ANCHORAGE SCHOOL DISTRICT

A Parent's Guide

Helping Your Child Learn

Grades 4-6

Families and Educators Working Together

Your child will be tested using the state and national exams in the areas of reading, writing, and math in grades 3 through 6.

For more information about the state of Alaska content standards, please log onto the state web site at http://www.eed.state.ad.us/contentstandards/home.html

This booklet is the third in a series of books developed by the Anchorage School District Curriculum and Instructional Support Department and in cooperation with Elementary Education.

The first booklet, "What Your Child Will Learn," is an introduction to the elementary school curriculum with student expectations for each grade level, kindergarten through grade six.

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Anchorage School District

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A Message from the Superintendent

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. This guide was written by experienced classroom teachers and educators in our curriculum department. It contains reading, writing, oral language and math performance standards and activities for fourth, fifth, and sixth grades. This ensures that your child will be prepared for the next grade level and ultimately for passing the required Alaska High School Graduation 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

Carol Comeau, Superintendent

Grade Four Writing Process

Helpful Hint:
When something important happens in your child's life, encourage him/her to write about it.

The student will write for a reason.

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

Helpful Hint:
Set up a writing station. Give gifts of a desk, lamp, stationery, stickers, or a variety of writing tools.

spelling, punctuation, and sentence and paragraph structure in final works?

Together we:

- Read my child's writing aloud and listen for appropriate pauses which indicate commas and periods.
- Circle words we think might be misspelled.

How can I help my child revise and edit his/her own work?

Together we:

- Make sure the beginning of the story is interesting.
- Check to see if the details of the story are related to the topic. If we're writing about grandpa's fishing trip, all of the details *should* relate to that trip.
- End our story with a satisfying conclusion.

- Become the family historians. After writing a family story, we send it to family members for feedback or more information.
- Check over homework.

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

Together we:

- Watch informational television programs and write down questions. Then we use resources such as the internet, encyclopedias, or other informational texts to help us explore the questions.
- Select and use software for creating

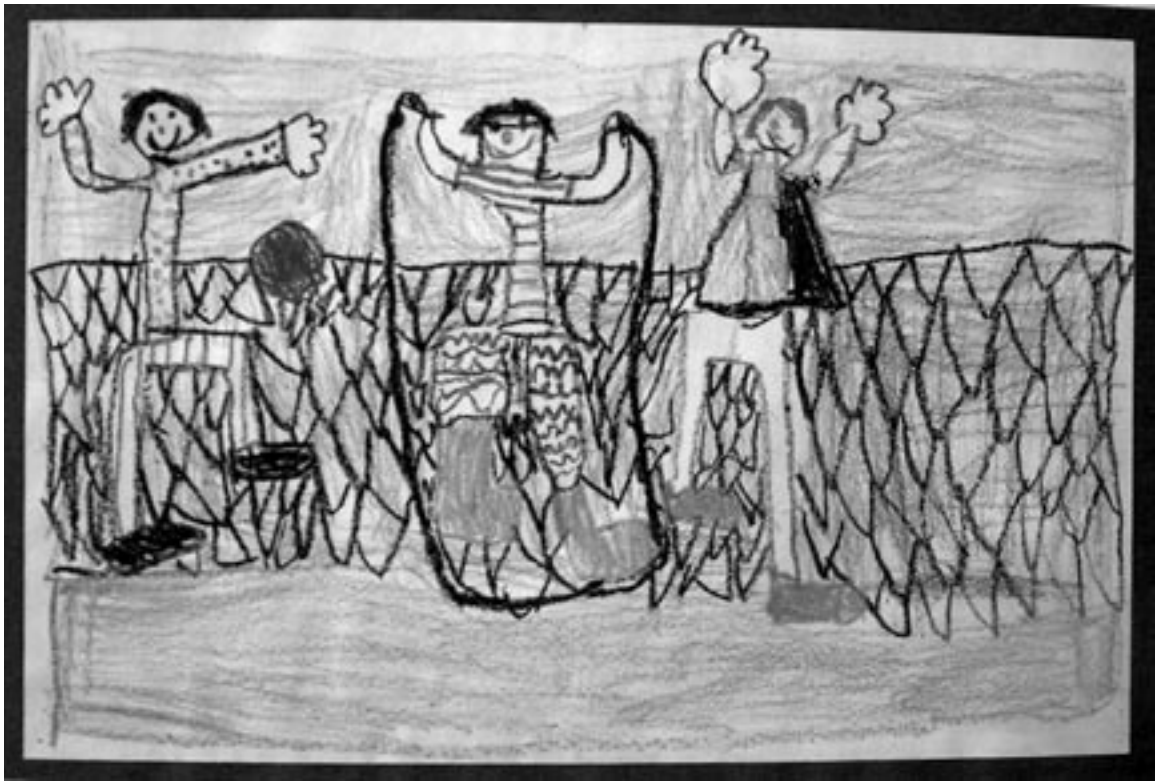
Grade Four Writing Process

If English is not your home language...

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 langauge 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.



Helpful Hint:
Children who grow up in a home where parents read — both orally and silently — learn to read more easily.

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

How can I help my child participate in group discussions?

Together we:

- Look at newspaper headlines and discuss what the article might be about.
- Find a hobby that my child enjoys. (Some examples are building models or collecting cards.) My child can explain the importance of new additions or creations.
- Discuss topics of interest or daily events at mealtimes, while waiting for appointments, or traveling in the car.

How can I help my child give good directions?

Together we:

- Read and explain directions for board games like *Scrabble™, Yahtzee™,* or chess.
- Follow a recipe and tell how to make a favorite treat.
- Explain how to get to a friend's house or the store if we have to walk or drive.

How can I help my child speak to explain, describe, inform, and clarify?

Together we:

- Discuss the effects of language on the behavior of others. (For example, how do advertisers attempt to persuade people to buy their products?)
- Look for graphs or pictures in magazines or newspapers and explain what information is provided.
- Talk about relationships between words. (For example, the words *bicycle, tricycle*, and *unicycle* have the common root word *cycle*.)
- Take turns describing and guessing the identity of well-known people.
- Take turns drawing pictures. While one person draws, the other describes what they see emerging.

How can I help my child ask questions to clarify and build understanding?

Together we:

- Watch a television or news show and discuss questions or knowledge gained.
- Think of questions to ask a grandparent. Record their answers to begin an oral history of the family.
- Locate and organize information from reference books, encyclopedias, or the internet to complete school assignments.
- Ask a grandparent where they were and what they remember about a significant historical event. (For example, "Where were you when President Kennedy was shot?")

Grade Four Oral Language

"If you read a book, it can take you places you haven't been before."
-Lindsay, age 10

How can I help my child speak clearly and at a proper rate when presenting?

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.

How can I help my child listen to and summarize information?

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 or solution.

How can I help my child cite evidence to support opinions?

Together we:

- Discuss which of our friends we most admire and why.
- Disuss which free-time activity we enjoy the most and why.
- Look at pictures in Caldecott award winning books. Discuss what it is about the artwork that makes it noteworthy. (Look on page 32 for a list of Caldecott winners.)

Helpful Hint:
Continue to read aloud to one another from a variety of text sources: jokes, articles, newspaper, letters, stories, and informational texts.

The student will use strategies to read with a purpose.

How can I help my child retell in correct sequence?

Together we:

- Tell each other, in order, eventful highlights of our day.
- Stop after reading a paragraph, page, caption, or section and in order, tell each other what we've read. We practice doing this with many different kinds of texts. (Some examples are jokes and riddles, cartoons, stories, textbook excerpts, magazine or newspaper articles, instruction manuals, and directions.)
- Find key words in the text that help us to identify sequential organization. (Some examples are *first, next,* and *last; in the beginning, then,* and *finally*; *in the morning, by the afternoon,* and *when evening came*.)

How can I help my child read and follow multi-step directions to complete a simple task?

Together we:

- Read and follow directions for a new computer application, card, or board game.
- Figure out the directions and procedures for doing things at home or in our community. These could include doing the laundry, checking out library materials, buying items at the store, filling out requests, or order forms.
- Build or assemble things that require us to follow directions. We could put together a model, do a craft project, build a bookcase, or follow a recipe to cook something delicious.

How can I help my child make connections to culture, knowledge and personal experiences?

Together we:

- Choose books, magazines, and newspapers to read in our home.
- Discuss topics we've read and relate them to our own experiences.
- Read or listen to the news, then discuss how people in different parts of the world are alike and different from us.
- Identify and talk about character/people situations: where they live, how they act, and why.

How can I help my child scan for specific information?

Together we:

- Use alphabetical listings to look up phone numbers or find entries in a dictionary, glossary, or thesaurus.
- Scan the newspaper, looking for specific information. We can find the times for a particular movie, locate an item on sale, or check results of local sporting events.
- Use reference sections of books to find information quickly. We use the index and table of contents to find page numbers or sections that relate to our topic.
- Search the internet for facts and data about a subject of interest. We look for keywords, headings, and bold print to locate needed information.

Grade Four Reading

Favorite Books:
- The King Who Reigned by Fred Gwynne
- Chocolate Moose for Dinner by Fred Gwynne
- Amelia Bedelia by Peggy Parrish
- Miss Alaineus , A Vocabulary Disaster by Debra Frasier

- Find information listed in charts, maps, tables, lists, and graphs. We may need to locate a specific incoming flight or gate, or use a tide table to determine when the fishing or clam digging will be best.

How can I help my child identify main idea and supporting details?

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.
- 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.

How can I help my child summarize information and draw conclusions?

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.

How can I help my child understand the difference between fiction and nonfiction?

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.

If English is not your home language...

Read to your child in your home language.

How can I help my child increase and use new vocabulary?

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*™ and *Boggle*™.
- Read books and magazines that have fun with language. Enjoy poetry, riddles, jokes, word finds, and books that play with word meanings.

Helpful Hint:
Read to and with younger children often.

Helpful Hint:
Help your child select independent reading materials that are "just right" — not too hard and not too easy.

Grade Four Decoding/Structural Analysis

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

How can I help my child use phonics, word structure, and context to decode unknown words?

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.

How can I help my child use sentence structure and punctuation to gain understanding?

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.

How can I help my child understand author's use of language to gain meaning?

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.

Favorite Books:
- Math Curse by Jon Scieszka
- One Grain of Rice by Demi
- Spaghetti and Meatballs for All! A Mathematical Story by Marilyn Burns
- Round Trip by Ann Jonas

How can I help my child make reasonable estimates to 1,000,000?

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).

How can I help my child memorize multiplication/division facts to a product of 100?

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…)

How can I help my child develop multiplication skills using 2-digit multipliers?

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 x 60, 40 x 6, or 40 x 60.

How can I help my child develop division skills using 1-digit divisors?

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?)

How can I help my child use, show, and identify place value positions from .001 to 1,000,000?

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.

How can I help my child show and explain addition and subtraction of fractions with common denominators?

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
10^6	10^5	10^4	10^3	10^2	10^1	10^0	.	10^{-1}	10^{-2}	10^{-3}

"You can travel inside a book."
– James, age 11

Together we:

- Look for everyday uses of fractions (areas to explore might be grocery or fabric stores, cookbooks, and statistics in newspapers).
- Halve or double a recipe and tell how much of each ingredient is needed.

How can I help my child estimate and measure using metric and standard systems?

Together we:

- Look for items to measure using customary tools (inches, feet, quarts).
- Look for items to measure using metric measuring tools (centimeters, meters, liters).

How can I help my child name and classify 2- and 3-dimensional geometric shapes?

Together we:

- Compile a shapes book or create a collage of labeled shapes (taken from newspapers, magazines, and photographs). Some 3-D shapes might be sphere, cube, cylinder, pyramid, or cone.

How can I help my child convert between inches, feet, and yards?

Together we:

- Draw a scale drawing using the floor plan of one room in our home.
- Collect and compare the heights of favorite professional athletes.

How can I help my child distinguish between area and perimeter using a variety of methods to find both?

Together we:

Helpful Hint:
Use lined paper turned sideways to keep numbers in columns – or use graph paper to keep numbers organized during computations.

- Pretend we are carpeting a room. We estimate the area of the room, then find the actual numbers by measuring the square feet (area = length x width).
- Measure the perimeter of our yard to determine how many feet of fencing would be needed to go around the whole yard (perimeter = length + length + width + width).

How can I help my child conduct simple probability experiences and show results using fractions?

Together we:

- Look for the language of probability in everyday situations such as weather reports and scientific findings. Key words are likely, certain, possible, or a chance of.
- Make a list of things that could never happen, things that might happen, and things that are sure to happen.
- Roll a die 6 times and record the numbers that are rolled. Does each number come up 1/6 of the time?

The student will use math knowledge for problem solving.

How can I help my child solve problems using a variety of strategies?

Together we:

- Share different ways we solve problems. Sometimes there's more than one way to solve a problem.

- Examine the nutrition facts labels on cans and packages of food. Labels list the number of servings in a container and the number of calories

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

Check out this math website.
http://www.asdk12.org/staff/daniel_florence/pages/favoritelinks1.

How can I help my child draw logical solutions about mathematical situations?

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.

How can I help my child explain answers using written language?

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.

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:

- Try to find mistakes in print, then write the company and alert them to the mistake.
- Read each other's writing to see if it looks and sounds right.
- Become a family editing team, helping each other to learn the basic rules of good writing.

How can I help my child revise and edit his/her own work?

Together we:

- Check homework.
- Read one another's work before sending it out for others to read.
- Look up tricky points of grammar. Make it a game to see who is right.

"Children must read like a writer, in order to learn how to write like a writer."
– Frank Smith

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.
- Document family events using multimedia such as a video camera or digital camera. Use these tools to make a family web page or slide show. Describe what is going on in each picture.
- Use computerized reference tools to check conventions (grammar, spelling, or punctuation). Make it a game to see who is right about where that comma should go.
- Use spell check. Then talk about why spell check might not find all the errors.

How can I help my child identify and credit sources?

Together we:

- Talk about where we found specific pieces of information. (For example, "I learned that from the *National Geographic* special I saw last month.")

How can I help my child write legibly in cursive?

Together we:

- Collect samples of legible cursive writing.
- Let people know when we like their style of cursive writing.
- Identify situations where legible, cursive handwriting is very important.

Grade Five Oral Language

"You should always listen to older people. They are like living history books and can teach you so much."
– Cindy, age 12

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

How can I help my child take part in group discussions?

Together we:

- Discuss clubs, sports, or school while waiting for appointments, traveling, or at mealtimes.
- Share opinions about infomercials, television programs, or newspaper articles.
- Discuss what movie to rent or see, what to eat for dinner, or how to spend a Saturday.
- Listen and respond courteously and appropriately to others.

How can I help my child speak to explain, describe, inform, clarify and persuade?

Together we:

- Read and explain directions for board games like *Scrabble*™, chess, and card games like Hearts.
- Discuss the effects of language on people. (For example, how do advertisers persuade people to think a certain way or to buy their products?)
- Use descriptive words like sweet, bitter, sour, etc. to explain the taste of certain foods.
- Look at a picture from an historical perspective and describe what is happening and why it is significant.
- Listen to many different types of music and describe how the music makes us feel.

How can I help my child ask questions to clarify and build understanding?

Together we:

- Visit a museum and/or a library.
- 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, 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.

If English is not your home language...

Let your child see you reading in your home language. If you read and he/she sees you reading, you will be his/her model.

How can I help my child speak clearly and at a proper rate when presenting?

Together we:

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

Read humorous poetry by:

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

How can I help my child use facial expressions and gestures to convey meaning when speaking?

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.

How can I help my child give planned presentations (organize, summarize, etc.)?

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).

How can I help my child listen to and summarize information?

Together we:

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

Grade Five Reading

Helpful Hint:
Place the computer in a central location where everyone can use it. It is important to monitor children's use of the internet.

The student will continuously check for understanding while reading.

How can I help my child use inference, draw conclusions, and make generalizations?

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.
- Make predictions before, during, and after reading.
- Read mystery or "who done it" stories and discuss the author's clues to the solution.

How can I help my child read and follow multi-step directions to complete tasks?

Together we:

- Follow a recipe, a map, or a set of directions for playing a game.
- Use directions to build or assemble a model, a toy, or a piece of furniture.
- Read how-to books on topics of interest.
- Plan and create a science fair project.

How can I help my child connect what is read to personal experience, culture and other written material?

Together we:

- 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 or is happening 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. (*Holes* by Louis Sachar is a good book for this activity.)

How can I help my child use evidence from reading to support opinions and facts?

Together we:

- Carefully read persuasive writing like advertisements, opinions, or editorials. Then we try to figure out what the writer wants us to think and why.
- Go back into the text to find evidence or proof for what we think.
- Look at the structure of a paragraph and pick out the topic sentence and supporting details.
- Read articles of interest and discuss which parts we think are facts and which are opinions, and why.

How can I help my child identify main idea or conflict, supporting details and conclusion?

Together we:

- Discuss our opinions about what we're reading and why.
- Summarize for each other what we've read or experienced.
- Share what we think was the most important part of the story and why.
- Try to tell the main idea of a movie in a sentence or two.

Helpful Hint:
Visit the school and public library regularly.

How can I help my child use prior knowledge and text to interpret meaning?

Together we:

- Talk about what we know or have experienced that relates to the text before, during, and after reading.
- Summarize for each other what has happened or what we've learned in our last reading before reading the new material.

How can I help my child use graphs, pictures, italics, bold print, and tables to gain meaning?

Together we:

- 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.
- Get information from different types of text features. When we see graphs, pictures, and tables, we stop, examine them, and explain what they mean.
- Discuss why words in **bold** or *italic* print are important.

How can I help my child recognize and self correct errors that affect meaning while reading?

Together we:

- 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.
- Pause at a particular word as we read aloud, and the listener must say a word that would make sense in the text.
- Have fun with parts of speech word games like *Madd Libs*™.
- Reread sentences or parts of text that are confusing or don't sound right.

Grade Five Structural Analysis:

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

How can I help my child use word origins, word structure, and word parts to determine meaning?

Together we:

- Read from a wide variety of materials.
- Do crossword puzzles, anagrams, and cryptograms.
- Research word origins.

Grade Five Math

Helpful Hints:
Different signs for multiplication: 6 * 5=30, 6 x 5 = 30
Different signs for division: 30 / 5 = 6, $\frac{30}{5} = 6$

The student will know essential mathematics.

How can I help my child apply and explain a variety of estimation strategies?

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.

How can I help my child use addition, subtraction, multiplication, and division skills with accuracy?

Together we:

- Practice extending multiplication facts. Write each set of problems so that your child may recognize a pattern.
  Set A $6 * 10 = 60$ $6 * 100 = 600$ $6 * 1{,}000 = 6{,}000$
  Set B 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 = _____

How can I help my child find the factors of a number (factors of 12 are numbers that when multiplied equal 12; 1, 2, 3, 4, 6, 12)?

Together we:

- Choose numbers less than 100 and determine the factors (hint: some numbers only have 2 factors, a few have as many as 12 factors.)
- List factor pairs. (For example the factor pairs of 12 are 1∗12, 2∗6, and 3∗4.)

How can I help my child write and solve problems involving fractions and decimals?

Together we:

- Write and read whole numbers and decimals, such as 650 (six hundred fifty) and 42.5 (forty-two and five-tenths). Identify digits in the various places – thousands place, hundreds, tens, ones; tenths place, hundredths, and thousandths.
- Identify advertisements in signs, newspapers, and magazines that use percents. We can find the sale price of an item that is discounted by a certain percent. (For example, a $40 shirt that is reduced by 25% is $30.)
- Practice using percents to calculate a 10% tip at a restaurant. What would 15% be? Invite your child to determine the tip the next time your family goes out to eat.
- Find fractions, decimals, and percents in the everyday world (in newspaper advertisements, on measuring tools, in recipes, or in the sports section of the newspaper).

Website:
Interactive Mathematics – this is a cool site!
http://matti.usu.edu/nlvm/nav/vlibrary. html

How can I help my child know that numbers such as 2, 3, 5, 7, 11, etc. are prime numbers?

Together we:

- Learn the definition of a prime number: a whole number that has exactly two factors – itself and one (5 is a prime number because its only factors are 5 and 1).

How can I help my child use a variety of measuring tools to draw and measure shapes (protractor, pencil, compass)?

Together we:

- Play "Angle Tangle©" with a ruler and a protractor. Player 1 draws an angle with the ruler. Player 2 estimates the number of degrees in the angle, then measures it with a protractor. The difference between the estimate and the answer becomes Player 1's score. Then trade jobs. Total the scores after 5 rounds to determine the winner.
- Practice finding perimeters of objects and circumferences of circular objects around our home.

How can I help my child write and solve simple number sentences that contain variables?

Together we:

- Use the price of a box of Girl Scout cookies or a box of Campfire candy and determine how much 3 boxes, 6 boxes, 12 boxes, etc. would cost (the price is the constant, like $3.50 per box). The number of boxes is the variable x, therefore, x * $3.50 = total cost.

How can I help my child locate points on a grid (map)?

Together we:

- Use the maps in the front of the telephone book to give locations of various places in Anchorage. For example, the airport is located on the grid for Anchorage at A-6. Use the letter-number pairs to locate popular places around our city.
- Put up a world or U.S. map and play a location game. (For example, where is California? Then your child would give the grid location. Another option would be to give the grid location and then try to find the state or country.)

How can I help my child describe the data from tables or graphs, and predict outcomes?

Together we:

- Visit the website for the U.S. Bureau of the Census at http://www.census.gov/. Talk about three interesting pieces of information learned from the website.
- Record the time the sun rises for a week. At the end of the week, make a table or graph of the times. Look for variations and try to describe the times using an equation.
- Record daily temperatures in the morning and evening over a period of time. We can make a graph from the data and discuss differences in temperatures from morning to evening or from one day to the next.

Grade Five Math

Favorite Books:
- A Cloak for the Dreamer by Marilyn Burns
- A Remainder of One by Elinor J. Pinczes

The student will use math knowledge for problem solving.

How can I help my child solve an extended problem and verify the solution?

Together we:

- Make a favorite recipe (the most common form of measuring volume is cooking). Use measuring spoons and cups to find the capacity of various containers (4 Tablespoons = 1/4 cup). Doubling a recipe is good practice for working with fractions.
- Go to the store with $10 and a list of 4 needed items. Make a game out of trying to buy the four items for the least amount of money.

How can I help my child use logical conclusions to explain real life math situations?

Together we:

- Discuss how data are collected in real life. Check the daily newspaper and look for graphs and tables. Discuss the data and decide how it could be useful.

How can I help my child use math vocabulary, symbols, and notations to show information in a problem?

Together we:

- Choose a stock from the financial pages of the newspaper. Watch the stock over a period of time and report the change in stock prices daily, using positive and negative numbers.
- Work with rulers, yardsticks, meter sticks, tape measures, and scales. Practice measuring using both metric and U.S. customary units.

Helpful Hint:
Read for information and for pleasure in front of your child.

The student will write for a reason.

How can I help my child write detailed explanations and reports?

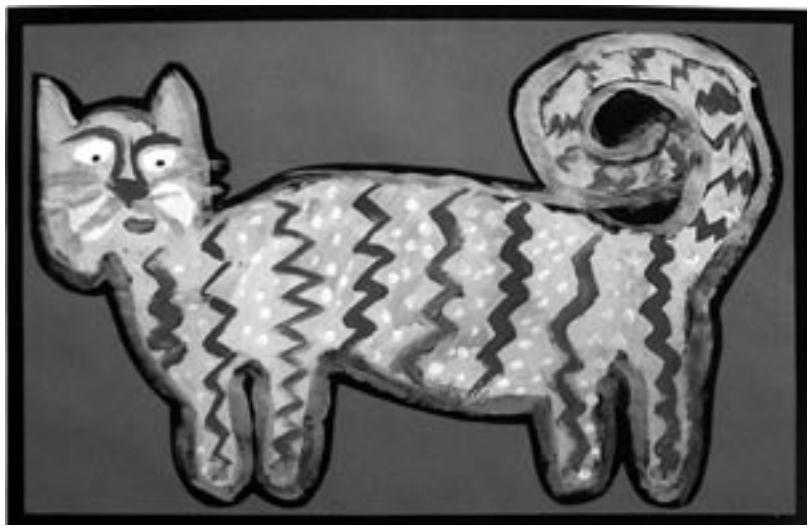
Together we:

- 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.)
- Keep an observation log by the window. Write daily, brief descriptions of what is happening with the weather. Encourage every family member to add to the log.

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

Together we:

- Read and discuss works of fiction and non-fiction that we enjoyed.
- Listen to story tellers and discuss what makes a good story; do the same with written stories.
- Use written directions for different tasks. Decide what makes the directions clear or unclear.
- Think about 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 basic rules of spelling, punctuation, grammar, and sentence and paragraph structure in final works?

Together we:

- Edit our writing to make it as error free as possible.

How can I help my child revise and edit his own work?

Together we:

- Read what we write to one another and see if it makes sense.
- Check homework together.

Grade Six Writing Process

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

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

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.

How can I help my child give credit for others' ideas using a given format?

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.

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.

How can I help my child take part in discussions?

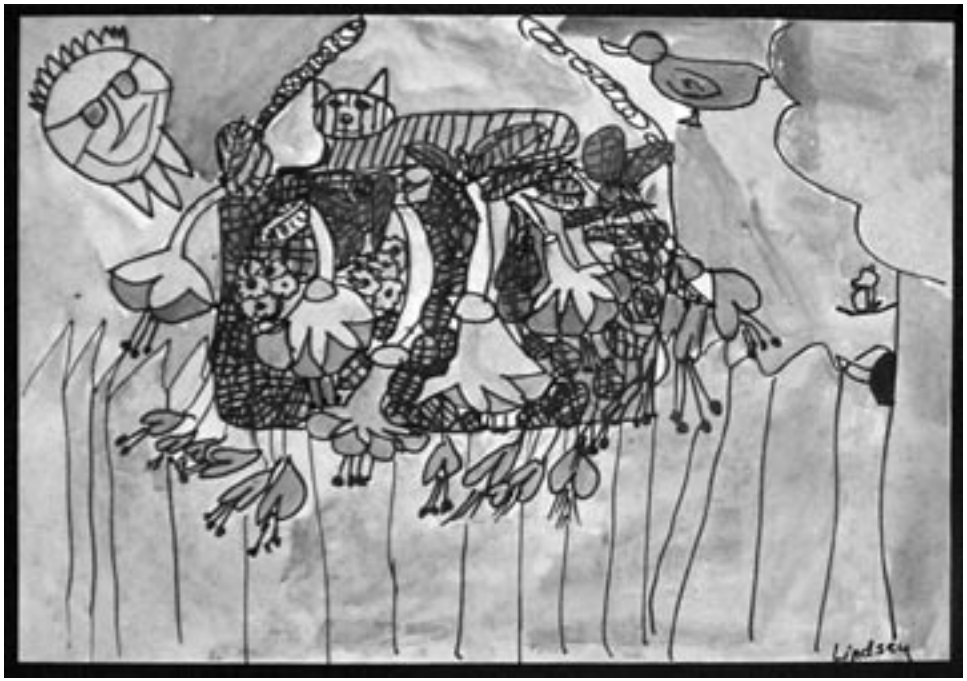
Together we:

- 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.

How can I help my child speak to explain, describe, inform, clarify, persuade, and entertain?

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 hungry as a bear when he came in from playing soccer (similes compare using "like" or "as"). Or, the child's brain is a sponge for knowledge (metaphors compare without using "like" or "as").
- Listen to all different types of music and describe how each type makes us feel.



How can I help my child ask questions to clarify and build understanding?

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

Helpful Hint:
When someone learns another language, he/she learns about another culture. This makes people know each other better. If your child is able to talk to many kinds of people, he/she will accept different people more readily, and others will understand him/her more easily.

How can I help my child speak clearly and at a proper rate when presenting?

Together we:

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

How can I help my child give planned presentations (organize, make visuals, summarize points etc.)?

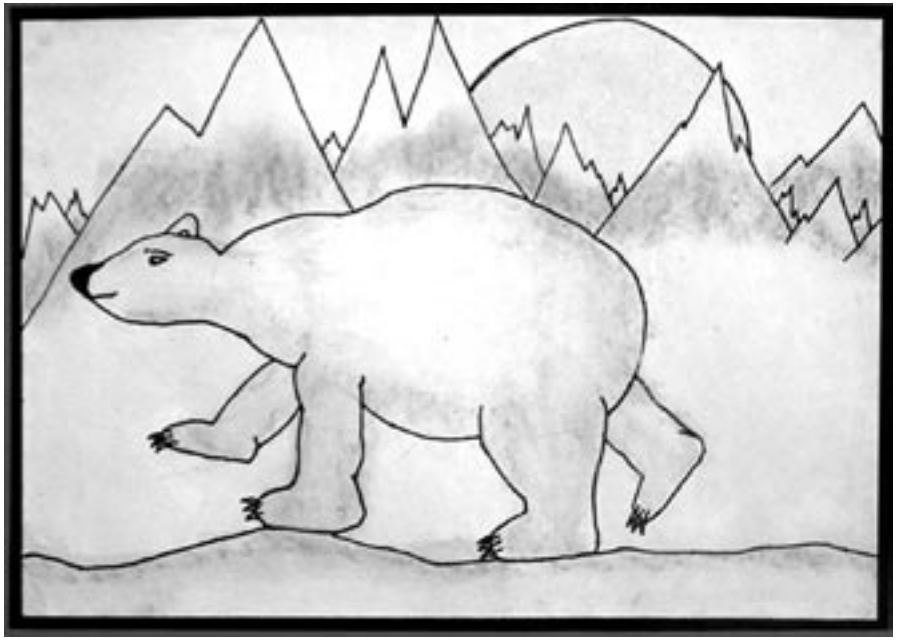
Together we:

- 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.

How can I help my child listen to and summarize information, make predictions, and draw conclusions?

Together we:

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



Helpful Hint:
Maintain a regularly scheduled time for reading -- independently and together.

The student will expand critical thinking skills.

How can I help my child demonstrate understanding by drawing conclusions and making inferences?

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.

How can I help my child read and follow multi-step directions to complete more complicated tasks?

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.)

How can I help my child connect what is read to personal experience, culture, and other written material?

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.

How can I help my child compare and contrast a variety of texts?

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.

Grade Six Reading

Authors too good to miss!
Mem Fox
Patricia Polacco
Eve Bunting
Chris VanAllsburg
Gary Paulsen
Brian Jacques
Russell Freeman
Seymour Simon
Avi
Cynthia Rylant
Jerry Spinelli

How can I help my child identify and discuss main idea or conflict, supporting details and conclusion?

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.

How can I help my child use prior knowledge, text and authors' purpose to interpret meaning?

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.

How can I help my child use text organizers (graphs, bold print, tables) to understand non-fiction.

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 **bold** or *italic* print.
- Interpret the different types of graphs and tables used in textbooks or newspapers.

How can I help my child increase and use new vocabulary?

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 Libs*™.
- Reread sentences or parts of text that don't make sense or sound right.
- Play oral word games by breaking words into the prefix, root word, suffix, and ending forms. We try to find other words with that same word part. (For example, using the prefix *in*, we might take turns saying "in words" like: inside, invite, insincere, insensitive.)
- Play commercial games like *Balderdash*™ or *Pictionary*™.

Try a new genre!

Science Fiction

- A Wrinkle in Time by Madeline L'Engle

Fiction

- Because of Winn Dixie by Kate DiCamilla

Informational Text

How can I help my child identify and discuss themes?

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.

Grade Six Structural Analysis:

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

How can I help my child use reference materials to determine the meaning of new words (dictionary, thesaurus, glossary).

Together we:

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

How can I help my child use context to decode words and to gain meaning?

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.

Grade Six Math

Website:
A science and math site that allows you to search by topic and grade level.
http://www.shodor.org/curriculum/

Helpful Hint:
Different signs for multiplication:
$6 * 5 = 30$,
$6 \times 5 = 30$.

Different signs for division:
$30/5 = 6$
$\frac{30}{5} = 6$

The student will know essential mathematics.

How can I help my child estimate the fractional part or percent of a whole?

Together we:

- Read nutrition labels to calculate the percent of fat in an item.

$$\frac{\text{fat calories}}{\text{total calories}} = \frac{\text{percent of fat(?)}}{100\%}$$

- This could be extended by figuring the percent of protein and carbohydrate.

How can I help my child convert between fractions, decimals, and percents?

Together we:

- Look for the everyday uses of fractions and decimals in fields such as sports, science, statistics, and business.
- Practice the vocabulary of fractions and decimals – "one-tenth is equivalent to 10%, one-quarter to 25%, three-quarters to 75%, and so on."
- Adjust the amounts of each ingredient in a cookie recipe to make a double batch.

How can I help my child add and subtract positive and negative numbers?

Together we:

- Identify uses of positive and negative numbers in the kitchen. (For example, negative numbers might be used to describe the temperature in the freezer or the temperature outside in January, and positive numbers are used to measure liquid and dry ingredients.)

How can I help my child use a compass and straight edge to construct a figure from a given set of directions?

Together we:

- Look for apparent right angles, or other types of angles (acute – less than 90 degrees; obtuse – more than 90 degrees). Look at bridge supports, roof lines, and windows for a variety of angles.

How can I help my child find a pattern, explain its rule, and extend the pattern?

Together we:

- Challenge each other with number patterns. Examples: 2, 4, 8, _____, 32, 64, _____, _____ (doubles) 1, 1, 2, 3, 5, _____, 13, _____, _____ (add 2 numbers in order to get the next number- example: 1 + 1 = 2, 1 + 2, =3, 2 + 3 = 5, and so on).

How can I help my child compare and contrast 2- and 3-dimensional shapes?

Together we:

- Compare a 2-dimensional square with a 3-dimensional cube, or a 2-dimensional circle with a 3-dimensional sphere.

Math-Literature Connection

- Fraction Action by Loreen Leedy
- If You Make a Million by David M. Schwartz
- The Librarian Who Measured the Earth by Kathryn Lasky
- G is for Googol: A Math Alphabet Book by David M. Schwartz

How can I help my child evaluate data to determine reasonableness, validity, propaganda, and prejudice?

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.

How can I help my child explain and verify results of problem solving and apply results to new situations?

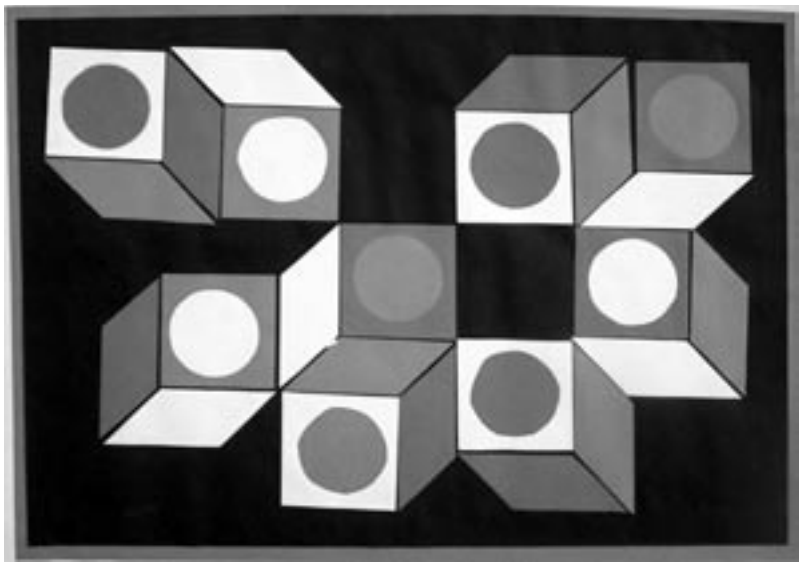
Together we:

- 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 and 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 rounds to 8.67.)

How can I help my child organize and explain multi-step math problems and justify answers?

Together we:

- Practice the order of operations by working through a multi-step problem. Use a "memory device" to help you. **P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally (compute first the numbers in Parentheses, then numbers with Exponents, then Multiplication and Division – whichever comes first, and then Addition and Subtraction – whichever comes first).



Problem: $10^2 + (3 * 8) - 14 * 2 = ?$
Step 1: $10^2 + (3 * 8) - 14 * 2$
Step 2: $10^2 + 24 - 14 * 2$
Step 3: $100 + 24 - 14 * 2$
Step 4: $100 + 24 - 28$
Solution: 96

Helpful Hint
Keep a comfortable and well-lighted place to read.

Award Winning Children's Literature

Newbery Medal Winners for distinguished writing

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread by Kate DiCamillo
Crispin: The Cross of Lead by Avi
A Single Shard by Linda Sue Park
A Year Down Yonder by Richard Peck
Bud, Not Buddy by Christopher Paul Curtis
Holes by Louis Sachar
Out of the Dust by Karen Hesse
The View from Saturday by E.L. Konigsburg
The Midwife's Apprentice by Karen Cushman
Walk Two Moons by Sharon Creech
The Giver by Lois Lowry
Missing May by Cynthia Rylant
Shiloh by Phyllis Reynolds Naylor
Maniac Magee by Jerry Spinelli
Number the Stars by Lois Lowry

Caldecott Medal Winners for outstanding illustrations

The Man Who Walked Between the Towers by Mordicai Gerstein
My Friend Rabbit by Eric Rohmann
The Three Pigs by David Wiesner
So You Want to Be President? Illustrated by David Small; text by Judith St. George
Joseph Had a Little Overcoat by Simms Taback
Snowflake Bentley Illustrated by Mary Azarian; text by Jacqueline Briggs Martin
Rapunzel by Paul O. Zelinsky
Golem by David Wisniewski
Officer Buckle and Gloria by Peggy Rathmann
Smoky Night illustrated by David Diaz; text: Eve Bunting
Grandfather's Journey by Allen Say; text: edited by Walter Lorraine
Mirette on the High Wire by Emily Arnold McCully
Tuesday by David Wiesner
Black and White by David Macaulay
Lon Po Po: A Red-Riding Hood Story from China by Ed Young

Outstanding Non-fiction for Children

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793
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

The Man Who Made Time Travel
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

Tenement: Immigrant Life on the Lower East Side
by Raymond Bial

To Fly: The Story of the Wright Brothers
by Wendie C. Old

More Helpful Websites

Homework Helps
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 children with dis-ABILITIES on a global basis.

Center for the Study of Books in Spanish for Children and Adolescents (English version).
http://www.csusm.edu/csbs/english/
A searchable database of books in Spanish for young people (also available in Spanish).

American Library Association site at http://www.ala.org is a good place to start. Pages include Kids Pick the Best of the Web at http://www.ala.org/kidspick/index.html, which lists links to the top 10 sites (including the Disney and Nickelodeon websites) picked by a panel of children from all over the United States.

The New York Times Learning Network
http://www.nytimes.com/learning

Six Traits of Writing

Qualities of Good Writing

Ideas

- 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

Organization

- 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

Voice

- 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

Word Choice

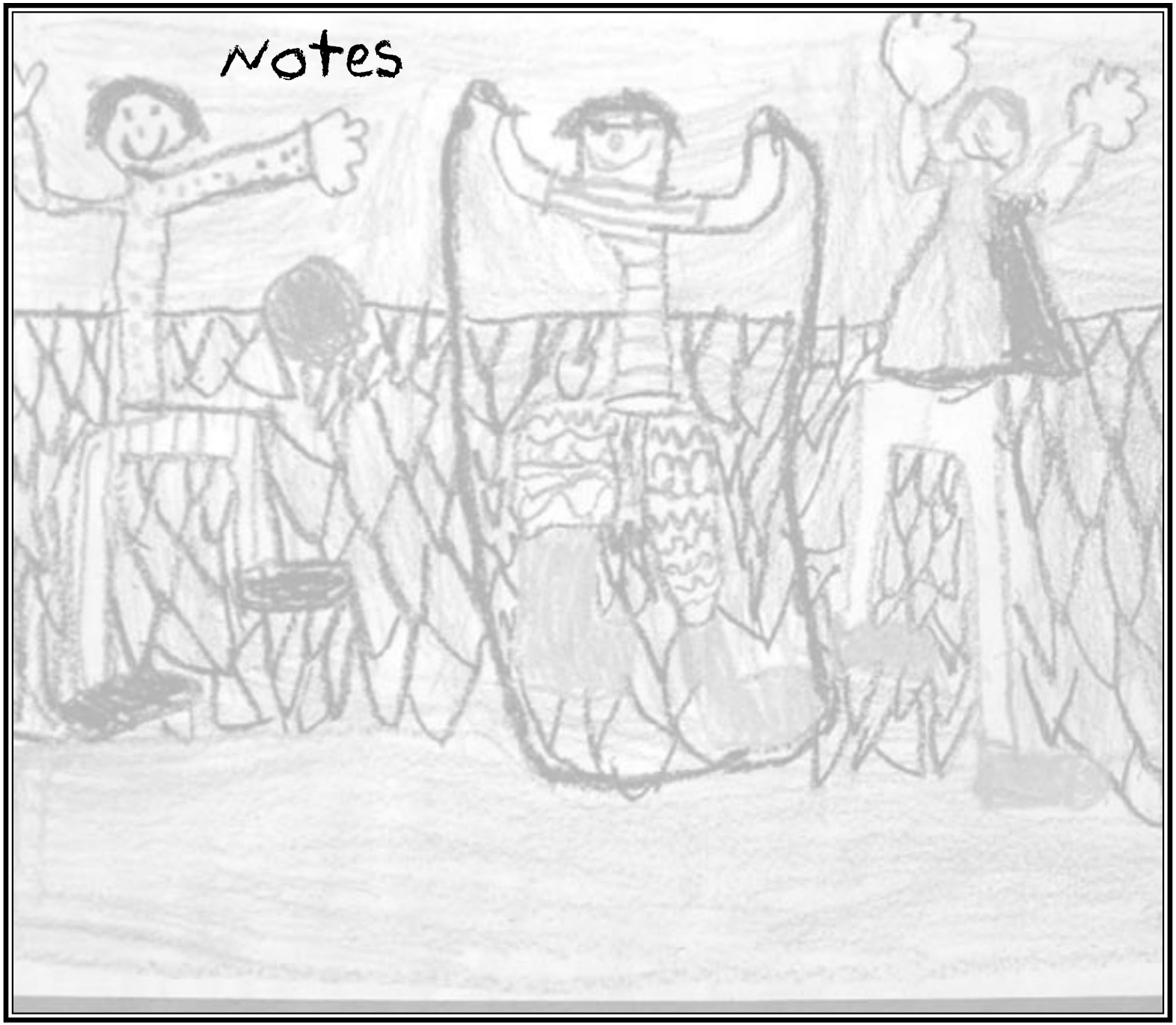
- Strong verbs, percise nouns - no modifer overload
- Word pictures
- "Just right" language - suits the topic, the audience, the purpose
- Simple language used well - not written to impress
- Minimal redundancy
- Technical terms defined as needed

Sentence Fluency

- Rhythmic
- Easy to read aloud - inviting
- Varied sentence length
- Purposeful sentence beginnings: now, after a while, because of this, nevertheless, as a result, consequently, however, therefore

Conventions

- Looks clean, edited, proofread
- Easy to decode and follow - conventions enhance meaning
- No big, glaring errors that distract the reader or distort the message
- Examples include proper spelling on simple words, correct punctuation, paragraphs for new topics, capitals on all proper nouns and sentence beginnings


Notes

We are pleased to recognize the artists featured in this booklet:

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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

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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.