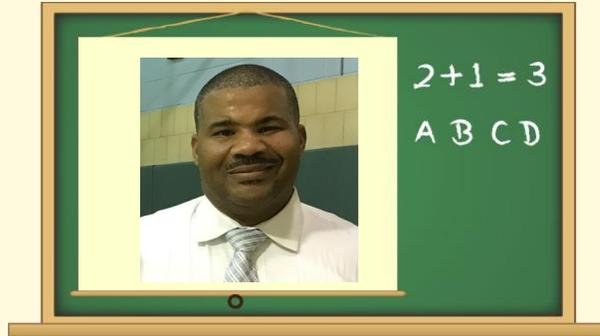


# WOODLIN WIZARD NEWS

March 2019 Issue



Hello, Wizard Parents.

With the first day of Spring coming on March 20th, we can only hope that progressively warmer weather is on its way. With that, of course, comes an increase in students walking to school or to school bus stops.

Following the recent pedestrian incidents across Montgomery County, **MCPS is encouraging an increased focus on student pedestrian safety.**

MCPS's Department of Transportation (DOT) will conduct a review of all walking routes this Spring to find opportunities to add buses for the Fall. DOT will also partner with the Montgomery County of Parent Teacher Associations on seeking engineering enhancements to areas where students walk to schools and school bus stops and wait at school bus stops. This action, which started on November 2018, will go on through December 2019.

Schools in Montgomery County will recognize **National Youth Traffic Safety Month in May**, along with participating in **Bike to School Day on May 8.**

If you are going to walk to school with your child or your child will walk to school on their own, select a walking route ahead of time with less traffic and intersections and walk the route a few times with your child to make sure your child is walking safely and with attention to what is going on about him or her.

- Is your child looking up, listening, and making eye contact with drivers when crossing the street?
- Is your child taking headphones off and putting away their phones when walking or crossing streets?
- Does your child continue to look left and right before they cross a street and while they cross the street?
- Is your child walking across the street or running?

Children learn through experience. Walking with their parents, a guardian, or another caregiver is an important way for children to practice crossing real streets and picking safe places to walk.

There is no magic age when children are old enough to walk to school or to their bus stop without an adult. But, as a parent, you should decide when your child has the skills and experience to deal with traffic safely without you.

Thank you.

*Craig Jackson*



## Mrs. Scott's Home & School Connection: March Tip

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### *Children, who are master observers, may wonder sometimes these days, "What Does Respect Look Like?"*

You can help your child see what respect looks like by helping him or her learn and practice respectful behaviors at home and with you when he or she is outside the home interacting with his or her peers or other adults.

You can begin by working with your child on these behaviors that could help make his or her interactions with others more respectful and pleasant.

- First, **listening with interest**. Discuss with your child the importance of listening when someone is speaking to them. Looking at a person in the eyes, being interested in what they are saying, and listening until they are done speaking, these all communicate respect to the person talking.
- Second, **replying respectfully**. When your child listens with interest until the person stops talking, what next? Discuss with your child how a respectful reply would show that he or she listened and were interested, such as "That was interesting. What did you like best about the movie or your trip?" If the person was expressing anger or frustration over something that your child did or said to upset them, teach your child how to respond with "I" comments, such as "I did not realize that would upset you." Or "I now understand how that would upset you, so I will not do that again or I am sorry to have made you feel that way." Explain to your child that too often, people will respond to someone who is upset with a "You" statement, like "You shouldn't be upset about this" or "You are overreacting, I did not mean that to happen" or "You misunderstood me, I did not mean that." Replies that begin with "you" are not respectful because they minimize the person's opinions or feelings and do not provide your child with a way to clarify the situation and not further upset the other person.
- Third, **practicing at home**. Practice the above at home when you and your child are talking or having a disagreement about something.



## Kindergarten – March Activity

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In **Writing**, kindergarteners will continue to write their how-to books. They are working hard on adding details to our pictures and words and using lowercase letters!

In **Reading**, our students are reading a lot of informational texts and learning how to answer questions from the text. They are also identifying the main idea and important key details.

In **Math**, our students are moving back to numbers! They are counting to 100, counting backwards, decomposing, and counting on! They will begin to become fluent in making facts with the number 5.

In **Social Studies**, our kindergarteners are still learning about our economy by identifying needs and wants, making choices about goods, and learning about the value of things. They are learning that something may be value to some people, but not to others!

In **Science**, our students have been learning so much about animals! They have been classifying them by their external features, their body coverings, and how they move! It has been so fun!

**Parent reminder:** Please help your child with their homework and remind them to hand it in on Fridays! The homework sheet should always stay in their folders. Also remember to return guided reading books as well as media books.



## *First Grade – March Activity*

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In **Reading**, our first graders will **read the Pied Piper** from our Junior Great Books series and **work on answering critical thinking questions**.

In **Writing**, our students will **wrap up their informative writing pieces** about their chosen animal. They will **publish non-fiction books** that will include a cover page, table of contents, illustrations, captions, and a glossary.

In **Science**, the students will **learn about landforms and earth changes**, and **engage in an engineering and design project**.

First graders will take their **first field trip** to Badlands on **Wednesday, March 20<sup>th</sup>**.



## *Second Grade – March Activity*

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In **Math**, our second graders will **tell time** to the nearest hour and half hour, and 5 minutes. They will also **divide (partition) shapes** into halves, thirds, and fourths. Then, our students will **show multiplication** using repeated addition and drawing arrays.

In **Reading**, our students will **ask and answer questions about the story** and **identify the story structure**. They will **identify the characters' response** to events and challenges and **identify the character's point of view**.

In **Writing**, our second graders will continue writing **opinion pieces** that include an introduction, reasons, linking words, and a concluding statement.

In **Science**, students will **investigate habitats** and the animals that live in them. They will work on understanding of what a habitat is and the diversity of life that can be found. They will **research and investigate different habitats** found throughout the world.



## Third Grade – March Activity

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In **Math**, our third graders will continue to **learn about fractions**. They will **explore equivalent fractions** in models and number lines.

In **Reading**, our students will **explore both informational and fiction texts**. They will gain a deeper understanding of vocabulary.

In **Writing**, our third graders will **write to inform about Patricia Polacco**, an author they have been learning about in the library and classrooms.

In **Social Studies**, our students will **explore more about Tenochtitlan and the Mexican culture**.

In **Science**, third grade students will **explore different biomes** and create an animal that could be found in one of these biomes.

Our third graders are excited to learn about the United States and **prepare for their first Geo Bee!**



## Fourth Grade – March Activity

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In **Math**, our fourth graders will **apply their computational fluency** to solve a variety of word problems. Students will **assess the reasonableness of answers** using mental computation and estimation strategies including rounding. They will **encounter measurement word problems** involving distances, liquid volumes, and intervals of time and include problems involving addition and subtraction of simple decimals. Our students will also use the four operations to **solve multi-step word problems**.

In **Reading**, our students will **summarize informational text** using main ideas and key details and paraphrase portions of information presented in diverse media. They will **integrate information from two texts on the same topic** and make inferences based on information in the text. Students will read informational text related to science content and **compare and contrast a firsthand and secondhand account of the same event**. They will also explain how an author and speaker use reasons and evidence to support particular points. In addition, students will **explain procedures in a technical text** and **describe the structure of informational text**.



## *Fifth Grade – March Activity*

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In **Science**, our fifth graders are **studying the apparent brightness of stars** and **how the Earth's rotation determines the constellations that we see**.

In **Social Studies**, our students are **learning about the geographical regions of the United States** and how people adapt, modify, and impact the natural environment. They will also **explore some of the reasons that Americans migrated to the west**. After reading an article in *Time for Kids* about some of the newest technological inventions, our fifth graders will select one to further research and **then create an advertisement to convince others to buy their chosen product**.

At the end of the month, our fifth graders **will head to Mount Vernon, Virginia, to visit the home of George Washington**.

Thank You!

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