

Dolphin Pod Post

Dr. Charles R. Drew Elementary School

Upcoming Dates

2/6 Report Card
Distributed

2/9 100th Day of
School

2/14 - Share the
Love at Drew

2/20- No School

Updates/Reminders

- Students should bring a full plastic water bottle every day.

English Language Arts :

In reading this month, Students will be wrapping up Unit 4. The main idea behind Unit 4, “Many Characters, Many Points of View.” To explore this theme, your child has been reading several tales, legends, poems, and pieces of realistic fiction. In each case, looking at the point of view. Students wrote an opinion piece about if they would recommend a folktale we read in class to a friend or not and why. Then we will start Unit 5. In Unit 5 “Solving Problems Through Technology”, we will be reading about famous inventors and studying the impact of different inventions, and looking at how the inventions helped people solve problems.

Math: In math, we will start Module 5. The beginning of Module 5 focuses on place value strategies to add and subtract within 1,000. Students relate 100 more and 100 less to addition and subtraction of 100. They add and subtract multiples of 100, including counting on to subtract. Students also use simplifying strategies for addition and subtraction. They extend the make a ten strategy to make a hundred, mentally decomposing one addend to make a hundred with the other and use compensation to subtract from three-digit numbers. Throughout the lessons, students use place value language and properties of operations to explain why their strategies work. Students will then continue to build on Module 4’s work, now composing and decomposing tens and hundreds within 1,000. Students relate manipulative representations to the algorithm and then as always, students use place value reasoning and properties of operations to explain their work.

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Science & Social Studies

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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To contact us:

Mrs. Jennifer Ahmed-Morton

Jennifer_A_Ahmed-Morton@mcpsmd.org

Ms. Sarah Bridegum

Sarah_L_Bridegum@mcpsmd.org

Mrs. Zainab Thuro

zainab_thuro@mcpsmd.org

Mrs. Carmen Soriano-Garcia

Carmen_M_Soriano-Garcia@mcpsmd.org

Mrs. Ashley Libbee

ashley_e_libbee@mcpsmd.org