

What Your Child Will Learn In



Family Guide 2008 - 2009

The purpose of this document is to give families an overview of their child's classroom learning experiences throughout the entire school year.

A child's program may differ depending on his or her instructional needs.

LANGUAGE ARTS (Reading/Listening)

Reading Processes

Read a variety of literary text (traditional print and non-print including electronic media).

- ◆ Realistic fiction, tall tales, legends, fables, fairy tales, and biographies
- ◆ Poetry
- ◆ Plays
- ◆ Develop an understanding of the characteristics of literature in folktales, realistic fiction, poetry and historical fiction.

Read a variety of informational text (traditional print and non-print including electronic media).

- ◆ Nonfiction materials: content related books, text books, biographies, new articles, online materials
- ◆ Functional documents: directions, menus, recipes, invitations, maps
- ◆ Personal interest: brochures, cookbooks, magazines
- ◆ Develop an understanding of the characteristics of nonfiction trade books such as the inclusion of graphs, charts, diagrams, headings, an index and a glossary.

Comprehending

Use a variety of strategies to understand what is read.

Before Reading:

- ◆ Recall prior knowledge.
- ◆ Make predictions.

During Reading:

- ◆ Ask questions.
- ◆ Clarify word or ideas.
- ◆ Make inferences.

After Reading:

- ◆ Summarize.
- ◆ Determine main idea.

Comprehending Literary Text

Demonstrate an understanding of text:

- ◆ By summarizing.
- ◆ By identifying characteristics of narrative texts.

Comprehending Informational Text

Demonstrate an understanding of text:

- ◆ By identifying the important facts.
- ◆ By identifying characteristics of informational texts.
- ◆ By identifying connections between illustrations, headings, subtitles, steps, glossaries and text.

Information Literacy

- ◆ Link information literacy to everyday life situations.
- ◆ Use the 6-step problem solving strategy to solve problems and make decisions with direct guidance from the teacher.

Fluency

(accuracy, expression and pace)

- ◆ Read text at a rate that is conversational.
- ◆ Use punctuation to read with expression.

Strategic Reading

Use a variety of skills to read unfamiliar words:

- ◆ Context: clues in the sentence
- ◆ Structure: parts of the word (suffixes, prefixes, base words)
- ◆ Phonics: letter sounds

Language Mechanics

Capitalize

- ◆ Names of towns, cities, states, countries and continents
- ◆ Initials representing names
- ◆ Important words in titles of books, stories, movies and poems

Punctuate

- ◆ Periods for initials
- ◆ Indentations for new paragraphs
- ◆ Periods for abbreviations in addresses
- ◆ Commas to separate words in a series
- ◆ Apostrophes to show singular possession
- ◆ Underline titles of books, movies and plays.

Spelling Patterns and Rules

- ◆ Two-syllable words with middle double consonants (dollar)
- ◆ Words ending in *ch* (each) and *ch* (catch)
- ◆ Words with the sound of /w/ (went) and wh (when)
- ◆ Words with the sound of /oo/ spelled *u* (bush), *oo* (wood), and *ou* (could)
- ◆ Words ending in *-ed* and *-ing*
- ◆ Words with *-er* and *-est* endings (late, later, latest)
- ◆ Contractions
- ◆ Words with the sound of /au/ spelled *o* (song), *ou* (bought), *aw* (draw), *au* (because)
- ◆ Words with the sound of /ou/ spelled *ou* (found), *ow* (clown), *oi* (oil), *oy* (boy)
- ◆ Words with *air* (chair), *ear* (pear), *are* (care), *ear* (near), and *eer* (cheer)

- ◆ Words with the sounds of /s/ spelled *s* (seven), *ci* (city), *ce* (face)
- ◆ Words with the sound of /j/ spelled *j* (jar), *gi* (giant), and *ge* (orange)
- ◆ Words with the prefixes *un* and *re* (undone, return)
- ◆ Words with long vowel sounds

Grammar and Usage

- ◆ Adjectives
- ◆ Adverbs
- ◆ Personal pronouns
- ◆ Simple subjects
- ◆ Simple predicates
- ◆ Combining simple related sentences

Handwriting

- ◆ Maintain manuscript skills.
- ◆ Begin cursive writing in letter-formation, alignment, proportion, and spacing.

Developing Vocabulary

Expand vocabulary in all subject areas by:

- ◆ Identifying word origins.
- ◆ Making analogies.
- ◆ Identifying similes and metaphors.
- ◆ Defining words related to specific subject areas.
- ◆ Using alphabetical order and guide words to locate definitions in a dictionary.

Literature

- ◆ Read at least 25 books annually.

Elements Of Writing

(*Using the 6+1 Traits of Writing to support the HCPSS Writing Process)

- ◆ Write to express personal ideas in stories, poems, plays and journals.
- ◆ Write to inform in reports, articles, directions and speeches.
- ◆ Write to persuade in letters, essays and posters.

Listening

- ◆ To process and analyze information
- ◆ To clarify and understand
- ◆ To follow a set of multi-step directions
- ◆ To interpret information

Speaking

- ◆ Informal speaking: Use appropriate speaking behaviors in expressing ideas, informing, persuading others, restating, rehearsing and reciting information.
- ◆ Formal speaking: Collect, select, and organize ideas for speaking; use correct grammar; use appropriate volume, rate, and expression; evaluate effectiveness.

Mathematics - Process Standards

- ◆ Select and apply appropriate strategies to solve a problem.
- ◆ Justify solutions to problems with logic and evidence.
- ◆ Represent mathematical concepts in a variety of ways.
- ◆ Discuss and write about mathematical concepts.
- ◆ Make connections within mathematics and to the everyday world.

Algebra, Patterns And Functions

- ◆ Identify, describe, extend and create a variety of non-numeric and numeric patterns.
- ◆ Select appropriate symbols and operations to solve simple problems.
- ◆ Express numeric relationships using $<$, $>$ and $=$.
- ◆ Plot points on a number line to represent whole numbers and fractions with denominators of 2, 3, and 4.
- ◆ Complete a function table using numbers or concrete objects.

Number Relationships And Operations

- ◆ Develop an understanding of numbers using real-world situations and physical materials.
- ◆ Name and write numbers to 100,000.
- ◆ Identify odd and even numbers.
- ◆ Compare numbers using $=$, $<$, $>$.
- ◆ Describe number properties.
- ◆ Identify an amount of money needed to match a price.
- ◆ Determine the simplest combination of coins and bills, with amounts to \$100.00.
- ◆ Identify and write fractions with denominators of 2, 3, 4, 5, 8 and 10.
- ◆ Demonstrate and apply an understanding of the concepts of addition, subtraction, multiplication and division.
- ◆ Apply memorized addition and subtraction facts.
- ◆ Add and subtract two- and three-digit numbers with regrouping.
- ◆ Multiply whole numbers and explore concepts of division.

Geometry

- ◆ Describe characteristics of shapes including congruency, similarity, and symmetry.
- ◆ Identify, label, and construct points, line segments, rays and angles.

- ◆ Identify characteristics of polygons; distinguish among similar, congruent and symmetrical figures.
- ◆ Apply flips/slides/rotations to two- and three-dimensional figures.
- ◆ Identify faces, vertices, and edges of solid figures.

Measurement

- ◆ Use a variety of measurements to solve real-world problems.
- ◆ Select the appropriate unit of measurement to estimate and measure.
- ◆ Measure to the $1/2$ inch.
- ◆ Read temperatures in Fahrenheit and Celsius.
- ◆ Tell time to the minute.
- ◆ Read and record time from a digital and analog clock.
- ◆ Determine elapsed time in half-hours and quarter-hours.
- ◆ Measure perimeter by counting linear units.
- ◆ Measure area by counting square units, and volume by counting cubic units.

Data Analysis And Probability

- ◆ Collect, organize, and display data for given situations.
- ◆ Determine a method of collecting data.
- ◆ Make and analyze data in tables, pictographs, bar graphs and line plots.
- ◆ Organize and analyze collected data.
- ◆ Observe patterns, make predictions, and apply basic probability concepts to problem-solving situations.
- ◆ Predict future outcomes based on known data.
- ◆ Determine probability by experimentation.
- ◆ Construct a spinner to represent the likelihood of an event.

Science - Physical Science: Experimentation

- ◆ Investigate ways to conduct a fair test (experiment) including the independent variable (the factor that changes in an experiment), and controlled variables (the factors that stay the same in an experiment).
- ◆ Use pendulum, balls, paper airplane and magnets to conduct experiments on the motion of objects.

Physical Science: Heat, Light And Sound

- ◆ Identify sources of heat and compare materials that conduct heat. Describe the loss and gain of heat.

- ◆ Observe and describe how light and sound waves are produced and how they travel.

Earth And Space Science: Weather And Objects In The Sky

- ◆ Observe and describe different types of weather and their effect on the earth and the water cycle.
- ◆ Measure and record data on wind speed, wind direction, temperature, humidity and weather patterns.
- ◆ Observe the location of stars, sun, and moon at the same time each day over time to make conclusions about the patterns of movement as they relate to the seasons.

Life Science: Life Cycle Of A Plant

- ◆ Observe and describe needs of plants, and the parts of plants and how they function.
- ◆ Describe the life cycle of plants from seed to fruit.
- ◆ Describe characteristics of seeds and how seeds travel.
- ◆ Conduct experiments to test factors that affect the growth of plants.
- ◆ Describe how plants meet the needs of living things (food, shelter, clothing).

Art - Drawing

- ◆ Use lines and drawing techniques to represent forms in the environment.
- ◆ Apply drawing techniques to show a center of interest.
- ◆ Use drawing tools and techniques to unify a composition.

Painting

- ◆ Identify and organize colors into groups or schemes.
- ◆ Select and use a color scheme to represent a mood or meaning in a painting.
- ◆ Use painting techniques and color theory to show a center of interest in a composition.

Printmaking

- ◆ Repeat art elements to achieve unity in printmaking.
- ◆ Select and apply ways to show a center of interest within a composition using a relief or stencil method.

Sculpture

- ◆ Identify ways sculptural techniques and design principles have been used in three-dimensional forms.

- ◆ Describe and use additive and subtractive approaches to make three-dimensional forms.
- ◆ Identify and use techniques to achieve repetition in the design and construction of a sculpture that moves.

Crafts

- ◆ Use tools and techniques to emphasize surface texture in a craft object.
- ◆ Use craft techniques and different materials to produce an aesthetic and functional object.

Gifted And Talented (G/T)

The G/T Program provides a continuum of services that include Curriculum Extension Units and Instructional Seminars. G/T Resource Teachers provide instruction for participating students.

Music - Melody And Pitch

- ◆ Describe sounds heard with attention to pitch.
- ◆ Distinguish between major and minor modes presented aurally.
- ◆ Sing from memory a varied repertoire of songs representing different genres and styles from diverse cultures.
- ◆ Read simple pitch notation on the treble staff in the Key of C, using solfeggio or a comparable system.

Harmony And Texture

- ◆ Distinguish between major and minor modes presented aurally.
- ◆ Sing two-and three-part rounds.
- ◆ Perform ostinati to support given melodies.
- ◆ Differentiate between blending and non-blending voices.

Tone Color

- ◆ Categorize by sound synthesized and acoustic instruments.

Tempo

- ◆ Listen to, perform and describe music with *accelerando*, *ritardando*, and *fermata*.
- ◆ Demonstrate ability to maintain a steady beat through singing, speaking and playing classroom instruments.
- ◆ Describe sounds heard with attention to tempo.
- ◆ Sing and play a variety of music at given tempo using clear diction.
- ◆ Perform simple and compound meter.

Rhythm

- ◆ Perform accurately simple rhythm at sight from standard notation (whole note, half note, quarter note, whole rest, half rest, quarter rest and two connected eighth note).

Movement

- ◆ Create movement patterns to communicate meaning or feeling in music.
- ◆ Conduct music in duple meter (two measures).

Dynamics

- ◆ Describe sounds heard with attention to dynamics.

Form

- ◆ Identify *D. C. al Fine*, *Coda*, and *1st and 2nd endings*.

Physical Education - Movement

- ◆ Combine the following movements to music: hopping, skipping, stepping and sliding.
- ◆ Strike an object with a racket, paddle, bat or body part.
- ◆ Describe characteristics of efficient throwing motion (cues).
- ◆ Define the term soft hands when catching a ball (forces).

Attitudes

- ◆ Take turns and assist others by giving feedback about skill performance.
- ◆ Demonstrate acceptable conflict resolution techniques.

Fitness

- ◆ Identify three changes in the body during vigorous exercise.
- ◆ Support body weight when hanging or climbing.
- ◆ Assess physical activity by using pedometers to count steps and measure activity times.
- ◆ Participate in a variety of activities to demonstrate the FITT (frequency, intensity, time and type) principle.

Library Media - Literature Appreciation

- ◆ Listen to, read and discuss stories that reflect human experiences.
- ◆ Make text-to-world connections.
- ◆ Use libraries to help develop good reading habits.
- ◆ Choose to browse, select and enjoy library materials.

- ◆ Listen to and independently read a variety of materials.
- ◆ Recognize the connection between reading and being a lifelong learner.

Information Literacy

- ◆ Identify information needs.
- ◆ Follow systematic problem-solving steps using the Big6 process

Locate Information

- ◆ Practice developing effective research questions.
- ◆ Make appropriate selections of fiction and nonfiction materials.
- ◆ Use alphabetical order and the Dewey Decimal System to locate materials.
- ◆ Locate materials using the Public Access Catalog.

Collect Information

- ◆ Utilize effective search strategies for collecting relevant information from print, non-print, and computer/online/digital resources.
- ◆ Evaluate the content of specific print, non-print, and computer/online/digital resources to determine accuracy and relevance of content.
- ◆ Analyze questions and answers to identify when there is a good match.
- ◆ Record relevant information using graphic organizers in print and electronic formats.
- ◆ Capture key concepts in own words to avoid plagiarism.
- ◆ Include a basic bibliography as a component of all research assignments.

Organize And Manage Information

- ◆ Record and organize information using appropriate format.
- ◆ Match appropriate format with content to be organized.

Interpret Information

- ◆ Summarize the main points in a story, passage, or segment of a variety of resources.
- ◆ Apply critical thinking and problem-solving strategies.

Share Findings/Conclusions

- ◆ Present findings in oral, written, visual and multimedia formats.
- ◆ Reflect on and provide feedback about the research process.

Use Information And Resources Ethically

- ✦ Demonstrate proper care and handling of media and equipment in all formats.
- ✦ Practice strategies for avoiding plagiarism.
- ✦ Comply with fair use and copyright laws.
- ✦ Cite sources of information.
- ✦ Follow safe practices when working online.

Health - Social And Emotional Health

- ✦ Identify character traits that contribute to one's uniqueness.
- ✦ Identify and examine different complex emotions.
- ✦ Explore ways to communicate care, consideration and respect for self and others.
- ✦ Describe and demonstrate the difference between telling and tattling.
- ✦ Identify and apply age-appropriate strategies for stress management.
- ✦ Apply a decision making process to health issues and problems.
- ✦ Develop strategies for dealing with conflicts in nonviolent ways.

Tobacco, Alcohol And Other Drugs

- ✦ Identify safe practices for prescription and over-the-counter medications.
- ✦ Describe the effects of tobacco use and nonuse on the body.
- ✦ Describe the effects of alcohol use and nonuse on the body.
- ✦ Practice resistance techniques for avoiding unsafe substances.

Safety, First Aid And Injury Prevention

- ✦ Identify appropriate behaviors for potentially dangerous situations.
- ✦ Explain appropriate responses to emergency situations.
- ✦ Identify basic first aid procedures.
- ✦ Identify and describe feelings associated with okay, not okay, and confusing touches.
- ✦ Define the terms abuse and neglect.
- ✦ Recognize and respond to situations of abuse and neglect.

Disease Prevention and Control

- ✦ Define virus and bacteria and identify examples of each.
- ✦ Identify ways to prevent the spread of germs.

- ✦ Identify modes of transmission: air, touch, food, and body fluids.
- ✦ Identify parasites and explain how they infect the body.

Educational Technology - Technology Systems

- ✦ Identify and describe the basic functions and parts of a computer system such as a monitor, keyboard, mouse, and CD-ROM or DVD drive.
- ✦ Store and save data on electronic devices with assistance.

Digital Citizenship

- ✦ When researching, list appropriate copyrighted electronic sources.
- ✦ Respect information privacy, using and altering information only when authorized.
- ✦ Abide by copyright laws involving software use.

Technology For Learning And Collaboration

- ✦ Become familiar with keyboarding functions.
- ✦ Use word processing software to create and print documents.
- ✦ Use a graphics program to create an original picture.
- ✦ Create a document that includes words and pictures.
- ✦ Use a graphing program, with assistance, to construct tables and graphs.
- ✦ Create a multimedia presentation using various features (such as text and images).

Technology For Communication And Expression

- ✦ Recognize technology's role in telecommunication.
- ✦ Communicate ideas or information using technology.
- ✦ Use various media and formats for multiple purposes.

Technology For Information Use And Management

- ✦ Identify, obtain and use information from electronic data sources such as CD-ROMs, databases, and the Internet.

Technology For Problem Solving And Decision Making

- ✦ Solve real world problems using technology as a tool.
- ✦ Make informed decisions using technology as a tool.

Social Studies - Unit 1: Our Community And Beyond

- ✦ Identify and describe the location of communities, major cities in Maryland, the United States, and the world using a globe, maps, and atlases.
- ✦ Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps.
- ✦ Compare places and regions using geographical features.
- ✦ Construct and interpret maps by using elements such as, title, compass rose, simple grid system, legend/key, date and author.
- ✦ Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living.
- ✦ Identify reasons for the movement of people from one community or region to another.
- ✦ Compare family life in the local community by considering jobs, communication, and transportation.
- ✦ Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio, or video tapes, and or documents.
- ✦ Investigate how people lived in the past using a variety of primary and secondary sources.
- ✦ Explain the relationship among events using a timeline.
- ✦ Develop a timeline of events in the community.
- ✦ Examine differences between past and present time.

Unit 2: Communities Near And Far

- ✦ Describe the who, what, and where of social actions (donating money and time) and how that can help others.
- ✦ Describe the actions of people who have made a positive difference in their community, such as community and civic leaders and organizations.
- ✦ Describe the contributions of people who contributed to the common good of society such as Rosa Parks (civil rights) Caesar Chavez (equal rights) Jimmy Carter (world peace efforts).
- ✦ Identify and explain democratic principles such as individual rights, justice, and equality.
- ✦ Demonstrate and explain the importance of showing respect toward others.

SOCIAL STUDIES / HOW TO HELP YOUR CHILD AT HOME

- ◆ Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures.
- ◆ Use fiction and non-fiction texts to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music and language.
- ◆ Identify reasons for the movement of people from one community or region to another.
- ◆ Compare ways that people adapt to the environment for food, clothing, and shelter.
- ◆ Identify and describe the location of communities around the world.

Unit 3: The Community Count\$

- ◆ Identify and apply the steps in the decision-making process.
- ◆ Identify the opportunity cost of a choice or decision.
- ◆ Describe how prices affect personal money choices.
- ◆ Develop a budget indicating income and expenses.
- ◆ Identify the natural, human, and capital resources needed to produce goods.
- ◆ Describe steps in the production process to make a product.
- ◆ Give examples of when limited resources affect the decisions producers make.
- ◆ Explain how producers make choices because of limited natural, human, and capital resources.
- ◆ Explain how specialized work results in increased production.
- ◆ Identify goods and services provided by the government and paid for by taxes.
- ◆ Acquire new vocabulary through listening to, independently reading, and discussing a variety of print and non-print sources.
- ◆ Use new vocabulary in speaking and writing to gain and extend content knowledge.
- ◆ Make connections to the text using prior knowledge and experiences.
- ◆ Look back through the text to search for connections between and among ideas.
- ◆ Identify and explain what is directly stated in the text.
- ◆ Set a purpose for reading text.
- ◆ Draw conclusions and make generalizations based on the text, multiple texts and/or prior knowledge.

- ◆ Find relationships between gathered information.

Unit 4: The Citizen And The Community

- ◆ Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order.
- ◆ Describe the contributions of local government leaders such as county executives, county council members, the mayor and city council.
- ◆ Describe the contributions of people who contributed to the common good of society.
- ◆ Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles.
- ◆ Explain the decision making process used to accomplish a community goal or solve a community problem.
- ◆ Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.
- ◆ Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality.

How To Help Your Child At Home

Language Arts

- ◆ Read as often as possible with your child. Help your child use different ways to read unfamiliar words by saying:
 - ◆ What would make sense in the sentence?
 - ◆ What parts of the word do you recognize?
 - ◆ Think about the sounds for the letters in the word.
 - ◆ Read to the end of the sentence and come back to think about the word.
 - ◆ Look at the pictures for clues to the word.
- ◆ Talk about books before, during, and after reading. Ask what might happen. Think about the characters and events. Discuss words and pictures the author included that made reading fun or interesting.

- ◆ Encourage your child to independently read at least 25 books annually.
- ◆ Have spelling resources for your child to use at home (personal spelling journal, children's dictionary).
- ◆ Provide an area for writing with materials and resources (pencils, markers, erasers, different types of paper, envelopes).
- ◆ Encourage your child to use spelling strategies and patterns that have been learned.
- ◆ Assist your child in planning and organizing ideas before beginning to write. Help your child refer to his or her plan when writing. Encourage your child to include relevant information, details and descriptive words.
- ◆ Offer suggestions about the ideas and details in the writing before correcting spelling, capitalization and punctuation.

Mathematics

- ◆ Have your child explain how he or she solves math problems.
- ◆ Help your child memorize addition, subtraction, multiplication and division facts.
- ◆ Allow your child to use objects (bingo chips, buttons) to solve problems.
- ◆ Practice subtraction and regrouping with your child.
- ◆ Assist your child in adding the cost of objects up to \$50.
- ◆ Practice writing and saying numbers up to 100,000.
- ◆ Assist your child in writing numbers in expanded form ($19,245 = 10,000 + 9,000 + 200 + 40 + 5$).
- ◆ Help your child learn to show an amount of money up to \$20 using the fewest number of coins and dollars.
- ◆ Work on puzzles.
- ◆ Explore mathematics in books that you read with your child.
- ◆ Discuss the math that appears in the media (newspapers, radio, TV news).
- ◆ Use computers and calculators to solve problems.
- ◆ Make mistakes a part of learning.

HOW TO HELP YOUR CHILD AT HOME

Science

- ◆ Encourage your child to observe carefully and describe things in the environment both indoors or outdoors, such as plant and animal life, weather events, the movement of people, animals and objects.
- ◆ Allow your child to observe objects through a magnifying glass. Discuss what he/she observes.
- ◆ Use objects made from different materials to produce sounds.
- ◆ Use mirrors to experiment with the reflection of light.
- ◆ When your child asks “how” or “why” questions, encourage thinking about ways to find an answer.
- ◆ Help your child apply what he or she learns by conducting experiments to answer questions. Read books with your child related to topics that interest him/her (animals, weather events and other topics).
- ◆ Observe the position of the sun, moon and stars in the sky, over a period of time. Discuss the patterns and changes in position that take place.

Educational Technology

- ◆ Help your child identify the use of technology in everyday life such as bar code readers at the grocery store, automatic teller machines, and computerized gas pumps.
- ◆ Help your child use software programs appropriate for grade 3 such as *Microsoft Word*, *Pixie*, *Powerpoint*, and *Kidspiration*.
- ◆ Practice computer skills with your child at home or at the public library.
- ◆ Visit appropriate websites to help support the classroom instruction. The Howard County Public School System provides online resources to assist students (*SIRS Discoverer*, *Culture Grams* and *World Book Online*). Check with the library media specialist at your school for access information.

Art

- ◆ Set aside an area for artwork to be done.
- ◆ Provide a variety of tools and materials for your child to use, such as: origami paper, papier mache, recyclable materials for sculptures; oil pastels, colored pencils, yarn, modeling clay, crayons, water-based markers, water colors, fabric scraps,

tissue paper, weaving and stitchery supplies; supplies for print-making such as paint and cut vegetables; blunt-tipped scissors, paper and glue.

- ◆ Praise and display your child’s work in special places.
- ◆ Work with your child to make drawings from observation, imagination and memory.
- ◆ Encourage your child to make artwork often that can be shared with family and friends.
- ◆ Visit galleries and museums, and discuss with your child the similarities and differences between other cultures and your own.
- ◆ Visit the library and take a look at books that picture master artworks with objects that are familiar in the child’s world. Encourage your child to use similar compositions and themes as they develop their own works of art.

Music

- ◆ Listen to recordings of music by well-known composers. Discuss the times and life of the composer.
- ◆ Discuss with your child appropriate singing posture and singing voice.
- ◆ If your child expresses particular interest, allow him or her to take private lessons on an instrument or to elect strings instrumental music at school.
- ◆ Encourage your child to create movements that illustrate recognition of the elements of music in familiar songs and recorded examples.
- ◆ Ask your child to explain and demonstrate the music symbols used in the school music class.
- ◆ Attend concerts by a symphony orchestra or other instrumental ensemble and describe how the sounds of various instruments are produced.
- ◆ Explore with your child the emotional content of various styles of music.

Physical Education

- ◆ Encourage your child to play simple net games such as tennis, table tennis or paddle ball.
- ◆ Have your child demonstrate *opposition* when throwing a ball, and *neutralizing force* when catching a ball.
- ◆ Have your child explain how to check his or her own heart rate.
- ◆ Walk or jog with your child, if possible.

Social Studies

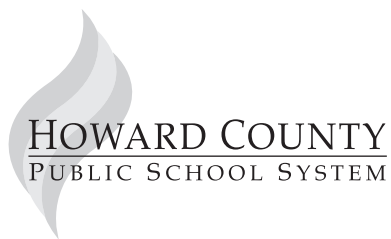
- ◆ Provide opportunities for your child to use maps to locate continents and oceans. Encourage your child to read map symbols, use a compass rose, scale, and map key to find places on a map.
- ◆ Discuss which businesses in your community provide goods (grocery store, clothing store), and which provide services (auto repair, dry cleaners).

Health

- ◆ Develop with your child a list of strategies for peacefully resolving conflicts.
- ◆ Help your child develop a personal plan to manage time and stress.
- ◆ Role-play situations in which your child can practice refusing to become involved in risky situations.
- ◆ Practice good decision-making skills with your child by identifying options, choosing the best alternative, and considering consequences for decisions.
- ◆ Encourage and model respect for others.

Library Media

- ◆ Read and enjoy books with your child as often as possible.
- ◆ Establish a routine at home for reading.
- ◆ Talk about books before, during and after reading.
- ◆ Discuss ideas in books your child reads.
- ◆ Read an action story or tale of adventure to replace an evening TV program.
- ◆ Be a role model. Let your child see you read for pleasure.
- ◆ Practice using the Big6 model for problem solving everyday life situations
- ◆ Obtain a library card for your child, and schedule regular family visits to the library.
- ◆ Encourage your child to participate in age-appropriate activities sponsored by the public library.
- ◆ Look for computer programs that encourage reading.



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