



Martin Luther King, Jr. Charter School of Excellence

285 Dorset Street / Springfield, MA 01108

Tel. (413) 214-7806 / info@mlkcs.org

FALL 2021 NEWSLETTER

Mission Statement

Through high expectations, a structured academic environment, and positive character development, Martin Luther King, Jr. Charter School of Excellence ensures that every student in kindergarten through grade 5 is equipped to think critically, communicate clearly, and are empowered with a strong ethical foundation to be set on the path for success in college, career, and life.

Contents

Important Dates

Parent Advisee Council
Meeting Dates & Updates

Curricular Resources

- ELA
- Math
- Science

Annual Notification

Important Dates

9/20 - 10/1	Beginning of Year (BOY) Bench-marking
9/27 - 10/1	Mobile Dentist Onsite
10/1/21	School Picture Day
10/4/21	School Assembly
10/11/21	Indigenous People Day, School & Office Closed
10/13/21	Wear Black for Stomp Out Bullying Day
10/22/21	Wear Pink for Breast Cancer Awareness Day
10/29/21	Dress Like Your Favorite Book Character Day
11/2/21	Election Day and Teacher PD Day - School Closed
11/8/21	School Assembly
11/11/21	Veterans Day - School and Office Closed
11/24 -11/28	Thanksgiving Break - School and Office Closed

Change for the 2021-2022 School Year:

Early release day will now be every Friday instead of Tuesday. Students will be dismissed at 2:00 on Fridays.

Parent Advisee Council Meeting Dates & Updates

I am extremely excited to Welcome you back to MLKCS! This school year 2021 - 2022 will be one full of learning, achievements, and success! Here at MLKCS, we work together for our school, families, and community to support our children on their path to excellence.

We are inviting our Parents and Caregivers to be part of our Parents Advisory Councils, voice your concerns, share your ideas, and work with us as much as you can. Family Engagement and Parent Involvement is the key for our students'

success. You make the difference and we are here to support you and welcome you into our *Beloved Community; Our School!

Hispanic Heritage Celebration at MLKCS!

Here at MLKCS, we value everyone's heritage! This month we are going to celebrate the Latino community! National Hispanic Heritage Month is celebrated each year from September 15 to October 15 to recognize the contributions of Hispanics and Latin Americans to the United States and to place great value on the family.



We want to celebrate these Hispanic contributions by observing their culture and learning their history. If you have Hispanic Heritage and would like to share a photo of your family, grandparents, or any other family members feel free to email your pictures at bflores@mlkcs.org. I will be working on a special project for our school assembly, and I would like you to be part of it!

Remember our September Core Value is Excellence. Excellence is the quality of being outstanding or extremely good.

Brenda Flores, Family and Community Engagement Coordinator

DEFINITIONS

Beloved Community: A group of people who take care of each other. A group of people who see the good in each other. A group of people who contribute something to the community. A group of people who respect each other.

Hispanic: The United States Census Bureau defines the concept of Hispanic or Latino to refer to "a person of Cuban, Mexican, Puerto Rican, South American or Central American culture or origin, or other Spanish culture, regardless of race." "and states that Hispanics or Latinos can be of any race, any descent, any ethnicity.



Curricular Resources

Academic Excellence is our goal! Here are some resources to help you support your students at home.

ELA Module Summaries

WIT & WISDOM TIPS FOR FAMILIES

Kindergarten

WHAT IS MY KINDERGARTEN STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

- 1: Once Upon a Farm
- 2: The Five Senses
- 3: The Continents

In this module we will study life on the farm. As we explore the familiar and vibrant farm, we ask the question: *What makes a great story?*

OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- The Year at Maple Hill Farm, Alice and Martin Provensen
- Farm Animals, Wade Cooper

Picture Books (Literary)

- The Little Red Hen, Jerry Pinkney
- The Three Billy Goats Gruff, Paul Galdone
- Three Little Pigs, Raina Moore; illustrations, Thea Kliros

OUR CLASS WILL ASK THESE QUESTIONS

- What is true about real farm animals?
- How do authors create settings?
- How do authors create characters?
- How do authors create problems and resolutions?
- How do authors sequence events?
- What makes a good story?

QUESTIONS TO ASK AT HOME

As you read with your Kindergarten student, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

PLACES YOU CAN VISIT TO TALK ABOUT THE FARM

Visit a zoo or local farm together. Ask:

- What do you notice and wonder about the animals?
- How is life on this farm different from or similar to our lives?
- Why do you think so many people tell stories set on the farm?

Grade 1

WHAT IS MY GRADE 1 STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

- 1: Creature Features
- 2: Powerful Forces
- 3: Cinderella Stories

In this module, we will study the unique features of animals. We will ask these questions:

- *What makes animals so fascinating?*
- *How do we observe, learn about, and engage with animals?*
- *How are the features of animals' bodies and behavior similar to and different from one another?*

OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- *Me...Jane*, Patrick McDonnell
- *Never Smile at a Monkey*, Steve Jenkins
- *Sea Horse: The Shyest Fish in the Sea*, Chris Butterworth and John Lawrence
- *What Do You Do With a Tail Like This?* Steve Jenkins and Robin Page

Picture Books (Literary)

- *Seven Blind Mice*, Ed Young

Fables

- "The Hare & the Tortoise," Aesop's Fables
- "The Ants & the Grasshopper," Aesop's Fables

OUR CLASS WILL ASK THESE QUESTIONS

- What lessons can we learn through stories about animals?
- How did Jane Goodall make discoveries about animals?
- How do seahorses use their unique features?
- How do animals use the same feature in unique ways?
- How do animals use their unique features in unexpected ways?
- What can we discover about animals' unique features?

QUESTIONS TO ASK AT HOME

As you read with your Grade 1 student, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

PLACES YOU CAN VISIT TO TALK ABOUT ANIMALS

Visit a zoo, farm, or pet shop together. Ask:

- What do you notice and wonder about the animals?
- What are some of the unique features of this animal?
- How does this animal use these unique features?

You could ask these same questions at home about a family pet.

Grade 2

WHAT IS MY GRADE 2 STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

- 1: A Season of Change
- 2: The American West
- 3: Civil Rights Heroes

In this module, we will study how the world changes each season. We will observe the colors, textures, and causes in the cycle of the seasons and study paintings of rainy, sunny, and snow-covered landscapes. We will discover how change affects us all.

OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- How Do You Know It's Fall? Lisa M. Herrington
- Why Do Leaves Change Color? Betsy Maestro

Picture Books (Literary)

- The Little Yellow Leaf, Carin Berger
- A Color of His Own, Leo Lionni
- Sky Tree, Thomas Locker

Poem

- "Weather," Eve Merriam

OUR CLASS WILL ASK THESE QUESTIONS

- What changes in "Weather"?
- How do changes in fall weather impact people and nature?
- How does the Little Yellow Leaf change?
- How does the chameleon change?
- How does weather impact leaves in fall?
- How does Sky Tree show the cycle of seasons?
- How does change impact people and nature?

QUESTIONS TO ASK AT HOME

As you read with your Grade 2 student, ask:

- What do you notice and wonder?

PLACES YOU CAN VISIT TO TALK ABOUT THE SEASONS

Take a walk in the park together. Ask:

- What do you notice about the leaves on the trees?
- What animals have we seen in the park?
- What do you wonder about the animals during this season?
- What is your favorite part about being outside during this season?

Grade 3

WHAT IS MY GRADE 3 STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

- 1: A New Home
- 2: The Sea
- 3: Outer Space

In this module, students will explore the immigrant experience through the lens of stories. We will ask: *How do stories help us understand immigrants' experiences?*

OUR CLASS WILL READ THESE BOOKS

Picture Books (Literacy)

- Grandfather's Journey, Allen Say
- Tea with Milk, Allen Say
- The Keeping Quilt, Patricia Polacco
- Family Pictures, Carmen Lomas Garza

Picture Book (Informational)

- Coming to America: The Story of Immigration, Betsy Maestro

Short Story

- "Two Places to Call Home", Jody Kapp

OUR CLASS WILL ASK THESE QUESTIONS

- What challenges do immigrants face in a new country?
- Why do people immigrate to America?
- How do immigrants respond to challenges in a new country?

QUESTIONS TO ASK AT HOME

As you read with your Grade 3 student, ask:

- What is the essential meaning, or most important message in this book?

IDEAS FOR TALKING ABOUT THE IMMIGRANT EXPERIENCE

Share your family's history. Consider the following:

- Your family's country of ancestry on a map or globe
- Customs, traditions, and food from your family's country of origin
- Folktales and music from your family's country of origin

Learn more about the Statue of Liberty and other monuments. Consider the following:

- Taking a virtual tour of the Statue of Liberty
- Visiting a local monument

Grade 4

WHAT IS MY GRADE 4 STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

1: Extreme Settings

2: A Great Heart

3: Myth Making

In this module, we will examine how people react to extreme environments. Students will analyze what makes landscapes such as mountains challenging. We will ask the question: ***How do humans survive against the odds?***

OUR CLASS WILL READ THESE BOOKS AND STORIES

Novel

- Hatchet, Gary Paulsen

Short Story

- "All Summer in a Day," Ray Bradbury

Scientific Account

- Mountains, Seymour Simon
- SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere, John "Lofty" Wiseman

Poems

- "Dust of Snow," Robert Frost
- "Stopping by Woods on a Snowy Evening," Robert Frost

OUR CLASS WILL ASK THESE QUESTIONS

- How does the setting affect the characters or speakers in the text?
- What makes a mountainous environment extreme?
- How does setting influence character and plot development?
- How does a challenging setting or physical environment change a person?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

Visit the library or go online at home. Search for some images of extreme environments, such as the Canadian wilderness, Mono Lake, Octopus Springs, Killington (Vermont), Grenada, Southern Belize, or Iceland.

- What do you notice and wonder about this region?
- What do you think life is like there?

Grade 5

WHAT IS MY GRADE 5 STUDENT LEARNING IN ELA?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

- 1: Breaking Barriers
- 2: Word Play
- 3: Cultures in Conflict

In this module, students are exposed to the power that sports have to affect how people view each other, to create opportunities for people, and to help people overcome and challenge barriers. Students will read and research a variety of informational texts about individual athletes, coaches, teams, and organizations to answer the question: *How can sports influence individuals and societies?*

OUR CLASS WILL READ THIS BOOK

Literary Nonfiction (Informational)

- We Are the Ship: The Story of Negro League Baseball, Kadir Nelson

OUR CLASS WILL READ THESE ARTICLES

- “Afghan Sprinter Tahmina Kohistani Shows What’s Possible for Muslim Women,” Mike Wise
- “Finding Common Ground on the Soccer Field,” Todd Tuell
- “Guardians of the Game,” Todd Tuell
- “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr
- “Street Soccer,” Connie Colón

OUR CLASS WILL READ THIS SHORT STORY

- “Raymond’s Run,” Toni Cade Bambara

OUR CLASS WILL ASK THESE QUESTIONS

- How can sports affect the way we view others?
- How can sports create opportunities for change?
- How can people challenge or overcome barriers through sports?

QUESTIONS TO ASK AT HOME

As your Grade 5 student reads, ask:

- How does this text build your knowledge of breaking barriers or the power of sports? Share what you know about breaking barriers or the power of sports.

IDEAS FOR TALKING ABOUT THE POWER OF SPORTS

Encourage your Grade 5 student to think about the ways that sports can be used to bring people together, to change pe opinions, and to give people hope. Additionally, invite your Grade 5 student to reflect on their own experiences with sports either watching or playing and consider how sports have influenced or have helped them, or someone else, to overcome a barrier.

Math

Kindergarten

Students will begin to understand what it means to count objects. They will also learn one to one correspondence to help them tell how many are in a group.

Grade 1

Students will be learning how to count on from a given number. They will also learn all of their double facts and how to use these double facts to solve other equations.

Grade 2

Students are learning about mental math strategies to subtract one-digit numbers within 20. We will use strategies such as counting on, making a ten, and fact families. These strategies will help the students to better understand the relationships between addition and subtraction.

Grade 3

Students are learning to work with three-digit numbers. We are building fluency with addition and subtraction, reinforcing place value skills within the hundreds place, and starting to develop rounding skills. We will be administering the iReady diagnostic test Monday September 20 and Tuesday September 22.

Grade 4

Students are learning about place value up to the hundred thousands by using base 10 blocks to model and build different numbers. Students are using their knowledge of place value to write numbers in standard form, expanded form, and word form. We are starting the iReady beginning of the year diagnostic test on Tuesday, September 21st - Thursday September 23rd.

Grade 5

Students will be taking their Beginning of the Year Math Diagnostic test on iReady. Please remind your student how important it is to take their time and show what they retained from last year. We will also use place value to help sharpen our multiplication and division facts.

Science

Kindergarten

Students are introduced to their role as scientists as they learn they will be helping a fictional community, called Mariposa Grove, investigate why there are no monarch caterpillars in an area that has been changed from a field to a vegetable garden. By engaging in firsthand observation and reading the book *Science Walk* book, students discover what kinds of plants and animals live in a place near their school. Students observe animals eating and figure out that different animals eat different foods.

Grade 1

The unit begins with an introduction to students' role as scientists advising an aquarium. They find out that young visitors to the aquarium have questions about Spruce, a sea turtle at the aquarium who will soon be released back to the ocean. These visitors are asking how Spruce will survive in the ocean. In Chapter 1, students work to figure out what Spruce needs to do to survive. Students play the Survival Game to learn that all animals and plants need air, water, and food in order to survive.

Grade 2

Students assume the role of plant scientists reporting to the lead scientist of the Bengal Tiger Reserve, who tasks students with explaining why no new chalta trees are growing there. First, students read *My Nature Notebook*, which models how scientists study habitats, and then observe their own sample study sites to learn about diversity of plants in a habitat. Students analyze maps of the Bengal Tiger Reserve in 1995 and 2015 and discover that no new chalta trees have grown in that timespan, while other plants have. This discovery leads them to first check whether the chalta trees are making seeds, and, once they determine that they are, to investigate why the seeds are not developing into new chalta trees.

Grade 3

Students assume the role of biomimicry engineers and are introduced to the population of grove snails they will study to inspire biomimicry design ideas. The lead engineer at the engineering firm solicits students' help explaining why the snails with yellow shells in the population aren't surviving well, and students begin investigating what makes organisms likely or not likely to survive. First, students explore the needs of different organisms for survival and are introduced to the practice of making inferences to determine whether the needs of each organism could be met in different environments.

Grade 4

Students are introduced to a fictional scenario—a mystery fossil was found in a rocky outcrop in Desert Rocks National Park. In this chapter, students are challenged to figure out how the fossil formed inside the rocky outcrop at Desert Rocks National Park. In the first part of the chapter, students figure out the process by which fossils form. In the second part of the chapter, they figure out how sedimentary rock forms. Students begin by investigating fossils to initiate their thinking about what fossils are and how they form.

Grade 5

Students are introduced to the context of the unit—they are food scientists working for Good Food Production, Inc. In this chapter, students use paper chromatography to separate a mixture of food dyes in order to determine whether it includes a potentially hazardous food dye. In doing so, they figure out why the mixture of food coloring separated into different dyes.

Martin Luther King, Jr. Charter School of Excellence

285 Dorset Street
Springfield, MA 01108
T: (413) 214-7806
F: (413) 214-7838



ANNUAL ASBESTOS NOTIFICATION LETTER

For School Year 21-22

September 29, 2021

Dear Staff, Families and Students:

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos-containing building materials. The Martin Luther King Jr. Charter School of Excellence was inspected and suspect materials were sampled by license site inspectors. Asbestos-materials conditions were rated according to the EPA protocols. Every 3 years, The Martin Luther King jr. Charter School of Excellence is required to be re-inspected to determine any known or suspected asbestos-containing building materials (ACBM) has changed and recommendations are made on the management or abatement of the ACBM.

The law further requires that asbestos management plans be developed and implemented to monitor any known or suspected ACBM. The plan has several ongoing requirements: publish a notification on management plan availability in the status of asbestos activities; educate and train its employees about Asbestos and how to deal with it; notify short term or temporary workers of the locations of asbestos containing building materials; post warning labels in routine maintenance areas where is best as was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every 6 months to ensure they remain in good condition.

It is the intention of Martin Luther King Jr. Charter School of Excellence to comply with all federal and state regulations controlling Asbestos and to take whatever steps are necessary to ensure students and employees are in a healthy and safe environment in which to learn and work

you're welcome to review a copy of the Asbestos management plan in the school administrative office during regular business hours.

If you have any questions or concerns please contact our district's AHERA Designated Person, Patricia Rios.

LEA: Martin Luther King Jr. Charter School of Excellence
Operations Department

Address: 285 Dorset Street
Springfield, MA 01108

Designated Person: Patricia Rios, Data and Operations Manager

Phone: 413 - 214 - 7806