

W.A. Young Elementary

2014-2015



“Home of the Wildcats”

**325 Conley Road
Morganton NC 28655**

Phone: 828-584-0632

Fax: 828-584-1463

STUDENT INFORMATION SHEET

Please fill out this page, completely, at the beginning of the year. Make any necessary changes when needed.

Student's Name: _____

Teacher: _____

Home Telephone Number: _____

Cell Numbers: _____

Home Address: _____

Emergency Contact Names and Numbers: _____

Parent Email: _____

How will your child be getting home every day?

Car Rider _____

Bus Rider _____ Bus Number _____

Day Care _____

In case of an early dismissal due to weather or such, my child will:

_____ go home the same way as usual (No Day Care)

_____ go home a different way as stated below

Parent-Student Handbook 2014-2015

MISSION STATEMENT

The mission of W.A. Young Elementary is to provide quality education in a safe, nurturing environment.

DAILY SCHEDULE

7:30 a.m. Doors Open
7:30-7:45 a.m. Breakfast
7:50 a.m. Tardy Bell
2:35 a.m. Bus Rider Dismissal
2:40 p.m. Car Rider Dismissal
2:40-2:55 p.m. Car Rider Pickup

Adult supervision begins at 7:30 a.m. throughout our campus. Students may only arrive before this time if they are enrolled in our day care program. Bus and Car riders are only allowed in the building at 7:30 a.m. This will ensure that your child has the supervision that they need. If students are on campus prior to 7:30 a.m. or after 2:55 p.m., arrangements for day care must be made. Applications for this service are available at the office.

VISITORS

All visitors **MUST** check in at the office when entering the building. Parents/visitors will be asked to sign in at the office and wear an identification badge, so that teachers and children feel secure in knowing that the adults in the building have checked in at the office.

Any items such as book-bags, lunches, or jackets that have been forgotten by the child can be left at the school office by the parent. The student will be contacted to come and pick up the items.

To ensure the safety of our students and staff, all entrances, except the doors at the office, will be locked at 8:00 a.m. Unless you are an approved volunteer working, then you are considered a visitor.

SCHOOL TRAFFIC

We need your continued cooperation in assisting with our school traffic. Parents picking up car riders need to stay in the car line and NOT park to walk across and get their student. We ask that you hang your child's name tag from your mirror so that our staff can identify whom you are picking up. Car riders will be loaded and unloaded at the front entrance. Due to safety precautions, parents are NOT allowed to pick up their child in the bus lot.

ARRIVAL AND DEPARTURE OF STUDENTS

A student is tardy after the 7:50 a.m. bell. The **ONLY** excused tardy is with a medical note. Constant tardiness affects the educational benefits of both the tardy child and the other students as assignments have to be repeated, work gone over again, etc., all of which take extra teaching time.

THE PARENT MUST SIGN IN TARDY STUDENTS AT THE OFFICE. After parents sign students in, the secretary will give the child a tardy slip that will admit him/her to class. Dropping your child off without signing them in at the office is considered to be negligent. As a result of not signing your child in, you will be contacted to return to school to sign them in. Excessive tardiness will result in the student being required to make up lost instructional class time. Make up sessions will be held after school and on Saturdays at teacher and principal's discretion. Parents of students with excessive tardiness will be expected to meet with the counselor/principal, and a plan will be implemented to prevent future tardiness. This will be discussed with the county attendance counselor, **which may include court proceedings.**

The school day begins at 7:30 a.m. and ends at 2:40 p.m. Students who are not in our before/after school programs are not allowed on

campus before 7:30 a.m. If your child arrives at school before the designated time, he or she will be sent to day care, and you will be charged for the services. This is considered to be negligent of the duties as a parent. We want your child to be safe and have the proper supervision. If your child/children is sent to day care, you will be charged a “drop-in” fee of \$6.00 per day, per child. You will also be charged a one time registration fee of \$25.00. The registration fee is non-refundable. Car riders who are left at school after 2:55 p.m. will be placed in after school care with a charge to the parents. Parents will be assessed registration and drop in fees for daycare.

ATTENDANCE

Attendance at school is not only expected, but is required of our kindergarten through fifth grade students by Burke County School Board Policy and the Compulsory Attendance Law (GS115C-378).

Attendance at school is vital for learning. When a child has to be absent or late, the teacher will do everything possible to help him/her learn what has been missed, but it is impossible to reproduce all the experiences that were missed while the child was absent. Good attendance is established early in a child’s formative years and carried throughout one’s lifetime.

All students must present a written excuse signed by the parent/guardian to his/her teacher on the FIRST day the student returns to school. A valid excuse must list the child’s name, the date(s) of absence, the reason for the absence(s), and the signature of the parent/guardian.

Absence excuses should **not** be written in the child’s planner.

Absences from school will be excused for the following reasons:

- illness of the student
- religious holidays approved by school system
- death in the immediate family
- quarantine
- participation in court proceedings

- educational opportunities with prior approval and current attendance concerns

The school will require a doctor’s statement after 10 absences. Unlawful absences or an absence without a note will be coded as unexcused.

W.A. Young Elementary is committed to improving attendance. If a student accumulates 10 absences, the student’s parent will be contacted. We are instructed to turn in names of students who have excessive absences or chronic tardiness to the Burke County Attendance Counselor who may decide court action is necessary.

PERFECT ATTENDANCE

Perfect Attendance recognition for the school year will require 180 days of attendance. Students will be awarded each nine weeks and at the end of the year for perfect attendance.

EARLY DISMISSAL

Students leaving campus during the school day must check out through the office. This procedure prevents you from having to search for students, who are sometimes on varied schedules, but it also protects the students from sometimes unwanted or illegal pick ups.

Please remember a student will be considered absent if he/she is in school for less than one half of the school day (11:30 a.m.).

Any student leaving early should bring a written note on that date, so the teacher is prepared for their early dismissal. Parents are encouraged to make appointments after school hours as often as possible. Instructional time does not stop until 2:40 p.m; therefore, we greatly discourage picking up students after 2:00 p.m. When picking up a student after 2:00 p.m., parents will be asked to show a doctor/dentist appointment card. Please have a valid reason ready when signing out a student. Some reasons for early dismissal for a child include medical or dental appointments, Mental Health Center, juvenile court, religious reasons, or emergency situations (sudden illness, accident, or death of family members).

the onset of individuals using cell phones where phone numbers often change.

YOUR COOPERATION IS NEEDED

Please have all arrangements made in the morning and written in your child's planner citing which means of transportation your child will use in the afternoon. Our school requires a note signed by a parent when a change is necessary. **This also includes a change of bus assignment. Unless a child has a note, he/she will go home the usual way.**

SCHOOL CANCELLATION

In the event that school is closed early, delayed, or canceled entirely due to bad weather, announcements are broadcast over local TV and radio stations. You can assist the school by listening to the TV- (channel 3) or Radio (92.1) for this information rather than calling the school. If we have your updated phone number, you will receive an SchoolReach phone call, e-mail and/or text.

Burke County Schools has an Inclement Weather Hotline. Please call 433-8047 in case of bad weather and listen to the message about school closings or delays.

Parents should plan ahead and discuss with their child the course he/she should take if school closes during the day. Decide on a plan and stick to it for ALL closings.

On days where the forecast indicates a possibility of bad weather, let us know if there is a change on how your child is to get home. **IF SCHOOL IS LET OUT EARLY DUE TO WEATHER, OUR SCHOOL DAY CARE WILL ALSO BE CLOSED.** *Without a note, students will be sent home the regular way.*

EMERGENCY NUMBERS

It is VERY important that we have a telephone number(s) where parents or designated relatives may be contacted in the event of an emergency or inclement weather during the school day. If there are any changes in emergency numbers during the year, let us know immediately. This is especially important with

TELEPHONE USE BY STUDENTS

Students may use the telephone only in cases of emergencies. To protect instructional time, students will not be called out of classrooms to answer a telephone call or to receive a message.

CHANGE OF ADDRESS TRANSFERS

It is vital that we be notified of any change of address. An accurate mailing address is necessary for information that we may wish to mail to the home.

Students not living in the W.A. Young school district must request permission to attend this school by completing a transfer request at the BCPS Central Office. Simply completing the request does not guarantee a student is entitled to transfer. Attendance, behavior, and space availability will be considered. If a concern arises with attendance, behavior, or space availability, the Principal may revoke any previous transfers.

STUDENT PLANNER/ READING LOG

The student planner is a spiral notebook that enhances the process of student, teacher, and parent communication while helping the student to develop the skills needed to organize, prioritize, and learn!

This creates daily communication between you and your child's teacher. Signing the planner/reading log is a parent/student responsibility and could result in a consequence for the student if not signed daily. Signing the planner in advance is not accepted and defeats the purpose of daily communication. Please make sure that you sign your child's planner daily.

Pre-Kindergartners through fifth graders are required to have the student planner signed DAILY. Parents should expect students to bring this planner home on a nightly basis. Students will have recorded their assignments and teachers will communicate both positive comments and suggestions for improvement.

insubordination and major classroom disruptions as well as fighting.

STUDENT BEHAVIOR

When your child enrolled at W.A. Young Elementary, he/she became part of our school family. Love and respect are important ingredients of all families. We strive to help each child to become a self-disciplined person and a responsible citizen who is independent, has self-respect, respect for others, and respect for private and public property.

We believe that acceptable behavior on the part of all students is necessary in order to provide an environment conducive to learning. For successful teaching to occur, each class has rules for good behavior and safety in the classroom.

The teacher has the primary responsibility for the discipline of the students in his/her care.

When a child is referred to the office for serious disciplinary purposes, the principal will administer discipline.

SCHOOL RULES

- (1) Be respectful and courteous.
- (2) Follow all directions.
- (3) Keep hands, feet, and objects to yourself.
- (4) Move quietly and safely throughout the school.
- (5) Come to school on time and prepared for class.

CONSEQUENCES

- (1) Warning (Verbal and Nonverbal).
- (2) Reflection Time- Student thinks and writes about the unacceptable behavior choices he/she has made and then writes about the good choices he/she will make in the future to prevent recurrence of misbehavior.
- (3) Loss of one or more privileges.
- (4) Parent Contact-Phone and/or Conference.
- (5) Principal.

Important: Fighting is NOT allowed under any circumstances. Suspension could result from

BULLYING

WA Young Elementary follows the suggestions and guidelines provided by the North Carolina Department of Public Instruction, our local school board policy and the North Carolina General Statute (NC GS 115C-407.15) about how to prevent and address school violence. Bullying prevention curriculum is covered throughout the school year with all students to help provide a safe and supportive learning environment. The staff at WA Young takes bullying very seriously and use various measures to prevent this activity and to address it if and when it occurs.

BUS DISCIPLINE

- (1) **Students should tell the bus driver immediately when an incident occurs on the bus.**
- (2) The bus driver assigns seats accordingly.
- (3) Practice safe conduct at the bus stop.
- (4) Enter and exit the bus quietly.
- (5) Keep feet under the seat and out of the aisle.
- (6) Keep hands, feet, and objects to yourself.
- (7) Talk in a soft voice.
- (8) Remain in assigned seat.
- (9) Obey bus driver at all times.

Consequences

- All Incidents: Apology note written to the bus driver and any other student involved in an incident.
- First Incident: Verbal warning to student and *Bus Safety Behavior Report* sent home
- Additional incidents may result in bus suspension

These consequences are meant as a guideline for bus drivers to use in teaching acceptable bus behaviors to our students. *At any time, a verbal warning can be waived and a bus suspension be*

given at the Principal's or Principal's designee's discretion depending on the nature of the incident.

If a student needs to ride a different bus from the one he/she is assigned to, he/she must have a note from the parent, and present it to his or her teacher and bus driver. All changes must be made no later than 2:00 PM.

TOYS, WEAPONS, NO SMOKING, MONEY

Please have your child leave all toys, trading cards, and large amounts of money at home.

CELL PHONES, radios, iPods, electronics, headphones, video games, etc. are NOT allowed on campus unless a teacher has given permission because it is related to an assignment. Such items invite theft and/or disrupt the school learning environment.

Knives, (including pocket knives and Swiss Army Knives) guns, fireworks, sharp-pointed objects, or any object which could be used as a weapon are dangerous and are prohibited on school grounds. Toys that resemble weapons are also prohibited. Illegal substances such as alcohol and tobacco are prohibited.

Note to parents: W.A. Young Elementary is a "smoke-free" campus. Please refrain from using all tobacco products while you are on campus. This includes the parking areas. Please help us remind people of this at sporting events and school functions.

Money can easily be lost during an active day at school. Money for lunch, school pictures, books, school store, and yearbooks should be kept in a safe place. It is a good idea to place it in a sealed envelope labeled with both your name and your teacher's name. Extra money should be left at home.

Children should not buy, sell, or swap personal items at school. Prohibited items brought to school will be held in the office and returned only to the parent. The school is not responsible for lost items.

Some items warrant prior approval from school administration or teacher before bringing them to school. These may include a pet or special toy that the child wishes to share with the class.

STUDENT DRESS

Students who are clean and dressed neatly and comfortably for school feel better about themselves. It is important to a student's health that he or she dress appropriately for the weather.

Students are encouraged to wear tennis shoes daily. Students will not be allowed to change tennis shoes during the day unless a medical condition is noted. Shoes are to be worn at all times. Students should have appropriate footwear for P.E. classes. Students have recess everyday except on P.E. day, so flip-flops or sandals without straps may cause injuries and therefore are discouraged. Students who forget, or do not dress appropriately for physical education or recess, will be assigned an alternative activity. Not dressing appropriately for P.E. will affect the student's participation grade which will affect the student's overall grade. Ball caps and hats are not to be worn in the building. **Halter tops, spaghetti straps, muscle shirts, and tank tops are not allowed. Students must have sleeves on shirts.**

To determine if the length of shorts is appropriate, have your child put their arms straight down at their sides. Their FINGERTIPS need to be touching the bottom of the shorts without them having to lean.

Other prohibited clothing items include: jeans with holes above the knees, pants that do not fit properly around the waist, or clothing with tobacco, alcohol logos, and other offensive clothing that is not considered appropriate for school. This includes items of clothing that promote violence or that could be interpreted to promote violence as determined by school personnel.

Students will not be allowed to come to school with unnatural hair colors or unnatural piercings.

IMPORTANT: PLEASE LABEL YOUR CHILD'S CLOTHING. This will assist school personnel in identification of lost items. Yearly, numerous bags of unclaimed articles are left at

school and donated to those in need. Lost and found is located outside of the daycare office and music room; please check regularly.

HEALTH CARE

Fever

If a child has a fever of 100.0 degrees or higher, parents will be notified and asked to promptly pick their child up. The child should remain at home until fever-free for 24 hours without fever-reducing medicines such as Tylenol or Motrin.

Rash

A suspicious rash, that could possibly be contagious, will result in parent notification.

Nausea and Vomiting

Parent will be notified and asked to pick their child up from school promptly.

Head Lice

Any evidence of live bugs in a child's hair will result in parent notification and the child will need to be promptly picked up from school. The child will need to be treated with the proper lice shampoo and have nits removed at home. The child will need to be checked by school staff when they return to school and cleared before going to class. Please contact your school nurse or refer to the Lice Policy on the BCPS website for more information.

Medication

No medicine, prescription or over-the-counter, will be administered to students without the proper medication form completed. Forms are available at the school office and online (BCPS website). **MEDICINE TO BE GIVEN AT SCHOOL MUST BE BROUGHT TO SCHOOL IN THE ORIGINAL CONTAINER.** For safety reasons, children are not allowed to carry medicine in their clothing, book bags, or lunch boxes (with the exception of cough drops that do not contain Dextromethorphan as long as a medication form is on file in the office). Children may be allowed to carry emergency

medications (inhalers, etc...) with a medical provider's written approval. Please contact the School Nurse or refer to the Medication Policy on the BCPS website for more information.

CAFETERIA

Our school provides a nutritious breakfast and a well-balanced lunch each day. Breakfast is served from 7:30 a.m. until 7:45 a.m.

For lunch, our students are offered two entrees. Our regular lunch will include one entree. Additional items will cost extra.

A lunch number will be issued when your child is enrolled. This number will remain the same throughout your child's elementary school experience.

For school year 2014-15, there will be no charge for breakfast and lunch for Pre-K - 5 students. All checks for any extras bought should be payable to the W.A. Young Elementary Cafeteria. Money not used, due to absence or bad weather, is simply kept in the child's account.

Adult Prices

BREAKFAST \$ 1.90

LUNCH \$ 3.50

Food from a fast food restaurant is not allowed in the cafeteria or in the picnic area. School food services are federally supplemented and prohibit this practice. In addition, no carbonated drinks or glass containers should be brought to the cafeteria.

MEALS CANNOT BE CHARGED

Parents may complete an application for free and reduced lunch/breakfast program at any time during the school year. An application must be completed for each child qualifying. Applications can be obtained at the office. Parents with delinquent accounts will be contacted daily by their child/school as a reminder that the child needs lunch money. Failure to pay accounts in full could result in prosecution.

CHECKS

Checks written to the school for pictures, Athletic Boosters, fundraising, Book Fairs, insurance, lost library books etc. must be made payable to W.A. Young Elementary School. The child's name must be listed on the memo section of the check.

TAKE HOME TUESDAY

Keeping open lines of communication is very important for a good home-school partnership. A weekly "Take Home Tuesday" newsletter and calendar will be sent home to help keep you informed about upcoming events in our school. To further enhance this goal, a weekly progress report will be sent home from your child's teacher. Teachers keep these as records, so please sign and return them the following school day. In addition, graded student work will be sent home every Tuesday. If you take the time to review and acknowledge all materials in the Take Home Tuesday folder, it will greatly benefit your child.

CONFERENCES

One of the most important aspects of a student's school life is the face-to-face contact with the teacher and parent working together on the child's behalf. Conferences provide opportunities for you, and the school personnel, to share concerns and joys, which make for quality education. Make certain that the child understands that you and the school personnel are working together in his/her interest.

W.A. Young Elementary requires all students in grades Pre-K -5th to have conferences with their child's teacher each nine weeks. In addition, parents are encouraged to schedule conferences when they have concerns. Please call your child's teacher to arrange a conference or write a note to the teacher in advance.

HOMEWORK

Learning does not stop at school. Teachers will assign homework that is directly related to the current activities or skills on-going in the classroom. The work assigned will serve as reinforcement or practice of information or skills already introduced in the classroom.

Students need to set aside quiet time to do homework and read nightly. Not only is this an opportune time for parents to work with their child, but it is also important for parents to actually see the quality of work their child can do. "It is important to note that students spend approximately 1000 hours at school each year and 7000 hours at home." This is why it is imperative that parents are responsible for making sure that their child reads nightly, completes all homework assignments, and signs their child's planner/reading log daily. Research has shown that when parents take an active role in their child's education, the children are successful in school and in life.

Lack of adherence to the homework policy will result in consequences. If homework is not completed, parent contact will be initiated. Communication between parents and teachers will determine the appropriate course of action. Students without completed homework will be subject to: after-school, loss of pull-outs, inability to participate in special events, or the possibility of Saturday school. Not adhering to the above consequences will result in I.S.S. or a more severe plan of action.

GRADES

Report cards are issued each nine weeks. During each nine-week grading period, interim reports (4 1/2 weeks), indicating a child's progress are sent to the parent. Parents should sign both the report card and the interim report, and students should return them promptly to their teachers.

- A 93-100
- B 85-92

- C 77-84
- D 70-76
- F 69 and lower

TESTING

All students in grades K-5 are involved in the annual testing program. Students in grades 3 through 5 are administered reading and math End-of-Grade tests in May. Fifth grade students will also take an End-of-Grade science test. Students in these grades are also administered 9 week assessments. The state has implemented a testing program designed to match the curriculum and to challenge the students to think, write, and calculate.

Reading and math assessments are administered to kindergarten, first, and second graders. In addition to this testing, the school provides testing for students with different needs and abilities. The county provides the service of a school psychologist for any additional consultation or testing services.

ATHLETIC BOOSTER CLUB

Athletic Booster Club is an opportunity for parents and volunteers to get involved with their child's success. It is important to note that the school and Athletic Boosters share the same philosophy; school is first and extra curricular activities are secondary. Contact the school if you are interested in joining.

President – Charles Bryant
Vice President – Melissa Holland
Secretary – Kasey Darveaux
Treasurer – John Wilson
At Large – Todd Corbitt
At Large – Vitrona Peeler

INTERNET USE

The W.A. Young computer labs and other areas of the building are Internet accessible. No child will be permitted to use this service unless the permission form has been signed. Understand that our internet is monitored closely. Permission is strongly encouraged as many of the activities used in the technology lab and media center require internet use and we will be accessing

sites and lessons previewed by trained professionals before they are used.

FIELD TRIPS

Field trips can be a tremendous educational tool. We ask your help by completing the field trip permission form that will be sent home to you shortly before the trip itself. A fee for lunch, admittance, or gas may be necessary.

The school can no longer support free field trips for students due to the economics of our overall student population. However, students and parents are encouraged to participate in school and grade level fund raisers to offset the costs of the field trips, thus reducing or eliminating out of pocket expenses for parents.

Part of the reason for field trips is to allow students to become more independent and to develop academically and socially with other students.

Students are to ride on the bus with their respective grade level on field trips and not with their parents. Students that do not follow the rules will be counted absent. Students may be dismissed with their parents at the end of a field trip. Students that ride the bus can only be dismissed with their parents if a note, or phone consent, has been written or given in advance of the field trip.

School policy states that adult chaperones will not be allowed to bring siblings, other children, or teenagers on school field trips. If this occurs, the student will be counted absent and will be in the guardianship of the parents. In addition, the student and parents with siblings will not be able to be with the school group.

The purpose for this is to protect the integrity of the learning experience for future children that could be attending the trip. Field trips are not designed for family vacations or excursions. Field trips are designed to enhance the education of the student of that particular class/grade level.

students to store library books in their backpack will solve this problem. Read and achieve!

VOLUNTEERS

Parents and community members are encouraged to become active volunteers at W.A. Young. There are many activities where you can be of help to the children, the classroom teachers, the support staff, or the Athletic Boosters throughout the year. By BCPS policy, anyone wanting to volunteer **must** complete a volunteer application (available from the office or on-line). All volunteers will follow the county policy in place.

Volunteers are invited guests and are asked to assist the school in areas that will benefit the school. It is not necessarily the class that the volunteer wants to attend or a sibling of the volunteer. It is important that students develop independence, and that students are not distracted by the volunteer. If a volunteer is needed, the classroom teacher will request for a volunteer and the day and time that the volunteer will be most beneficial. Parent Involvement Policy may be viewed on the school website.

DAY CARE

Quality childcare is provided at school before and after regular school hours for a reasonable price. The Day Care operates from 6:00 a.m. to 7:30 a.m. and from 2:30 p.m. until 5:45 p.m. Contact the Day Care Director, Pam Burris, at 584-7466 to enroll a child.

MEDIA CENTER

Our media center will have an open check-out time daily. Your child is allowed to check-out one book in Kindergarten, two books in first grade, and three books for grades 2-5. If a book is outstanding for a period of time, your child will receive a computer-generated overdue notice. Lost books must be paid for at the end of the school year. It is important for your child to keep up with library books to build responsibility and character. It is very easy for a child to lose a book by putting them on their personal book shelves or in another location. Encouraging

PRE-K

Pre-K students have to be signed in at the classroom daily.

If a Pre-K student is absent, a note must be sent back with the student on the day of his or her return. With the exception of our special needs Pre-K students, progress reports are sent three times a year instead of every nine weeks.

Pre-K parents are encouraged to read the following rules and regulations noted in the W.A. Young Parents Student Handbook and the More at Four Childcare Rules and Regulations handbook; these are given to parents at the beginning of the year.

ACCELERATED READER

Accelerated Reader, referred to as AR, is a computer based reading comprehension program. Students read books on their reading level as determined by the teacher and answer questions about the books on a computer.

The students have two goals with AR. The first is to score an average of 85% or higher on their reading practice quizzes. The second goal is to reach the assigned points added into the program by the student's teacher. A student must obtain **both** objectives to meet their A.R. goal. Every nine weeks, your child will have a new AR goal that begins again. A child's teacher will determine goals for a child based on assessment and teacher judgment considering how the student is performing in class and what their needs are at that time.

SCHOOLREACH

SchoolReach is a computer phone system that will contact you about up coming events at the school, inclement weather, emergencies, and school cancellations. Please make sure that your phone number is updated regularly with the school.

TITLE I PLAN

Available on the school's website.

PARENTAL INVOLVEMENT POLICY

For W.A. Elementary School

NCLB Title I Part A, requires our school to have a parent involvement policy for the purpose of informing and providing opportunities for parents to be involved in the educational process of their children. Our Parent involvement policy includes the following components:

- **A School Parent Advisory Council/PTO will serve as part of the School Improvement process. Representation includes parents from PTO and others interested from the school.**
- **Provisions will be made for parents to receive information in a timely manner. Information includes, but is not limited to the following:**
 - **School and District Report Card**
 - **Description of curriculum, State Content Standards, and how student progress is measured**
 - **Proficiency levels students are expected to meet**
 - **Opportunities for parent meetings to share in educational decision making**
 - **Qualifications of teachers**
 - **Timely responses to parents suggestions**
 - **Inclusion of parents' input on school wide school plans**
 - **Take Home Tuesday**
- **Our School will also convene regular meetings at convenient times, as necessary, for parents throughout the school year for the purpose of planning, reviewing, sharing information, and organizing school improvement efforts.**
- **Meetings will be held monthly in conjunction with the PTO to discuss our school wide projects, new federal regulations and requirements as it relates to our Title I program and parents' rights to be involved.**
- **Parents reflecting the socioeconomic and racial diversity of our school will serve on the PTO/School Improvement Teams. Our PTO/School Improvement Teams will meet to review and plan School Improvement strategies as needed. PTO/ School Improvement Teams develop School Improvement Plans, Title I programs, parent involvement policies, and other school wide programs.**
- **A School/Parent Contract that outlines how parents, entire school staff, and students will share the responsibility for improved student achievement will be sent home for your review.**
- **Parents are provided opportunities to meet regularly with the principal, teachers, and resource personnel through parent conferences and PTO meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.**

Parent involvement activities at our school include but are not limited to:

- Open House-August of each school year
- Pre-K and Kindergarten Transition Meeting
- Individual grade level parent nights K-5
- Fall festival
- Pastries for Parents
- Grandparents for lunch
- Spring Fling festival
- Academic Excellence
- Athletic Boosters (monthly meetings)
- AR Celebration
- Field trips
- Duty-free lunch
- Talent show

Literacy in the Home

Preschool- Grade 2 and beyond

School websites that can be used at home:

- Accelerated Reader (AR) and Accelerated Math (AM)
- Study Island
- STAR

The above websites can be used to monitor and track your child's academic progress. Refer to the school's website for information listed under "student links".

- **The amount of play children do with literacy is influenced by the physical and social environment in which they play. Play settings that richly offer children literacy related ideas, props, and tools stimulate more reading and writing.**
Campbell, R. (Ed.). (1998). Facilitating Preschool Literacy. Newark, DE: International Reading Association.
- "What parents should take from this research is that everything they do for their children during the early years is vital."

Brazelton. T.B & Greenspan. S. (2000 Winter/Fall). Our window to the future *Newsweek Special Issue*. 34-36.

1. **Homemade Books: Along with books borrowed from the library and bought from the stores, books can be made at home using paper, scissors, magazines, pencils, cereal boxes and glue. These books are meaningful to children because the children made them.**
2. **Journals: Keeping a journal helps children connect language to writing and is an easy way to track literacy progress. A journal may begin as a series of squiggly lines or drawings containing symbols and shapes. Dictate what your child has written either directly in their journal or on a separate piece of paper writing what your child was trying to say as they read it to you.**
3. **Magnetic Letters: Every home should have magnetic letters located in an area that is easily accessible. Children can manipulate the letters themselves and make words or find letters. Adults can make words and leave messages for the children to find.**
4. **Cooking: Teach your children to read and follow directions using recipes. If your child is too young to read, try using pictures as you tell what is needed in the recipe. While you are having fun cooking together, this activity will help your child develop small muscles, pre-math and reading skills.**
5. **Snacks: Snack time is a good opportunity to make learning fun. Letters can be painted on bread with food coloring and milk mixtures using paint brushes.**

6. Play dough: Using play dough helps children with small motor muscle skills, sense of touch, color mixing (science), balance and shape, representing objects, and creativity. Make letters and numbers or simply work on motor skills by making objects out of the play dough.

7. Cookie Cutters: Letters of the alphabet and number cookie cutters can be used as stencils while writing, cut outs for play dough and food (Jello and bread). These can aid in letter and number recognition and can later be used for word recognition.

8. Sorting: Egg cartons, muffin tins, and bowls can be used as containers to sort any number of items such as buttons and beans. Sorting strengthens classification skills and use of descriptive language. Sort using tongs to help develop motor skills.

9. Felt Boards: A felt board can easily be made using felt, cardboard and glue. Stories can be made up or retold using characters found in stories made out of felt. Felt board stories can be bought in stores or you can make your own from felt bought at your local stores such as Wal-Mart.

10. Shaving Cream: Finger painting with shaving cream is a lot of fun! It is easy to clean up as children practice writing letters or words on the tabletop. You can also add a few drops of food coloring to create color. Shaving cream allows children to use their sense of touch while being creative.

11. Clothespins: Opening and closing clothespins with fingers strengthens children's hands for beginning writing. Letters, colors, or animal names can be attached to the end of the clothespins and they can be used as games.

12. Sidewalk Chalk: Use (or make) chalk to draw on the sidewalk, cement walls, and wet paper. Your child will love the chance to write or draw using something other than paper and pencil!

13. Hole Punch: Letting children use a hole punch to make holes in paper strengthens a child's grip and helps a child become ready to write.

Literacy Activities for Children in Grades 3-5

(Some activities for all ages)

- **Recipes:** Use recipes in cookbooks, on boxes of food, or from any other sources to help your child with reading and following directions. Let your child read the directions to you or even help you as you are making the recipe. Be sure to discuss how to put the recipe together and the importance of reading and following the directions in the proper order.
- **Presents:** Wrap up any used item in the home (books, school supplies, food, toys, clothing, tools, etc...). Ask your child what could be in the box based on the size, weight, noise, smell, etc.... Make sure your child gives you reasons for his or her predictions. Then, let him or her unwrap the present to see if the prediction was correct. Another way to do this activity is to wrap an item and then wrap it in a bigger box, and a bigger box, etc.... Then, as your child unwraps each box, he or she must make adjustments to his or her original prediction based on how the size, weight, noise it makes, smell, etc... has changed. Be sure your child's predictions include all areas of the 5 senses.
- **Newspapers:** Newspapers can be used for a variety of literacy activities. Here's how to use different sections of the newspaper to help your child.
"Many factors contribute to a child's success in school. One of the most important factors is that of the home environment. Richek, Caldwell, Jennings & Lerner (2002) state that "... the home environment in which children grow can also influence their ability to read" (p.8) Richek, Caldwell, Jennings, & Lerner (2002) also stress the importance of using different types of materials with children in order to help them become familiar with a variety of text, thus making them better equipped to comprehend different kinds of text."
- **TV Guide:** Use the TV schedule from the newspaper to help your child learn how to read a chart and locate specific information. Ask your child questions about what time his or her favorite program comes on or goes off, what is on at the same time, what program comes on a certain channel at a certain time, or what the different symbols (other than words) represent on the guide.
- **Weather Section:** Use the weather chart to help your child learn how to read a chart, locate specific information, use a key, learn the parts of a country or state, and learn how to read a map. Also discuss, questions about the high and the low temperature in a specific area, what the temperature might be next week based on this week's temperatures, what the symbols from the key tell you, and other questions that relate to the specific information found on the map.
- **Comic Section:** Use the comic strips to help your child learn how to put things in order (sequence). Cut apart a comic strip and place it in the envelope. Then ask your child to take it out and place it in the correct order. He or she can then glue it onto a sheet of paper and write a fictional story about the pictures. You can also discuss the humor in the comics, because they often use a play on words which children do not always understand. This is a good opportunity to discuss multiple meanings of words.
- **Columns or Articles:** Use the rest of the newspaper to practice reading with your child. You can read part of the articles to your child and then discuss what you read (your child seeing and hearing you read is a great model for them to follow as they grow), or you can ask your child to read some of the articles to you, and then discuss what he or she read. You can also have your child look for specific information while he

or she reads. For example, ask your child to find words that have a long “a” sound, words that rhyme with “start” (for example), or words that mean the same thing as “happy” (for example). Then, you can ask your child to cut those words out and glue them on a piece of paper. The chart can be added to at a later date and new charts can be started. Your child can also have you read part of the article into a tape recorder and then listen to him or herself. If he or she practices reading the same piece into the tape recorder several times, they can practice being the news reporter. Each time the reading will improve. This activity helps build fluency, which is needed to build confidence and a better understanding (comprehension) of what is read in the text. Before you know it, you will have a fantastic reader which will make your child stronger in all other subjects as they all involve reading. LaBerge & Samuels (1974) found that the brain could only do one thing at a time if attention is necessary. On the other hand, if attention is not needed for one of the tasks being performed, the brain allows 2 tasks to be done simultaneously. With this in mind, a fluent reader (one who is able to read with both accuracy and automaticity) is able to read the words on a page at the automatic level and does not have to focus attention on the skill of decoding (or figuring out) the words. This allows the reader to be able to pay attention to what is being read, and therefore comprehension (understanding) can occur. A less fluent reader who has to pay attention to the decoding of words is not able comprehend what is being read, because the words have not been developed to a level that is automatic and requires the reader to read it several times to understand the text. This is another reason it is important to read to your child no matter what age, at a higher level than they can read each time you read out loud to your child.

- Reading out loud: with expression builds a vocabulary base so the words are not foreign to the child when they begin to read more difficult words because they heard them many times before in conversations and read alouds. Read with character and expression so they see how much you enjoy reading and they want to copy their greatest mentor- you.
- Journal Writing: **Reading response journals connect a child’s reading with his or her writing. Response journals contain a child’s response to a text that he or she is reading. These responses could show how they feel about a character, how they feel about text they read, and how the text connects to their won lives. After reading a text, your child can write about what happened in the story and then read his or her reflection to you** (children reading their work out loud to an adult gives them a purpose for writing. When the adult takes time to sit and listen and look at a child’s work, it shows that work is important to another person). **Attached is a list of different topics your child can write about or make up a few of your own.**

Journal writing strengthens reading and writing skills. When students respond to literature they are more likely to understand and remember what happened in the story. (Fuhler, 1994). It is very important for children to connect their personal experiences with the text they are reading and for students to think of similar experiences before they read. This supports the Vurdién’s (1994) studies on the Schema Theory; he stresses the importance of prior knowledge and how it is affected when coming in contact with new information. It carries more meaning for the student, and helps the student recall new information better.

- **Sock Puppets:** You and your child can create sock puppets out of old socks. Other materials you can use are markers, buttons, colored paper, and yarn. Your child can use the puppet to read a story to you. You can also write a play with your child. The play could either be made up, or you could rewrite your favorite part of the book into a play. You and your child can use the sock puppet to act out for example:
Father: You have been brave, and now you will have to be braver. I must go to fetch your mother and children. It is far for you to go and it will be better if you stay here.
Sarah: stay here? Alone? I am afraid! I have lost my courage.
Father: To be brave is the best courage of all (father leaves on a horse. Tall John takes Sarah into the house).
- **Making Words Activity:** (Cunningham, P & Hall; D., 1994) examples below:
 1. Take three letters and make the word set
 2. Make a 3 letter word- air.
 3. Change a letter to make a 3 letter word, ear.
 4. Add a letter to make a 4 letter word tear.
 5. Change a letter to make a 4 letter word – seat.
 6. Keep the w and make a 4 letter word, wire.
 7. Change the first letter to make the word tire.
 8. Make a 5 letter word, waste.
 9. Change one letter to make a 5 letter word, stair.
 10. Let’s make another 5 letter word, treat.
 11. Add a letter to make a 6 letter word, treats.
 12. Now make a 6 letter word, eraser.
 13. Make another 6 letter word, waiter.
 14. Add another e to make a 7 letter word, rewrite.
 15. Now make an 8 letter word, waitress.
 16. Can you figure out the big word you can make using all these letters (strawberries).

You can sort with your child. Have your child sort for words with the word family – eat and i_e and – air. Have your child think of other words that are in the same word family and write them down. Then make sentences for them.
- **Response Journal Topics:**
 1. Make predictions about what will happen next.
 2. Write your opinion about the book and give reasons for it.
 3. Connect what you read with something that happened to you.
 4. Compare stories or characters.
 5. Describe the story’s problem and solution.
 6. Describe the stories setting (where it took place).
 7. Write about your favorite book and why it is your favorite.
 8. Write about an experience you had in a bookstore or library.
 9. Describe the characters in the story. Are they shy, selfish, mean, friendly or excited? Give examples from the story that shows these traits.
 10. Write n alternative ending to the book you are reading.

Example of a response:

I enjoyed the book, Fly Away Home. The boy in the story is very brave. I think he is brave because in the story, he helps his dad save money. He could behave badly, or be

mad and upset having to live in the airport, but instead he has a good attitude and tries to help.

I think Andrew is very wise. I think this for many reasons. Instead of spending his money on things he does not need, he saves it in his shoe. He makes money by returning carts so he can get the change. He knows that someday he will be able to be free and have an apartment.

- Example of a Play:

This is a chapter out of the book, The Courage of Sarah Noble. A few third graders turned this into a play. This is a small part of the play.

Characters

**Sarah
Tall John
Narrator
Father**

Science

Narrator: Sarah and her father went to the wilderness to build a house. At first Sarah was scared of the Indians, but they met and became friends.

Props

**Indian House
Fake Logs
Fake Tools**

- **Objectives:** Students will be able to summarize the story into 30 words or less and make connections to the text using pictures and words.

Materials:

Any type of story or poem
Construction paper
Variety of magazines

Introduction: Show a model of a collage based on a story already read in class. Point out each part of the collage and why it is on the collage. Model how to write a good summary. Also, model the correct way to skim and scan through the magazines to find words and pictures using think aloud.

Guided Practice: Pass out the construction paper and either in small groups or with partners have students compose a 30-word summary of the story. Then, pass out one magazine to each group and have them skim and scan for pictures and words that they connect to the story. All parties in the group must agree before they can cut the word or picture out. (One magazine prevents them from just flipping through and saying they cannot find anything).

Independent Practice: Give everyone in the group a magazine and state that each person in the group must find at least one word or picture connection for the poster. After all posters are finished, have each group present to the class.

Extension Activity: Students can also do this for self-selected reading books on occasion for another form of assessment.

- **Poetry Activity**

Introduction: Tell students that they are going to scan through magazines to collect words. Model how to scan and what type of words would be worth collecting. Then take words and think through aloud, point out parts of speech and different themes that emerge and then finally create a poem.

Guided Practice: In small groups, pass out magazines and give students about 7 minutes to scan for words for a class collection. Then have the group sort the words into nouns, adjectives, and verbs. After sorting the words, have them look at the different themes emerging and then finally create a group poem.

Independent Practice: Students create their own poem.

- **Magnetic Poems:**

Using the student created poems from the found poetry activity, laminate and cut out each word. Put magnetic tape on the back of each piece and put into baggies. Place in a center and have students manipulate the words into new poems and then write these down for a poetry display. Discuss how the same words were manipulated into different poems. Note any similarities and differences.

- **Open Mind:**

Objective: This activity is designed to help students infer characteristics about characters that are not explicitly stated in the stories they are reading.

Activity: Students draw an empty head on construction paper. Then inside the head students draw symbols, words, and images they think are bouncing around inside the character's mind. Discuss pictures with partners, small groups or whole class.

- **Logographic Cues**

On one side of an index card students write the vocabulary word; on the other side, they write definition and draw a logographic that suggests the meaning of the word. (Beers)

Success Strategies:

- . Definitions should be in the child's own words.
- . The graphic can be anything that helps the student remember the true definition.
- . Words can be chosen by the instructor or words that the individual sees as a challenge may be used.

- **S.P.R.E.A.D.S**

Objective: To increase reading comprehension skills

Materials: one plain unlined sheet of 8X11 paper

Procedure: Have students take the sheet of paper and fold it in half 3 times. Students should then have a paper with eight squares.

1. First box Scan - for this box students will scan the pictures from the story and list five pictures or scenes from the story
2. Label the box next-door Predict - in this box, from looking at the pictures that they scanned students will predict what they think the story will be about three. Label the next box Read - in this box, during reading, children will write any thoughts they had while reading the story

4. Label the next box Evaluate - in this box students will formulate three questions about the story
5. Label the next box Authorize - in this box students will write whether or not the story was written to entertain, inform, persuade, or compare and contrast.
6. Label the next box Details - in this box the students will write the major events that took place in the story
7. Label the next box Summary - in this box, the students will write and answer Who? What? When? Where? Why?
8. Label the next box Summary Statement. Students will take the information written in box 7 and produce a summary statement about the story that they read.

- **Comprehension Strategy:** Reader-Response Journals (3 column)

Overview: Writing responses to literature is an integral part of understanding the ideas in the literature. Through the use of response journals or entries, students can ask questions about the literature, respond to characters' actions, make connections to their own lives, and make meaning for themselves (Appendix A)

- **Comprehension Strategy:** DR-TA (Directed Reading - Thinking Activity)

Overview: DR-TA helps students to develop critical awareness by moving them through a process that includes prediction, verification, judgment, and extension of thought. The teacher guides reading and stimulates thinking through the use of questions. (Appendix B)

Comprehension Strategy: Think, Pair, and Share (Wood, 2001).

Overview: This strategy is threefold: first, students take notes on what they read; second, students work in pairs to develop answers to questions they had with the reading; third, the process they used to answer the questions is shared with the whole class. This strategy reinforces the understanding of the information learned by explaining it to the class.

(Appendix C)

Comprehension Strategy: Say Something (Short, K.G., Harste, J., & Burke, C., 1996).

Overview: This strategy provides students with opportunities to construct meaning and monitor their understanding. It establishes a very clear and simple method for helping students make clear connections to text, especially when the material is especially complex. Examples:

Narrative: plot, feelings, summarization, predictions, connections, mood, setting, character descriptions

Expository: summarization, connections, predictions, paraphrasing, exploring big ideas.

- **Comprehension Strategy:** G.I.S.T. (generating interaction between schemata and text)

Overview: This strategy is a group (or individual) summarization activity that fosters comprehension by having students condense or summarize longer texts. This allows students to put concepts into their own words. It works expository and content-area texts like science. (Appendix D)

- **Vocabulary Trees:**

Overview: This strategy is an effective way to teach roots and affixes for content area classes such as Biology, U.S. History, Civics and Economics, and other vocabulary rich courses.

According to Stahl,

"Knowledge of word meanings affects every aspect of language knowledge."

Instead of asking students to memorize roots and affixes, this strategy enables students to see their use in our content area vocabulary as well as in everyday vocabulary. It gives students the needed bridge to connect word parts and meanings. Teachers and students can continue to build upon knowledge by adding branches to the trees as they encounter more vocabulary with common roots and affixes.

Stahl, S. A. 2003. Vocabulary and readability: how knowing word meanings affects comprehension, *Top Language Disorders*, 23, 241-247.

- **Vocabulary Maps:**

Overview: Vocabulary instruction is often cited as a vital part of reading comprehension. However, it is also an area in which many teachers have a limited variety of strategies. Vocabulary maps give students and teachers an effective means for teaching and learning vocabulary.

Greenwood states that, "true word knowledge involves a complex process of integrating new words with ideas that exist in the schema of the reader."

Vocabulary maps provide the opportunity for students to activate prior knowledge of words in order to help remember new words. They develop general definitions for the words in addition to finding synonyms, antonyms, or even drawing pictures to represent the word.

Many different forms of vocabulary map templates can be found through an Internet search. All of these can be adapted to fit the needs of individual students.

Materials: Blank Vocabulary Map templates

Method: Students complete maps to help them make connections to the vocabulary words.

Greenwood, S.C., 2002. Making words matter: vocabulary study in the content areas, *The Clearing House*, 75, 258-263.

Drama-

Overview: Activating as many of the senses as possible helps students learn. It can be an effective method for learning new vocabulary and improving comprehension. One method for incorporating drama into vocabulary is to have students pantomime the meaning of the word. Students can also form teams and play charades with their vocabulary words.

In "World Theater" groups of students physically demonstrate vocabulary definitions. For example, students may demonstrate the electron transport chain by standing in a line. One student can pass a drawn letter "e", representing energy, to the next person in line. To represent that some of the energy is lost in the process, a selected student may switch his letter "e" for two smaller "e"s. He will drop one "e" to represent lost energy and pass the smaller "e" along the chain.

Foil, C. R., & Alber, S.R. 2002. Fun and effective ways to build your student's vocabulary, *Intervention in School and Clinic*, 37,(3), 131-139.

- **Semantic Mapping:**

Overview: This strategy gives students a visual way to organize information. It can be used for both concepts and for vocabulary development. The key word or topic is presented in the middle of the map. Students then use branches to answer questions such as "What is it?", "What is it like?" and "What are some examples?" Questions can be adjusted to fit the needs of the course. Various types of semantic maps can be found in the cited article.

Foil, C. R., & Alber, S.R. 2002. Fun and effective ways to build your student's vocabulary, *Intervention in School and Clinic*, 37,(3), 131-139.

- **Inference Bag:**

After students have finished reading a book, fill a canvas tote bag or paper bag with several items that could be associated with the book's characters. Tell students that the bag contains objects that belong to the characters. Then pull each item out of the bag one at a time and ask students to infer which character might own it. Require students to give evidence from the story to support their answers.

(Mailbox Intermediate: February/March '02)

- **Tea Party:**

Teacher preparation: Create cards with phrases from the text. Some of the chosen phrases may be repeated.

As the students are moving around the room they have four goals:

1. share their card with as many classmates as possible
2. listen to the others as they read their cards
3. discuss, in groups of 5, how these cards might be related
4. speculate on what these cards, collectively, might be about

- **Success Strategies:**

Don't paraphrase the text.

Select about half as many phrases as you have children

Try to get insight into the characters, setting, and conflicts through the phrases. Have students record their predictions by writing "We think" statements. Be sure the students can support their predictions.

At Home Reading Games

GIFT WORDS: Select a special word. Write it on an index card. Decorate it, wrap it in fancy wrap, and give to your special child. You may want to make a special “TREASURE CHEST” to keep this word and future gift words.

POSTER WORDS: Write on 11” X 14” paper or larger. Leave the letters open so the child can decorate. Upper grade students and also Academically Gifted students will enjoy this activity. Choose words that will stretch current vocabulary knowledge.

WORD COLLECTION BOX: Get a file box and a pack of index cards. Allow the child to select a word. Only one word per day can be added to insure maximum memory recall when viewing the word on another day. Help the child decide on the “perfect” word. Anytime you have a little extra time, take out the box and let your child read as many as possible. Help with the rest. This game will generate an interest in unusual vocabulary that you and your child can share and can continue long after the child has progressed beyond elementary stages of reading. This special game has no limits or boundaries in vocabulary development as an on-going process.

CHARADE CARDS: (3 or more players) Write words or phrases on ten index cards. The child will whisper the word/phrase in your ear after choosing an index card. Your nod will be the signal that the word is correct and for the child to begin the charade (acting out of the word). Rule: Participants must wait until the act (charade) is complete before guessing the word. Add more word cards and be ready for the next charade production. Here is an example of words or phrases:

basketball	writing a letter	baseball
icing a cake	soccer	playing the violin
swimming	sun bathing	riding a bike
raining	sweeping the floor	monster
brushing your teeth	making breakfast	opening a can
eating soup	feeling sick	reading a book

This game encourages vocabulary development, increases background knowledge, and requires critical thinking skills while creating the charade..

PICTURE LABELS: The child chooses any picture from a carefully chosen collection of magazine photographs. The child begins naming everything seen in the photograph. As the child names the objects/parts of the photograph, have the child write down the name of each object named. Assist with spelling as necessary. When finished naming and writing the names, tape the labels on the photograph as the child reads the label and talk about the object. This is a great time to work on words that are similar in meaning, opposite in meaning, or rhyming words to help in vocabulary development. (This activity is great for children with limited English proficiency and for struggling readers at any age due to building background experiences that can be carried into reading selections and the extensive vocabulary usage.) This activity works well because the power of words often corresponds with the reality of what is being seen in the photograph.

GAMES FOR THE EYE: (Visual Perception) This activity requires puzzles, mazes, and drawings. These games serve three purposes: they sharpen visual perception, train the visual memory, and offer practice in recognizing individual letters. These games are useful in both beginning readers and also with good readers. Mazes require close visual perception – exactly the kind of exercise children need in tracing the shapes of letters and words and to train their eyes to follow a line of print. Jigsaw Puzzles are made by taking any photo/picture that is at least 6” X 8” and gluing to heavy paper. When dry, turn over to the back and have the child design the pieces for the puzzle. Cut apart and then have the child reassemble the original image. This visual perception exercise is good for children who reverse numbers, have trouble copying simple designs, and cannot control handwriting. Blindfold Drawing has two rules: the person drawing is blindfolded and the pencil cannot be lifted from the surface of the paper. First the child creates what is to be drawn in the imagination and then just start drawing with the eyes blindfolded (or eyes closed). By mentally picturing images of something as simple as eggs or cats, the child is training his/her ability to recall visual images of all sorts. Words are visual images too, and the ability to recall them is one of the main skills in reading for a child of any reading ability / level.

COMPREHENSION THROUGH DRAMA: Illustrate and/or dramatize the problem (what’s wrong) or the solution (how the problem is solved) in a book or a chapter of a book. Then modify the problem or solution and dramatize again to show how the story would change by modifying character actions or major details from the story.

I SPY: This game can be played anywhere, anytime. Start the game by saying, “I spy ...” Then the sky is the limit and the game can be adapted to your child’s age, academic needs, and cognitive abilities. Here are some examples: I spy something “orange”. What is it? I spy something that starts with a “B”. What is it? I spy something that rhymes with “boat”. What is it? I spy something that goes with “predator”. What is it? I spy something that reminds me of the setting in the story/book we just read (name the story/book). What is it? I spy something that is the opposite of “ascending”. What is it? (USE WHATEVER CLUE THAT IS NECESSARY TO MEET THE LEARNING NEEDS OF YOUR CHILD.)

BLOCKS: Use ordinary children’s letter blocks for reviewing reading skills. Collect several sets of blocks at rummage sales or at second-hand stores. Use these blocks to review vocabulary words and to help your child in the spelling of new words. This is a great game to encourage the automatic recognition of basic sight words that are vital to reading fluency. Blocks can also be adapted to other purposes by attaching masking tape to each side of the blocks and writing words on the tape. Challenge the child to spill the blocks onto the floor or table and then create an original sentence. This is a fun way for children to identify the various elements in a passage that was just read. (setting, characters, plot, problem, solution, main idea, story details)

CONCENTRATION: This game will increase and/or build visual, recall skills. Begin simple by lining up household objects in a row or a circle. Let the child have a short time (10 – 30 seconds) to look at the objects. Have the child turn around, and you then remove one object from the group. Challenge the child to identify the missing object when he/she turns back around. Or, simply change the order of the objects to create an even greater visual perception challenge for the child. To make the game even more challenging, create word association cards. Begin by displaying only 3 – 6 cards and follow the same procedure as with the objects. Increase the number of cards according to your child’s ability. The more cards you can add and successfully remove will increase memory recall dramatically.

MAKING CONNECTIONS: Make history come alive for your child. Read aloud books like the Dear America series or the Little House chapter books. Then you can talk about what's the same and what's different between your youngster's life and these families' lives. This is a critical skill for the new End of Grade tests for the state of N.C.

READING/MATH BEACH BALL: Purchase a beach ball and inflate. With a nontoxic erasable marker, write story elements such as CHARACTERS, PLOT, SETTING, PROBLEM, SOLUTION, MOOD, AUTHOR'S PURPOSE, SEQUENCE OF EVENTS, ETC. on each section. Can do the same for math skills with such concepts as SYMMETRY, ANGLES, MATH FACTS, FRACTIONS, MONEY, NUMBERS TO MAKE UP THEIR OWN MATH PROBLEMS, ETC. Toss the ball to the child and have the child discuss or illustrate the concept on the section that their fingers touch when the ball is caught.

KITCHEN SHAPES: Name a shape like "circle." Ask your child to find circles in the kitchen or throughout the house. Later, play the game in reverse. Pick a kitchen or other home item, such as a cutting board, and ask your child to name its shape. On another day, ask your child to trace around a small kitchen or home item, like a spoon, a book, or a cookie cutter. Then cut out the shapes. Show how to use the shapes to make different objects. For example, a house can be made from a square or rectangle and a triangle. This is a great activity to work on geometry math skills and on spatial relationships. Later have the child write a story about what they have created and read the story to someone and talk about it. This would be a great time to call Grandma, Grandpa, aunts or uncles and read to them over the phone. Suits any learning ability.

SPIES "r" US: Try on a disguise, learn about other countries, and find out about real spies' jobs on the CIA Kids' Page. It also includes links to other government sites, such as the White House. Log on to www.cia.gov/cia/ciakids/sitemap.html. Have Fun!!

WHO'S ON PAGE 1? Time for Kids leads children through news events of the day. Click on "Magazines" and read the News Scoop for grades 2 – 3 and World Report for grades 4 – 6. Log in to www.timeforkids.com. Discuss what is on the news for kids each day and compare/contrast what is going on in our own city, county, state as compared to the world/national news. Write your own news report for others to read. Illustrate and make a "newspaper" for the weeks/months events.

Reading Sites

<http://www.teachers.net/4blocks/>
<http://www.blocks4reading.com/weblinks/>
<http://www.readingrockets.org/teaching>

North Carolina

State of North Carolina

Nickname(s): Tar Heel State; Old North State



<u>Official language(s)</u>	<u>English</u>
<u>Capital</u>	<u>Raleigh</u>
<u>Largest city</u>	<u>Charlotte</u>
<u>Area</u>	<u>Ranked 28th</u>
- Total	53,865 sq. mi. (139,509 km²)
- Width	500 miles (805 km)
- Length	150 miles (240 km)
- % water	9.5
- Latitude	34°N to 36°21'N
- Longitude	75°30'W to 84°15'W
<u>Population</u>	<u>Ranked 11th</u>
- Total (2000)	8,049,313
- Density	165.24/sq. mi. 63.80/km² (17th)
<u>Elevation</u>	
- Highest point	<u>Mt. Mitchell</u> 6,684 feet (2,038 m)
- Mean	705 feet (215 m)
- Lowest point	<u>sea level—0 feet (0 m)</u>
<u>Admission to Union</u>	<u>November 21, 1789</u> (12th)
<u>Governor</u>	<u>Mike Easley (D)</u>
<u>U.S. Senators</u>	<u>Elizabeth Dole (R)</u> <u>Richard Burr (R)</u>
<u>Time zone(s)</u>	<u>Eastern: UTC-5/-4</u>
<u>Abbreviations</u>	<u>NC US-NC</u>
<u>Web site</u>	<u>www.nc.gov</u>

North Carolina is a state in the Southern United States of America. Home to the first English colony

in the Americas, it was one of the original 13 states.

Geography North Carolina is bordered by South Carolina on the south; Georgia on the southwest; Tennessee on the west; Virginia on the north; and the Atlantic Ocean on the east. The United States Census Bureau classifies North Carolina as a Southern state in the subcategory of being one of the South Atlantic States. North Carolina consists of three geographic sections: the coastal plain, which occupies the eastern 45% of the state; the Piedmont region, which contains the middle 35%; and the Appalachian Mountains and foothills, which take up the remaining 20% of the state in the west. The coastal plain begins in the east as a chain of narrow, sandy barrier islands known as the "Outer Banks". The Outer Banks encompass two sounds — Albemarle Sound in the north and Pamlico Sound in the south; they are the two largest landlocked sounds in the United States. Inland the coastal plain is relatively flat, with rich soils which grow tobacco, soybeans, and cotton. The major rivers of this section, such as the Tar River and Cape Fear River, tend to be slow-moving and wide. Further inland is the "fall line," a series of hills which mark the end of the coastal plain and the beginning of the Piedmont. The Piedmont region of central North Carolina is North Carolina's most urbanized and densely-populated region. It consists of gently rolling countryside frequently broken by hills or low isolated mountain ridges. Many small, deeply eroded mountain ranges and peaks are located in the Piedmont, including the Saura Mountains, Pilot Mountain, the Uwharrie Mountains, Crowders and Kings Mountains, the Brushy Mountains, and the South Mountains. The Piedmont ranges from about 300-400 feet (90-120 m) elevation in the east to over 1,000 feet (300 m) in the west. The major rivers of the Piedmont, such as the Yadkin and Catawba, tend to be fast-flowing, shallow, and narrow. The western section of the state is part of the Appalachian Mountain range. Among the subranges of the Appalachians located in the state are the Great Smoky Mountains, Blue Ridge Mountains, Balsams, Pisgahs, and the Black Mountains. The Black Mountains are the highest mountains in the Eastern United States, and culminate in Mount Mitchell at 6,684 feet (2,037 m). It is the highest point east of the Mississippi River. Due to the higher altitude in the mountains, the climate often differs starkly from the rest of the state. Winters in western NC typically feature significant snowfall and subfreezing temperatures more akin to a northern state than a southern one.

Burke County, North Carolina

Burke County is a county located in the U.S. state of North Carolina. As of 2000, the population is 89,148. Its county seat is Morganton. The symbol of Burke County is Table Rock.

Burke County, North Carolina	
Map	
	
Location in the state of North Carolina	
Statistics	
Formed	<u>1777</u>
Seat	<u>Morganton</u>
Area	
- Total	1,334 km² (515 mi²)
- Land	km² (mi²)
- Water	21 km² (8 mi²), 1.59%
Population	
- (2000)	89,148
- Density	68/km²
Website:	www.co.burke.nc.us

History The county was formed in 1777 from Rowan County. It was named for Thomas Burke, a delegate to the Continental Congress from 1777 to 1781 and Governor of North Carolina from 1781 to 1782. In 1791 parts of Burke County and Rutherford County were combined to form Buncombe County. In 1833 parts of Burke County and Buncombe County were combined to form Yancey County. In 1841 parts of Burke County and Wilkes County were combined to form Caldwell County. In 1842 additional parts of Burke County and Rutherford County were combined to form McDowell County. Finally, in 1861 parts of Burke County, Caldwell County, McDowell County, Watauga County, and Yancey County were combined to form Mitchell County.

Law and government *Burke County is a member of the regional Western Piedmont Council of Governments.*

Geography *According to the U.S. Census Bureau, the county has a total area of **1,334 km² (515 mi²)**. **1,312 km² (507 mi²)** of it is land and **21 km² (8 mi²)** of it is water. The total area is **1.59%** water.*

Townships The county is divided into thirteen townships: Drexel, Icard, Jonas

Ridge, Linville, Lovelady, Lower Creek, Lower Fork, Morganton, Quaker Meadows, Silver Creek, Smokey Creek, Upper Creek, and Upper Fork.

Adjacent Counties

- Caldwell County, North Carolina - north
- Catawba County, North Carolina - east
- Cleveland County, North Carolina - south-southeast
- Rutherford County, North Carolina - south-southwest
- McDowell County, North Carolina - west
- Avery County, North Carolina - northwest

Cities and towns

- Connelly Springs
- Drexel
- Glen Alpine
- Hickory
- Hildebran
- Icard
- Long View
- Morganton
- Rhodhiss
- Rutherford College
- Salem
- Valdese

North Carolina State Facts

Motto: Esse quam videri (To be rather than to seem)

North Carolina is a southern state in the United States. North Carolina is one of the thirteen colonies that revolted against British rule in the American Revolution. It is bordered by South Carolina on the south, Georgia on the southwest, Tennessee on the west, Virginia on the north, and the Atlantic Ocean on the east. It was named in honor of King Charles I of England.

Capitol: Raleigh

Governor: Pat McCrory

Secretary Of State: Bill Daughtridge Jr

Treasurer: Janet Cowell

Attorney General: Roy Cooper

Largest City: Charlotte

Official languages: English

Admission into the Union: November 21, 1789

State Symbols:

Flower Dogwood (1941)

Tree Pine (1963)

Bird Cardinal (1943)

Mammal Gray squirrel (1969)

Insect Honeybee (1973)

Reptile Eastern Box Turtle (1979)

Gemstone Emerald (1973)

Shell Scotch Bonnet (1965)

Historic Boat Shad Boat (1987)

Beverage Milk (1987)

Rock Granite (1979)

Dog Plot Hound (1989)

Song "The Old North State" (1927)

Colors Red and Blue (1945)

Fruit Scuppernong Grape (2001)

Nickname: Tar Heel State

Residents: North Carolinian

Land area: 48,711 sq mi.

Number of counties: 100

State parks: 29

Known Natives:

Elizabeth Dole US senator

Billy Graham evangelist

Andy Griffith actor

Andrew Johnson president

Sugar Ray Leonard boxer

Randy Travis musician

Thomas Wolfe novelist

William Blount — signed the United States Constitution

Andrew Jackson — 7th President of the United States

Andrew Johnson — 17th President of the United States

Dolley Madison — wife to President James Madison

James K. Polk — 11th former US President

James Taylor — 1970's singer

Dale Earnhardt — One of the most popular NASCAR drivers of all time

Dale Earnhardt, Jr. — Currently one of NASCAR's top drivers

Kindergarten, First and Second Grade Sight Words

Preprimer

a
have
away
blue
come
find
funny
help
I
is
jump
look
me
not
play
run
see
three
two
we
yellow
where
up
to
the
said
red
one
my
make
little
it
in
here
go
for
you
can
big
and
down
was

Primer

yes
will
what
well
want
too
they
that
so
say
ride
pretty
out
on
must
no
into
get
eat
did
but
black
ate
are
all
am
at
be
brown
can
do
four
good
there
like
please
now
our
new
ran
saw
she
under
soon
went
white

with

he
List 1
after
an
as
us
by
could
fly
give
had
her
his
just
let
live
day
of
once
over
put
some
take
care
thank
then
were
who
when
think
them
again
any
ask
every
from
going
has
him
know
may
old
open
round
stop

List 2

always
because
before
both
buy
cold
don't
first
found
goes
its
many
or
read
sing
sleep
their
those
us
very
why
wish
would
yours
truly
write
work
which
use
upon
these
tell
sit
right
pull
off
made
green
gave
five
fast
does
call
around
been
best

List 3

about
better
carry
clean
done
draw
eight
fall
hold
got
full
hot
if
keep
laugh
light
much
myself
only
own
seven
shall
small
six
today
warm
bring
ten
cut
drink
far
grow
hurt
lend
never
long
pick
show
start
try

List 4

this
each
how
other
time
more
number
way
people
than
water
oil
long
part
sound
place
word
year
back
most
thing
name
sentence
great
through
right
same
also
another
large
even
such
turn
need
different
move
kind
picture
change
any
walk
end

Sight Words for Grades 3rd-5th

1.	father	true	thought	side	41.	business	office	alone	women
2.	children	above	send	poor	42.	whole	cow	low	among
3.	land	still	receive	lost	43.	short	visit	arm	road
4.	interest	meet	pay	outside	44.	certain	wait	dinner	farm
5.	government	since	nothing	wind	45.	fair	teacher	hair	cousin
6.	feet	number	need	Mrs.	46.	reason	spring	service	bread
7.	garden	state	mean	learn	47.	summer	picture	class	wrong
8.	done	matter	late	held	48.	eleven	bird	quite	age
9.	country	line	half	front	49.	baby	whose	force	twelve
10.	different	remember	fight	built	50.	minute	study	plant	rode
11.	nine	large	enough	family	51.	ring	fear	suppose	uncle
12.	across	few	feel	began	52.	wrote	move	law	labor
13.	yard	itself	during	air	53.	happen	stood	husband	public
14.	winter	cover	gone	young	54.	appear	himself	moment	consider
15.	table	window	hundred	ago	55.	heart	strong	person	thus
16.	story	even	week	world	56.	swim	knew	result	least
17.	sometimes	city	between	airplane	57.	felt	often	continue	power
18.	I'm	together	change	without	58.	fourth	toward	price	mark
19.	tried	sun	being	kill	59.	I'll	wonder	serve	president
20.	horse	life	care	ready	60.	kept	twenty	national	voice
21.	something	street	answer	stay	61.	well	important	thousand	whether
22.	brought	party	course	won't	62.	become	herself	demand	aunt
23.	shoes	suit	against	paper	63.	body	idea	however	system
24.	hour	grade	egg	spell	64.	chance	doctor	figure	condition
25.	glad	brother	ground	beautiful	65.	human	river	case	cause
26.	follow	remain	afternoon	sick	66.	perhaps	smile	increase	marry
27.	company	milk	feed	became	67.	court	produce	enjoy	possible
28.	believe	several	boat	cry	68.	speak	themselves	rather	supply
29.	begin	war	plan	finish	69.	community	confusion	countries	especially
30.	mind	able	question	catch	70.	accident	customers	terrible	soot
31.	pass	charge	fish	floor	71.	actually	comfortable	especially	frequently
32.	reach	either	return	stick	72.	believe	certainly	exercise	attention
33.	month	less	sir	great	73.	breathe	climbed	hospital	daughter
34.	point	train	already	guess	74.	symbol	cousin	language	tutors
35.	rest	cost	music	bridge	75.	weight	decide	liquid	instruct
36.	sent	evening	wood	church	76.	whisper	difference	muscles	instruction
37.	sound	note	dark	lady	77.	amazed	disease	realized	capable
38.	went	past	ice	tomorrow	78.	musician	especially	responsible	determined
39.	bank	room	chair	snow	79.	radiant	exit	rhythm	bargain
40.	ship	flew	watch	whom	80.	pastries	enormous	science	addition

EOG List

GENRES

fiction
non-fiction
narrative
eye witness account
drama
poetry
memoir
summary
order form
menu
schedule
recipe
make believe
biography
autobiography
article

TEXT FEATURES

bold print
subheadings
subtitles
italics
parenthesis
graph
map
graphic organizer
empty box
illustration
heading
foot notes
time line
diagram
figure
table

POETRY TERMS

poetry
poet

speaker
stanza
numbered line

VERBS

apply
assume
choose
clarify
communicate
compare
contrast
conclude
construct
convince
define
develop
discuss

MORE VERBS

imagine
infer
investigate
justify
list
organize
predict
present
react
relate
represent
select
solve
state

DRAMA TERMS

drama
plays
skits

monologues
narrator
scene
curtain
props
act
cast of characters
stage of directions

RECIPE TERMS

recipe
ingredients
utensils
equipment
bake
oven
concept
cause and effect
significance
impact
main idea
purpose
opinion
mood
tone
characteristics
fact
details
main point
influence
information
to entertain

PROCESSES

analogy
relationships
decision
purpose
strategies
evidence
connections

knowledge
events
associations

ANSWER CHOICES

most likely
most similar
best answer
best example
best describes
mainly
approximately
about
based on
according to
some instance
similar to
different from
results of

FIGURES OF SPEECH

exaggeration
personification
simile
metaphor
alliteration

OTHER WORDS

selection
definition
situation
author
reference
word
phrase
sentence
paragraph
margin
experience
vocabulary
quotation marks
brackets

Kindergarten Math Vocabulary Words

Numbers

(Kindergarteners are to be able to do the following with the numbers 1-30.)

verbally count
identify numbers
write numbers (without model)
estimate
count out cubes
count objects in sets
demonstrate sums/ differences with manipulatives
compare and order sets and numbers
choose the largest number
choose the smallest number
ordinal numbers

Geometry

rectangle
circle
triangle
rhombus
oval
star
cover shapes with pattern blocks

Measurement

identify taller/longer/ shorter/heavier/lighter items
identify which items take more/less time
days of the week
months of the year

seasons

identify "today"
identify "yesterday"
identify "tomorrow"

Data Analysis and Probability

demonstrate positional words: on, over, beside, under, above, left
read picture graphs*
*identify more/less
*identify equal groups

Algebra

create patterns
extend patterns
copies a pattern
demonstrate sorting
sorts and states the rule

First Grade Math Vocabulary Words

Numbers

*(First grade students are to be able to do all of the following with the numbers 1-100.)
make sets/groups
match numbers
ordinal numbers
count
read and write number words
put in order
place value (ones, tens)
estimate amounts
identify if equal/unequal
count by 2's, 5's, 10's
add single-digit numbers
counting backwards
subtraction
demonstrate fair shares (divide)

Measurement/length

Capacity
weight
estimate size

compare
telling time
hour
half-hour
problem solving
clock
calendar

Geometry

identify, build, draw the following:
parallelogram
square
trapezoid
hexagon
cylinder
cone
rectangular prism
compare/contracts shapes
visual memory to solve problems

Data Analysis and Probability

gather, organize, describe, and display information
graphing
plotting
tallying
describe events as certain, impossible, more likely, or less likely to occur

Algebra

sort and arrange
Venn diagrams
similarities
differences
create patterns
continue patterns
identify patterns
rename pattern

Second Grade Math Vocabulary Words

Numbers

*(Second grade students are to be able to do all of the following with the numbers 1-999.)
make sets/groups
match numbers
ordinal numbers
count forwards and backwards
read number words
write number words
put in order
place value (ones, tens, hundreds)
estimate amounts
estimate sums and differences
identify if equal/unequal
count by 2's, 5's, 10's
multi-digit addition and subtraction

addition strategies
subtraction
strategies
odd/even

Fractions

model fractions
compare fractions
create different models of the same fractions
combine fractions
division into halves, thirds, and

Measurement

estimate
measure
length
meters
centimeters
feet
inches
yards

temperature (Fahrenheit)
telling time using five-minute intervals

Geometry

combine figures to make a given shape.
describe changes in two and three dimensional figures.
identify symmetric figures
make symmetric figures
identify congruent figures
make congruent figures

Data Analysis and Probability

collect, organize, describe, and

display information
triple Venn diagram
pictographs with multiple unit symbols
complete probability experiments
explain result
make predictions

Algebra

identify patterns
describe patterns
translate patterns
write addition sentences
write subtraction sentences
use symbols to show unknown amount

Third Grade Math Vocabulary Words

word form/notation
points
plane figures
path
polyhedron/solid/3-D
prism
square
parallelogram
pentagon
octagon
faces
octagonal
compare
flat
top/bottom/base
long/short
over/under

groups of repeated
tens place
compose
sum
multiply
quotient
dividend
estimate
comparing
greater than (5>4)
matrices
addend
array
skip count
division
parts of a whole
fair share

addition
repeated subtraction
remainder
numerator
regions
relationship
parentheses
whole number
minutes
before/after
half past
reasonable
months
intervals
liters
quarts
centimeter

cups
gallons
meter
inches
miles
smallest/greatest
thick/thinner
customary
ruler
meter stick
tape measure
width/wide
scale
thermometer
degrees
freezing point
increments

Continued ~ Third Grade Math Vocabulary Words

between	equal portions	linear	angle
line of symmetry	whole unit	yards	plane
endpoints	equivalent	most/least	grid
ray	proper/improper fractions	heft (pick up)	solid figures
square corner/right angle	hours	appropriate units	cube
up/down/right/left	quarter	non-standard	cone
line plot	earlier/late	picture form/notation	trapezoid
survey	AM/PM	hundreds place	quadrilateral
predictions	days of the week	base ten blocks	hexagon
certain/uncertain	seasons	add	pentagonal prism
chance	convert	difference	regular/irregular
unknown	pints	divide	attributes
length	metric	divisor	smooth
kilograms	kilometer	factor	side
weight	feet	greatest	like/unlike
Celsius	longer/shorter	less than/equal to ($4 < 5$)	below
boiling point	heaviest/lightest	equal to ($5 = 5$)	symmetry
rising/falling	increasing/decreasing	pounds	surface
shapes	standard	cents	parallel
lines	trundle wheel	multiples	greater than/obtuse
polygon	standard form/notation	share quality	axis
triangle	thousands place	parts of a group	pictograph
sphere	ones place	leftover	Venn diagrams
cylinder	decompose	denominator	possible outcomes
rectangle	subtract	proportional	likely/unlikely/equally
rhombus	product	order	equally
decagon	sum	mixed number	more often
prism	form	measure	height
pentagonal	least	seconds	grams
decagonal	less than ($4 < 5$)	till/until/after/past	balance
decagonal prism	greater than/equal to ($5 \geq 4$)	half-hour	Fahrenheit
describe	ounces	afternoon/morning	room temperature
round	dollars	year	body temperature
corner/vertex/vertices	pattern	elapsed	outside/inside
straight/curved	above	symmetric	congruent
line segment	smaller than/acute	coordinate	north/south/east/west
tallies	list	impossible	favorable less often
symbol			

Fourth Grade Math Vocabulary Words

period	compensation	dividend
clustering	millimeter	remainder
perpendicular	straight angle	flip
variable	line graph	divisor
proper fraction	point	octagon
word form	estimate	divisor
elapsed time	kilometer	average
angle	radius	reflection
mode	ordered pair	dividend
equivalent fractions	line	face
short word form	front-end estimation	fact family
century	gram	compatible numbers
vertex	diameter	turn
median	plot	quotient
common denominator	line segment	edge
standard form	product	zero property
decade	milligram	inverse operations
perimeter	circumference	rotation
range	stem-and-leaf plot	commutative property
decimal	ray	mixed number
expanded form	factor	property of one
capacity	kilogram	equation
polygon	congruent	area
mean	probability	associative property
decimal point	intersecting lines	simplest form
rounding	array	prime numbers
mass	milliliter	volume
right angle	similar	denominator
graph	parallel lines	prime numbers less than 100
equivalent decimal	divisible	Celsius
meter	multiple	line of symmetry
acute angle	liter	even/odd number
bar graph	slide	numeration
plane figure	order of operations	composite numbers
breaking apart	pentagon	fraction
centimeter	quotient	degree
obtuse angle	Fahrenheit	quadrilateral
pictograph	translation	
quadrilateral	remainder	

Fifth Grade Math Vocabulary Words

Number and Operations

expanded notation
hundred thousands place
ten thousands place
thousands place
hundreds place
tens place
ones place
tenths place
hundredths place
thousandths place
equivalence
fraction
numerator
denominator
rational number
factor
multiple
decimal fractions
approximately
about
equivalent
make a list
draw a picture
guess and check
equation
pattern
solve simpler problem

Measurement

Liter
Centimeter
Meter
Kilometer
Celsius
Fahrenheit
Degree
Quart
gallon
pint
cups

pint
cups
grams
kilograms
miles
inches
feet
yards
pounds
ounces
benchmark/landmark
protractor

Geometry

triangle
right
obtuse
acute
isosceles
scalene
equilateral
quadrilateral
rectangle
square
rhombus
trapezoid
parallelogram
pentagon
hexagon
octagon
decagon
dodecagon
(a 12 sided polygon)
line
line segment
ray
angle
vertex
regular polygon

adjacent
diagonal
line of symmetry
side
congruent
protractor
parallelism
perpendicularity
angle measure
supplementary
complimentary

Data Analysis and Probability

median
midpoint
mode
range
line plot
circle graph
pictograph
line graph
tallies
bar graph
frequency
table

Algebra

variable
unknown
less than
more than
at most
the least
less/more than or equal
equivalent

Multiplication Table

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Order of Operations

First

Second

Operations within parentheses ()

Powers (exponents) and roots

Third

Fourth

X ÷

+ -

**Multiplication and Division
in order from left to right.**

**Addition and Subtraction
In order from left to right.**

Addition and Subtraction Facts to 20

The basic addition and subtraction facts are all the combinations of 1-digit numbers (2+2, 6+9, 8+4, etc.) and the corresponding subtraction exercises (18-9, 7-4, etc.). (See the fact chart at the end of this page.) To you, these are probably automatic. You don't need to think about them because you've memorized the answers. That immediate command is what you're striving to teach your students.

There are a variety of strategies that can be used to figure out or remember facts.

Addition Properties: The zero property states that zero added to any number is the same as the original number. The commutative (or order) property states that the order of addends does not matter: $3 + 4 = 4 + 3$.

Subtraction Rules: There are two rules for using zero in subtraction. Zero subtracted from any number is the original number (this is the counterpart of the zero property of addition), and any number subtracted from itself equals zero.

Counting on and counting back: For facts such as $9+1$ or $7+2$, you can count on from the greater number. Similarly, for facts such as $6-1$, you can count back. (Counting back is often harder to master than counting on.)

Doubles and near doubles: If you have two groups of 8 objects, you have double 8, or 16, objects. Doubles facts are usually easy to remember, and can be used to learn other facts. Since $8+8=16$, and 9 is one more than 8, $8+9$ will be one more than 16, or 17.

Using 10 to add 9: The place-value system makes adding 10 to a number easy – just increase the digit in the tens place by 1. You can use this to help add 9 to a number. Just add 10 to the number, then subtract 1.

Fact families: A fact family is a group of related facts using the same numbers. One example would be $4+3=7$, $3+4=7$, $7-3=4$, and $7-4=3$. Fact families are a very powerful tool for mastering facts; once you know one fact in a family, you can work out the other facts in the same family. Fact families are also useful for solving problems with missing addends, such as $4+ \underline{\quad} = 7$.

The fact table below shows the strategies that can be used with addition facts.

Zero in addition, Order property

Doubles, Near Doubles

Counting on 1,2,3, Order Property

Making a Ten

+	0	0	0	0	0	0	0	0	0	0	0
0	$0+0=0$	$0+1=1$	$0+2=2$	$0+3=3$	$0+4=4$	$0+5=5$	$0+6=6$	$0+7=7$	$0+8=8$	$0+9=9$	$0+10=10$
1	$1+0=1$	$1+1=2$	$1+2=3$	$1+3=4$	$1+4=5$	$1+5=6$	$1+6=7$	$1+7=8$	$1+8=9$	$1+9=10$	$1+10=11$
2	$2+0=2$	$2+1=3$	$2+2=4$	$2+3=5$	$2+4=6$	$2+5=7$	$2+6=8$	$2+7=9$	$2+8=10$	$2+9=11$	$2+10=12$
3	$3+0=3$	$3+1=4$	$3+2=5$	$3+3=6$	$3+4=7$	$3+5=8$	$3+6=9$	$3+7=10$	$3+8=11$	$3+9=12$	$3+10=13$
4	$4+0=4$	$4+1=5$	$4+2=6$	$4+3=7$	$4+4=8$	$4+5=9$	$4+6=10$	$4+7=11$	$4+8=12$	$4+9=13$	$4+10=14$
5	$5+0=5$	$5+1=6$	$5+2=7$	$5+3=8$	$5+4=9$	$5+5=10$	$5+6=11$	$5+7=12$	$5+8=13$	$5+9=14$	$5+10=15$
6	$6+0=6$	$6+1=7$	$6+2=8$	$6+3=9$	$6+4=10$	$6+5=11$	$6+6=12$	$6+7=13$	$6+8=14$	$6+9=15$	$6+10=16$
7	$7+0=7$	$7+1=8$	$7+2=9$	$7+3=10$	$7+4=11$	$7+5=12$	$7+6=13$	$7+7=14$	$7+8=15$	$7+9=16$	$7+10=17$
8	$8+0=8$	$8+1=9$	$8+2=10$	$8+3=11$	$8+4=12$	$8+5=13$	$8+6=14$	$8+7=15$	$8+8=16$	$8+9=17$	$8+10=18$
9	$9+0=9$	$9+1=10$	$9+2=11$	$9+3=12$	$9+4=13$	$9+5=14$	$9+6=15$	$9+7=16$	$9+8=17$	$9+9=18$	$9+10=19$
10	$10+0=10$	$10+1=11$	$10+2=12$	$10+3=13$	$10+4=14$	$10+5=15$	$10+6=16$	$10+7=17$	$10+8=18$	$10+9=19$	$10+10=20$

5TH GRADE SCIENCE VOCABULARY AND DEFINITIONS

ECOSYSTEMS:

1. ecosystem ---a group of living things and their nonliving ecosystem
2. biotic -----the living parts of the environment
3. abiotic-----the nonliving parts of the environment
4. estuary-----a body of water found in an area where fresh water and salt water mix
5. producers----organisms that produce their own food
6. consumers---organisms that get energy by eating other organisms
7. herbivores---consumers that eat only plants
8. carnivores---consumers that eat only other animals
9. omnivores---consumers that eat both plants and animals
10. decomposers--an organism that gets energy by breaking down nutrients in dead organisms
11. population---a group of organisms of the same species living in the same place
12. community--all of the populations that live in the same area
13. habitat-----the physical space occupied by a population
14. niche-----the habitat and lifestyle of a population
15. limiting factor ---a resource or environmental factor that limits the size of a population
16. predator----an organism that eats other organisms
17. prey-----an organism that is eaten by another organism
18. parasite-----an organism that must live on or inside another organism in order to get energy
19. host-----an organism that is infected by a parasite
20. food chain---the path of energy as it flows from one organism to the next
21. food web-----a diagram of several connected food chains
22. pollution----an unwanted change on the environment (ex. trash or other harmful substances to the environment)
23. pollutant----a substance that causes the pollution

FORCES AND MOTION:

24. balanced forces—forces that have a net force of zero
25. design-----to imagine and create the best way to solve a problem
26. energy-----the capacity to do work
27. force-----a push or pull on an object
28. friction-----the force that acts on an object to stop its motion
29. gravity-----the force that pulls things toward the earth
30. inclined plane---a slanted surface
31. inertia-----the tendency of an object to remain at rest or in motion unless it is acted on by a force
32. lever-----a simple machine made up of a stiff bar that rests on a middle support, called a fulcrum
33. machine-----something that replaces human effort
34. momentum---the product of the mass and velocity of an object
35. position-----the location on an object
36. pulley-----a simple machine that uses grooved wheels and a rope to raise, lower and move a load
37. screw-----an inclined plane that is wrapped around a pole; holds things together and can be used to lift materials
38. simple machine—a tool that makes work easier; it has few or no moving parts
39. speed-----a measure of distance over time
40. unbalanced forces---forces that have a net force, or a net force that is not zero
41. wedge-----a simple machine that has at least one slanted side that ends in a sharp edge
42. wheel and axle--a simple machine made up of a wheel with a rod (axle) through its center that lifts or moves loads

Continued - 5TH GRADE SCIENCE VOCABULARY AND DEFINITIONS

WEATHER AND CLIMATE:

43. weather-----the state of the atmosphere at a certain time and place
44. climate-----the average weather conditions over a very long period of time
45. air pressure--the weight of the air in an area
46. air mass-----a large body of air that has the same temperature and level of humidity throughout
47. cloud-----a collection of millions of tiny droplets or ice crystals
48. condensation--the change of a substance from the gaseous to the liquid state, such as when water vapor forms small drops of water
49. evaporation---the change of phase from liquid water into a gas, water vapor
50. front-----an area where two air masses meet
51. humidity-----the amount of water vapor in the air
52. land breeze---the movement of air created by cool air over land moving toward the ocean
53. meteorologist--a scientist who studies weather
54. mountain breeze---the movement of air caused by cool air moving down the slope of a mountain
55. occluded front--the area in which a warm air mass is caught between two cold air masses; brings cool temperatures and plenty of rain
56. sea breeze-----the movement of air caused by cool air over the ocean moving toward the land
57. stationary front---the area in which a warm air mass meet, but neither of them has enough energy to push against the other; brings many days of overcast, rainy weather
58. valley breeze---the movement of air created by warm air rising and flowing up the slope of a mountain
59. water cycle-----the movement of water on Earth that moves between the air, the land, and the oceans

LANDFORMS AND WEATHERING:

60. erosion-----the process of natural forces moving soil and small rocks from one place to another
61. deforestation----the clearing of forest lands
62. map-----a picture that shows the features and details of an area
63. model-----a representation that shows the workings of an object
64. run off-----rain that lands on top of a mountain, travels down the mountain to lower ground, moving over and through the rock and soil, and joins larger bodies of water or forms streams
65. slope-----the degree of change in elevation over a length of land
66. abrasion-----the grinding away of rock by other rock or sand particles
67. canyon-----a deep narrow valley with steep sides
68. delta-----a low, flat piece of land at or near the mouth of a river
69. deposition----the process of adding sand or soil to a new location
70. meander-----a looping change of direction in a river or stream
71. tributary-----a river or stream that does not reach the ocean
72. valley-----a long depression in Earth's surface that usually contains a river
73. weathering---the process of breaking down rock

MATH EOG TERMS

addition	mathematical operation that combines or joins groups
sum	the answer in addition
addends	the numbers that are to be added
angle	a figure formed by two rays with a common endpoint
ray	a portion of a straight line beginning at a point and moving in one direction infinitely
right angle	an angle that is exactly 90°
acute angle	an angle between 0° and 90°
obtuse angle	an angle between 90° and 180°
area	the measure of the size of a two-dimensional region
arrays	models, usually rectangular, of repeated addition
associative property –	a set of elements where the grouping does not affect the outcome of a given operation - this property is used in addition and multiplication
bar graph labeled	a display of information in rectangles in horizontal or vertical displays - it usually has a title and is labeled
capacity	the measure of the amount of liquid, gas, or solid that a container can hold
Celsius	the metric system of measurement for temperature (the freezing point is 0° , the boiling point is 100° , the average human body temperature is 38°)
Fahrenheit	the customary system of measurement for temperature (the freezing point is 32° , the boiling point is 212° , the average human body temperature is 98.6°)
circle	the set of points a fixed distance from a point called the center
circle graph pie chart	a representation of data using a circle and sectors to visually represent the relative portion of the data in a given category of the distribution
closed polygon	a figure that divides the plane into two regions, interior and exterior to the figure
commutative property	a set of elements where the order does not affect the outcome of a given operation - this property is used in addition and multiplication
congruent	figures that have the same size and shape
cube	a rectangular prism with all bases and faces congruent squares
customary measure	a system of measurement that uses the units: inch, foot, yard, mile, ounce, pound, ton cup, pint, quart, gallon, and degrees Fahrenheit
digit	the symbol used to write numerals in our number system
digital clock	displays the time using digits
analog clock	displays the time using a circular face and numerals and two hands to indicate hours and minutes
directional words	terms such as up, down, over, under, beside, behind, next to, after, below, above, in front, left, right, etc. - they indicate a specific direction or place
division	a mathematical operation, the inverse of multiplication. It involves the separation of items into groups of a fixed number or size
quotient	the answer in division
edge	a line segment where two faces of a solid figure meet

equation/number sentence	a statement about a mathematical relationship that is either true or false
equivalent	two quantities that have the same value or measure
equivalent fractions	fractions that represent the same quantity or region
estimate	a number that tells about how much, how many, or how long; an educated guess
face	the flat surface of a solid figure
factor	the numbers that are multiplied
fractional form	a representation or symbol for a number that has two parts: a numerator and a denominator
numerator	the number of parts under consideration in a fraction
denominator	the number of equal parts the whole number has been divided into
graphs	drawings, diagrams, or displays used to convey information
heptagon	a polygon with seven sides
hexagon	a polygon with six sides
identity property	addition: $N + 0 = N$ multiplication: $N \times 1 = N$
improper fraction	if the numerator of a fraction is greater than or equal to the denominator- the fraction can be rewritten as a mixed number.
line	a straight path that proceeds infinitely in two directions
line graph	when data is collected over a period of time and graphed as points in the plane, connection the data points can clearly show trends
midpoint	the point that divides the segment into two equal parts
mixed number	a number written as a whole number and a fraction
line segment	a piece or part of a line
model	a variety of experiences students need before a concept or idea is firmly established
multiple	a number that is the product of the given number and integer
multiplication	mathematical operation that describes the total number contained in a given number of equal sets
product	the answer in multiplication
multi-step problem	problems that require more than one computation or operation, or the application of more than one mathematical principle or property.
non-standard units of measure	units of measure not included in either the metric or customary systems Ex: paper clips, beans, pieces of string
octagon	a polygon with eight sides
odd	a number that has a remainder of 1 when it is divided by 2. It has 1, 3, 5, 7, or 9 in the one's place
even	a number that has a remainder of 0 when divided by 2. It has 0, 2,4,6,or 8 in the one's place
open figure	an open figure with endpoints that do not meet
ordered pair	the standard form for identifying points on a coordinate grid
ordinal number	a number that describes order or position
oval	a closed curve with only one line of symmetry- it has an egg-shaped curve

parallel lines	lines that are always the same distance apart
parallelogram	a quadrilateral with two pairs of congruent, parallel sides
pattern	a group of elements that repeats or grows
pentagon	a polygon with five sides
perimeter	a plane figure is the sum of the measures of all of its sides
permutations	arrangements or lists where the order is significant or important
combinations	arrangements or lists where the order is neither important or significant
perpendicular lines	lines that form right angles
picture graph pictograph	a representation using pictures or icons to report the frequencies regarding a category or question
place value	refers to the value of each position or place in a number
plane figures	two-dimensional figures that have length and width, but not height
polygon	closed plane figures which are bounded by line segments
probability	the chance that an event will happen
pyramid	a solid pointed figure (polygon) with a flat base
quadrilateral	a polygon with four sides
trapezoid	a quadrilateral with one, and only one, pair of parallel sides
rhombus	a polygon with four sides where all of the sides are the same length
square	a polygon with four equal sides and four right angles
rectangle	a polygon with four sides and four right angles. It also has two pairs of equal sides
regrouping	a term applied to the process in computing sums, differences, products, and quotients- also known as renaming, trading, exchanging, borrowing, carrying, and bringing down.
repeated addition	a model used in the concept of teaching multiplication
repeated subtraction	a model used in the concept of teaching division
rounding	a process that replaces a number with a value closest to the original but with a specified number or digits
set	a collection of objects, numbers, or ideas
side	one of the line segments that form the boundary on a figure
similar	polygons with the same shape, corresponding angles are equal, and the corresponding sides are proportional
solid figures	three-dimensional figures- they have length, width, and height.
sorting/classifying	the grouping or arranging of items or ideas according to specified characteristics
standard form	a number written where each digit has a different value depending on its distance position
expanded form	the sum or illustration of the value of each digit
subtraction	a mathematical operation; the inverse of addition. It has three forms: take away, missing addends, and comparing
difference	the answer in subtraction
symmetry	figures that can be divided in half and each half is a reflection of the other
table	A representation of relates signs, values, or items

tally	a method of counting that is used to keep track of responses or results
the metric system	 a system of measurement based on tens. The basic units are length –meter, capacity- liter, and temperature –degrees Celsius
triangle	a polygon with three sides

Venn diagram	a pictorial representation of two or more sets showing elements that the sets have in common and elements that are unique to one or the other sets
vertices	the point on a polygon where two sides meet
volume	a measure of the capacity of a three-dimensional figure
value	the amount something is worth
total	the entire amount
money	payment in exchange for goods or services
decimal point	used to separate dollars from cents
grater than/less than	symbol used to compare two numbers < >
calendar	shows the days, weeks, and months of the year
month	one of the twelve parts in which a year is divided
week	a period of seven days
day	equal to 24 hours
year	a period of 365 days
schedule	a table showing when and where an event occurs
minute	a unit of time equal to 60 seconds
hour	a unit of time equal to 60 minutes
noon	twelve o'clock in the daytime
A.M.	used to show the time between midnight and noon
P.M.	used to show the time between noon and midnight
quarter past	15 minutes past the hour
half-hour	the middle point of an hour
quarter til	15 minutes until the next hour
elapsed time	the amount of time that has passed
hour hand	the short hand on the clock
minute hand	the long hand on the clock
inch, foot, yard, mile	customary units used to measure length
cup, pint, quart gallon,	customary units used to measure capacity
ounce, pound	customary units used to measure weight
centimeter, meter, kilometer	metric units used to measure length
liter, milliliter	metric units used to measure capacity
gram, kilogram	metric units used to measure weight
fact family	related facts using the same numbers
cone	a figure with one circular flat surface and one curved surface that forms a point 
cylinder	a figure with two faces that are congruent circles

GENRES

article	a separate part of a document usually found in a newspaper or magazine
autobiography	the story of a person's life written by him or herself
biography	the story of a person's life written by someone else
drama	a written work that tells a story through action and speech and is meant to be acted out on stage
eyewitness account	a person who actually sees something happen and tells about it
fiction	an invented or made-up story
make believe	not real; imaginary
memoir	an account of something important; a memory
menu	a list of dishes served at or available for a meal
narrative	tells a story about an event in a writer's life; to tell in full detail
non-fiction	writing that is real or true
order form	a written record of goods or an item a person buys or sells
poetry	writing usually with rhythm and rhyme that repeats
recipe	a set of instructions for making something by combining things, usually food
schedule	a list of times set for certain events
summary	expressing or covering the main points briefly; to re-tell

CONCEPTS

cause and effect	why something is done and what happens because of it
characteristics	a special quality or appearance that makes an individual or group different from others
details	facts and ideas that make your writing interesting
fact	something that really exists or has happened; it is true and can be proven
impact	a strong feeling or effect
influence	the act or power of producing an effect without apparent force or direct authority
information	the giving or getting of knowledge or news; learning
main idea	what the selection or story is mostly about
main point	a separate or particularly important detail
main problem	leads to all the action in the story or selection; conflict
mood	a feeling or attitude
opinion	a statement that someone thinks, feels, or believes
purpose	intention or goal; explains why something was written or why something happened
significance	importance
to entertain	to provide amusement or recreation for someone
to inform	to give information or let someone know something
tone	a way of speaking or writing

PROCESSES

analogy	a likeness or comparison between two or more things
associations	a feeling, memory, or thought connected with a person, place, or thing
connections	a bond, link, or relationship between two or more things
decision	the act or result of making a choice; bringing to an end
events	something usually of importance that happens; a special occasion
evidence	an outward sign or indication that helps one to find the truth
knowledge	understanding and skill gained by experience; learning; a range of information
purpose	something set up as a goal to be achieved; intention
relationship	the state of being related or connected usually by marriage or blood
strategies	a clever plan or method

TEXT FEATURES

bold print	a heavy black type
diagram	a drawing, sketch, plan, or chart that makes something more clear or easier to understand
figure	a symbol; a well-known or important person
flow chart	a diagram showing step-by-step advancements through a process
footnotes	a note at the bottom of the page
graph	a diagram that, by means of dots and lines, shows a system of relationships between things
graphic organizer	a type of graph that helps you to organize your thoughts or ideas
heading	something at the top or beginning
illustration	a picture or diagram that explains or decorates
italics	relating to a type style with letter that <i>slant</i> to the right
map	a picture or chart showing features of an area
parenthesis	a word, phrase, or sentence inserted in a passage to explain or comment
subheading	a heading under which one of the divisions of a subject is listed
subtitles	a secondary or explanatory title
table	a short list; an arrangement in rows or columns for reference
time line	a type of graph that puts events in a sequence or order based upon their date or time

COOKING TERMS

bake	to cook or become cooked in a dry heat, especially in a oven
equipment	supplies or tools needed for a special purpose
ingredients	one of the substances that make up a mixture
oven	a heated chamber for baking, heating, or drying
recipe	a set of instructions for making something by combining various things
utensils	a tool or container used in a home and especially in a kitchen

FIGURES OF SPEECH

alliteration	the repetition of the beginning sounds or syllables in adjacent words
exaggeration	to enlarge a fact or statement beyond what is true; to stretch the truth
metaphor	makes a comparison without using like or as
personification	makes a non-human thing seem like a human by giving it human characteristics
simile	makes a comparison using like or as

ANSWER CHOICES

about	almost; nearly
according to	in agreement with; as stated by
approximately	to bring near or close
based on	comes from; found within
best answer	a good or useful answer or solution
best describes	a good or useful description
best example	a good or useful example
mainly	the chief or essential part of the story or selection
most likely	probably; typical
most similar	common qualities
results of	to come about as an effect or end to something
similar to	have qualities in common
some instance	an example or situation

VERBS AND MORE VERBS

apply	to put to use
assume	to take upon oneself
choose	to decide
clarify	to make clear
communicate	to get in touch; to make known
compare	to examine for similarities or differences
conclude	to bring to an end; to form an opinion
construct	to make or form
contrast	differences
convince	to argue as to make a person agree or believe like you
define	meaning of a word; mark the limits
develop	unfold or come about little by little
discuss	to talk about
elaborate	to work out in detail
emphasize	special importance given to something
evaluate	to find or estimate the value of
explain	to make clear
identify	to find out or show the identity of

infer	to arrive at a conclusion
justify	to prove or show to be just, right, or reasonable
list	a record or catalog of names or items
organize	to arrange in a certain order
predict	to figure out and tell beforehand; a guess
present	introduce one person to another; to view or display
pretend	to make believe; to use your imagination
react	to act or behave in response
relate	to give an account of; connection
represent	to portray; a sign or symbol
select	to choose or pick
solve	to find the answer or solution
state	to express oneself in words
summarize	to retell briefly

DRAMA TERMS

act	to perform on a stage
cast of characters	the people in a drama or play
curtain	a piece of material hung up to darken, hide, divide, or decorate
directions	an order or instruction to be followed
drama	a written work that tells a story through action and speech and is meant to be acted out on a stage
monologues	a long speech or conversation by one person
narrator	storyteller
play	a story presented on a stage
props	something that helps to further explain the play such as costumes or scenery
scene	a single interesting or important happening in an play; how a play is divided
skit	a brief sketch in play form
stanza	a group of lines forming a division in a poem

POETRY TERMS

numbered line	every 5 th line in a poem is numbered to make it easier to know which lines you are talking about
poet	a writer of poems
poetry	writing usually with a rhythm and rhyme that repeats
speaker	a person who speaks
stanza	a group of lines forming a division in a poem

Goal-Setting Chart

Though we would like each child to attain 60 minutes of daily practice a day, our goals will indicate 45 minutes a day to allow for unforeseen events. Every child is given ample time in class to achieve this goal and is required 15-20 minutes of reading a night in addition to this time. The more they read with you, the more they succeed.

Grade Equivalent Score	Suggested Reading Level	60 minutes of Daily Practice			45 Minutes of Daily Practice			30 Minutes of Daily Practice		
		Points per Week	Points per 6 Weeks	Points per 9 Weeks	Points per Week	Points per 6 Weeks	Points per 9 Weeks	Points per Week	Points per 6 Weeks	Points per 9 Weeks
1.0	1.0-2.0	1.7	10	15	1.3	7.5	11.3	0.9	5	7.5
1.5	1.5-2.5	1.9	11	17	1.4	8.3	12.8	1.0	5.5	8.5
2.0	2.0-3.0	2.1	13	19	1.6	9.8	14.3	1.1	6.5	9.5
2.5	2.3-3.3	2.3	14	21	1.7	10.5	15.8	1.2	7	10.5
3.0	2.6-3.6	2.5	15	23	1.9	11.3	17.3	1.3	7.5	11.5
3.5	2.8-4.0	2.7	16	24	2.0	12	18	1.4	8	12
4.0	3.0-4.5	2.8	17	25	2.1	12.8	18.8	1.4	8.5	12.5
4.5	3.2-5.0	3.2	19	29	2.4	14.3	21.8	1.6	9.5	14.5
5.0	3.4-5.4	3.5	21	32	2.6	15.8	24	1.8	10.5	16
5.5	3.7-5.7	3.9	23	35	2.9	17.3	26.3	2.0	11.5	17.5
6.0	4.0-6.1	4.2	25	39	3.2	18.8	29.3	2.1	12.5	19.5
6.5	4.2-6.5	4.6	28	41	3.5	21	30.8	2.3	14	20.5
7.0	4.3-7.0	4.9	29	44	3.7	21.8	33	2.5	14.5	22
7.5	4.4-7.5	5.3	32	48	4.0	24	36	2.7	16	24
8.0	4.5-8.0	5.6	34	50	4.2	25.5	37.5	2.8	17	25

Below is a chart to help student keep track of your child's reading goals and progress with the Accelerated Reader Program. A list of Accelerated Reader titles available through our media center will be listed on the school website. You can find our site by going to www.burke.k12.nc.us Next, find the link that says "schools" finally, find W.A. Young Elementary and click on the media center tab for A.R.

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Points Goal				
Points Earned				
Reading Level Assigned				
Average Reading Level Chosen				
Overall Average				

Correct				
----------------	--	--	--	--

