

# The Mammoth Mailing

February Issue

## February Events

- 2/5/2022- Food Give Away at Union Bethel from 10-12pm
- 2/7/2022- Report Cards Distributed
- 2/9/2022- PTA Meeting @6pm on Google Meet- Code: wespta
- 2/9/2022- PTA Virtual Paint Night Event (After PTA General Meeting)
- 2/14/2022- Southwest and Northwest Advisory Council Meeting
- 2/16/2022- K-2 Virtual Black History Event
- 2/21/2022- No School: Presidents' Day
- 2/22/2022- 3-5 Grade Virtual Black History Event

## Black History Celebrations at Winfield

Winfield is excited to celebrate Black History month this February!

Attached, is the BCPS Flyer for the Black History Writing Contest. We are encouraging every Winfield student to participate and submit entries for the contest. Additionally, Ms. Griffiths has planned virtual events for students and their families on two separate evenings.

- A Read Aloud for primary students (K - 2) and their families on the evening of Tuesday, February 16th with a few project presentations.
- Intermediate students in grades (3 - 5) will present their Black History presentations to other students and their families on the evening of Wednesday, February 22nd.



Black\_History\_Month\_Writing\_Contest\_2022\_FORM.pdf

[Download](#)

258.4 KB

# Delta Sigma Theta Black History Month Poster Contest

Please see the attached flyer from the Baltimore County Alumnae Chapter of Delta Sigma Theta.

Students are encouraged to design a poster showing how any of the eight showcased persons contributed to Black Health and Wellness.

The competition is open to all students in grades 3-12.

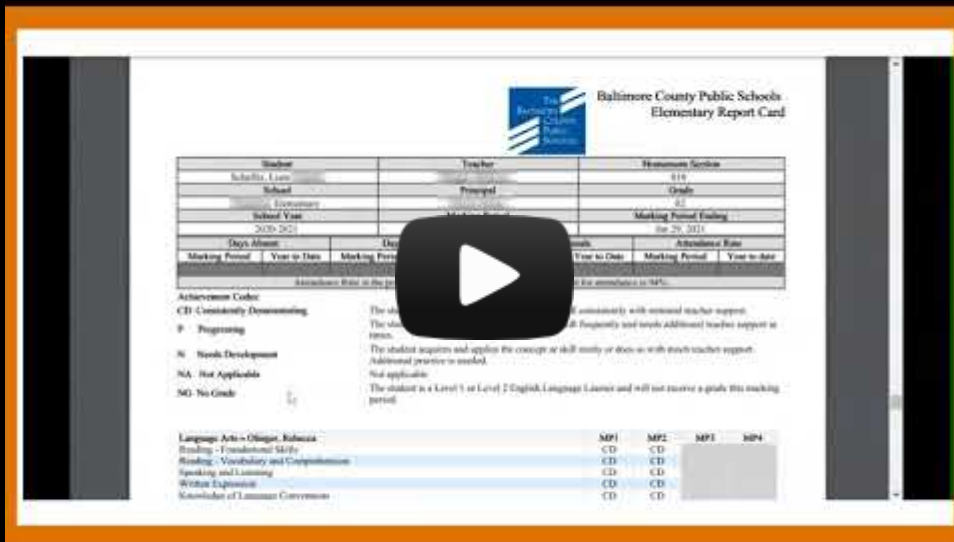


Delta\_Sigma\_Theta\_BHM Flyer\_Poster Contest 2022.pdf

[Download](#)

353.7 KB

## Viewing Student Report Cards in the BCPS system FOCUS



Parent-Viewing-Report-Cards.pdf

Please see this resource for how to view your child's report card.

[Download](#)

387.1 KB

## A Message from Pre-K

During the first and second marking periods, some of the foundational skills we have worked on in ELA include: developing an understanding that words are read from left to right, top to bottom, and page by page; recognizing some upper and lower-case letters and the sounds they make. We have also worked on identifying the characters and settings in a story and recalling key details. In math, we have worked on rote counting 1- 10, identifying the numbers 1-10, counting a set of objects with one-to-one correspondence, and identifying, sorting, and matching 2D and 3D shapes. Please continue to work on the skills mentioned above and have your child practice writing their name (beginning with a capital letter followed by lower case letters).

Thank you for your continued support!

## A Message from Kindergarten

In Listening Comprehension, students listened to and read a variety of literary and informational texts. They worked on asking and answering questions about key details in the text. Students also learned to describe the relationship between illustrations and the text and story elements like characters and the setting of the story. They are practicing illustrating parts of the story and writing with details.

In Phonics, students have been busy working on naming letters and letter sounds. Students have been connecting letters and sounds to segment and blend words while reading and writing. They have also been learning high-frequency words to improve their reading fluency.

In Math, students used ten frames to build and represent numbers. They made the same number in different ways to introduce and get ready for the skill of addition. They also used the ten frame to organize and count cubes by twos to find the pattern of what number comes next. Students began writing addition and subtraction equations. Finally, they compared quantities using the words greater than, less than, and equal.

In Science, students learned about the weather and how they can protect themselves from the sun. They gathered weather data by looking at the weather forecast daily and using a thermometer around school grounds.

## A message from 1st Grade

Dear First Grade Families,

Phonics: Unit 5 long vowel patterns

Reading: Unit 4 Unique Animals Everywhere Objective: students will explore the distinct features of different animals, examine how animals work together in teams, develop an understanding of how animals survive in nature, and learn about people who train animals and work to preserve their habitats.

Writing: Small Moment about a lesson learned Objective: Students will write a "small moment" narrative about a lesson learned from a personal experience.

Math: Unit 4 Adding, Subtracting, Counting, and Comparing Objective: Students will represent addition and subtraction using a number line.

Science: Unit 2 Creeper and creature features Objective: Students will be able to improve a design by mimicking how plants and/or animals use their external parts so they can find a solution to a human problem.

Gentle Reminders:

- Please continue to send extra masks.
- First in Math and Raz-kids are excellent online resources for home practice.

Thank you for being so supportive at home!

## A message from 2nd Grade

The phonics focus was to blend words with long vowels. The various spellings for long vowels were taught. We will continue to work on reading words with silent letters. We read multiple informational texts. Students worked on connecting details to identify the main topic of a multi-paragraph text and using text features to locate key facts and information in expository texts. We will read fables, folktales and other literary texts in the next few weeks.

In math, students learned numbers could be composed and decomposed into parts based on place value, and the placement of a digit in a number determines the value that the digit represents. Students read and write numbers using base-ten numerals, names, and expanded forms. We will continue this skill with greater numbers. Continue to practice adding and subtracting using various strategies (open number line, traditional algorithm, models, decomposing numbers). It would be helpful for your child to measure and compare lengths.

Thank you for replenishing your child's pencils. We appreciate your support in reminding students to wear the mask properly.

## A Message 3rd Grade

Dear Third Grade Families, Happy February! Third grade has some exciting things starting. We are beginning our Unit on Driving Forces in Science. We sent home a letter about it last week with your child. We are also beginning Unit 4 in ELA and Math. We are still encouraging students to have an extra mask in their backpacks. If you could talk to your students about proper mask-wearing, that would also be appreciated.

## A message from 4th Grade

In ELA, students compared the development of similar themes and topics across novels through a Kate DiCamillo author study. Students read biographies, autobiographies, interviews, and other accounts of Kate DiCamillo's life to make connections between the author's life and the stories she develops. They also had to take a stand on a selected topic and support it with evidence from multiple texts and sources.

In Math, students worked with a variety of tools, including folded paper strips, egg cartons, geoboards, number lines, and base ten pieces, to model, read, write, compare, order, compose, and decompose fractions and decimals. Their investigations and explorations ranged from the relationship between fifths and decimals.

In Science, students studied energy and its transfer. They discovered that many people around the world live every day with little to no electricity. They discovered how they could help more people get access to electricity?

In Social Studies, students examined the overarching question to make predictions about how Native American groups used their geography to develop cultural heritages.

## A Message from 5th Grade

Fifth-grade students were busy during the second quarter. We learned about the American Revolution while practicing reading skills, such as identifying the main idea and important details of Informational text. Currently, we are studying elements of fiction while reading Historical Fiction. Fifth graders should be able to identify story elements to summarize and determine the theme of a story. This quarter we have continued to practice reading stamina. Students are still struggling to read for 20 minutes without losing attention. This is something that can be encouraged at home. Another weakness is that many students continue to choose books that are intended for younger readers. Your child should begin to choose more 5th-grade level books. Contact me for suggestions.

All 5th graders learned to read, write, model, and add decimals in math. We are now learning various algorithms used to multiply. The purpose is to gain a deeper understanding of numbers, but also, students who have difficulty with the standard method for multiplication are still able to calculate the

product. By 6th grade, students should be multiplying using the traditional algorithm. Please continue to practice math facts at home. Parents could also help children practice rounding. Ask your child to round prices to the nearest dollar when at the store. For example, if a product at the grocery store costs \$1.39, ask your children if that is closer to \$1 or \$2. If there are 16 cookies in a pack, ask if 16 is closer to 10 or 20. This will help with number sense and estimation.

## A Message for Art Club

"The Winfield arts program is excited to continue creating beautiful winter art and start incorporating hearts and LOVE for February! We are also super excited to welcome our second session of amazing artists to ART CLUB!! Art club will be meeting on Tuesdays for this session!"

## A Message from ESOL

The WIDA ACCESS Test commenced on Wednesday, January 19th, 2022. This test is designed to determine the proficiency level of identified English language learners. It assesses the academic and social language used in reading, writing, speaking, and listening tasks. It is expected that all our English Language Learners from Kindergarten to the 5th Grade will be taking the test. Wishing all ESOL Students Good Luck! Ms. Kay ESOL Teacher

## Exploratory Music with Ms. Aiken

4th-grade students are learning the violin. They have practiced identifying the different sounds each of the strings makes and how to use the bow. This week students will explore improvisation using the violin.

## Food Give Away

Union Bethel will be having a food give away. It will take place on Saturday February 5th, 2022 from 10-12pm. A flyer is attached to this newsletter.



Food giveaway.pdf

[Download](#)

123.1 KB

## A Message from Nurse Newmark

**New/Updated Isolation guidelines:**

### ISOLATION PROCEDURES

***Student/Staff has a confirmed or suspected case of COVID-19:***

- Students and Staff must stay home for **at least five full days** from the first date of their

symptoms begin or the first full day after the test date if there are no symptoms.

- **Example:**
- Little Susy was feeling sick on 2/5. She was tested on 2/7, and her results came back positive that day.
- Since she was having symptoms on 2/5, we add 5 days to determine that her last day of isolation is 2/10. She can return on 2/11, which is the sixth day.
- Students and Staff may return to school or work on day 6, if
  - They have no symptoms, or
  - Respiratory symptoms, including cough, have improved, and the fever has been gone for at least 24 hours without medication.
- Students with a disability who have an exemption to the mask requirement must remain at home for a full 10 days. Masks may only be removed when eating or napping for all other individuals.

## QUARANTINE PROCEDURES

### *Student/Staff with a close contact exposure to someone with COVID-19:*

#### Quarantine required if:

- The student/staff member is unvaccinated or only received one dose of Pfizer or Moderna vaccine.
- The student/staff member is 18 years or older, and
  - Received the Pfizer or Moderna vaccine more than five months ago and is not boosted, or
  - Received the Johnson and Johnson vaccine more than two months ago, and is not boosted.

These students and staff members should quarantine as follows:

- Stay home for at least five days after the last close contact with the person with COVID-19. **Day 1 is the first full day after the date of last close contact.**
- If the student or staff member has symptoms, they should be tested immediately.
- If the student or staff member has no symptoms, they are strongly encouraged to be tested no sooner than five days after the last close contact.
  - If the test is negative, they may return to school wearing their masks at all times unless eating or napping.
  - If the test is positive, they should follow the above directions for isolation.
  - If a student or staff member is unable to test, they must remain home for at least 5 days, and upon their return, they must wear their mask at all times, unless eating or napping.

#### Quarantine NOT Required:

- Students/staff not experiencing COVID symptoms do NOT need to quarantine after exposure if:
- They are 18 years and older and have been boosted, OR
  - Received their second dose of Pfizer or Moderna vaccine within the last five months, OR
  - Received their Johnson and Johnson vaccine within the last two months.
- They are 5-17 years old, have received the Pfizer vaccine series as recommended, and have no symptoms.
- If they had a prior COVID-19 infection (using a viral test) within the last 90 days AND have no symptoms.
  -
- These individuals are:
- Required to wear a mask around others at all times for ten days after the last contact with the person with COVID-19. **Day 1 is the first full day after the date of last close contact.**
  - Masks may only be removed when the individual is eating or napping.
- They are strongly encouraged to get tested no sooner than five days after the last close contact (or as soon as they develop symptoms).
  - If the test is positive, please follow the above directions for isolation.
- They are required to get COVID tested if they develop symptoms.

These new guidelines are aligned with the updated [Isolation and Quarantine Guidance](#) from the Maryland Department of Health, recently announced changes in the Centers for Disease Control and Prevention recommendations and advice from the Baltimore County Health Officer. Please contact Nurse Newmark at 410-887-4711 if you have any questions.

If your child tests positive for COVID or will be home in quarantine for exposure to COVID, please make sure to notify your child's teacher and Nurse Newmark ([Lnewmark@bcps.org](mailto:Lnewmark@bcps.org)).

## Math Corner

**COUNTING:** Count. Count again. Now count some more. Count ...the number of steps to the car. ...the number of forks on the table. ...the number of grapes on your plate. And, when you're ready, skip count by twos! Then skip count by fives!

**SHAPES:** Look around. Where do you see rectangles? Where do you see triangles? Where do you see circles? Build with blocks. Design with clay. Draw with paint.

**RULERS AND TAPE MEASURES:** Measure everything! How far can you jump? How long is the desk? How tall are you? How tall is the dog?

**12-MONTH CALENDAR:** Write down all the important dates: Your birthday. Your mom's birthday. Special holidays. Karate class. Now use it to figure out things like how many days before your trip to Grandma's house?

**TIME:** About how long does it take you to... brush your teeth? ...drive to the store? ...jump up and down 10 times? Use a stopwatch to find out!

**ANALOG CLOCK:** What time do you get up? What time do you go to school? List your daily schedule. Use the clocks below to show the time of each listed item. Cut out and glue next to the appropriate item on the schedule.

See attached resource for clocks!

<http://www.familymathnight.com/>



 Family Math Night

[www.familymathnight.com](http://www.familymathnight.com)

Family Math Nights Made Easy



February Math Resource.docx

 Download

60.1 KB

## Northwest and Southwest Advisory Meeting

Parents, students, guardians, staff, and stakeholders are all welcome to hear Dr. Melissa Whisted, Executive Director, Academic Services, and Ms. Michele Stansbury, Director, Title I, provide information on:

- ❖ Understanding how a school qualifies.
- ❖ Explain how input from community members is a significant role in the process.

The remaining time will be spent documenting all observations, comments, and opinions from Southwest and Northwest Area community members. Don't miss the opportunity; let your voice be heard.

See attached flyer for codes.



SW+NW Area Education Advisory Council February Meeting  
2022 (1).pdf

 [Download](#)

108.3 KB