks and the Billy Goats Gruff. They will also **listen to stories** that will help them develop an **appreciation** for **fiction** from **other cultures**.

What will my student learn?

Students will gain an understanding of the **elements of a story**, including **characters**, **plot**, and **setting**.

Students will **sequence the events** in stories, as well as **compare characters** from different stories. This will **develop an awareness of language** to help them become better writers and readers.

Conversation starters

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

1. What are some of the characters you have met in the stories you have been reading?
Follow up: How would you describe the characters you mentioned? Can you draw me a picture of your favorite character so far?
2. What story did you read today?
Follow up: What was the setting of the story? Can you draw a picture of what you imagined the setting to look like?
3. I know you have been reading some folktales at school. What is a folktale?
4. What do you call the person who writes a book? (author) What do you call the person who makes the pictures for a book? (illustrator)
Follow up: Would you rather be an author or an illustrator? Why?
5. You have been reading about some heroes in your stories. What is a hero?
Follow up: Who is someone you think is a hero?

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AmplifyCKLA

Welcome!

Grade K, Domain 4
Plants

In this unit, students will explore many different aspects of plants.

What's the story?

Students will learn about the **parts of a plant** and how they **grow**. They will also **hear stories** such as "Johnny Appleseed" and "The Gigantic Turnip," and will learn about **scientific achievements** made with **plants**.

What will my student learn?

Students will explore many different **aspects of plants**, including the **parts of a plant**, what plants need to **stay alive**, and **how plants grow**. They will study the basic **life cycle of plants**, how **bees pollinate** them, and what **photosynthesis** is.

Students will communicate their new knowledge about plants through **writing activities**, in which they will **compare** different types of plants and seeds and how they are used by people.

Conversation starters

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

1. Where can plants live?
2. What are some things you have learned that plants need to stay alive?
3. Can you draw a picture of a plant for me? Don't forget to include the different parts of a plant that you have been learning about.
Follow up: What does the stem do? What do the leaves do? What do roots do?
4. What is an evergreen tree?
Follow up: What are the leaves of an evergreen called? (needles) What important part of a plant is found in an evergreen cone? (seeds)
5. Who was George Washington Carver?
Follow up: Why was he called the "plant doctor"? How did he help farmers? What two plants did he encourage them to plant?

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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 2 | TOPIC A | LESSONS 1–5

KEY CONCEPT OVERVIEW

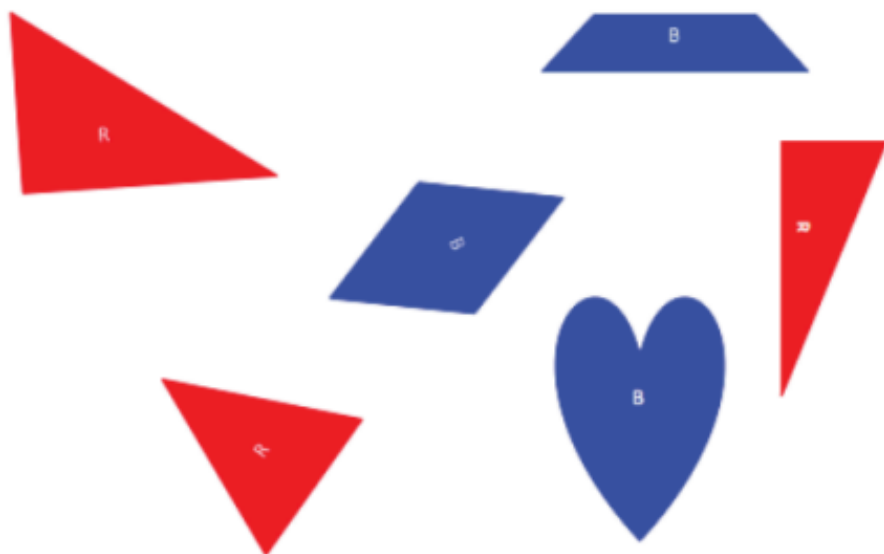
During the next week, our math class will explore triangles, squares, rectangles, hexagons, and circles. We will learn to recognize and name shapes based on the number of sides and corners instead of naming a shape based strictly on what it looks like. Students will sort **flat shapes** according to these characteristics. For example, students may say, “This shape is long and skinny and doesn’t look like a hexagon, but it has six sides and six corners so I will put it in the hexagon group!”

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

- Identify triangles, rectangles, hexagons, and circles in a group of shapes.
- Reason about which characteristics (sides and corners) determine how to classify a shape.
- Draw various shapes.

SAMPLE PROBLEM (From Lesson 2)

Color the triangles red and the other shapes blue.



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GRADE K | MODULE 2 | TOPIC A | LESSONS 1-5

HOW YOU CAN HELP AT HOME

- Identify shapes, first by their sides and corners and then by their names.
- Play Beep Number. Say three to four numbers in order, but replace one number with the word "beep." For example, if you say, "5, 6, 7, beep," then your child responds, "8."
- Use uncooked spaghetti, string, pipe cleaners, or sticks to make various shapes. Ask your child, "How many corners (or sides) does this shape have?" Because shapes come in many sizes and orientations, create some examples that are atypical to broaden your child's understanding of different shapes. (See images.)



TERMS

Flat shapes: Closed figures (e.g., squares, rectangles, circles, triangles, and hexagons) that have width and height but no depth; also known as two-dimensional shapes.



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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 2 | TOPIC B | LESSONS 6-8

KEY CONCEPT OVERVIEW

During the next few days, our math class will explore **solid shapes**, including cubes, cones, cylinders, and spheres. We will find that solid shapes are different from flat shapes because solid shapes are raised or can be held upright in students' hands. As they investigate further, students will notice that familiar flat shapes form the **faces** of solid shapes: "From above, this cube looks like a square! I can count 6 square faces on the cube!"

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

- Identify solid shapes in everyday objects; for example, dice are cubes, and a can is a cylinder.
- Sort solid shapes by characteristics (e.g., corners, faces, and edges).
- Arrange shapes by using **position words**.

SAMPLE PROBLEM (From Lesson 7)

Circle the cylinders with red.

Circle the cubes with yellow.

Circle the cones with green.

Circle the spheres with blue.



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

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GRADE K | MODULE 2 | TOPIC B | LESSONS 6-8

HOW YOU CAN HELP AT HOME

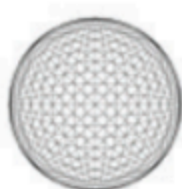
- Send your child on a scavenger hunt for solid shapes around the house. Ask your child to “prove” his choice by describing its characteristics. For example, “This ball is a sphere because it is round and can roll! It doesn’t have any faces or edges.”
- Invite your child to make solid shapes with modeling clay.
- Show your child four fingers or fewer. Ask, “How many more to make 5?”

TERMS

Face: The flat side of a solid shape; it can look like a circle, triangle, square, or other flat shape.

Position words: Words that describe location or placement, such as above, below, beside, in front of, next to, and behind.

Solid shapes: Objects (e.g., cylinders, spheres, cones, and cubes) that have width, height, and depth; also known as three-dimensional shapes. (See images below.)



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EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 2 | TOPIC C | LESSONS 9–10

KEY CONCEPT OVERVIEW

During the next few days, our math class will focus on the differences between flat and solid shapes. We will sort shapes in several ways. Sometimes the teacher will specify a criterion, for example, “shapes with curves.” At other times, students will create their own sorting criteria, for example, “shapes that roll” and “shapes that don’t roll.” We will wrap up this module with a fun Shape Fair that gives students an opportunity to use a variety of skills—drawing, making, counting, sorting, and naming flat and solid shapes.

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

- Identify the shape that does not belong in a group.
- Search your kitchen for solid and flat shapes, and make a collage by drawing or tracing the shapes.

SAMPLE PROBLEM (From Lesson 9)

Circle the pictures of the flat shapes with red. Circle the pictures of the solid shapes with green.

