

Dolphin Pod Post

Dr. Charles R. Drew Elementary School

Upcoming Dates

3/1 - PTSA Meeting, 7 p.m.
 3/3 - Early Release; 1:20 p.m.
 3/6-3/10 - Book Fair
 3.9 Interims Distributed
 3/15 - Early Release; Dismissal 1:20 p.m.
 3/31- No School for Students

Updates/Reminders

- Please send in a reusable water bottle for your child
- Please bring in a healthy snack for your child as 2nd grade has a later lunch

English Language Arts :

In reading this month, students will be wrapping up Unit 5. In Unit 5 “Solving Problems Through Technology”, we have been reading about famous inventors and studying the impact of different inventions, and looking at how the inventions helped people solve problems. We even got to build our own robots thinking about ways robots can help solve problems! In Unit 6, “Tales To Live By” we’ll be reading tales from around the world and discussing the lessons each tale teaches us. Some tales, like “King Midas,” might be familiar to your child, but others he or she will be reading for the first time. Selections include realistic fiction and poetry as well as folktales, and we will be meeting characters like Ant and Elephant, Mercury and Fox. As we compare and contrast characters and stories, we’ll be exploring themes of honesty, kindness, greed, and truth.

Math: In math, we will be finishing Module 5. At the end of Module 5, we are working on three digit subtraction. Students will be able to recall the decomposition of 100 and 200 from Module 4 in one or two steps, using the same reasoning to subtract from larger numbers and decompose tens and hundreds within 1,000. Students use math drawings (a place value chart) to model the decompositions and relate them to the vertical form, step-by-step. Then, we will start Module 6. At the beginning of Module 6, we start the formation of equal groups, and arrays. Topic A begins at the concrete level as students use objects to create equal groups, providing a foundation for the construction of arrays in Topic B. Topic B focuses on spatial relationships and structuring as students organize equal groups (from Topic A) into rectangular arrays. They build small arrays (up to 5 by 5) and use repeated addition of the number in each row or column (i.e., group) to find the total.



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In Science, students will learn the term “habitat” and be able to draw a model and make a claim about the habitat. Students will then use a variety of resources to research different habitats and compare the organisms that live in them to communicate how a selected habitat helps the organism survive. Once we explore habitats, students will explore our school yard for diversity of life. They will use an aerial map to make predictions as to whether or not there is a lot of biodiversity, some biodiversity, or no biodiversity. Then we will use our engineering design process to design a bug trap that will be used to continue their analysis of biodiversity in the schoolyard.

In Social Studies students begin the marking period by exploring how technology affects the way people live, work, and play. Students compare methods of transportation and communication. They determine how these technologies have changed over time and the impact of these changes on daily life. Students examine the production process to identify how natural, capital, and human resources are used to produce goods and provide services. They examine the role of specialized workers in the community and explore similarities and differences in services provided by businesses versus government. Next, students will examine different markets and explore methods of payment consumers use to obtain goods and services. Students end the marking period by examining why people, consumers and producers, must make economic choices. They determine that economic choices have both positive and negative consequences which may be viewed differently by individuals and groups.

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