

WESTWOOD GAZETTE



JODI WASHINGTON, PRINCIPAL
LAVINA ROBINSON, ASSISTANT

(754) 323-7900

March, 2018

Vol. 2.7

"WHE CAN, WHE WILL, SOAR TO NEW HEIGHTS"

<http://westwoodheights.browardschools.com>

<http://twitter.com/WHElementary>

A MESSAGE FROM THE PRINCIPAL

Greetings WHE Parents & Guardians!

The season is here for our learners to show what they know. Our staff members have been working hard all year teaching our learners the academic skills and concepts that will be assessed on the Florida Standards Assessment (FSA). In addition to learning with their teacher during the school day, we have begun the Extended Learning Opportunity Program to provide learners with remediation and enrichment with reading, writing, math and science Florida Standards during and after school. Please take note of the assessment dates for each content area and join us in our effort to prepare your child to be successful on those days.

It is crucial that your child is in attendance every day. Each day that your child is absent, is a day of lost instruction. We all know that quality instruction leads to learning so please make every effort to ensure that your child does not miss a minute of instruction. I cannot wait to see how well our learners demonstrate their learning on the FSA!

Jodi Washington
Principal

Important Dates

3/22.....Early Release
3/23.....Employee Planning
3/26-3/30.....Spring Break
4/12.....Report Cards Issued
4/27.....Science Brain Brawl Competition

Assessment Dates

4/4.....FSA Writing 4th & 5th Grades
4/10.....FSA ELA 3rd Grade Session 1
4/11.....FSA ELA 3rd Grade Session 2
4/24-4/25..FSA Math 3rd-5th Grades
5/1-5/2.....Statewide Science Assessment 5th Grade
5/8-5/9 FSA ELA 4th & 5th

School Hours

PreK & HS: 8:00a.m.-2:00p.m.
K-5: 8:00 a.m.- 3:00p.m.

Breakfast: 7:15a.m.- 7:45a.m.

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Breakfast: 7:15a.m.- 7:45a.m.



Educating Today's Students to
Succeed in Tomorrow's World

A NOTE FROM THE ASSISTANT PRINCIPAL

Ms. Robinson



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Head Start/Early Intervention Department

2018 – 2019



Head Start/Early Head Start

Application Process

**Pre-apply
online
now!**

Full-day Comprehensive Program
for 3 and 4-year-old children

Center-Based and Home-Based Program
for children birth to 3-years-old

Application Dates

February 12 – February 23, 2018 (closed Feb 19)

March 5 – March 16, 2018

8:00 a.m. – 6:00 p.m. (Mon-Fri)

Saturday, February 17th and Saturday, March 10th

8:30 a.m. – 11:30 a.m. (Saturday only)

LOCATIONS

Deerfield Park Elementary
650 S.W. 3rd Avenue
Deerfield Beach, FL 33441

Location:
Auditorium

**Lauderdale Manors
Early Learning and Family
Resource Center**
1400 N.W. 14th Court
Fort Lauderdale, FL 33311

Location:
Cafeteria

**Gulfstream Early Childhood
Center**

120 S.W. 4th Avenue
Hallandale Beach, FL 33009

Location:
Cafeteria

Eligibility Requirements

- Head Start children must be 3-or 4-years-old on or before September 1, 2018.
- Early Head Start accepts pregnant women and children birth to 3-years-old.
- Family income must be at or below the US Department of Health & Human Services Poverty Guidelines to qualify for the program.
- Applications must be completed by **parent/guardian ONLY**.

Documents Needed To Apply

- Proof of age (child's **ORIGINAL** birth certificate or passport)
- Child's Medicaid card, if eligible
- Proof of guardianship, if applicable
- Parent/guardian photo identification
- Proof of Broward County residence (domicile)
- Proof of **ALL HOUSEHOLD INCOME FOR PREVIOUS CALENDAR YEAR (2017) OR PAST 12 MONTHS**

Free to
eligible
families

Example: of acceptable income documentation for each family member:
Pay stubs, all 2017 W-2 forms, public assistance, SSI, child support, veterans
benefits, or unemployment compensation. Visit our website for more information.

Visit our website to pre-apply online:
<http://ece.browardschools.com>



WHAT DO WE OFFER?

- Full-day educational programs
- Child development screenings
- Health and nutrition screenings
- Free breakfast and lunch
- Parent involvement opportunities
- Support services for children with special needs*
- *Transportation services not provided



CLASSROOM NEWS

Kindergarten

Kindergarten is speeding by! Can you believe that there are only 60 class days left? With that being said, there is still so much to learn and do before our amazing little ones head to the First grade. Please continue to check your learner's folder each day to monitor their daily behavior chart. Congratulate your learner for choosing to behave appropriately. We are so proud of our little ones as they make the correct choices to follow school rules and expectations. Homework packets are sent home on Monday afternoon and are expected back on Friday morning. Please go over the front page each week as there is important information about the week ahead including campus and classroom activities.

Our ELA curriculum remains focused on sight word recognition, blending and segmenting CVC word patterns, and reading simple text. Please continue to read nightly with your learner. The more that they read, the stronger their skills in this area will be. Practice, practice, practice; reading is in everything that we do! In Math class, we have finished addition and have moved on to subtraction. Our weekly homework packet has multiple activities that you can complete with your learner to ensure that they are understanding the concept of subtraction. In Science, we continue to explore the day and night sky. In Social Studies we are focusing on Cloud Nine World and the monthly character trait of 'compassion'.

First Grade

Our first graders have made such great gains up until this point! We've celebrated some milestones along the way, with one of them being the 100th day of school. They have also had the opportunity to broaden their knowledge by participating in the fishing program. As we continue to get closer to our end of the year assessments, please continue to help your children practice sight words, read nightly, and complete all homework, to ensure their success. March Learning Focus:

English Language Arts: LAFS.1.RI.3.9- Identify basic similarities in and differences between two texts on the same topic. LAFS.1.RL.3.9- Compare and contrast the adventures and experiences of characters in stories.

Math: MAFS.1.MD.1.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object. MAFS.1.MD.1.a- Understand how to use a ruler to measure length to the nearest inch. MAFS.1.MD.2.3- Tell and write time in hours and half-hours using analog and digital clocks.

Science: SC.1.E.5.4- Identify the beneficial and harmful properties of the Sun. SC.1.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

Social Studies: SS.1.E.1.4- Distinguish people as buyers, sellers, and producers of goods and services. SS.1.E.1.5- Recognize the importance of saving money for future purchases. SS.1.E.1.6- Identify that people need to make choices because of scarce resources.



CLASSROOM NEWS

Marching into March! SECOND GRADE IS SECOND TO NONE!

WOMEN'S HISTORY MONTH

Honoring the accomplishments of women.

Social Studies

Women's History Month

This month, 2nd grade will learn about the amazing accomplishments women contributed to make this country great. We will learn through research, poetry, and digital media.

Science

Growing with The Standards

Second grade has started a vegetable garden! As we review the life cycle of plants, we will grow our own crops that we will eat later in the year.

Math

Measurement and Data

We will work with tools for measuring using the metric system and the standard imperial system. They will know units like meters, grams, and centimeters and well as inches, miles, and feet.

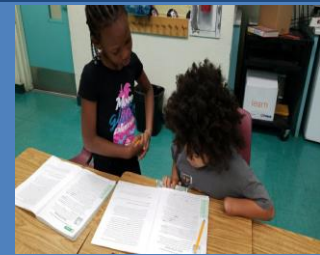


Our Mini Greenhouse

We have 72 pods containing lettuce, carrots, cucumbers, tomatoes, and lima beans. We will plant them outside as they grow and have a grade level salad when they are matured.

Collaborative Learning

It is important that learners work together as they learn in grow. At Westwood Heights Elementary, students are encouraged to work together and talk out the task they are completing.



Reading - Author's Point of View

In reading, we have started learning why the authors uses the words in the books they write.

Students are to determine the main idea of what the read and support their claim with evidence from the text to support their claim.

It is important that learners can discuss what they read with someone. Ask your child questions about the books they are reading.

CLASSROOM NEWS

3rd Grade

The third grade team cannot believe March is upon us already! This month we want to focus on the importance of nightly reading, and why it is so important NOT to skip 20 minutes of reading each night. Let's take a deeper look into the value of nightly reading, and why it is so essential for our learners.

Student "A"	Student "B"	Student "C"
Reads 20 minutes each day	Reads 5 minutes each day	Reads 1 minute each day
3,600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
1,800,000 words	282,000 words	8,000 words
90 th Percentile	50 th Percentile	10 th Percentile

By the end of 3rd grade, Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school?



Reminders

Please help with your child's success by making sure the following are being done at home:

- Completion of daily homework
- Providing a quiet area for homework after school.
- Checking communication folders daily
- 20 minutes of nightly reading (please contact your learner's teacher for take-home books if needed).

Learning Focus

Reading

- Review Month: Learners will be reviewing all standards they have focused on since the beginning of the school year, in preparation for the upcoming Broward Standard Assessment.

Math

- Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, by using a visual fraction model.
- Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.
- Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
- Understand that shapes in different categories (rhombuses, rectangles, and others) may share attributes.

Science

- Identify and describe materials and objects according to properties such as size, shape, color, texture and hardness.

CLASSROOM NEWS



4th Grade Newsletter

Ms. Satine, Dr. Moore, Ms. McClary, Mrs. St. Velus

Dates to Remember

FSA Writing: April 4th
 FSA ELA: May 8 & May 9th
 FSA Math: May 15 & 16th
 March 22, 2018:
 Early Release
 Teacher Planning Day
 March 23rd
 Spring Break:
 March 25 thru March 30th

Reminder...
 Students should be reading a minimum of 30 minutes independently for homework daily.
 Students should also remember to fill in their reading logs.

Important Links
www.I-Ready.com
www.Tenmarks.com
www.Reflexmath.com

Dear Parents and Guardian,

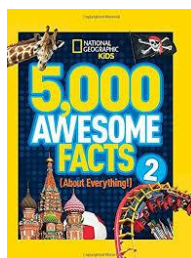
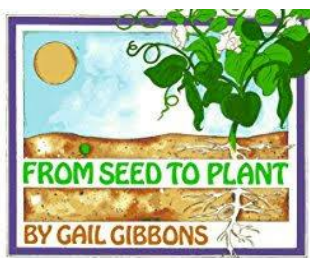
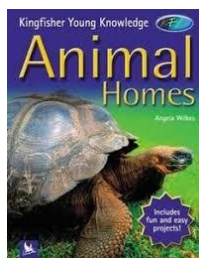
As we experience the events that occurred at Marjory Stoneman Douglas High School and watch them unfold through the eyes and words of people that were affected from this tragedy, the fourth grade team and the Westwood Heights family would like to let you know that our hearts are with Marjory Stoneman Douglas High School. With that being said, we have been working extremely hard to help your child reach a POTENTIAL score of 10 on our upcoming FSA Writing Assessment. Additionally, with less than three months left before FSA Math and Reading assessments please ensure that your child logs onto i-Ready, Ten Marks, Reflex Math and Tumble Books during their spring break vacation. Thank you for all your continued support and we are always here to lend additional help whenever it is needed.

Reading Overview	Math Overview
<p>Week of 2/26-3/09</p> <p>LAFS.4.RI.3.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Skill/Concept:</p> <ul style="list-style-type: none"> ❖ Identify information within texts on the same topic. <p>LAFS.4.SL.1.3 – Identify the reasons and evidence a speaker provides to support particular points.</p> <p>3/12-3/13</p> <p>Review/Reteach Cycle 6 Standards</p> <p>3/15-3/16</p> <p>Remediation and Enrichment of Cycle 6 Standards</p>	<p>MAFS.4.G.1.1 – Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>MAFS.4.G.1.2 – Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>MAFS.4.G.1.3 – Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify linesymmetric figures and draw lines of symmetry.</p> <p>MAFS.4.MD.3.5a – An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.</p>

Literacy Corner

Informational and Literary Texts

Informational Text



Informational text is a type of nonfiction writing, written with the purpose of informing the reader about a particular topic. This type of text is typically found in magazines articles, science or history books, autobiographies, newspaper, digital information to nonfiction trade books, textbook, reference materials, and instruction manuals. Informational texts are written using special text features that allow the reader to simply find key information and understand the main topic.

Informational (Nonfiction) Text: A book that gives information or facts about real people, things, or events.

Nonfiction text structures refer to the way that a text is organized. The five main text structures that learners are likely to encounter are:

Description: The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.

Cause and Effect: The author writes about one or more causes or events and what happens because of it, which is the effects. The purpose is to explain why or how something happened, exists, or works.

Compare and Contrast: The author explains how two or more things are alike and how they are different.

Sequence: The author lists items or events in numeric or chronological order. Describes the order of events or how to do something.

Problem and Solution: The author states a problem and writes about one or more possible solutions to the problem.

Some common text features within Non-Fiction:

Text Features: Any visual clues on a page of text that offer additional information to guide the reader's understanding.

Captions: Words or sentences that give information about a photograph.

Table of Contents: A list of chapter titles and the page numbers on which they begin. A table of contents is located at the beginning of a book.

Glossary: List of words in a book and their meanings.

Bold Print: Heavy, dark print.

Graphics: Charts, graphs, or cutaways are used to help you understand what the author is trying to tell you.

Illustrations/Photographs: Help you to know exactly what something looks like.

Index: This is an alphabetical list of ideas that are in the book. It tells you what page the idea is on.

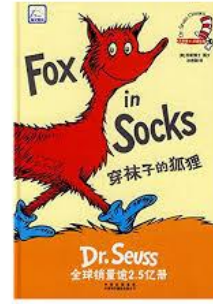
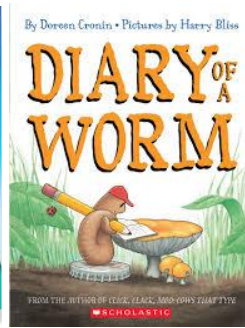
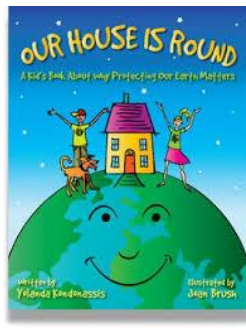
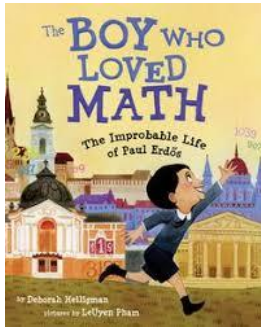
Labels: These help you identify a picture or a photograph and its parts.

Maps: Help you to understand where places are in the world.

Special Print: When a word is **bold**, in *italics*, or underlined, it is an **important** word

Subtitles: These headings help you to know what the next section will be about.

Literary Texts

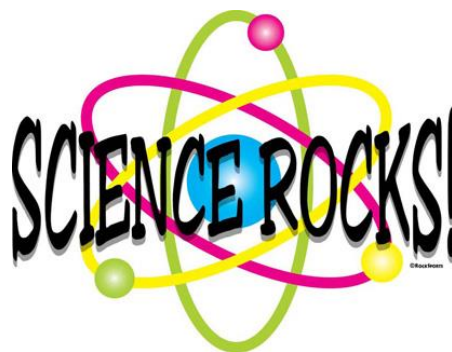


Literary text is a type of fictional piece of written material, like books or poems, which has the purpose of telling a story, entertaining the reader, and fictional novels.

Literary (Fiction) Text: A story about people, animals, or events that is made up by an author.

- **Characters:** The people or animals in a story.
- **Setting:** The time and place, or when and where, a story happens.
- **Events:** The things that happen in a story.
- **Sequence:** The order in which events happen.
- **Plot:** The sequence of events in a story, including a problem and a solution.
- **Characteristics:** Features or qualities that help identify something.
- **Story Map:** A graphic organizer that provides an overview of a story, including characters, setting, problem and solution, or ending.

Science Corner



Kindergarten Learning Target

- Identify and describe the effect of gravity on an object.

1st Grade Learning Target

- Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

2nd Grade Learning Target

- Observe and describe the major stages in the life cycles of plants and animals, including beans and butterflies.

3rd Grade Learning Target

- Identify and describe materials and objects according to properties such as size, shape, color, texture and hardness.

4th Grade Learning Target

- Compare and contrast the life cycles of Florida plants and animals and recognize ways plants and animals are interdependent and can impact the environment

5th Grade Learning Targets

Learners in 5th grade will be responsible for learning:

Force and Motion/Structure and Function of Plants

SC.5.P.13.3 - Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

SC.3.L.14.2 - Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

SC.4.L.16.1 - Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

SC.3.L.15.2 - Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

Math Corner K-2

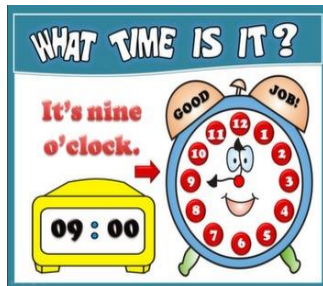
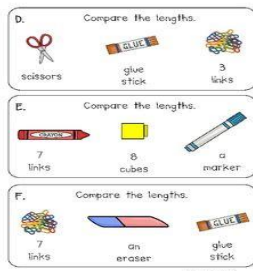
Primary Mathematics, K-2

Our learners continue to develop their mathematics skills and make learning gains. Parents please continue to engage your learners whenever appropriate.

Kindergarten

Kindergarten learners are focused on using expressions to represent addition and subtraction

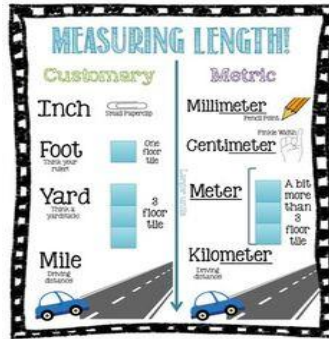
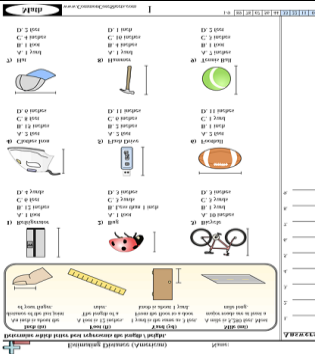
1st Grade



Favorite Pets		
Pet	Tally Marks	Number
		10
		4
		6

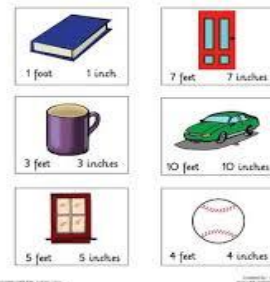
First grade learners will be engaged in comparing lengths of objects, telling time and interpreting data.

2nd Grade



Estimating Length

Estimate the length of each object.
Circle the answer that gives the best estimate.



For the month of March instruction for our second-grade learners will be focused on the customary and metric units of length.

Math Corner Grades 3-5

Math
+ - x ÷

Third Grade

Area as Additive (MAFS.3.MD.3.7d)

Telling Time to the Minute and Elapsed Time (MAFS.3.MD.1.1)

Using Properties to Multiply & Divide Efficiently (MAFS.3.OA.3.7)

Fourth Grade

Rounding Multi-Digit Numbers (MAFS.4.NBT.1.3)

Solving Multi-Step Problems (MAFS.4.OA.1.3)

Adding and Subtracting Fractions with Like Denominators (MAFS.4.NF.2.3a)

Fifth Grade

Understanding Volume as Additive (MAFS.5.MD.3.5c)

Multiplying Fractions and Mixed Numbers (MAFS.5.NF.2.4a and MAFS.5.NF.2.4b)

Multiplying Fractions and Mixed Numbers to Solve Problems (MAFS.NBT.2.6)

Multiplication as Scaling (MAFS.5.NF.2.5a and MAFS.5.NF.2.5b)

Special Programs

March is a very busy month for the department. During the month of March, we will Celebrate World Down Syndrome Day on March 21st and on Wednesday, March 7th the nationwide movement to “Spread the Word to End the Word”.



As a school we encourage all staff and students to wear crazy socks on the **March 21st**.



In effort to end the “R” word, on **March 7th** the Best Buddies program will create a video for the county portal supporting the special needs population of the school.



SAC/SAF & PTO

**PTO begins at 4:30p.m. SAF begins immediately after PTO.
SAC begins at 3:30p.m.**

Tuesday March 6, 2018

Tuesday, April 3, 2018

Tuesday, May 1, 2018

SAC News

At the SAC meeting on Tuesday, April 3rd, the following items will be covered.

- Development of the 2018-2019 School Improvement Plan
- Review of the 2017-2018 Annual Title 1 Parent Survey Results
- Review of current compact and development of the 2018-2019 School-Parent Compact based on survey results
- Review of the Parent and Family Engagement Plan based on survey results as well as revisions made for the 2018-2019 Parent and Family Engagement Plan (PFEP)