

# Dolphin Pod Post

## Dr. Charles R Drew Elementary School

### Upcoming Dates

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PTSA meeting

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We are off to a great start in Kindergarten! Thank you for your support and communication as we begin a year of learning and growing. Your students thrive as they know we partner together for their benefit and enjoyment of learning. We can't thank you enough for all you are doing to help us teach your children, we couldn't do this without you!

### Reading & Writing

In reading this month ...

We will be working on rhyming words, retelling stories, and identifying characters in books. In writing we are working on writing our names in school style. We have also started learning about writing sentences and showing we understand the difference between letters, words and sentences. Please see our Benchmark parent letter for more information about Unit One.

### Small Groups

In reading we will begin working with students in small groups. We will provide a schedule of the time you can expect your child to be working directly with the teacher. We will also provide independent activities they can do while they are not in small groups with the teachers.

### Math In math this month ...

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!"

## Science & Social Studies

We are focusing on ...

learning about weather, clouds, symbols of the United States of America, and getting along as a classroom community.

It will be an exciting month of learning in Kindergarten!



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## Dear Family Member,

Welcome to our first unit of study, “Rules at Home and School.”

This year, our kindergarten students will build literacy and language skills by participating in ten cross-disciplinary units of study in our Benchmark Advance Program. Each three-week unit features a topic, ranging from economics to earth science, history and culture to themes in literature, and more. As students read poems, stories, plays, and informational articles, they will strengthen their reading and writings skills and strategies, participate in meaningful collaborative conversations, and make connections to their other content area studies. We look forward to sharing your child’s progress with you!

As we start each unit, I will send home a letter like this one, introducing the unit focus and skills your child is learning. I will also suggest activities you and your child can do together at home to build on the work we’re doing in class.

In this unit, students will discover the role rules play in all parts of their lives, and why following rules is important to everyone’s safety and well-being. For example, some rules at school, such as “Don’t run in the hallway,” keep everyone safe. Classroom rules, like “Listen to the teacher and each other,” encourage respect and allow everyone to learn. The selections include a variety of genres, including poems, realistic fiction, procedural texts such as lists, and an interview. Following rules and behaving responsibly are keys to a productive learning environment, making this a perfect unit to kick off our program. I hope it will spark some lively discussions at home.

I look forward to working together as partners this year. Should you have any questions about our reading program or about your child’s progress, please don’t hesitate to contact me.

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## Rules at Home and School

In this unit, we read fiction and nonfiction about rules that we follow at school, at home, and on the field. We think in depth about the question “Why do we have rules?” Here are some activities designed to continue the conversation about rules and to build on the skills and concepts your child is learning in school. Hopefully you’ll even have some fun, too, as you work together!

### Topic Connection

#### Rules Scavenger Hunt

Rules are everywhere. Go on a scavenger hunt for rules in your home and neighborhood. Board games are an example of rules in your home. What other rules can your child find at home? Venture outdoors to continue your “Rule Hunt.” Help your child by pointing out examples, such as a stop sign or a traffic light. Talk about how these rules keep people safe. Invite your child to consider what would happen if there were no traffic rules.

### Vocabulary Connection

#### Rules in Action

Your child is learning new words related to rules, such as **attention**, **clean**, **safe**, and **school**. You can support understanding of these words by noticing them in action at home. For example, point out that washing hands is a rule for staying clean. In that moment, ask your child to think of other “clean rules” you follow in the house. You can do the same for the word *safe*. For example, when your child buckles a seat belt, point out that these rules keep people safe. Then have your child think of other rules that keep us safe.

### Comprehension Connection

#### You’ve Got Game!

In this unit, we’ll read about rules that players follow in different sports. One selection highlights rules for all different sports, and another presents a bulleted list of rules for soccer. The ability to identify and list main ideas, such as rules of a sport or game, is an important reading skill. Practice this skill by inviting your child to identify the rules of a favorite sport or game. Write down what your child says, and review the rules together. Then have your child illustrate each rule.

### Phonics Connections

#### Letter of the Day

Letter recognition is the first step in learning to read, and an important part of this unit’s phonics instruction. Over the next three weeks, have your child pick a letter of the day. She might start with the first letter of her name, for example. Everywhere you go—store, bank, restaurant, movies—encourage your child to find that letter.

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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.



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

## HOW YOU CAN HELP AT HOME

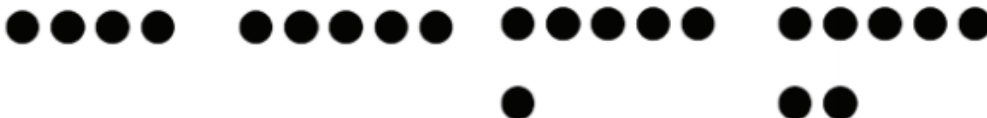
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- Play “Beep Number”: Say 3–4 numbers in order, but replace one number with the word “beep.” For example, if you say, “1, 2, beep, 4,” your child responds, “3.” For extra support, invite your child to use a simple **number path** so he can touch each 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

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**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

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

