



**What Your Child
Will Learn
In**



Family Guide 2009 - 2010

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

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

LANGUAGE ARTS (Reading/Listening)

Reading Processes

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

- ◆ Realistic fiction, tall tales, legends, fables, fairy tales, and biographies
- ◆ Poetry
- ◆ Plays

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

- ◆ Nonfiction materials: content related books, text books, biographies, new articles, online materials
- ◆ Functional documents: directions, menus, recipes, invitations, maps
- ◆ Personal interest: brochures, cookbooks, magazines

Comprehending

Use a variety of strategies to understand what is read.

Before Reading:

- ◆ Recall prior knowledge.
- ◆ Make predictions.

During Reading:

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

After Reading:

- ◆ Summarize.

Comprehending Literary Text

Demonstrate an understanding of text:

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

Comprehending Informational Text

Demonstrate an understanding of text:

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

Information Literacy

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

Fluency

(accuracy, expression and pace)

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

Strategic Reading

Use a variety of skills to read unfamiliar words:

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

Language Mechanics

Capitalize

- ◆ Names of rivers, oceans, bays, mountains, buildings, parks, monuments, planets and brand names
- ◆ Proper nouns i.e. Mother, Father
- ◆ First words in quotations

Punctuate

- ◆ Comma in direct address
- ◆ Comma to separate independent clauses in a sentence
- ◆ Comma to set off the exact words of the speaker from the rest of the sentence
- ◆ Quotation marks to enclose speech, including punctuation marks

Spelling Patterns and Rules

- ◆ Two-syllable words containing long vowel sounds with the silent *e* pattern (invite, trapeze)
- ◆ Words with long vowel sounds formed by letter pairs (*ai, ay, ee, ea*)
- ◆ Words ending with one vowel and one consonant (plan) and in a silent *e* (sue) where *-ed* and *-ing* have been added
- ◆ Words with the sound of /u/ spelled *u consonant e* (tune), *ue* (clue), *oo* (smooth), and *ew* (drew)
- ◆ Words with *qu* (quiet) and *squ* (square)
- ◆ Words with silent consonants (climb, sign)
- ◆ Words with *dge* (badge)
- ◆ Singular and plural possessives
- ◆ Words that form plurals in unusual ways (goose-geese, woman-women)
- ◆ Words based on their meaning (mean-meant, sweep-swept)
- ◆ Words with suffixes *-ful, -less, -ly, -ment, -ness* (playful, harmless)
- ◆ Homographs (record, content, excuse, refuse, present, desert, produce)
- ◆ Words with similar sounding endings such as *-en* (chicken), *-in* (pumpkin), *-on* (season), and *-an* (organ)
- ◆ Words with the suffix *-er* and *-or*
- ◆ Words containing the *r* controlled vowels *er, ir, and ur*
- ◆ Words with the similar sounding endings *-al* (metal), *-il* (pencil), and *-le* (candle)

- ◆ Words where *y* changes to *i* before adding endings (studies, prettiest)

Grammar and Usage

- ◆ Prepositions
- ◆ Prepositional phrases
- ◆ Coordinating conjunctions
- ◆ Complete subjects
- ◆ Complete predicates
- ◆ Parallel agreement of verb tenses
- ◆ Independent clauses

Handwriting

- ◆ Maintain manuscript and cursive writing skills.
- ◆ Use manuscript or cursive, when appropriate.

Developing Vocabulary

Expand vocabulary in all subject areas by:

- ◆ Identifying word origins.
- ◆ Making analogies.
- ◆ Identifying similes and metaphors.
- ◆ Defining words related to subject areas.
- ◆ Identifying synonyms, antonyms, and parts of speech of given words.
- ◆ Selecting the definition that best fits the meaning of the sentence.

Literature

- ◆ Read at least 25 books annually.

Elements of Writing

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

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

Listening

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

Speaking

- ◆ Informal Speaking: Use appropriate speaking behaviors in expressing ideas, informing, persuading others, restating, rehearsing and reciting information, and defending a point of view.
- ◆ Formal Speaking: Collect, select and organize ideas for speaking; use correct grammar; use appropriate volume, rate, and expression, eye contact, body movement; interpret cues from the audience; and evaluate effectiveness.

MATHEMATICS / SCIENCE / ART

Mathematics - Process Standards

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

Algebra, Patterns And Functions

- ◆ Identify, describe, extend and create a variety of non-numeric and numeric patterns.
- ◆ State the rule for a given pattern.
- ◆ Express numeric relationships using $<$, $>$ and $=$.
- ◆ Complete a function table when given the rule.
- ◆ Identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.

Number Relationships And Operations

- ◆ Develop an understanding of numbers using real-world situations and physical materials.
- ◆ Name and write numbers to 1,000,000.
- ◆ Apply memorized addition, subtraction and multiplication facts.
- ◆ Determine common factors for numbers.
- ◆ Add and subtract decimals through thousandths.
- ◆ Demonstrate an understanding of various meanings of addition and subtraction.
- ◆ Add and subtract four-digit numbers with regrouping.
- ◆ Multiply four-digit by one-digit numbers.
- ◆ Divide four-digit numbers by one-digit with remainders.
- ◆ Find averages.
- ◆ Add and subtract like fractions.

Geometry

- ◆ Compare two and three dimensional figures.
- ◆ Describe characteristics of shapes including congruency, similarity and symmetry.
- ◆ Label angles.

- ◆ Distinguish between similar and congruent figures.
- ◆ Apply flips, slides, and rotations to two- and three-dimensional figures.
- ◆ Identify radius, diameter, and chord of a circle.

Measurement

- ◆ Use a variety of measurements to solve real-world problems.
- ◆ Choose the appropriate unit of measurement, estimate, and then measure.
- ◆ Compare temperatures.
- ◆ Tell time to one minute.
- ◆ Tell time from a digital and analog clock.
- ◆ Determine elapsed time.
- ◆ Solve real-life problems involving area, perimeter, and volume.
- ◆ Investigate the relationship between area and perimeter.

Data Analysis And Probability

- ◆ Collect, organize and display data.
- ◆ Interpret information from a display, observe patterns, and make predictions.
- ◆ Collect and interpret data in line graphs and circle graphs.
- ◆ Conduct and interpret surveys.
- ◆ Determine a method of collecting and analyzing data.
- ◆ Observe patterns, make predictions, and apply basic probability concepts to problem-solving situations.
- ◆ Determine outcomes using tree diagrams.
- ◆ State probability as a fraction.

Science - Life Science: Impact Of The Environment

- ◆ Observe that organisms have different structures that perform specific functions in growth and survival.
- ◆ Explain that organisms have characteristics that help them survive in specific environments.
- ◆ Explain how the food chain illustrates the interdependence of plants and animals.

Earth And Space Science: Changing Earth

- ◆ Observe, classify and collect evidence about the Earth's composition.
- ◆ Describe effects of weathering, erosion, volcanic activity, earthquakes and sedimentation on the Earth's surface.

- ◆ Describe the effects of gravity on objects on or near the Earth.
- ◆ Observe models of the solar system to compare the location, properties, movements of the Earth, and other planets.

Physical Science: Electricity

- ◆ Create series circuits using wires, bulbs, bulb holders and dry cells (batteries).
- ◆ Observe and describe the flow of energy through simple and series circuits.
- ◆ Observe and explain energy conduction through liquid solutions, magnetic force fields and electromagnets.
- ◆ Observe and describe the effects of static electric charges.

Art - Drawing

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

Painting

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

Printmaking

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

Sculpture

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

Crafts

- ◆ Use tools and techniques to emphasize surface texture in a craft object.
- ◆ Identify and use several approaches in making a single craft object.

Music - Melody

- ◆ Perform simple pitch notation on the treble staff in the Key of C major using solfeggio or a comparable system.
- ◆ Sing and play a variety of music with accurate intonation and timbre.
- ◆ Perform singing games from different cultures.
- ◆ Notate simple improvised melodies on the treble staff using standard notation.

Harmony And Texture

- ◆ Sing partner songs with descants.
- ◆ Perform melodically correct ostinati or chordal accompaniment pattern while other students sing or play contrasting parts.
- ◆ Read standard chordal symbols and play on classroom instruments (I and V chords).

Tone Color

- ◆ Identify various world instruments.
- ◆ Listen to and identify soprano, alto, tenor, and bass voices.

Tempo

- ◆ Listen to, perform, and describe music that includes presto, moderato, and largo.
- ◆ Sing and play a variety of music at a given tempi.

Rhythm

- ◆ Describe sounds heard with attention to rhythm.
- ◆ Perform accurately simple rhythm at sight from standard notation: tied notes (whole, half and quarter combination).
- ◆ Perform rhythmically correct ostinati while other students sing or play contrasting patterns.
- ◆ Write simple rhythm patterns from dictation using whole, half quarter, two connected eighth notes and corresponding rest in 2/4 and 3/4 time.

Movement

- ◆ Perform singing games and traditional dances from a variety of world cultures.
- ◆ Conduct music in meter in four.

Dynamics

- ◆ Sing and or play in groups matching dynamics levels responding to the conducting cues from the teacher.

Form

- ◆ Identify sonata, suite, and overture when presented aurally and visually.

Physical Education - Movement

- ◆ Perform throwing, catching, and kicking with correct form.
- ◆ Perform balancing using a variety of equipment (balance beam, balance board, pogo ball).
- ◆ Transfer weight from feet to hands (cartwheel, handstand, mule kick).
- ◆ Strike an object with a bat, stick, paddle or body part.

Attitudes

- ◆ Maintain control (strategies and skills) while in a challenging situation (teamwork).
- ◆ Accept the skills and abilities of others.
- ◆ Assess performance problems fairly.

Fitness

- ◆ Participate regularly in physical activity.
- ◆ Describe the benefits of regular exercise.
- ◆ Lift, support and control body weight through gymnastic activities.
- ◆ Participate in a health-related personal fitness test to work toward achieving fitness scores at an acceptable level (muscular strength, flexibility, endurance, body composition and aerobic capacity).
- ◆ Assess physical activity by using pedometers to count steps and measure activity times.

Library Media - Literature Appreciation

- ◆ Listen to, read and discuss stories that reflect human experiences.
- ◆ Make text-to-world connections.
- ◆ Use libraries to help develop good reading habits.
- ◆ Utilize circulation procedures and policies to access reading materials.
- ◆ Choose to browse, select and enjoy library materials.
- ◆ Listen to and independently read a variety of materials.
- ◆ Recognize the connection between reading and being a lifelong learner.

Information Literacy

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

Locate Information

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

Collect Information

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

Organize And Manage Information

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

Interpret Information

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

Share Findings/Conclusions

- ◆ Present findings in oral, written, visual and multimedia formats.
- ◆ Design layouts that communicate content effectively.
- ◆ Reflect on and provide feedback about the research process.

Use Information And Resources Ethically

- ◆ Demonstrate proper care and handling of media and equipment in all formats.

- ◆ Practice strategies for avoiding plagiarism.
- ◆ Comply with fair use and copyright laws.
- ◆ Cite sources of information.
- ◆ Follow safe practices when working online.

Health - Disease Prevention And Control

- ◆ Describe the basic structure and function of human body systems.
- ◆ Differentiate between communicable and noncommunicable diseases.
- ◆ Discuss causes and transmission of diseases.
- ◆ Identify proper handling of blood.
- ◆ Discuss the immune system, disease control and prevention.
- ◆ Explain how a healthy lifestyle and immunization help to prevent and control disease.
- ◆ Show compassion for individuals with diseases.
- ◆ Discuss the physical, social and emotional effects of disease.

Nutrition And Fitness

- ◆ Utilize nutritional information contained on labels to make healthy decisions.
- ◆ Recognize the impact of physical activity, rest and diet on efficient body functioning.
- ◆ Identify essential nutrients and their contributions to a healthy body.
- ◆ Explain the relationship among caloric intake, exercise, and weight.
- ◆ Using dietary guidelines, develop a plan for improving two personal eating habits.

Safety, First Aid And Injury Prevention

- ◆ Develop a plan to respond appropriately to potentially dangerous situations.
- ◆ Differentiate between minor injuries and medical emergencies and identify appropriate medical resources for treatment.
- ◆ Explore conflict resolution strategies for name-calling, bullying and harassment.
- ◆ Identify and define the four types of child abuse.
- ◆ Identify prevention and intervention strategies against molestation.
- ◆ Use appropriate verbal and nonverbal responses to prevent child abuse.

Gifted And Talented (G/T)

The G/T Program provides a continuum of services that include the G/T Mathematics Program, Curriculum Extension Units, Research Investigations, and Instructional Seminars. G/T resource teachers provide instruction for participating students.

Educational Technology

Technology Systems

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

Digital Citizenship

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

Technology For Learning And Collaboration

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

Technology For Communication And Expression

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

Technology For Information Use And Management

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

Technology For Problem Solving And Decision Making

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

Social Studies - Unit 1 - Maryland: The First People

Students will:

- ◆ Describe the natural features of Maryland's three geographic regions.
- ◆ Learn about various aspects of Native American culture.
- ◆ Describe the motives and consequences of European exploration and interactions with native peoples.

Unit 2 - Maryland: From Settlement To State (1630-1800)

- ◆ Identify the motives of different groups who migrated to the Maryland colony.
- ◆ Describe the contributions of past Maryland leaders and the structure of early government.
- ◆ Describe the establishment of slavery and how it shaped life in Maryland.
- ◆ Identify the locations of settlements in Colonial Maryland.
- ◆ Describe the Maryland colonists' reaction to events that led to the American Revolutionary War.

Unit 3 - Maryland: Growth And Change (1800-1875)

- ◆ Explain Maryland's role in the War of 1812 and the contribution of individuals and groups such as: Francis Scott Key, Benjamin Banneker, Mary Pickersgill, Frederick Douglass, Harriett Tubman, Freedmen's Bureau and Clara Barton.
- ◆ Describe the changes in industry, transportation, education, rights and freedoms in Maryland such as: roads and canals, slavery, B&O railroad, the National Road, immigration, public schools and religious freedoms.
- ◆ Explain how changes in transportation and communication led to growth and development of towns and cities in Maryland.
- ◆ Describe the abolitionist movement in Maryland and the conditions that promoted the growth of the Underground Railroad in Maryland.

SOCIAL STUDIES / HOW TO HELP YOUR CHILD AT HOME

Unit 4 - Maryland: Modern Maryland (1870-Present)

- ◆ Identify reasons for the movement of people to, from, and within Maryland and how geographic characteristics affect how people live and work.
- ◆ Explain how the growth of communities and suburbanization have changed the environment.
- ◆ Describe technological changes in transportation and communication over time.
- ◆ Analyze the powers, functions and organization of the Maryland General Assembly.
- ◆ Identify the role of local and state governments in Maryland's economy.
- ◆ Describe the ways people can participate in the political process including voting, petitioning elected officials and volunteering.

How To Help Your Child At Home

Music

- ◆ Listen with your child to recordings of music by well-known composers. Discuss the times and life of the composer.
- ◆ Encourage your child to participate in school chorus.
- ◆ If your child expresses particular interest, allow him or her to take private lessons on an instrument and to elect instrumental music at school.
- ◆ If your child expresses particular interest, provide opportunities for him or her to participate in outside musical groups, orchestras, community theater and summer camps.
- ◆ Encourage your child to create movements that illustrate recognition of the elements of music in familiar songs and recorded examples.
- ◆ Ask your child to explain and demonstrate the music symbols used in the school music class.
- ◆ Attend concerts by a local high school band, symphony orchestra or other instrumental ensemble and discuss the grouping of instruments based on how sound is produced (brass, woodwind, strings, percussion).

Physical Education

- ◆ Ask your child to perform a successful dribble using a basketball and soccer ball.
- ◆ If possible, provide opportunities for your child to skate and ride a bike.
- ◆ Have your child participate regularly in a physical activity to develop a healthy lifestyle.
- ◆ Walk or jog with your child, if possible.

Social Studies

- ◆ Provide opportunities for your child to use maps to locate continents and oceans, and lines of latitude and longitude. Help your child read map symbols, use a compass rose, scale and map key. Encourage your child to use maps, globes and atlases to get information about the location and features of continents and countries.
- ◆ Read books about America in Colonial times.
- ◆ Discuss with your child how the lifestyle, responsibilities and rights of people living today compare with people living in other times.
- ◆ Identify taxes paid by your family (sales tax, income taxes, property taxes).
- ◆ Discuss the services in your community financed by taxes.
- ◆ Discuss the importance of the Chesapeake Bay to the economy of Maryland (a way to trade with cities and countries; jobs, fishing, boating, source of food).

Health

- ◆ Help your child make healthy food choices by reading food labels together.
- ◆ Develop a plan for what to do in medical emergencies and for minor injuries.
- ◆ Practice ways to safely resolve conflicts with others.
- ◆ Discuss ways to prevent all types of child abuse.
- ◆ Assist your child in managing physical activity, diet and rest to maintain a healthy lifestyle.
- ◆ Discuss behaviors that put children at risk of contracting and spreading diseases.
- ◆ Show compassion for people affected by disease.

Library Media

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



HOW TO HELP YOUR CHILD AT HOME

Language Arts

- ◆ Read as often as possible with your child. Help your child use different ways to read unfamiliar words. When your child comes to an unfamiliar word say:
 - ◆ What would make sense in the sentence?
 - ◆ What parts of the word do you recognize?
 - ◆ Read to the end of the sentence and come back.
 - ◆ Think about what word would fit.
- ◆ Talk about books before, during and after reading. Predict what might happen. Think about the characters and events. Have your child discuss what the author did to make the book interesting to read.
- ◆ Encourage your child to independently read at least 25 books annually.
- ◆ Have spelling resources for your child to use at home (personal spelling journal, children's dictionary).
- ◆ Encourage your child to apply spelling strategies and patterns he or she has learned.
- ◆ Provide an area for writing with materials and resources (pencils, pens, different kinds of paper, eraser).
- ◆ Assist your child in planning and organizing ideas before beginning to write. Then help your child refer to the plan when writing. Offer suggestions about the ideas, details and organization of the writing before correcting punctuation, spelling and capitalization.
- ◆ Assist your child when writing to include relevant information, details and descriptive words.

Mathematics

- ◆ Listen to your child explain how he or she solves math problems.
- ◆ Help your child name and write numbers up to 1,000,000.
- ◆ Practice addition and subtraction facts with your child.
- ◆ Help your child memorize multiplication and division facts.
- ◆ Help your child learn to multiply a four-digit by a one-digit number.

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x 4

- ◆ Help your child learn elapsed time: (How much time has passed between 8:45 a.m. and 11:23 a.m.?).

- ◆ Help your child learn to find the average of a set of numbers.
- ◆ Find opportunities to do math every day.
- ◆ Work on puzzles.
- ◆ Explore mathematics in books that you read together.
- ◆ Discuss the math that can be found in the media (news reports, newspaper articles, magazines).
- ◆ Make mistakes a part of learning.

Science

- ◆ Encourage your child to observe and describe the environment and discuss locations where humans have had a positive or negative effect on the environment. Work with your child to find ways they can have a positive effect on the environment.
- ◆ Discuss ways to save energy in the home.
- ◆ Have your child discuss ways to design an experiment to answer a question.
- ◆ Read articles and books about space, planets and stars with your child.
- ◆ Read books about native plants in our area and plant a garden with native plants.
- ◆ Encourage your child to observe organisms outdoors and discuss examples of producers (plants), consumers (animals and insects), and decomposers (bacteria, fungi).

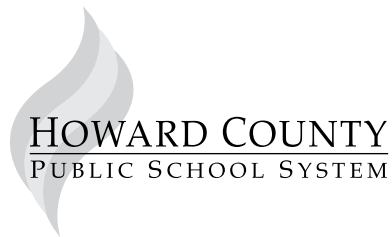
Educational Technology

- ◆ Help your child identify the uses of technology in everyday life such as bar code readers at the grocery store, automatic teller machines, smart phones, and computerized gas pumps.
- ◆ Help your child use software programs appropriate for grade 4 such as *Microsoft Office*, *Pixie*, *Type to Learn* and *Kidspiration*.
- ◆ Practice computer skills with your child at home or at the public library.
- ◆ Visit appropriate websites to help support the classroom instruction. The Howard County Public School System provides online resources to assist students (*SIRS Discoverer*, *Culture Grams* and *World Book Online*). Check with the library media specialist at your school for access information.

Art

- ◆ Set aside an area for artwork to be done.
- ◆ Provide a variety of tools and materials for your child to use, such as: colored pencils, yarn, crayons, water-based markers, fabric scraps, tissue paper, weaving and stitchery supplies; and blunt-tipped scissors, paper and glue. Encourage your child to experiment with new art forms such as fabric dyeing, papermaking and sculpture that moves.
- ◆ Praise and display your child's work in special places.
- ◆ Work with your child to make drawings from observation, imagination and memory.
- ◆ Encourage your child to make artwork often that can be shared with family and friends.
- ◆ Visit galleries and museums, and discuss with your child the similarities and differences between other cultures and your own.
- ◆ Visit the library and take a look at books that picture master artworks with objects that are familiar in the child's world. Encourage your child to use similar compositions and themes as he/she develops his/her own works of art.





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