

PARENTS  
ARE  
PARTNERS

Grade K

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

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Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system - in a partnership with parents - must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a kindergartner. **WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE KINDERGARTEN CHILD

### **The Kindergarten Child**

Children are growing and maturing continuously. Every child has his/her own pattern of growth, but some characteristics are common to children of kindergarten age. To know these gives teachers and parents a better understanding of the child, and better guidance is the result.

### **The Kindergarten Child Will Be:**

- Extremely active.
- Self-dependent in eating, dressing, toileting and sleeping.
- Growing rapidly.
- Losing his/her first teeth.
- Well matured in motor control; will hop, jump and may attempt to skip.
- Farsighted, requiring large objects and close contact.
- Interested in other children, yet individualistic.

### **The Kindergarten Child Will Probably Have:**

- Good reasoning power.
- Ability to make judgments with adult guidance.
- Ability to plan and carry out plans, short term projects.
- Desire to speak plainly and to use new words.
- Ability to relate experiences and to retell stories, enjoys being read to.
- A changeable mind -- gradually acquiring more defined ideas.

### **The Kindergarten Child Needs:**

- To feel secure and loved.
- To have group approval and acceptance.
- A few special friends.
- A happy environment.
- Opportunity for exercising large muscles.
- To share toys and take turns in play.
- To increase his/her vocabulary.
- Alternate periods of rest and activity.
- Ten or more hours of sleep each night.
- Good nutrition habits.
- To be read to and given experiences such as visiting a store, farm, etc.
- Unconditional love.

### **Parents Can Help By:**

- Being interested in the child's activities.
- Providing good food and opportunity for plenty of sleep, and a quiet time each day.
- Providing encouragement, regular study time and a place with no distractions for any homework.

- Being supportive and positive when working with your child. Accept the errors. He/she is just learning.
- Inviting other children to the home (providing group play).
- Talking with the child about new experiences while on walks or rides.
- Helping him/her develop unselfish attitudes.
- Notifying school of problems in home that cause emotional stress for child (i.e. divorce, death in family).
- Giving praise for good work and behavior.
- Monitoring your child's progress by having close contact with the teacher and having a knowledge of the school's program.
- Showing your children how to use telephone emergency response systems, such as 911.
- Discussing that medicines should be taken only under the supervision of responsible adults and health care givers.
- Teaching children to say no to themselves and others in dangerous risk taking situations.
- Teaching the potential harmful effects of medicines and substances on their body.
- Choose limits that fit your child's age and establish consequences and rewards.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability.**

### **Your Child Will Learn To:**

- Verbalize ideas and personal experiences in complete sentences.
- Memorize and recite nursery rhymes, poems and fingerplays.
- Distinguish between telling and asking sentences.
- Learn to use words that are the same and opposite.
- Follow simple directions.
- Recognize own name and print first name with correct capital and lower case letters.
- Write from left to right when copying or writing letters and numbers correctly.
- Recognize simple words that are spelled correctly.
- Fill in missing letters using picture clues.
- Will have experience with stories, books, and thank you letters.
- Draw pictures while someone records what others say about the picture.
- Experience environmental reading (i.e., labels, signs, packages, etc.).
- Discuss literary works read daily.
- Read directionally; left to right, top to bottom, page and letter sequence.
- Use vocabulary from other subject areas being taught.
- Arrange letters in alphabetical order.
- Visibly match identical words and/or match words that begin and end with the same sound and that rhyme.
- Properly care for and use books.
- Read a variety of library materials, picture dictionaries and reference books.

### **Parents Can Help By:**

- Reading to your child daily for a minimum of ten minutes.
- Asking lots of good questions about the stories.
- Reading to him/her and creating an awareness that written words tell something.
- Having your child see you read.
- Listening to your child read to you.
- Discussing the books being read at school, reading and talking about books.
- Provide a special place where reading materials are easily accessible for child.
- Monitoring your child's television viewing.
- Talking with your child daily about what he/she did at school.
- Providing supplies, practicing writing, and drawing stories together.
- Saying, reading and singing nursery rhymes or songs.
- Taking your child to the library, getting a card, and using it often.

**Suggested Reading List:**

**A House is a House**, Mary Ann Hoberman

**A Tree is Nice**, Janice May Udry

**And to Think That I Saw It On Mulberry Street**, Dr. Seuss

**Carrot Seed**, Ruth Krauss

**Christmas Mood**, Denys Cazet

**Curious George**, H.A. Ray

**Green Eggs & Ham**, Dr. Seuss

**Harry the Dirty Dog**, Gene Zion

**How the Grinch Stole Christmas**, Dr. Seuss

**Inside, Outside, Upside Down**, S. Berenstain

**Nobody Listens to Andrew**, Elizabeth Guifolile

**Random House Book of Poetry for Children**

## MATHEMATICS

The thinking theme of the kindergarten year is relationships. All of the projects and activities revolve around this central theme. Questions such as *How are they alike? How are they different? Which group does this belong in? Why do you think so?* Are emphasized again and again throughout the year. Being able to think and talk about relationships between objects and ideas is vital to mathematical thinking.

**Highlights of the key mathematical ideas your child will be exploring in kindergarten:**

**Your Child Will Learn:**

**Number Sense:**

- Count, represent, name, and order objects (up to 30),
- Compare objects and identify which is equal to, more than, and less than the other,
- Use concrete objects to add and subtract, sums to 18,
- Recognize when an estimate is reasonable.

**Algebra and Functions:**

- Identify, sort and classify objects by attributes such as shape, color, size, etc.

**Measurement and Geometry:**

- Identify and describe circle, triangle, rectangle, square,
- Compare the length, width, and capacity of objects,
- Tell time to the hour,
- Name days of the week.

**Statistics, Data Analysis, and Probability:**

- Identify, describe and extend simple patterns.

**Mathematical Reasoning:**

- Check and explain the results of a problem,
- Use manipulatives to set up, solve and explain problems.

**Parents Can Help By:**

- Practicing counting and writing numbers with your child.
- Sorting and folding clothing with child to model categories and factions.
- Clapping patterns with your child.
- Using household objects to make sequence patterns.
- Playing dominoes, card games, etc. with your child.
- Allowing your child to cook with you.
- Go shopping together.
- Practice simple word problems with your child (you have two cookies and your brother has two cookies, how many cookies do you have all together?).
- Discussing many different ways of solving a problem.

## SOCIAL STUDIES

**A Social Studies program develops individual and social intelligence. It prepares students for responsible citizenship, comprehending global interrelationships, and understanding the vital connections among past, present and future.**

**Focus: Learning and working now and long ago.**

### **Your Child Will Learn To:**

- Understand that being a good citizen involves acting in certain ways.
- Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- Compare and contrast the locations of people, places, and environments and describe their characteristics.
- Put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- Understand that history relates to events, people, and places of other times.

### **Parents Can Help By:**

- Discussing daily news during dinner.
- Sharing map readings during family outings.
- Discussing your family history and traditions.
- Selecting folktales and stories about people for story-telling time.
- Reading to your child traditional folktales, simple biographies of famous Americans, stories based on historical events; singing American patriotic folk and traditional music; attending parades and visiting national parks.
- Helping children locate places, countries, and regions on maps or globes.

## SCIENCE

**A Science program encourages students to experience, explore, ask questions and draw conclusions. Science stimulates curiosity.**

### **Your Child Will Learn:**

- Properties of materials can be observed, measured, and predicted.
- Different types of plants and animals inhabit the earth.
- Earth is composed of land, air, and water.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

All science will emphasize hands-on student experiments.

### **Parents Can Help By:**

- Discussing the daily weather and making observations of animals.
- Encouraging watching of nature programs on TV.
- Discussing observations on family outings.
- Discussing and practicing good conservation (recycle, etc.).
- Involving students in building projects around the house.
- Discussing nutrition of various foods and helping students make good choices.

## VISUAL AND PERFORMING ARTS

**A Visual and Performing Arts program engages students in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities.**

### **Your Child Will Learn To:**

- Develop an awareness and appreciation of music.
- Develop musical skills by participation in singing, listening to music, moving to music-rhythms, dancing, marching, creative movement, simple games and dances, and repeating musical patterns.
- Develop fine motor skill in coloring, tracing, cutting, folding, gluing, lacing, and weaving.
- Follow directions and organize materials.
- Develop responsibility for the care and use of materials.
- Express feelings and ideas through art experiences.
- Experience a variety of art medium in painting, collage, sculpture, printing, drawing, crayon, clay, etc.
- Appreciate art through exposure to illustrations in books, pictures, painting, and/or other art works.

### **Parents Can Help By:**

- Practicing cutting pictures with your child.
- Singing silly or traditional songs as a family.
- Providing materials to encourage creative art activities.

## PHYSICAL EDUCATION

**A Physical Education program meets students' need to develop physically, mentally, emotionally, and socially by providing planned physical activity and the learning of skills that enable students to participate in activities throughout life. A physical education program for primary children should be based upon learning the fundamentals of movement and building a foundation for physical fitness.**

### **Your Child Will Learn To:**

- Develop body coordination through locomotion skills: walk, run, hop, gallop, jump and skip.
- Develop body coordination through body awareness and safety: balance, posture, body image, and creative movement.
- Develop body coordination through rhythms: walk, run, slide, jump, hop, gallop.
- Develop body coordination through activities: animal walks, jump rope, and simple rolling movements.
- Develop body coordination through game skills: catching a ball, hitting a target, passing objects, bouncing a ball, and kicking a ball.
- Develop responsibility by taking turns, and playing with others cooperatively, following directions, and taking care of equipment.
- Develop a positive attitude toward the value of physical activity and cardiovascular system development.
- Develop safe and proper use of playground equipment.

### **Parents Can Help By:**

- Jumping rope (group and individual).
- Playing with a ball or bean bag with your child.
- Visiting neighborhood playgrounds to promote large motor skills.
- Going on walks or bike rides as a family.
- Walk and talk together.

## REPORTING TO PARENTS

Individual student progress is reported to parents throughout the year. Check with your child's school for dates of progress reports. Your school will contact you to arranged for parent conferences. The purpose of these conferences is to review your child's academic and social growth and to develop open communication between the home and school. It is important that you attend this conference. Written reports are also provided. These are sent home with your child and reflect your child's progress for the reporting period.

Students are required by law to take standardized state tests. These are usually administered in May. You will be notified of test dates ahead of time. Test results will be mailed to your home, usually in July.

## LANGUAGE ARTS CONTENT STANDARDS

### Kindergarten

#### Reading:

- 1.0 **Word Analysis, Fluency and Systematic Vocabulary Development:** Students know about letters, words and sounds, and apply their knowledge in reading simple sentences.
- 2.0 **Reading Comprehension:** Students identify the basic facts and ideas in what they have read, heard or viewed. They draw as needed on such strategies as generating and responding to questions and comparing information to prior knowledge. The quality and complexity of the materials to be read are illustrated in the California Reading List.
- 3.0 **Literary Response and Analysis:** Students listen and respond to stories based on well-known characters, themes, plots and settings. The quality and complexity of the materials to be read are illustrated in the California Reading List.

#### Writing:

- 1.0 **Writing Strategies:** Students write words and brief sentences that are legible.

#### Oral and Written English Language Conventions:

- 1.0 **Oral and Written English Language Conventions:** Students write and speak with a command of standard English conventions.

#### Listening and Speaking:

- 1.0 **Listening and Speaking Strategies:** Students listen and respond to oral communications and speak in clear and coherent sentences.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.

## MATHEMATICS CONTENT STANDARDS

### Kindergarten

**By the end of kindergarten, students understand the consistency of small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense about properties and patterns.**

#### **Number Sense:**

- 1.0 Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement.
- 2.0 Students understand and describe simple addition and subtraction situations.
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

#### **Algebra and Functions:**

- 1.0 Students sort and classify objects.

#### **Measurement and Geometry:**

- 1.0 Students understand that there are properties such as length, weight, capacity and time and that comparisons can be made by using these properties.
- 2.0 Students identify common geometric objects in their environment and describe their features.

#### **Statistics, Data Analysis and Probability:**

- 1.0 Students collect information about objects and events in their environment.

#### **Mathematical Reasoning:**

- 1.0 Students make decisions about how to set up a problem.
- 2.0 Students solve problems in reasonable ways and justify reasoning.



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.

If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
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Grade 1

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This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a first grader. **WHAT YOUR CHILD WILL LEARN IN FIRST GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

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## THE FIRST GRADE CHILD

### **The First Grade Child Will Probably Be:**

- Impulsive: Tends to go to extremes of behavior. There will be periods of laughter and tears in quick succession, periods of deep thinking, and periods of inattention.
- Often dawdling: more interested in playing than in eating or dressing.
- Often careless of his/her clothes.
- Active: climbing, running, wrestling; trying to do things too hard for him/her.
- Easily frustrated by lack of motor skills.
- Participating in the enjoyment of imaginative play.

### **The First Grade Child Needs:**

- A sense of security and a feeling of being loved, no matter what he/she does.
- Generous praise and not too much criticism.
- Opportunities to show what he can do and to talk about himself and his/her interests.
- Opportunities to show what he can do and to talk about himself and his/her interests.
- Broadening experiences to satisfy his/her growing interest.
- A knowledge of property rights to accompany his/her collecting tendencies.

### **Parents Can Help By:**

- Providing encouragement, regular study time, and a place with no distractions for homework.
- Monitoring your child's progress by having a knowledge of the school's program.
- Being supportive and positive when working with your child. Accept the errors. He/she is just learning.
- Showing their children how to use telephone emergency response systems, such as 911.
- Discussing that medicines should be taken only under supervision of responsible adults and health care givers.
- Teaching children to say no to themselves and others in dangerous risk taking situations.
- Teaching the potential harmful effects of medicines and substances on their body.
- Choose limits that fit your child's age and establish consequences and rewards.

## LANGUAGE ARTS

### Your Child Will Learn To:

- Use speaking skills through discussions of literature and other studies, sharing personal news, choral reading, reciting poetry and dramatics.
- Correctly write numerals 0-9 and capital and lower case letters with increased fluency and speed.
- Master grade level spelling words, write spelling words in dictated sentences, use “inventive” spelling (sound out and write), and proof-read in original writing.
- Write more skillfully through daily instruction, practice and feedback; and write a sentence using correct punctuation.
- Use correct inflectional endings (i.e. ed, s, ing, ly, est, er) to unlock information.
- Arrange words in alphabetical order by first letter.
- Describe observations, experiences, pictures and studies through cooperative and individual activities.
- “Compose” by writing or dictating original stories and poems.
- Write simple thank you letters and friendly letters.
- Read and listen to good literature daily and appreciate the beauty of good language.
- Use critical thinking skills and show understanding in discussions or activities concerning characters, ideas, conflicts, order of events and fact versus fiction.
- Use new vocabulary words in reading, writing, and speaking.
- Relate events in literature to personal experiences.
- Put four pictures, words, or sentences in sequential order.
- Become more fluent readers by practicing “phonics” (sounds for consonants, vowels and phonograms). Use picture and word context clues for decoding.
- Select and check out school library books.
- Read, interpret, or construct: bar graphs, or charts to help explain information.
- Use title pages, and table of contents to locate information.

### Parents Can Help By:

- Listening to your child read daily.
- Reading to your child daily for at least ten minutes.
- Talking with your child and asking questions about the stories.
- Discussing what you’ve seen or done when you’ve gone places together.
- Helping develop listening skills by giving your child opportunities to remember and follow two or three simple directions at a time.
- Encouraging writing (notes, lists, letters, diaries) by providing materials and a place to write.
- Dictating spelling words in simple sentences.
- Taking your child to the library to get a card and visit the library often.
- Discussing the books being read at school, reading and talking about books.
- Monitoring your child’s television viewing.

## MATHEMATICS

A Mathematics program helps students enjoy and use mathematics in their everyday lives. Mathematical thinking and understanding is a life-long skill to be nurtured.

**Highlights of the key mathematical ideas your child will be exploring in first grade.**

**Your Child Will Learn:**

### **Number Sense:**

- Count orally by ones, twos, fives, and tens to 100,
- Read and write whole numbers to 100,
- Compare and order whole numbers to 100 using ( $<$ ,  $=$ ,  $>$ ),
- Make reasonable estimates when comparing larger or smaller numbers,
- Memorize addition facts (sums to 20) and corresponding subtraction facts,
- Show the meaning of addition and subtraction,
- Identify one more than, one less than, 10 more than, and 10 less than a given number,
- Solve one- and two-digit addition and subtraction problems.

### **Algebra and Functions:**

- Write and solve addition and subtraction number sentences.

### **Measurement and Geometry:**

- Identify and describe two- and three-dimensional shapes,
- Classify familiar plane and solid objects by attributes,
- Compare the length, weight, and volume of two or more objects,
- Tell time to the nearest half hour.

### **Statistics, Data Analysis, and Probability:**

- Describe, extend, and explain how to get to a next element in a repeating pattern,
- Represent and compare data using simple graphs.

### **Mathematical Reasoning:**

- Check and explain the results of a problem,
- Make decisions about how to set up a problem,
- Note connections between problems.

**Parents Can Help By:**

- Encouraging counting things around home.
- Providing opportunities to learn to count pennies, nickels, dimes and quarters; and make actual purchases.
- Helping your child learn to tell time (hour and half hour - clock), and watching for times important to the child.
- Making your child aware of math in your life.
- Helping your child identify the day and month.
- Playing math games.
- Discussing many ways of solving a problem.

## SOCIAL STUDIES

**A Social Studies program develops individual and social intelligence. It prepares students for responsible citizenship, comprehending global interrelationships and understanding the vital connections among past, present, and future.**

**Focus: A child's place in time and space**

### **Your Child Will Learn To:**

- Describe the rights and individual responsibilities of citizenship.
- Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
- Know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- Compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
- Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Understand basic economic concepts and the role of individual choice in a free-market economy.

### **Parents Can Help By:**

- Discussing appropriate current events.
- Making your child aware of his/her own family history and traditions.
- Setting up special family times to discuss the above issues or others. (Not meal time.)
- Encouraging your child to help solve problems involving him/herself.
- Going on family outings to places of cultural or historical interest and holding discussions about the places after the visit.
- Including folktales, legends and stories about people in other times and places in story time selections.
- Helping your child become aware of directions: left-right, North, South, East, and West, and locating places, countries and regions on maps or globes.
- Sharing simple maps during family trips.

## SCIENCE

**A Science program encourages student to experience, explore, ask questions and draw conclusions. Science stimulates curiosity.**

### **Your Child Will Learn That:**

- Materials come in different forms (states), including solids, liquids, and gases.
- Plants and animals meet their needs in different ways.
- Weather can be observed, measured, and described.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

All science will emphasize hands-on student experiments.

### **Parents Can Help By:**

- Visiting zoos, museums, etc. with your child and discussing what was seen.
- Watching quality animal/nature programs on television with your child. Discussing what you have seen/learned.
- Including books about animals and nature in reading time with your child.
- Encouraging growing their own vegetable garden.
- Observing the weather - collecting and measuring rain.
- Keeping an aquarium.

## VISUAL AND PERFORMING ARTS

A Visual and Performing Arts program engages students in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities.

### **Your Child Will Learn To:**

- Dramatize literary selections.
- View theatrical events.
- Participate in simple dances.
- Listen to vocal and instrumental music.
- Sing in a group.

### **Parents Can Help By:**

- Visiting art shows with the child.
- Playing wide varieties of music.
- Taking the child to short, appropriate live performances.
- Encouraging interest in playing a musical instrument.
- Providing art materials for creative exploration.

## PHYSICAL EDUCATION

**A Physical Education program meets students' need to develop physically, mentally, emotionally, and socially by providing planned physical activity and the learning of skills that enable students to participate in activities throughout life. A physical education fitness program for primary children should be based upon learning the fundamentals of movement and building a foundation for physical fitness.**

### **Your Child Will Learn To:**

- Develop cooperation and good sportsmanship skills.
- Develop physical abilities by participating in running, jumping, skipping, and climbing.
- Develop rhythmic movements through singing, dancing, and clapping.
- Use playground equipment properly and safely.
- Participate in simple game type activities such as relays, tag, circle games, and single ball games.
- Develop skilled movement through story-dramatic play, and game and skills drills.

### **Parents Can Help By:**

- Jumping rope (group and individual).
- Playing with ball or bean bag with your child.
- Visiting neighborhood playgrounds to promote large motor skills.
- Going on walks or bike rides as a family.
- Walk and talk together.

## REPORTING TO PARENTS

Individual student progress is reported to parents throughout the year. Check with your child's school for dates of progress reports. Your school will contact you to arranged for parent conferences. The purpose of these conferences is to review your child's academic and social growth and to develop open communication between the home and school. It is important that you attend this conference. Written reports are also provided. These are sent home with your child and reflect your child's progress for the reporting period.

Students are required by law to take standardized state tests. These are usually administered in May. You will be notified of test dates ahead of time. Test results will be mailed to your home, usually in July.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 1

### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
- 2.0 **Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.
- 3.0 **Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### Writing:

- 1.0 **Writing strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions:

- 1.0 **Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking:**

- 1.0 **Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# MATHEMATICS CONTENT STANDARDS

## Grade 1

### **Number Sense:**

- 1.0 Students understand and use whole numbers to 100.
- 2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

### **Algebra and Functions:**

- 1.0 Students use number sentences to solve problems.

### **Measurement and Geometry:**

- 1.0 Students use direct comparison and non-standard units to describe the measurements of objects.
- 2.0 Students identify common geometric figures, classify them by common attributes and describe their relative position/or their location in space.

### **Statistics, Data Analysis and Probability:**

- 1.0 Students organize, represent and compare categorical data on simple graphs and charts.
- 2.0 Students sort objects, and create and describe patterns involving numbers, shape, size, rhythm, or color.

### **Mathematical Reasoning:**

- 1.0 Students make decisions about how to set up a problem.
- 2.0 Students solve problems and justify their reasoning.
- 3.0 Students note connections between one problem and another.

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## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.


If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
ARE  
PARTNERS

Grade 2

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system - in a partnership with parents - must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a second grader. **WHAT YOUR CHILD WILL LEARN IN SECOND GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE SECOND GRADE CHILD

Every child is an individual who grows and develops at his own rate. Children in the same grade may be expected to differ widely from others in their group. There are, however, general characteristics and needs which apply to most of the children at a certain age.

### **The Second Grade Child Will Probably Be:**

- Two or three inches taller than last year.
- Sturdy and healthy.
- A problem eater.
- Losing baby teeth.
- Showing desire for freedom and to grow away from adults.
- Aggressive sometimes and sympathetic at other times.
- Emotional - particularly fearful of imaginary and improbable dangers (doctors, lightning, dark).
- A boaster.
- Sensitive to ridicule, failure, and loss of prestige.
- Playing with boys and girls as equals.
- Interested in almost everything of the present time and of the immediate environment.
- A good listener.
- Good at eye - hand coordination.
- Liking secrets with friends.
- A fan of riddles and simple jokes.

### **The Second Grade Child Will Probably Have:**

- A strong liking for anything that runs on wheels.
- The beginning of manipulative skills.
- Increased interest in team and group activities.
- Much enjoyment from dramatic play.
- A well developed competitive spirit.
- Lengthening periods of calmness and self-absorption.

### **The Second Grade Child Needs:**

- To have frequent periods of rest and relaxation.
- Proper medical care for usual children's diseases.
- Adult approval.
- To be liked by his friends.
- Good food at regular intervals.

**Parents Can Help By:**

- Getting your child to school at least 5 minutes before it starts.
- Giving your child the feeling that you are “standing by”.
- Setting up regular habits for food and frequent rest periods.
- Providing regular examinations by doctor and dentist.
- Setting example as to habits of tidiness,, posture, etc.
- Giving the child a part in some aspects of planning family functions.
- Notifying school when a problem is observed and persists.
- Notifying school of problems in home that cause emotional stress for a child (i.e. divorce, death in the family).
- Giving praise for good work and behavior.
- Providing encouragement, a regular study time, and a quiet place with no distractions for homework.
- Monitoring your child’s progress by having close contact with the teacher, and having a knowledge of the school’s program.
- Being supportive and positive when working with your child. Accept the errors. He/she is just learning.
- Showing their children how to use telephone emergency response systems, such as 911.
- Discussing that medicines should be taken only under supervision of responsible adults and health care givers.
- Teaching children to say no to themselves and others in dangerous risk taking situations.
- Teaching the potential harmful effects of medicines and substances on their body.
- Choose limits that fit your child’s age and establish consequences and rewards.
- Assisting your child in returning library books, school papers and homework by having a special place or container for those materials.
- Checking homework for neatness and accuracy (help when it is needed).
- Marking your child’s sweaters, coats, lunch pails, etc. with last name.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Prepare and present a short informal talk informing classmates about a topic.
- Master the letter forms of printing and use them consistently.
- Divide words into syllables by listening and clapping (words from grade level lists, literature books and his/her writing).
- Construct sentences; we concentrate on: Nouns, pronouns, and verbs (subjects and verbs agree); periods, question marks, and exclamation; capitalizing names, days, titles, beginning of sentences, and lines of poetry; Mr., Mrs., initials, names of streets, days and months; expand basic sentences using adverbs and adjectives.
- Write invitations and thank-you notes (as a group), and practice writing different kinds of paragraphs (cause/effect, solutions to problems, "I remember", descriptions).
- Write, edit and revise sentences, stories, and/or poems for class books.
- Discuss what he/she reads to increase vocabulary. Develop an appreciation for the beauty of our language, and relate stories to personal experiences.
- Read and write grade level words, including: I've, he'll, she'll, she'd, you've, you're, you'd, don't, doesn't, didn't; compound words: railroad, earthworm, taxicab, etc.
- To use new words daily in math, social studies, science, etc.
- Identify root words, prefixes, suffixes, rhyming words, and plural endings and use this information to unlock new words.
- Classify words to assist in learning new vocabulary.
- Correctly complete an oral or written passage when words are left out.
- Arrange words in alphabetical order by the second letter, and use the dictionary for spelling.
- Use the table of contents.
- Read, interpret, and/or construct simple maps, charts, and bar graphs.
- Skim and scan for words and information.
- Follow a set of two directions given orally.
- Read and follow simple written directions (map reading to given destinations, P.E. activities, and drama presentations).
- Put four pictures, words, or sentences in sequential order.
- Answer questions about what he/she reads and hears; and decide the main idea; explain cause and effect; and draw conclusions.
- Predict what will happen, then compare the prediction to the reality of the story, poem or happening.

- Draw upon personal experiences to relate to what he/she read, hears, and writes.
- Distinguish between fact and fiction when reading, writing, and discussing.
- Summarize information from one source and present the summarized information in a short oral/written report.

**Parents Can Help By:**

- Reading to your child for at least 10 minutes a day.
- Having your child read daily. Be supportive and positive. Accept the errors. They are just learning. It's OK if they memorize the words. Discuss story with them. Ask lots of good questions to help with understanding.
- Having 5 minutes of uninterrupted conversation with your child every day.
- Taking trips to the library. Get a library card while you are there.
- Giving 2 or 3 simple directions to follow. Repeat when necessary.
- Providing materials for and encouraging the writing of simple notes, lists, diaries, and journals.
- Letting your child see you reading your own books.
- Discussing the books being read at school, reading and talking about books.
- Don't forget that the discussion about the story is almost as important as reading the story.
- Monitoring your child's television viewing.

## MATHEMATICS

In Grade 2, the thinking theme is strategies. Children learn that memorizing is a powerful tool and they begin to use mental arithmetic and number sense to solve bigger problems like  $13 + 29$  for example. They are called upon to justify their thinking and make sense of what they are doing.

**Highlights of the key mathematical ideas your child will be exploring in the second grade.**

**Your Child Will Learn:**

### **Number Sense:**

- Count, read, write, and identify place value of numbers to 1000,
- Compare and order whole numbers to 1000 using ( $<$ ,  $=$ ,  $>$ ),
- Know addition and subtraction facts, sums to 20,
- Understand and use the inverse relationship between addition and subtraction,
- Find the sum and difference of whole numbers up to 3 digits,
- Model and solve simple multiplication and division problems,
- Memorize multiplication tables of 2's, 5's, and 10's,
- Solve problems using combinations of coins and bills,
- Use the decimal notation and dollar and cent symbols for money,
- Recognize when an estimate is reasonable in measurement.

### **Algebra and Functions:**

- Write and solve number sentences involving addition and subtraction,
- Use the commutative and associative properties of addition.

### **Measurement and Geometry:**

- Measure length of an object to its nearest inch/centimeter,
- Demonstrate measurement of time (quarter hour),
- Describe and classify geometric shapes according to the number and shape of faces, edges, and vertices,
- Put shapes together and take them apart to form other shapes.

### **Statistics, Data Analysis and Probability:**

- Collect, organize and display data on bar graphs and charts,
- Describe and extend patterns and determine a next term in number patterns.

### **Mathematical Reasoning:**

- Solve problems and justify their reasoning,
- Make decisions about how to set up a problem,
- Note connections between problems.

**Parents Can Help By:**

- Master the basic addition facts (50 problems, sums to ten), in five minutes.
- Master the basic subtraction facts (50 problems, minuends to nine) no time limit.
- Practicing writing and counting the numbers to and over 100.
- Making flashcards to practice addition and subtraction.
- Studying the clock (hour, half hour, and quarter hour).
- Giving your child the opportunity to earn and manage small amounts of money.
- Involving your child in real life problem-solving situations.
- Helping your child become aware of math in all facets of his life (cooking, shopping, sewing, etc.).
- Discussing many ways of solving a problem.

## SOCIAL STUDIES

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

**Social Studies will cover three areas during 2nd grade: Needs and supply; Family History; and Geography.**

### **Your Child Will Learn To:**

- Differentiate between things that happened long ago and things that happened yesterday.
- Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- Explain governmental institutions and practices in the United States and other countries.
- Understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- Understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

### **Parents Can Help By:**

- Taking the time each day to discuss appropriate current events (at the dinner table, during quiet time, watching the news on TV).
- Making your child aware of his own family history and traditions.
- Planning family outings to places of historical value and interest.
- Sharing map reading during family outings.
- Making your child aware of directions (North, South, East, West, Right, Left).
- Reading folk tales, legends, and stories about other people in other times and places.
- Reading to your child traditional folk tales, biographies of famous Americans, stories based on historical events; singing patriotic songs, and attending parades and visiting national parks.
- Helping to locate towns, countries on maps or globes.

## SCIENCE

**A Science program encourages students to experience, explore, ask questions and draw conclusions. Science stimulates curiosity.**

Science in Grade 2 will give your child the opportunity to build on previously learned knowledge in physical, life and earth sciences. In addition students will continue to use the scientific method of inquiry, recognizing a problem, developing a hypothesis, and completing experiments to prove or disprove their initial theory. All science will emphasize hands-on experiments.

Every second year students have the opportunity to submit science projects to our Science Fair which is held in the spring.

### **Your Child Will Learn:**

1. **Physical Sciences:** The motion of objects can be observed and measured.
2. **Life Sciences:** Plants and animals have predictable life cycles.
3. **Earth Sciences:** Earth is made of materials that have distinct properties and provide resources for human activities.
4. **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

### **Parents Can Help By:**

- Taking nature walks and developing observation skills.
- Watching quality programs on television, e.g. National Geographic.
- Discussing the daily weather.
- Planting flowers or vegetables; watching and discussing the different stages of growth.
- Talking about water conservation, not littering, energy conservation, and respect for living organisms.
- Talking to your child about what you see. Don't take for granted that they see and understand the same as you do.

## VISUAL AND PERFORMING ARTS

**A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.**

### **Your Child Will Learn To:**

- Dramatize stories and poems.
- Study and describe some of the major pieces of art through studying prints and slides.
- Communicate their feelings by using various art medias (crayons, chalk, water colors, paint, charcoal).
- Express their feelings to music by using body movements.
- Listen to different styles of music.
- Tap rhythms in poetry, language and music.
- Every second year students have the opportunity to submit original work to our Art Fair which is held in February.

### **Parents Can Help By:**

- Taking your child to short, appropriate live performances of plays and concerts.
- Encouraging your child to play a musical instrument.
- Taking a family outing to a museum.
- Singing together (in the car is a great place).
- Checking out records and tapes from the public library (your library card will allow this).
- Providing a variety of materials for art activities (macaroni, crayons, paints, mud, cotton, water, etc.).
- Allowing some “creative messes” - outside perhaps.
- Encouraging creativity in thoughts and play. Create a “stage” on the front steps, help your child with ideas of acting out non-violent favorite stories.

## PHYSICAL EDUCATION

**A Physical Education program meets students' need to develop physically, mentally, emotionally, and socially by providing planned physical activity and the learning of skills that enable students to participate in activities throughout life. A physical education fitness program for primary children should be based upon learning the fundamentals of movement and building a foundation for physical fitness through developmentally appropriate physical activities.**

### **Your Child Will Learn To:**

- Develop cooperation and good sportsmanship skills.
- Develop physical abilities by participating in: running, jumping, climbing and skipping.
- Develop rhythmic movements through: singing games, and creative rhythms.
- Use play equipment such as: ropes, balls and outside playground equipment properly and safely.
- Develop skilled movement by: relays, story-dramatic play, and dance.
- Appreciate their bodies and what they will do.
- Enjoy physical activity.

### **Parents Can Help By:**

- Encouraging a variety of regular physical activities.
- Encouraging your child to use play equipment.
- Taking your child to the park.
- Setting up running, jumping, skipping courses for the family (neighbor children).
- Playing catch. Throw softly and use a soft ball. It's still hard to catch.

## REPORTING TO PARENTS

Individual student progress is reported to parents throughout the year. Check with your child's school for dates of progress reports. Your school will contact you to arranged for parent conferences. The purpose of these conferences is to review your child's academic and social growth and to develop open communication between the home and school. It is important that you attend this conference. Written reports are also provided. These are sent home with your child and reflect your child's progress for the reporting period.

Students are required by law to take standardized state tests. These are usually administered in May. You will be notified of test dates ahead of time. Test results will be mailed to your home, usually in July.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 2

### Reading:

- 1.0 **Word Analysis, Fluency and Systematic Vocabulary Development:** Students understand the basic features of a reading, select and know how to translate letter patterns into spoken language using phonics, syllabication and word parts, and apply this knowledge for fluent oral and silent reading.
- 2.0 **Reading Comprehension:** Students read and understand grade level appropriate material. They draw, as needed, on such strategies as generating and responding to essential questions, making predictions and comparing information from several sources. The quality and complexity of the materials to be read are illustrated in the California Reading List. In addition to their regular school reading, by grade 4, students read a half million words annually, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) text for each grade.
- 3.0 **Literary Response and Analysis:** Students read and respond to a wide variety of significant works of a children's literature. They distinguish between the structural features of text and the literary terms or elements (theme, plot, setting and characters). The quality and complexity of the materials to be read are illustrated in the California Reading List.

### Writing:

- 1.0 **Writing Strategies:** Students write clear and coherent sentences and paragraphs that elaborate a central impression, and consider audience and purpose, using stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain objects, events and experiences that are familiar to them, demonstrating command of standard English and the drafting, research and organizational strategies outlined in Writing Standard 1.

### Oral and Written English Language Conventions:

- 1.0 **Oral and Written English Language Conventions:** Students write and speak with a command of standard English conventions that are grade level appropriate.

### Listening and Speaking:

- 1.0 **Listening and Speaking Strategies:** Students listen and respond critically to oral communications and speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch and stress.

2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement, demonstrating command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

# MATHEMATICS CONTENT STANDARDS

## Grade 2

### Number Sense:

- 1.0 Students understand the relationship among numbers, quantities and place value in whole numbers up to 1000.
- 2.0 Students estimate, calculate and solve problems involving addition and subtraction of two- and three-digit numbers.
- 3.0 Students model and solve simple problems involving multiplication and division.
- 4.0 Students understand that fractions and decimals can refer to parts of a set and parts of a whole.
- 5.0 Students model and solve problems by representing, adding and subtracting amounts of money.
- 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds and thousands places.

### Algebra and Functions:

- 1.0 Students model, represent and interpret number relationships to create and solve problems involving addition and subtraction.

### Measurement and Geometry:

- 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit and comparing it to the item to be measured.
- 2.0 Students identify and describe the elements that compose common figures in the plane and common objects in space.

### Statistics, Data Analysis and Probability:

- 1.0 Students collect, record, organize, display and interpret numerical data on bar graphs and other representations.
- 2.0 Students demonstrate an understanding of patterns and how they grow, and describe them in general ways.

**Mathematical Reasoning:**

- 1.0 Students make decisions about how to set up a problem.
- 2.0 Students solve problems and justify their reasoning.
- 3.0 Students note connections between one problem and another.

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- Dorothy Law



PARENTS  
ARE  
PARTNERS

Grade 3

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system - in a partnership with parents - must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a third grader. **WHAT YOUR CHILD WILL LEARN IN THIRD GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE THIRD GRADE CHILD

At this age, the child is changing from having no social awareness to a growing ability to make social responses. He/she may continue to hit, tease, and punch for the fun of it, but such behavior normally recedes and more approved responses become increasingly habitual. He/she is serious about him/herself, impressed with his/her own ability to imitate grown-up behavior, and likes to take responsibility. He/she needs a very careful balance between adult guidance and independent action.

### **The Third Grade Child Will Probably Be:**

- More able in controlling large muscles than the smaller ones.
- Developing better eye-hand coordination.
- Interested in cliques and teams of own sex.
- Careless about how dirty he/she gets.
- Sensitive to ridicule, failure, and loss of prestige.
- Developing a longer attention span.

### **The Third Grade Child Will Probably Have:**

- Desire for group play activity and teams.
- Interest in dressing up and playing parts (i.e. cops, robbers, Indians).
- Experimenting with unacceptable language.
- A strong sense of justice as he/she sees it.
- Contradictory traits, such as fighting with best friends, sisters or brothers.
- Varying emotional patterns of fear, joy, anger, jealousy, and affection.
- Fear of such things as blood, ghosts, death, dead animals, lightning, robbers, dark, solitude, and even the doctor.
- Ideas and desires to make things which are beyond his/her ability.
- Sexual modesty.

### **The Third Grade Child Needs:**

- Ten to twelve hours of sleep.
- A well-organized day.
- All the good food he/she will eat.
- Sympathy with the tendency to establish some independence from adults.
- Adult approval to the extent that the parents will “stand by” and really care for their child.
- To do something or be something which makes him/her feel important, although he/she does not want to be singled out or made conspicuous.
- To be included in family and school planning.

### **Parents Can Help By:**

- Setting up regular habits for food and rest.
- Teaching him/her to use his own towel and glass, to put on appropriate wraps, and to keep pencils and fingers out of the mouth, brush teeth.

- Providing toys that will develop good basic motor and muscular skills.
- Providing enough freedom so that he/she will not develop the attitude that his parents are too bossy, too strict, or just “not fair”.
- Taking time to talk, explain, and reason with the child.
- Accepting friends and planning happy times for them together.
- Notifying school when a problem is observed.
- Giving praise for good work and behavior.
- Providing encouragement, a regular study time, and a quiet place with no distractions for homework.
- Monitoring your child’s progress by having close contact with the teacher, and having a knowledge of the school’s program.
- Being supportive and positive when working with your child. Accept the errors. He/she is just learning!
- Showing their children how to use telephone emergency response systems, such as 911.
- Discussing that medicines should be taken only under supervision of responsible adults and health care givers.
- Teaching children to say no to themselves and to others in dangerous risk taking situations.
- Helping them to identify a drug related emergency and obtain help.
- Teaching the potential harmful effects of medicines and substances on their body.
- Choose limits that fit your child’s age and establish consequences and rewards.
- Knowing that at this age children notice and imitate everything.
- Setting good standards by modeling and teaching good behavior, good manners, respect for others and good decision making.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Prepare and present a talk and/or creative dramatic expression to classmates.
- Use upper and lower case cursive and use in daily work when appropriate.
- Divide words into two syllables and use syllabication in daily written work.
- Master grade level spelling words, and identify and correct misspelled words when editing.
- Identify and write complete sentences, and write a paragraph.
- Write friendly letters utilizing the proper format and appropriate capitalization and punctuation.
- Identify and use contractions and compound words.
- Identify and use affixes (ness, y, un, ex, ful), previously learned suffixes, and root words to enrich reading and writing.
- Use synonyms, antonyms, and homonyms in daily writing and speaking.
- Arrange words in alphabetical order by the third letter.
- Practice alphabetizing by using the dictionary.
- Use the table of contents, glossary, and index in any appropriate book.
- Use the library as a reference center to obtain books/articles to read, share, and read with classmates.
- Use a variety of reference material such as dictionary of synonyms, atlas, encyclopedia, almanac, etc.
- Use guide words and the pronunciation guide in a dictionary and glossary.
- Identify main idea and supporting details.
- Present a piece of original poetry which is a significant literary work.
- Write, edit, revise, and publish: stories, poems, riddles, reports, and/or essays.
- Select appropriate meaning of multiple-meaning words from the context of a passage and recognize meanings using context clues in a variety of activities to interpret sentence meaning.
- Read, interpret, and construct: charts, timelines, signs, maps, and graphs in all subjects.
- Scan and skim on a regular basis while reading.
- Follow up to four oral/written directions.
- Read and/or listen to significant literary works and put events in order.
- Complete unfinished stories, poems, plays, etc.
- Compare and contrast stories, poems, and plays, as well as, the characters in each.

- Distinguish between fact/fiction and fact/opinion when reading, writing, and discussing.
- Summarize information from two sources and present in a short written report.

**Parents Can Help By:**

- Continue to read aloud to your child.
- Listen to your child read aloud. Encourage expression and fluency.
- Having meaningful conversations with your child.
- Discussing feelings and problems.
- Providing reading materials, books, magazines, newspapers.
- Setting a time for quiet reading time, no television.
- Letting your child see you enjoy reading.
- Taking trips to the library with your child.
- Providing materials to write letters and notes.
- Practicing weekly spelling words.
- Reading and talking about poems and books.
- Asking lots of good questions about the story.
- Monitoring your child's television viewing.
- Don't forget that the discussion about the story is almost as important as reading the story.

**Suggested Reading List for the Third Grade:**

**Child's Garden of Verses**, Robert L. Stevenson  
**The Complete Book of Nonsense**, Edward Lear  
**Light in the Attic**, Shel Silverstein  
**Mother Goose**, Tommy dePaola  
**New Kid on the Block**, Jack Prelutsky  
**Random House Book of Poetry for Children**  
**Where the Sidewalk Ends**, Shel Silverstein

## MATHEMATICS

In Grade 3, the thinking theme is connections. Students extend their network of number relationships to include multiplication and division in this grade. They fully explore the meaning of multiplication and they extend their number work to include 4-digit numbers like 1000 and above.

**Highlights of the key mathematical ideas your child will be exploring in the third grade.**

**Your Child Will Learn:**

### **Number Sense:**

- Count, read and write whole numbers to 10,000,
- Compare and order whole numbers to 10,000 using ( $<$ ,  $=$ ,  $>$ ),
- Identify the place value for each digit in numbers to 10,000,
- Use expanded notation to represent numbers,
- Memorize multiplication table for numbers between 1 and 10,
- Find the sum and difference of whole numbers up to 10,000,
- Use the inverse relationship of multiplication and division to solve problems,
- Multiply and divide one-digit numbers by multi-digit numbers,
- Compare, add, and subtract simple fractions.

### **Algebra and Functions:**

- Represent relationships of quantities in form of mathematical expressions, equations, or inequalities,
- Recognize and use the commutative and associative properties of multiplication,
- Solve simple problems involving the relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

### **Measurement and Geometry:**

- Tells time to the minute (analogue),
- Counts change and uses money to \$10,
- Identify, classify and describe polygons,
- Find the perimeter of a polygon,
- Determine the area and volume of solid figures by using manipulatives,
- Identify the attributes of triangles and quadrilaterals.

### **Statistics, Data Analysis and Probability:**

- Record the possible outcomes for a simple random event.

### **Mathematical Reasoning:**

- Use strategies, skills and concepts in finding solutions,
- Use pictures, models, graphs and charts to solve problems.

**Parents Can Help By:**

- Encouraging your child to play board or card games.
- Making sure your child masters all basic addition and subtraction facts.
- Practice writing and counting the numbers to and over a thousand.
- Give your child the opportunity to earn and manage money.
- Help your child use math in all facets of life (cooking, shopping, sewing, etc.)
- Memorize multiplication tables.
- Discuss many ways of solving a problem.

## SOCIAL STUDIES

**Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.**

**Focus: Continuity and Change.**

### **Your Child Will Learn To:**

- Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- Describe the American Indian nations in their local region long ago and in the recent past.
- Draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- Understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- Demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

### **Parents Can Help By:**

- Pointing out landmarks.
- Using directions: North, South, East, West.
- Practicing the use of maps when traveling.
- Discussing holidays as to meaning and ethnic origin.
- Helping child to be aware of his culture and tolerating cultural differences.
- Providing books on folk tales and cultural backgrounds.
- Family field trips:
  - Centerville Museum, Butte Creek Canyon
  - Lake Oroville Interpretive Center
  - Chico Museum
  - Judge Lott's House, Oroville
  - Chinese Temple, Oroville
  - Durham Cemetery
- Helping to locate places, countries and regions on maps or globes.

## SCIENCE

A Science program encourages students to experience, explore, ask questions and draw conclusions. Science stimulates curiosity.

### Your Child Will Learn:

1. **Physical Sciences:** Energy and matter have multiple forms and can be changed from one form to another.
2. **Life Sciences:** Adaptations in physical structure or behavior may improve an organism's chance for survival.
3. **Earth Sciences:** Objects in the sky move in regular and predictable patterns.
4. **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

### Parents Can Help By:

- Watching quality science programs with your child.
- Building a home library of science books.
- Developing observation skills by taking nature walks.
- Giving your child opportunities to grow plants or take care of them.
- Discussing pet care and responsibilities.

## VISUAL AND PERFORMING ARTS

A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.

### **Your Child Will Learn To:**

- Participate in group singing activities.
- Express individual ideas and creative thought through a variety of art activities.
- Dramatize literary selections.

### **Parents Can Help By:**

- Taking your child to live performances of plays and musical presentations and visit galleries or shows.
- Encouraging interest in playing a musical instrument.

## PHYSICAL EDUCATION

**A Physical Education program meets students' need to develop physically, mentally, emotionally, and socially by providing planned physical activity and the learning of skills that enable students to participate in activities throughout life. A Physical Fitness Education program for primary children should be based upon learning the fundamentals of movement and building a foundation for physical fitness.**

### **Your Child Will Learn To:**

- Run faster as length of legs increase.
- Accept differences in motor performance regardless of gender or age.
- Develop the ability to run a distance without undue fatigue.
- Develop the ability to kick or strike a ball.
- Demonstrate the ability to maintain balance in a variety of situations.
- Use playground equipment properly and safely.
- Understand individual responsibilities of team behavior.
- Participate in relay games.
- Participate in team sports (soccer, kick ball, etc.)
- Demonstrate the ability to perform various locomotion patterns (skip, hop, leap, etc.) consistently.

### **Parents Can Help By:**

- Encouraging a variety of regular physical activities at home.
- Involving your child in nutrition choices.
- Practicing good habits of personal health (brushing teeth, daily bathing, etc.)
- Joining your child in physical exercise (bike riding, jogging, etc.).

## REPORTING TO PARENTS

Individual student progress is reported to parents throughout the year. Check with your child's school for dates of progress reports. Your school will contact you to arranged for parent conferences. The purpose of these conferences is to review your child's academic and social growth and to develop open communication between the home and school. It is important that you attend this conference. Written reports are also provided. These are sent home with your child and reflect your child's progress for the reporting period.

Students are required by law to take standardized state tests. These are usually administered in May. You will be notified of test dates ahead of time. Test results will be mailed to your home, usually in July.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 3

### Reading:

- 1.0 **Word Analysis, Fluency and Systematic Vocabulary Development:** Students understand the basic features of a reading, select and know how to translate letter patterns into spoken language using phonics, syllabication and word parts, and apply this knowledge for fluent oral and silent reading.
- 2.0 **Reading Comprehension:** Students read and understand grade level appropriate material. They draw, as needed, on such strategies as generating and responding to essential questions, making predictions and comparing information from several sources. The quality and complexity of the materials to be read are illustrated in the California Reading List. In addition to their regular school reading, by grade 4, students read a half million words annually, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) text for each grade.
- 3.0 **Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of text and the literary terms or elements (theme, plot, setting and characters). The quality and complexity of the materials to be read are illustrated in the California Reading List.

### Writing:

- 1.0 **Writing Strategies:** Students write clear and coherent sentences and paragraphs that elaborate a central impression, and consider audience and purpose, using stages of the writing process (i.e., pre-writing, drafting, revising and editing successive versions).
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain objects, events and experiences that are familiar to them, demonstrating command of standard English and the drafting, research and organizational strategies outlined in Writing Standard 1.

### Oral and Written English Language Conventions:

- 1.0 **Oral and Written English Language Conventions:** Students write and speak with a command of standard English conventions that are grade level appropriate.

### Listening and Speaking:

- 1.0 **Listening and Speaking Strategies:** Students listen and respond critically to oral communications and speak in a manner that guides and informs the listener’s understanding of key ideas, using appropriate phrasing, pitch and stress.

2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement, demonstrating command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

# MATH CONTENT STANDARDS

## Grade 3

### Number Sense:

- 1.0 Students understand place value of whole numbers.
- 2.0 Student calculate and solve problems involving addition, subtraction, multiplication and division.
- 3.0 Students understand the relationship between whole numbers, simple fractions and decimals.

### Algebra and Functions:

- 1.0 Students select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number relationships.
- 2.0 Students represent simple functional relationships.

### Measurement and Geometry:

- 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- 2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

### Statistics, Data Analysis and Probability:

- 1.0 Students conduct simple probability experiments by determining the number of possible outcomes, and make simple predictions.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

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- 1.0 Students make decisions about how to approach problems.
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- 3.0 Students move beyond a particular problem by generalizing to other situations..



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.


If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
ARE  
PARTNERS

Grade 4

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system--in a partnership with parents--must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a fourth grader. **WHAT YOUR CHILD WILL LEARN IN FOURTH GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE FOURTH GRADE CHILD

### **The Fourth Grade Child Will Probably Be:**

- Independent.
- Extremely interested in peers and teamwork.
- Interested in factual material.
- Self-centered.

### **The Fourth Grade Child Will Probably Have:**

- Great physical energy.
- Some or no curiosity about sex.
- Great variety of interests.
- Sense of humor.
- Strong sense of justice (impressionable).
- Started a collection.
- Strong desire for a pet.
- Desire to participate in some community activity (Scouts, 4H).

### **The Fourth Grade Child Needs:**

- Security (understanding of parent and teacher).
- Well-organized day.
- Plenty of rest and good food at regular intervals.
- Many opportunities for friendships.
- Encouragement to try new activities, as well as finish what is started.
- Opportunities to excel.
- Special help in the skills of various games, such as the following: batting, throwing, catching balls, etc.
- Opportunities for committee work, construction, dramatic play, and club work.
- To learn value of quiet activities.
- Praise, attention, and a sense of belonging.

### **Parents Can Help By:**

- Offering many opportunities to talk, plan and discuss issues with your child.
- Providing regular examinations by doctor and dentist.
- Developing regular habits for food and rest.
- Developing habits of cleanliness and tidiness.
- Giving your child a part in some aspects of family planning. Giving your child opportunities to be responsible for his/her decisions, and help to begin the move from the dependent stage toward independence.
- Role modeling appropriate speech patterns, eg complete sentences, and giving reasons for decisions.
- Providing encouragement, a regular study time and a quiet place with no distractions for homework. Help your child to plan a schedule, and structure time well.
- Monitoring your child's progress; having close contact with the teacher; having a knowledge of the school's program.

- Being supportive and positive when working with your child; accepting the errors; remembering that he/she is just learning.
- Working with your child to help them become a more capable reader, writer and emerging mathematician.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Orally present poetry, reports, drama, and speeches.
- Use cursive handwriting in daily work.
- Master grade level spelling words and learn to use the editing process to correct misspelled words.
- Correctly use singular and plural nouns, possessives, capitalization, and punctuation marks in daily writing.
- Recognize complete and run-on sentences; use sentences correctly in written work.
- Use adjectives, adverbs, and correct verb tenses/forms in daily writing.
- Alphabetize to the fourth letter.
- Identify and use contractions (hasn't) and compound words (waterfall).
- Classify words in multiple ways, and define the characteristics of the classification.
- Use the dictionary for the selection of appropriate meanings for multi-defined words, pronunciation, and spelling.
- Organize events and paragraphs in sequential order to write stories or reports.
- Follow multi-step directions (orally and written).
- Use and improve skimming and scanning skills to help outline and summarize.
- Use maps, graphs, charts, etc. to obtain information, support facts, and answer questions.
- Use maps, graphs, charts, etc. to obtain information, support facts, and answer questions.
- Analyze and write descriptive paragraphs about characters from literature.
- Write thank you notes, friendly letters, poetry, stories, and advertisements.
- Use decoding, context clues, and dictionary skills to unlock the meanings of new words.
- Use prefixes, suffixes, synonyms, antonyms, and homonyms to increase vocabulary.
- Examine the origin/history of words.
- Identify and use parts of a book.
- Use a card catalog to find two types of references for preparing a report.
- Identify main idea, supporting details, and topic sentences.
- Preview stories, predict outcomes, and use story mapping.
- Understand and identify inferences in writing (literature, advertisements, etc.).
- Make connections between literature and student experiences.

### **Parents Can Help By:**

- Listening and talking to your child.
- Notifying school when a problem is observed and persists.
- Having newspapers, magazines, and other reading materials available in the home to read and discuss daily.
- Encouraging your child to write thank you notes and letters.
- Helping your child master the grade level spelling list.
- Taking family outings and discussing these experiences in depth, asking questions which demand thoughtful answers, rather than a simple non-thoughtful answer such as “yes” or “no”.
- Providing opportunities to use the library and encouraging variety in reading materials.
- Letting your child see you read and reading together.
- Discussing the books being read at school and promoting the reading of books, remembering that the discussion about the story is almost as important as the story.
- Monitoring your child’s television watching.

### **Suggested Reading List for the Fourth Grade:**

Any Laura Ingalls Wilder books

**Best Christmas Pageant Ever**, Barbara Robinson

**Child’s Garden of Verses**, Robert L. Stevenson

**The Complete Book of Nonsense Rhymes**, of Edward Lear

**Danny, Champion of the World**, Roald Dahl

**Dear Mr. Henshaw**, Beverly Cleary

**Light in the Attic**, Shel Silverstein

**Manhattan is Missing**, Hildick

**Misty of Chincoteague**, Marguerite Henry

**New Kid on the Block**, Jack Prelutsky

**Return of the Indian**, Lynn Banks

**Where the Sidewalk Ends**, Shel Silverstein

**Wind in the Willows**, Kenneth Grahame

**Tales of a Fourth Grade Nothing**, Judy Blume

## MATHEMATICS

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

**Highlights of the key mathematical ideas your child will be exploring in the fourth grade.**

**Your Child Will Learn:**

### **Number Sense:**

- Read and write whole numbers to the millions,
- Order and compare whole numbers to 9,999 and decimals to two places,
- Round whole numbers through the millions (up to 1000,000),
- Use concepts of negative numbers (number line, temperature, etc.),
- Describe and compare simple fractions and decimals,
- Add, subtract, multiply and divide multi-digit whole numbers,
- Add and subtract simple decimals,
- Factor small whole numbers.

### **Algebra and Functions:**

- Interpret and evaluate mathematical expressions with parentheses,
- Know how to manipulate equations.

### **Measurement and Geometry:**

- Use two dimensional coordinate grids to represent points and graph lines and simple figures,
- Understand perimeter and area,
- Identify and define plane and solid geometric objects,
- Count and trade coins and bills,
- Identify elapsed time.

### **Statistics, Data Analysis and Probability:**

- Predict why some outcomes are more certain, likely or impossible,
- Organize, represent and interpret data.

### **Mathematical Reasoning:**

- Use strategies, skills and concepts in finding solutions,
- Use pictures, models, graphs and charts to solve problems,
- Make decisions about how to approach problems.

**Parents Can Help By**

- Encouraging your child to play board or card games.
- Making sure your child masters all basic math facts.
- Letting your child earn and budget an allowance.
- Involving your child in real life problem solving situations that use mathematical skills.
- Discussing many ways of solving problems.

## SOCIAL STUDIES

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

**Focus: California: A Changing State**

### Your Child Will Learn:

#### Investigate And Learn About Five Major Focus Areas:

1. Students will demonstrate an understanding of the physical and human geographic features that define places and regions in California.
2. Students will describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
3. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the gold Rush, and the granting of statehood.
4. Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
5. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

#### Parents Can Help By:

- Traveling around California and comparing geography, economy, and population of areas.
- Discussing current events, read newspaper, watch news.
- Ask specific questions about the topic of study at school.
- Reading to your child traditional folktales, biographies of famous Americans, stories based on historical events; singing American patriotic songs, and attending parades and visiting national parks.
- Helping locate places and countries on maps and globes.

## SCIENCE

**A Science program encourages students to experience, explore, ask questions, and draw conclusions. Science stimulates curiosity. Students will gain knowledge to maintain, preserve, and develop our environment and its inhabitants.**

Science in Grade 4 will give your child the opportunity to build on previously learned knowledge in physical, life and earth sciences. In addition students will continue to use the scientific method of inquiry, recognizing a problem, developing a hypothesis, and completing experiments to prove or disprove their initial theory. Every second year students have the opportunity to submit science projects to our Science Fair which is held in the spring.

### **Your Child Will Learn:**

1. **Physical Sciences:** Electricity and magnetism are related effects that have many useful applications in everyday life.
2. **Life Sciences:** All organisms need energy and matter to live and grow.
3. **Earth Sciences:** The properties of rocks and minerals reflect the processes that formed them.
4. **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

### **Parents Can Help By:**

- Allowing your child to cook.
- Visiting State Park and historic monuments, planetariums and aquariums.
- Watching and discussing quality nature programs particularly relating to oceans, weather phenomenon, and earthquakes.
- Examining topography, rocks and erosion as relating to their effects of California land forms and earthquake faults.
- Pointing out phenomena in the natural world.

## VISUAL AND PERFORMING ARTS

A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.

### **Your Child Will Learn To:**

- Experience diversified art experiences.
- Use a variety of media.
- Examine art history.
- Enjoy and appreciate art works and production.
- Develop dramatic abilities.
- Participate in dance experiences.
- Participate in singing and optional group instrumental music instruction.

### **Parents Can Help By:**

- Playing a wide variety of music and discussing the differences with your child.
- Taking your child to plays, concerts, and museums.
- Singing songs with your child.
- Providing a variety of art materials for your child to explore.
- Encouraging interests in arts and crafts.
- Praising all attempts and gains in visual and performing arts.

## PHYSICAL EDUCATION

**A Physical Education Program meets student's need to develop physically, mentally, emotionally, and socially by providing planned physical activity. It promotes the learning of skills that enable students to participate in activities throughout life.**

### **Your Child Will Learn To:**

- Enhance physical skills.
- Participate in simplified activities, drills, and team work for "traditional" sports.
- Do singing games, folk dancing, and other rhythmic activities.
- Play simple ball games, circle games, tag, and other simple games.
- Participate in relays.
- Build team cooperation skills.
- Encourage and help others.

### **Parents Can Help By:**

- Encouraging your child to exercise daily.
- Providing opportunities for your child to play on organized teams.
- Providing games or physical activities in which he/she can compete.
- Practicing individual skills at home.
- Discussing appropriate situations for cooperation and competition.

## SUBSTANCE ABUSE

### Parents Can Help By:

- Being a good role model for your children in decisions about alcohol and drug abuse.
- Discussing and establishing consequences for breaking family rules.
- Setting and achieving positive goals and personal satisfaction, and having positive activities to deter involvement with drugs.
- Setting clear expectations for behavior, monitoring child's activities, caring, being consistent and avoiding excessive severe discipline.
- Participating in awareness training and programs, and being aware of drug and alcohol abuse signals.
- To detect possible substance abuse problems ask yourself these questions:
  - ☛ Do you personally know their friends and families?
  - ☛ Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
  - ☛ Is your liquor supply dwindling?
  - ☛ Has your child's personality changed noticeably?
  - ☛ Is he or she suddenly becoming less responsive?
  - ☛ Has interest waned in schoolwork, athletics, etc.? Are grades dropping? Are there unexcused absences?
  - ☛ Are you missing money or objects that could be converted to cash?
  - ☛ Has your child been in trouble with the law?
  - ☛ Has your child's relationships with other family members deteriorated?
  - ☛ Is your child consistently lying?
  - ☛ Do you detect physical signs: alcohol on breath, loss of weight, sleeplessness?

## REPORTING TO PARENTS

Individual student progress is reported to parents throughout the year. Check with your child's school for dates of progress reports. Your school will contact you to arranged for parent conferences. The purpose of these conferences is to review your child's academic and social growth and to develop open communication between the home and school. It is important that you attend this conference. Written reports are also provided. These are sent home with your child and reflect your child's progress for the reporting period.

Students are required by law to take standardized state tests. These are usually administered in May. You will be notified of test dates ahead of time. Test results will be mailed to your home, usually in July.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 4

### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
- 2.0 **Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
- 3.0 **Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### Writing:

- 1.0 **Writing Strategies:** Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.

### Written and Oral English Language Conventions:

- 1.0 **Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking:**

- 1.0 **Listening and Speaking Strategies:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# MATH CONTENT STANDARDS

## Grade 4

### Number Sense:

- 1.0 Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.
- 2.0 Students extend their use and understanding of whole numbers to addition and subtraction of simple decimals.
- 3.0 Students solve problems involving addition, subtraction, multiplication and division of whole numbers, including the addition and subtraction of negative numbers, and understand the relationships among the operations.
- 4.0 Students know how to factor small whole numbers.

### Algebra and Functions:

- 1.0 Students use and interpret variables, mathematical symbols and properties to write and simplify expressions and sentences.
- 2.0 Students know how to manipulate equations.

### Measurement and Geometry:

- 1.0 Students understand perimeter and area.
- 2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- 3.0 Students demonstrate understanding of plane and solid geometric objects. They use this knowledge to show relationships and solve problems.

### Statistics, Data Analysis and Probability:

- 1.0 Students organize, represent and interpret numerical and categorical data, and clearly communicate their findings.
- 2.0 Students make predictions for simple probability situations.

**Mathematical Reasoning:**

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations..



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.


If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
ARE  
PARTNERS

Grade 5

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system--in a partnership with parents--must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a fifth grader. **WHAT YOUR CHILD WILL LEARN IN FIFTH GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE FIFTH GRADE CHILD

### **The Fifth Grade Child Will Probably Be:**

- Relatively more free from disease than at any other growing period.
- Normally slow and steady growth in height and weight.
- Interested in factual material.
- Increasingly aware of and concerned about other personal ideas and beliefs.
- Extremely interested in and loyal to teams and clubs, etc. (of own sex).
- Able to assume responsibility for personal needs in dress and grooming.
- Showing better command of time.
- Able to concentrate for longer periods.

### **The Fifth Grade Child Will Probably Be:**

- Increasing interest in organized games and team play.
- Well-developed sense of humor.
- An interest in collecting.
- Increased strength and resistance to fatigue.
- Urge to earn money for special wants and needs.
- Increasing tendency to separate work from play.
- Greater satisfaction in ability to achieve.
- Beginning interest in opposite sex.
- Desire for pets.

### **The Fifth Grade Child Needs:**

- About ten and a half hours of sleep.
- Opportunity for strenuous physical activity.
- To be included in family and school planning.
- Guidance in spending money wisely.
- To be liked by his friends (belonging).
- Recognition and approval for his efforts.
- Sympathy and security of home and school.
- Opportunity to make some of his/her decisions.

### **Parents Can Help By:**

- Being aware of the variety of moods brought about by pre-puberty hormonal changes.
- Providing opportunities for your child to make choices and be involved in responsible decision-making.
- Role modeling the behavior you want from your child.
- Respecting your child's increasing maturity.
- Giving praise for good work and behavior.
- Letting the child participate in making family plans.
- Accepting his/her friends and providing for widening social contacts.
- Sharing in and helping the child pursue his/her interests.

- Setting an example as to habits of tidiness, posture, health, etc.
- Providing for regular examinations by doctor and dentist.
- Understanding child's need for peer approval.
- Setting an example for reading.
- Notifying school when a problem is observed and persists.
- Notifying school of problems in home that cause emotional stress (i.e. divorce, death in family).

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Debate and discuss issues formally and informally.
- Write and research reports, give at least one orally, and use correct bibliography, note taking, and outlining formats.
- Memorize and recite poetry, plays, quotes; participate in choral reading, reader's theater, etc.
- Improve cursive writing skills through frequent use.
- Master grade level spelling words and identify and correct misspelled words when proofreading and editing.
- Identify complete and run-on sentences; use correct punctuation, capitalization, sentence structure, and parts of speech in daily writings.
- Write friendly letters, business letters, announcements, invitations; and write, revise and publish stories, books, poetry, and/or newspapers.
- Continue to expand his/her written and oral vocabularies when using root words and affixes; new words and compound words.
- Identify synonyms, antonyms and homonyms in isolation; use and recognize them in his/her own writings and in literature.
- Write, read and brainstorm lists of words to increase vocabulary.
- Develop speed and skill in using the dictionary reference materials, phone books, etc. to alphabetize, select meanings of words, and to write reports.
- Use line graphs, diagrams, or tables to answer questions and to obtain information.
- Use skimming and scanning to find information quickly.
- Give and follow oral and written multi-step directions in a variety of contexts.
- Retell in sequential order, stories, plays, timelines, and reports using various reference materials.
- Choose and write a topic sentence for a paragraph.
- Read and answer questions, interpret information, and share experiences in peer or whole class groups.
- Talk about, predict, and read to determine authors purpose and transfer this knowledge to own writing.
- Draw on experiences to differentiate between cause/effect and to make inferences.
- Recognize bias, fact, opinion, exaggerations, inferences, and persuasive techniques and discuss these techniques when used in literature.
- Recognize examples of historical novels, fiction, non-fiction, fantasy, realistic fiction, biography, and autobiography.

- Summarize information, take notes, outline and write reports across the curriculum using three different kinds of sources.

**Parents Can Help By:**

- Encouraging all forms of reading.
- Letting your child see you read to emphasize its importance (don't do all your reading after he/she has gone to bed).
- Asking your child to read to you and also asking your child to share something that he/she has read.
- Read and talk about books.

**Suggested Reading List:**

**Ben and Me**, Robert Lawson  
**The Black Stallion**, Walter Farley  
**Great Brain**, John Fitzgerald  
**The Great Gilly Hopkins**, Katherine Paterson  
**Harriet the Spy**, Louis Fitzhugh  
**Helen Keller**, The Story of My Life, Helen Keller  
**Incredible Journey**, Sheila Burnford  
**Merry Adventures of Robin Hood**, Howard Pyle  
**King of the Wind**, Marguerite Henry  
**The Practical Princess and Other Stories**, Jay Williams  
**Queenie Peavy**, Robert Burch  
**The Wizard of Oz**, L. Frank Baum  
Any book by **Scott O'Dell**

## MATHEMATICS

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

**Highlights of the key mathematical ideas your child will be exploring in the fifth grade.**

**Your Child Will Learn:**

### **Number Sense:**

- Add, subtract, multiply and divide whole numbers and decimals (money),
- Know multiplication and division facts up to 12,
- Identify and represent on a number line decimals, fractions, mixed numbers, positive and negative numbers,
- Identify least common multiple or greatest common factor of 2 numbers,
- Solve problems with multiple operations in context,
- Interpret percents as a part of a hundred, find decimal and percent equivalents for common fractions, and compute a given percent of a whole number,
- Solve simple problems involving the addition and subtraction of fractions and mixed numbers.

### **Algebra and Functions:**

- Solve for  $x$  in simple, one-step equations,
- Identify and graph ordered pairs on a coordinate plane.

### **Measurement and Geometry:**

- Compute the volume and area of simple objects,
- Measure length, and convert between units of the same system,
- Calculate perimeter.

### **Statistics, Data Analysis and Probability:**

- Write ordered pairs correctly,
- Identify and interpret the meaning of ordered pairs on a graph,
- Know the difference between mean, median and mode.

### **Mathematical Reasoning:**

- Use strategies, skills and concepts in finding solutions,
- Use grids, tables, graphs, and charts to record and analyze data,
- Make decisions about how to solve problems.

**Parents Can Help By**

- Making/buying multiplication and division flashcards if needed.
- Practicing memorization of the basic facts with the child with the above flashcards regularly throughout the entire year to ensure that all facts are committed to memory. Also, review addition and subtraction facts.
- Practicing writing and reading large numbers and Roman numerals with the child.
- Monitoring math homework for completeness and understanding.
- Involving the child in real life problem solving situations.
- Helping the child become aware of math in all facets of life (e.g. cooking, shopping, budgeting, figuring gas mileage and preparing for guests by determining portions, etc.).
- Making/purchasing and playing games with the child.
- Discussing a variety of ways to solve a problem.

## SOCIAL STUDIES

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government.

**Focus: United States History and Geography: Making a New Nation**

### Your Child Will Learn To:

- Describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- Trace the routes of early explorers and describe the early explorations of the Americas.
- Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- Understand the political, religious, social, and economic institutions that evolved in the colonial era.
- Explain the causes of the American Revolution.
- Understand the course and consequences of the American Revolution.
- Describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American Republic.
- Trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
- Know the location of the current 50 states and the names of their capitals.

### Parents Can Help By:

- Sharing family heritage and background information.
- Encouraging trips to the library and time to read and discuss information found there (i.e. find and read biographies, folktales, legends and myths).
- Sharing what being a citizen of the U.S. means to you and your family.
- Visiting local museums for any artifacts and information to support the unit of study.
- Allowing students to watch appropriate historical movies and/or videos at home.
- Helping to locate places and countries on maps or globes.

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## SCIENCE

**A Science program encourages students to experience, explore, ask questions and draw conclusions. Science stimulates curiosity.**

Science in grade 5 will give your child the opportunity to build on previously learned knowledge in the three main areas of physical, life and earth sciences. In addition students will continue to use the scientific method of inquiry, recognizing a problem, developing a hypothesis, and completing experiments to prove or disprove their initial theory. Each alternate year students have the opportunity to participate in a Science Fair. All science will emphasize student experiments.

### **Your Child Will Learn:**

1. **Physical Sciences:** Elements and their combinations account for all the varied types of matter in the world.
2. **Life Sciences:** Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
3. **Earth Sciences:** Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
4. **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

### **Parents Can Help By:**

- Taking nature walks and observing animals and plants with your child.
- Finding and choosing television programs (relative to the above subject matter) to watch with your child and discuss.
- Visiting any available sites (i.e. museums, observatories, water plants, and/or electric companies).
- Providing planned physical activity and the learning of skills that enable students to participate in activities throughout life.

## VISUAL AND PERFORMING ARTS

A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.

### Your Child Will Learn To:

- Experience art history, art appreciation, and production.
- Use a variety of media to:
  - Express their individual ideas, thoughts, and feelings in simple media.
  - Develop visual and tactile perception.
  - Master technical skills of creative expression.
  - Communicate their ideas and feelings through graphic symbols, using balance and contrast
  - Demonstrate their abilities to apply design elements and principles.
- Develop dramatic abilities through improvisation and plays.
- Experience dancing for kinesthetic movement, response to sensory stimuli and motor control and efficiency.
- Participate in various musical activities (i.e. instruments, singing, listening, interpreting, critiquing, and presenting musical productions).
- Participate in displaying their art work throughout the school.

### Parents Can Help By:

- Encouraging students to express themselves artistically.
- Praising all artistic attempts and when possible making materials available for arts, crafts, coloring, drawing and painting.
- Seek opportunities for your child to participate in singing, dancing or acting in theater groups.
- Encouraging your child to stay with his/her commitment to the band. Learning how to play an instrument and how to read music takes time till your child is comfortable with it. Support persistence!

## PHYSICAL EDUCATION

**A Physical Education Program meets student's need to develop physically, mentally, emotionally, and socially by providing planned physical activity. It promotes the learning of skills that enable students to participate in activities throughout life.**

### **Your Child Will Learn To:**

- Develop physical abilities by participating in running, jumping, and climbing.
- Develop rhythmic movements through singing games, folk dancing, creative rhythms, and exercising to music.
- Use playground equipment such as ropes, balls, outside equipment and basketball.
- Participate in simple game-type activities such as running, tag, circle games, simple ball games, and story-dramatic play.
- Develop skilled movement by relays, and skill drills, lead up games.
- Use cooperative skills during team play.
- Provide positive, encouraging comments to peers.

### **Parents Can Help By:**

- Encouraging a variety of regular physical activities at home.
- Supporting participation in out-of-school sports, including swimming.
- Discussing cooperation vs. competition, when each is appropriate, and the value of each.

## SUBSTANCE ABUSE

### Parents Can Help By:

- Being a good role model for your children in decisions about alcohol and drug abuse.
- Discussing and establishing consequences for breaking family rules.
- Setting and achieving positive goals and personal satisfaction, and having positive activities to deter involvement with drugs.
- Setting clear expectations for behavior, monitoring child's activities, caring, being consistent and avoiding excessive severe discipline.
- Participating in awareness training and programs, and being aware of drug and alcohol abuse signals.
- To detect possible substance abuse problems ask yourself these questions:
  - ☛ Do you personally know their friends and families?
  - ☛ Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
  - ☛ Is your liquor supply dwindling?
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# LANGUAGE ARTS CONTENT STANDARDS

## Grade 5

### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- 2.0 **Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.
- 3.0 **Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature. They begin to find ways to and make connections between literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### Writing:

- 1.0 **Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions:

- 1.0 **Written and Oral English Language Conventions:** Students write and speak with a command of the standard English conventions appropriate to this grade level.

## **Listening and Speaking:**

- 1.0 **Listening and Speaking Strategies:** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlines in Listening and Speaking Standard 1.

# MATH CONTENT STANDARDS

## Grade 5

### Number Sense:

- 1.0 Students compute with very large and very small numbers, positive and negative numbers, decimals and fractions and understand the relationship between decimals, fractions and percents. They understand the relative magnitudes of numbers.
- 2.0 Students perform calculations and solve problems involving addition, subtraction and simple multiplication and division of fractions and decimals.

### Algebra and Functions:

- 1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

### Measurement and Geometry:

- 1.0 Students understand and compute volumes and areas of simple objects.
- 2.0 Students identify, describe, draw and classify properties of, and relationships between, plane and solid geometric figures.

### Statistics, Data Analysis and Probability:

- 1.0 Students display, analyze, compare and interpret different data sets, including data sets that are not the same size.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills and concepts in finding solutions.
- 3.0 Student move beyond a particular problem by generalizing to other situations.



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He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
ARE  
PARTNERS

Grade 6

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system--in a partnership with parents--must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful.

The **CHARACTERISTICS** help you understand a sixth grader. **WHAT YOUR CHILD WILL LEARN IN SIXTH GRADE** helps you understand what your school is doing and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE SIXTH GRADE CHILD

### **The Sixth Grade Child Will Probably Be:**

- Able to assume responsibility for personal needs in dress and grooming.
- Aware and concerned about personal ideas and beliefs of others.
- Able to concentrate for longer periods.
- Resentful of being told what to do.
- Developing a sense of humor.
- Having strong urges to conform to the group and join clubs.
- Ready to challenge knowledge of adults.
- Critical of own artistic products.
- Eager to earn money for special wants and needs.
- Increasingly able to separate work from play.
- Able to gain satisfaction in his/her ability to achieve.

### **The Sixth Grade Child Will Probably Have:**

- An interest in religion.
- Cravings to be alone for long periods of time.
- An interest in the world around him.
- An interest in factual material.
- An interest in organized games and team play.
- An interest in collecting.
- Increasing strength and resistance to fatigue.
- A beginning interest in the opposite sex.
- The desire to have a pet.

### **The Sixth Grade Child Needs:**

- About ten hours of sleep.
- Opportunity for strenuous physical activity.
- To be included in family and school planning.
- Guidance in spending money wisely.
- To be liked by his friends (belongings).
- Recognition and approval for his efforts.
- Sympathy and security of home and school.
- Opportunity to make some of his/her own decisions.

### **Parents Can Help By:**

- Notifying the school when a problem is observed and persists.
- Providing encouragement, a regular study time, and quiet place with no distractions for homework.
- Monitoring your child's progress by having close contact with the teacher and having a knowledge of the school's program.
- Being the "example setter" for things you want your child to achieve.
- Being supportive and positive when working with your child; accepting the errors; remembering that he/she is just learning.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Develop organization, thinking, and speaking skills; use these skills by choosing a topic, writing an outline, and giving a speech (persuasive, informative, and demonstrative).
- Practice oral language through class discussions; express opinions with supporting information.
- Participate in choral reading, drama, and poetry reading.
- Produce legible handwriting with final drafts done in ink.
- Know definitions and/or parts of speech for words with the same spelling but differently stressed syllable {e.g. 'rec ord (noun), re'cord (verb)}.
- Recognize variant consonant and vowel spellings for the same sound {e.g. (rough, roof), (read, reed)}.
- Master the spelling of grade level lists, and proofread/edit them in written work.
- Use punctuation as a tool to help read silently and orally; use correct punctuation to express creative thoughts in writing (including poetry and drama).
- Use nouns, pronouns, and verbs (tenses/forms) in writing; enhance the writing with adjectives, adverbs, conjunctions, prepositional phrases, sensory words, and detailed descriptions.
- Write friendly and business letters, memos, and invitations with correct format.
- Understand, identify, and use modes such as the following: compare and contrast, cause and effect, generalization and specification, inferences and interpretations. (Sources: own experiences, literature, etc.).
- Write, revise, edit, and publish the following: paragraphs, class/school newspaper, short stories, or books.
- Understand how prefixes, suffixes, and foreign roots determine meanings of words; use these words in writing.
- Use the dictionary/thesaurus as well as context clues to select appropriate meanings and usages of words in all subject areas; use the dictionary to syllabicate, spell, pronounce words, and find synonyms.
- Use parts of a book (e.g. contents, glossary, index, bibliography, and preface), to help gain information).
- Use the library card catalog to locate fiction, non-fiction, biography, and reference books; maintain alphabetizing as a tool for using reference material.

- Use at least two types of reference materials (e.g. encyclopedia, atlas, “Bartlett’s Quotations,” “Books in Print,” “Reader’s Guide to Periodical Literature,” and magazines), for oral and written reports.
- Utilize timetables, charts, and graphs; use the information to illustrate, summarize, and support data in reports and classroom work.
- Carefully give, read, interpret, and follow multi-step verbal and written directions.
- Sequence stories, events, and ideas from passages read aloud by others or silently by self; retell a story or passage after changing the sequence of events.
- Read a novel and analyze the following: plot (development, climax and sequence of events), setting, characters, author’s purpose for writing, and the author’s inferred meanings.
- Evaluate an author’s choice of words (idioms, figures of speech, similes, metaphors, personifications, onomatopoeia, and alliterations); use a variety of word choices in creative writing.
- Take notes from lectures, films, newspapers, and reference materials; use the notes for writing reports and summaries (minimum of three different sources).

### **Parents Can Help By:**

- Listening to your child read; reading aloud to your child.
- Modeling the importance of reading by doing so yourself; not doing all your reading after he/she has gone to bed.
- Talking, sharing, and listening to your child; including him/her in family discussions.
- Promoting creativity in ideas: asking good questions - “What if...?”
- Expecting and praising legible handwriting, grammar, punctuation, spelling, and sentence construction on notes/letters written to you, friends, relatives, and teachers.
- Monitoring your child’s television viewing.
- Being a “cheerleader” or advocate for your child by encouraging and praising; having faith in your child’s ability to read.
- Setting aside a family reading hour.
- Providing opportunities to use the library: encouraging variety in reading materials.
- Discussing the books being read at school; reading and talking about books from the following list:

#### **Best Christmas Pageant Ever**,

Barbara Robinson

**The Blue Sword**, Robin McKinley

**The Book of Three**, Lloyd

Alexander

**Call It Courage**, Armstrong Sperry

**Fledgling**, Jan Langton

**Homesick, My Story**, Jean Fritz

**The Hundredth Dove and Other**

**Tales**, Jane Yolen

**King Arthur and His Knights of the**

**Round Table**, Roger L. Green

**Magical Melons**, Carol Brink -

sequel to **Caddie Woodlawn**

**One-Eyed Cat**, Paula Fox

**Rascal**, Sterling North

**Sedako and the Thousand Paper**

**Cranes**, Eleanor B. Coerr

**Solitary Blue**, Cynthia Voigt

**Sounder**, William Armstrong

**Wind in the Willows**, Kenneth

Grahame

## MATHEMATICS

A Mathematics program helps students enjoy and use mathematics in their everyday lives. The emphasis is on reasoning and critical thinking. Mathematical thinking and understanding are life-long skills.

### Your Child Will Learn:

#### Number Sense:

- Add, subtract, multiply, and divide positive fractions,
- Interpret and use ratios in different contexts,
- Use proportions to solve problems,
- Calculate given percentages of quantities and solve problems involving discounts,
- Determine least common multiple, and greatest common divisor of whole numbers,
- Multiply and divide fractions, decimals: money and percents,
- Identify place value and a number that is plus or minus 1000,
- Add, subtract, multiply and divide positive and negative integers.

#### Algebra and Functions:

- Understand, solve, and write simple one-variable equations,
- Use tables, graphs, and rules to solve problems involving rates and proportion,
- Identify a solution sentence equivalent to a problem.

#### Measurement and Geometry:

- Understand the concept of a constant such as  $\pi$ ,
- Know the formula for the circumference and area of a circle,
- Determine measurements indirectly from scale drawings,
- Convert units from within the same system,
- Identify angles as vertical, adjacent, complementary, or supplementary.

#### Statistics, Data Analysis and Probability:

- *Compute the mean, median and mode of data sets,*
- Use data samples of a population and describe the characteristics and limitations of the samples,
- *Identify claims based on statistical data and evaluate the validity of a statistical claim,*
- *Represent all possible outcomes for compound events in an organized way,*
- *Represent probabilities as ratios, proportions, decimals, and percentages; verify that they're reasonable; know that  $1-P$  is the probability of an event not occurring.*

**(Items in *italics* are recommended standards for the High School Exit Exam.)**

**Mathematical Reasoning:**

- Use strategies, skills and concepts in finding solutions,
- Determine when and how to break a problem into simpler parts,
- Make decisions about how to approach problems.

**Parents Can Help By:**

- Practicing basic facts with your child (addition, subtraction, multiplication, division), if needed.
- Letting your child earn and manage an allowance.
- Allowing your child some decision-making for the family budget.
- Exposing and involving your child in real-life problem solving situations.
- Promoting an awareness of math's importance in all facets of life.
- Discussing a variety of ways to solve a problem.

## SOCIAL STUDIES

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever.

**Focus: World History and Geography: Ancient Civilizations**

### **Your Child Will Learn To:**

- Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of:
  - Mesopotamia, Egypt, and Kush
  - Ancient Hebrews
  - Ancient Greece
  - India
  - China
  - Rome

### **Parents Can Help By:**

- Discussing issues with your child that he/she brings up regarding ancient civilizations and how we have been influenced by them.
- Modeling curiosity about what the world was like before the United States existed as we know it today. Asking and looking up information about Greek and Roman places, people, mythical figures, and events.
- Sharing with your child information about your own family history and traditions.
- Reading and discussing current events with your child, locating the places on maps or a globe and talking about them in the context of historical events.
- Taking your child on trips to historical places, museums and local displays.
- Promoting and modeling respect, tolerance and understanding of all peoples ways and ideas.
- Reading to your child traditional folktales, biographies of famous Americans, stories based on historical events; signing American patriotic folk and traditional music; and attending parades and visiting parks

..

## SCIENCE

**A Science program encourages students to experience, explore, ask questions, and draw conclusions. Science stimulates curiosity. Students will gain knowledge to maintain, preserve, and develop our environment and its inhabitants.**

Science in Grade 6 will focus on Earth Science and Investigation and Experimentation.. In addition students will continue to use the scientific method of inquiry, recognizing a problem, developing a hypothesis, and completing experiments to prove or disprove their initial theory.

### **Your Child Will Learn:**

#### **Earth Science:**

Students will study:

- Plate tectonics accounts for important features of Earth's surface and major geologic events.
- Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
- Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
- Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.
- Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
- Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

#### **Investigation and Experimentation:**

- Scientific progress is made by asking meaningful questions and conducting careful investigations.

#### **Parents Can Help By:**

- Taking nature walks with your child and developing observation skills.
- Watching and discussing quality Science television programs with your child.
- Reading and sharing with your child about current discoveries in the area of Science.
- Encouraging curiosity in your child about the environment and its inhabitants, answering questions whenever possible, and suggesting sources for answers if you don't have the information.

1.0 Visiting planetariums, zoos, rock museums, etc., with your child.

## VISUAL AND PERFORMING ARTS

**A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.**

### **Your Child Will Learn To:**

- Appreciate and value the visual and performing arts traditions (including art history) of the United States and other cultures.
- Enjoy major works of art and express individual opinions of experiences.
- Express individual ideas, thoughts, and feelings in a variety of ways (e.g. through drama, music, dance, and visual arts).
- Use simple musical instruments (including the human voice); listen, interpret, and critique vocal and instrumental works.
- Participate in the creative integration of visual and performing arts in language arts, literature, social studies, etc.
- Share artistic accomplishments in home, school, and community settings.

### **Parents Can Help By:**

- Encouraging your child's interest in arts and crafts, collections, signing, dancing, etc.
- Singing together as a family (e.g. in the car, in front of the fireplace, or when camping out).
- Modeling an interest in music and art by attending symphonies, museums, operas, plays, etc.
- Arranging and enforcing practice time for your child if he/she is learning an instrument, memorizing a character part, etc.
- Praising your child's artistic accomplishments at every level (e.g. by words, displaying, and valuing).

## PHYSICAL EDUCATION

**A Physical Education Program meets student's need to develop physically, mentally, emotionally, and socially by providing planned physical activity. It promotes the learning of skills that enable students to participate in activities throughout life.**

### **Your Child Will Learn To:**

- Develop fundamental motor skills through participation in some of the following activities: dance, gymnastics, individual sports, team sports, rhythms, stunts, tumbling, apparatus usage, simple games, and relays.
- Improve physical abilities such as the following: balance, endurance, strength, flexibility, and agility.
- Demonstrate skilled movements through creative games, expression, traditional games, rhythms, and our Olympic games festival.
- Develop intermediate social skills such as the following: Responsibility, followership, leadership, self-acceptance, self-realization, positive self-image, tolerance for others, and progression from small group to simple team.
- Develop intermediate recreational skills in order to choose worthwhile leisure-time activities, and pursue individual excellence.

### **Parents Can Help By:**

- Developing regular habits for food and rest.
- Providing regular examinations by doctor and dentist.
- Developing habits of cleanliness and tidiness.
- Modeling sportsmanship while playing or attending sporting events.
- Providing games or physical activities in which your child can compete.
- Providing opportunities for your child to take part in family planning and responsibilities.
- Encouraging and building the self-esteem of your child regardless of his/her abilities.
- Monitoring your child's leisure-time activities.

## SUBSTANCE ABUSE

### Parents Can Help By:

- Being a good role model for your children in decisions about alcohol and drug abuse.
- Discussing and establishing consequences for breaking family rules.
- Setting and achieving positive goals and personal satisfaction, and having positive activities to deter involvement with drugs.
- Setting clear expectations for behavior, monitoring child's activities, caring, being consistent and avoiding excessive severe discipline.
- Participating in awareness training and programs, and being aware of drug and alcohol abuse signals.
- To detect possible substance abuse problems ask yourself these questions:
  - ☛ Do you personally know their friends and families?
  - ☛ Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
  - ☛ Is your liquor supply dwindling?
  - ☛ Has your child's personality changed noticeably?
  - ☛ Is he or she suddenly becoming less responsive?
  - ☛ Has interest waned in schoolwork, athletics, etc.? Are grades dropping? Are there unexcused absences?
  - ☛ Are you missing money or objects that could be converted to cash?
  - ☛ Has your child been in trouble with the law?
  - ☛ Has your child's relationships with other family members deteriorated?
  - ☛ Is your child consistently lying?
  - ☛ Do you detect physical signs: alcohol on breath, loss of weight, sleeplessness?

## MIDDLE SCHOOL PROGRAMS

### **Middle School Teachers**

Teachers understand the developmental characteristics of young adolescents and adapt their classrooms to these young people. Teachers should promote classrooms that have an abundance of humor and actively involve students with learning. Middle school teachers provide learning experiences that bring together what students have learned, teach students how to learn and how to think critically about themselves and the world around them.

### **Homework Hotline (If Available at the School)**

Parent/Student Hotline is programmed with homework information for students who have been absent or forgotten their assignments. Contact the school for the telephone number.

### **Parents Can Help By:**

- Recognizing the tremendous changes that early adolescents are going through. Helping with these changes by paying close attention to their needs for nutrition, exercise, hygiene and rest.
- Establishing regular meal and bed times. Be as consistent as you can.
- Requiring students to regularly attend school.
- Supporting the school's rules and policies at home.
- Providing a quiet place for your child to study. Turning the television off for a period of time each evening. Checking each night to be sure homework is completed (actually look at the papers until the homework habit is firmly in place).
- Showing support and interest in your student's school performance and homework.
- Encouraging your child to share his/her school day, friends, and feelings with you.
- Talking and listening to your child daily. Ten minutes of uninterrupted time with your child each day will make a world of difference in your relationship with him/her.
- Remembering that when a person (especially a child) is most unlovable, he/she needs love the most. Be positive and supportive - adolescence is an ever-changing time full of ups and downs and inconsistencies.

### **Reporting To Parents**

Student progress is usually reported to parents four times each school year. Written reports are sent home with the child after each quarter. At the end of each quarter final grades are reflected on the report card for each subject. Each grade is recorded on the student transcript.

On the report to parents, the markings are explained. Basically, grades are A, B, C, D, and F for sixth, seventh and eighth grade students.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 6

### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- 2.0 **Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.
- 3.0 **Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### Writing:

- 1.0 **Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions:

- 1.0 **Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking:**

- 1.0 **Listening and Speaking Strategies:** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- **Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0

# MATH CONTENT STANDARDS

## Grade 6

### Number Sense:

- 1.0 Students compare and order fractions, decimals, and mixed numbers. They solve problems involving fractions, ratios, proportions, and percentages.
- 2.0 Students calculate and solve problems involving addition, subtraction, multiplication and division of rational numbers.

### Algebra and Functions:

- 1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations and graph and interpret their results.
- 2.0 Students analyze and use tables, graphs and rules to solve problems involving rates and proportions.
- 3.0 Students investigate geometric patterns and describe them algebraically.

### Measurement and Geometry:

- 1.0 Students deepen their understanding of measurement of plane and solid shapes and use this understanding to solve problems.
- 2.0 Students identify and describe the properties of two-dimensional figures.

### Statistics, Data Analysis and Probability:

- 1.0 Students compute and analyze statistical measurement for data sets.
- 2.0 Students use data samples of a population and describe the characteristics and limitations of the samples.
- 3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events.

### Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.


If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
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PARTNERS

Grade 7

YOUR PARENT GUIDE

BUTTE  
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**Don McNelis**  
Superintendent

**Marilynn Keeble**  
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Student Programs and Services

**Dr. Alison Watson**  
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Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system--in a partnership with parents--must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful. **THE MIDDLE LEVEL CHILD** helps you understand what the schools focus is and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** We will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE MIDDLE LEVEL CHILD

The middle level child/early adolescent is experiencing a great range of major developmental changes. Every child has his/her own pattern and timing of growth; however, some characteristics are common to the middle level child (7<sup>th</sup> and 8<sup>th</sup> grade). To know these gives teachers and parents a better shared understanding of the child, and better guidance is the result.

### The Middle Level Child Will Experience Changes In The Following Areas:

**Physical Development**  
**Social Development**  
**Intellectual Development**  
**Character Development**  
**Psychological Development**

#### **Physical Development**

- Between the ages of 10-15, grow an average of 10 to 20 inches in height and gain 40 to 50 lbs. In weight.
- Experience a great deal of clumsiness due to the fact that the bones are growing much faster than the muscles.
- Develop body odor due to developing sweat glands.
- Wiggle and squirm, especially when sitting on hard surfaces, due to the fact that they're skeletal structure (especially the tailbone) is beginning to harden.
- Experience the onset of puberty.

#### **Social Development**

- Have loyalty conflicts between peer group and family.
- Follow standards of behavior set by peer group.
- Need to establish, at least, one meaningful relationship with a trusted adult (i.e. scout leader, teacher, neighbor, etc.).
- Unpredictably shift in behavior from being childlike to being adult-like.

#### **Character Development**

- Have a strong sense of fairness with regards to decisions involving him/her.
- Be faced with hard moral questions for which he/she is unprepared to cope.
- Be searching for an identity.
- Be idealistic.
- Experience awe and wonder related to his/her expanding thoughts and feelings.

## **Psychological Development**

- Tend to be easily offended and very sensitive.
- Continue to develop a sense of humor.
- Tend to be moody, restless, and self-conscious.
- Experience periods of low self-esteem.

## **Parents Can Help By:**

- Verbalizing the following three statements to their child regularly: 1) “We love you”, 2) “You are a part of this family”, 3) “you are normal”. (Dr. Al Arth, University of Wyoming).
- Promoting good study habits for completing homework assignments and using the Homework Hotline (if available) to stay in touch with your student’s teacher and assignments. Contact your students teacher directly if you have questions or concerns.
- Using indirect methods for finding out about daily activities at school (i.e.: Following a discussion of a NBA game (or viewing the NBA game) ask, “Oh, by the way, how did basketball practice go today?”
- Reading aloud or reading silently with their child. Vary the location and the setting (i.e.: reading in the backyard with the child’s favorite snack).
- Encouraging family game playing that combines thinking skills, communication, and fun. (i.e. Trivial Pursuit – younger version, Scrabble, Boggle, etc.).
- Listening carefully to their child...not only to what is being said, but also to what is not being said.
- Engaging their child in adult tasks such as daily responsibilities, buying groceries from a list, money management, etc.
- Use positive reinforcement (“Warm Fuzzies”) as often as possible.
- Take advantage of frequent situations that will demonstrate/say to the child that he/she is secure, supported and successful.
- Networking with other parents of middle level children to share common experiences, joys, and stages.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Identify misspelled words when they proofread, recognize complete and run-on sentences, and write complete and correct sentences.
- Use correct sentence structure, incorporating quotation marks, proper use of commas, noun and verb agreement. He/she will build on previously taught language usage.
- Express thoughts and ideas clearly in writing, with good language usage, edited as needed.
- Experiment with a variety of linguistic strategies as he/she develops an appreciation for the beauty and heritage of our language.
- Compose, edit and revise several types of essays, report of information, eyewitness memoir, autobiographical incident, first-hand biography – sketch, story, analysis, speculation about effects, problem solution, evaluation.
- Use new words as they write: determine correct spelling, use dictionaries and edit appropriately, build new spelling lists and learn vocabulary words from literature.
- Predict, formulate ideas and draw on what they already know as they draw conclusions about information and literary works.
- Identify, know the purpose of and use the various sections of the newspaper.
- Identify and select the appropriate references (oral and written) as they develop topics for writing. They will use skimming/scanning to facilitate this process.
- Study characters from literary selections and draw inferences about the characters, compare personality traits and discuss character development.
- Appreciate and identify the mood of a passage, the tone of the author, the interpretation of time and place, and will draw conclusions about the author based on literary pieces.
- Identify and interpret metaphors and similes in oral as well as written language.
- Discriminate between value judgments, critical features and irrelevant information in written and oral work.
- Interpret the message of quoted passages, identifying the speaker/listener and the purpose of the passage.

### **Parents Can Help By:**

- Modeling the importance of reading by doing so yourself. Read while your child is awake, not after he/she has gone to bed.
- Talking, sharing and listening to your child: including him/her in family discussions.
- Appreciating written work that your child shows you. Looking at content and creative ideas as well as mechanical correctness.
- Providing a time to read and reading material in a variety of forms – magazines on your child's favorite topics, newspapers, books.
- Setting aside a family reading/journal writing hour on a regular basis.
- Monitoring television viewing.
- Turning off the television for a designated reading time each evening.
- Encouraging your child to write – to keep a diary, to write about television programs, to write about sports events. Helping your child use computers, typewriters or word processors, when available, to make writing easier.
- Expecting and praising legible handwriting, good language usage, punctuation, spelling and sentence construction on notes and letters written to you, friends, relatives and teachers. Lovingly helping your child edit his/her own work.
- Reading and asking good questions about the story: "What if...? How could it end differently? What would you do?"

### **Book Suggestions:**

**Call it Courage**, Armstrong Sperry  
**Harriet Tubman: Conductor of the Underground**, Ann Petry  
**Homecoming**, Cynthia Voigt  
**Monsters Are Due on Maple Street**, Rod Serling  
**The Moonstone**, Wilkie Collins  
**Summer of the Swans**, Betsy Byars  
**Treasure Island**, R.L. Stevenson  
**Where the Lilies Bloom**, Vera and Bill Cleaver  
**Tom's Midnight Garden**, Ann Philippa Pearce

## MATHEMATICS

A Mathematics program helps students enjoy and use mathematics in their everyday lives. The emphasis is on reasoning and critical thinking. Mathematical thinking and understanding are life-long skills.

### Your Child Will Learn:

#### Number Sense:

- *Read, write, and compare rational numbers in scientific notation,*
- *Add, subtract, multiply, and divide rational numbers,*
- *Convert fractions to decimals and percents; use in applications,*
- *Differentiate between rational and irrational numbers,*
- *Solve problems that involve discounts, mark-ups, commissions and interest (operations with fractions and mixed numbers in context),*
- *Multiply and divide exponents with a common base,*
- *Add and subtract fractions using factoring.*

#### Algebra and Functions:

- *Use variables and appropriate operations to write an expression, equation, inequality or system of equations or inequalities,*
- *Use order of operations correctly ( $3(2x + 5)2$ ) to evaluate algebraic expressions,*
- *Use algebraic terminology correctly,*
- *Graph linear functions,*
- *Plot the value of quantities whose ratios are always the same,*
- *Solve two-step linear equations and inequalities,*
- *Solve multi-step problems involving rate, average speed, distance, and time (or a direct variation).*

#### Measurement and Geometry:

- *Use measures expressed as rates and as products to solve problems,*
- *Know the Pythagorean theorem and its converse, and use it to find the length of a missing side of a right triangle,*
- *Calculate area, perimeter, and volume of common geometric objects,*
- *Use coordinate graphs to plot simple figures,*
- *Demonstrate understanding of conditions that indicate two figures are congruent.*

#### Statistics, Data Analysis, and Probability:

- *Collect, organize, and represent data sets that have one or more variables,*
- *Know various forms of display for data sets,*
- *Compute the lower quartile, the median, the upper quartile, and the maximum of a data set,*
- *Determine combinations and permutations.*

**Mathematical Reasoning:**

- *Use estimation to verify the reasonableness of calculated results,*
- Determine when and how to break a problem into simpler parts,
- Make decisions about how to approach problems.

**(Items in *italics* are recommended standards for the High School Exit Exam.)**

**Parents Can Help By:**

- Letting your child earn an allowance, open a bank account and manage his/her own money.
- Providing a calculator, if possible, and encouraging your child to use it for real life problem solving, checking the reasonableness of the calculator answer against his/her estimate of the answer. Good places for this are the gas station, grocery store, newspaper and other shopping experiences.
- Promoting an awareness of the importance of estimating, solving problems in your head, choosing the calculator when it is most appropriate, thinking logically through problems and testing problem solutions to see if the answer you come up with is the only answer or the most valid answer for that situation.
- Using time in the car to solve practical real-life mathematics problems using the information you, as a family, have. For instance how long will a traffic back up last based on the length of each car? how fast the front cars are getting through? and how far back in the traffic jam you are? Have fun with math and make it work for you.
- Discussing a variety of ways to solve a problem.

## SOCIAL STUDIES

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world (grade 6) and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

### Your Child Will Learn To:

- Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- Analyze the geographic, political, economic, religious, and social structures of the civilizations of :
  - Islam in the Middle Ages
  - China in the Middle Ages
  - Ghana and Mali in Medieval Africa
  - Medieval Japan
  - Medieval Europe
  - Meso-American and Andean civilizations.
- Analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- Analyze the historical developments of the Reformation.
- Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- Analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

### Parents Can Help By:

- Sharing with your child information about your own cultural background and heritage.
- Reading and discussing current events with your child, locating the places on maps or a globe and talking about current events in the context of historical events.
- Providing an atlas, world map and/or globe for your household.
- Modeling respect for our constitutional form of government and a curiosity about places, people and events.
- Taking your child on trips to historical places, museums and local displays.
- Promoting and modeling respect, tolerance and understanding of the ways and ideas of different cultures.
- Reading to your child traditional folktales, biographies of famous Americans, stories based on historical events; singing American patriotic, folk and traditional music; and attending parades and visiting national parks.

## SCIENCE

A Science program will encourage students to solve problems using scientific terms and be competent in the employment of scientific equipment. Student curiosity and understanding will be encouraged through an active participation in the scientific processes. In 7<sup>th</sup> grade the focus is on Life Science.

### Your Child Will Learn:

#### Focus on Physical Science

- **Cell Biology:** All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.
- **Genetics:** A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.
- **Evolution:** Biological evolution accounts for the diversity of species developed through gradual processes over many generations.
- **Earth and Life History (Earth Science):** Evidence from rocks allows us to understand the evolution of life on Earth.
- **Structure and Function in Living Systems:** The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.
- **Physical Principles in Living Systems (Physical Science):** Physical principles underlie biological structures and functions.
- **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

#### Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations.

#### Parents Can Help By:

- Visiting planetariums, zoos, space and science museums, natural history museums, national parks, etc. with your child.
- Encouraging curiosity, answering questions whenever possible and suggesting sources for answers if you don't have them.
- Watching and discussing quality science and nature television programs with your child.

- Modeling a respect for the environment – conserving water, gas, electricity and leaving natural areas cleaner than you found them.
- Reading and sharing current scientific discoveries and phenomena with your child.
- Encouraging your child to help solve problem situations that arise in real-life. Thinking out loud (making your thinking as you solved the problem public for your child).
- Promoting an appreciation for the wonders of nature and the importance of our precious environment.

## VISUAL AND PERFORMING ARTS

**A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.**

### **Your Child Will Learn To:**

- Experience art history, art appreciation, and production through language arts and social studies.
- Use a variety of media to express creativity, 7<sup>th</sup> grade projects, I-searches, and other reports.
- Develop dramatic abilities through improvisation and plays, particularly Reader's Theatre and drama.
- Participate in displaying artwork through the school.

### **Parents Can Help By:**

- Encouraging students to express themselves artistically.
- Praising all artistic attempts and when possible making materials available for arts, crafts, coloring, drawing and painting.
- Seek opportunities for your child to participate in singing, dancing or acting in theater groups.
- Encouraging your child to stay with his/her commitment to the band. Learning how to play an instrument and how to read music takes time till your child is comfortable with it. Support persistence!

## PHYSICAL EDUCATION

**A Physical Education Program meets student's need to develop physically, mentally, emotionally, and socially by providing planned physical activity. It promotes the learning of skills that enable students to participate in activities throughout life.**

### **Your Child Will Learn To:**

- Develop interest and proficiency in movement skills taught that are essential to lifelong participation in physical activity by participating in some of the following: dance, gymnastics, individual sports, team sports, rhythms, stunts, tumbling and use of apparatus.
- Develop and maintain the highest possible level of physical fitness by setting realistic personal goals.
- Develop effective motor skills and movement concepts, understand the principles involved and develop appreciation for aesthetic quality of movement.
- Develop appropriate social behaviors by working independently as well as with others to learn responsibility, followership, leadership, self-acceptance, self-realization, positive self-image and tolerance for others.

### **Parents Can Help By:**

- Developing regular habits of cleanliness and tidiness.
- Developing regular habits of food and rest.
- Providing regular examinations by doctors and dentists.
- Modeling sportsmanship while playing or attending sporting events (remembering that students playing in sporting events are not professionals and should not be judged by the same standards).
- Providing games or physical activities in which your child can participate.
- Providing a variety of noncompetitive as well as competitive activities.
- Encouraging and building the self-esteem of your child, regardless of his/her abilities.
- Participating in and monitoring your child's leisure time.

## SUBSTANCE ABUSE

### Parents Can Help By:

- Being a good role model for your children in decisions about alcohol and drug abuse.
- Discussing and establishing consequences for breaking family rules.
- Setting and achieving positive goals and personal satisfaction, and having positive activities to deter involvement with drugs.
- Setting clear expectations for behavior, monitoring child's activities, caring, being consistent and avoiding excessive severe discipline.
- Participating in awareness training and programs, and being aware of drug and alcohol abuse signals.
- To detect possible substance abuse problems ask yourself these questions:
  - ☛ Do you personally know their friends and families?
  - ☛ Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
  - ☛ Is your liquor supply dwindling?
  - ☛ Has your child's personality changed noticeably?
  - ☛ Is he or she suddenly becoming less responsive?
  - ☛ Has interest waned in schoolwork, athletics, etc.? Are grades dropping? Are there unexcused absences?
  - ☛ Are you missing money or objects that could be converted to cash?
  - ☛ Has your child been in trouble with the law?
  - ☛ Has your child's relationships with other family members deteriorated?
  - ☛ Is your child consistently lying?
  - ☛ Do you detect physical signs: alcohol on breath, loss of weight, sleeplessness?

## MIDDLE SCHOOL PROGRAMS

### **Middle School Teachers**

Teachers understand the developmental characteristics of young adolescents and adapt their classrooms to these young people. Teachers should promote classrooms that have an abundance of humor and actively involve students with learning. Middle school teachers provide learning experiences that bring together what students have learned, teach students how to learn and how to think critically about themselves and the world around them.

### **Homework Hotline (If Available at the School)**

Parent/Student Hotline is programmed with homework information for students who have been absent or forgotten their assignments. Contact the school for the telephone number.

### **Parents Can Help By:**

- Recognizing the tremendous changes that early adolescents are going through. Helping with these changes by paying close attention to their needs for nutrition, exercise, hygiene and rest.
- Establishing regular meal and bed times. Be as consistent as you can.
- Requiring students to regularly attend school.
- Supporting the school's rules and policies at home.
- Providing a quiet place for your child to study. Turning the television off for a period of time each evening. Checking each night to be sure homework is completed (actually look at the papers until the homework habit is firmly in place).
- Showing support and interest in your student's school performance and homework.
- Encouraging your child to share his/her school day, friends, and feelings with you.
- Talking and listening to your child daily. Ten minutes of uninterrupted time with your child each day will make a world of difference in your relationship with him/her.
- Remembering that when a person (especially a child) is most unlovable, he/she needs love the most. Be positive and supportive - adolescence is an ever-changing time full of ups and downs and inconsistencies.

### **Reporting To Parents**

Student progress is usually reported to parents four times each school year. Written reports are sent home with the child after each quarter. At the end of each quarter final grades are reflected on the report card for each subject. Each grade is recorded on the student transcript.

On the report to parents, the markings are explained. Basically, grades are A, B, C, D, and F for sixth, seventh and eighth grade students.

# LANGUAGE ARTS CONTENT STANDARDS

## Grade 7

### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- 2.0 **Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.
- 3.0 **Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

### Writing:

- 1.0 **Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

## **Written and Oral English Language Conventions:**

- 1.0 **Written and Oral English language Conventions:** Students write and speak with a command of standard English conventions appropriate to the grade level.

## **Listening and Speaking Strategies:**

- 1.0 **Listening and Speaking Strategies:** Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized format presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# MATH CONTENT STANDARDS

## Grade 7

### Number Sense:

- 1.0 Students know the properties of and compute with rational numbers expressed in a variety of forms.
- 2.0 Students use exponents, powers, and roots and use exponents in working with fractions.

### Algebra and Functions:

- 1.0 Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities and their graphs.
- 2.0 Students interpret and evaluate expressions involving integer powers and simple roots.
- 3.0 Students graph and interpret linear and some non-linear functions.
- 4.0 Students solve simple linear equations and inequalities over the rational numbers.

### Measurement and Geometry:

- 1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
- 2.0 Students compute the perimeter, area and volume of common geometric objects and use these to find measures of less common objects; they know how perimeter, area, and volume are affected under changes of scale.
- 3.0 Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

### Statistics, Data Analysis and Probability:

- Students collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set both manually and by using an electronic spreadsheet program.

**Mathematical Reasoning:**

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.

If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law



PARENTS  
ARE  
PARTNERS

# Grade 8

YOUR PARENT GUIDE

BUTTE  
COUNTY  
OFFICE OF  
EDUCATION

**Don McNelis**  
Superintendent

**Marilynn Keeble**  
Assistant Superintendent  
Student Programs and Services

**Dr. Alison Watson**  
Administrator  
Student Programs and Services

Dear Parents:

It has long been held that the effective education of a child depends upon a successful partnership between the home and the school. A school system worthy of the name demands that a student achieve acceptable levels of performance in order to gain promotion and graduation. But that same system--in a partnership with parents--must provide support in every way possible in order to ensure that student the best possible chance to succeed.

This booklet is an effort to help you understand your child, and you, as the parent and the schools as you work together to help your child be successful. **THE MIDDLE LEVEL CHILD** helps you understand what the schools focus is and what you can talk to your child about when you have a few minutes to reinforce school learning in the car or at home. **PARENTS CAN HELP** We will give you specific ideas you can use to help support your child's learning on a daily basis, without knowing formalized teaching methods.

Schools and parents are partners in your child's education. Thank you for your part. Together we can help your child be successful.

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## THE MIDDLE LEVEL CHILD

The middle level child/early adolescent is experiencing a great range of major developmental changes. Every child has his/her own pattern and timing of growth; however, some characteristics are common to the middle level child (7<sup>th</sup> and 8<sup>th</sup> grade). To know these gives teachers and parents a better shared understanding of the child, and better guidance is the result.

### The Middle Level Child Will Experience Changes In The Following Areas:

**Physical Development**  
**Social Development**  
**Intellectual Development**  
**Character Development**  
**Psychological Development**

#### **Physical Development**

- Between the ages of 10-15, grow an average of 10 to 20 inches in height and gain 40 to 50 lbs. In weight.
- Experience a great deal of clumsiness due to the fact that the bones are growing much faster than the muscles.
- Develop body odor due to developing sweat glands.
- Wiggle and squirm, especially when sitting on hard surfaces, due to the fact that they're skeletal structure (especially the tailbone) is beginning to harden.
- Experience the onset of puberty.

#### **Social Development**

- Have loyalty conflicts between peer group and family.
- Follow standards of behavior set by peer group.
- Need to establish, at least, one meaningful relationship with a trusted adult (i.e. scout leader, teacher, neighbor, etc.).
- Unpredictably shift in behavior from being childlike to being adult-like.

#### **Character Development**

- Have a strong sense of fairness with regards to decisions involving him/her.
- Be faced with hard moral questions for which he/she is unprepared to cope.
- Be searching for an identity.
- Be idealistic.
- Experience awe and wonder related to his/her expanding thoughts and feelings.

## **Psychological Development**

- Tend to be easily offended and very sensitive.
- Continue to develop a sense of humor.
- Tend to be moody, restless, and self-conscious.
- Experience periods of low self-esteem.

## **Parents Can Help By:**

- Verbalizing the following three statements to their child regularly: 1) “We love you”, 2) “You are a part of this family”, 3) “you are normal”. (Dr. Al Arth, University of Wyoming).
- Promoting good study habits for completing homework assignments and using the Homework Hotline (if available) to stay in touch with your student’s teacher and assignments. Contact your students teacher directly if you have questions or concerns.
- Using indirect methods for finding out about daily activities at school (i.e.: Following a discussion of a NBA game (or viewing the NBA game) ask, “Oh, by the way, how did basketball practice go today?”
- Reading aloud or reading silently with their child. Vary the location and the setting (i.e.: reading in the backyard with the child’s favorite snack).
- Encouraging family game playing that combines thinking skills, communication, and fun. (i.e. Trivial Pursuit – younger version, Scrabble, Boggle, etc.).
- Listening carefully to their child...not only to what is being said, but also to what is not being said.
- Engaging their child in adult tasks such as daily responsibilities, buying groceries from a list, money management, etc.
- Use positive reinforcement (“Warm Fuzzies”) as often as possible.
- Take advantage of frequent situations that will demonstrate/say to the child that he/she is secure, supported and successful.
- Networking with other parents of middle level children to share common experiences, joys, and stages.

## LANGUAGE ARTS

**A Language Arts program encourages the integration of listening, speaking, reading, writing, critical thinking, and the learning of language skills in meaningful context. Emphasis is on the use of significant literary works, rather than texts and workbooks, to provide instruction and promote love of language for all students at all levels of ability. Oral and silent reading are a part of the daily program.**

### **Your Child Will Learn To:**

- Develop oral language through dramatics, reciting poetry reading and discussion of significant literary works.
- Practice organization, higher order thinking skills and speaking skills by developing an outline and giving speeches.
- Use correct sentence structure, incorporating quotation marks, proper use of commas, noun and verb agreement. He/she will build on previously taught language usage.
- Express thought and ideas clearly in writing, using the writing process which includes rough drafts, good language usage, editing, and final presentations, both written and oral.
- Produce a legible work (cursive or manuscript) through frequent writing for a variety of purposes (lists, memos, journals, stories, summaries, observations, dialogues, sketches, reports, movie reviews).
- When possible, use current technology to assist with the writing process (word processors, spell checkers). Identification and editing of sentences, phrases, descriptions, paragraphs and ideas are facilitated with technology.
- Discuss passages, ideas and conflicts to increase vocabulary and to provide ideas for writing.
- Choose appropriate meanings for words, classify words in a variety of ways and explain the usage/classification either orally or in writing based on their knowledge of the origin and history of words.
- Determine correct spelling, use dictionaries and edits appropriately, build new spelling lists and learn vocabulary words from literature.
- Use reference materials to write or give reports orally (encyclopedia, atlas, "Bartlett's Familiar Quotations", Reader's Guide, magazines, reference books).
- Read, interpret and draw conclusions from schedules, diagrams, charts and graphs.
- Carefully give, read and interpret verbal and written directions to complete assignments both in and out of class (and use these skills in the real world).

### **Parents Can Help By:**

- Modeling the importance of reading by doing so yourself. Read while your child is awake, not after he/she has gone to bed.
- Talking, sharing and listening to your child: including him/her in family discussions.
- Appreciating written work that your child shows you. Looking at content and creative ideas as well as mechanical correctness.
- Providing a time to read and reading material in a variety of forms – magazines on your child’s favorite topics, newspapers, books.
- Setting aside a family reading/journal writing hour on a regular basis.
- Monitoring television viewing.
- Turning off the television for a designated reading time each evening.
- Encouraging your child to write – to keep a diary, to write about television programs, to write about sports events. Helping your child use computers, typewriters or word processors, when available, to make writing easier.
- Expecting and praising legible handwriting, good language usage, punctuation, spelling and sentence construction on notes and letters written to you, friends, relatives and teachers. Lovingly helping your child edit his/her own work.
- Reading and asking good questions about the story: “What if...? How could it end differently? What would you do?”

### **Book Suggestions:**

**Acorn People**, Jones

**The Autobiography of Miss Jane Pittman**: Gaines

**The Adventures of Sherlock Holmes**, Arthur Conan Doyle

**Jacob I Have Loved**, Paterson

**Never Cry Wolf**, Mowat

**The Odyssey**, (abridged or modern version), Homer

**20,000 Leagues Under the Sea**, Jules Verne

**The Outsiders**, Hinton

**The Moonstone**, Wilkie Collins

**Westside Story**, Laurents

**The Yearling**, Rawlings

**The Young Unicorns**, Madeline L’Engle

## MATHEMATICS

**A Mathematics program helps students enjoy and use mathematics in their everyday lives. The emphasis is on reasoning and critical thinking. Mathematical thinking and understanding are life-long skills.**

### **Your Child Will Learn:**

Symbolic Reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

**For specific skills, refer to the Standards portion of this booklet.**

### **Parents Can Help By:**

- Letting your child earn an allowance, open a bank account and manage his/her own money.
- Providing a calculator, if possible, and encouraging your child to use it for real life problem solving, checking the reasonableness of the calculator answer against his/her estimate of the answer. Good places for this are the gas station, grocery store, newspaper and other shopping experiences.
- Promoting an awareness of the importance of estimating, solving problems in your head, choosing the calculator when it is most appropriate, thinking logically through problems and testing problem solutions to see if the answer you come up with is the only answer or the most valid answer for that situation.
- Using time in the car to solve practical real-life mathematics problems using the information you, as a family, have. For instance how long will a traffic back up last based on the length of each car? how fast the front cars are getting through? and how far back in the traffic jam you are? Have fun with math and make it work for you.
- Discussing a variety of ways to solve a problem.

## SOCIAL STUDIES

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

### Your Child Will Learn To:

- Understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- Analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- Understand the foundation of the American political system and the ways in which citizens participate in it.
- Analyze the aspirations and ideals of the people of the new nation.
- Analyze U.S. foreign policy in the early Republic.
- Analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- Analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- Analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- Analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- Analyze the multiple causes, key events, and complex consequences of the Civil War.
- Analyze the character and lasting consequences of Reconstruction.
- Analyze the transformation of the American economy and the challenging social and political conditions in the United States in response to the Industrial Revolution.

**Parents Can Help By:**

- Modeling respect for our constitutional form of government and a curiosity about places, people and events.
- Talking to your child about national holidays and displaying appropriate patriotism, especially on those days. Helping them develop pride in being an American.
- Taking your child on trips to historical places, museums and local displays.
- Promoting and modeling respect, tolerance and understanding of all peoples' ways and ideas. Reminding your child the place that immigrants had in the development of our culture.
- Reading to your child traditional folktales, biographies of famous Americans, stories based on historical events; singing American patriotic, folk and traditional music; and attending parades and visiting national parks, teaching your child about American history through these (the Constitution, slavery, the Civil War, reconstruction of the nation after the Civil War, the coming of industry).
- Sharing with your child information about your own cultural background and heritage.
- Reading and discussing current events with your child, locating the places on maps or a globe and talking about current events in the context of historical events.
- Providing an atlas, world map and/or globe for your household and locating the original colonies and the paths west.

## SCIENCE

A Science program will encourage students to solve problems using scientific terms and be competent in the employment of scientific equipment. Student curiosity and understanding will be encouraged through an active participation in the scientific processes. In 8<sup>th</sup> grade the focus is on Physical Science.

### Your Child Will Learn:

#### Focus on Physical Science

- **Motion:** The velocity of an object is the rate of change of its position.
- **Forces:** Unbalanced forces cause changes in velocity.
- **Structure of Matter:** Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure.
- **Earth in the Solar System (Earth Science):** The structure and composition of the universe can be learned from studying stars and galaxies and their evolution.
- **Reactions:** Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.
- **Chemistry of Living Systems (Life Science):** Principles of chemistry underlie the functioning of biological systems.
- **Periodic Table:** The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.
- **Density and Buoyancy:** All objects experience a buoyant force when immersed in a fluid.

#### Investigation and Experimentation

- Scientific progress is made by asking meaningful questions and conducting careful investigations.

### Parents Can Help By:

- Visiting planetariums, zoos, space and science museums, natural history museums, national parks, etc. with your child.
- Encouraging curiosity, answering questions whenever possible and suggesting sources for answers if you don't have them.
- Watching and discussing quality science and nature television programs with your child.
- Modeling a respect for the environment – conserving water, gas, electricity and leaving natural areas cleaner than you found them.
- Reading and sharing current scientific discoveries and phenomena with your child.

- Encouraging your child to help solve problem situations that arise in real-life. Thinking out loud (making your thinking as you solved the problem public for your child).
- Promoting an appreciation for the wonders of nature and the importance of our precious environment.

## VISUAL AND PERFORMING ARTS

**A Visual and Performing Arts Program engages students in art experience which teach them how to enjoy and value major works of art. It encourages them to express creativity through their own art activities.**

### **Your Child Will Learn To:**

- Experience art history, art appreciation, and production through language arts and social studies.
- Use a variety of media to express creativity, 8<sup>th</sup> grade projects, I-searches, and other reports.
- Develop dramatic abilities through improvisation and plays, particularly Reader's Theatre and drama.
- Participate in displaying artwork through the school.

### **Parents Can Help By:**

- Encouraging students to express themselves artistically.
- Praising all artistic attempts and when possible making materials available for arts, crafts, coloring, drawing and painting.
- Seek opportunities for your child to participate in singing, dancing or acting in theater groups.
- Encouraging your child to stay with his/her commitment to the band. Learning how to play an instrument and how to read music takes time till your child is comfortable with it. Support persistence!

## PHYSICAL EDUCATION

**A Physical Education Program meets student's need to develop physically, mentally, emotionally, and socially by providing planned physical activity. It promotes the learning of skills that enable students to participate in activities throughout life.**

### **Your Child Will Learn To:**

- Develop interest and proficiency in movement skills taught that are essential to lifelong participation in physical activity by participating in some of the following: dance, gymnastics, individual sports, team sports, rhythms, stunts, tumbling and use of apparatus.
- Develop and maintain the highest possible level of physical fitness by setting realistic personal goals.
- Develop effective motor skills and movement concepts, understand the principles involved and develop appreciation for aesthetic quality of movement.
- Develop appropriate social behaviors by working independently as well as with others to learn responsibility, followership, leadership, self-acceptance, self-realization, positive self-image and tolerance for others.

### **Parents Can Help By:**

- Developing regular habits of cleanliness and tidiness.
- Developing regular habits of food and rest.
- Providing regular examinations by doctors and dentists.
- Modeling sportsmanship while playing or attending sporting events (remembering that students playing in sporting events are not professionals and should not be judged by the same standards).
- Providing games or physical activities in which your child can participate.
- Providing a variety of noncompetitive as well as competitive activities.
- Encouraging and building the self-esteem of your child, regardless of his/her abilities.
- Participating in and monitoring your child's leisure time. Lifelong leisure habits are formed early. Include physical activity in them.

## SUBSTANCE ABUSE

### Parents Can Help By:

- Being a good role model for your children in decisions about alcohol and drug abuse.
- Discussing and establishing consequences for breaking family rules.
- Setting and achieving positive goals and personal satisfaction, and having positive activities to deter involvement with drugs.
- Setting clear expectations for behavior, monitoring child's activities, caring, being consistent and avoiding excessive severe discipline.
- Participating in awareness training and programs, and being aware of drug and alcohol abuse signals.
- To detect possible substance abuse problems ask yourself these questions:
  - ☛ Do you personally know their friends and families?
  - ☛ Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
  - ☛ Is your liquor supply dwindling?
  - ☛ Has your child's personality changed noticeably?
  - ☛ Is he or she suddenly becoming less responsive?
  - ☛ Has interest waned in schoolwork, athletics, etc.? Are grades dropping? Are there unexcused absences?
  - ☛ Are you missing money or objects that could be converted to cash?
  - ☛ Has your child been in trouble with the law?
  - ☛ Has your child's relationships with other family members deteriorated?
  - ☛ Is your child consistently lying?
  - ☛ Do you detect physical signs: alcohol on breath, loss of weight, sleeplessness?

## MIDDLE SCHOOL PROGRAMS

### **Middle School Teachers**

Teachers understand the developmental characteristics of young adolescents and adapt their classrooms to these young people. Teachers should promote classrooms that have an abundance of humor and actively involve students with learning. Middle school teachers provide learning experiences that bring together what students have learned, teach students how to learn and how to think critically about themselves and the world around them.

### **Homework Hotline (If Available at the School)**

Parent/Student Hotline is programmed with homework information for students who have been absent or forgotten their assignments. Contact the school for the telephone number.

### **Parents Can Help By:**

- Recognizing the tremendous changes that early adolescents are going through. Helping with these changes by paying close attention to their needs for nutrition, exercise, hygiene and rest.
- Establishing regular meal and bed times. Be as consistent as you can.
- Requiring students to regularly attend school.
- Supporting the school's rules and policies at home.
- Providing a quiet place for your child to study. Turning the television off for a period of time each evening. Checking each night to be sure homework is completed (actually look at the papers until the homework habit is firmly in place).
- Showing support and interest in your student's school performance and homework.
- Encouraging your child to share his/her school day, friends, and feelings with you.
- Talking and listening to your child daily. Ten minutes of uninterrupted time with your child each day will make a world of difference in your relationship with him/her.
- Remembering that when a person (especially a child) is most unlovable, he/she needs love the most. Be positive and supportive - adolescence is an ever-changing time full of ups and downs and inconsistencies.

### **Reporting To Parents**

Student progress is usually reported to parents four times each school year. Written reports are sent home with the child after each quarter. At the end of each quarter final grades are reflected on the report card for each subject. Each grade is recorded on the student transcript.

On the report to parents, the markings are explained. Basically, grades are A, B, C, D, and F for sixth, seventh and eighth grade students.

## LANGUAGE ARTS CONTENT STANDARDS

### Grade 8

#### Reading:

- 1.0 **Word Analysis, Fluency, and Systematic Vocabulary Development:** Student use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- 2.0 **Reading Comprehension (Focus on Informational Materials):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
- 3.0 **Literary Response and Analysis:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

#### Writing:

- 1.0 **Writing Strategies:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- 2.0 **Writing Applications (Genres and Their Characteristics):** Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

## **Written and Oral English Language Conventions:**

- 1.0 **Written and Oral English Language Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking:**

- 1.0 **Listening and Speaking Strategies:** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- 2.0 **Speaking Applications (Genres and Their Characteristics):** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# MATH CONTENT STANDARDS

## Grade 8

### Algebra I

- 1.0 Students identify and use the arithmetic properties of the subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
  - 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
- 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
- 3.0 Students solve equations and inequalities involving absolute values.
- 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .
- 5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- 6.0 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ).
- 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

- 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- 13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- 14.0 Students solve a quadratic equation by factoring or completing the square.
- 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- 19.0 Students know the quadratic formula and are familiar with its proof by completing the square.
- 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- 21.0 Students graph quadratic functions and know that their roots are the  $x$ -intercepts.
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the  $x$ -axis in zero, one, or two points.
- 23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- 24.0 Students use and know simple aspects of a logical argument.
- 25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.



## **CHILDREN LEARN WHAT THEY LIVE**

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns confidence.

If a child lives with praise,  
He learns to appreciate.

If a child lives with fairness,  
He learns justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance, and friendship,  
He learns to find love in the world.

- Dorothy Law

