Partners in LEARNING

5

GUILFORD COUNTY SCHOOLS 2007 - 2008

Dear Parent/Guardian:

We welcome your child to a successful fifth grade 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.

All fifth graders must demonstrate grade level proficiency by scoring at Level III or above on state end-of-grade tests in reading and math in order to be promoted. Fifth graders must also score at or above proficiency level on the fourth grade writing assessment. 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.

Parents play a key role in their child's school success as we focus on improving achievement for all students. Please be involved by monitoring progress through interim reports, teacher conferences and having daily conversations with your child about schoolwork. Also, 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 career.

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 that they learn. They learn by doing, experiencing, and using their senses. Some general characteristics for ten-year-olds are as follows:

Physical

- Has growth spurts
- Is restless, active
- Is more aware of sex differences
- If a girl, she is maturing sexually
- Has more physical control; is faster, stronger
- Has a tremendous appetite
- Is interested in joining teams and clubs

Social/Emotional

- Is able to see others' point-of-view
- Is becoming more independent, still needs supervision and direction
- Is well adjusted
- Values friendships
- Has strict ethical sense
- Is sensitive to criticism, ridicule
- Needs to belong
- Establishes same-sex cliques
- Knows right from wrong
- Has tension outlets, including fingernail biting or playing with hair

Mental

- Is interested in history
- Has wide-ranging curiosity
- Thinks more abstractly
- Stores knowledge as symbols
- Knows more than can put into words
- Enjoys showing language mastery
- Understands that language can persuade and deceive
- Uses induction and deduction
- May lose creativity as pressure to perform increases
- Develops understanding of relationship of time, space and distance

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

Information Skills (Media)

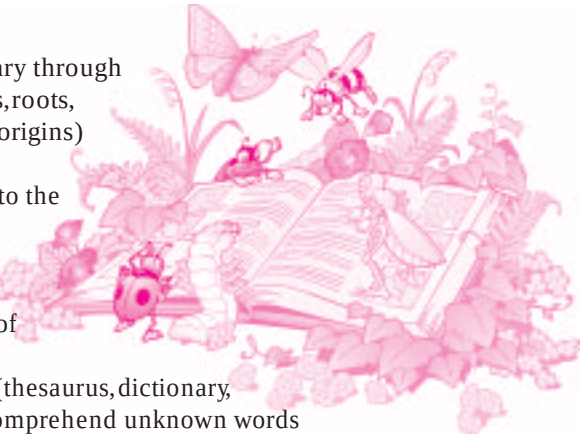
- Selects resources for pleasure, interest and information
- Reads a variety of materials and formats
- Explains the characteristics of award-winning books
- Compares different sources of information
- Compares and contrasts authors, illustrators, genres and styles
- Applies a research process
- Selects appropriate reference sources
- Uses online reference sources
- Performs keyword searches
- Creates bibliographies
- Credits sources of information
- Produces media in a variety of formats
- Follows acceptable use guidelines in accessing information
- Applies fair use copyright guidelines
- Relates cultural similarities and differences to life experiences
- Respects library resources, facilities and personnel

Favorite Authors and Poets of Fifth Graders

Alexander, Lloyd
Cooper, Susan
Fritz, Jean (Biography Series)
Hamilton, Virginia
L'Engle, Madeleine
Lewis, C. S.
Lowry, Lois
Martin, Ann
McKissack, Patricia
Naylor, Phyllis Reynolds
Paterson, Katherine
Paulsen, Gary
Prelutsky, Jack
Rowling, J.K.
Silverstein, Shel
Simon, Seymour
Taylor, Mildred
Wilder, Laura Ingalls

LANGUAGE ARTS

Reading



- Expands and refines vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (origins) to assist comprehension
- Selects key vocabulary critical to the text and applies meaning for comprehension
- Increases reading and writing vocabulary through a variety of reading and discussions
- Uses word reference materials (thesaurus, dictionary, glossary, etc.) to identify and comprehend unknown words
- Reads independently daily for at least 30 minutes from self-selected materials
- Uses strategies independently and flexibly to monitor comprehension and extend vocabulary
- Interacts with the text before, during, and after reading, listening, and viewing
- Reads a variety of texts
- Identifies elements of fiction and nonfiction and supports by referencing the text
- Evaluates inferences, conclusions, and generalizations and provides evidence by referencing the text(s)
- Analyzes choice of reading material
- Evaluates the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics
- Explains and evaluates relationships that are causal, temporal, and problem-solution
- Listens actively and critically
- Identifies strategies used by a speaker or writer to inform, entertain, or influence an audience
- Responds to fiction, nonfiction, poetry, and drama by analyzing word choice and content, examining reasons for a character's actions, creating and presenting a product that effectively demonstrates a personal response, and considering alternative perspectives
- Recognizes similarities and differences between texts based on a common lesson, theme or message
- Justifies evaluation of characters and events by citing evidence in the text(s)
- Integrates main idea and supporting details from multiple sources to expand understanding of texts
- Conducts research (with assistance) from a variety of sources
- Makes informed judgments about bias, propaganda, stereotyping, and media techniques
- Reads aloud grade-level appropriate text with fluency, comprehension, and expression
- Uses oral and written language to express feelings, opinions, and ideas
- Uses planning and preparation to make oral and written presentations
- Selects a self-evaluated composition for publication

Favorite Books of Fifth Graders

Tuck Everlasting, Natalie Babbitt
Smoky Night, Eve Bunting
Dear Mr. Henshaw, Beverly Cleary
Sadako and the Thousand Paper Cranes, Eleanor Coerr
Bud Not Buddy, Christopher Paul
Julie of the Wolves, Jean Craighead George
Freedom's Fruit, William Hooks
Miss Alaineous: A Vocabulary Disaster, Debra Frasier
All the Way Home, Patricia Reilly Giff
Many Thousand Gone: African Americans from Slavery to Freedom, Virginia Hamilton
Boston Jane, Jennifer L. Holm
Across Five Aprils, Irene Hunt
A Poke in the I, Paul Janezko
A Wrinkle in Time, Madeleine L'Engle
Number the Stars, Lois Lowry
Anne of Green Gables, Maud Montgomery
Hatchet, Gary Paulsen
Pink and Say, Patricia Polacco
A Pizza the Size of the Sun, Jack Prelutsky
Holes, Louis Sachar
The Faithful Friend, Robert San Souci
Squids Will Be Squids: Fresh Morals, Beastly Fables, Jon Scieszka and Lane Smith

Writing

- Experiences modeling of good literature
- Compares personal experiences with peers
- Expresses opinions about peer topics
- Uses a variety of preliminary strategies to plan and organize writing and speaking
- Revises paragraphs for meaning
- Uses concrete images, and vivid descriptions in poetry and prose
- Uses vocabulary from reading and discussion
- Consults sources to improve/enhance writing
- Varies letters, print styles, and fonts
- Writes literary, informational and practical texts, alone and with teacher support
- Completes personal information forms
- Writes and distinguishes between formal letters, social letters, and invitations
- Uses multiple characters and episodes, alone and with teacher support
- Assesses own performance
- Questions new information in writing log
- Reflects on reading in writing log
- Expresses main idea/uses details in writing log
- Writes descriptions providing overall view
- Writes using a coherent, logical and organized structure
- Uses prewriting strategies including graphic organizers
- Edits for grammar, language conventions, and format
- Spells most commonly used words correctly
- Produces work that follows the conventions of particular genres
- Evaluates writing using rubrics
- 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
- Demonstrates the influencing factors in developing as a unique person
- Evaluates the way that familiar jobs contribute to the needs of society
- Compares her/his school interests and skills to familiar jobs
- Evaluates the way use of leisure time contributes to the development of job skills
- Demonstrates competencies and skills for interacting with others
- Demonstrates an awareness that all persons have the need to belong and be accepted by others
- Describes how success and failure are a normal part of life and learning
- Discusses the meaning of lifelong learning

Advanced Learner Program

Advanced Learners are described as students who demonstrate remarkably high levels of accomplishment when 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 can be found to 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 found eligible at the *Strong* level or above in these areas. Additionally, differentiated activities in Science and/or Social Studies are provided through appropriate instructional strategies within the regular classroom or through special programs.

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 0.001 through 999,999
- Connect model, number word, and number using a variety of representations
- Build understanding of place value (thousandths through hundred thousands)
- Compare and order rational numbers
- Make estimates of rational numbers in appropriate situations
- Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths, thirds sixths, twelfths, fifths, tenths, hundredths, thousandths, and mixed numbers)
- 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

- Estimate the measure of an object in on system given the measure of that object in another system
- Identify, estimate, and measure the angles of plane figures using appropriate tools

Geometry

- Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons
- Make and test conjectures about polygons involving
  - Sum of the measures of interior angles
  - Lengths of sides and diagonals
  - Parallelism and perpendicularity of sides and diagonals
- Classify plane figures according to type of symmetry (line, rotational)
- Solve problems involving the properties of triangles, quadrilaterals, and other polygons
  - Sum of the measures of interiors angles
  - Lengths of sides and diagonals
  - Parallelism and perpendicularity of sides and diagonals

Data Analysis & Probability

- Collect, organize, analyze, and display data (including stem-and-lead plots) to solves problems
- Compare and contrast different representations of the same data; discuss the effectiveness of each representation
- Solve problems with data from a single set or multiple sets of data using median, range, and mode

Algebra

- Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols
- Use algebraic expressions, patterns, and one step equations and inequalities to solve problems
- Identify, describe, and analyze situations with constant or varying rates of change

Related Books

Calculator Riddles, David Adler
Anno's Math Games, I, II, III, Mitsumasa Anno
Midnight Math: Twelve Terrific Math Games, Peter Ledwon and Marilyn Mets
Sideways Arithmetic from Wayside School, Louis Sachar
Math Curse, Jon Sciezka
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

Interdependence of Plants and Animals

- Compares several common ecosystems
- Identifies the functions of organisms within the population of the ecosystem: producers, consumers, and decomposers
- Evaluates the variety of organisms an ecosystem can support
- Determines the role of light, temperature, and soil composition in an ecosystem's capacity to support life
- Evaluates ways that humans affect ecosystems:
  - Habitat reduction due to development
  - Pollutants
  - Increased nutrients
- Determines how materials are recycled in nature.

Related Books

Falcons Nest on Skyscrapers, Priscilla Betz Jenkins
This Is the Sea That Feeds Us, Robert F. Baldwin
One Day in the Tropical Rain Forest, Jean C. George
Who Eats What?: Food Chains and Food Webs, Patricia Lauder
Animals Nobody Loves, Seymour Simon

Forces and Motion

- Analyzes the motion of an object by following and measuring its position over time
- Evaluates how push/pull forces can change the position and motion of an object
- Explains that energy is needed to make machines move
  - Moving air
  - Gravity
- Observes that an unbalanced force is needed to move an object or change its direction
- Determine factors that affect motion including:
  - Force
  - Friction
  - Inertia
  - Momentum
- Uses a model to solve a mechanical design problem
- Examines how people use simple machines to solve problems

Related Books

Little Factory, Byron Barton
Heat and Energy, Bobbi Searle

Landforms

- Describes forces that cause change in landforms over time, including:
  - Water and ice
  - Wind
  - Gravity
- Explains the role of the water cycle and how water shapes landforms
- Relates erosion to its importance in forming:
  - Canyons
  - Valleys
  - Meanders
  - Tributaries
- Relates deposition (of eroded material) to its importance in establishing deltas and flood plains
- Examines how the flow of water and the slope of the land affect erosion
- Uses models, maps, and aerial photographs as representations of landforms
- Describes the local human influence on erosion and deposition by clearing land, planting vegetation, and building dams

Related Books

Follow the Water from Brook to Ocean, Arthur Dorros
How Mountains Are Made, Kathleen Zoehfeld
Caves and Caverns, Gail Gibbons
Geography from A to Z, Jack Knowlton

Weather and climate

- Investigates water cycle processes:
  - Evaporation
  - Condensation
  - Precipitation
  - Run-off
- Determines how weather patterns affect:
  - Temperature
  - Wind direction and speed
  - Precipitation
  - Cloud cover
- Air pressure
- Examines the formation of clouds
- Relates global atmospheric movement patterns to local weather
- Compiles weather data to establish a record and determine trends
- Determines the influence of geography on weather and climate:
  - Mountains
  - Sea Breezes
  - Bodies of water

Related Books

Weather Explained, Derek Elsom
Looking at Clouds, Susan Ring
Flash, Crash, Rumble and Roll, Franklyn Branley
Tornado, Betsy Byars
The Weather Sky, Bruce McMillan

Other Related Books:

Mammalabilia, Douglas Florian
Climate Crisis, Nigel Hawkes
The Top of the World: Climbing Mount Everest, Steve Jenkins
An Old Shell: Poems of the Galapagos, Tony Johnston
Cloud Dance, Thomas Locker
The Snake Scientist, Sy Montgomery
Bats! Strange and Wonderful, Laurence Pringle
Wildflowers Around the Year, Hope Ryden
A Drop of Water, Walter Wick

Computer/Technology Skills

- Recognizes the influence of technology on life in the United States
- Recognizes the need for protection of software and hardware from computer viruses and vandalism
- Describes the use of Acceptable Use Policy (AUP)
- Explains the differences between a non-networked and networked computer
- Creates/modifies an electronic database
- Searches and sorts information using one criterion
- Adds and deletes records in a database
- Creates a product using information located in a database
- Evaluates accuracy, credibility, validity of data in a database
- Selects search strategies to obtain information
- Uses technology tools to collect, analyze and display data
- Creates/modifies and uses spreadsheets to perform calculations (+,-,*,/)
- Selects the most appropriate graph to display data and states reason
- Uses keyboarding skills to improve speed and accuracy
- Uses a word processing application to create/format a document
- Creates a multimedia presentation citing sources of copyrighted material
- Participates in curriculum-based telecommunications projects as a class activity
- Evaluates information found via telecommunications for appropriateness, content and usefulness

Social Studies

- Describes similarities and differences among the people of the United States, Canada and Latin America
- Assesses the influence of major religions, ethical beliefs and aesthetic values on life in the United States, Canada and Latin America
- Describes evolving art forms and aesthetic values and assesses their influence on life in the United States, Canada, and Latin America
- Analyzes economic, social and political situations which involve ethical and moral dilemmas
- Locates major physical features and suggests the influence of location on life in the Western Hemisphere
- Describes the absolute and relative location of major landforms, bodies of water and natural resources in the United States, Canada and Latin America
- Assesses the significance of physical and cultural characteristics of regions within the Western Hemisphere
- Defines region and identifies various regions within the Western Hemisphere
- Evaluates ways the people of the Western Hemisphere use, modify and adapt to the physical environment
- Analyzes causes and consequences of the misuse of the physical environment and proposes alternatives
- Evaluates the significance of the movement of people, goods and ideas from place to place
- Compares ways in which people, goods and ideas moved in the past in the United States, Canada and Latin America with their movement today
- Examines the relationship of the United States, Canada and Latin America to other nations and to world affairs
- Explains how the world is organized politically
- Explains how nation-states interact with each other
- Identifies the role of major international organizations
- Identifies the three levels of government in the United States and describes their legislative, executive and judicial functions
- Compares forms of government in the United States, Canada and Latin American nations and explains how and why they have changed over time
- Categorizes economic resources found in the United States, Canada and Latin America as human, natural or capital
- Analyzes the effects of the unequal distribution of natural resources
- Describes the characteristics of economies in the United States, Canada and Latin America and how they have changed over time
- Analyzes economic relationships in the Western Hemisphere
- Describes ways in which the economy of the United States, Canada and Latin America are interdependent
- Analyzes causes and effects of increasing international economic interdependence

- Traces developments in the history of the United States, Canada and Latin America and assesses their impact on the lives of people today
- Identifies people, symbols and events associated with the heritage of the United States, Canada and Latin America
- Traces an economic, political or social development through the history of the United States, Canada or Latin America and judges its impact on society

Related Books

Navajo: Visions and Voices Across the Mesa, Shonto Begay
The Great Kapok Tree, Lynne Cherry
A is for the Americas, Cynthia Chin-Lee and Terri de la Pena
Building a New Land: African Americans in Colonial America, James Haskins and Kathleen Benson
My America: A Poetry Atlas of the United States, Lee Bennett Hopkins, editor
Journey to the River Sea, Eva Ibbotson
Gold Fever, Verla Kay
The Scrambled States of America, Laurie Keller
I Have a Dream, Martin Luther King, Jr.
Journeys in Time; Places in Time, Elspeth Leacock
The Cod's Tale, Mark Kurlansky
Celebrate the 50 States!, Loreen Leedy
Memories of a Sharecropper's Daughter, Let it Shine: Stories of Black Women Freedom Fighters, Andrea Davis Pinkney
Mississippi, Diane Siebert
So You Want to Be President, Judith St. George
Uncle Sam and Old Glory: Symbols of America, Delno C. West and Jean M. West
A North American Rain Forest Scrapbook, Virginia Wright-Frierson

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
- improvising, composing and arranging music
- listening to, analyzing and evaluating music
- 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

Arroz Con Leche: Popular Songs and Rhymes from Latin America
America the Beautiful, Katherine Lee Bates
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs, Amy L. Cohen, editor
Go In and Out the Window: An Illustrated Songbook for Young People, Dan Fox, editor
This Land is Your Land: An All-American Children's Folk Classic, Woody Guthrie
Ray Charles, Sharon Bell Mathis
Clara Schumann: Piano Virtuoso, Susanna Reich
Take Me Out to the Ballgame, Jack Norworth

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:

- integrating and synthesizing subject matter, current events
- evaluating results and recognizing which media will be successful in given situations
- unity (parts look as though they belong together)
- cultures of the Americas, plants, interdependence
- exploring the art of the Americas

Related Books

Pinata Maker, George Ancona
Jacob Lawrence: American Scenes, American Struggles, Nancy S. Howard
Talking with Artists, Vols. I, II, III, Patricia Cummings
A Short Walk Around the Pyramids and Through the World of Art, Philip M. Isaacson
Stephen Biesty's Incredible Cross-Sections, Richard Platt
Words with Wings: A Treasury of African-American Poetry and Art, Belinda Rochelle, selector
Michelangelo, Diane Stanley

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

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 proper exercise, eating healthful snack foods, foods prepared by healthful methods, and foods containing important nutrients. Also, students will become aware of healthful personal 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, conveying acceptance vs. hostility, 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 demonstrate a refined mastery of ball handling skills, 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

Native American Games and Stories, James and Joseph Bruchac
Peanut Butter Party Including the History, Uses and Future of Peanut Butter, Remy Charlip
Thank You, Jackie Robinson, Barbara Cohen
Eat your Words: A Fascinating Look at the Language of Food, Charlotte Foltz Jones
Dirt on Their Skirts: The Story of the Young Women Who Won the World Championship, Doreen Rappaport and Lyndall Callan
How Georgie Radbourn Saved Baseball, David Shannon
Rimshots: Basketball Pix, Rolls and Rhythms, Charles R. Smith, Jr.
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

Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits.

- Sit down with your child and 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 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 whether 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.