

# Dolphin Pod Post

**Dr. Charles R Drew Elementary School**

## Upcoming Dates

2/1 Townhall, PTSA Meeting: Artist in Residence (Virtual)  
2/1 World Read Aloud Day  
2/3 Report Cards in Synergy  
2/6 Report Card Distribution  
2/14 Assembly, Share the Love for Drew Celebration  
2/20 No School  
2/28 Group Pictures

## Share the Love of Drew

Families, love is in the air. This month we will be celebrating love and friendship together as a class. We will be creating a special project together. **We are asking that each student brings in an empty cereal box, or two.** We will need these boxes by Feb 10.

## Reading & Writing

In reading this month ...

Unit 5 will get us thinking about technology and its benefits and drawbacks. We will consider the idea that while today's technology helps us do everything quickly, life was simpler and slower long ago. The selections include a variety of genres, such as informational texts, fantasy, poems, and realistic fiction. This thought-provoking unit will engage both you and your child as you think about the role

technology plays in your lives.

## Math

In math this month ...

During the next week, students will learn about the number bond, a math model they will use through Grade 5. Number bonds show how to put together parts to make a whole, or total, amount; for example, 2 and 3 make 5. At the same time, these models show how to take a whole apart: 5 is 3 and 2. Since the beginning of the year, students have been using objects and drawings to take apart and put together numbers. The number bond now gives them a way to record this work on paper.

## Science & Social Studies

In science, we will be exploring how a Venus fly trap and spider webs catch insects. We will also be conducting experiments and investigations on force and motion. In Social Studies we will learn about goods, services and human resources. We will gain real world experience in opening a shop and create all the components of a functioning retail establishment.

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## Technology at Home and School

In this unit, we'll read selections about technology to understand its benefits and drawbacks and think about the question "Why do we use technology?" Here are some activities designed to continue the conversation about technology and to build on skills and concepts your child has learned in school. Taking a break from using technology is sure to be an eye-opening opportunity!

### Topic Connection

#### Technology Tour

To recognize the major role technology plays in our lives, take a technology tour of your home with your child. Make a list of every form of technology you see, from cell phone and computer to microwave oven and your car. Extend your tour to the neighborhood. Add other forms of technology to your list, such as an airplane flying overhead, or the market door that automatically opens when you step on it.

### Vocabulary Connection

#### What Time Period Is It?

In school, your child is learning words related to technology. Some of these words include **future, jet pack, scooter, space pack, spaceship, computer, electricity, science, slate, technology, whiteboard, handwritten, hopscotch, marker, ring toss, text**. On a large sheet of paper or poster board, draw three columns and label them: *Long Ago*, *Now*, and *Future*. Write the vocabulary words on small pieces of paper and review their meaning with your child. Then have your child turn them over one at a time and tape them to the correct column on the chart. Encourage your child to give an explanation for each decision.

### Comprehension Connection

#### A Look Back Interview

Many selections we'll be reading compare and contrast life in the modern world with life long ago. Recognizing comparisons and contrasts is an important reading skill. To practice this skill, have your child interview a grandparent or an elderly neighbor about life before certain technologies, such as cell phones, computers, or even TV. Help your child come up with simple questions, then accompany her on the interview. After, engage your child in a discussion about the similarities and differences between life today and life long ago.

### Phonics Connections

#### Fun on the Run

In our phonics instruction, your child is learning to recognize the short *u* sound, as in *fun*. On separate index cards or small pieces of paper, write the letters *-ub, -ud, -ug, -um, -un, -ut, and -uck*. Shuffle the cards. Turn over the top card and say a word that ends with those letters. For example, for *-ug*, you might say *bug*. Next your child says a different word ending with *-ug*. Continue back and forth until you can't think of any more words that end in *-ug*. Then move on to the next card.

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## EUREKA MATH™ TIPS FOR PARENTS

GRADE K | MODULE 4 | TOPIC A | LESSONS 1–6

### KEY CONCEPT OVERVIEW

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During the next week, students will learn about the **number bond**, a math model they will use through Grade 5. Number bonds show how to **put together** parts to make a whole, or total, amount; for example, 2 and 3 make 5. At the same time, these models show how to take a whole apart: 5 is 3 and 2. Since the beginning of the year, students have been using objects and drawings to **take apart** and put together numbers. The number bond now gives them a way to record this work on paper.

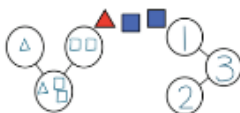
You can expect to see homework that asks your child to do the following:

- Complete a number bond to match a picture.
- Use different colors to show two different parts of a whole, and use fingers and a number bond to show the **hidden partners**, or **number pairs**.
- Complete a sentence to match the number bond; for example, 3 and 1 make 4.
- Invent a story to complete a number bond and draw a picture to match.

### SAMPLE PROBLEM *(From Lesson 3)*

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Draw the shapes and write the numbers to complete each number bond.



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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- Invite your child to gather five small objects or toys and to tell you take apart/put together stories about them. For example, “There are 5 frogs. Two frogs sit on a log, and 3 frogs play in the water.”
- Encourage your child to use small objects to show various number bonds for numbers 2 through 5. For example, if the whole is 4 beans, your child might break it apart into 3 beans and 1 bean. Be sure your child includes 0 as a part in some number bonds. For an added challenge, ask your child to increase the total number of beans gradually to 10. Perhaps set a timer to see how many number bonds she can make in a minute.
- Encourage your child to practice counting the **Say Ten** way to 20 (e.g., 8, 9, ten, ten 1, ten 2, ten 3, ... 2 tens). If your child struggles, consider drawing a picture or using a **Rekenrek** as a visual support.

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GRADE K | MODULE 4 | TOPIC A | LESSONS 1-6

## TERMS

**Hidden partners** or **number pairs/partners**: Pairs of numbers that add up to a given number. For example, the numbers 3 and 5 are partners, or pairs, that make 8.

**Put together**: To combine parts to make a whole; to add.

**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

**Take apart**: To separate a whole number (total) into parts. For example, “There are 5 children; 3 are girls, and 2 are boys.” Note: Take apart problems are different from take away problems in that solving take apart problems does not involve removing any parts. This distinction can be challenging for children in the early years.

## MODELS

**Number Bond**: A model showing the relationship between a number (whole) and its parts. Grade K students work with number bonds in various orientations.



**Rekenrek**: A Slavonic abacus with rows of 10 beads. Each row has a group of five red and five white beads. The color groupings help students form mental images of numbers.

