



# Partners in LEARNING

GUILFORD COUNTY SCHOOLS

2007 - 2008

Dear Parent/Guardian:

We welcome your child to fourth grade and a successful school year. This brochure provides an overview of what will be taught this year in each subject area. There are also sample learning activities and developmental characteristics for this age group as well as suggested reading. We hope you will find this information helpful as you work with your child at home to reinforce the concepts taught at this grade level.

Parents have a key role in their child's success as we focus on improving student achievement, preparing for the fourth grade writing test and anticipating the fifth grade gateway. You will be informed about the statewide accountability standards by your school and may also access this information on Guilford County Schools' web site at [www.gcsnc.com](http://www.gcsnc.com). In addition, please monitor your child's progress through interim reports, teacher conferences and by talking daily about what is happening at school. Also, carefully review report cards, test results and work folders, and communicate frequently with your child's teacher.

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 nine to eleven, in grades four and five, are similar in the ways they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for nine-year-olds are as follows:

### Physical

- Is active
- Has growth spurt
- Has increasing strength
- Has gradual increase in speed and accuracy
- Has better control of body
- Moves with more grace and skill
- Develops skill in use of small muscles
- If a girl, is taller and heavier than a boy

### Social/Emotional

- Interacts energetically with others
- Has increased ability to work in groups
- Has stable sense of identity
- Compares self to others
- Has wide mood swings
- Has sense of fairness
- Has beginnings of conscience
- Assumes responsibility
- Has difficulty finishing tasks, but feels need to complete
- Becomes more independent, self-motivated
- Values friendships

### Mental

- Listens well, wants to discuss
- Displays good concentration, less distractibility
- Classifies by two properties
- Continues to use firsthand experiences to know things
- Enjoys jokes, riddles, puns, language play
- Has increasing short-term memory
- Bases reasoning on direct observation
- Solves problems by trial and error



## Information Skills (Media)

- Values reading as a major source of information
- Recognizes and defines major literary genres
- Explores resources and formats for reading, listening and viewing
- Uses atlases and almanacs
- Explains the characteristics of award-winning books
- Demonstrates note-taking skills
- Credits print, nonprint and electronic sources of information
- Uses charts and graphs to organize and/or find information
- Selects appropriate materials for particular purposes
- Presents information in a variety of formats
- Collaborates with others to identify information problems
- Follows acceptable use policy for electronic resources
- Respects library resources, facilities and personnel

### Favorite Authors and Poets of Fourth Graders

Arnosky, Jim (Drawing Series)  
Byars, Betsy (The Blossoms and Bingo Brown Series)  
Chase, Richard  
Clements, Andrew  
Danziger, Paula (Amber Brown Series)  
Fritz, Jean (American History Series)  
Gilson, Jamie  
Heller, Ruth (Parts of Speech Series)  
Houston, Gloria  
McKissack, Patricia  
Naylor, Phyllis Reynolds  
Polacco, Patricia  
Prelutsky, Jack  
Sachar, Louis  
San Souci, Robert D.  
Sobol, Donald (Encyclopedia Brown Series)  
Weatherford, Carole Boston  
Wright, Betty Ren

## Reading

- Uses word identification strategies appropriately and automatically when reading unknown words
- Infers word meaning from taught roots, prefixes, and suffixes to decode words in text to comprehend
- Increases reading and writing vocabulary by participating in reading and writing experiences and activities
- Uses word reference materials (glossary, dictionary, and thesaurus) to identify and understand unknown words
- Reads independently daily for at least 30 minutes from self-selected materials
- Uses thinking strategies to comprehend text and clarify meaning of vocabulary (rereads the text, consults other sources, asks for help, paraphrases, questions)
- Interacts with the text before, during, and after reading, listening, and viewing
- Reads a variety of texts
- Identifies and interprets elements of fiction and nonfiction by referencing the text to determine plot, theme, main idea, supporting details, and author's choice of words
- Makes inferences, draws conclusions, makes generalizations and supports by referencing the texts
- Summarizes major points from fiction and nonfiction
- Determines usefulness of information and ideas
- Verifies the meaning or accuracy of the author's statements by referencing the text or other sources
- Listens actively by asking questions, paraphrasing and interpreting the speaker's messages, and evaluating purposes
- Responds to a variety of texts by analyzing, examining, identifying, and considering a situation or problem from different characters' points of view
- Analyzes characters, events, and plots and cites supporting evidence
- Considers how language and visuals create characters, enhance plot development, and produce a response
- Synthesizes information from two or more sources to expand understanding of text
- Conducts research for assigned or self-selected projects (with assistance)
- Reads aloud grade-level-appropriate text with fluency, comprehension, and expression
- Uses oral and written language for presentations
- Makes oral and written presentations using visual aids
- Shares self-selected texts from a variety of genres



### Favorite Books of Fourth Graders

*Tales of a Fourth Grade Nothing,*

Judy Blume

*The First Strawberries,* Joseph Bruchac

*Ashley Bryan's ABC of African American Poetry,* Ashley Bryan

*Queenie Peevy,* Robert Burch

*The Moon and I; The Summer of the Swans,* Betsy Byars

*The Jack Tales,* Richard Chase

*Love that Dog!,* Sharon Creech

*James and the Giant Peach,* Roald Dahl

*Jack and the Animals,* Donald Davis

*Sing a Song of Popcorn: Every Child's Book of Poems,* Beatrice De Regniers, editor

*Because of Winn-Dixie,* Kate DiCamillo

*Meet Danitra Brown,* Nikki Grimes

*The Legend of the White Doe; Moss Gown,* William Hooks

*Sweet Clara and the Freedom Quilt,* Deborah Hopkinson

*Little Jim,* Gloria Houston

*Bunnica,* James Howe

*Fearless Jack,* John Paul Johnson

*Salt in His Shoes,* Deloris Jordan

*The Dinosaurs of Waterhouse,* Barbara Kerley Hawkins

*Shiloh,* Phyllis Reynolds Naylor

*It's Raining Pigs and Noodles,* Jack Prelutsky

*Corn-fed,* James Stevenson

*A Taste of Blackberries,* Doris Buchanan

*An Appalachian Mother Goose,* James Still

*Front Porch Stories at the One Room School,* Eleanora Tate

*If I Were in Charge of the World and Other Worries: Poems for Children and Their Parents,* Judith Viorst

*All the Small Poems & Fourteen More,* Valerie Worth

## Writing

- Shares writing with others
- Gives reasons for feelings expressed in writing
- Uses prewriting strategies, including graphic organizers
- Creates from personal background
- Explains reasons for choice of best writing
- Evaluates writing with a rubric
- Composes a draft that conveys major ideas and maintains focus on the topic with specific details
- Revises for word choice, sequence of events, transitional words, and sentence patterns
- Uses a personal handwriting style
- Understands writing process
- Uses order and logic to improve writing
- Combines sentences in different ways
- Edits own writing for mistakes and/or improvements, alone and with others
- Gives appropriate feedback for writing of others
- Writes stories, informational, and practical materials
- Uses more than one character and/or action
- Writes imaginary and personal stories with a logical order
- Writing has a smooth flow, is logical, is organized, and is coherent
- Writing has enough related detail to support a conclusion
- Writes about an event experienced, read about, or heard about
- Evaluates self-growth in a written log
- Gives the main information about a subject in a written log
- Writes about a wide range of subjects
- Includes the main idea and detail in descriptions; elaborates effectively
- 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

- Defines and discusses the meaning of self-concept
- Describes how understanding differences among people helps one understand her/himself
- Describes workers in terms of the work performed
- Evaluates the importance of familiar jobs in the community
- Develops effective interpersonal relationships
- Shows understanding of self-discipline and responsibility as important characteristics of citizenship
- Defines her/his own citizenship responsibilities within family, school and community
- Distinguishes between fact and opinion



### Related Books

*DeShawn Days*, R. Gregory Christie  
*The Technology Book for Girls and Other Advanced Beings*, Trudee Romanek

## Advanced Learner Program

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

Beginning in third grade, students can be found eligible to receive differentiated advanced learner services. Since students may have varying levels of need—*Moderate*, *Strong*, *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 in these areas. Additionally, differentiated activities in science and/or social studies are either integrated into the 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 rational numbers 0.01 through 99,999
- Connect model, number word, and number using a variety of representations
- Build understanding of place value (hundreths through ten thousands)
- Compare and order rational numbers
- Make estimates of rational numbers in appropriate situations
- Develop fluency with multiplication and division
- Two-digit by two-digit multiplication (larger numbers with calculator)
- Up to three-digit by two-digit division (larger number with calculator)
- Strategies for multiplying and dividing numbers
- Estimation of products and quotients in appropriate situations
- Relationships between operations
- Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds sixths, twelfths, fifths, tenths, hundredths, and mixed numbers
- Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths
- Develop and analyze strategies for adding and subtracting numbers
- Estimate sums and differences
- Judge the reasonableness of solutions
- Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil

## Measurement

- Develop strategies to determine the area of rectangles and the perimeter of plane figures
- Solve problems involving perimeter of plane figures and areas of rectangles

## Geometry

- Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant
- Describe the relative position of lines using concepts of parallelism and perpendicularity
- Identify, predict, and describe the results of transformations of plane figures through reflections, translations, and rotations

## Data Analysis & Probability

- Collect, organize, analyze, and display data (including line graphs, bar graphs and circle graphs and stem and leaf plots) to solve problems
- Describe the distribution of data using media range and mode
- Solve problems by comparing two sets of related data
- Design experiments and list all possible outcomes and probabilities for an event

## Algebra

- Identify, describe, and generalize relationships in which quantities change proportionally
- Identify, describe, and generalize relationships in which change in one quantity relates to change in a second quantity
- Translate among symbolic, numeric, verbal, and pictorial representations of number relationships
- Verify mathematical relationships using models, words, and numbers
- Verify mathematical relationships using order of operations and the identity, commutative, associative, and distributive properties



## Related Books

- Easy Math Puzzles*, David Adler  
*The Quiltmaker's Gift*, Jeff Brumbeau  
*Cloak for a Dreamer*, Aileen Friedman  
*Marvelous Math: A Book of Poems*, Lee Bennett Hopkins, selector  
*Measuring Penny*, Loreen Leedy  
*Ten Times Better*, Richard Michelson  
*Sir Cumference and the First Round Table*, Cindy Neuschwander  
*Sideways Arithmetic from the Wayside School*, Louis Sachar  
*Math Curse*, Jon Scieszka  
*The Grapes of Math: Mind-Stretching Math Riddles*, Greg Tang  
*Can You Count to a Googol?*, Robert E. Wells  
*The Math Book for Girls and Other Beings Who Count*, Valerie Wyatt

## Science

### Animal Behavior and Adaptation

- Illustrates differences of individuals within a species and discusses advantages and disadvantages of this variation
- Analyzes how all living and nonliving things affect the life of animals:
  - Other animals
  - Plants
  - Climate
  - Weather
- Explains how animal behaviors and body structures help animals survive in a particular habitat
- Explains how humans and other animals adapt to live in changing habitats



### Related Books

*Animals in Winter*, Henrietta Bancroft and Richard VanGelder  
*The Mixed-Up Chameleon*, Eric Carle  
*What Color is Camouflage?*, Carolyn Otto  
*Tough Beginnings*, Marilyn Singer

### Composition and Uses of Rocks and Minerals

- Describes how a mineral is different from a rock
- Analyzes the mineral composition of rocks
- Shows that different rocks have different properties
- Recognizes the uses of rocks and minerals
- Classifies rocks using student-devised rules
- Identifies different rocks and minerals in North Carolina; explains their role in distinguishing geologic regions



### Related Books

*Let's Go Rock Collecting*, Roma Gans  
*Rocks in His Head*, Carol Otis Hurst

### Electricity and Magnetism

- Investigates the push and pull force of magnets on iron and other magnets
- Demonstrates how magnetism can be used to generate electricity
- Designs an electric circuit as a closed pathway with an energy source, energy receiver, and energy conductor
- Explains how magnetism is related to electricity
- Illustrates the parts of a light bulb
- Identifies materials that are conductors and nonconductors of electricity
- Examines the characteristics of parallel and series circuits
- Investigates the ability of electric circuits to produce light, heat, sound, and magnetic effects
- Recognizes lightning as an electrical discharge and demonstrates proper safety behavior when lightning occurs



### Related Books

*Electricity*, Mark W. Bailey  
*Switch On, Switch Off*, Melvin Berger

### Nutrition and Digestion

- Explains why organisms require energy to live and grow.
- Demonstrates how calories can be used to compare the energy of different foods
- Illustrates how foods provide energy and nutrients for living organisms
- Identifies starches and sugars as carbohydrates



### Related Books

*Clocks and How They Go*, Gail Gibbons  
*Bicycle Book*, Gail Gibbons  
*Locks and Keys*, Gail Gibbons  
*How a House is Built*, Gail Gibbons

### Other Related Books:

*Insectlopedia*, Douglas Florian  
*Exploring the Deep Dark Sea*, Gail Gibbons  
*Flicker Flash: Poems*, Joan Bransfield Graham  
*The Top of the World: Climbing Mount Everest*, Steve Jenkins  
*A Circle of Seasons*, Myra Cohn Livingston  
*Water Dance*, Thomas Locker  
*Brown Angels: An Album of Pictures and Verse*, Walter Dean Myers  
*Dear Benjamin Banneker*, Andrea Davis Pinkney  
*Cave*, Diane Siebert  
*Animal Fact/Animal Fable*, Seymour Simon  
*Tops and Bottoms*, Janet Stevens  
*A Child's Calendar*, John Updike  
*A Drop of Water*, Walter Wick

## Computer/Technology Skills

- Identifies the ways in which technology has changed the lives of people in North Carolina
- Identifies and understands the differences between non-networked and networked computers
- Identifies violations of the Copyright Law
- Identifies the need for Acceptable Use Policies (AUP)
- Defines the parts of a database
- Develops a simple database and enters and edits information as a class activity
- Searches and sorts prepared databases for information to use in classroom projects
- Uses technology tools to collect, analyze and display data
- Defines spreadsheet terms
- Enters data into a prepared spreadsheet to perform calculations and recognizes the changes that occur (+, -, \*, /)
- Creates a table/graph from spreadsheet data
- Practices proper keyboarding techniques for upper and lower case letters
- Recognizes word processing terms and functions
- Edits a word processing file to make indicated corrections
- Creates, formats, saves and prints a word processed document
- Recognizes the correct use of copyrighted materials in multimedia products
- Creates and modifies a multimedia project and cites sources of copyrighted material
- Uses e-mail as a means of communication
- Uses search strategies to locate information electronically
- Evaluates information found via telecommunications for content and usefulness

## Social Studies

- Analyzes the characteristics of the people of North Carolina
- Identifies, locates and describes ways of living of the major Native-American groups in North Carolina, past and present
- Describes the origins and characteristics of major groups that settled in North Carolina and assesses their influence on North Carolina customs
- Analyzes similarities and differences among North Carolina's people, past and present
- Describes traditional art forms in North Carolina
- Locates major physical features and suggests the influence of location on life in North Carolina
- Locates in absolute and relative terms major landforms, bodies of water, and natural resources in North Carolina
- Describes and compares the major physical and cultural characteristics of regions within North Carolina
- Evaluates the importance of regional differences in North Carolina
- Explains how North Carolinians in the past used, modified or adapted to the physical environment
- Analyzes causes and consequences of the misuse of the physical environment and proposes alternatives
- Identifies major government authorities at the local, state and national levels; knows how they are selected and states their general areas of responsibility
- Analyzes relationships among local, state and national governments
- Explains the relationship between unlimited wants and limited resources
- Traces developments in North Carolina history and describes their impact on the lives of people today
- Identifies people, symbols and events associated with North Carolina's heritage



## Related Books

*The Night Has Ears: African Proverbs*, Ashley Bryan  
*The Wright Brothers*, Russell Freedman  
*Beacons of Light*, Gail Gibbons  
*Mountain Jack Tales*, Gail Haley  
*When Jessie Came Across the Sea*, Amy Hest  
*Taking Flight: The Story of the Wright Brothers*, Stephen Krensky  
*Freedom Like Sunlight: Praisesongs for Black Americans*, J. Patrick Lewis  
*Uncle Jed's Barbershop*, Margaree King Mitchell  
*Back Home*, Gloria Jean Pinkney  
*If the World Were a Village*, David J. Smith  
*Girls Think of Everything: Stories of Ingenious Inventions*, Catherine Thimmesh  
*An Island Scrapbook: Dawn to Dusk on a Barrier Island*, Virginia Wright-Frierson

## Sample Learning Activities

- ★ Use the Internet to find and record information.
- ★ Create a travel brochure of places of interest in North Carolina.
- ★ Use maps of North Carolina and the United States to identify mountains, bodies of water and major cities.
- ★ List and discuss renewable and nonrenewable resources.
- ★ Choose the best tools to measure your height, weight and temperature. Measure objects in your home.
- ★ Show ways that heat moves.
- ★ Given a series of pictures (or cartoons), put them in a logical sequence.
- ★ Create a personal dictionary.
- ★ Read a book. Retell the story in your own words.
- ★ Keep a list of books you have read in a reading log.
- ★ Use two straws to demonstrate parallel, perpendicular and intersecting lines.
- ★ Demonstrate and explain why  $325$  is the same as  $200 + 125$ ;  $32$  tens  $5$  ones;  $300 + 20 + 5$ ;  $3$  hundreds  $2$  tens  $5$  ones.
- ★ Measure objects to find their length using customary and metric units.
- ★ Use mental math skills to approximate answers such as, "What number could be added to  $250$  so the sum is  $450$ ?"
- ★ Find the next number in a sequence, such as  $6, 12, 18, 24, \dots$ .
- ★ After doing research on a problem in North Carolina, create a bumper sticker or button that encourages a solution.
- ★ View or read about examples of drama, music and other arts in North Carolina.
- ★ Create graphs showing the growing diversity of cultural groups in North Carolina over the past century.
- ★ Develop a directory that identifies community service projects in which students may participate, such as Crop Walk.
- ★ When making brownies, cookies or pizza, divide them into fractional parts.

## Music

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

- developing appropriate expressive and technical vocal and instrumental practices.
- demonstrating 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  
*I See the Rhythm*, Toyomi Igus  
*The Story of the Incredible Orchestra: An Introduction to Musical Instruments and the Symphony Orchestra*, Bruce Koscielniak  
*Lives of the Musicians: Good Times, Bad Times (and what the neighbors thought)*, Kathleen Krull  
*Duke Ellington*, Andrea Davis Pinkney  
*The Sound That Jazz Makes*, Carole Boston Weatherford

## 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:

- the ability to organize and sequence.
- incorporating multi-step processes.
- value (the lightness and darkness of a color).
- North Carolina history, animals, symmetry, narrative writing.
- exploring the art of North Carolina.
- recognizing the styles of individual artists.
- comparing and contrasting art movements.



### Related Books

- Drawing from Nature*, Jim Arnosky  
*Talking with the Artists, Vols. I, II and III* Patricia Cummings  
*26 Fairmont Avenue*, Tomie DePaola  
*Talking Walls*, Margy B. Knight  
*The Picture That Mom Drew*, Kathy Mallat and Bruce McMillan  
*Candy Corn: Poems*, James Stevenson

## 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 4 – 5

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 proper exercise, eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will become aware of healthful behaviors in regard to use of bicycle helmets, exercising caution as a pedestrian or bike rider, and refusing to be involved in substance abuse.

The students will be able to demonstrate means of managing their own behaviors in regard to impulsiveness, dealing with strong feelings, arguing, and adapting to changing relationships, friendships and self.

The students will be able to state rational counter arguments to pressure to use drugs, alcohol or tobacco; explain the dangers of various substances, evaluate the reliability of health information sources, provide first aid for choking victims, describe patterns of normal development associated with puberty, and analyze advertising for health-related products.

The students will be able to describe and demonstrate activities that enhance health-related fitness, demonstrate a variety of flexibility, strength and endurance exercises; demonstrate the ability to use the appropriate intensity and state the guidelines for developing cardiovascular fitness; understand basic nutrition and fitness concepts, and demonstrate an appropriate level of personal fitness.

The students will develop and demonstrate respect for individual differences in physical activity settings, practice acceptable social behaviors, develop and refine their ability to demonstrate safe balance and weight transfer skills, perform mixer and couple dances, and create dance and gymnastic routines. Students will use critical elements to improve personal performance and provide feedback to others in fundamental and selected motor skills.



### Related Books

- Eats*, Arnold Adoff  
*Honest Pretzels and 64 Other Amazing Recipes for Cooks Ages 8 & Up*, Mollie Katzen  
*What You Never Knew about Fingers, Forks and Chopsticks*, Patricia Lauber  
*Play Like a Girl: A Celebration of Women in Sports*, Sue Macy and Jane Gottesman, Editors  
*Peppers, Popcorn, and Pizza: The Science of Food*, Celeste Peters  
*Fat Men from Space*, Daniel Pinkwater  
*Yo Yos*, Ingrid Roper  
*Tallchief: America's Prima Ballerina*, Maria Tallchief with Rosemary Wells  
*Street Rhymes Around the World*, Jane Yolen

## 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 do their 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 or she learned.
- Encourage your child to work on his or 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.

