



# Welcome to Drew

## Back to School Night: SCB, 1-5

September 8, 2021

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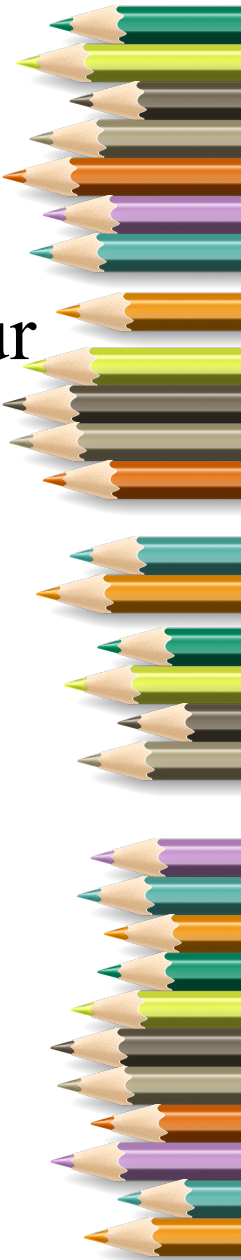
**Dr. Charles R. Drew ES**  
1200 Swingingdale Drive  
Silver Spring, MD 20901  
(240) 740 -5670 (NEW)



# Tell Us About Yourself

Please indicate your level of knowledge about our school.

- 1 I have no idea what to expect.
- 2 I have limited information.
- 3 I have enough information to get started.



# Main Office Staff

(240) 740-5670



Meredith Casper

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Principal

[Meredith\\_Casper@mcpsmd.org](mailto:Meredith_Casper@mcpsmd.org)



Aaron McKinley

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Assistant Principal

[Aaron A McKinley@mcpsmd.org](mailto:Aaron_A_McKinley@mcpsmd.org)

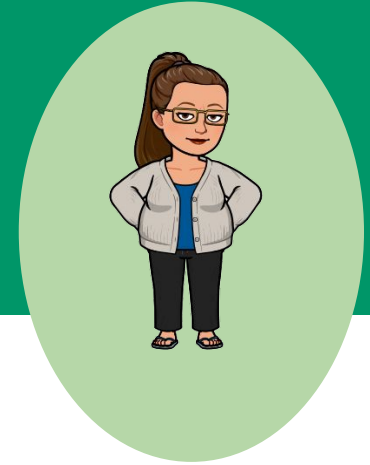


Michele Whiting

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Administrative  
Secretary

[Michele F Whiting@mcpsmd.org](mailto:Michele_F_Whiting@mcpsmd.org)



Nicole Nichols

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Attendance Secretary

[Nicole Nichols@mcpsmd.org](mailto:Nicole_Nichols@mcpsmd.org)

# Core Support Team



Ashley Dickerson

Reading Specialist

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Tim Skillings

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# Fall School Safety Procedures

## Supporting in a Pandemic

- All members of the school community will be wearing masks - students, staff, volunteers and visitors.
- Hand hygiene will be performed regularly across the school day with an emphasis on lunch/recess.
- Students are encouraged to bring in reusable water bottles.
- Breakfast and lunch will be provided free of charge.
  - Modified cafeteria usage to reduce overall capacity and number of students at a table in the cafeteria, includes outside seating for Gr 3- 5.
- Unvaccinated students who have been in close contact with an individual who is displaying any single symptom of COVID-19 will be sent home.
  - Students who are sent home because they have been in close contact with an individual with symptoms may return if the individual with symptoms tests negative, or has an alternate diagnosis from a medical provider.
- Parents have the option to opt into random weekly COVID tested to help ensure safety of the school community.
- Individual students in isolation or quarantine will receive live, virtual instruction from a teacher on a separate schedule from their peers; if an entire class is in quarantine, the teacher will provide virtual instruction for the class.

# Fall School Safety Procedures

## Return to Normal

- Classes will return to pre-pandemic sizes.
  - K - 2: Average size of 18 students
  - 3: Average size of 24 students
  - 4-5 Local: Average size of 26 students
  - 4-5 CES: Average size of 27 students
- All students will be given a laptop bag, chromebook, and headphones which are to be brought back and forth daily.
- Students will be exposed to/ continue to use Canvas and Nearpod.
- Materials can be shared in the classroom.
- Students will be able to use recess equipment outside.
  - Masks are not required outside at recess.
- Transportation will return to normal size.
  - Runs have the potential of a delay due to lack of bus drivers.

# Isolation vs Quarantine

## Quarantine

- An individual who was **in direct contact** with a COVID-19 positive person may enter quarantine OR An individual who was in **direct contact** with a person with symptoms similar to COVID-19.
- Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
- Typically students in quarantine are not sick and are available for learning experiences.

## Isolation

- An individual who has **tested positive for COVID-19** and is sick (level of symptoms could be varied).
- Separates sick people with a contagious disease from those who are not sick
- Students that are sick are experiencing illness.
  - Opportunities for makeup work exist.

# What does it mean to your kids?

## Unvaccinated Students

- Required to quarantine if they are in close contact to an individual with COVID like symptoms until the person tests negative or 10 days.
- Required to quarantine for ten (10) days from the last date of direct exposure to an individual who has tested positive for COVID-19.
- There are no testing exemptions for unvaccinated staff or students to shorten the quarantine period.





# Quarantine Guidance

## MCPS Quarantine and Isolation Guidance

### INDIVIDUAL STUDENT QUARANTINE

Individual student(s) who may not all be from the same homeroom or class period, who have tested positive for COVID or had direct exposure to someone who has tested positive.

### WHOLE CLASS QUARANTINE\*

A group of students from the same homeroom or class who are all in quarantine due to direct and shared exposure to an individual with a positive case.

All students and staff in the impacted class will transition to virtual learning for that class until the class can reopen.

# What will Drew do if this is you?

## Individual isolation/quarantine expectations

- Establish a process to **ensure & monitor student engagement and attendance.**
- Provide access to **live support to instruction** in the areas of Math and ELA.
- Provide **access grade-level course work** through their a Drew support classroom, teacher's Canvas page and connection with the students.

Student schedules will provide **attention and balance** to off camera time/breaks, individual work time, & social/wellness support.

# What will Drew do if this is you?

## Whole class in isolation/quarantine expectations

- Provide access to **live instructional support** to learning with your established class within a slightly modified day (similar to 2020-21 with a five day approach)
  - Class schedules will be posted in canvas upon initiation of this need.
- Establish a process to **ensure & monitor student engagement and attendance.**
- Provide **access daily instruction** through their teacher's Canvas page and connection with their established peers.

Student schedules will provide **attention and balance** to off camera time/breaks, individual work time, & social/wellness support.

# “Lunch” at Drew

1. Students will have access to wash their hands.
2. Drew has **considered and utilized all available seating options** by lunch shift to reduce capacity at lunch.
  - a. Inside the cafeteria, students will be at **assigned grade level locations** to support contact tracing with spaces between locations.
  - b. Outdoor seating is available for students in Grades 3-5 students (20 students). Seating has been ordered.

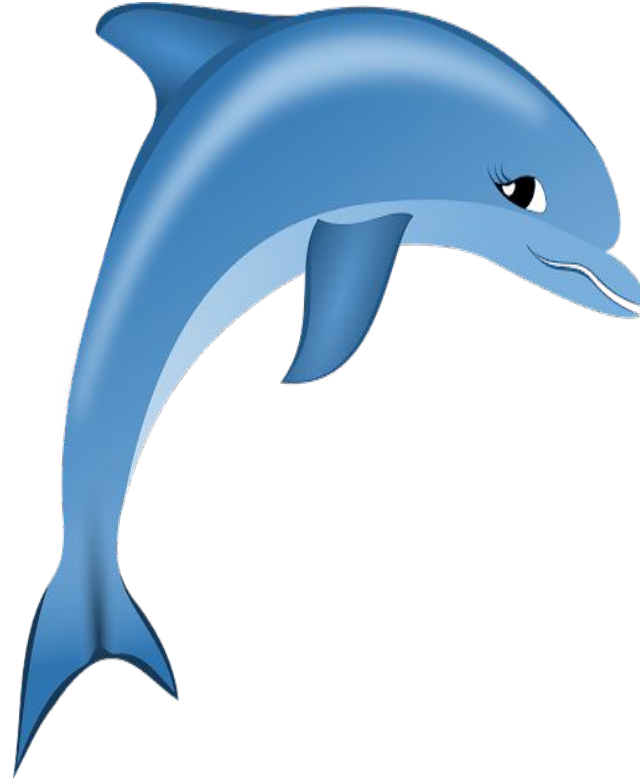
Note: SCB students will eat in their classroom.

3. Plans must be **flexible and able to be adjusted** given changing weather circumstances.
4. Schools should ensure **mask compliance** when not eating, but socializing.

## Master Schedule

### **Content Minutes:**

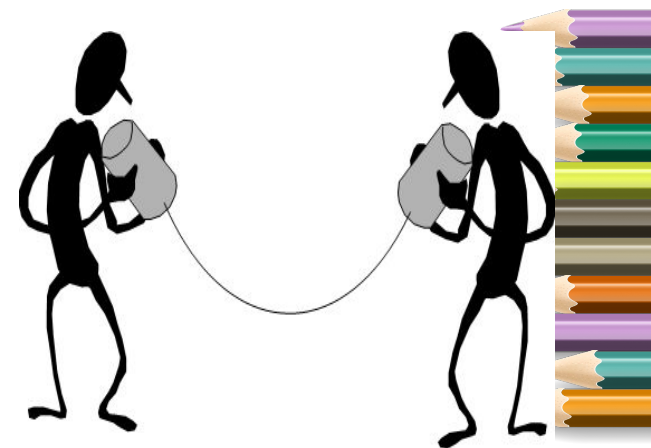
- ELA (Benchmark) (120 min)
- Math (Eureka) (70 min)
- Science/Social Studies (30 min)
- Classroom Meetings (10 min)
- Specials (40 min)/ 3 times a week



**Student Day: 9:05 - 3:50**

# Parent Communication Resources and Tools

1. Drew Handbook
2. The Splash (weekly)
3. Grade level newsletter (monthly)
4. Parent Vue (Synergy)
5. Thursday Folders (weekly)
6. Class Dojo (short messages)
7. MCPS email (long messages)
8. MCPS Quicknotes



# Student Attendance Policies

## *General Tips*

- Daily attendance will be taken in the morning.
- Ensure your contact info is up to date in case you need to be contacted for a pick up.
- Early release request need you to be on site no later than 3:30 p.m.
  - Late requests cannot be honored as students are in movement to dismissal.

## *MCPS Attendance Policies*

- Students are recorded as *a.m. absent* if they arrive at school more than one hour late.
- Students are recorded as *p.m. absent* if they leave school more than one hour early.
- Students are recorded as *absent* for a full day if they are present for one hour or less of the school day.

Please email [Nicole.Nichols@mcpsmd.org](mailto:Nicole.Nichols@mcpsmd.org) to report an absence in addition to communicating with the classroom teacher.

## Arrival: 9:00 - 9:25

- Students should arrive between 9:00 - 9:05 a.m.
  - Students **should not** arrive prior to 9:00 a.m.
- Students should walk directly to class through the main doors. (Hugs outside please).
- Students will be considered late if they arrive after 9:25 a.m./ morning announcements.
  - All students arriving after 9:25 a.m. should be walked into school.



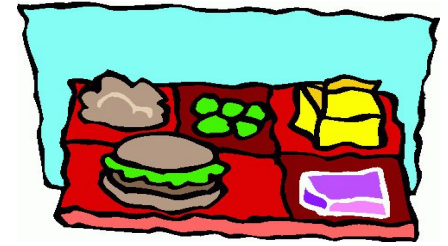
## **Dismissal: 3:50 - 4:00**

- Bus riders are always walked by a safety patrol or staff member to the bus.
- Walkers will be walked by an adult to exit through the APR to be matched to an adult.
- Car riders will be released as adults come through the car rider lane. Students will be matched by numbers.

## **Early Dismissal:**

- Students will ONLY be released to persons identified on the emergency card. Changes will require written documentation.
- Families leaving early are strongly encouraged to be picked up by 3:30 p.m.

# Recess/Lunch



- Students will go to recess/lunch as a grade level.
  - Students will have the option to remove their mask outside
  - Students will have access to hand washing/sanitizer prior to lunch
  
- Inside the cafeteria
  - Students may bring their own lunch or partake in our free lunch program
  - Grade levels will sit at assigned tables to reduce the number of students at a table.
  - An allergy table is available to any student in need





# Items to Bring to School

## **To Bring to School Daily**

- An extra mask or two
- A personal water bottle
- Identified personal school supplies
- Your technology bag (charged chromebook, charger and headphones)
- A backpack
- Cellphone
  - Optional but in your child's backpack off during the student day.

## **To Leave at Home**

- Toys
- Stuffed animals



**EUREKA  
MATH<sup>®</sup>**



[eureka-math.org](http://eureka-math.org)

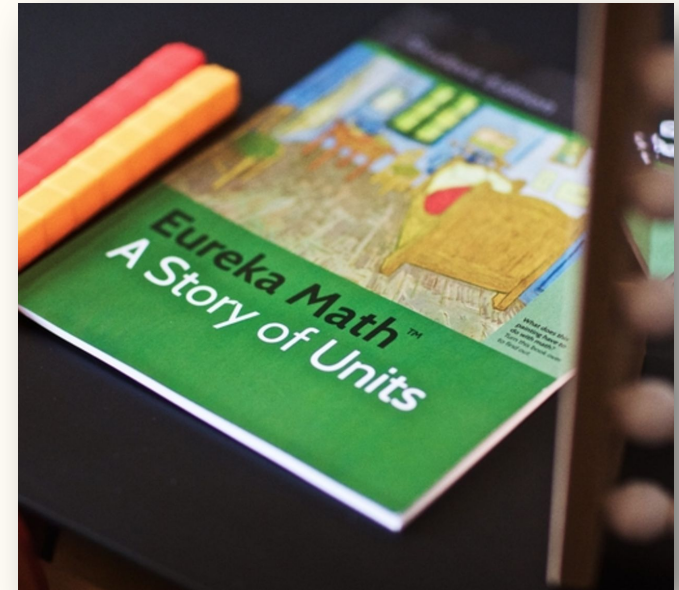
# EUREKA MATH IS...



**RIGOROUS** to have students meet the highest level of state grade level standards

**COHERENT** across grade levels

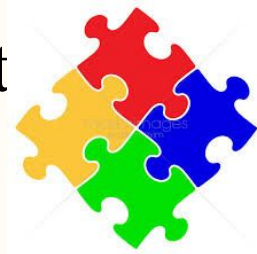
**COMPREHENSIVE** with print and digital support



Each lesson is comprised of four critical components.

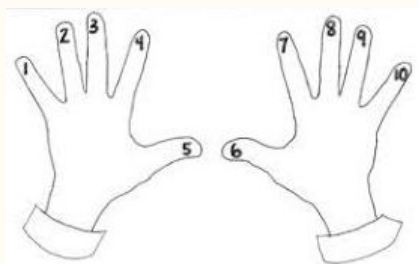
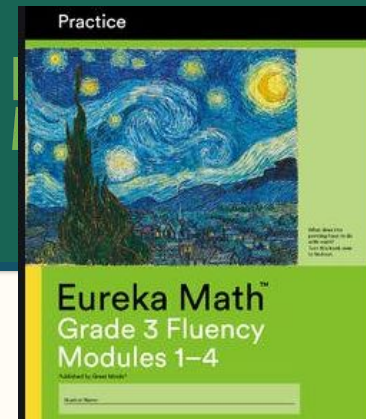
- Fluency practice
- Application problem
- Concept development (including the problem set)
- Student debrief (including the exit ticket)

Together, they promote balanced and rigorous instruction




# FLUENCY

- Fluency skills for maintenance (staying sharp on previously learned skills)
- Preparation (targeted number practice for the current lesson)
- Anticipation (skills that ensure that students will be ready for upcoming lessons)



**Happy Counting!**

Let's play Happy Counting! We're going to count by ones when I hold my thumb up, I want you to count us. If I put my thumb down, I want you to count down. If I put my thumb to the side, that means stop, but try hard to remember the last number you said.



1 2 3 (pause) 2 1 (pause) 2 3 4

4th EDITION CORE MATHEMATICS CURRICULUM FOR NEW YORK STATE

Lesson 3 Sprint 111

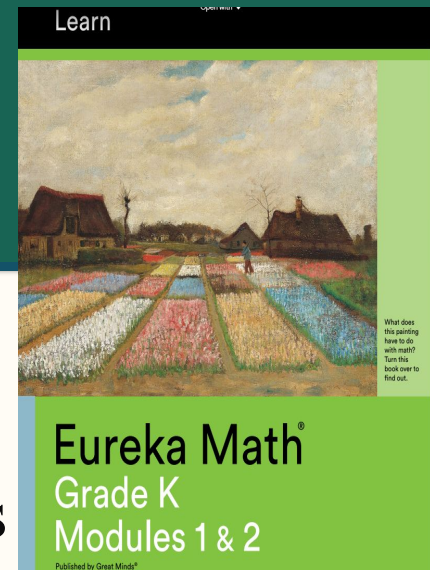
B		Improvement _____	# Correct _____
1	2 + 0 =	23	4 + 2 =
2	2 + 2 =	24	6 + 2 =
3	2 + 4 =	25	8 + 2 =
4	2 + 6 =	26	10 + 2 =
5	2 + 8 =	27	12 + 2 =
6	2 + 10 =	28	14 + 2 =
7	2 + 12 =	29	16 + 2 =
8	2 + 14 =	30	18 + 2 =
9	2 + 16 =	31	0 + 22 =
10	2 + 18 =	32	22 + 22 =
11	20 - 2 =	33	22 + 44 =
12	18 - 2 =	34	66 + 22 =
13	16 - 2 =	35	88 - 22 =
14	14 - 2 =	36	66 - 22 =
15	12 - 2 =	37	44 - 22 =
16	10 - 2 =	38	22 - 22 =
17	8 - 2 =	39	22 + 0 =
18	6 - 2 =	40	22 + 22 =
19	4 - 2 =	41	22 + 44 =
20	2 - 2 =	42	66 + 22 =
21	0 + 2 =	43	666 - 222 =
22	2 + 2 =	44	888 - 222 =

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# APPLICATION PROBLEM

- Apply skills already learned in new ways and in real life situations through word problems
- Use the RDW strategy to solve problems



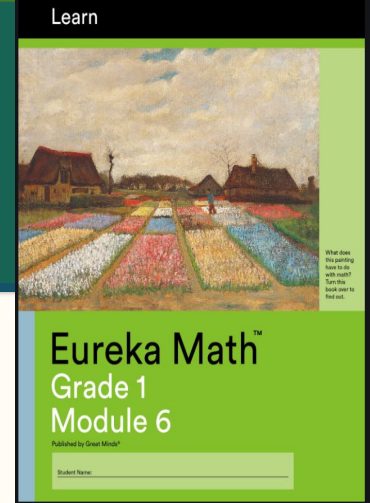
**R:** Read the problem.  
● Circle all the numbers.  
● Underline the key words and question.

**D:** Draw a picture or model to represent the information visually.  
● \*Include labels.

**W:** Write an equation, number sentence, or statement to answer the question.

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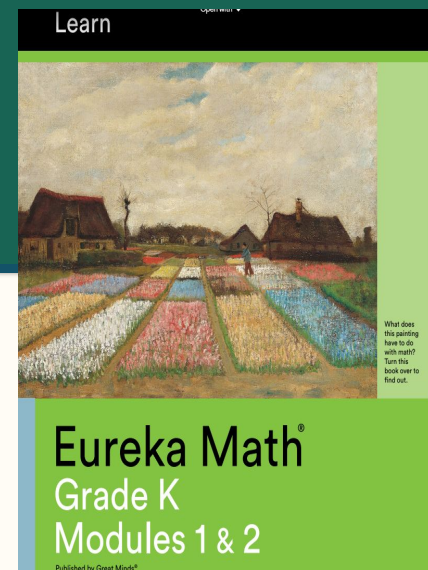
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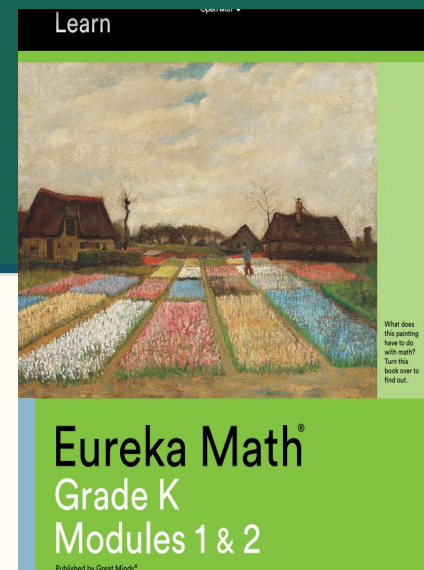
**W:** Write an equation, number sentence, or statement to answer the question.

# CONCEPT DEVELOPMENT

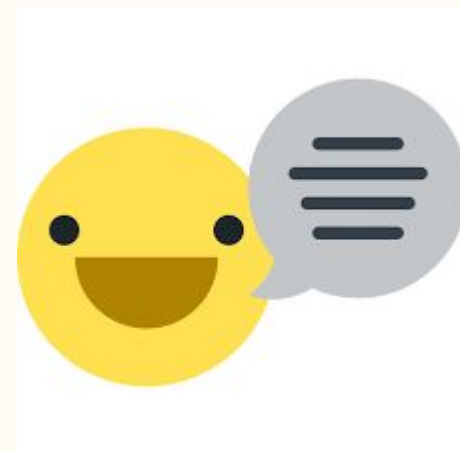
- New learning for the day
- Longest lesson component of the math block
- Problems for students to practice the new learning and ask questions of the teacher  
*(teachers may assign different problems to different students)*



# DEBRIEF

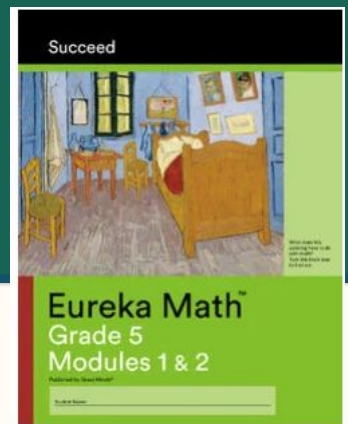


- Review answers to a problem set question or two
- Students discuss questions to review new learning for the day
- Exit Ticket- quick and ungraded



# HOMework

- Practice what we learned today on your own (10 to 15 minutes)
- Not all problems on the homework page may be assigned every night  
*(teachers may assign different problems to different students)*
- Homework helper page always included



# Homework Helpers

## G4-M1-Lesson 3

1. Rewrite the following number, including commas where appropriate:

30030033003     30,030,033,003

I use a comma after every 3 digits from the right to indicate the periods, or grouping of units—ones, thousands, millions, and billions.

2. Solve each expression. Record your answer in standard form.

I can add 5 tens + 9 tens = 14 tens.

Expression	Standard Form
5 tens + 9 tens	140

14 tens is the same as 10 tens and 4 tens.  
I can bundle 10 tens to make 1 hundred.  
14 tens is the same as 140.

3. Represent each addend with place value disks in the place value chart. Show the composition of larger units from 10 smaller units. Write the sum in standard form.

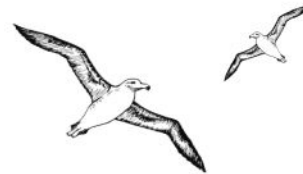
3 thousands + 14 hundreds = 4,400

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
			••••	••••••••		

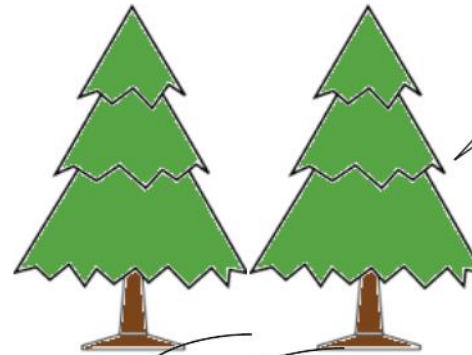
After drawing 3 thousands and 14 hundreds disks, I notice that 10 hundreds can be bundled as 1 thousand. Now, my picture shows 4 thousands 4 hundreds, or 4,400.

## GK-M1-Lesson 1

Color the things that are exactly the same. Color them so that they look like each other.



I didn't color the birds because they are not exactly the same. One is big, the other is small. Plus, they are not flying the same way.



These trees are exactly the same. They are the same kind of tree, and they are the same size. I colored them so that they look like each other.

# Parent Tip Sheets - Overview of each topic

## EUREKA MATH TIPS FOR PARENTS

GRADE 4 | MODULE 5 | TOPIC D | LESSONS 16–21

### KEY CONCEPT OVERVIEW

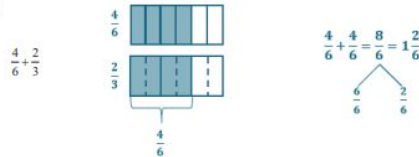
In Lessons 16 through 21, students add and subtract fractions. They use **number bonds**, **number lines**, and **tape diagrams**, as needed, to model the addition and subtraction. Students apply what they have learned to solve word problems.

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

- Add and subtract fractions with like units (e.g.,  $\frac{3}{6} + \frac{2}{6}$ ) and unlike units (e.g.,  $\frac{2}{6} + \frac{1}{3}$ ).
- Record answers as **mixed numbers**, where applicable (e.g.,  $\frac{11}{8} = 1\frac{3}{8}$ ).
- Use the **RDW process** to solve word problems.

### SAMPLE PROBLEM (From Lesson 21)

Use a tape diagram to represent each addend. **Decompose** one of the tape diagrams to make like units. Then write the complete **number sentence**. Use a number bond to write the sum as a mixed number.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

### HOW YOU CAN HELP AT HOME

- Ask your child to teach you how to add and subtract fractions. Teaching you will help him to explain his thinking as he talks through the process. Ask him to explain how the models (the number bond, number line, and tape diagram) can help him solve.
- Together, find one of your child's favorite recipes. Look at the amount needed for each ingredient. Pose the following questions: What happens if we want to make two batches of the recipe instead of one? How much of each ingredient will we need?

For more resources, visit » [Eureka.support](http://Eureka.support)

GRADE 4 | MODULE 5 | TOPIC D | LESSONS 16–21

### TERMS

**Decompose/Decomposition:** To break apart into smaller parts. There are multiple ways to show decomposition, for example,  $1\frac{3}{6} = \frac{6}{6} + \frac{3}{6}$ , or  $\frac{9}{6} = \frac{6}{6} + \frac{3}{6}$ , or partitioning a tape diagram to make like units. (See Sample Problem.)

**Mixed number:** A number made up of a whole number and a fraction, for example,  $13\frac{42}{100}$ .

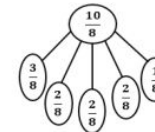
**Number sentence:** An equation for which both expressions are numerical and can be evaluated to a single number. For example,  $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$  and  $\frac{1}{10} + \frac{2}{10} + \frac{3}{10} = \frac{6}{10}$  are number sentences. Number sentences do not have unknowns.

**RDW process:** Read, Draw, Write is a three-step process used in solving word problems that requires students to read the problem for understanding, draw a model (e.g., a tape diagram) to help make sense of the problem, and write an equation and a statement of the answer.

**Unit form:** A number expressed in terms of its units. For example,  $\frac{15}{100}$  written in unit form is 1 tenth 5 hundredths or 15 hundredths.

### MODELS

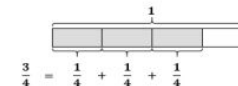
#### Number Bond



#### Number Line



#### Tape Diagram



EUREKA MATH For more resources, visit » [Eureka.support](http://Eureka.support)

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# PARENT RESOURCES

**EUREKA  
MATH™**

**ROAD MAP** (overview of year)

**PARENT TIP SHEETS** (overview of each topic)

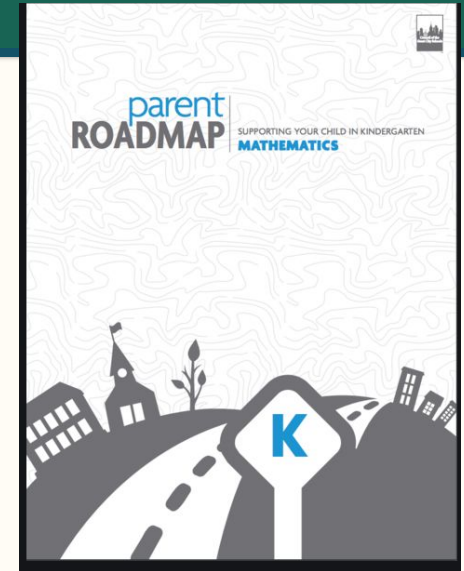
[GreatMinds.org/Math/Parents](https://www.GreatMinds.org/Math/Parents)

OR

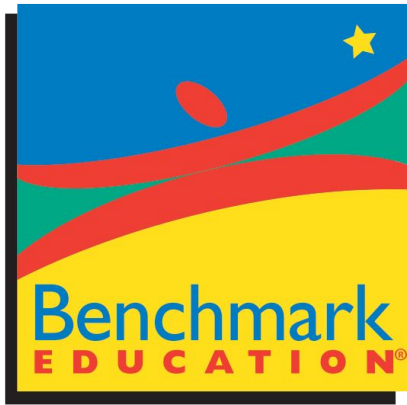
A DREW ES Course in [MyMCPS Classroom](#) Canvas

**HOMEWORK HELPERS** (help with current concept)

In the succeed homework workbook







# Benchmark

**E D U C A T I O N**

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*Building Literacy and Language for Life™*

# Key Components

- Vertical alignment across K-5
- Three-week units centered around knowledge strands
- Write-in text sets + digital access to materials
- Writing aligned to reading
- Foundational skills instruction
- English learner scaffolds
- Targeted intervention tools
- Built-in assessments

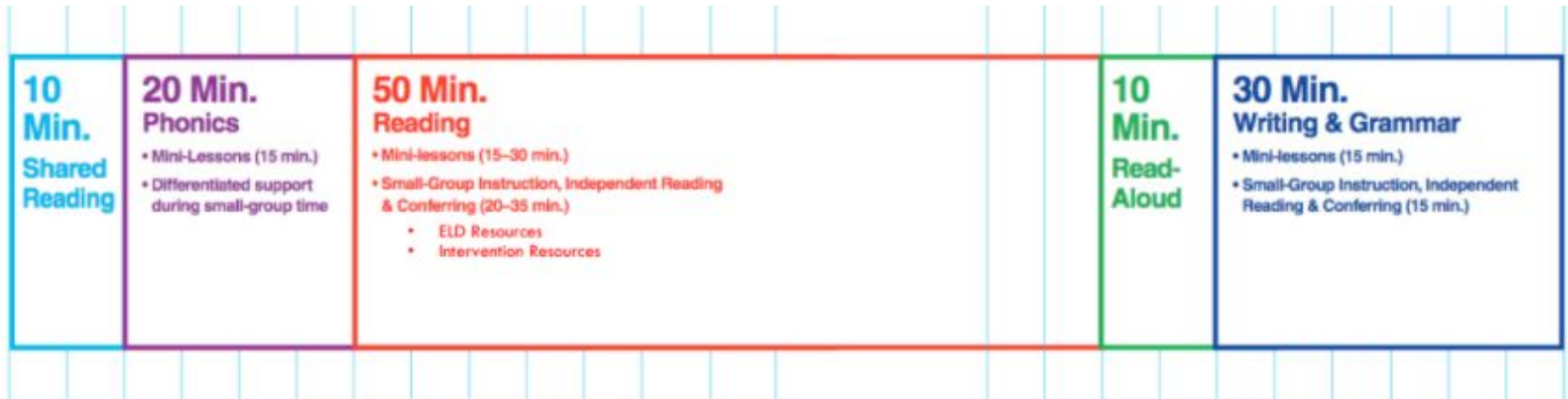


# ELA Block

120 minutes of Instruction includes:

- Read Aloud
- Reading Mini lessons
- Small group instruction
- Phonics Instruction
- Writing and Grammar

120-Minute  
Literacy Block



# Units of Study- Kindergarten

7	Government and Citizenship		5	Technology and Society	
2	Character		6	Theme	
3	Life Science		7	History and Culture	
4	Point of View		8	Earth Science	

# Start of School: Foundations and Routines

During the first 15 days of instruction, students will learn classroom procedures through direct instruction and modeling of behaviors.

- Teachers will have time to explicitly model, teach and practice literacy behaviors and expectations students will use consistently throughout the year.
- This is the time to build classroom community and set the stage for deep learning.
- The lessons include read alouds, book discussions, word work, writing and reading time. This is the time for literacy centers routines to be established and for teachers to get to know their students through informal assessments.

# Start of School: Foundations and Routines

Teachers will gather anecdotal and formative data in order to assess students' reading skills for placement in small, flexible, needs-based groups, but will not report reading or writing grades until Unit 1 begins on 9/23.

- Parents should not expect to see homework or graded work coming home during this time.

# Close Reading

Topic 6: Stories Have a Message

Fable

## Crow Learns a Lesson



Crow found a piece of cheese and flew up to a tree to eat it. Fox saw her and had a plan.

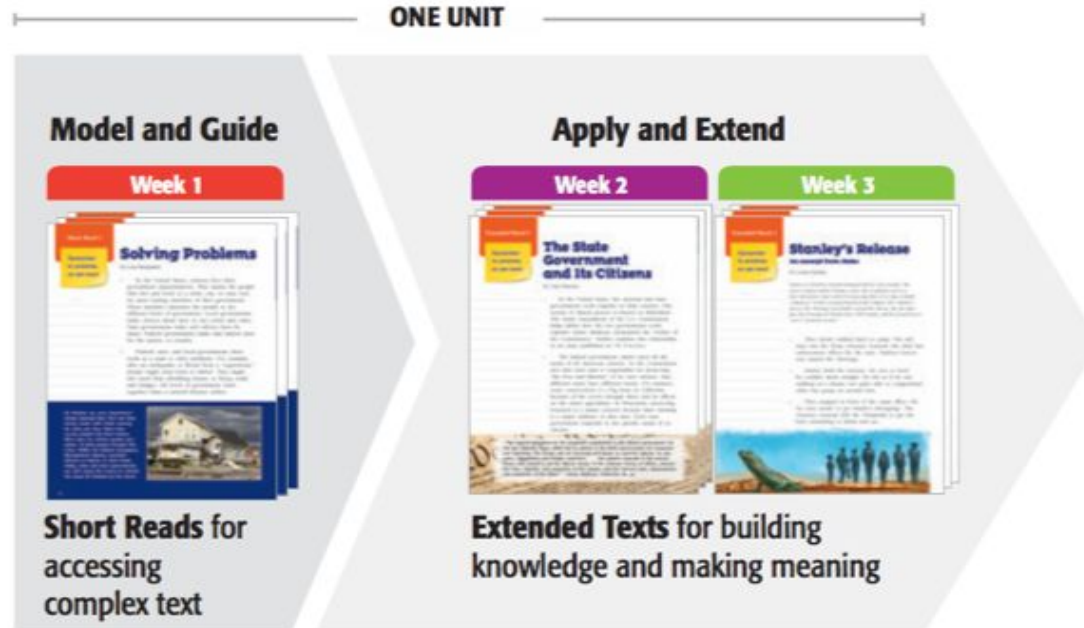
“You have such a wonderful voice!” he said. “Please sing for me!” So Crow sang and the cheese fell down! Then Fox ran away with the cheese.



- Students learn how to interact with texts as a first step towards close reading and text annotation.
- Students participate in shared reading. listening closely to each text to find text evidence through modeling and guided practice.

# Unit Overview

- Each unit is 3 weeks in length
- Has a theme and focus
- Heavy modeling and teacher support in week 1 and gradual release with application of skills in weeks 2 and 3



Every text in a unit focuses on a single topic.



# Student Consumables

- Drew distributes student consumables by unit.
- All consumables will be kept at school until the unit is completed.
- Units can contain grade level texts and assignments for students to read, annotate, and complete follow up activities with.



# Home-School Connection

- Available for each unit
- Includes daily activities to coincide with the readings in each unit, which are designed to be used with the consumable book
- Home school connection letters
- ELA Canvas page should be up to date with resources

Name: \_\_\_\_\_

## Unit 1: Rules at Home and School

# Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>Follow the Rules to Play Soccer</b> pp. 2-3 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the text.</li> <li>• Point to and read aloud the words <b>you</b> and <b>your</b> on page 2.</li> <li>• Ask: <i>What letters are in the word you? What letters are in the word your?</i></li> </ul>	<b>Follow the Rules to Play Soccer</b> pp. 2-3 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the text.</li> <li>• As you reread the first rule, ask your child to say the words and clap each syllable with you. Ask: <i>Which word has two claps? (after)</i></li> <li>• Repeat this activity with the fourth rule. (never)</li> </ul>	<b>Making Bridges</b> pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Help your child find a line with three words, a line with four words, and a line with five words. Remind him or her that the words are separated by spaces.</li> <li>• Ask: <i>How many words are in the title of the rhyme? (two)</i></li> </ul>	<b>Making Bridges</b> pp. 4-5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Circle the words <b>fine</b> and <b>mine</b> on page 5. Say the words with your child in parts. (f/ine, m/ine)</li> <li>• Ask: <i>How are these two words alike? How are they different?</i></li> </ul>	<b>Follow the Rules to Play Soccer; Making Bridges</b> pp. 2-5 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Review the two selections.</li> <li>• Ask: <i>What do we learn about a game on pages 2 and 3? What does the rhyme on pages 4 and 5 say about games?</i></li> </ul>
<b>Week 2</b>	<b>School Rules</b> pp. 6-7 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Circle rhyming words on page 6. (walk, talk) Help your child say the beginning sound of each word. Then say the words together to hear the rhyme.</li> <li>• Together, think of other words that rhyme with <b>walk</b> and <b>talk</b>.</li> </ul>	<b>School Rules</b> pp. 6-7 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Ask your child to say the three rules in his or her own words.</li> <li>• Ask: <i>Do we follow these same rules at home? Why or why not?</i></li> </ul>	<b>Rules for Talking and Listening</b> pp. 8-9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the text.</li> <li>• Help your child find and underline the word <b>we</b> on each line.</li> <li>• Ask: <i>Which ones begin with lowercase w? Which ones begin with uppercase W?</i></li> </ul>	<b>Rules for Talking and Listening</b> pp. 8-9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the text.</li> <li>• Together, say the words <b>attention</b>, <b>quietly</b>, <b>carefully</b>, and <b>listening</b> as you clap the syllables.</li> <li>• Ask: <i>How are these words alike? (All have three claps.)</i></li> </ul>	<b>School Rules; Rules for Talking and Listening</b> pp. 6-9 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Review the two selections.</li> <li>• Ask your child to find and point to a word in each title that is the same. (Rules) Together, spell the word aloud.</li> <li>• Ask: <i>Where can you find the word rules in one of the texts? (page 7, line 2)</i></li> </ul>
<b>Week 3</b>	<b>No Dogs Allowed in School</b> pp. 10-11 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the story.</li> <li>• Help your child find the word <b>dog</b>. Together, say the word and identify the letters. Then say the word.</li> <li>• Repeat with the word <b>Max</b> and the word <b>Mom</b>.</li> </ul>	<b>No Dogs Allowed in School</b> pp. 10-11 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the text.</li> <li>• Help your child find and underline the words that begin with the letter <b>m</b>.</li> <li>• Ask: <i>Which ones begin with lowercase m? Which ones begin with uppercase M?</i></li> </ul>	<b>Five Little Monkeys</b> pp. 12-13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Help your child find the word <b>Five</b> in the title and on the first line. Together, spell the word aloud.</li> <li>• Talk about the illustration. Ask: <i>Which monkey do you think falls off? Why?</i></li> </ul>	<b>Five Little Monkeys</b> pp. 12-13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Read aloud the rhyme.</li> <li>• Ask your child to count how many times he or she sees the word <b>the</b> in the rhyme. (four)</li> <li>• Repeat with the word <b>And</b>. (two)</li> </ul>	<b>No Dogs Allowed in School; Five Little Monkeys</b> pp. 10-13 <input type="checkbox"/> <ul style="list-style-type: none"> <li>• Review the two selections.</li> <li>• Ask: <i>What rule does the dog break? What rule do the monkeys break?</i></li> <li>• Talk about ways the dog and monkeys are alike in the selections. (They are all animals. They want to do something they think is fun.)</li> </ul>

# Student Portal: My Library

- Students can access their library, assignments and activities when they log in to their online account.

The screenshot displays the 'My Library' interface for Benchmark Advance e2018. At the top, there is a search bar for titles or keywords and a dropdown menu for 'Grade: 3'. Below this, a 'GRADE' section features buttons for levels K, 1, 2, 3, 4, 5, and 6, with '3' selected. An 'UNIT' section has buttons for units 1 through 10. A 'LANGUAGE' section offers 'ENGLISH' and 'SPANISH' options. The main content area is divided into three sections: 'Whole Group Texts and Resources' (11 items), 'E-Pocket Chart' (1 item), and 'Small Group Texts and Resources' (5 items). Each item is represented by a book cover with a title and a unit number. A blue 'Add New Bookshelf' button is located in the top right corner, and a blue arrow icon is in the bottom right corner.

**LIBRARY**  
Benchmark Advance e2018

Search for Title or Keyword  
Grade: 3 Start Over

**GRADE**  
K 1 2 3 4 5 6

**UNIT**  
1 2 3 4 5 6 7 8 9 10

**LANGUAGE**  
ENGLISH  
SPANISH

**Whole Group Texts and Resources** (11)

- Government People (Unit 1 Government f...)
- Ways Characters Shape Stories (Unit 2 Ways Charact...)
- Animal Adaptations (Unit 3 Animal Adapt...)
- Comparing Points of View (Unit 4 Comparing P...)
- Advancements in Technology (Unit 5 Advancement...)
- Making Decisions (Unit 6 Making Decis...)
- Communiting Then and Now (Unit 7 Communities ...)
- Weather Climate (Unit 8 Weather and ...)
- Spending Time (Unit 9 Spending Tim...)
- FORCES and Interactions (Unit 10 Forces and L...)

**E-Pocket Chart**

- Benchmark Advance... (E-POCKET CHART)

**Small Group Texts and Resources** (5)

- A Day at the Public Market
- A Visit to the New A...
- Alexander Graham Bell
- Amazing Animal Se...
- Androcles and the L...

# Supporting Student Interactions



# Responsible, Respectful, Safe

- Drew has three overarching expectations: **Responsible, Respectful, and Safe**
- These three expectations guide our interactions across the school building (classrooms, hallway, cafeteria, bathrooms, playground, stairways)

# PBIS - Positive Behavioral Intervention and Supports

PBIS is:

- Focused on improving a school's plan to teach expectations and support positive behavior for all students.
- A research-based, school-wide systems approach to improve school climate and create a safer more effective school.
- A process, NOT a program or a curriculum, that can be implemented across a building

## Why use PBIS ?

Teaching behavioral expectation and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

## What does PBIS look like?

PBIS introduces, models, teaches and reteaches, and consistently reinforces positive social behavior are important steps for a student's success in meeting behavior expectations.



# What does PBIS look like at Drew?

HALL stands for:

Hands to self.

Alert.

Level zero.

Looking forward.



FLUSH stands for:

Finish and flush.

Low voices.



Use appropriately.

Soap and water.

Hurry back.

STEPS stands for:

Slow and steady.

Touch the rail.

Every step.



Personal space.

Silent voices.

CAFE stands for:

Clean up.

Always ask.

Friendly voice.

Eat respectfully.



PLAY stands for:

Polite and patient.

Listen and look.

Ask.

Your time.



# What does PBIS look like in classrooms?

Teachers and students work together to create their own list of classroom expectations. These can be seen as “class expectations”.

In our room...		
Respectful	Responsible	Safe
<ul style="list-style-type: none"><li>-use kind words</li><li>-listen to others ideas</li><li>-use materials appropriately</li><li>-treat others the way you want to be treated</li></ul>	<ul style="list-style-type: none"><li>-complete classwork and homework</li><li>-keep materials neat and organized</li><li>-use technology responsibly</li><li>-follow directions</li></ul>	<ul style="list-style-type: none"><li>-walk</li><li>-keep self to self</li><li>-use technology in a safe way</li></ul>



# Dolphins

Throughout the day, students have the opportunity to earn individual dolphins and class dolphins by demonstrating expected behaviors.

Dolphins will be entered into raffles with the opportunity to win things such as “extra recess” and “lunch with the teacher.”

# Dolphins

**Individual** mini dolphins will be handed to **individual students** demonstrating the Drew Expectations and entered into a **weekly** raffle.



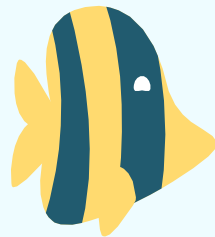
**Class Dolphins** will be entered into a **monthly** raffle.





# The Arts Team

School Counselor, Media, Art, Music,  
Physical Education and Instrumental Music



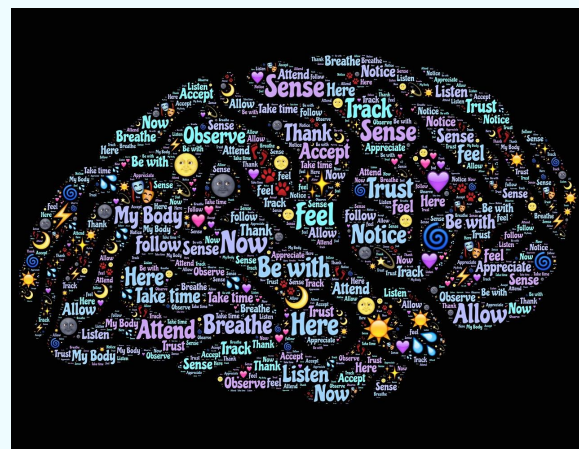
# Counseling



● Mr. Tim Skillings  
[timothy\\_skillings@mcpsmd.org](mailto:timothy_skillings@mcpsmd.org)  
School Counselor, 2nd year at  
Drew!

# What does a School Counselor do?

- Classroom Lessons - Counselor delivers 1 lesson a month to each classroom in the building.
- Parent Point of Contact - Feel free to email me if you have any questions or concerns!
- Individual/Group Counseling
- Mindful Minute
- School/Community Event Planning



# MEDIA CENTER




**Ms. Lori Tecler,  
Media Specialist**

**Mrs. Susan Ehrenspeck,  
Media Assistant**







# What do we do in Media?

## Literature

### Appreciation

Read, listen to, discuss, and share stories/books!

## Digital

### Citizenship

Online safety, protecting privacy, cyberbullying, balancing media time

## Information

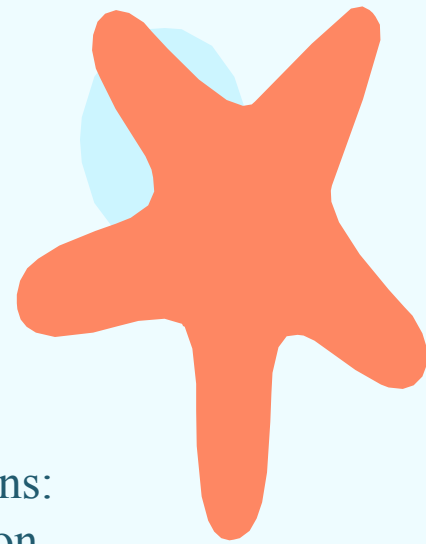
### Literacy Skills

Locate, evaluate, and use information effectively

## Inquiry

Asking questions, researching, seeking answers, creating/sharing products

# General Music



Mrs. Mauck

SCB, Pre-K - 5



Mrs. HT

Thursday Afternoons:  
Mrs Ahmed-Morton  
Mrs. Hartke's





# What do we do in Music?

## Create

Melodies and rhythms using music notation or icons

## Perform

Songs, play instruments (made from everyday household items) and move, with music expressive qualities

## Respond

A process of music selection, analyzation, interpretation and evaluation

## Connect

Understand the relationships between music and the other arts, other disciplines, varied contexts, and daily life.

# Instrumental Music: Grade Four and Five



Daniella Krohn



This program is available  
to students in **Grades 4  
and 5 only.**

## Grade Four/ Five: What students do in Instrumental Music?



Students are graded on two measurement topics:  
Performing on an Instrument &  
Reading and Notating Music



For more information, families may view the parent information on the school website. The topics covered will be:

Instrument suitability, rental cost, scheduling, performances, expectations, and parent questions.

Questions? Email me at [Daniella\\_E\\_Krohn@mcpsmd.org](mailto:Daniella_E_Krohn@mcpsmd.org)

# Physical Education



**Lauren Rinker**  
SCB, PreK- 5



**Gaston Zossoungbo**  
SCB,; Schlueter, Ahmed Morton

# What do we do in P.E.?

## **Movement Skills and Concepts:**

- Dribble with hand and feet
- Throwing and Catching
- Striking with and long and short handled implements
- Volleying with hands
- Gymnastics
- Creative Movements (Dance)



## **Health-Enhancing Physical Fitness and Activity:**

- Components of Fitness
- Calculating Heart Rate
- Creating a Fitness Plan

## **Personal and Social Responsibility:**

- Goal Setting
- Identifying the need for rules
- Conflict Resolution
- Cooperation, Responsibility, Respect, and Safety



Please wear comfortable  
clothing and sneakers on  
P.E. days.



Kristen Forman

Pre-K, Head Start, K-5



Art

Jackie Skandalis

Grade One  
Mahoney and Yachera



# What do we do in **art class**?

## Inspire

- Look
- Interpret
- Associate

## Explore

- Plan
- Make
- Incorporate

## Elevate

- Refine

## Asses

- Evaluate

## Present

- Select
- Prepare
- Share

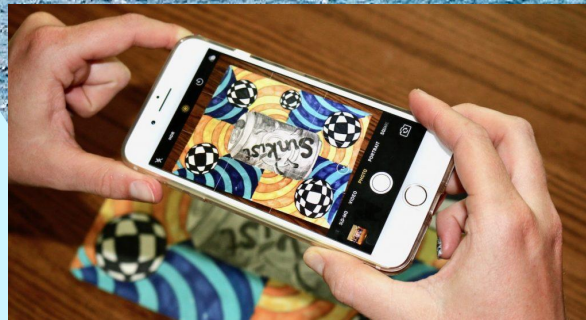


# What does **art class** look like?

Using **traditional** supplies



Using **unconventional** supplies



Using **technology** to make, enhance, and share our art

# Thank you!

**Counseling:** [Timothy\\_Skillings@mcpsmd.org](mailto:Timothy_Skillings@mcpsmd.org)

**Media:** [Lori\\_Tecler@mcpsmd.org](mailto:Lori_Tecler@mcpsmd.org)

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- [Jennifer\\_L\\_Harrill-Taylor@mcpsmd.org](mailto:Jennifer_L_Harrill-Taylor@mcpsmd.org)

**P.E. :**

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- [Gaston\\_S\\_Zossoungbo@mcpsmd.org](mailto:Gaston_S_Zossoungbo@mcpsmd.org)

**Art:**

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