ANCHORAGE SCHOOL DISTRICT

# 5<sup>-</sup>DUfYbHğ; i ]XY Helping Your Child Learn

Grades 4–6

Families and Educators Working Together

## C Oguucig htqo vjg Uwrgtkpvgpfgpv

### Dear Parent/Guardian,

The Anchorage School District realizes that success for students is increased when families and educators work together. This guidebook, "Helping Your Child Learn," is a collection of activities that you can use at home to help your child successfully master the skills expected for his or her grade level. Each activity is linked to its corresponding performance standard will be prepared for



### quired Alaska High S

### Qualifying Exam.

"Helping Your Child Learn" is written with simple directions and examples for all of the activities. Any necessary materials are easily found around the home. The activities are designed for adults and children to work together. There are also favorite book choices, suggested websites to help children learn, and additional hints for parents and guardians.

Anchorage School District students are the featured artists in "Helping Your Child Learn." These wonderful samples of student expression illustrate that encouragement from and recognition by caring adults are important parts of the creative process.

Our goal is to provide many opportunities for all students to succeed. This guidebook represents another avenue in which the home school partnership can be strengthened. Please enjoy the experiences that it provides.

Your child's classroom teacher is an excellent source of additional suggestions for parent-child activities.

Sincerely,

Carol Comeau, Superintendent

## Grade Four Writing Process

## The student will write for a reason.

Jgnrhwn Jkpv< When something important happens in your child's life, encourage him/her to write about it.

### How can I help my child write short reports to inform?

Together we:

- Keep a pencil and paper by the phone to take messages.
- Keep a pet log. Note daily observations about our family pet. Write down funny things that happen, unusual events, or a daily schedule for care of the pet.
- Keep records about our collections or hobbies. (For example, when trading from a card collection, write down trades or purchases.)
- Talk to family members and write their stories with interesting details.



• Carry a pencil and paper so that we can write while waiting for appointments. (For example, we may write any questions that we want to ask the doctor.)

• Write step-by-step directions for various household tasks. (For example, write directions for the care of our pet.)

How can I help my child identify the qualities of good writing?

Together we:

• Write letters, notes, or emails to family members and friends. I will begin the writing and my child will add his/her own news.

• Use a thesaurus and have fun finding new words to replace ordinary words in our writing.

• Continue to celebrate pieces of writing by putting them on the refrigerator and/or sharing them with friends or relatives.

• Talk about authors that we really like and why we enjoy their writing.

• Create a different ending to a favorite book.

• Read the first sentence in a story or report. Does it make us curious enough to want to read more?

• Become familiar with the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions (see reference on page 35.)

How can I help my child use the basic rules of

## Grade Four Writing Process

### Kh Gpinkuj ku pqv {qwt jqogncpiwcig000

Speak to your child in your home language. Whatever a child understands in one language he/she will transfer to the second. In fact, if he/she knows one language well, he/she will learn another well. original invitations, and announcements.

- Make a flyer for a garage sale.
- Learn to use "cut" and "paste" on the computer.

How can I help my child give credit for others work? Together we:

• Talk about new things we have learned and from where the information came.



## Grade Four Oral Language



## Grade Four Oral Language

### Jqy ecp K jgnr o { ejknf urgcm engctn { cpf cv c rtqrgt tcvg y jgp rtgugpvkpi A

Together we:

- Tell a story or read a poem into a tape recorder. Listen to the recording and determine if it is clear.
- Talk on the telephone to different people for different reasons.
- Have a family poetry night where each member presents a favorite poem.
- Write a poem or rap and perform for family members.

#### Jqy ecp K jgnr o { ejknf nkuvgp vq cpf uw o o ctk|g kphqt o cvkqpA Together we:

• Compare similarities and differences between a book we have read and its movie version.

• Retell favorite parts of stories or informational articles.

• Listen to a book on tape and retell memorable parts.

• Read a story and tell the key points of what we read in our own words.

These include title, characters, setting, problem, major events, and outcome q

## Grade Four Reading

The student will use strategies to read with a purpose.

## Grade Four Reading

incoming flight or gate, or use a tide table to determine when the fishing or clam digging will be best.

### Hcxqtkvg Dqqmu<

- <u>The King Who</u> <u>Reigned</u>
- by Fred Gwynne
- <u>Chocolate</u>

Moose for

<u>Dinner</u>

by Fred Gwynne

- <u>Amelia Bedelia</u> by Peggy Parrish
- <u>Miss Alaineus</u> , <u>A Vocabulary</u> <u>Disaster</u>

by Debra Frasier

Jqy ecp K jgnr o{ ejknf kfgpvkh{ ockp kfgc cpf uwrrqtvkpi fgvcknuA

Together we:

• Take turns reading informational material (newspaper, textbook, article, nonfiction book) aloud to each other. Then, to check for understanding, the reader identifies the main idea and the listener tells a supporting detail.

• Find information listed in charts, maps, tables, lists, and graphs. We may need to locate a specific

- Identify and use the bold headings and other text features of informational texts to find the main idea and supporting details.
- Read stories and talk about them from the viewpoint of a main character. We use supporting details to talk about a character's actions and feelings and try to understand the character.

### Jqy ecp K jgnr o { ejknf uw o octk | g kphqt o cvkqp cpf ftcy eqpenwukqpuA

Together we:

- Read and recommend picture-story books to younger children.
- Read longer stories. We take turns reading aloud. After reading a section or chapter, we talk about the main events.
- Talk about what has already happened in our reading before we go on to read the next chapter or section in our book.
- Predict what we think will happen next.

### $Jqy \; ecp \; \texttt{K} \; \texttt{jgnr} \; \; o \; \{ \; ejknf \; wpfgtuvcpf \; \texttt{vjg} \; \texttt{fkhhgtgpeg} \; \texttt{dgvyggp} \; \texttt{hkevkqp} \; cpf \; pqp\texttt{hkevkqpA}$

Together we:

- Visit the library often and choose one new type of text to explore. Choose science fiction, biographies, or historical fiction.
- Read from a wide variety of sources and talk about how we can tell if it is fact or fiction.

### Kh Gpinkuj ku pqv {qwt jqog ncpiwcig000

Read to your child in your home language.

## Jqy ecp K jgnr o { ejknf kpetgcug cpf wug pgy xqecdwnct{A Together we:

- Talk about new and interesting words we hear or read.
- Set a goal of learning one new word a week and using it in conversation.
- Play word games like *Scrabble*<sup>TM</sup> and *Boggle*<sup>TM</sup>.
- Read books and magazines that have fun with language. Enjoy poetry, riddles, jokes, word finds, and books that play with word meanings.

**J**gnrhwn **J**kpv< Read to and with younger children often.

Jgnrhwn Jkpv< Help your child select independent reading materials that are "just right" — not too hard and not too easy.

## Itcfg Hqwt FgeqfkpilUvtwevwtcn Cpcn{uku

The student will continue to use a variety of strategies to read unknown words.

#### Jqy ecp K jgnr o { ejknf wug rjqpkeu, yqtf uvtwevwtg, cpf eqpvgzv vq fgeqfg wpmpqyp yqtfuA Together we:

- Do crossword puzzles.
  - Read aloud. I ask my child what word would make sense when he/she becomes stuck on a word. I encourage him/her to try it and read on to get the overall meaning.
- Look for known chunks in words (syllables, prefixes, suffixes) to figure out an unknown word.

#### Jqy ecp K jgnr o { ejknf wug ugpvgpeg uvtwevwtg cpf rwpevwcvkqp vq ickp wpfgtuvcpfkpiA Together we:

- Read a picture book or short story talking about the punctuation we notice and the effect it has on the meaning of the text. (For example, does it help convey surprise, fear, or happiness?)
- Read comic strips and work to understand what each character means by noting the punctuation in his/her speech bubbles.

## Jqy ecp K jgnr o { ejknf wpfgtuvcpf cwvjqtøu wug qh ncpiwcig vq ickp ogcpkpiA

Together we:

• Discuss and share excerpts and ideas from a variety of different reading materials.



• Discuss ideas, statements, and beliefs shown in newspapers, books, and television programs.

Read and discuss the way the author uses words to convey thoughts and ideas.
Read several books by the same author and note the style of the writing. Picture books are fun because they are short and easier to analyze.

• Look at different types of writing. Compare the differences in a recipe, directions to a game, and a short newspaper article.

## Grade Four Math

## The student will know essential mathematics.

### Jqy ecp K jgnr o { ejknf o cmg tgcuqpcdng guvk o cvgu vq 3,222,222A

*Together we:* 

- Look up the populations of other states or cities and estimate the differences between two or more populations.
- Estimate a variety of items (money in a piggy bank, number of pieces of macaroni in a 1/2 cup measure, or the number of words on a page of a book you are reading).

### Jqy ecp K jgnr o { ejknf og og tk | g ownvkrnkecvkqp1fkxkukqp hcevu vq c rtqfwev qh 322A

*Together we:* 

- Make or buy flashcards to use and do some "quick" drills on facts not yet mastered.
- Practice counting by 6 s, 7 s, 8 s and 9 s. (6, 12, 18...)

### Jqy ecp K jgnr o { ejknf fgxgnqr o wnvkrnkecvkqp umknnu wukpi 4-fkikv o wnvkrnkgtuA

- *Together we:* 
  - Use a deck of cards (minus kings, queens, jacks, and aces. Ace = 10). Draw 2 cards from the deck (for example, 4 and 6). Attach a 0 to one of the numbers or to both, then ask for the answer:  $4 \times 60$ ,  $40 \times 6$ , or 40 x 60.

### Jqy ecp K jgnr o { ejknf fgxgnqr fkxkukqp umknnu wukpi 3-fkikv fkxkuqtuA

*Together we:* 

- Practice basic division facts using flash cards.
- Practice making groups with equal shares. (For example, if we have 72 baseball cards and we re sharing with 6 friends, how many will each friend get?)

## Jqy ecp K jgnr o { ejknf wug, ujqy, cpf kfgpvkh{ rnceg xcnwg rqukvkqpu htq o 0223 vq 3,222,222A

*Together we:* 

- Look for and read numbers in newspapers, magazines, advertisements, or on news broadcasts.
- Track the sports statistics of a favorite athlete or team. Discuss the use of decimals in the statistics we find (batting average, RBI – runs batted in, etc.).
- Choose five items from our grocery list receipt. Add the prices on a piece of paper, then check the total with a calculator.

### Jqy ecp K jgnr o { ejknf ujqy cpf gzrnckp cffkvkqp cpf uwdvtcevkqp qh htcevkqpu ykvj eq o oqp fgpq o kpcvqtuA

millions	hundred- thousands	ten- thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths
1,000,000s	100,000s	10,000s	1,000s	100s	10s	1s	0.1s	0.01s	0.001s
106	105	10 <sup>4</sup>	10 <sup>3</sup>	10 <sup>2</sup>	$10^{1}$	100	10		

• One Grain of Rice by Demi • Spaghetti and

by Jon Scieszka

Hcxqtkvg Dqqmu<

Math Curse

Meatballs for All! A Mathematical Story by Marilyn Burns

• Round Trip

by Ann Jonas

Together we:

• Look for everyday uses of fractions (areas to explore might be grocery or fabric stores,

## Grade Four Math

per serving. Use this information to calculate the total number of calories in the full containers of food.

Jqy ecp K jgnr o { ejknf ftcy nqikecn uqnwvkqpu cdqwv o cvjg o cvkecn ukvwcvkqpuA Together we:

> Grocery shop and compare prices by looking at shelf labels or calculating unit prices. We can make decisions about the "better buy." Take a calculator to the store, if available.
> Look for ways to use estimation in our every day life. Then decide together if the estimation makes sense.

#### Jqy ecp K jgnr o { ejknf gzrnckp cpuygtu wukpi y tkvvgp ncpiwcigA Together we: • Explain solutions orally for practice, then write about how we "think" to solve problems. (If cereal costs \$2.98 per box, what will 4 boxes cost? If a car s gas mileage is about 20 miles per gallon, how far can the car travel on a full tank – 16 gallons - of gas?) • Draw pictures to represent the problem and solution.

Check out this math website. http://www. asdk12.org/staff/ daniel\_florence/pages/ favoritelinks1.

## **Grade Five Writing Process**

### The student will write for a reason.

## How can I help my child write stories, letters, explanations, and short reports across subject areas?

Together we:

- Write letters to family and friends on their birthdays and/or other special days. We write why we appreciate this person and what this person means to us.
- Find the origin of our family name. Write a newsletter to let all the family members know what we found out.
- Start a family book club. Choose a favorite author or book to read and discuss together. Once we have finished the book, write a review and send it to someone who might enjoy it.
- Write thank-you notes on a regular basis. Make writing notes of thanks a family tradition.
- Identify resources and write letters to request information for school projects.

#### How can I help my child identify the qualities of good writing?

Together we:

- Read books and talk about what we like or dislike about the style of writing.
- Plan a poetry night and share poems we like and tell why we like them. The poems can be original or those written by favorite authors.
- Read aloud to one another and share funny sentences from stories and/or the newspaper.
- Discuss the Six Traits of Writing; Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions (see reference on page 35).

## How can I help my child use the basic rules of spelling, punctuation, grammar, and sentence and paragraph structure in final works?

Together we:

### How can I help my child use technology, a dictionary, software, and a thesaurus?

Together we:

• Use an electronic atlas or map locater site to find directions to a favorite restaurant or amusement park. Ask your child to write a persuasive letter convincing family members to have dinner at the restaurant.

## Grade Five Oral Language

### Jqy ecp K jgnr o { ejknf vcmg rctv kp itqwr fkuewuukqpuA "You should always *Together we:* listen to older • Discuss clubs, sports, or school while waiting for appointments, traveling, or at mealtimes. people. They are • Share opinions about infomercials, television programs, or newspaper articles. like living history • Discuss what movie to rent or see, what to eat for dinner, or how to spend a Saturday. books and can teach • Listen and respond courteously and appropriately to others. vou so much." – Cindy, age 12 Jqy ecp K jgnr o { ejknf urgcm vq gzrnckp, fguetkdg, kphqt o, enctkh{ cpf rgtuwcfgA *Together we:* • Read and explain directions for board games like *Scrabble*<sup>TM</sup>, chess, and card games like Hearts. certain way or to buy their products?) • Use descriptive words like sweet, bitter, sour, etc. to explain the taste of certain foods. • Listen to many different types of music and describe how the music makes us feel. Jqy ecp K jgnr o { ejknf cum swguvkqpu vq enctkh { cpf dwknf wpfgtuvcpfkpiA *Together we:* • Visit a museum and/or a library. magazines, or the internet. • Engage in discussions which are motivating to elaborate ideas, justify opinions, develop logical arguments, and express feelings. • Paraphrase (use your own words) to clarify meaning. r tgugpvkp i A Together we: Kh Gpinkuj ku pqv {qwt jqogncpiwcig00 Let your child see you opposed to when talking to a friend?) reading in your home • Practice welcoming or thanking visitors or guests. language. If you read and he/she sees you reading, you will be his/her model.

The student will expand listening and speaking skills for a variety of reasons.

- Discuss the effects of language on people. (For example, how do advertisers persuade people to think a
- Look at a picture from an historical perspective and describe what is happening and why it is significant.
- Make it a habit to use reference materials to locate information on topics that come up in discussions about news events, books, or homework. For example, use a dictionary, encyclopedia, maps, thesaurus,

## Jqy ecp K jgnr o { ejknf urgcm engctn{ cpf cv c rtqrgt tcvg y jgp

- Discuss the difference between formal and informal talk. (For example, what is appropriate when talking to an adult as
- Practice how to introduce a family member or friend.

### Tgcf jwoqtqwu rqgvt{ d{<

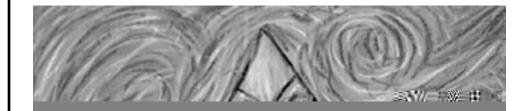
- Shel Silverstein
- Brod Baggart
- Jack Prelutsky
- Odgen Nash

#### Jqy ecp K jgnr o { ejknf wug hcekcn gzrtguukqpu cpf iguvwtgu vq eqpxg{ ogcpkpi y jgp urgcmkpiA Together we:

- Read a children's picture book to each other or to younger children and use voice and facial expressions to show the emotion of the character. Stories like *The Three Billy Goats Gruff* and *Little Red Riding Hood* are fun.
- Read and act out parts in plays or skits we've read or written.
- Read and memorize funny poems.

#### Jqy ecp K jgnr o { ejknf ikxg rncppgf rtgugpvcvkqpu (qticpk|g, uw o o ctk|g, gvel)A Together we:

- Plan, research, and develop oral projects to be presented.
- Talk about school topics and assignments. We locate and organize information from reference books and information from the internet.
- Plan responses to a variety of phone calls (salespeople, friends, adults).



#### Jqy ecp K jgnr o { ejknf nkuvgp vq cpf uw o o ctk |g kphqt o cvkqpA Together we:

- See a movie or a play and talk about the highlights or important points.
  Tell each other
- Tell each other about interesting things we've experienced.

## Grade Five Reading

The student will continuously check for understanding while reading.

	Families and Educators Working Together								
	Jqy ecp K jgnr o{ ejknf wug rtkqt mpqyngfig cpf vgzv vq kpvgtrtgv ogcpkpiA Together we:								
Jgnrhwn Jkpv<	<ul> <li>Talk about what we know or have experienced that relates to the text before, during, and after reading.</li> <li>Summarize for each other what has happened or what we've learned in our last reading before reading the new material.</li> </ul>								
	<ul> <li>Jqy ecp K jgnr o { ejknf wug itcrju, rkevwtgu, kvcnkeu, dqnf rtkpv, cpf vcdngu vq ickp o gcpkpiA Together we:</li> <li>Make a habit of using reference materials to locate information on topics. Use references like the phone book to find zip codes, area codes, and municipal resources.</li> <li>Get information from different types of text features. When we see graphs, pictures, and tables, we stop, examine them, and explain what they mean.</li> <li>Discuss why words in dqnf or <i>italic</i> print are important.</li> </ul>								
	<ul> <li>Jqy ecp K jgnr o { ejknf tgeqipk   g cpf ugnh eqttgev gttqtu vjcv chhgev o gcpkpi y jkng tgcfkpiA Together we:</li> <li>Read aloud to one another from a variety of print materials including newspapers, magazines, short stories, and poems. When the reader comes to a word that's too hard to read, he/she substitutes a word that makes sense and sounds right.</li> <li>Pause at a particular word as we read aloud, and the listener must say a word that would make sense in the text.</li> <li>Have fun with parts of speech word games like Madd Libs<sup>TM</sup>.</li> <li>Reread sentences or parts of text that are confusing or don't sound right.</li> </ul>								
	ItcfgHkxgUvtwevwtcnCpcn{uku<								
	The student will continue to use a variety of strategies to read unknown words.								
	<ul> <li>Jqy ecp K jgnr o { ejknf wug yqtf qtkikpu, yqtf uvtwevwtg, cpf yqtf rctvu vq fgvgt o kpg o gcpkpiA Together we:</li> <li>Read from a wide variety of materials.</li> <li>Do crossword puzzles, anagrams, and cryptograms.</li> <li>Research word origins.</li> </ul>								

## Grade Five Math

## The student will know essential mathematics.

### Jqy ecp K jgnr o { ejknf crrn{ cpf gzrnckp c xctkgv{ qh guvk o cvkqp uvtcvgikguA

Together we:

• Play a game using 2 dice. Estimate what sum will appear most often when rolling the dice 50 times. Verify the estimates by recording the outcomes.

## Jqy ecp K jgnr o { ejknf wug cffkvkqp, uwdvtcevkqp, o wnvkrnkecvkqp, cpf fkxkukqp umknnu ykvj ceewtce{A

Together we:

• Practice extending multiplication facts. Write each set of problems so that your child may recognize a pattern.

**Set A** 6 \* 10 = 60 6 \* 100 = 600 6 \* 1,000 = 6,000

**Ugv D** 10 [7s] = 70 100 [7s] = 700 1,000 [7s] = 7,000

• Talk about the strategy that works best when adding and subtracting multi-digit numbers. (Try not to insist upon the strategy that works best for you.) Here are some problems to try: 467 + 343 =\_\_\_\_; \_\_\_ = 761 + 79; 842 - 59 =\_\_\_; 894 - 444 =\_\_\_\_



## Grade Six Writing Process

## The student will write for a reason.

### Jqy ecp K jgnr o { ejknf ytkvg fgvckngf gzrncpcvkqpu cpf tgrqtvuA

Together we:

- Continue to recount our family genealogy and family stories. Write these stories down and share them with other family members.
- Discuss articles in the newspaper. Write a letter to the editor in response to a community or world event.
- Keep a reading log to record the books we've read. Write a short review of each book. In the review, recommend the book to others and tell why you like it or tell why the book failed to gain your recommendation. You might like to do the same thing with music, sports teams, or restaurants. The point is to write your opinions, and share your ideas with others.
- Write pros and cons when trying to make a decision. Post your chart on the refrigerator. (This will model writing and decision making.)

## Grade Six Writing Process

### Jqy ecp K jgnr o { ejknf wug vgejpqnqi {, uqhvyctg, c fkevkqpct {, cpf c vjgucwtwuA

Together we:

- Look for an online newspaper from the hometown of our favorite sports team. Compare the coverage of the team with our local coverage.
- Identify appropriate forms of technology for different purposes.
- Use spell check. Talk about why spell check may not find all the errors and discuss what we do about that problem.

### Jqy ecp K jgnr o { ejknf ikxg etgfkv hqt qvjgtuøkfgcu wukpi c ikxgp hqt o cvA

Together we:

- Model giving credit to others when talking or writing.
- Gather materials before beginning a project. Credit others for their work when their ideas are used.
- Check with the teacher to see how he or she wants sources cited. Go through this step by step to prepare a bibliography or to add footnotes.

"When students can successfully comprehend what they have read, they can... use note taking strategies, study skills, and summarize without plagiarizing." — Janine Batzle

## Grade Six Oral Language

"Today a reader, tomorrow a leader." — W. Fusselman

## The student will expand listening and speaking skills for a variety of reasons.

### Jqy ecp K jgnr o { ejknf vcmg rctv kp fkuewuukqpuA

*Together we:* 

- Brainstorm situations in which people have to help each other to complete a task. (Some examples may include doing dishes, planning for a holiday, or taking care of a pet.)
- Have a discussion which allows us to justify opinions, develop logical arguments, and express feelings.
- Listen and respond courteously and appropriately to others, even when opinions expressed may be different from our own.

#### Jqy ecp K jgnr o { ejknf urgcm vq gzrnckp, fguetkdg, kphqt o, enctkh {, rgtuwcfg, cpf gpvgtvckpA Together we:

- Look at family heirlooms and talk about why they are important to our family.
- Share jokes and riddles.
- Play a new computer game.
- Use metaphors and similes to describe. (For example, the boy was as <u>hungry as a bear</u> when he came in from playing soccer (similes compare using "like" or "as"). Or, the <u>child's brain is a sponge for</u>



<u>knowledge</u> (metaphors compare without using "like" or "as").

• Listen to all different types of music and describe how each type makes us feel.

#### Jqy ecp K jgnr o { ejknf cum swguvkqpu vq enctkh{ cpf dwknf wpfgtuvcpfkpiA Together we:

• Read about holidays. Answer questions such as where, why, and how the holiday are celebrated.

• Read a newspaper article and discuss whether we agree or disagree with the author, giving reasons based on what we read and/or what we know from previous books or experiences.

## Grade Six Oral Language

### Jqy ecp K jgnr o { ejknf urgcm engctn { cpf cv c rtqrgt tcvg y jgp rtgugpvkpiA

Together we:

- Practice giving speeches or demonstrations.
- Describe a feeling. Tell how the experience was calm, peaceful, surprising, or frustrating.

## Jqy ecp K jgnr o { ejknf ikxg rncppgf rtgugpvcvkqpu (qticpk|g, o cmg xkuwcnu, uw o o ctk|g rqkpvu gve0)A

Together we:

- Talk about school topics and assignments. We locate and organize information from reference books and the internet, talking about layout, contents, index, or glossary.
- Practice oral presentations for school assignments, church programs, Scout reports, or book reports.

## Jqy ecp K jgnr o { ejknf nkuvgp vq cpf uw o octk | g kphqt o cvkqp, o cmg rtg fkevkqpu, cpf ftcy eqpenwukqpuA

Together we:

- Use language to help reduce conflict by acknowledging differing points of view.
- Paraphrase (tell in your own words) to clarify meaning.

## Grade Six Reading

## The student will expand critical thinking skills.

#### Jqy ecp K jgnr o { ejknf fgoqpuvtcvg wpfgtuvcpfkpi d{ ftcykpi eqpenwukqpu cpf o cmkpi kphgtgpeguA Together we:

- Read and talk about what we think we know or have learned from our reading, even if the author hasn't stated it outright (the author inferred).
- Make predictions before, during, and after reading.
- Share interesting articles or text sections and discuss them from different points of view.
- Listen to each other read paragraphs that catch our attention. Select paragraphs that have rich language, funny parts, or an interesting point of view.

#### Jqy ecp K jgnr o { ejknf tgcf cpf hqnnqy ownvk-uvgr fktgevkqpu vq eq orngvg oqtg eq ornkecvgf vcumuA Together we:

- Follow a recipe, a map, or a set of directions for playing a game.
- Use directions to set up or program an electronic device.
- Read "how-to" books on topics of interest.
- Plan and create a project. (Some examples are a science fair project, hobby or personal interest display, or a web page.)

#### Jqy ecp K jgnr o { ejknf eqppgev y j cv ku tgcf vq rgtuqpcn gzrgtkgpeg, ewnvwtg, cpf qvjgt y tkvvgp o cvgtkcnA Together we:

- Read and tell stories from our family and culture.
- Read about cultures that are alike and different from our own.
- Visit museum exhibits and participate in cultural events.
- Take turns sharing how our reading connects with an experience, something else we've read, or something that has happened in the world.
- Read aloud plays, poems, and the dialogue in stories as character parts. Each of us reads what our character says with a suitable voice and expression.
- Tell stories using our native tongue whenever possible.
- Locate books in our first language to read together.

### Jqy ecp K jgnr o { ejknf eqorctg cpf eqpvtcuv c xctkgv{ qh vgzvuA

#### Together we:

- Discuss how several books or articles we've read on the same topic were alike and different.
- Read several books by the same author and then talk about how they are similar and different. (Picture books are also fun for this activity.)
- See the movie version of a book we've read and compare the two. Decide which we prefer and why.

Jgnrhwn Jkpv< Maintain a regularly scheduled time for reading -independently and together.

## Grade Six Reading

## Jqy ecp K jgnr o { ejknf kfgpvkh{ cpf fkuewuu ockp kfgc qt eqphnkev, uwrrqtvkpi fgvcknu cpf eqpenwukqpA

Together we:

- Talk about how characters solve problems and what we would do in their situations.
- Summarize for each other what we've read, or experienced. (For example, tell what happened at a friend's house.)
- Share what we think was the most important part of the story and why.
- Discuss our opinions about what we've read and why. We support our opinions with reasons that can be found or inferred in the text.
- Share what we think the author's message (theme, moral) is in the reading.

#### Jqy ecp K jgnr o { ejknf wug rtkqt mpqyngfig, vgzv cpf cwvjqtuø rwtrqug vq kpvgtrtgv ogcpkpiA Together we:

- Talk about what we know or have experienced that relates to the text: before, during, and after reading.
- Talk about what has already happened in the story before we continue reading.
- Use specific examples from the text to support our own opinion or the author's message to the reader.

#### Jqy ecp K jgnr o { ejknf wug vgzv qticpk|gtu (itcrju, dqnf rtkpv, vcdngu) vq wpfgtuvcpf pqp-hkevkqp0 Together we:

- Make a habit of using reference materials to locate information on topics.
- Gather information from different types of text features. Examine and explain graphs, pictures, and tables.
- Talk about why certain words are in **dqnf** or *italic* print.
- Interpret the different types of graphs and tables used in textbooks or newspapers.

#### Jqy ecp K jgnr o { ejknf kpetgcug cpf wug pgy xqecdwnct{A

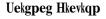
Together we:

- Read aloud to one another from a variety of texts.
- Look up the meaning or pronunciation of words that are important to understanding.
- Take turns reading. One reader will pause at a particular word and the listener must say a word that would make sense in the text.
- Have fun with word games like *Madd Ì* ` *Mredme Mpart fun*

### Jqy ecp K jgnr o { ejknf kfgpvkh{ cpf fkuewuu vjgoguA

*Together we:* 

- Read a variety of text types (poems, short stories, articles, textbook excerpts, novels). Try a new genre (type) of text that you don't usually read like informational text, science fiction, or historical fiction.
- Discuss what each of us believes is the author's message, theme, or moral in a piece of writing.
- Look for evidence the author gives which supports the theme.
- Respectfully share our opinions about what the writing means to us and why.



Vt{ c pgy igptg!

•<u>A Wrinkle</u> <u>in Time</u> by Madeline L'Engle

#### Hkevkqp

• <u>Because of</u> <u>Winn Dixie</u> by Kate DiCamilla

#### Kphqt o cvkqpcn Vgzv



## ItcfgUkzUvtwevwtcn Cpcn{uku<

The student will rely on a variety of strategies to read and understand.

Jqy ecp K jgnr o{ ejknf wug tghgtgpeg ocvgtkcnu vq fgvgt okpg vjg ogcpkpi qh pgy yqtfu (fkevkqpct{, vjgucwtwu, inquuct{)0

Together we:

• Explore computer sites to find quick access to word meanings and definitions.

Jqy ecp K jgnr o { ejknf wug eqpvgzv vq fgeqfg yqtfu cpf vq ickp ogcpkpiA Together we:

• Play word games. List synonyms such as car, vehicle, auto, clunker, truck, etc.

• Complete a crossword puzzle, acrostic, or a quiz. Discuss clues and share insights.

• Discuss words we are not sure of and think of ways to help us remember them.

• Discuss newspaper articles, think about words that have been coined from other sources, jargon words, and words which have been invented to suit a particular context.



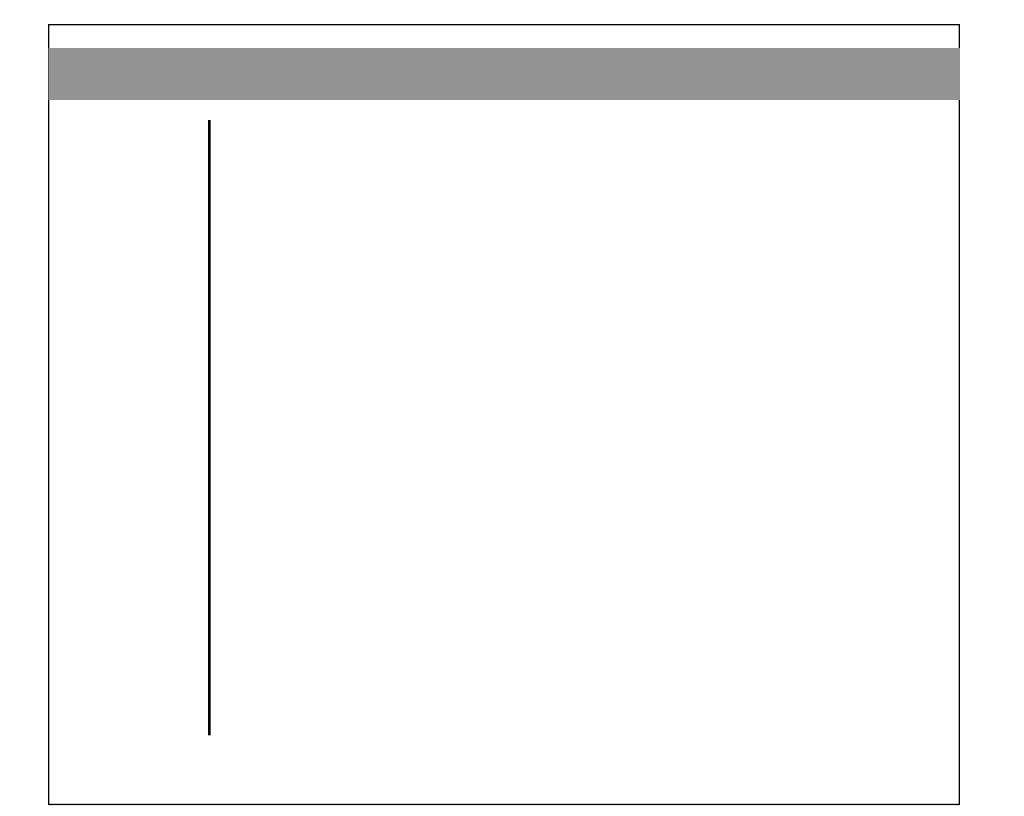
## Jqy ecp K jgnr o { ejknf gxcnwcvg fcvc vq fgvgt o kpg tgcuqpcdngpguu, xcnkfkv{, rtqrcicpfc, cpf rtglwfkegA Together we:

• Look for graphs and tables in newspapers or magazines. Consider some questions when looking at the data in the graphs and tables: What is its purpose? Is it clear (reasonable) and attractive? Can it be improved? Does the data seem accurate or is it biased (valid or prejudiced)? What conclusions or predictions can be made from the information on the graph or table (reasonable, propaganda)?

### The student will use math knowledge for problem solving.

#### Jqy ecp K jgnr o { ejknf gzrnckp cpf xgtkh { tguwnvu qh rtqdng o uqnxkpi cpf crrn { tguwnvu vq pgy ukvwcvkqpuA Together we:

- Keep a tally sheet of how many times a certain number lands while playing a game that uses one die. (For example, find how many times during the game the number 5 comes up). Write the probability for the chosen number (1/6 is the probability that any given number on a six-sided die will land). The tally sheet shows how many times the die was rolled <u>and</u> how many times the chosen number came up.
- Go grocery shopping and look for the decimals printed on the item labels on the shelves. These often show unit prices per ounce listed to 3 or 4 decimal places. Round to the nearest hundredth (which is the second place to the right of the decimal point 8.669 round! and O po] Ma poBam



## Qwvuvcpfkpi Pqp-hkevkqp hqt Ejknftgp

<u>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</u> by Jim Murphy

Empire State Building: When New York Reached for the Skies by Elizabeth Mann

In Defense of Liberty: The Story of America's Bill of Rights by Russell Freedman

Leonardo: Beautiful Dreamer by Robert Byrd

<u>The Man Who Made Time Travel</u> by Kathryn Lasky

Shutting Out the Sky: Life in the Tenements of New York, 1880-1924 by Deborah Hopkinson

When Marian Sang: The True Recital of Marian Anderson: The Voice of a Century by Pam Munoz Ryan.

Confucius: The Golden Rule by Russell Freedman

Emperor's Silent Army: Terracotta Warriors of Ancient China by Jane O'Connor

Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman

<u>Tenement: Immigrant Life on the Lower East Side</u> by Raymond Bial

<u>To Fly: The Story of the Wright Brothers</u> by Wendie C. Old

### Oqtg Jgnrhwn Ygdukvgu

#### Jqogyqtm Jgnru

http://www.thebeehive.org/school http://www.infoplease.com/homework/

#### KIDSNET.

http://www.kidsnet.org/

The only national non-profit computerized clearinghouse and information center devoted to children's television, radio, audio, video, and multimedia. Provides resources, including monthly media guides, to help families make smart choices about their children's media use.

Jim Trelease Home Page. http://www.trelease-on-reading.com/ A wonderful resource for parents to help find a great book to read to and with children.

### Poetry 180.

http://www.loc.gov/poetry/180 This site is designed to make it easy for students to hear or read a poem each day of the school year. Poems have been selected by the Poet Laureate of the United States.

Math Literature Connections http://leep.lis.uiuc.edu/publish/pmadden/ASD

Awesome Library.

http://www.neat-schoolhouse.org/awesome.html The Awesome Library organizes your exploration of the World Wide Web with 10,000 carefully reviewed resources. It includes a directory, an index, and a new search engine.

Internet Resources for Special Children (IRSC). http://www.irsc.org/ Information relating to the needs of c to hea ~

wesome Librar!

## Swcnkvkgu qh Iqqf Ytkvkpi

#### Kfgcu

- Clarity
- Focus a small, easy to manage topic
- Good information from experience, imagination or research
- A fresh perspective
- Important, helpful details that go beyond the obvious

#### Qticpk | cvkqp

- An interesting lead that gets the readers' attention
- Order and logic
- Clear connections to the main idea
- In tech or business writing gets to the point
- Easy to follow but not too predictable
- A graceful ending does not just stop

#### Xqkeg

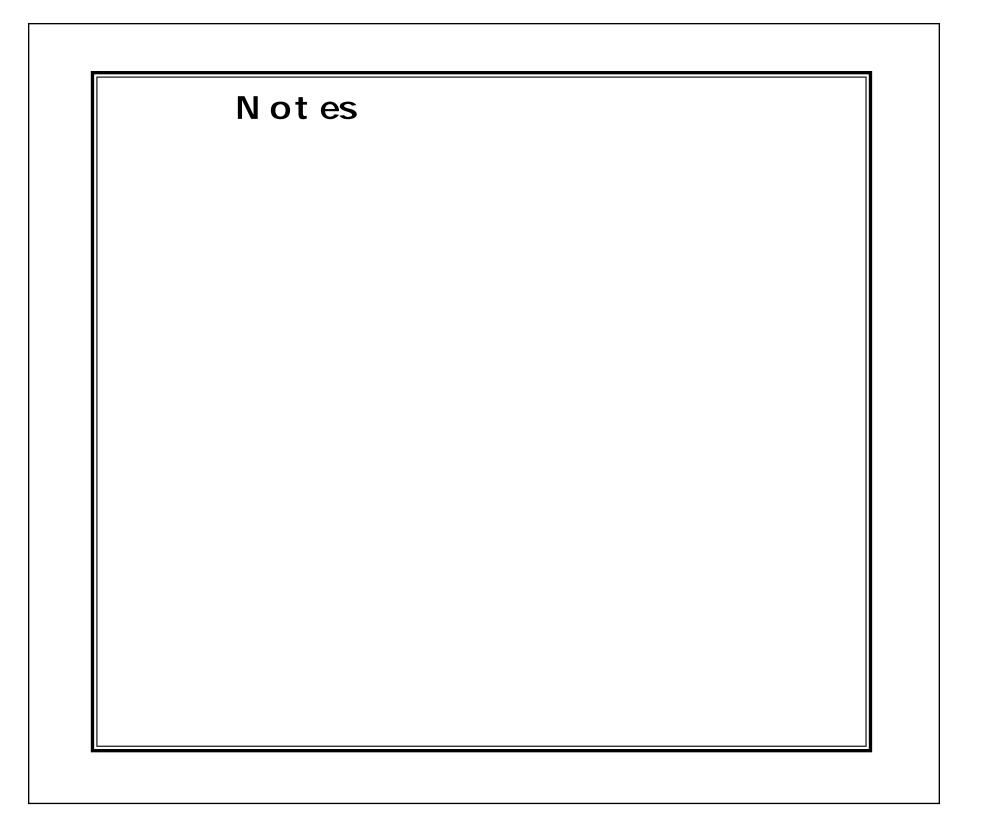
- Has the mark of this particular writer
- Brings the topic to life
- Is appropriate for the audience, topic, purpose
- Shows conscious concern for reader's interests, informational needs

### Yqtf Ejqkeg

- Strong verbs, percise nouns no modifer overload
- Word pictures
- "Just right" language suits the topic, the audience, the purpose
- Simple language used well not written to impress
- Minimal redundancy
- Technical terms defined as needed

### Ugpvgpeg Hnwgpe{

- Rhythmic
- Easy to read aloud inviting
- Varied sentence length
- Purposeful sentence beginnings: now, after a while, because of this, nevertheless, as a ce sent b pur



## I VSdV/VSeV/fadWy [I VZVSd[deXSigdV[`fZ[eTaa] ViV

Cover art by Clarissa Heath, grade 2, Rogers Park Elementary School Page 2, Hunter Moore, grade 2, Chinook Elementary School Page 3, Olivia Gonzales, grade 3, Rogers Park Elementary School Page 4, Jeremy Stevens, grade 2, Creekside Park Elementary School Page 6, Composite of kindergarten drawings, Anchorage School District Page 9, Jenna Ryder, grade 1, Mt. Spurr Elementary School Page 11, Joshua Taylor, grade 5, Taku Elementary School Page 12, Alana Casteel, grade 5, Sand Lake Elementary School Page 13, Kim MacDonald, grade 4, Sand Lake Elementary School Page 15, Lindsay Billmyer, grade 5, Eagle River Elementary School Page 17, Debbie Ha, grade 6, Chinook Elementary School

## $I ad [`Y5a_ [ffWMad Vk[`Ykagd 52[V>Vsti<math>\tilde{A}$

Carolyn Fuller Carolyn Crosby Linda Green Julia Gibeault Sally Loudernilk Mardell Kiesel Janice Gulli Aaron Jansen, Graphic Artist PamButcher, ASD Publications Technician

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color; religion, disability, national origin, gender; marital status, change in marital status, pregnancy, parenthood or other prohibitions. This policy of the Anchorage School District is consistent with numerous laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Executive Order 11246. Title 41, part 60-1, 60-2, 60-3, 60-20. Title VI and VII of the 1964 Civil Rights Act, and Title IX of the Education Amendments Act of 1972. Inquiries or complaints may be addressed to the School District Equal Employment Office, the Alaska State Commission for Human Rights, the Anchorage Equal Rights Commission, or the Director of the Office for Civil Rights, the Department of Education or the Department of Health and Human Services.