Partners in LEARNING

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GUILFORD COUNTY SCHOOLS 2007 - 2008

Dear Parent/Guardian:

We welcome your child to an exciting, successful third grade year. This brochure provides an overview of what will be taught this year in each subject area along with sample learning activities, developmental characteristics of children in this age group and favorite books and authors. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at school.

Third grade is the first year students must demonstrate grade level proficiency by scoring at Level III or above on state end-of grade tests in reading and math. You will learn about statewide accountability standards, or gateways, from your child's school, and information is also available on the Guilford County Schools' web site at www.gcsnc.com.

You have a key role in your child's education and your involvement will help ensure that we are all partners in learning. As we focus on improving student achievement, you can help by monitoring your child's progress through interim reports, teacher conferences, and by talking daily with your child about school. Always carefully review report cards, test results and work folders, and communicate frequently with your child's teachers.

We look forward to being partners in learning with you throughout your child's school years.

Sincerely,

Terry B. Grier, Superintendent

Developmental Characteristics

Children develop in a natural progression of growth, moving through predictable stages of development. Not all children move through these phases at the same pace. Children pass through developmental stages at their own rates.

Students, ages five to eight, in grades K to 3, are similar in the ways they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for eight-year-olds are as follows:

Physical

- Has high energy level
- Is physically active
- Works, plays, talks fast
- Has greater muscle strength
- Has improved coordination
- Likes group play
- Can handle losing
- Has increased dexterity
- Can participate in competitive games

Social/Emotional

- Likes own space
- Values relationships
- Has need for praise
- Is talkative
- Has limited ability to plan
- Begins to reflect on other's needs, perceptions, expectations
- Is not a self-starter
- Fears supernatural, media events, being alone, bodily injury
- Prefers playing with same sex children
- Is highly susceptible to pressures to conform

Mental

- Grows intellectually
- Is curious
- Can classify, arrange, organize
- Is more aware of multiple features
- Still learns from sensory experiences
- Uses language fluently
- Understands the past in relation to own experiences
- Applies simple logic
- Can tell fact from fantasy
- Applies new rules rigidly, may not generalize

Partners in Learning is produced by the Division of Curriculum and Instruction, Guilford County Schools

Information Skills (Media)

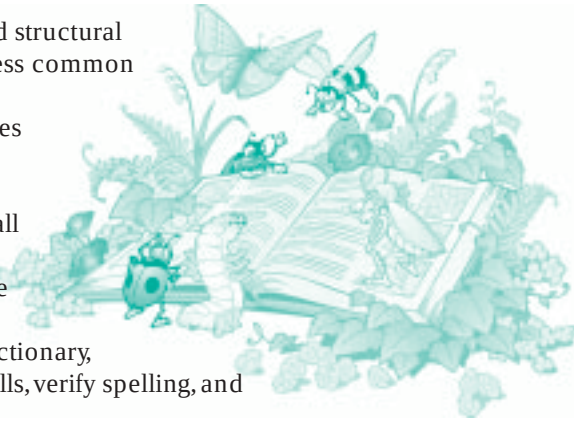
- Locates resources in all areas of library media center
- Identifies information on title page
- Recommends favorite reading selections to others
- Explains the characteristics of award-winning books
- Infers main idea or theme in a variety of literary presentations
- Uses print and online encyclopedias
- Uses online catalog for author, title and subject searches
- Creates simple bibliographies
- Locates, reads and presents poetry
- Uses a variety of resources to gather information
- Produces media in a variety of formats
- Credits sources of information
- Understands biography as a form of literature
- Distinguishes folklore and fables
- Respects library resources, facilities and personnel

Favorite Authors, Poets and Illustrators of Third Graders

Adoff, Arnold
Andersen, Hans Christian
Bruchac, Joseph
Byars, Betsy (The Golly Sisters Series)
Cameron, Ann (Julian Series)
Cleary, Beverly
Clements, Andrew (Jake Drake Series)
Cole, Joanna (Magic School Bus Series)
Conford, Ellen (Jenny Archer Series)
Danziger, Paula (Amber Brown Series)
Gibbons, Gail
Hurwitz, Johanna
Kellogg, Steven
Locker, Thomas
McKissack, Patricia
Medearis, Angela Shelf
Polacco, Patricia
Simon, Seymour
Silverstein, Shel
Schwartz, David

LANGUAGE ARTS

Reading



- Decodes words using phonics and structural analysis (roots, suffixes, prefixes, less common vowel patterns, syllable breaks)
- Uses meanings of common prefixes and suffixes to decode and help with comprehension
- Integrates prior experiences and all sources of information in the text
- Reads a variety of texts to increase oral and written vocabulary
- Uses word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling, and extend meaning of words
- Reads independently to increase fluency and extend vocabulary
- Comprehends text by using several strategies (rereads, reads ahead, asks for help, adjusts reading speed, questions, paraphrases, and retells)
- Interacts with the text before, during, and after reading, listening or viewing by setting a purpose and previewing the text
- Reads a variety of texts including fiction, non-fiction, poetry, and drama
- Identifies and interprets elements of fiction and nonfiction by referencing the text
- Draws conclusions, makes generalizations, and gathers support by referencing the text
- Summarizes the main idea from written or spoken language
- Explains choice of reading material
- Listens actively by facing the speaker, making eye contact, and asking questions to clarify or gain additional information
- Responds to fiction, nonfiction, poetry, and drama using interpretive, critical and evaluative processes (considering differences, relating plot, making inferences, and reflecting on learning)
- Identifies and discusses similarities and differences in events and characters by referencing the text
- Uses text and own experiences to verify facts, concepts, and ideas
- Makes informed judgments about television productions
- Compares and contrasts printed and visual printed information (graphs, charts, and maps)
- Conducts research for assigned and self-selected projects (with assistance)
- Reads aloud grade-appropriate text with fluency, comprehension, and expression
- Uses oral and written language for presentations
- Shares oral and written products in a variety of ways

Favorite Books of Third Graders

Mr. Popper's Penguins, Richard and Florence Atwater
Me, Tarzan, Betsy Byars
Molly's Pilgrim, Barbara Cohen
Days of the Blackbird, Tomie DePaola
Testing Miss Malarkey, Judy Finchler
Runaway Radish, Jessie Haas
Starring Grace, Mary Hoffman
A Rumpus of Rhymes, Bobbi Katz
Fables, Arnold Lobel
Cindy Ellen: A Wild Western Cinderella, Susan Lowell
Judy Moody Gets Famous, Megan McDonald
Nim's Island, Wendy Orr
How to Eat Fried Worms, Thomas Rockwell
The Faithful Friend, Robert D. San Souci
Master Man, Aaron Shepard
Mufaro's Beautiful Daughters, John Steptoe
Sidewalk Chalk, Carole Boston Weatherford
Charlotte's Web, E.B. White
Lon Po Po: A Red Riding Hood Story from China, Ed Young

Writing

- Experiences modeling of good children's literature
- Writes a variety of literary, informational, and practical texts
- Writes about what was read
- Chooses to write for pleasure
- Begins to write for extended periods of time
- Chooses to use vocabulary, ideas, themes, and language structure from books in own writing
- Creates characters and events beyond personal experiences
- Writes about feelings from personal experiences
- Uses excitement, humor, suspense, originality in word choice, or some other creative element
- Demonstrates and uses prewriting strategies, including graphic organizers
- Uses paragraphs to organize information
- Revises by adding and/or deleting for elaboration/clarification
- Writes in sequence using concepts of order and time
- Edits to verify and self-correct spelling, capitalization, and punctuation
- Explores technology to create a written product
- Composes a variety of fiction, nonfiction, poetry, and drama selections
- Identifies (with assistance) the purpose, audience, and appropriate form for the oral task
- Assesses own performance in writing using rubrics
- Expresses meaning inferred from text
- Writes using characters, setting, problem, and solution
- Writes to support ideas, with reference to evidence presented in text
- Demonstrates voice, sense of audience, and purpose
- Writes exploration of main idea, lesson, or moral of a selection
- Participates in quarterly writing benchmarks

Writing Process

Prewriting is the process that helps writers prepare to write. The student spends time gathering information using graphic organizers, experimenting with ideas and plotting a course. Prewriting is essential to the writing process.

Drafting is the stage of making choices as to what to write. This is the student's first attempt at writing a piece.

Revising is essential in the writing process. It is the re-reading and re-working of the writing to make improvements in the content, organization, and word choice. The writer decides where to add or delete information.

Editing occurs only after the writer feels satisfied with the content and organization of the writing. This step allows a student to remove errors including usage and mechanics that would distract the reader.

Publishing provides a chance for students to complete a product; see themselves as "authors," read with appreciation and learn from others.

Guidance

- Discusses and shares feelings about her/himself
- Discusses situations that cause a variety of different behaviors
- Recognizes the diverse world of work
- Describes ways that basic skills are used at home and at work
- Understands how s/he relies on basic skills
- Demonstrates the ability to share and work cooperatively on group tasks
- Develops effective interpersonal relationships
- Describes the relationship between effort and learning
- Demonstrates the ability to work independently
- Demonstrates the capacity to follow instructions and complete assignments
- Draws conclusions from a variety of sources and explains the rationale for the conclusions

Related Books

The Accident, Carol Carrick
Big Moon Tortilla, Joy Cowley
Be Good to Eddie Lee, Virginia Fleming
The Hickory Chair, Lisa Rowe Fraustino
The Honest to Goodness Truth, Patricia McKissack

Advanced Learner Program

Advanced Learners are students who demonstrate remarkably high levels of accomplishment compared with others of their age, experience or environment.

In the fall of third grade, students can be found eligible to receive differentiated advanced learner services. Since students may have varying levels of need—*Moderate, Strong, or Very Strong*—services range from differentiation provided by the regular classroom teachers, to extension classes with a certified teacher of the gifted, to a separate school setting. Students may move in and out of levels of service based upon demonstrated need.

In Language Arts and/or Mathematics, all Advanced Learners receive appropriate differentiated instruction in the regular classroom. Separate, extension classes are provided for students who are eligible at the *Strong* level or above. Additionally, differentiated activities in Science and/or Social Studies are either integrated into classroom instruction or provided through a special program.

Students found eligible for *Very Strong* services may choose to participate in full-time classes designed to meet their needs at a separate school location.

Mathematics

Number & Operation

- Develop number sense for whole numbers through 9,999
- Connect model, number word, and number using a variety of representations
- Build understanding of place value (ones through thousands)
- Compare and order
- Identify odd and even numbers; generalize
- Develop fluency with multi-digit addition and subtraction through 9,999
- Strategies for adding and subtracting numbers
- Estimation of sums and differences in appropriate situations
- Relationships between operations
- Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using strategies for multiplying and dividing numbers
- Estimation of products and quotients in appropriate situations
- Relationships between operations
- Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division
- Use area or region models and set models of fractions to explore part-whole relationships
- Represent fractions concretely and symbolically (halves, thirds, fourths, sixths, eighths)
- Compare and order fractions (halves, thirds, fourths, sixths, eighths) using models and benchmark numbers (zero, one-half, one) describe comparisons
- Model and describe common equivalents, especially relationships among halves, fourths, and eighths and thirds and sixths
- Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers
- Understand and use mixed numbers and their equivalent fraction forms
- Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil

Measurement

- Solve problems using measurement concepts and procedures involving:
  - Elapsed time
  - Equivalent measures within the same measurement system
  - Estimate and measure using appropriate units
  - Capacity (cups, pints, quarts, gallons, liters)
  - Length (feet, yards, miles, meters and kilometers)
  - Mass (ounces, pounds, grams, kilograms)
  - Temperature (Fahrenheit, Celsius)

Geometry

- Use appropriate vocabulary to compare, describe, and classify two and three dimensional figures
- Use a rectangular coordinate system to solve problems
- Graph and identify points with whole number and/or letter coordinates
- Describe the path between given points on the plane

Data Analysis & Probability

- Collect, organize, analyze, and display data (including circle graphs, bar graphs, line plots and tables) to solve problems
- Construct graphs where symbols or scales represent multiple units
- Determine the number of permutations and combinations of up to three items
- Solve probability problems using permutations and combinations.

Algebra

- Describe and extend numeric and geometric patterns
- Extend and find missing terms of repeating and growing patterns
- Use symbols to represent unknown quantities in number sentences
- Find the value of the unknown in a number sentence

Related Books

Fraction Fun, David Adler
Anno's Math Games, I, II, III, Mitsumasa Anno
Pigs on the Move: Fun with Math and Travel, Amy Axelrod
What Are You Figuring Now? A Story about Benjamin Banneker, Jeri Ferris
Measuring Penny, Loreen Leedy
My Rows and Piles of Coins, Tololwa M. Mollel
Betcha!, Stuart J. Murphy
Basket Moon, Mary Lynn Ray
G is for Googol: A Math Alphabet, David Schwartz
On Beyond a Million: An Amazing Math Journey, David Schwartz

Science

Plant Growth and Adaptations

- Measures the quantities and qualities of nutrients, light, and water that affect plant growth
- Describes how environmental conditions determine plant growth
- Investigates the characteristics in plant life cycles including:
  - Growth
  - Survival
  - Reproduction
- Observes that seed production depends on light, water, nutrients, and pollination
- Discusses how bees pollinate flowers
- Describes properties of germinating seeds.

Soil Concepts

- Determines soil properties such as color, texture, and capacity to retain water
- Investigates how different soils absorb water at different rates
- Analyzes the ability of soil to support the growth of many plants, including those in our food supply
- Identifies various types of soil:
  - Sand
  - Clay
  - Humus
- Determines how composting can be used to recycle discarded plant and animal material
- Determines the relationship between heat and decaying plant matter in a compost pile

Earth/Moon/Sun system

- Observes that light travels in a straight line until it strikes an object and is reflected and/or absorbed
- Observes that objects in the sky have patterns of movement including:
  - Sun
  - Moon
  - Stars
- Using shadows, observes the movement of the sun in the sky during the day
- Uses appropriate tools to make observations of the moon
- Observes the daily change in appearance of the moon over several months to determine a pattern
- Observes that patterns of stars in the sky stay the same, although they appear to move across the sky nightly

Skeletal and Muscular Systems

- Identifies the skeleton as a system of the human body
- Describes several functions of bones:
  - Support
  - Protection
  - Location
- Describes the functions of different types of joints:
  - Hinge
  - Ball and socket
  - Gliding
- Compares movement of different kinds of joints to the movement of mechanical devices
- Describes how muscles cause the body to move

Related Books

13 Moons on Turtle's Back, Joseph Bruchac and Jonathan London
Marshes and Swamps, Gail Gibbons
Songs for the Seasons, Jamake Highwater
A Pill Bug's Life, John Himmel
The Pebble in My Pocket, Meredith Hooper
Earthmates: Poems, Patricia Hubbell
Pumpkin Circle: The Story of a Garden, George Leverson
Cloud Dance, Thomas Locker
Dear Benjamin Banneker, Andrea Davis Pinkney
Summer: An Alphabet Acrostic, Steven Schnur
Mountains, Seymour Simon
June 29, 1999, David Weisner

Computer/Technology Skills

- Identifies uses of technology in the community and how it has changed people's lives
- Recognizes that the Copyright Law protects what a person, group or a company has created
- Identifies the technology tools used to collect, analyze and display data
- Identifies the function of physical components of a computer system as either input, output or processing devices
- Recognizes how electronic databases are used in the community
- Recognizes the differences between print and electronic databases
- Locates and uses information in electronic databases
- Identifies the parts of a spreadsheet
- Enters and edits data in a prepared spreadsheet and observes the results
- Uses a prepared spreadsheet to enter and graph data as a group activity
- Recognizes the benefits of word processing
- Demonstrates proper keyboarding techniques for upper and lowercase letters
- Retrieves and edits a word processed document
- Creates, saves and prints a word processed document
- Creates a multiple-outcome storyboard as a class activity
- Identifies the difference between linear and nonlinear multimedia presentations
- Creates a multimedia project as a group/class activity
- Identifies telecommunications technologies used to locate information
- Uses telecommunications to locate community information as a group/class project
- Evaluates the usefulness of information obtained using telecommunication technologies

Social Studies

- Identifies attributes of good citizenship
- Distinguishes between school and community citizenship
- Analyzes similarities and differences among children and families in different times and in different places
- Analyzes the multiple roles that individuals perform in families, workplace and communities
- Clarifies the roles of children and adults in communities that differ from one's own in time and place
- Applies concepts of authority, responsibility and justice in a democratic society
- Suggests responsible courses of action in given situations and assesses the consequences of irresponsible behavior
- Suggests fair ways of distributing the benefits and burdens
- Evaluates procedures for dealing with problems and concludes which are more just
- Evaluates relationships between people and their governments
- Summarizes the elective process in the community and distinguishes between elected and appointed officials
- Analyzes how individuals and families depend on government services and how governments depend on their citizens
- Gives examples of and cites the need for taxes
- Summarizes how governmental services and activities have changed over time
- Assesses the impact of change on the lives of people in communities studied
- Analyzes religious and other cultural traditions in a variety of communities
- Identifies and explains the importance of selected persons, patriotic symbols and public observances
- Distinguishes between secular and religious symbols and explains why secular and religious holidays are celebrated as they are
- Identifies a variety of examples of cultural traditions
- Analyzes the uses of economic resources in a variety of communities
- Describes the changing uses of a community's economic resources and predicts logical future changes

Related Books

Nobody Particular: One Woman's Fight to Save the Bays, Molly Bang
Through My Eyes, Ruby Bridges
Crazy Horse's Vision, Joseph Bruchac
Someday a Tree, Eve Bunting
Miss Rumphius, Barbara Cooney
Jump Back, Honey, Paul Laurence Dunbar
Weslandia, Paul Fleischman
Toasting Marshmallows: Camping Poems, Kristine O'Connell George
River Friendly, River Wild, Jane Kurtz
A Burst of Firsts, J. Patrick Lewis
Seven Spools of Thread: A Kwanzaa Story, Angela Shelf Medearis
Aunt Harriet's Underground Railroad in the Sky, Faith Ringgold
Minty: A Story of Harriett Tubman, Alan Schroeder
And the Dish Ran Away With the Spoon, Janet Stevens and Susan Stevens Crummel
Girls Think of Everything: Stories of Ingenious Inventions, Catherine Thimmesh
Stringbean's Trip to the Shining Sea, Vera Williams

Sample Learning Activities

★ Describe various community workers and the services they perform.
★ List and discuss healthful behaviors.
★ Compare/contrast two poems.
★ Create a personal dictionary.
★ Read a book; retell the story in your own words.
★ Write explanation of main idea or moral of a selection.
★ Keep a list of books you have read in a reading log.
★ Locate points on a coordinate grid and name the points.
★ Given a set of objects, make a set that has more or less.
★ Find graphs in the newspaper, books, etc.; describe what the graph tells you.
★ Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones.
★ Classify objects according to their similarities.
★ Complete a fitness assessment.
★ Read for a variety of reasons (to find information or for fun).
★ Use the Internet to find and record information.
★ Observe and interpret visual data in historical photographs, paintings, drawings of people, places, and historical events.
★ Create a picture, collage, or diorama depicting rural, suburban, and urban communities.
★ Propose a plan for a festival to observe events in local history; identify special foods, decorations, music, games, and other activities appropriate to the occasion.
★ Interview children and adults from a variety of cultures to learn about their celebrations.
★ Write scripts on the importance of responsible participation in a specific local activity or project.
★ Create a Code of Conduct for your community; list expectations for behavior that would be fair to and benefit all people.
★ Create a big book or scrapbook about local history for young children; include sketches of people, buildings, monuments and other points of interest.
★ Use a calculator to add items in the grocery store.
★ Estimate and measure the length of items in your home such as a table, chair, your arm, a car, etc.; use inches, feet, yards, centimeters, meters.
★ Practice multiplication facts. Make up a story that matches a multiplication fact such as 4 x 6 = 24.

Music

The study of music is cumulative and sequential to include learning from the previous grade level. Learning at this level is primarily experiential. Focus areas include:

- developing appropriate expressive and technical vocal and instrumental practices.
- demonstrating increased pitch and rhythmic accuracy.
- reading and notating rhythmic and melodic patterns.
- identifying traditional symbols and terms and using appropriate terminology.
- developing skills in improvising, composing, and arranging music.
- developing listening, analyzing and evaluating skills.
- developing understanding of music in relation to history, culture and other content areas.
- showing respect for the efforts of others.

*Extended opportunities for the study of dance, foreign language and theatre are available at selected elementary magnet schools.

Related Books

Shake, Rattle, and Strum, Sara Corbett
Song and Dance Man, Karen Ackerman
I See the Rhythm, Toyomi Igus
Rum-a-tum-tum, Angela Shelf Medearis
The Piano, William Miller
Mysterious Thelonious, Christopher Raschka
Be a Friend: The Story of African American Music in Song, Words, and Pictures, Leotha Stanley

Art

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this level is on:

- research and personal interests.
- demonstrating ease in using a variety of media.
- use of space and balance in art.
- fables and myths, measurement, calligraphy, plants.
- differentiating between landscape, portrait, and still life.

Related Books

Draw 50…series, Lee Ames
Visiting the Art Museum, Laurie Krasny Brown and Marc Brown
Li'l Sis and Uncle Willie, Gwen Everett
A Pocketful of Poems, Nikki Grimes
Almost Famous Daisy!, Richard Kidd
I Spy a Lion: Animals in Art, Lucy Micklethwait
Hailstones and Halibut Bones, Mary O'Neill
Every Day is Earth Day: A Craft Book, Kathy Ross
Cherries and Cherry Pits, Vera Williams

Healthful Living Education

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students.

Major Emphases for Grades K – 3

The students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives.

The students will be able to demonstrate ways in which they can manage stress, be responsible for their own behaviors, cope with fear and embarrassment, deal with aggression and bullying, know safe practices, resolve disputes and respect the rights of others.

The students will know how and understand the value of being physically fit and the types of activities that contribute to total fitness. They will understand that choosing to be physically active is a conscious decision and personal choice that has health related benefits.

The students will be able to demonstrate fundamental motor skills, develop and refine creative movements, demonstrate manipulative skills, display appropriate behaviors during social situations, and express an enjoyment for movement experiences.

Related Books

Pigs on the Ball: Fun with Math and Sports, Amy Axelrod
Dinosaurs Alive and Well! A Guide to Good Health, Laurie Krasny Brown and Marc Brown
Hoops, Robert Burleigh
Teammates, Peter Golenbock
Sweets and Treats, Bobbye Goldstein S., compiler
Sports! Sports! Sports! A Poetry Collection, Lee Bennett Hopkins
Open Wide: Tooth School Inside, Laurie Keller
Alvin Ailey, Andrea Davis Pinkney
Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell
Cook-a-doodle-doo!, Janet Stevens
Casey at the Bat, Ernest Thayer

Character Traits

Building good character is an important part of every child's education and is a joint responsibility of home and school. In the Guilford County Schools, promoting ethical standards is an integral part of the learning process. The eight cornerstones of good character which parents and teachers are asked to teach and model are as follows:

Respect

- Showing high regard for self, other people, property and authority
- Understanding that all people have value
- Responding sensitively to the ideas of others without dismissing or degrading them

Caring-Compassion

- Treating others with compassion, generosity and friendship, recognizing that everyone feels hurt, confused and angry from time to time
- Seeking understanding and reconciliation with other members of a community in conflict

Responsibility

- Being dependable
- Carrying out obligations and having a sense of duty to fulfill tasks one has accepted
- Being accountable

Courage

- Attempting difficult things that are worthwhile
- Doing the right thing even when others do not
- Following your conscience rather than the crowd

Integrity

- Carrying out your responsibilities without claiming credit for someone else's work
- Willing to acknowledge wrongdoing
- Being truthful and trustworthy

Determination

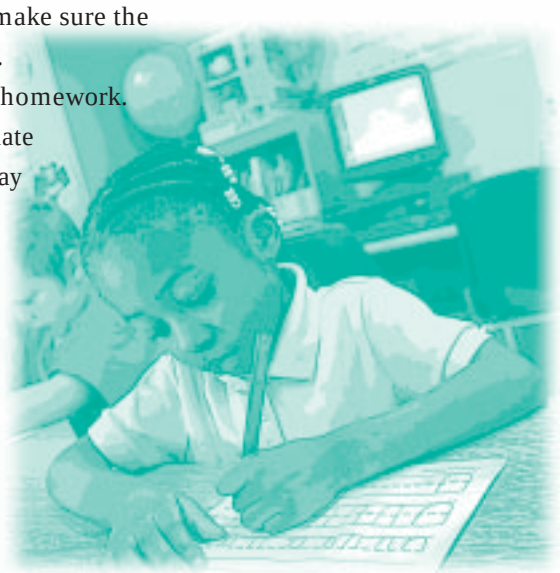
- Having perseverance and the inner strength to pursue goals
- Completing individual assignments and supporting others in their work

Self-Discipline

- Demonstrating hard work and commitment
- Improving yourself and restraining from inappropriate behavior
- Doing your best always

Giving

- Discovering that one of life's greatest satisfactions comes from giving to others
- Sharing through service
- Responding to the needs of others without expectation of reward

Creating Good Homework Habits

- Together with your child, schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day.
- Help your child choose an appropriate study location such as a quiet corner, a desk or a comfortable chair.
- Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).
- Ask your child to describe the assignment before beginning and later show you the completed work or summarize what he/she learned.
- Encourage your child to work on his/her own, but say that you are available for help.
- If your child does need help, look over the material before you begin so you are familiar with the assignment.
- Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.
- If your child becomes frustrated, put away the assignment for a while.
- Be available to check work and make sure the assignment has been completed.
- Praise your child for completing homework.
- When possible, help your child relate homework assignments to everyday life skills.
- In general, be encouraging and supportive. Your attitudes are contagious.