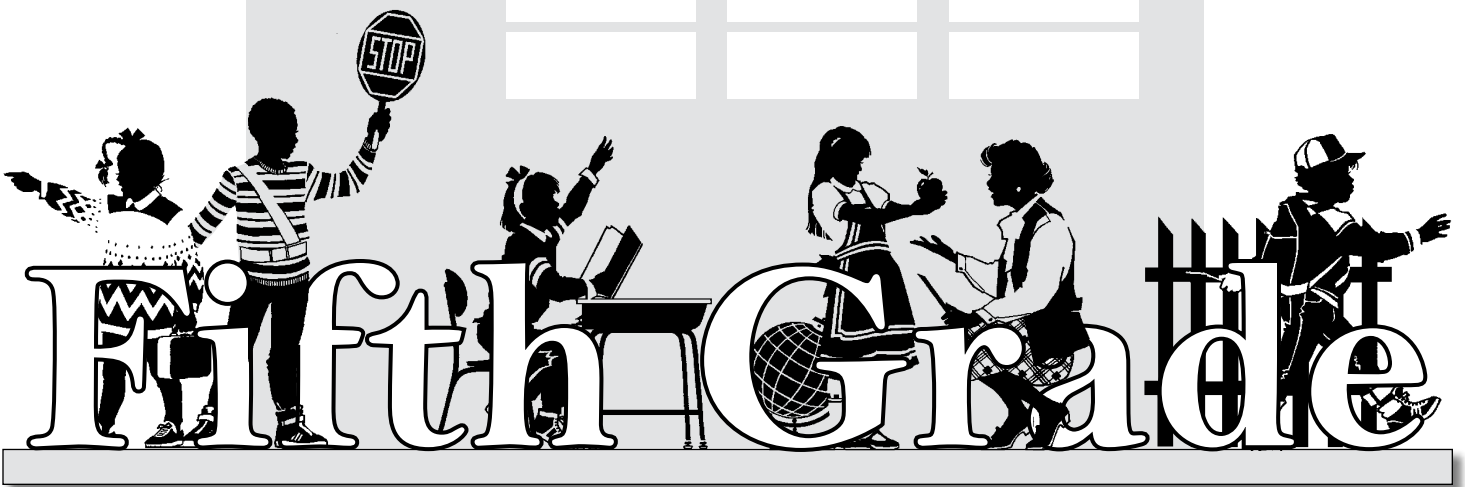


What Your Child Will Learn In



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 (both 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 (both 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 clubs, organizations, nationalities, religions, companies, stores and special events
- ◆ North, South, East, West
- ◆ Abbreviations of states

Punctuate

- ◆ Colon after the greeting in a business letter
- ◆ Colon to begin a list
- ◆ Comma in the closing of a business letter
- ◆ Quotation marks around titles

Spelling Patterns and Rules

- ◆ Words that contain the confusing patterns of *ie* or *ei* (receive, believe)
- ◆ Words ending with the /k/ sound spelled with a *c* (basic), *k* (chipmunk), or *ck* (attack)
- ◆ Words with two or more syllables that end in *ed* (explained, denied)
- ◆ Words that begin with *per* (perform), *pre* (prevent), and *pro* (protect)
- ◆ Words that end with the sound of /shun/ spelled *tion* (motion) and *cian* (musician)
- ◆ Words whose prefixes indicate amount or position such as *bi* (bicycle), *tri* (triangle), *mid* (midnight), and *semi* (semisweet)
- ◆ Plurals of words ending in *f* (chief - chiefs, wolf - wolves)
- ◆ Words with the suffixes *ant* (assistant), *ary* (imaginary), *ish* (selfish)
- ◆ Words that name a person who does an action by adding the suffixes *er* (pitcher), *or* (director), *ist* (colonist)
- ◆ Words using their prefixes to form their opposites such as *in* (informal), *ill* (illegal), *im* (impolite), *ir* (irregular), *dis* (disappear), *mis* (misjudge), and *non* (nonfiction)
- ◆ Abbreviations

Grammar and Usage

- ◆ Consistent form of verbs in a paragraph to express time (past, present or future)

- ◆ Correct pronoun after comparisons (He is taller than I.)
- ◆ Correct order of pronouns (I know Mary and her.)

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.
- ◆ Using base words, prefixes, and suffixes to determine meaning of words.
- ◆ Using resources to find the correct pronunciation, part of speech, and origin of a word.

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 multistep directions

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 - 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 $=$.
- ◆ Construct and complete a function table to solve a problem.
- ◆ Identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.
- ◆ Solve for one unknown in an equation.
- ◆ Represent fractions, mixed numbers and decimals on a number line.

Number Relationships And Computation

- ◆ Write and read numbers to 1,000,000,000.
- ◆ Identify prime numbers.
- ◆ Write decimals to thousandths.
- ◆ Calculate percents.
- ◆ Apply ratio and proportion concepts.
- ◆ Apply the four basic operations to problem-solving situations (addition, subtraction, multiplication, division).
- ◆ Apply memorized facts.
- ◆ Add and subtract six-digit numbers with regrouping.
- ◆ Multiply three-digit by two-digit numbers.
- ◆ Divide four-digit by two-digit numbers.
- ◆ Add and subtract unlike fractions.
- ◆ Write fractions as mixed numbers.
- ◆ Add, subtract and multiply decimals.

Geometry

- ◆ Describe characteristics of shapes (including congruency, similarity and symmetry).
- ◆ Identify supplementary angles.
- ◆ Identify equilateral, isosceles and scalene triangles.

Measurement

- ◆ Calculate perimeter, area and volume.
- ◆ Measure and construct angles with a protractor.
- ◆ Choose the appropriate unit of measurement, estimate, then measure.
- ◆ Interpret a time schedule.
- ◆ Rename measurements in equivalent forms.

Data Analysis And Probability

- ◆ Display data, observe patterns and make predictions.
- ◆ Collect and interpret data in double bar graphs, line graphs, and stem and leaf plots.
- ◆ Interpret and conduct surveys; determine a sample for a population.
- ◆ Determine a method for collecting, organizing and analyzing data.
- ◆ Observe patterns, make predictions and apply basic probability concepts to problem-solving situations.
- ◆ Express probability as a fraction ranging from zero to one.
- ◆ Identify theoretical and empirical probability.
- ◆ Determine independent events.

Science - Life Science: Ecosystems

- ◆ Identify components of an ecosystem.
- ◆ Explain how environmental conditions limit the kinds of living things that can survive.
- ◆ Cite evidence that living organisms change environments in ways that can be either beneficial or detrimental to themselves and other living organisms.
- ◆ Describe the water cycle.
- ◆ Explain how human use of renewable and non-renewable natural resources can impact the environment.

Earth And Space Science

- ◆ Use models to describe celestial events caused by Earth's rotation on its axis and Earth's revolution around the sun.
- ◆ Describe the physical properties of comets, asteroids and meteors.
- ◆ Recognize that the sun serves as the main source of energy that powers the water cycle.
- ◆ Conduct a simulation to describe the water cycle and explain its importance to the survival of living things.
- ◆ Compare surface water flow and groundwater flow and identify their significance in the water cycle.

- ◆ Conduct investigations to investigate the properties of bodies of water and the effects of those properties on organisms.

Physical Science: Matter

- ◆ Identify, compare and classify matter according to solids, liquids and gasses.
- ◆ Observe and describe physical and chemical properties of matter.
- ◆ Describe interactions of matter.
- ◆ Describe the effect of heat on matter.
- ◆ Observe and describe physical and chemical changes in matter.
- ◆ Identify the physical properties of mixtures and solutions.

Physical Science: Force And Motion

- ◆ Describe and compare the motion of objects using distance traveled, time, direction and speed.
- ◆ Conduct investigations to explain that changes in motion of an object are determined by the mass of the object and the amount of force applied to it.
- ◆ Investigate and cite examples of stored energy and energy in motion.

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 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 And Pitch

- ◆ Write simple melodic patterns from dictation using quarter, eighth, half whole and corresponding rests (melodic range of five notes, two measures).
- ◆ Notate individually created melodies on the treble staff using standard notation.
- ◆ Read and perform simple pitch notation on the treble staff in the Key of F and G major using solfeggio or comparable system.
- ◆ Perform accurately and independently, melody parts while other students sing or play on contrasting parts.

Harmony and Texture

- ◆ Sing songs accurately in simple two-part harmony using a two-staff system.
- ◆ Read standard chord symbols and play the repeated chords on a classroom instrument (I, IV, and V).

Tone Color

- ◆ Identify by sight and sound: flute, clarinet saxophone, trumpet, trombone, tuba, violin, cello, timpani, bass drum, snare drum, cymbals and xylophone.
- ◆ Identify instruments by sight and sound from other cultures such as: steel drums, pan-pipes, conga drums, gong, tabla, sitar and guitar.
- ◆ Describe sounds heard with attention to tone color (same, step and skip).
- ◆ Listen to and identify soprano, alto, tenor and bass in two-part music.

Tempo

- ◆ Sing and play a variety of music at a given tempi.

Rhythm

- ◆ Perform accurately simple rhythm at sight from standard notation, eighth rest, one eighth note and two sixteenth notes connected, and

two sixteenth notes and eighth notes connected.

- ◆ Perform accurately rhythmically instrumental parts while the other students sing or play contrasting parts.

Movement

- ◆ Perform improvised movement to communicate meaning or feeling in music.
- ◆ Conduct music in meter of three.

Dynamics

- ◆ Sing and play in a group matching dynamic levels and responding to the conducting cues of the teacher.
- ◆ Incorporate dynamic variations in a performance.

Form

- ◆ Recognize and perform a variety of forms.

Physical Education - Movement

- ◆ Throw a variety of objects with accuracy and force (frisbee, basketball, football).
- ◆ Use a striking pattern, with a partner, to keep a ball going.
- ◆ Dribble a ball while preventing an opponent from stealing it.
- ◆ Observe, analyze and correct errors in personal movement patterns.

Attitude

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

Fitness

- ◆ Regularly participate in health enhancing physical activity.
- ◆ Keep a record of heart rate before, during and after vigorous physical activity.
- ◆ 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.
- ◆ 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 Big 6 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 - Social And Emotional Health

- ◆ Identify sources and symptoms of stress and the effect on health.
- ◆ Develop constructive, age-appropriate ways to manage stress.
- ◆ Describe appropriate responses to emotions.
- ◆ Define depression, recognize symptoms, and identify resources for help.
- ◆ Apply a decision-making model to personal issues and problems.
- ◆ Develop and practice strategies to resolve conflicts rationally.
- ◆ Investigate one component of personal wellness and develop a plan for positive self-change.

Tobacco, Alcohol And Other Drugs

- ◆ Describe and practice effective refusal skills.
- ◆ Identify and practice ways to deal with peer pressure.
- ◆ Identify the harmful effects of tobacco, alcohol and marijuana.
- ◆ Discuss media influences on tobacco and alcohol products.
- ◆ Distinguish between internal and external influences on use of tobacco, alcohol and marijuana.
- ◆ Identify strategies to promote a drug-free lifestyle.
- ◆ Identify effective resistance skills and decision-making techniques.

Family Life And Human Sexuality

- ◆ Identify ways to communicate issues related to puberty with the family.
- ◆ Describe the role society plays in the perception of normal body image.
- ◆ Describe how puberty affects the male and female body.

- ◆ Examine the effects of puberty on emotional and social growth.
- ◆ Examine the transition from behavior and attitudes of childhood to behavior, attitudes and responsibilities of the adolescent.

Safety, First Aid And Injury Prevention

- ◆ Learn how to prevent sports-related injuries.
- ◆ Identify first aid for injuries involving blood.
- ◆ Discuss household product safety.
- ◆ Describe how conditions of the environment affect personal health.
- ◆ Identify strategies for the prevention and intervention of sexual child abuse.
- ◆ Identify ways to prevent injuries involving weapons including bb guns.

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 - Colonial America

- ◆ Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered.
- ◆ Describe interactions between early settlers and Native Americans including examples of compromise or conflict.
- ◆ Describe the geographic characteristics of early settlements in Colonial America.
- ◆ Compare the political, economic and social lives of people in New England, Mid-Atlantic and the Southern colonies.
- ◆ Describe the establishment of slavery and how it shaped life in Colonial America.
- ◆ Describe the contributions of significant individuals and groups to the development of Colonial America.

Unit 2 - American Revolution

- ◆ Describe the causes of the American Revolution by identifying and sequencing key events between the French and Indian War and the American Revolution.
- ◆ Describe the effects of British taxation on the colonial economy.
- ◆ Analyze how conflicts affected the relationship between the Patriots and the Loyalists.
- ◆ Examine the contributions of people associated with the drafting of the Declaration of Independence and the Constitution.
- ◆ Describe the significance of principles of the Declaration of Independence.
- ◆ Explain the key factors that allowed the American colonies to defeat Britain in the Revolutionary War.

Unit 3 - Building A New Nation

- ◆ Identify how democratic principles such as the rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.
- ◆ Explain the characteristics of limited and unlimited government.
- ◆ Analyze the principles articulated in the Articles of Confederation and the successes and failures in meeting the challenges of governing.
- ◆ Describe the historical developments that led to the writing of the Constitution and Bill of Rights.
- ◆ Explain the contributions of people associated with the drafting of the Constitution and the significance of the principles of the U. S. Constitution.
- ◆ Compare the system of government under the Articles of Confederation and the Constitution.

Unit 4 – We The People

- ◆ Describe the three branches of government and their individual powers and responsibilities, such as separation of powers and checks and balances.
- ◆ Describe the power and responsibility of the Supreme Court including the power of judicial review.
- ◆ Give examples of how powers are distributed in the federal system.
- ◆ Describe the significance of the Bill of Rights.
- ◆ Describe responsibilities associated with certain basic rights of citizens such as freedom of speech, religion, and the press, and why these responsibilities are important.
- ◆ Describe ways people can participate in the political process including voting, petitioning elected officials and volunteering.

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.

How To Help Your Child At Home

Music

- ◆ Encourage your child to follow up on special interests by researching composers, periods of music, and related topics by using the Internet, encyclopedias and library books.
- ◆ 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.
- ◆ Provide opportunities to attend local concert events (Merriweather Post Pavilion, Centennial Park, Howard Community College Smith Theatre, Saturday Summer Series at the Meyerhoff, Oregon Ridge Summer Concerts, Columbia Festival of the Arts, child-appropriate shows at area dinner theatres). Discuss the performances, evaluate the selection of music and the effectiveness of the performance.

Physical Education

- ◆ Ask your child to perform a successful dribble by using his or her hands and feet with a ball of choice.
- ◆ Have your child practice control by using a tennis racquet and ball to continuously bounce the ball straight up and down.
- ◆ Encourage your child to throw a frisbee or ball, demonstrating accuracy and force.
- ◆ Have your child participate regularly in a physical activity to develop a healthy lifestyle.
- ◆ Discuss safety with your child in play and sports activities.

Social Studies

- ◆ Provide opportunities for your child to use maps to locate continents and oceans, and lines of latitude and longitude. Help your child to use maps, globes, and atlases to get information about the location and features of continents, countries, states and counties.

- ◆ Read books about America in Civil War times.
- ◆ Discuss with your child principles of American government such as the voting process and majority rule.
- ◆ Discuss ways each person can take responsibility for protecting the environment.
- ◆ Emphasize the importance of recognizing the dignity and worth of all people.
- ◆ Visit some historic sites in Maryland, if possible.

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.
- ◆ 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.
- ◆ Encourage your child to independently read at least 25 books annually.

Health

- ◆ Discuss sources and symptoms of stress in children, and strategies to manage stress.
- ◆ Emphasize the importance of using household products according to label instructions, under adult supervision.
- ◆ Discuss the harmful effects of tobacco, alcohol and other drugs on the body.
- ◆ Role-play situations in which your child can practice refusing to become involved in negative situations.
- ◆ Discuss puberty issues with your child.
- ◆ Monitor your child's use of the Internet.

Mathematics

- ◆ Listen to your child explain how he or she solves math problems.
- ◆ Help your child read and write numbers up to 1,000,000,000.
- ◆ Help your child write and say decimals in the thousandths (.462 = four hundred sixty-two thousandths).
- ◆ Contact your child's teacher for a list of current computation skills and problem-solving strategies being taught. Review and practice with your child.
- ◆ Find opportunities to do math every day.
- ◆ Work on puzzles.
- ◆ Explore the 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.
- ◆ Use computers and calculators to solve problems.
- ◆ Explain ways to know if an answer to a math problem is reasonable.
- ◆ Help your child review memorized facts for addition, subtraction, multiplication and division.

Science

- ◆ Use telescopes and binoculars to observe the night sky.
- ◆ Work with your child to determine ways to conserve water in the home and community.
- ◆ Share articles and news reports with your child that discuss the impact people can have on the quality of water in local and global waterways.
- ◆ Discuss various forms of energy that move objects or cause something to happen.

Educational Technology

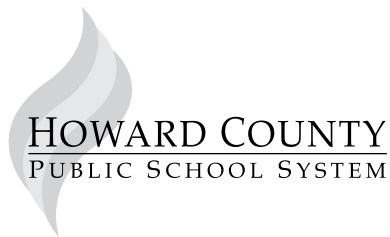
- ◆ Help your child identify the use of technology in everyday life such as bar code readers at the grocery store, automatic teller machines, smart phones, and computerized gas pumps.
- ◆ Help your child use software programs appropriate for grade 5 such as *Microsoft Office*, *Pixie*, *Type to Learn*, 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, water colors, fabric scraps, tissue paper, weaving and stitchery supplies; and blunt-tipped scissors, paper and glue. Encourage your child to experiment with new approaches to his or her art work.
- ◆ Praise and display your child's work in special places.
- ◆ Consider encouraging your child to give their artwork as gifts to friends, neighbors, relatives or a service agency.
- ◆ Work with your child to make drawings from observation, imagination and memory.
- ◆ Encourage your child to make artwork often, possibly seeking opportunities for outside classes or independent instruction.
- ◆ Visit galleries and museums; look at the ways artists show faces and figures.
- ◆ Visit the library and look at books that explain ways to use a variety of tools and techniques.





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