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University of Minnesota

HOME--SCHOOL MANUAL

FOR MAXFIELD ELEMMENTARY SCHOOL

St. Paul, Minnesota

Volume I edition 2. November 17, 1970

HOME-SCHOOL MANUAL
FOR MAXFIELD ELEMENTARY SCHOOL
Volume II edition - 2. November 17, 1970

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Introduction

When we started writing the Home School Manual it was agreed that the purpose was to inform parents as to how they could become more involved in the education of their school age children. Given this purpose it was further agreed that the manual would have to closely follow what the child is being taught in school. Needless to say, it would be next to impossible to include all the facts being taught without writing another set of textbooks. An alternative is to focus the content of the manual on broad working concepts. The concepts can be used by parents to reinforce the basic instruction given in the school.

The following is an example of how one can effectively use the manual as a resource guide. If the child is studying the "influence of culture" in a social science class, the parent should refer directly to the social science section and locate the subject culture and read through the outlined information:

Concept 1. The individual is the most basic unit of culture. He absorbs or learns the culture through the five senses --
1) seeing, 2) hearing, 3) tasting, 4) touching, and
5) smelling.

Concept 2. All people have a culture which must be respected by all other people.

Concept 3. The individuals collectively develop the world around them as an outgrowth of their cultural expression.

A. What is culture? Culture is the sum total of ways a group of people live and survive. Part of their survival is to transmit this knowledge from generation to generation.

B. How is culture transmitted? Culture is transmitted or passed on by groups of individuals through the basic means of communication.

Examples are:

1. Spoken Language

- (a) everyday discussion
- (b) speeches
- (c) folklore
- (d) mores
- (e) songs

Introduction (Cont.)

2. Art

- (a) dance
- (b) music
- (c) poetry
- (d) literature
- (e) newspapers
- (f) film
- (g) styles

3. Foods

- (a) types of foods
- (b) method of preparation
- (c) beverages

C. How is ones culture maintained? Ones culture is maintained or continued through five basic institutions common to all societies.

- 1. Social
- 2. Religious
- 3. Educational
- 4. Political
- 5. Economic

D. What is the goal of these five institutions? Since the institutions are the outgrowth of the culture of the people, clearly the goals are to operate for the ultimate good of the people.

Question - Does everyone have culture?

Answer: Concept 1, Concept 2

Question - Is the way I dance part of my culture?

Answer: Concept 1 Ba

Given this basic method, the parent should be able to answer any number of questions raised by their child. In this edition of the manual (Volume I, Edition II) only the material on the social sciences and natural sciences are organized using the concept method. However, in the next edition (Volume I, Edition III), all areas will be in the concept form.

Social Sciences

People in Communities

Concept 1 - All people live in some form of a community through which they are able to secure their food, clothing, and shelter.

The Old Ways - The Eskimo's live in the northern part of North America, from Alaska to Greenland. It gets very cold in this region and has very short summers. Very little plant life grows therefore meat was the main source of food. The large animals -- musk, oxen, foxes, hares, seals and polar bears served not only as sources of food but also their furs and hides were used as sources for clothing. In that there was very little plant life logically there would be very few trees. Without wood from the trees, the Eskimos used stone and sod to build their houses. These stone and sod houses were called igloos. Igloos were also built of snow and blocks of ice. These are some very basic examples of how people interact with the environment or surroundings to secure their basic human needs such as food, clothing, and shelter.

Question: How have we adapted to our seasonal environment?

- (a) summer and winter clothing
- (b) storm windows for the winter
- (c) winter tires for the cars
- (d) boot and rain coats for rainy days

The Changing Environment

Concept 2 - New people and new ideas can change the environment

New People and New things - Settlers from Europe, Southern Canada, and from the United States began to come into the environment of the Eskimos. These settlers brought with them from their environment their ideas and basic resources needed for their survival. Some of the resources were food, clothing, and tools.

The Changing Environment - Concept 2 (Cont.)

The Eskimos began to exchange or trade resources with the settlers. Furs were the Eskimos major resource of which they traded for tools made of metal and food grown from plants - flour and sugar. As the Eskimo increased his want for tools, sugar, and flour, he had to increase his production of furs. Thusly to produce more furs he had to increase his hunting. As a result, trading became a part of the Eskimos culture. Likewise, the exchange of fish has become part of the lives of the Eskimos.

Food For Thought

What is trading? -- Trading is exchanging something you have for something you want.

How does one separate ones wants from ones needs?

Does one first take care of ones needs before doing what one wants?

If one of the childs needs is to learn, is it logical that the child should spend more time learning and less time watching T.V.?

Alike and Different - Adapting to Changes

Concept 3 - People have more in common than they have in difference. People are divided into racial groups based primarily on physical traits -

(1) skin color; (2) hair types; (3) nose and lip shapes. It is not true that even with these differences, all people have skin, hair, lips and a nose? And further that these serve the same purpose: skin to protect the body, hair to cover certain parts of the body, and a nose and mouth to aid in breathing talking, smelling, and eating. Why aren't people grouped based on the shape of their ears?

People are divided in cultural groups based on how people live. How one lives is a direct result of one's environment or more clearly what resources are available and used by a person. The expression of ones culture is usually in

the form of songs, dances, and writing. Clearly then we would expect the songs, dances, and writing of the Eskimos to be different from the expression of the Maoris in New Zealand or people in America.

Learning Cultural Traits

Concept 4 - Cultural traits are learned through the five senses: (1) seeing; (2) hearing; (3) smelling; (4) tasting; (5) touching. The new born child learns about the "world around him" (environment) based on what the child sees, hears, smells, tastes, and touches. At this stage the child's environment is restricted to the degree of exposure permitted by the parent. How does the child learn the language, acquire certain tastes, learn what's hot or cold. Also how does a child learn to enjoy some smells and reject others or distinguish between a book and a toy?

Why does your child use a spoon to eat as opposed to a set of chop sticks? Clearly, chop sticks are not a tool of your environment but, at the same time one should not think that chop sticks are bad and those who eat with chop sticks are likewise bad. If suddenly all the spoons were eliminated from our environment and replaced by chopsticks, we would probably find chop sticks a very welcomed tool.

In summary, the main idea is: As the environment changes so does the cultural traits of the people.

Acting in a group

Concept 5 - All societies have some form of social organization through which the members of that society function. It is generally agreed that individuals operate interdependently to fulfill their basic needs: food, clothing, shelter and likely transportation. Can you imagine how impossible life would be if each person had to start from scratch? If you had to start from scratch,

Concept 5 (Cont.)

how would social organization develop? The most basic form of social organization is male and female operating interdependently to give use to offspring: The offspring or child being much like parents. What is the relationship between familiar and family? Given the family unit, specific roles and functions are developed, some being assumed by the female while others assumed by the male and of course some roles shared by both. What is a role? A role is defined as a certain way an individual functions in a group. For example, child care is normally a function assumed by the female and heavy construction work by the male. Each society has its own social organization and in turn sets forth the roles to be assumed. These roles or expected behavior are called Norms of Behavior.

The Blackfoot Indian is an example of an organized society. The larger society is divided into smaller units called tribes and each tribe has chief. The next level of organization are bands and each band is represented by its leader. The smallest social unit is called a club. These clubs are organized somewhat like our schools. The purpose of these clubs are to teach the young Indians basic skills, customs, and norms. One interesting idea is that no one could be put out of the club. However, one could leave if one wished.

Sharing in the Group - A group is three or more people with a common purpose or goal. Given a common goal the members become interdependent with each assuming specific roles or functions. Further, each member must interact which results in developing common meanings.

Does the above definition of a group fit your description of a family?

Two Views of Man

Concept 6 - All human beings inherit their physical traits and learn their cultural traits.

The physical or inherited traits are those which the individual is born with. These traits are transferred through the chromosomes (kro/ma/somz) passed on by the parents. Examples of inherited traits are; type of hair, height, color of eyes. No one learns how to have a type of hair, nor how to be tall and likewise one cannot learn to have their eyes a certain color. Clearly then, one is born with specific physical traits of which will be passed on to the next generation. However, given one's cultural traits and habits one can change the appearance of some of the physical traits. Some people chose to dye their hair, process it, or use hot combs on it. This is a response to certain cultural values which primarily says that different colors of hair or straight hair looks better. Likewise, there are individuals who spend quite a bit of money and time tanning their skins thusly attempting to change their physical traits. When its all said and done their offsprings will be born with that tightly curled hair or that not so tanned skin. And maybe that new generation will spend less time trying to change their physical or inherited traits and spend more time learning about constructive human values.

Prehistoric Man and his Culture

Concept 7 - The present is a key to the past.

The basic drive of prehistoric (before written history) man was the need for survival. His survival depended on his ability to get food, clothing, and shelter. In order to get food he had to learn to hunt. In that the majority of prehistoric animals were either larger or faster than man (as they yet are today) there was a need to develop a hunting tool. Secondly, the need

Prehistoric Man and his Culture (Cont.)

for clothing to basically protect him from the extreme cold or hot suggest animal furs or skins. Likewise he had to seek some form of shelter to protect himself from the weather and wild animals.

Over many thousands of years, prehistoric man learned to improve on his primitive tools. However, the most unique tool he had to work with was his rational mind. With his rational mind he began to develop cutting tools and digging tools. (Review Concept 2) Through the use of new ideas in tools, man was able to alter his environment. These tools served as equalizers to give man some leverage for production. Clearly, hunting was improved as a result of sharper edged instruments for killing large animals. Likewise, the furs and hides for clothing could be gotten in larger quantities. Also the much improved tools were used as protection.

Many thousands of years later prehistoric man stumbled upon the discovery of fire. Likely this happened as the result of two pieces of flint being struck together while making a cutting tool. Nevertheless, the discovery of fire was of revolutionary scope; herein rested the potential for man to begin to use heat. Fire thusly became another tool to be used by man in his attempt to survive.

Over the many thousands of years to follow man slowly but more progressively continued to add "tools" to his "survival kit:" With each making him more secure in his environment. Art forms were produced: drawing on rocks and caves, and eventually very primitive musical instruments. Out of these basic art forms were developed written symbols used to describe things, units, and events. These symbols were to become forms of recorded events and thusly some evidence of mans ability to communicate in a form other than the spoken

Prehistoric Man and his Culture (Cont.)

tongue. Therefore, all accumulated knowledge need not die with the passing of the individual. Truly, the written symbol was more revolutionary as the discovery of fire. For without the record or evidence of fire being discovered, it would have to be discovered all over again.

The written word is more powerful than the flame or the sword.

Cultural Analysis

As we attempt to analyze a culture, these are some of the questions to be answered:

1. What is used food?
2. What kind of shelter is used?
3. What kind of clothing is worn?
4. What are the tools?
5. What kind of music is produced?
6. What are the art forms?
7. What are their beliefs?
8. What kind of social order exists?
9. What are their norms of behavior?
10. What training do they give their children?

Based on your own experiences, attempt to answer the above question about your culture. Don't be surprised if all the questions can't be answered to your satisfaction, very few of us have ever given it much thought. It would logically follow that if we know very little about our culture it is no great revelation that our children should show such little interest in prehistoric, ancient, or current history and culture.

He who knows not his past cannot understand his present and can never predict where he is going in the future.

Physical and Biological Sciences

Concept 1 - When energy comes from one form to another, the total amount of energy remains unchanged.

A. Energy from the Sun

1. We capture sunlight - During the day when the sun's rays are striking our side of the earth, the temperature is higher than at night thus making the day much warmer than night. To demonstrate this principle, let your flashlight represent the sun and a round ball or fruit be the earth. Put a mark on the "earth." Hold the flashlight steady and rotate the "earth" so that the mark will move from the light side to the dark side and around to the the light side again.
2. Plants capture sunlight - Plants depend on the sun's energy. What happens to a plant that doesn't get enough sunlight? A patch of grass which is covered for three or four days by a rock or very thick paper loses its green color. Plants that depend on sunlight and cannot grow without it.

B. Energy at Work - There are two kinds of energy: Stored energy and energy of Motion. Stored energy is referred to as potential energy - which simply means that it has the ability to act. We often say that the child has certain potentials or that he is potentially a good student but . . .

Energy of Motion is referred to as kinetic energy. When parents get directly involved in teaching their children, this is an example of kinetic energy. If the parent does not become involved, this is an example of potential or stored energy.

Physical Science (Cont.)

1. Still water and moving water - A good example of the energy of still and moving water is that of a hose used for washing down the side of the house. As long as the faucet is off, the water is stored (potential) but, as soon as the faucet is turned on, the water is placed in motion (Kinetic) and it rushes out and thusly forces the dirt off the side of the house.

2. Still air and moving air - The most natural examples of still (potential) air and moving (Kinetic) air in windless and windy days. One can see the movement or lack of movement of the trees, leaves or loose paper.

3. Energy in a Candle - The burning of a candle is an example of chemical energy being released. The candle is made up of paraffin (wax) which slowly burns along with the wick. The burning is an example of Kinetic energy.

4. Energy of Gasoline - The gasoline burned in a car is another example of Kinetic energy. As long as the key (ignition) is off and the car is not moving we say that we are witnessing potential energy. However, once the ignition is on and the gas starts burning, we are seeing the effect of Kinetic energy. In this case, enough heat (energy) is produced to move a 3,000 lb. car.

- C. Energy from Food - The food that the child eats is his fuel which is converted into energy. Just as the plant absorbs sunlight (fuel) and the car uses gasoline, (fuel) so does the child use food. The food on the plate represents potential energy (stored) but when he eats and

Physical Science (Cont.)

digests the food, it becomes Kinetic (motion) energy; energy to run, dance, study, laugh, and even to cry. Much of the energy is used to produce heat to maintain a normal body temperature.

D. Electric Energy - Can be witnessed in the form of:

- (a) light energy - when you turn on the electric lamp
- (b) heat energy - when you turn on the electric toaster or stove
- (c) energy of motion - when you turn on the egg beater or hear the refrigerator running
- (d) energy of motion, light, and heat are produced when you turn on the ignition of your car

The Bounce of Sound

Concept 2 - Sound is produced as a result of some object being set into motion.

Examples are guitar and piano strings, a bell, or one's own vocal cords. Sound is produced primarily by vibrating objects -- to and fro motion. Clearly, in the case of the stringed instruments, the bell and the vocal cords, the objects have been placed into motion. The plucking of the strings set them into vibrating motion. The moving of the bell allows the hammer to strike the wall of the bell -- to and fro, and the forcing of air pass the vocal cords and sets the cords into vibrating motion.

Pitch - Pitch deals primarily with the rate of vibration of a specific sound and is often referred to as high and low pitch. For example, on the piano or guitar the B note can be located in a number of places, ranging from high to low. In each case, the rate of vibration of the string differs thusly producing the higher or lower pitch. Likewise, with the vocal cords one can produce a B in bass, a B in tenor with lower and higher pitch or frequency, (rate of vibrations).

Sound Waves - Sound waves are basically the to and fro motion being reproduced through the same of another object.

Once again, in the case of the piano when a note is struck the string begins to vibrate thus producing a sound and can be heard by one standing across the room. Likewise, if one were to press his ear up against any solid part of the piano, the sound can also be heard. The striking of the note will have set a vibrating pattern through the solid structure. In the earlier example of the person standing across the room and hearing the sound, the vibrating pattern has moved through the molecules of air. If all of the air were removed from the room (vacuum), no molecules would be present and thusly no sound could be heard across the room.

The Earth Inside and Out

Concept 3 - The more things change the more they stay the same.

Scientists say that billions of years ago the earth was a cloud of hot gasses which slowly condensed into a hot ball revolving around the sun and over millions of years the earth formed and cooled. The ocean, the air and land masses began to take form. As the crust cooled large glaciers were developed near the polar caps and through their movement and drifts toward the equator huge piles of earth were deposited as hills and mountains. The glaciers cut deep gorges into the earth which became rivers. These rivers guided the melting glacier's waters into oceans. Large amounts of the earth's heat were released through volcanoes out of which spouted hot lava. As much as one might think of the earth as a stable solid mass, quite a bit of activity is constantly going on.

Surface Changes - Mountains are constantly being worn away by energy being exerted upon them; air, water, and heat. The water of the rivers and streams cause erosion (e/ro/sion). By erosion, the waters slowly but progressively wear away layers of rock. The wind (air) hurls sharp grains of sand against the rocks producing the effect of sand paper. The freezing and cooling temperatures open cracks in the rocks and the process is repeated over and over. The rivers and streams are constantly carrying the weathered and eroded particles into the ocean. Tons of tiny rocks and grains of sand are deposited on the ocean's floor. This material is called sediment (sed/i/ment). Layers of sediment are laid down on the sea bottom and are squeezed harder and harder by the growing weight of layers above. This bottom layer becomes sedimentary rock. Trapped in these sedimentary rocks are many fossils (shells, plants and bones).

Surface Changes (Cont.)

Many miles below this sedimentary rock is the earth's mantle. Next to the mantle is a thick outer core which covers the extremely hot inner core.

Within the earth's mantle and crust rests the earth's fuel: uranium (u/ran/i/um).

This element decomposes very slowly but produces large amounts of heat (Kinetic energy). The heat in turn contributes to the production of volcanoes. However, the heat doesn't always escape through volcanoes nor the earth surface but, instead is trapped by layers of sedimentary rock. As the heat collects, it melts the rock thus producing magma (mag/ma). The magma continues to push against the sedimentary rock above it. According to some scientists, this melting and pushing up effect eventually produces a mountain.

As we can see, the process starts all over again with snow caps on the mountain producing a stream which washes the small rocks into the rivers and finally into the oceans

Learned and Unlearned Behavior

Concept 4 - All men are created equal and those who excell work at it.

An unlearned behavior is primarily an act which can be carried out perfectly without one thinking about it. Examples are breathing, coughing, blinking, and eating. These are referred to as inborn traits. These inborn traits are direct acts in response to basic needs. Clearly then, the learned behaviors are acts of skill acquired through observation and practice. Examples would be tying one's shoelaces, reading, spelling, talking, etc. It should be noted that the learned behaviors can be improved on through practice; enough practice of the learned behaviors can result in habit formation.

Forming habits - The three basic steps to forming habits are:

- (1) setting a goal
- (2) developing a plan
- (3) practice

In the case of boys learning to play basketball the above habit learning process is used as follows:

- (a) setting the goal - In his mind he decides to play basketball as well as Bill Russel, Earl Monroe, or Oscar Robinson.
- (b) developing a plan - The plan involves observation. The young boy watches his hero shoot the ball, dribble, block shots, and pass off to his teammates. Once the young boy feels that he has seen enough, he goes about the business of carrying out his plan
- (c) practice - From here on in, it boils down to practice and more practice.

Now, instead of basketball, let us assume that the goal is to develop good study habits. How would this be carried out? Needless to say, by developing good study habits, as in the case of basketball, one can become very effective and efficient: to the point that the act becomes automatic.

Learned and Unlearned Behavior (Cont.)

What is your goal?

1. Basketball habit

1. To play as well as big "O"

2. What tools do you need?

1. Basketball
2. Hoop
3. Hard surface
4. Tennis
5. Good lighting (indoors)

3. What is your plan?

1. Observe big "O"
2. Compare him with other players
3. Seek advice from a basketball coach
4. Have ones own basketball
5. Choose the court or gym

4. What is your practice plan?

1. Decide on the length of time that one intends to practice.
2. Jog for 10 minutes
3. Shoot twenty free throws
4. Dribble with both the right and left hands
5. Shoot 15 long and 15 short hooks
6. Spring on toes for 5 minutes
7. Shoot 30 jump shots and 30 set shots
8. Shoot 30 lay ups - left and right

Study Habit

1. To master basic educational materials.

- | | |
|------------|-------------------|
| 1) pen | 6) ruler |
| 2) pencil | 7) dictionary |
| 3) erasers | 8) good lighting |
| 4) books | 9) desk or table |
| 5) paper | 10) upright chair |

1. Check out basic study skills information from the library.

2. Set up a quiet place to study and use this place for study only.

3. Have at ones fingertips all the tools that are needed.

4. Check with the teacher on basic concept.

5. Decide how long one is going to study and set a consistent beginning time.

6. Decide what subjects are to be studied.

7. Take short breaks as a reward.

8. Keep a positive frame of mind and use the allotted time well.

COMMUNICATION SKILLS

Outline of Reading Skills

The six areas covered in the Outline--I. Word Recognition, II. Comprehension, III. Study Skills, IV. Self-Directed Reading, V. Interpretive Reading, and VI. Creative Reading--include the objectives commonly considered in a reasonably conceived definition of reading in the elementary school. Each of the six areas is subdivided into five levels, which are roughly equivalent to Kindergarten through Grade 6.

I. WORD RECOGNITION

Kindergarten

1. Listens for rhyming elements
 - a. Words
 - b. Phrases and verses
2. Notices likenesses and differences
 - a. Pictures
 - b. Letters and numbers
 - c. Words and phrases
3. Distinguishes sizes
4. Distinguishes colors
5. Distinguishes shapes of objects
6. Listens for initial consonant sounds

Grade I

1. Has sight word vocabulary of 50 to 100 words
2. Follows left-to-right sequence
3. Has phonic analysis skills
 - a. Consonant sounds
 1. Beginning
 2. Ending
 - b. Consonant blends
 - c. Rhyming elements
 - d. Short vowels
 - e. Simple consonant digraphs
4. Has structural analysis skills
 - a. Compound words
 - b. Contractions
 - c. Base words and known endings
 - d. Simple plural forms
 - e. Simple possessive forms

Grade II

1. Has sight word vocabulary of 100 to 170 words
2. Has phonic skills
 - a. Consonants and their variant sounds
 - b. Consonant blends
 - c. Vowel sounds
 1. Long
 2. Vowel plus r
 3. a plus l
 4. a plus w
 5. Diphthongs oi, oy, ou, ow, ew
 6. Long and short oo

- d. Vowel rules
 - 1. Short vowel generalization
 - 2. Silent e rule
 - 3. Two vowels together
 - 4. Final vowel
- e. Knows the common consonant digraphs
- 3. Has structural skills
 - a. Base words with prefixes and suffixes
 - b. More difficult plural forms
- 4. Distinguishes among homonyms, synonyms, and antonyms
 - a. Homonyms
 - b. Synonyms and antonyms
- 5. Has independent and varied word attack skills
- 6. Chooses appropriate meaning of multiple meaning words

Grade III

- 1. Has sight word vocabulary of 170 to 240 words
- 2. Has phonic analysis skills
 - a. Three-letter consonant blends
 - b. Simple principles of silent letters
- 3. Has structural skills
 - a. Syllabication
 - b. Accent
 - c. Schwa
 - d. Possessive forms

Grades IV, V, and VI

- 1. Chooses appropriate meaning of multiple meaning words
- 2. Knows syllabication patterns
 - a. Syllabication patterns
 - b. Single vowel sound per syllable

II COMPREHENSION

Kindergarten

- 1. Develops listening skills
 - a. Has attention and concentration span suitable for his age
 - b. Is able to remember details
 - c. Can relate details to each other in reconstructing story read to him
 - d. Can follow two oral directions
- 2. Increases vocabulary through listening
- 3. Is able to recall stories in sequential order
- 4. Anticipates outcome of stories
- 5. Interprets pictures critically
- 6. Can identify main characters in a story

Grade I

- 1. Uses picture and context clues
- 2. Is able to gain meaning from
 - a. Words
 - b. Sentences
 - c. Whole selections
- 3. Uses punctuation as a guide to meaning

Grade II

1. Is able to gain meaning from
 - a. Words
 - b. Phrases
 - c. Paragraphs

Grade III

1. Reads for facts
2. Reads for sequence of events

Grades IV, V, VI

1. Adjusts reading rate to
 - a. Type of material
 1. Factual
 2. Fiction
 - b. Level of difficulty
 - c. Purpose
 1. Identification
 2. Reading for general information
 3. Reading for specific informatiin
 - d. Familiarity with the subject
2. Gains additional skill in use of punctuation as a guide to meaning (simicolon, colon, dash, and added uses of the comma)
3. Selects main idea of paragraphs
4. Reads for sequence of events
5. Is able to gain meaning from
 - a. Words
 - b. Sentences
 - c. Paragraphs

III. STUDY SKILLS

Kindergarten

1. Follows simple directions
2. Demonstrates elementary work habits
 - a. Shows independence in work
 - b. Accepts responsibility for completion and quality of work
3. Shows development of motor coordination (eye and hand)
4. Uses picture clues to find answers to questions

Grade I

1. Follows directions
 - a. Follows directions when working in a group
 - b. Follows directions when working independently
 - c. Follows written directions
2. Has adequate work habits
3. Recognizes organization of ideas in sequential order
4. Summarizes material
5. Begins to make judgments and draws conclusions
6. Uses table of contents

Grade II

1. Uses picture dictionaries to find new words
2. Groups words by initial letters
3. Explores library as research center
4. Shows increasing independence in work
 - a. Reads and follows directions by himself
 - b. Uses table of contents without being reminded to do so
 - c. Uses dictionary and glossary independently when appropriate
5. Begins to read maps

Grade III

1. Begins to use index of books
2. Reads simple maps and graphs
 - a. Maps
 - b. Graphs
 1. Picture graphs
 2. Bar graphs
3. Realizes printed statements may be either fact or opinion
4. Has beginning outlining skills
5. Follows directions
6. Has adequate work habits

Grades IV, V, VI

1. Increases and broadens dictionary skills
 - a. Alphabetizes words
 - b. Uses guide words as aid in finding words
 - c. Uses diacritical markings for pronunciation aids
2. Utilizes encyclopdia
 - a. Uses guide letters to find information on a given subject
 - b. Uses alphabetical arrangement to locate information
 - c. Understands the purpose of topical headings
 - d. Understands the index
 - e. Uses encyclopedia with greater facility to find information
 - f. Understands and uses
 1. Topical headings
 2. Cross references
 3. Bibliographies
 - g. Uses the index volume efficiently
3. Uses maps, charts, and graphs
 - a. Gains skill in reading and interpreting political maps
 - b. Begins to read and interpret simple graphs
 - c. Reads and interprets several kinds of maps
 - d. Reads and uses captions, keys, and legends of maps
 - e. Selects appropriate maps to determine
 1. Direction
 2. Distance
 3. Land formation
 4. Climates
 5. Time zones
 6. Populations
 - f. Reads and interprets additional kinds of graphs
 - g. Answers questions requiring the interpretation of maps, graphs, and tables

- h. Gains skill in using many potential types of sources to solve a problem
- 4. Uses IMC or library effectively
 - a. Understands fiction books are alphabetized by author
 - b. Begins to use card catalogue to find information
 - c. Understands and uses author, title, and subject cards
 - d. Locates books on shelves
 - e. Uses cross reference cards
 - f. Uses other reference materials
 - 1. Atlases
 - 2. World Almanac
 - 3. Pamphlet file
 - 4. Magazines and subject index to children's magazines
 - g. Locates and uses audio-visual materials
 - 1. Card catalogue
 - 2. Equipment
- 5. Recognizes and uses with facility the various parts of texts, supplementary books and materials
- 6. Organizes information
 - a. Gains skill in notetaking
 - 1. Begins to take notes in own words
 - 2. Learns to take notes selectively
 - 3. Arranges ideas in sequence
 - 4. Selects main ideas
 - 5. Selects supporting details
 - 6. Keeps notes brief
 - 7. Shows ability to work from own notes
 - 8. Identifies source of materials by use of
 - a. Bibliography
 - b. Footnotes
 - b. Understands and uses outlining in work
 - 1. Uses correct form of outline
 - 2. Can find main idea
 - 3. Makes sample outline
 - 4. Outlines topics in more detail
 - 5. Uses own outline for oral and written reports
 - 6. Uses outline to organize thinking in appropriate areas
 - c. Summarizes material
 - 1. Writes summary of a story in three or four sentences
 - 2. States important points expressed in a discussion
- 7. Evaluates information
 - a. Realizes printed statements may be either fact or opinion
 - b. Checks statements with those in other sources to evaluate validity
 - c. Evaluates relevancy of materials to topic
 - d. Compares various viewpoints on the same topic
 - e. Evaluates information in terms of his own experience
 - f. Identifies propaganda
- 8. Follows directions

IV. SELF-DIRECTED READING

Kindergarten

- 1. Cares for books properly
- 2. Is aware of sequential order of books
- 3. Begins to show initiative in selecting picture books

Grade I

1. Begins to apply independent word study skills
2. Is able to find answers to questions independently.
3. Begins to do recreational reading
4. Begins to select suitable reading materials independently

Grade II

1. Broadens skills listed at Kindergarten and Grade I
Develops increasing fluency

Grade III

1. Develops varied purposes for selecting material
2. Begins to do independent research assignments
3. Is able to locate sources of information
4. Applies reading skills to subject matter areas

Grades IV, V, and VI

1. Conducts research independently
 - a. Applies work study skills to independent work
 - b. Uses bibliography as guide to materials
 - c. Makes own bibliography in research work
 - d. Uses multiple sources to find information
 - e. Broadens application of reading skills
 - f. Understands the function of footnotes
2. Reads independently
 - a. Enjoys reading and reads widely
 - b. Selects reading materials
 1. Appropriate for his reading level
 2. Of a variety of kinds (magazines, newspapers, etc.)
 3. That hold his interest
 - c. Keeps a brief record of his library book reading
 - d. Enjoys sharing his reading experiences with others
 - e. Seems to use his independent reading to initiate activities (e.g., independent projects, intellectual or manipulative; creative activities; hobbies)
3. Appreciates literature
 - a. Enriches vocabulary through wide reading
 - b. Cherishes and rereads favorite books and stories
 - c. Begins to evaluate a selection of literature and analyze why it did or did not appeal to him
 - d. Shows interest in building a personal library
 - e. Becomes more discriminating in his reading
 - f. Uses reading increasingly as a leisure time activity

V. INTERPRETIVE READING

Kindergarten

1. Reacts to pictures and relates to own experiences
2. Shows interest in stories read
3. Begins to react to mood of poems and stories

Grade I

1. Sees humor in situations
2. Reads with expression
3. Has empathy with characters

Grade II

1. Recognizes implied ideas
- e. Identifies character traits
3. Begins to make judgments
4. Begins to draw conclusions

Grade III

1. Recognizes reactions and motives of characters
2. Has ability to relate to stories set in background different from his own
3. Makes simple inferences about characters and story outcomes

Grades IV, V, and VI

1. Reaches conclusions on the basis of stated facts
2. Relates isolated incidents to the central ideas of a story
3. Understands character roles
4. Recognizes and analyzes more subtle emotional reactions and motives of characters
5. Handles implied ideas
6. Recognizes story problem or plot structure
7. Gains skill in interpreting and appreciating types of language (figurative, idiomatic, picturesque, dialectal)
8. Senses subtle humor and pathos
9. Reacts to writer as well as writing
 - a. Begins to identify elements of style
 - b. Begins to identify his purpose in writing
 - c. Begins to evaluate and react to ideas in light of the author's purpose
10. Forms and reacts to sensory images
11. Perceives influence of different elements within selection
 - a. Notes impact of time and place
 - b. Follows sequence of events
 - c. Understands cause-effect relationship
12. Identifies and reacts to tone and mood
13. Selectively assimilates ideas
 - a. Uses ideas gained from reading to solve a problem in other areas
 - b. Integrates ideas read with previous experiences
 - c. Modifies behavior and thinking as a result of reading
14. Gains increased skill in critical reading
 - a. Weighs evidence
 - b. Combines materials from various sources in making decisions and solving problems
 - c. Understands the importance of checking facts and conclusions frequently
 - d. Develops understanding that critical thinking is necessary in a democracy

VI. CREATIVE READING

Kindergarten

1. Engages in creative dramatic play based on stories read by teacher
2. Reflects mood in use of voice

Grade I

1. Has ability to enjoy rhythm in words
2. Has ability to see and hear rhyming words

3. Can interpret ideas and stories through discussions, dramatizations, drawing, et.c.
4. Has ability to do cooperative planning
5. Is able to share ideas
 - a. Shares with individuals
 - b. Shares with groups
6. Participates in development of experience charts
7. Tells original stories

Grade II

1. Shows initiative in large group activities
2. Uses voice intonation creatively
3. Writes original stories

Grade III

1. Shares in creative dramatics
 - a. Acts out stories
 - b. Creates own plays
2. Identifies with people and situations encountered in stories

Grades IV, V, and VI

1. Participates in choral speaking
2. Memorizes poems
3. Tells stories to the group
4. Plans dramatizations of stories and poems
5. Reads selections of his choice and to the group
6. Shares books with others
7. Composes original stories and poems
8. Reads orally to entertain
9. Pantomimes
10. In artistic media expresses ideas gained from reading

CONCEPTS

BEHAVIORAL OBJECTIVES

Level I

1. SETS, NUMBERS, NUMERATION SYSTEMS

One-to-one correspondence

Equivalent and non-equivalent sets

Cardinal numbers (whole, counting)

Place value

Students should be able to:

1. Show that two sets do, or do not, have the same number of members (are or are not equivalent) by matching the members of two separate sets (objects or pictures) through physically associating objects or through drawing "matching lines."

2. Tell which set has "more" members and which set has "fewer" members.

2. Select the set of objects associated with a given number. (Associate zero with the empty set.)

Identify, without counting, the numbers representing sets having two, three or four objects.

3. Count by grouping of tens the members of a set (using concrete objects) containing one hundred or fewer members.

4. Use "0" as the symbol for elements in an empty set, which child may demonstrate by a colored paper without blocks in contrast to a similar sheet with one or more blocks (or other objects) on it.

5. Insert missing sets in groups of objects, such as a set of two members between a set of one member and a set of three members.

Insert missing numeral on number line.

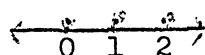
6. Read number words (one, two, three, etc.) through nine.

7. Identify "pairs" in pile of shoes contributed by the 1st graders.

8. Demonstrate the grouping involved in the place value concept by using rubber bands to group a set of ten popsicle sticks into a "ten set" and grouping ten "ten sets" (bundles, groups) into a "hundred set"

Interpret the place value concept for whole numbers to one hundred by saying and grouping sticks to show "37 is the same as 3 tens, 7 ones."

9. Identify, read, and write any numeral from 0 through 100.
10. Use the number line to "skip count" by 2's, 5's, 10's to 100. ("Space" counting is used as needed thus assigning "1" at the end of first space. Beware of "dot" counting which assigns "1" to the dot at zero.)



Names for numbers

Rational numbers or fractions

11. Give different numerals for a given number such as $3 + 2$, $6 - 1$, and 5 for five.

ENRICHMENT: Identify and make models for one-half and one-fourth of a physical unit such as a drinking straw or paper section.

Write the fraction numerals $\frac{1}{2}$, $\frac{1}{4}$.

Regroup parts and talk about results as:
"2 half-sheets are the same as a whole sheet."
"4 one-fourths make a whole straw."

II ORDER AND RELATIONS

"Ordering" sets

Students should be able to:

1. Show with proportional rods (groups of objects) the meaning of "one more than" and "one less than."
2. Determine 7 is greater than 4 and that 4 is less than 7 by comparing appropriate sets of objects, proportional rods, etc.

Show the above type relationship for any two numbers less than ten.

Level II

1. SETS, NUMBERS, -
NUMERATION SYS-
TEMS

Students should be able to:

Collections and
groups

1. Distinguish between members of the set and things that are not members, if given a set description such as, "All the second grade pupils in our classroom."
2. Describe, verbally, the empty set such as, "The set of children in our classroom who have wings."
3. Identify, verbally, a subset of the given set such as, "All the boys in our classroom who have black hair."
4. Group desk-top counters correctly in response to directions such as, "Show a set of 8 counters, Make the set into 2 subsets" or "...into 2 subsets that have the same number of members."

Group objects correctly in response to directions such as, "Make a set of 15 blocks" and "Make 5 sets with 3 members in each set."

One-to-one and
one-to-many
correspondence

or

Equivalent and
non-equivalent sets

5. Use objects or pictures, the drawing of lines or the physical grouping of objects to demonstrate:
 - a) Two or more equivalent sets placed in one-to-one arrangement.
 - b) Two or more non-equivalent sets and tell which set has more and which has fewer objects.
 - c) One-to-many matching such as, "One hand to five fingers, etc."

Cardinal numbers
(whole, counting)

6. Determine cardinal number of a set up to 1000 members when objects are already grouped as: 7 bundles of 100 sticks, 3 bundles of 10 sticks, and 8 sticks are the same as 738 sticks.
7. Group the members of a given set by twos, fives, and tens and count (by groups) the number of members in the given set.

Use the number line to skip count beginning with any number.

8. Count by 5's, 10's, 100's.
9. Identify, read, and write any numeral in any order from 0 through 1000.
10. Read number words through twenty.

Names for num-
bers

11. Write many symbols for same number as $8 + 7$, $19 - 4$, $11 + 4$ and 15 for fifteen.

Place value

12. Arrange prepared bundles of sticks to show place value through 1000.

Example: $327 = 300 + 20 + 7$

Distinguish and name the digits that are in the ones, tens, hundreds places when given a numeral such as 805.

Expanded notation

13. Write three-digit numerals in expanded notation: Example: $841 = 800 + 40 + 1$.

14. Use physical objects to show regrouping.

Example: 4 bundles of 10 sticks and 13 sticks have the same number of sticks as 5 bundles of 10 sticks and 3 sticks.

Example: 6 bundles of 10 sticks and 3 sticks have the same number of sticks as 5 bundles of 10 sticks and 13 sticks.

Rational numbers or fractions

15. Demonstrate $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a whole by using drinking straw, sheet of paper, etc.

16. Use proportional rods to make models for the fractions $\frac{1}{2}$, $\frac{2}{2}$; $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$; $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$.

Level III

1. SETS,
NUMBERS,
NUMERATION
SYSTEMS

Students should be able to:

1. Distinguish between members and non-members of a set, if given the set description ..

Collection
and groups

Indicate with his finger or describe, orally, within the given set, a subset that has members and a subset that has no members (the empty set).

Matching
of sets

2. Demonstrate (by re-arranging physical objects, by drawing lines in a picture, by words transmitting ideas) the one-to-one matchings of equivalent sets and the one-to many matchings of non-equivalent sets found in everyday life.

Cardinal num-
bers (0-10,000)

3. Determine the cardinal number of a given set.
4. Read and write any numeral, 0.- 10,000
5. Tell and write the numbers which precede and follow a given number.
6. Name, read, and write many different names for the same number: as: $9 + 3$, 2×6 , $15 - 3$, and 12 for twelve.
7. Read and write number words through ten thousand.

Place value

8. Name the place value for each digit in numerals 0 - 10,000

Expanded nota-
tion

9. Write four-digit numerals as expanded numerals.
Example: $8462 = 8000 + 400 + 60 + 2$.
10. Read numerals such as 98 in the form "80 + 18."
ENRICHMENT: a) Name place value for each digit through one million
b) Write expanded notation for numerals such as 78,324

Roman num-
erals

(through XV)

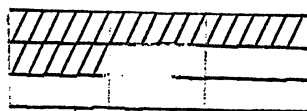
11. Rewrite Arabic numerals 1 - 15 as Roman numerals.

Rewrite Roman numerals 1 - XV as Arabic numerals.

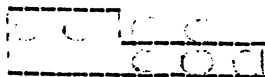
Rational num-
bers or fract-
ions (Deno-
minators 2-12)

12. Name and write a fraction numeral associated with pictured models such as:

$4/9$



13. Show the meaning of $5/7$ (etc.) by rearranging a given set of flannel board markers(etc.) into appropriate subsets as:



--- yarn

14. Show (as above) that $2/4 = 1/2$ (etc.)

ENRICHMENT: a) Identify fraction like $7/9$ as having the other names, $7 \times 1/9$ or $1 \times 7/9$.

b) Write and read decimals in hundredths (through money-writing experiences) for simple fractions such as $1/10$, $1/2$, $1/4$.

Level IV

SETS, NUMBERS,
NUMERATION
SYSTEMS

Students should be able to:

Collections
and groups

1. Distinguish between members and non-members of a group, if given the set description.
Show by chalkboard sketch or describe, orally, within the given set, a subset that has members and a subset that has no members (the empty set.)

Matching of
sets

2. Demonstrate by sketches, by physical association of objects, or by describing real-life situations (one dog to four paws, etc.), one-to-one and one-to-many matchings between sets and also equivalent and non-equivalent sets.

Cardinal
numbers

3. Read and write all needed numerals, 0 - 1,000,000.
4. Read and write all needed number words.
5. Name and write the number that precedes and the number that follows any given number, 0 - 1,000,000.
6. Identify and name odd and even numbers.
7. Name, read, and write many different names for the same number.

Examples: $18 = 11 + 7 = 6 \times 3 = 36 \div 2$, etc.

$$28 \div 7 = 3 + 1/2 + 1/2 = 15 \div 11 = 2 \frac{1}{2} + 1/2 + 1$$

Place value

8. Can interpret the place value for large numbers by identifying the place value for each digit.

Expanded no-
tation

9. Write six-digit numerals as expanded numerals.

Example: $374,826 = (3 \times 100,000) + (7 \times 10,000) + (4 \times 1,000) + (8 \times 100) + (6 \times 10) + (2 \times 1)$.

10. Read numerals in different forms as: "5000 may be read 500 tens."
"473 may be read 47 tens, 3 ones."

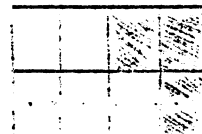
Roman
numerals

11. Rewrite Arabic numerals 1 - 15 as Roman numerals.
Rewrite Roman numerals 1 - XV as Arabic numerals.

Rational
numbers

12. Identify, name and write the fraction numeral (rational number) associated with models such as:

(3/8)



12. Distinguish and name numerator and denominator in a given fraction (rational number) such as $\frac{4}{7}$.

13. Write a set of equivalent fractions in relation to a given fraction as:

$$\frac{3}{8} = \frac{6}{16} = \frac{9}{24} = \frac{12}{32}, \text{ etc.}$$

Rename given fractions in simplest terms as, $\frac{8}{20} = \frac{2}{5}$.

14. Distinguish, read, and write the fraction $\frac{5}{3}$ (rational number) or the mixed numeral $1\frac{2}{3}$ associated with the model:



Level V

1. SETS, NUMBERS,
NUMERATION SYSTEMS

Whole numbers
(0-1,000,000,000)

Students should be able to:

1. Name, read, and write numerals for whole numbers. Read and write number words for smaller numbers. Identify the numbers which precede or follow given numbers.
2. Identify and name even and odd whole numbers.
3. Classify any number from 2 through 100 as a "prime" number having exactly two factors, or as a "composite" number having more than two factors.
4. Rewrite composite numbers as the product of prime numbers as: $50 = 2 \times 5 \times 5$.

Place value

5. Identify and name place value to right and left of decimal point of each digit in base ten numerals.

Expanded notation

6. Write expanded form of numerals such as:

$$813,027 = (8 \times 100,000) + (1 \times 10,000) + (3 \times 1,000) + (0 \times 100) + (2 \times 10) + (7 \times 1)$$

7. Write a numeral such as 34.82 in the expanded form as:
 $34.82 = (3 \times 10) + (4 \times 1) + (8 \times .1) + (2 \times .01)$
 $34.82 = (3 \times 10) + (4 \times 1) + (8 \times \frac{1}{10}) + (2 \times \frac{1}{100})$
8. Use simple exponents such as: $100 = 10^2$ and $300 = 3 \times 10^2$; $1,000 = 10^3$ and $7,000 = 7 \times 10^3$; $9 = 3^2$; etc.

Roman numerals (through
C)

9. Rewrite decimal numerals (Arabic) such as 61 into Roman numeral LXI.
Read Roman numerals and rewrite numerals such as: XXXVI into decimal numeral 36.
Discuss, as member of class group, the facts that:
In Roman numerals, X always has value of 10.
Therefore, XX means $10+10$, or 20.
In Arabic numerals: Value of a specific digit depends on its "place" in a given numeral. Therefore, 22 means 2 tens + 2 ones or 22.

Other numeration systems

10. ENRICHMENT: Work with a number base such as base 5 or 4 to develop understanding of the "base" of a numeration system.

Rational Numbers

11. Identify (with objects, on a number line, by rectangular array), read and write fractions for rational numbers.

Common Fractions

12. Name and distinguish numerator and denominator for fractions such as $\frac{5}{7}$.

Equivalent fractions

13. Construct a set of equivalent fractions such as:
 $\frac{5}{9} = \frac{10}{18} = \frac{15}{27} = \frac{20}{36}$.

Improper fractions and mixed numerals

14. Determine, read, write many names for the same number as: $3\frac{9}{10} = 3 + \frac{9}{10} = \frac{39}{10} = 3.9 = 2 + 1 + .9$.

Level VI

1. SETS, NUMBERS,
NUMERATION
SYSTEM

Students should be able to:

Sets

1. Distinguish between finite and infinite sets of his own world such as, "the sixth graders in this school"(finite set) and "the set of counting numbers"(infinite set).

Whole numbers
(0- infinity)

2. Name, read, write numerals for whole numbers. Read and write number words, as needed. Identify and write many different names for same number as:
 $15=15/1=45/3=15.00 = XV=305= 30$ five

Primes &
composites

3. Identify and name even and odd whole numbers. Classify whole numbers as "prime " or "composite.". Rewrite given composite numbers as the product of prime factors as in:
4
 $48 = 3 \times 2 \cdot$

Place value,
expanded, ex-
ponential and
scientific notation

4. Name place value of single digits and each group of three digits within base ten numerals. Write expanded form of numerals, and without exponents. Express large numbers by using scientific notation such as
7
 $93 \text{ million} = 9.3 \times 10^7$.
Rename exponential form numerals such as $2^2=2 \times 2 \times 2$.
Distinguish between numerals such as: 2^{-3} and (2×3) by showing their equality as: $2 \times 2 \times 2 \neq 2 \times 3$.

Roman numeral

5. Rewrite decimal (Arabic) numerals such as 72 as the Roman numeral LXXII. Read Roman numerals and rewrite numerals such as XCI as the Arabic numeral 91 and in the expanded form as $(100-10+1)$.
Contribute to class discussion of the facts that:
The Roman numeral " X " always has the value of ten.
The decimal numeral 2 varies in value according to its " place " in any numeral. \therefore XXX means $10+10+10$ but 222 means $200+20+2$.

Non-decimal
numeration

6. Use number base 5 to demonstrate the importance of grouping and place value in a positional numeration system.
(ENRICHMENT: Work with bases 2,4,6)

Rational numbers

7. Represent rational numbers by common fractions:
 - a) Rename, as fractions in simplest form as $14/20 = 7/10$.
 - b) Develop set of equivalent fractions for a given fraction as: $5/7 = 10/14 = 15/21 = 20/28 \dots$
 - c) Rename improper fractions as mixed numerals and vice versa.

Decimal fractions

8. Represent rational numbers by decimal fractions
 - a) Rewrite, as decimal fractions, given common fractions having multiple-of-ten denominators as $18106/1000 = 18.106$.
 - b) Write the expanded form of appropriate numeral as:
 $47.56 = (4 \times 10) + (7 \times 1) + (5 \times 1/10) + (6 \times 1/100)$.

Do you have any suggestions about providing a study atmosphere, a time and place for and help with home assignments? How do you feel about homework itself?

Mrs. Willie Traxler Grade 3

When somebody gets stuck on a problem, we play a game of "Let's Work Together". This team work arouses interest. My high school children "always help", too.

Mr. & Mrs Melvin Emanuel Grade 1

For our children, it is understood that they have to come in from school and do homework first before anything. Dad helps with all the homework.

Mrs. Iola Harrison Grades 3, K

If homework is done as soon as they get home, the children do a better job. Their minds are fresh. Their working alone helps toward better concentration. I've had a chance to compare with all my children and it works.

Mrs. Laroy Scott Grade 5

I have a set rule; homework first, then play. However, I do not believe in working at homework for 2 or 3 hours, just 1 hour. After all, the child has been in school all day.

Mrs. Jerome Cain Grades 1, K

I have the children in the Dr. Seuss reading program, let them look at Sesame Street, and use reading and writing boards. This seems to have helped them develop study habits and might help them by preventing daydreaming when they should be learning. I work with them as much as I can at home.

Mrs. Duncan Henderson Grades 6, K

90 minutes are set aside for homework. When it is finished, both parents check it. Usually he does it as soon as he gets home. If he plays first, then he wants to watch T.V. and will forget. So my motivation is homework first and the rest of the evening is yours.

Mrs. Lewis McCaleb Grades 4, 2

I have them sit together because they like to help each other. I work with them, especially in math, using objects to help in math. I encourage them to play school.

Mrs. Phillip Chaney Grade 5

Our schedule is: change clothes, do house chores, then homework. Then they have the rest of the evening to eat dinner and play. If they wait they forget what the teacher said for them to do. Teachers vary in wanting parents to help and in giving homework. I vary their chores according to the amount of homework that has to be done.

Mrs. Homer Wilson Grades 3, K

A child should have homework if he needs it. It should depend on the child's needs. Those who don't particularly need it should be free to read other books at home.

Mrs. Betty Lyons Grade 4

Homework is a good idea, but there should not be too much given nor should there be the same kind of homework given each night. The child needs variety. I think there should be more "project-type" homework, i.e. giving the child a book report assignment that will take several nights to complete.

Mr. & Mrs. Vander Lewis Grades 6, 5, K

They should have some homework, not too much. Have homework relative to what they're having problems with. However don't send home everything the child doesn't know. The parent can't help them. Homework should vary for different children's needs. Have extra tutoring hours versus too much homework.

Mrs. Willie Traxler Grade 3

Homework helps to keep T.V. watching and senseless running around at a minimum. It helps parents keep the children in the house in the evening. You can tell the caller that the child has to do homework.

Mrs. Charles Bellaphant Grades 3, K

Homework is good. An hour or hour and a half of learning at home is good. If not, the child gets too used to playing after school.

Mrs. Canty Carter Grade 2

Children should have homework, but they shouldn't be so burdened that they can't do anything else. Also, the teacher can't correct a large amount of homework anyway. Most of the work should be done in school where the children can discuss with each other.

Mrs. John Coolidge Grade 6

Sometimes I do not agree with the amount of homework given. It so often seemed that the amount of homework was double. The amount of homework given for over the week-end has been too much. The teachers should be strict in getting the children to finish their work in school so there won't be so much homework.

Mrs. Princella Davis Grade 1

I think homework is fine. I just hope that as time goes on I'll be able to help with whatever the teacher sends home. Homework helps occupy the child's mind.

Home-School Manual for
Maxfield Elementary School,
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Wilderson, Wilson, Price.

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