

Moving Through the Elementary Years



Rockingham County Schools
Elementary Curriculum Guide
Grades K-5

Elementary Curriculum Guide

Grades K-5

Dear Parents/ Guardians:

We as a school district, appreciate you as our valued partners in the education of your children. We have an awesome responsibility to educate your child and to support their quest to become life-long learners and productive citizens. Together we can help them to realize their dreams.

This booklet, **Moving Through the Elementary Years** for Grades K-5, provides parents/ guardians of elementary school students, in Rockingham County, with an overview of the curriculum in kindergarten through fifth grade. This document reflects the North Carolina Standard Course of Study, the state's standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy and Mathematics Assessments in kindergarten through second grade and on the End-of-Grade tests in grades three through five.

Please read the information in this booklet carefully. We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, talk with your child's teacher or principal.

Thank you for providing us with the opportunity to work with your child daily.

Sincerely,
Rodney Shotwell, Ed. D.
Superintendent

Acknowledgements

Cammie Hall
Director of Elementary Education

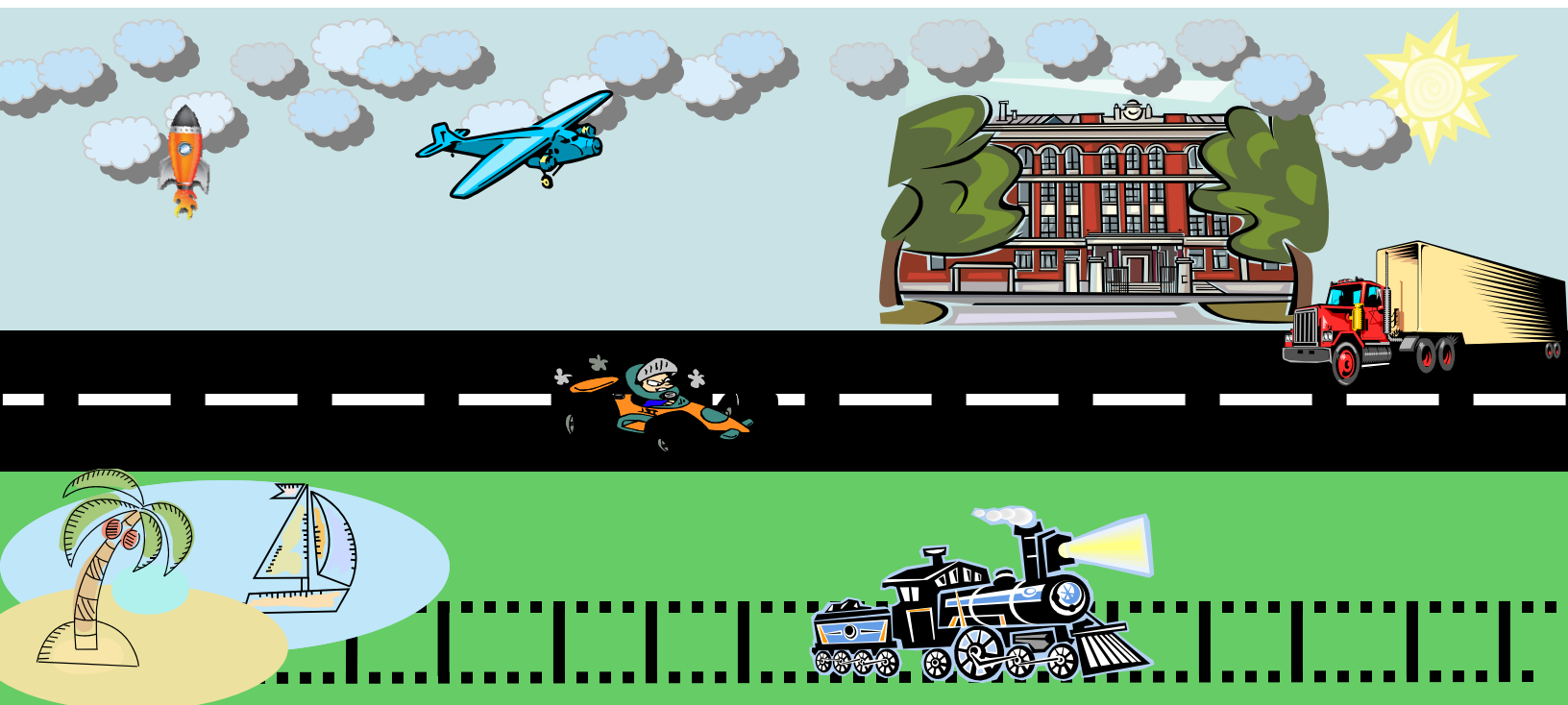
Karen Hyler
Public Information Officer

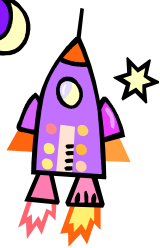
A special thanks goes to the Rockingham County Elementary Principals and Curriculum Lead Teachers for their collaboration and dedication in the completion of this guide for parents.

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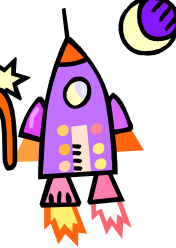


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Blast Off into Kindergarten



This overview is based on the kindergarten North Carolina Standard Course of Study that is taught in all North Carolina public schools. Kindergartners are expected to demonstrate mastery of these skills by the end of kindergarten.

Reading

Book and Print Awareness

- ◆ Understands book concepts (such as front and back, the title page), moves from left to right and top to bottom, and recognizes punctuation marks (. , ! ? " ")
- ◆ Knows where to begin reading
- ◆ Points to words as child (or teacher/parent) reads

Letters and Sounds

- ◆ Recognizes, names, and uses upper case (**A**) and lower case (**a**) letters of the alphabet
- ◆ Recognizes words that begin and/or end alike: **coat/cup mop/stop**
- ◆ Puts letters and their sounds together to read simple words: **c-a-n**
- ◆ Recognizes words that rhyme: **bike/hike**

Word Recognition

- ◆ Reads own first and last name
- ◆ Reads patterned stories: **I see a dog. I see a house. I see a car.**
- ◆ Reads kindergarten high frequency words in print and in stories

a	go	little	on	to	blue	red
are	have	look	one	we	brown	yellow
come	here	me	see	what	green	
do	I	my	the	you	orange	
for	like	no	you	black	purple	

- ◆ Recognizes familiar signs and labels (such as stop sign, exit sign, store names, cereal boxes, etc.)

Comprehension and Response to Story

- ◆ Understands that written words have meaning
- ◆ Follows simple directions
- ◆ Enjoys different kinds of literature (books, songs, poems, chants)
- ◆ Participates and listens during reading situations
- ◆ Joins in to read a familiar part of a story
- ◆ Tells stories with a beginning, middle, and ending
- ◆ Dictates and reads own story
- ◆ Discusses, makes predictions, and asks questions about a story
- ◆ Retells a story by recalling characters, setting, events, and author's message, and by relating story to personal life experiences and other stories
- ◆ Chooses simple, predictable books and attempts to read for at least ten minutes daily

Writing

- ◆ Understands that writing conveys meaning
- ◆ Copies environmental print (cereal boxes, store names, etc.)
- ◆ Writes upper case and lower case letters of the alphabet, in order and out of order
- ◆ Writes from left to right and top to bottom
- ◆ Writes with temporary and conventional spelling
- ◆ Uses capital letters to write the word 'I' and the first letter in own name
- ◆ Uses legible manuscript handwriting



Mathematics

Blast Off into Kindergarten



Major Concepts/Skills

- Identifies numbers (0-30) with picture, number word (orally), and numeral

Example:

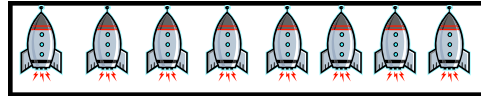


- Counts objects in a set (0-30)

Example: Count aloud the number of cubes.

- Reads and writes numerals (0-30)

Example: Write the number that tells how many spaceships are in the box.



- Compares sets and numbers (0-30)

Example:



- Uses ordinal numbers (1st-10th)

Example:



- Estimates numbers fewer than or equal to 10

Example: Given a bag of cubes, estimate how many cubes are in the bag.

- Determines whether sets and numbers are equal (1-10)

Example:



Are these the same number?

- Understands differences in calendar time (days, months, and seasons)

Examples:

- Using a calendar, what day is June 15?
- If today is Thursday, what is tomorrow?
- What season (month) is shown here?



- Recognizes basic shapes (triangle, rectangle, circle, sphere, and cube)



Example: Color the rectangles orange.



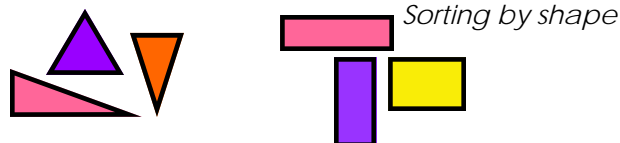
- Creates and extends patterns

Example:



- Sorts and classifies objects by one attribute

Example:





Science



- ◆ Understands similarities and differences in animals
- ◆ Understands basic weather concepts
- ◆ Describes objects by color, texture, and movement
- ◆ Uses the five senses to find out about the world and environment
- ◆ Learns how to use simple tools

Social Studies

- ◆ Investigates how individuals, families, and groups are similar and different
- ◆ Learns about famous people, holidays, and special days of diverse cultures
- ◆ Uses simple maps and models to locate familiar places
- ◆ Describes the importance of rules and laws
- ◆ Distinguishes between wants and needs
- ◆ Identifies how technology is used at home, school, and in the community
- ◆ Displays good citizenship and correct behavior at school and other social environments by use of these character traits: honesty, respect, responsibility, self-discipline, compassion, courage, and integrity

Computer Skills

- ◆ Knows the parts of the computer and how to operate
- ◆ Is familiar with the keyboard
- ◆ Groups objects and sequences picture stories using Software
- ◆ Is responsible in the care of resources
- ◆ Explores multimedia
- ◆ Observes online resources (teacher-directed)
- ◆ Respects the work of others

Healthful Living

- ◆ Selects healthy foods
- ◆ Demonstrates positive ways to express feelings and build healthy relationships
- ◆ Learns to follow safety rules
- ◆ Explains how to be careful with medicines
- ◆ Understands the effects of tobacco
- ◆ Exhibits good personal hygiene
- ◆ Participates in physical activity through movement, games, and sports

Developmental Characteristics

Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for kindergarten students include the following:

Physical

- ◆ Is active and energetic
- ◆ Develops sense of balance
- ◆ Develops preference for right or left hand
- ◆ Develops eye-hand coordination
- ◆ Has short attention span

Intellectual

- ◆ Plays with language, trying out new words
- ◆ Has a vocabulary of approximately 4,000 words
- ◆ Follows directions
- ◆ Confuses fact and fantasy
- ◆ Thinks literally, not logically
- ◆ Likes to be read to, talked to, and learn new facts
- ◆ Often reverses numerals and/or letters

Social/Emotional

- ◆ Loves to help
- ◆ Is eager to please
- ◆ Loves praise
- ◆ Plays cooperatively
- ◆ Accepts simple responsibilities
- ◆ Needs help keeping track of belongings
- ◆ Learns to follow safety rules



STAYING ON TRACK IN 1ST GRADE

This overview is based on the first grade North Carolina Standard Course of Study that is taught in all North Carolina public schools. First graders are expected to demonstrate mastery of these skills by the end of first grade.

READING



Letters and Sounds

- ◆ Breaks apart sounds in one syllable words
*Listen as I say a word slowly, /j/ e/ t/.
How many sounds did you hear in /j/ e/ t/?*
- ◆ Blends letter sounds of one syllable words **a-t, at**
- ◆ Counts syllables in a word
- ◆ Changes beginning, middle, and ending sounds to produce new words
Show the word **van**.
Say: *Can you make the word man?*
- ◆ Uses familiar words to identify vowel sounds
look bike



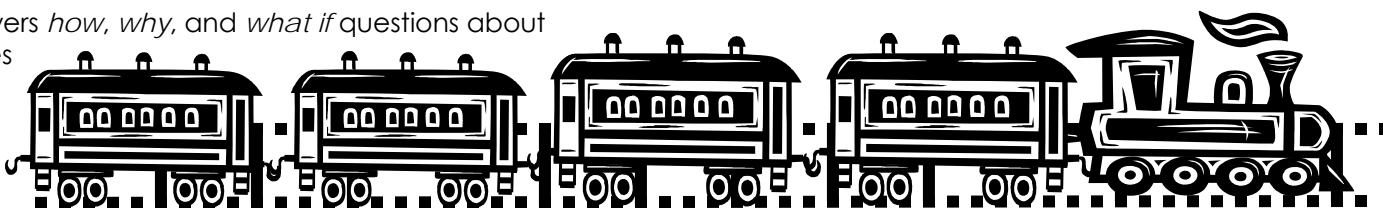
Word Recognition

- ◆ Uses knowledge of sound/letter relationships to read unknown words including blends (such as **pr, pl, st**); digraphs (**sh, ch, th, wh**);
glued sounds: **-an, -am, -all, -ank, -onk, -ink, -unk, -ing, -ong, -ung, -ang**;
short vowels (key words: **a-apple, e-Ed, i-itch, o-octopus, u-up**);
long vowels (key words: **a-safe, e-Pete, i-pine, o-home, u-mule, u-rule**)
- ◆ Reads and spells first grade high frequency words in print and in stories
preprimer, primer, and list 1 of the Dolch Sight Word List..... page 23
- ◆ Reads compound words and contractions
Examples of compound words: **racecar, bathtub, football**
Examples of contractions: **I'll, didn't, can't, won't**
- ◆ Reads aloud and understands stories on a first grade level
- ◆ Uses reading strategies (such as looking at pictures; getting your mouth ready for the first sound of the unknown word; finding within the word a chunk of letters you already know; going back and reading again, and thinking, "What would make sense?")
- ◆ Recognizes and uses reading strategies to correct reading errors



Comprehension and Response to Story

- ◆ Reads and understands different types of stories appropriate for first grade
- ◆ Uses word strategies in reading, understanding, and writing of stories
- ◆ Chooses books and reads independently for 15 minutes daily to increase vocabulary, concepts, and reading stamina
- ◆ Reads and understands simple written instructions
- ◆ Predicts and explains what will happen next in stories
- ◆ Answers *how, why, and what if* questions about stories
- ◆ Makes predictions, inferences (reads between the lines), and draws conclusions from stories to answer *what, when, where, and how* questions
- ◆ Retells a story including characters, setting, sequence of events, plot, problem/solution
- ◆ Makes connections from the text to personal experiences or other stories
- ◆ Discusses the author's purpose (to teach, to entertain, to share an experience)

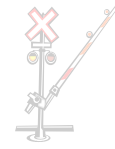




STAYING ON TRACK IN 1ST GRADE

WRITING

- Writes all upper and lower case letters correctly
- Uses phonics and spelling patterns to spell three and four letter words
- Uses basic capitalization and punctuation when writing
- Writes in a variety of forms: stories, journal entries, letters, response logs, simple poems, personal narratives, etc.
- Uses varied and appropriate descriptive language, transitions and spacing
- Uses legible manuscript handwriting
- Writes independently using temporary and conventional spelling
- Uses technology as a tool to create a written product



MATHEMATICS

Major Concepts/Skills

- Identifies numbers (0-99) with picture, number word, and numeral
Example: Circle all that have the same value as 14.

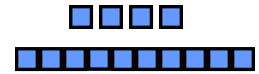
14 - 1

5 + 5 + 4

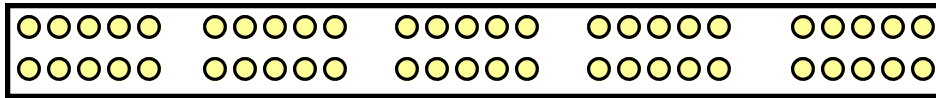
fourteen

7 + 7

twenty-one



- Uses counting strategies for determining the number of objects in a set (0-99)
Example: How many circles are in this box?



- Reads and writes numbers (0-99)
Examples:

a. Circle the matching words and numbers.
 twenty-four **sixty-three**

20 + 4

12 - 8

3 + 7

b. Write the number that is one more than 55.

- Compares sets and numbers (0-99)
Example:

a. Draw a circle around the smallest number.

68

21

84

13

b. Arrange these numbers from smallest to largest.

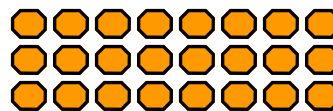
19

34

72

27

- Understands place value (ones, tens)
Example: How many groups of ten are there?



- Estimates numbers (0-99)
Example: Here is a bag of 10 marbles.



How many marbles are in this bag?



- Determines whether sets and numbers are equal (0-99)
Example: Circle each of the following that have the same value as 12.

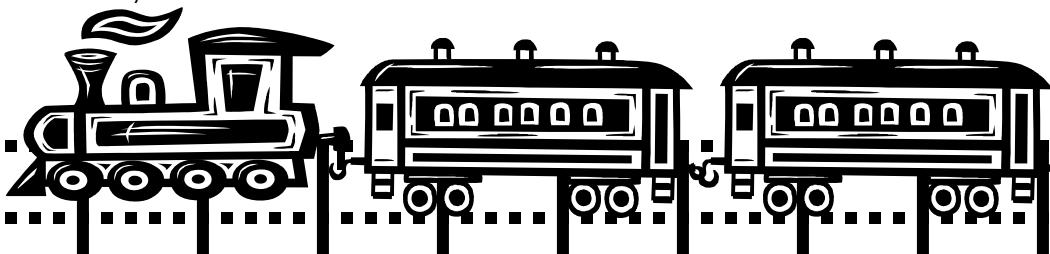
15 - 3

10 + 10 + 1

III III II



- Groups objects by 2s, 5s, and 10s to count collections
Example: How many children's toes are waiting for the train?
How many children's hands are there?

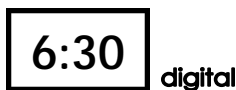




MATHEMATICS (CONT.)

- Adds and subtracts single-digit numbers $3+8$
- Tells time to the half-hour (analog and digital clocks)

Example: What time is it?



$$7-4$$

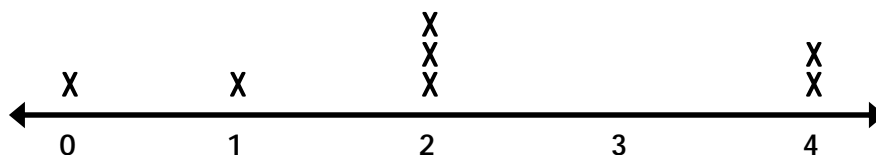
$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

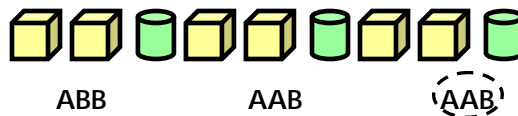


- Measures with nonstandard units (length, capacity, and mass)
- Examples:
- How many paper clips wide is your desk?
 - Given four containers, which holds the most?
 - Using a balance scale, which object is the heaviest?

- Uses line plots and tallies to collect, organize, and display data
- Example: Brianna found out how many toy cars her friends have. Bill has 2, José has 1, Taylor has 4, Makayla has 2, Sidney has 2, Rosa has 4, and Zeb has 0. Make a line plot to show the number of toy cars Brianna's friends have.

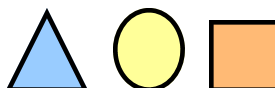


- Creates and extends patterns
- Example: Circle the letters that make the pattern unit.



Concepts/Skills to Maintain

- Sorts and classifies objects by one attribute

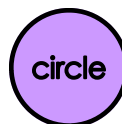
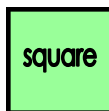


sorting by size

- Shape recognition

Examples:

- Plane shapes- Identify, draw, and write how shapes are alike and different



- Solid Shapes- Recognize solid shapes. Identify objects that are cylinders, rectangular prisms, and cones



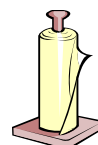
Cones: party hats, ice cream cones



Rectangular Prisms: boxes, gift boxes, tissue rolls



Cylinders: cans, paper towel rolls





STAYING ON TRACK IN 1ST GRADE

SCIENCE



- ◆ Determines the needs of plants
- ◆ Determines the needs of animals
- ◆ Identifies environments that support living things
- ◆ Identifies local environments in North Carolina that support the needs of living things
- ◆ Distinguishes the size and shape of rocks, boulders, grains of sand, and smaller materials
- ◆ Determines the properties of soil

- ◆ Classifies rocks and other materials by size, shape, color, and hardness
- ◆ Understands ways to group or classify objects by color, texture, shape, and ability to sink or float
- ◆ Understands the ways things move (straight, zigzag, round and round, back and forth, fast and slow)
- ◆ Conducts investigations that build an understanding of balance and weight



SOCIAL STUDIES



- ◆ Analyzes how individuals, families, and groups are similar and different
- ◆ Recognizes and understands the concept of change in different settings in communities
- ◆ Explains different celebrated holidays and special days in communities
- ◆ Uses maps and geographic terms to locate and describe places in the community

- ◆ Identifies and exhibits qualities of good citizenship traits in the classroom, school, and other social environments
- ◆ Applies basic economic concepts (wants, needs, consumers, producers) at home, school, and in the community
- ◆ Recognizes how technology is used at home, at school, and in the community

COMPUTER SKILLS

- ◆ Respects computer work of others
- ◆ Uses technology at home and school
- ◆ Gathers, organizes, and displays data
- ◆ Uses word processing



- ◆ Explores multimedia
- ◆ Is responsible in the care of resources
- ◆ Observes online resources (teacher-directed)



HEALTHFUL LIVING

- ◆ Selects healthy foods
- ◆ Demonstrates positive ways to express feelings and build healthy relationships
- ◆ Exhibits self-discipline and respect for others
- ◆ Learns to follow safety rules and seeks appropriate help in unsafe situations

- ◆ Explains how to be careful with medicines
- ◆ Exhibits good personal hygiene
- ◆ Understands the effects of alcohol
- ◆ Participates in physical activity through movement, games and sports



DEVELOPMENTAL CHARACTERISTICS

Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for first grade students include the following:

Physical

- ◆ Experiences rapid growth
- ◆ Has high activity level
- ◆ Is awkward or clumsy
- ◆ Has eye-hand control to be able to hit moving objects
- ◆ Has selective attention span

Intellectual

- ◆ Is easily distracted
- ◆ Enjoys discovering new things
- ◆ Is creative and imaginative
- ◆ Speaks in longer, more complete sentences
- ◆ Begins to understand past, future, fact, fantasy
- ◆ Is interested in process rather than product
- ◆ Often reverses letters and numerals
- ◆ Uses expanded vocabulary

Social/Emotional

- ◆ Is talkative
- ◆ Has good sense of humor
- ◆ Desires to please, loves praise, and is sensitive to failure and criticism
- ◆ Works best with only one peer
- ◆ Is insecure, but wants to be independent
- ◆ Sees self as important
- ◆ Likes to experiment



Trucking Along in the 2nd Grade



This overview is based on the second grade North Carolina Standard Course of Study that is taught in all North Carolina public schools. Second graders are expected to demonstrate mastery of these skills by the end of second grade.



Reading



Word Recognition

- ◆ Uses knowledge of sound-letter relationships to read unknown words
- ◆ Reads and spells second grade high frequency words
preprimer, primer, list 1, and list 2 of the Dolch Sight Word List..... page 23
- ◆ Easily reads and understands any story that is appropriately leveled for second grade
- ◆ Uses reading strategies

Examples of reading strategies:

- a. looking at pictures
- b. getting your mouth ready for the first sound of the unknown word
- c. finding within the word a chunk of letters you already know
- d. "Does it sound right?"
- e. going back and reading again, and thinking, "What would make sense?"



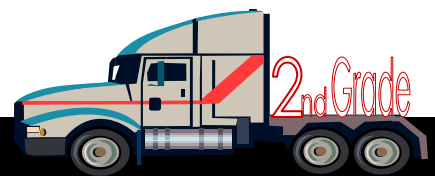
Comprehension and Response to Story

- ◆ Reads diagrams, charts, and map
- ◆ Recalls facts and details
- ◆ Reads to answer specific questions
- ◆ Discuss likenesses and differences (compare and contrast)
- ◆ Asks questions to better understand story
- ◆ Understand how to make inferences
- ◆ Reads a variety of text (fiction, nonfiction, poetry, and drama)
- ◆ Selects books to read independently for at least 20 minutes daily
- ◆ Retells a story using characters, setting, sequence of events, problem/solution, plot, author's message, and relating story to other stories or life experiences



Writing

- ◆ Writes in a variety of forms (stories, reports, etc.)
- ◆ Writes using formal language
- ◆ Correctly spells, using previously studied words and spelling patterns
- ◆ Uses technology as a tool to create a written product
- ◆ Attends to spelling, punctuation, capitalization, and format in final drafts of writing
- ◆ Uses descriptive language, details, and transitions to support main ideas
- ◆ Uses legible manuscript handwriting

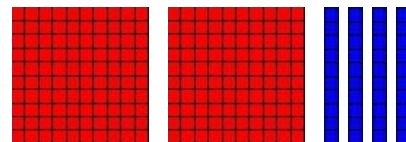


Major Concepts/Skills

- Identifies numbers with picture, number word, and numeral (0-999)

Example: Circle the different ways to show 240

240	two hundred forty	2 hundreds and 4 ones
420	two hundred four	2 hundreds and 4 tens
		4 hundreds and 2 tens



- Reads and writes numbers (0-999)
Example: What number is ten more than fifty-seven?

- Compares sets and numbers (0-999)

Example:

a. Which number is the greatest? 538 385 853 835
b. Put these numbers in order from smallest to greatest. 538 385 853 835

- Estimates numbers (0-999)

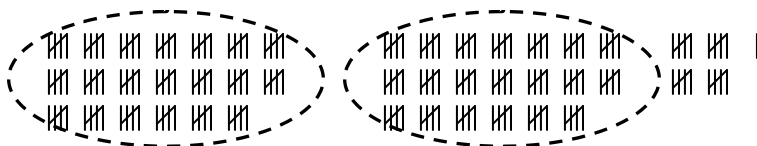
Example: Five apples are needed to make a pie. If Juan makes 5 pies, about how many apples will he need?

- a. Fewer than 20
b. Between 20 and 30
c. Between 30 and 40
d. More than 40

Show your work with pictures, words, or numbers.



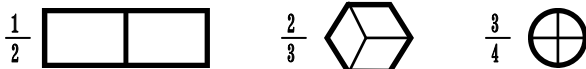
- Understands place value (ones, tens, hundreds)
Example: Write or show 221 in three different ways.



2 hundreds, 2 tens, and 1 one

- Creates, compares, and uses fractions (halves, thirds, fourths)

Example: Color the shape to show the fraction.



- Distinguishes between odd and even numbers

Example: Are these sets even or odd?



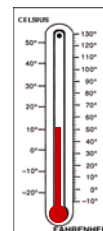
- Adds and subtracts multi-digit numbers

Examples:

$$\begin{array}{r} 51 + 37 \\ 471 \\ - 334 \\ \hline \end{array} \quad \begin{array}{r} 38 - 19 \\ 685 \\ + 267 \\ \hline \end{array}$$

- Measures temperature in Fahrenheit

Example: Using the picture of the thermometer, what is the temperature?



- Tells time in five minute intervals (analog and digital clocks)

Example: What time is it?

7:25

digital



analog

Mathematics (cont.)

- Identifies and makes symmetrical and congruent figures

Examples:

- Which figure is symmetrical (can be divided in half and each half is a reflection)?



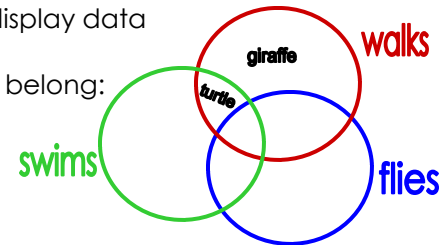
- Are these figures congruent (same size and shape)?



- Uses pictographs and Venn diagrams to collect, organize, and display data

Examples:

- Put these animals in the Venn diagram where they belong:
beaver, hawk, shark, giraffe, turtle



- Stephen made a pictograph to show how the students get to school. How many students ride the bus?

Each  represents 10 students.

(picture representation in the key
Can be 1, 2, 5, or 10)



- Conducts simple probability experiments

Example: Put 3 coins in a cup. Shake and spill the cup. Record the number of tails showing. Repeat the experiment 10 times. Looking at your results, if you were to shake and spill the cup one more time, how many tails would you likely see?

- Writes addition and subtraction number sentences to represent a problem

Example: Brittany gave 5 pieces of candy to Tyler. Chris gave Tyler some candy, too. Tyler has 13 pieces of candy now. Which number sentences shows how many pieces Chris gave Tyler?

$$13 + 5 = \square \quad 13 - 5 = \square \quad 13 - \square = 5 \quad 5 + \square = 13 \quad \square - 13 = 5$$

Concepts/Skills to Maintain

- Creates and extends patterns
- Sorts and classifies objects
- Uses line plots and tallies to collect, organize, and display data

Science

- Explores characteristics of animal life cycles
- Explores properties of matter (solids, liquids, and gases) and changes that can occur (heating/cooling, float/sink)
- Explores and observes changes in weather
- Explores and observes changes in sound



Social Studies

- Identifies and exhibits qualities of responsible citizenship
- Understands rules and consequences
- Uses examples to show an understanding of elections
- Analyzes how individuals, families, and communities are alike and different
- Exhibits an understanding of change in communities over time
- Interprets maps, charts, and pictures of locations
- Analyzes how people depend on the physical environment and natural resources to meet basic needs
- Applies basic concepts and evaluates the use of economic resources within communities
- Recognizes how technology is used at home, school, and in the community
- Understands the relationship between people and geography in various communities



Computer Skills

- Uses technology in the community
- Respects the computer work of others
- Observes online resources
- Uses electronic databases to locate information
- Is responsible in the care of resources
- Builds word processing skills
- Collects, sorts, and displays data
- Explores multimedia tools
- Uses drawing tools



Healthful Living

- Selects healthy foods
- Demonstrates positive ways to express feelings and build healthy relationships
- Exhibits self-discipline and respect for others
- Learns to follow safety rules and seeks appropriate help in unsafe situations
- Identifies the dangers of smoking and alcohol use
- Understands the effects of inhalants
- Demonstrates good dental and other personal hygiene care
- Performs various movement skills in games and sports



Developmental Characteristics

Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for second grade students include the following:

Physical

- Is becoming more coordinated
- Is increasing in strength
- Is less distracted visually
- Is improving fine motor control
- Prints more easily and neatly
- Has perseverance



Intellectual

- Takes interest in spelling/ meaning of words
- Expands use of adverbs
- Uses language more precisely
- Likes to read and be read to
- Has limited short-term memory
- Thinks, observes, and reflects rather than verbalizes
- Is interested in time and space and can tell time
- Uses trial and error in problem solving



Social/Emotional

- Begins to realize others have differing perceptions and views
- Tends to make "safe" choices
- Criticizes own performance
- Frequently seeks praise
- Desires perfection
- Restricts creativity
- Is often moody and is easily disappointed
- Dawdles
- Is sensitive, calm, and serious
- Has strong likes and dislikes



GEARING UP FOR THE 3RD GRADE

This overview is based on the third grade North Carolina Standard Course of Study that is taught in all North Carolina public schools. Third graders are expected to demonstrate mastery of these skills by the end of third grade.

READING

Word Recognition

- ◆ Uses knowledge of strategies to read unknown words
- ◆ Applies meaning of prefixes and suffixes to read unfamiliar words
- ◆ Uses all sources of information (picture clues, reads text as printed) in the text when reading silently and orally
- ◆ Increases vocabulary through reading, listening, and discussing
- ◆ Uses reference materials for spelling, reading, and decoding (such as dictionary, thesaurus, glossary)
- ◆ Reads from materials at student's independent reading level for at least 25 minutes daily

Comprehension and Response to Story

- ◆ Reads and understands different types of text that are appropriate for grade three (fiction, nonfiction, fable, poetry, recipe, play, biography, charts, maps)
- ◆ Uses reading strategies to comprehend text (such as reread, read ahead, question, paraphrase, retell)
- ◆ Uses different strategies before, during, or after reading to identify words, make predictions, set a purpose, ask questions, and make connections
- ◆ Identifies elements of fiction and nonfiction to determine author's purpose, plot, conflict, sequence, problem/solution, main idea, supporting details, cause and effect, fact and opinion, and point of view
- ◆ Focuses on detail to locate specific information and clarify meaning
- ◆ Identifies and compares characters and settings
- ◆ Supports ideas, draws conclusions, and makes generalizations with information read in selection
- ◆ Reads for a variety of purposes (such as information, pleasure, problem-solving, etc.)
- ◆ Responds to text, in writing and verbally, by making personal connections, looking at different points of view, making inferences, and reflecting
- ◆ Summarizes and records information

WRITING

- ◆ Plans and organizes ideas before beginning to write
- ◆ Composes a rough draft that focuses on major ideas and details
- ◆ Revises written work, focusing on aspects of writing such as organization, word choice, and clarity
- ◆ Edits written work to use correct grammatical conventions, spelling, capitalization, and punctuation
- ◆ Uses writing as a tool for thinking, learning, and reflecting
- ◆ Writes to inform, to persuade, and to tell a personal or imaginative narrative
- ◆ Uses technology as a tool to create a written product
- ◆ Writes a variety of literary, informational, and practical texts (fairy tales, poetry, recipes, news articles, interviews, etc.)
- ◆ Uses media and technology as a tool in writing
- ◆ Writes using beginning, middle, and ending appropriately





Major Concepts/Skills

- Identifies numbers with picture, number word, expanded notation, and numeral (0 - 9,999)

Example: Examples of all the representations of 1,437

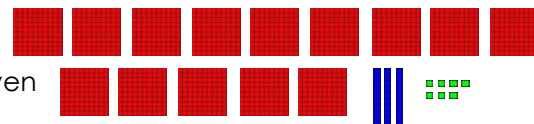


numeral: 1,437

expanded notation: $1000 + 400 + 30 + 7$

number Word: One thousand four hundred thirty-seven

Picture:



- Understands place value (ones through thousands)

Example: Which place value is used to prove that 9,872 is greater than 9,782?

ones

tens

hundreds

thousands

- Compares and orders sets and numbers (0-9,999)

Example: Tyler has 2,564 baseball cards, José has 2,645, and Meredith has 2,456.

Who has the least amount of cards?

List the names in order from greatest to least number of cards.



- Uses the basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division

Identity	If you add zero to a number, it equals that number. $7 + 0 = 7$
Commutative	The sum or product stays the same when the numbers are reversed. $3 + 4 = 7$ and $4 + 3 = 7$ or $6 \times 4 = 24$ and $4 \times 6 = 24$
Associative	The sum or product stays the same if the grouping of numbers is changed. $(6 + 4) + 2 \rightarrow 10 + 2 = 12$ $(6 \times 4) \times 2 \rightarrow 24 \times 2 = 48$ $6 + (4 + 2) \rightarrow 6 + 6 = 12$ $6 \times (4 \times 2) \rightarrow 6 \times 8 = 48$
Order of Operations	"Please Excuse My Dear Aunt Sally" When solving multi-step problems, be sure to solve the steps in sequence. Do <u>P</u> arenthesis first, <u>E</u> xponents second (not done in third grade), <u>M</u> ultiplication third, <u>D</u> ivision fourth, <u>A</u> ddition fifth, and <u>S</u> ubtraction sixth. $(6 + 4) - 2 \times 3 \div 3 =$ $10 - 2 \times 3 \div 3 =$ $10 - 6 \div 3 =$ $10 - 2 = 8$



- Multiplies (1 x 1 to 12 x 12) and divides numbers (up to 2-digit by 1-digit)

Example: a. $3 \times 5 =$ * Memorizes multiplication tables 1 x 1 to 12 x 12

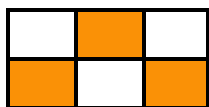
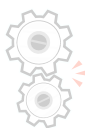
b. $27 \div 9 =$

- Solves word problems using multiplication (1 x 1 to 12 x 12) and division (up to 2-digit by 1-digit)

Example: Seven team members score 4 points each. How many points did the team score in the game?

- Creates, compares, and uses fractions and mixed numbers

Example: a. How much of the game board is shaded?

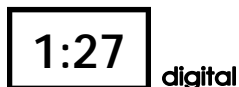


b. Put these fractions in order from least to greatest.

$$\frac{3}{5} \quad 1\frac{1}{5} \quad \frac{4}{5} \quad \frac{5}{5}$$

- Tells time to the nearest minute (analog and digital clocks)

Example:



- Calculates elapsed time

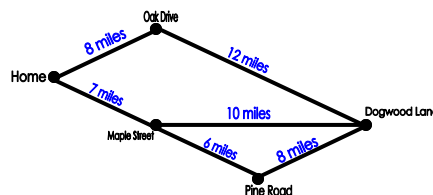
Example: You flew from Atlanta to Washington, D.C. Your plane left Atlanta at 8:20 a.m. and arrived in Washington, D. C., at 10:05 a.m. How long was the flight?

MATHEMATICS (CONT.)



- Measures object capacity (cups, pints, quarts, gallons, and liters)
Example: Which is a more reasonable measure of the capacity of a bathtub?
20 quarts 20 gallons

- Measures length (miles and kilometers)
Example: Using the map, determine the shortest route from home to Dogwood Lane.



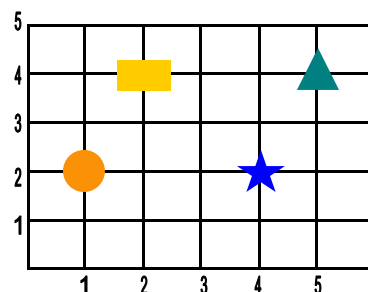
- Conversions within the same measurement system.
Example: How many cups are in 2 quarts?
- Measures object mass (ounces, pounds, grams, and kilograms)
Example: Which is the most reasonable measure of the weight of the books?
six ounces six pounds six grams



- Measures temperature (Fahrenheit and Celsius)
Example: At which temperature would you wear shorts and a t-shirt?
10 F 10 C 30 F 30 C

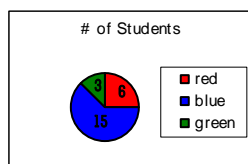
- Locates objects using coordinate grids
Example: a. Which shape is located at (2, 4)?

Note: Children are taught that the first number represents the horizontal coordinate and the second number represents the vertical coordinate.



b. If I began at (1,4) and moved right 4 and up 2, what shape would I end on?

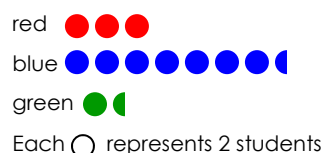
- Uses circle graphs, pictographs, bar graphs, and tables to collect, organize, and display data
Example: How many more students liked blue than red?



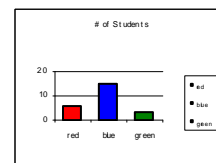
circle graph

Color	# of Students
red	6
blue	15
green	3

table



pictograph



bar graph

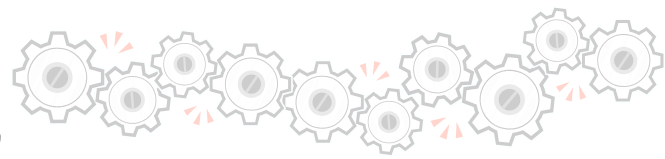
- Solves problems using permutations and combinations
Example: Mary cannot decide what to wear on the first day of school. She has a t-shirt or blouse to wear with a skirt or a pair of shorts. How many different outfits does Mary have to choose from?
- Continues patterns
Example: What is the next number in the pattern? What will be the 8th number in the pattern?
13, 17, 21, 25, ____
- Solves equations using variables
Examples: $6 \times 8 = a$ $14 \div a = 2$

Concepts/Skills to Maintain

- Adds and subtracts multi-digit numbers
- Identifies and makes figures with symmetry and congruence
- Measures length and tells time
- Uses Venn diagrams, line plots, tallies, pictographs to collect, organize, and display data



SCIENCE



- ◆ Shows the ability to predict, experiment, describe results, and make observations
- ◆ Understands how plants grow and live in the environment
- ◆ Identifies types of soils and their purposes
- ◆ Understands and observes earth, moon, and sun systems
- ◆ Understands the form and function of the skeletal and muscle systems of the human body and joints

SOCIAL STUDIES



- ◆ Recognizes diverse leaders, past and present, who demonstrate responsible citizenship
- ◆ Shows good citizenship in classroom, school, neighborhood, and community
- ◆ Analyzes various roles of children and adults in communities around the world
- ◆ Identifies ways the individual can make changes in families, neighborhoods, and communities
- ◆ Uses maps and globes to explain geography and the environment
- ◆ Learns basic economic principles of communities
- ◆ Recognizes how technology is used at home, school, and in the community
- ◆ Learns the role of real and fictional heroes in shaping the culture of communities
- ◆ Compares past to present

COMPUTER SKILLS



- ◆ Understands Copyright and Fair Use Guidelines
- ◆ Uses resources safely and responsibly
- ◆ Explores information technologies
- ◆ Builds word processing techniques
- ◆ Uses multimedia tools
- ◆ Explores spreadsheets

HEALTHFUL LIVING

- ◆ Practices good nutritional habits
- ◆ Monitors personal feelings and behaviors
- ◆ Demonstrates positive ways to communicate with others
- ◆ Exhibits self-discipline and respect for others
- ◆ Understands ways to protect oneself and others
- ◆ Identifies the dangers of substance abuse
- ◆ Demonstrates good dental and other personal hygiene care
- ◆ Understands the need for physical activity
- ◆ Participates in a variety of games, dances, and sports



DEVELOPMENTAL CHARACTERISTICS

Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for third grade students include the following:

Physical

- ◆ Has high energy level
- ◆ Has greater muscle strength
- ◆ Has improved coordination
- ◆ Likes group play
- ◆ Can participate in competitive games
- ◆ Is a good sport

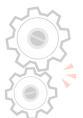


Intellectual

- ◆ Is curious
- ◆ Grows intellectually
- ◆ Can classify, arrange, and organize
- ◆ Still learns from sensory experiences
- ◆ Uses language fluently
- ◆ Understands the past in relation to own experiences
- ◆ Applies simple logic
- ◆ Can tell fact from fantasy
- ◆ Applies new rules rigidly, may not generalize

Social/Emotional

- ◆ Is talkative
- ◆ Has limited ability to plan
- ◆ Begins to reflect on other's perceptions, needs, and expectations
- ◆ Daydreams
- ◆ Is not a self-starter
- ◆ Fears supernatural, media events, being alone, injury
- ◆ Values relationships
- ◆ Is highly susceptible to pressures to conform
- ◆ Needs praise
- ◆ Likes own space





Sailing Through the 4th Grade

This overview is based on the fourth grade North Carolina Standard Course of Study that is taught in all North Carolina public schools. Fourth graders are expected to demonstrate mastery of these skills by the end of fourth grade.

Reading

Word Recognition

- ◆ Uses knowledge of strategies to read unknown words
- ◆ Applies meaning of roots, prefixes, and suffixes to read unfamiliar words
- ◆ Increases vocabulary through reading, listening, and discussing

- ◆ Uses reference materials (such as glossary, dictionary, thesaurus) for spelling, reading, and decoding
- ◆ Reads from materials at student's independent reading level for at least 30 minutes daily

Comprehension and Response to Story

- ◆ Reads and understands different types of text that are appropriate to grade four (such as fiction, poetry, nonfiction, plays, autobiographies, journals, legends)
- ◆ Uses reading strategies to comprehend text (such as predicting, rereading, paraphrasing, questioning, using prior knowledge, inferencing)
- ◆ Focuses on details to locate specific information and clarify meaning
- ◆ Uses different strategies before, during, and after reading to set a purpose, make predictions, question, and make connections
- ◆ Determines usefulness of information and ideas
- ◆ Identifies elements of fiction and nonfiction to determine the author's purpose, plot, conflict, sequence, problem/solution, main idea, supporting details, cause and effect, fact and opinion, mood, author's use of figurative language, and point of view
- ◆ Identifies and compares characters and settings
- ◆ Supports ideas, draws conclusions, and makes generalizations with information read in selection
- ◆ Summarizes and records information
- ◆ Reads for a variety of purpose


Writing

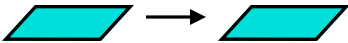
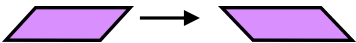
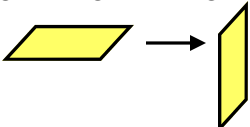
- ◆ Plans and organizes ideas before beginning to write
- ◆ Composes a rough draft that focuses on major ideas and details
- ◆ Revises written work, focusing on aspects of writing such as organization, word choice, and clarity
- ◆ Edits written work to use correct grammatical conventions, spelling, capitalization, and punctuation
- ◆ Incorporates strategies and skills to enhance writing
- ◆ Writes to tell a personal or imaginative narrative
- ◆ Writes a variety of literary, informational, and practical texts (fairy tales, poetry, instructions, news articles, interviews, etc.)
- ◆ Creates readable documents with legible writing
- ◆ Uses media and technology as a tool in writing
- ◆ Achieves a proficient score of Level III on the North Carolina Writing Assessment
- ◆ Uses writing as a tool for thinking, learning, and reflecting





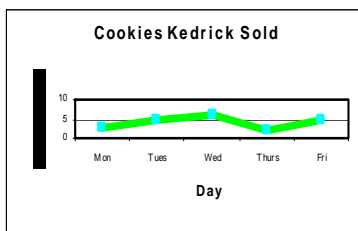
Major Concepts/Skills

- Identifies rational numbers (0.01 - 99,999)
Example: Write the number in standard, word, and expanded form.
57,394 Fifty-seven thousand three hundred ninety-four $50,000 + 7,000 + 300 + 90 + 4$
- Understands place value (hundredths through ten thousands)
Example:
 - a. What is the value of the digit 4?
 $5\text{4},190$ $243,018$ $6\text{4}8$ $3,437$ $8,934$
 - b. Susie has 6 pennies and 8 dimes. How would she write that amount?
 $\$0.______$ ($______$ tenths + $______$ hundredths)
- Compares and orders sets and rational numbers (0.01-99,999)
Example: Compare the numbers. Write < (less than) , > (greater than), or = (equal to).
 $2,346$ $2,338$ $52,457$ $67,623$ 0.456 0.634
- Estimates rational numbers (0.01-99,999)
Example: North Carolina has a total area of 52,672 square miles. Of that area, 48,718 square miles are land. Which is the best estimate of North Carolina's total area that is water?
 $2,000$ sq. mi. $4,000$ sq. mi. $14,000$ sq. mi. $114,000$ sq. mi.
- Multiplies two-digit by two-digit numbers (larger numbers with calculator)
Example: Lauren's class is going to the museum. The trip costs \$15 per student. If Lauren has 26 classmates, how much will it cost the class to go to the museum?
- Divides three-digit by two-digit numbers (larger numbers with calculator)
Example: There are 125 people signed up for a class on digital photography. Each group would have 12 people. About how many groups will be formed? How many people would not have a group?
- Adds and subtracts non-negative rational numbers with like denominators, including decimal fractions through hundredths
Example: a. $\frac{1}{8} + \frac{5}{8}$ b. $\frac{7}{16} - \frac{5}{16}$ c. $0.23 + 1.6$ d. $9.84 - 3.87$
- Calculates perimeter and area
Examples:
 - a. Find the unknown length. Area = 35 sq. ft.  5 ft.
 - b. Andrea's living room is 4 yards wide. The perimeter is 20 yards. What is the area?
note: $area = length \times width$
- Demonstrates transformation of geometric figures (translations, reflections, and rotations)

translation	slides a figure a given distance in a given direction 
reflection	flips a figure creating a mirror image of a figure on the opposite side of a line 
rotation	turns a figure a given angle and direction around a point 

Mathematics (cont.)

- ♦ Uses bar graphs and line graphs to collect, organize, and display data
Example: Kedrick sold boxes of cookies.
Between which two days did the number of boxes sold decrease?



- ♦ Determines the median, mode, and range of data collected

median	When numbers are ordered from least to greatest, the middle number of a set of numbers (or the mean of two middle numbers when the set has two middle numbers) 2, 3, 4, 4, <u>5</u> , 5, 8, 9 median is 5
mode	The number that appears most frequently in a set of numbers 4, <u>7</u> , 9, 3, <u>7</u> , 8, <u>7</u> , 4, 2 mode is 7
range	The difference between the greatest and the least value in a set of data <u>1</u> , 3, 4, 4, 5, 5, 5, 8, <u>9</u> $9 - 1 = 8$ range is 8

- ♦ Solves equations that use variables

Examples:

- a. Find the value of each expression if $x = 5$. $x + 9$ $(x - 4) + 7$ $5 + (12 - x)$
b. What is the value of y ? $2 + 88 = 84 + y$

Concepts/Skills to Maintain

- ♦ Adds, subtracts, multiplies, and divides whole numbers
- ♦ Measures length, time, capacity, and mass
- ♦ Identifies and makes figures with symmetry and congruence
- ♦ Determines location using coordinate grids
- ♦ Uses circle graphs to collect, organize, and display data
- ♦ Solves problems using permutations and combinations

Science

- ♦ Shows the ability to predict, experiment, describe results, and make observations
- ♦ Investigates animal behavior and adaptations for survival
- ♦ Investigates composition and uses of rocks and minerals
- ♦ Investigates electricity and magnetism
- ♦ Understands how foods provide both energy and nutrients for living organisms
- ♦ Understands that foods are made up of a variety of components

Social Studies

- ♦ Applies the five themes of geography to North Carolina and its people (location, place, human-environmental interaction, movement and regions)
- ♦ Explores the importance of ethnic groups in the development of North Carolina
- ♦ Traces the history of North Carolina colonies and the influence on people today
- ♦ Analyzes the social and political institutions in North Carolina (government, education, family)
- ♦ Examines the impact of various cultural groups on North Carolina
- ♦ Evaluates how North Carolinians apply basic economic principles
- ♦ Recognizes how technology influences change within North Carolina

Computer Skills



- ◆ Uses data bases
- ◆ Uses spreadsheets
- ◆ Locates information on the Internet
- ◆ Evaluates information found through telecommunications
- ◆ Uses online resources safely and responsibly
- ◆ Develops word processing documents
- ◆ Explores e-mail
- ◆ Identifies ways technology has changed North Carolina
- ◆ Understands Copyright and Fair Use Guidelines



Healthful Living

- ◆ Sets personal health and fitness goals
- ◆ Monitors personal feelings and behaviors
- ◆ Recognizes and respects a variety of relationships
- ◆ Identifies health risks and protection measures (first aid, safety equipment and procedures, etc.)
- ◆ Understands influences of media, culture, and geography on food choices
- ◆ Identifies signs and behaviors of substance abuse
- ◆ Demonstrates movement found in dances and rhythmic activities
- ◆ Demonstrates a variety of activities that enhance health-related fitness
- ◆ Completes a fitness assessment
- ◆ Participates in activities from different national, cultural, and ethnic origins
- ◆ Recognizes and articulates the adverse effects of bullying and violence in the school setting



Developmental Characteristics



Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for fourth grade students include the following:

Physical

- ◆ Is active
- ◆ Has growth spurts
- ◆ Has increasing strength
- ◆ Has gradual increase in speed and accuracy
- ◆ Has better control of body
- ◆ Moves with more grace and skill
- ◆ Develops skill in use of small muscles

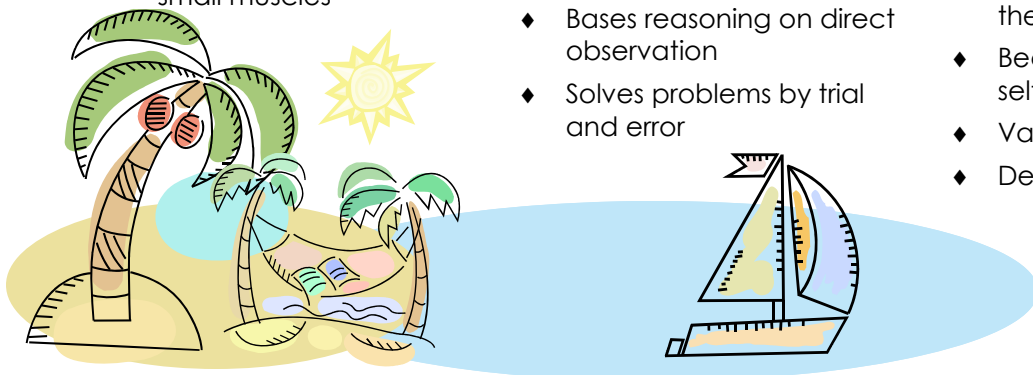
Intellectual



- ◆ Listens well and wants to discuss
- ◆ Displays good concentration and less distractibility
- ◆ Continues to use personal experiences to know things
- ◆ Enjoys jokes, riddles, puns, and language play
- ◆ Has increasing short-term memory
- ◆ Bases reasoning on direct observation
- ◆ Solves problems by trial and error

Social/Emotional

- ◆ Interacts energetically with others
- ◆ Has increased ability to work in groups
- ◆ Has stable sense of identity
- ◆ Compares self to others
- ◆ Has wide mood swings
- ◆ Has sense of fairness
- ◆ Has beginnings of conscience
- ◆ Assumes responsibility
- ◆ Has difficulty finishing tasks, but feels the need to complete
- ◆ Becomes more independent and self-motivated
- ◆ Values friendship
- ◆ Demonstrates tolerance of others





Soaring to New Heights in the 5th Grade

This overview is based on the fifth grade North Carolina Standard Course of Study that is taught in all North Carolina public schools. Fifth graders are expected to demonstrate mastery of these skills by the end of fifth grade.



Reading



Word Recognition

- ◆ Applies meaning of roots, prefixes, and suffixes to read unfamiliar words and help with comprehension
- ◆ Uses prior reading experiences when reading silently and orally
- ◆ Increases vocabulary by reading, listening, and discussing
- ◆ Uses reference materials (such as glossary, dictionary, thesaurus, on-line reference tools) for spelling, reading, and decoding
- ◆ Reads materials at independent reading level for at least 30 minutes daily



Comprehension and Response to Story

- ◆ Uses reading strategies to comprehend text and increase vocabulary (such as skim, scan, reread the text, summarize, paraphrase, question)
- ◆ Uses different strategies before, during, and after reading to make predictions, ask questions, find answers in the text, and find additional information
- ◆ Reads and understands different types of text that are appropriate to grade five (fiction, nonfiction, schedules, poetry, plays, myths, newspaper and magazine articles)
- ◆ Reads for a variety of purposes (such as reading for information, reading to learn more about a topic, reading for pleasure)
- ◆ Determines usefulness of information and ideas
- ◆ Identifies elements of fiction and nonfiction to determine author's purpose, plot, conflict, sequence, problem/solution, main idea, supporting details, cause and effect, fact and opinion, point of view, and figurative language
- ◆ Draws conclusions and makes inferences and generalizations using information read in the selection
- ◆ Identifies strategies used by a writer to inform, entertain, or influence
- ◆ Makes connections between texts
- ◆ Identifies and compares characters, settings, and events

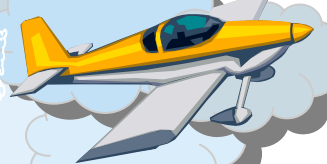


Writing



- ◆ Plans and organizes ideas before beginning to write
- ◆ Composes a rough draft that focuses on major ideas and details
- ◆ Revises written work, focusing on aspects of writing such as organization, word choice, and clarity
- ◆ Edits written work to use correct grammatical conventions, spelling, capitalization, and punctuation
- ◆ Uses media and technology as a tool in writing
- ◆ Achieves a proficient score of Level III on the North Carolina Writing Assessment
- ◆ Uses writing as a tool for thinking, learning, and reflecting
- ◆ Writes to inform, to persuade, and to tell a personal or imaginative narrative
- ◆ Writes a variety of literary, informational, and practical texts (fair tales, poetry, recipes, news articles, interviews, etc.)
- ◆ Creates readable documents with legible cursive writing
- ◆ Uses technology as a tool to create a written product
- ◆ Incorporates strategies and skills by giving explanations and examples to support reasons in writing

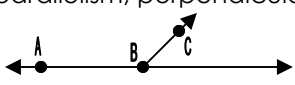

SOARING TO NEW HEIGHTS IN THE 5TH GRADE!





Mathematics

Major Concepts/Skills

- ◆ Identifies rational numbers (0.001-999,999)
Example: Write the number in standard, word, and expanded form.
three hundred and forty-four thousandths 300.044 $300 + 0.04 + 0.004$
- ◆ Understands place value (thousandths through hundred thousands)
Example: Which is smaller? How do you know?
37 thousands or 14 ten thousands 53 hundredths or 5 tenths 3 hundred thousands or 33 thousands
- ◆ Compares and orders sets and rational numbers (0.001-999,999)
Example: Four girls competed in a race. Marissa finished the race in 3.568 minutes, Jasmine finished in 3.42 minutes, Rosalie finished in 3.53 minutes, and Crystal finished in 3.3 minutes.
Explain who finished first, second, third, and fourth.
- ◆ Estimates rational numbers (0.001-999,999)
Example: Mason purchased 2 video games: one for \$19.99 and one for \$15.50. He paid \$2.12 in sales tax on his purchase. About how much was his total cost?
- ◆ Adds and subtracts non-negative rational numbers
Example: Harper has three-fourths of a can of red paint. If she mixes it with one-eighth of a can of blue paint, how much purple paint will she have? (Red and blue mixed make purple.)
- ◆ Estimates the measure of an object in one system given the measure of the object in another system
Example: Emerson has 15 quarts of milk. About how many liters is this?
4 7 14 30
- ◆ Understands properties of plane figures (length, parallelism, perpendicularity of sides and diagonals)
Examples:
 - a. Measure $\angle ABC$ in the figure. 
 - b. Draw and measure the diagonals in each figure. Which figures have diagonals that are congruent? Perpendicular?

 - c. A regular octagon has all angles and all sides congruent. If the perimeter is 200 centimeters, what is the measure of each interior angle and each side? How do you know?
- ◆ Understands and uses graphs (including stem-and-leaf plots) for data analysis
Example: This is data about student shoe size (in centimeters) collected by students at an elementary school.
How Long Are They?

2 9 9 9 9 9 9	(29 29 29 29 29 29 29 = 7 children with size 29 cm)
3 2 2 2 2 3 3 6 6 6 6 6 7 7 7	(32 32 32 32 = 4 children with size 32 cm; 33 33 = 2 children with size 33 cm, etc.)
4 1 1 1	(41 41 41 = 3 children with size 41 cm)

What is the median shoe size of this class? What is the range of the data set? Is there a mode for the data? How do you know?
- ◆ Identifies, describes, and analyzes situations with constant or varying rates of change
Examples:
 - a. Trevor travels 60 miles in one hour. At this rate, how long will it take him to travel 540 miles?
 - b. A missile travels 100 meters in 10 seconds, 140 meters in 20 seconds, 180 meters in 30 seconds, and 220 meters in 40 seconds. How far will it travel in 70 seconds? 120 seconds?
- ◆ Solves simple equations and inequalities
Example: Marcie looked out her window and counted 8 birds (cardinals, robins, bluebirds). She saw 2 robins. There were 3 more cardinals than robins. How many of each bird did she see?

Concepts/Skills to Maintain

- ◆ Adds, subtracts, multiplies, and divides whole numbers
- ◆ Demonstrates transformation of geometric figures (reflections, translations, and rotations)
- ◆ Calculates perimeter and area
- ◆ Determines location using coordinate grids
- ◆ Uses line, bar, picture and circle graphs to collect, organize, and display data
- ◆ Determines the median, mode, and range of data collected





Science

- ◆ Investigates weather and different climates of earth
- ◆ Investigates relationships between plants and animals in a variety of ecosystems
- ◆ Investigates landforms and changes caused by water, wind, erosion, movement, and deposition

Soaring to New Heights in the 5th Grade



- ◆ Understands simple machines (such as pulleys, levers and wedges)
- ◆ Determines factors that affect motion (such as force, friction, inertia, momentum)



Social Studies

- ◆ Explores the people and geography of the Western Hemisphere (United States, Canada, Mexico, Central America, South America)
- ◆ Compares and contrasts the educational structure, the role the family plays in society, and the ways that the people of North America govern themselves
- ◆ Explores the roles of various ethnic groups in the major religions, beliefs, and values that have influenced life in the Western Hemisphere
- ◆ Traces the history of the United States and describes how these events impacted the Western Hemisphere
- ◆ Evaluates ways the countries of North America make decisions about the amount and use of economic resources, and understands international economic relationships
- ◆ Recognizes how technology has influenced change in the United States and other North American countries

Computer Skills



- ◆ Uses search strategies
- ◆ Uses online resources safely and responsibly
- ◆ Understands Copyright and Fair Use Guidelines
- ◆ Explores the need for protection against viruses and vandalism
- ◆ Participates in curriculum-based telecommunication
- ◆ Develops word processing documents using proper keyboarding techniques
- ◆ Develops multimedia presentations citing sources
- ◆ Develops products using a database
- ◆ Evaluates resources and information for accuracy and usefulness



Healthful Living

- ◆ Identifies peer pressure and stress and ways to deal with these situations
- ◆ Demonstrates responsible behaviors when following rules, working independently, and resolving conflict
- ◆ Identifies health risks of environmental choices
- ◆ Identifies alternatives to fighting
- ◆ Discusses patterns of physical, social, and emotional development at puberty
- ◆ Plans, selects, and prepares healthful meals and snacks
- ◆ Discusses tobacco/drug use and healthful alternatives
- ◆ Completes a fitness assessment
- ◆ Participates in a variety of games, dances, and sports



Developmental Characteristics

Children develop in a natural sequence, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates. Broad characteristics for fifth grade students include the following:

Physical

- ◆ Is restless and active
- ◆ Has growth spurts
- ◆ Has more physical control
- ◆ Is faster and stronger
- ◆ Has a tremendous appetite
- ◆ Is interested in joining teams and clubs

Intellectual

- ◆ Has wide-ranging curiosity
- ◆ Is interested in history
- ◆ Thinks more abstractly
- ◆ Stores knowledge as symbols
- ◆ Knows more than can put into words
- ◆ Enjoys showing language mastery
- ◆ Understands that language can persuade and deceive
- ◆ Understands relationship of time, space, and distance
- ◆ Uses inductive and deductive reasoning



Social/Emotional

- ◆ Can see others' point-of-view
- ◆ Is well-adjusted
- ◆ Is becoming more independent, but still needs supervision and direction
- ◆ Values friendship
- ◆ Establishes same-sex cliques
- ◆ Knows right from wrong
- ◆ Has strict ethical sense
- ◆ Is sensitive to criticism and ridicule
- ◆ Needs to belong



Dolch Sight Word Lists

Preprimer

a	funny	look	see	where	red	it	can
away	help	me	three	up	one	in	big
blue	I	not	two	to	my	here	and
come	is	play	we	the	make	go	down
find	jump	run	yellow	said	little	for	

Primer

yes	too	ride	no	did	all	came	like	ran	was
will	they	pretty	into	but	am	do	please	saw	went
what	that	out	have	black	at	four	now	she	white
well	so	on	get	ate	be	good	our	under	with
want	say	must	eat	are	brown	there	new	soon	he

List 1

after	fly	just	over	then	them	from	may
an	give	let	put	were	again	going	old
as	had	live	some	who	any	has	open
by	her	of	take	when	ask	him	round
could	his	once	thank	think	every	know	stop

List 2

always	cold	its	sleep	why	work	tell	made	does
because	don't	many	their	wish	which	sit	green	call
before	first	or	those	would	use	right	gave	around
both	found	read	us	your	upon	pull	five	been
buy	goes	sing	very	write	these	off	fast	best

List 3

about	draw	full	light	seven	warm	far	long
better	eight	hot	much	shall	bring	grow	pick
carry	fall	if	myself	small	ten	hurt	show
clean	hold	keep	only	six	cut	kind	start
done	got	laugh	own	today	drink	never	try

Character Education

The objective of character education in the Rockingham County School System is to shape, nurture, and develop the total child. Character development improves school and classroom climate by focusing on basic principles of character. This objective is achieved through daily actions and integration of the following principles of character education into the curriculum at all levels.

Good Judgment- To choose worthy goals and set proper priorities; to think through the consequences of your actions; to base decisions on practical wisdom and good sense

Responsibility- To be dependable in carrying out obligations and duties; to show reliability and consistency in words and conduct; to be accountable for your own actions; to be committed to active involvement in your community

Respect- To show high regard for authority, for other people, for self, for property, and for country; to understand that all people have value as human beings

Good Citizenship- Obeying the laws of the nation and this State; abiding by school rules; and understanding the rights and responsibilities of a member of a republic

Services to Others/Kindness- To be considerate, courteous, helpful, and understanding of others; to show care, compassion, friendship, and generosity; to treat others as you would like to be treated

Courage- To have the determination to do the right thing even when others don't, and to have the strength to follow your conscience rather than the crowd

Self-Discipline- To demonstrate hard work and commitment to purpose; to regulate yourself for improvement; to refrain from inappropriate behaviors; to be in proper control of your words, actions, impulses, and desires; and to do your best in all situations

Perseverance- To be persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; to exhibit patience and be willing to try again when confronted with delays, mistakes, or failures

Integrity- To have the inner strength to be truthful, trustworthy, and honest in all things; to act justly and honorably

Responsibility for School Safety- Helping to create a harmonious school atmosphere that is free from threats, weapons, and violent behavior; cultivate an orderly learning environment in which students and school personnel feel safe and secure; and encourage the resolution of disagreements through peaceful means including peer mediation

Student Programs and Services

Rockingham County Schools strives to meet the unique qualities of our elementary school population. A wide range of quality programs is offered to meet the various needs of the students.

- ♦ Guidance counselors work with students to plan academic goals, acquire skills for improving learning, and achieve school success.
- ♦ School Social Workers provide an important link between school, home, and community service agencies.
- ♦ School Nurses support learning by helping address medical needs.
- ♦ The Exceptional Children's (EC) Program offers additional support services for students in reading, math, and/or writing.
- ♦ The Academically and Intellectually Gifted (AIG) Program offers differentiated instruction to students in grades 3-5 who demonstrate the potential to exceed grade level expectations.
- ♦ Remediation/Tutor/Mentor Programs offer additional academic support in all curriculum areas.
- ♦ The English as a Second Language (ESL)/ Limited English Proficient (LEP)/Migrant Education Programs offer instructional support in curricular areas.
- ♦ Student Services Management Teams assist in developing and monitoring strategies to meet the needs of students who have various needs and challenges.
- ♦ The Homeless Education Program offers academic enrichment to youth who are homeless or in transition.

Student Accountability

In North Carolina, one of the goals of public schools is to prepare every child for success at the next grade level, in the workforce, or in college—wherever they are headed next. To be sure that every student is ready for the next challenge, the State Board of Education has established Student Accountability Standards. Following are the state's requirements. Local school systems may require additional tests.

Grades K-2

Teachers in kindergarten, first, and second grades use a portfolio approach, based on a checklist of goals and objectives, to keep track of children's progress during the year. Teachers schedule conferences throughout the school year to keep parents informed of children's progress.

Grade 3

At the beginning of the school year, third grade students are given multiple-choice pre-tests in reading and mathematics. These pre-tests measure knowledge and skills from second grade in reading and mathematics as specified in the North Carolina Standard Course of Study. At the end of the school year, third grade students are given multiple-choice end-of-grade tests in reading and mathematics. The pre-tests and end-of-grade tests allow educators to see how much learning has taken place between the beginning and the end of the third grade. Parents receive a report of how their child performed on the end-of-grade tests at the end of the school year. The report indicates whether a child scored at Level I, II, III, or IV. Students performing at Levels III and IV are considered to be proficient at their grade level.

Grade 4

At the end of the school year, students in fourth grade take multiple-choice end-of-grade tests in reading and mathematics. Parents receive a report of how their child performed on the end-of-grade tests at the end of the school year. The report indicates whether a child scored at Level I, II, III, or IV. Students performing at Levels III and IV are considered to be proficient at their grade level. Fourth grade students also take the North Carolina Writing Assessment in March. Students write an essay on one question (prompt), which measures composition skills and grammar. Parents receive a report of how their child performed on the writing assessment and the level of proficiency.

Grade 5

At the end of the school year, students in fifth grade take multiple-choice end-of-grade tests in reading, science, and mathematics. Parents receive a report of how their child performed on the end-of-grade tests at the end of the school year. The report indicates whether a child scored at Level I, II, III, or IV. Students performing at Levels III and IV are considered to be proficient at their grade level.

Web Resources

Reading

Starfall- www.starfall.com
Sharpen beginning reading skills!

Bookpals Storyline- www.storylineonline.net/
Listen to famous stars read your favorite picture books online. Children can follow along using the text at the bottom of the screen.

Game Goo presented by Earobics-
www.earobics.com/gamegoo/gooney.html
Online language games for all elementary age levels.

Math

Cyberchase-
<http://pbskids.org/cyberchase/allgames.html>

Funbrain- www.funbrain.com

Create a Graph-
<http://nces.ed.gov/nceskids/createagraph/Online>

Games about Money-
www.bep.treas.gov/newmoney/main.cfm/learning/fun

Miscellaneous Subjects

Kids Learning Games-
www.activitypad.com/online-games/learning.html
Playing games can be both fun *and* educational. These learning games help develop many important skills, such as color recognition, logic, word and number skills.

Shephard Software-
www.sheppardsoftware.com/web_games_menu.htm
Online learning games in all subjects!


Important Websites

Rockingham County Schools-
www.rock.k12.nc.us

North Carolina Department of Public Instruction-
www.ncpublicschools.org/curriculum
Link to the North Carolina Standard Course of Study for all grades and subject areas




HELPING YOUR CHILD SUCCEED TAKES TEAMWORK!



When school personnel and parents communicate, they establish a stronger learning environment for the student both at home and at school. Schools contact parents for many reasons, including when their child is experiencing academic/behavioral successes or difficulties, when the teacher wishes to discuss future plans for the child, or when the school is looking for parents to serve as volunteers.

Each parent and teacher has the same goal...to help children love learning and be successful. The following are some tips to help parents when communicating with the school.

- Recognize the teacher as an important partner in your child's education and future.
- Make an appointment to visit the school and your child's teacher.
- Be realistic in your expectations. First, talk to the teacher when there is a problem. Consult with the school principal or his/her designee, if a second opinion is needed.
- Let your child's teacher know that you like to spend time in your child's classroom to share your special skills and interests.
- Be active in your child's school. Let your child's principal and teacher know that you want to be actively involved.



**As a parent, you have responsibilities to help
your child be successful in school.
Here is a suggested checklist.**

- ☐ I have established a regular bedtime and homework time for my child.
- ☐ I make sure my child has a good breakfast each morning, either at school or at home.
- ☐ I talk to my child about the importance of doing his/her best.
- ☐ I expect my child to study and/or complete homework each day.
- ☐ I provide an appropriate environment for my child to study and do home work.
- ☐ My child and I read together on a regular basis.
- ☐ I work with my child on informal writing opportunities on a regular basis.
- ☐ I nurture my child's abilities.
- ☐ I find ways to praise my child's behavior daily.
- ☐ When my child has a problem in school, we will address it together.
- ☐ I talk with my child about what he/she is learning each day.



Elementary Schools Directory List

Bethany Elementary
271 Bethany Rd.
Reidsville, NC 27320
336.951.2710

Draper Elementary
1719 E Stadium Dr.
Eden, NC 27288
336.635.6541

Lincoln Elementary
2660 Oregon Hill Rd.
Ruffin, NC 27326
336.939.2435

South End Elementary
1307 South Park Dr.
Reidsville, NC 27320
336.349.6085

Central Elementary
435 E Stadium Dr.
Eden, NC 27288
336.623.8378

Huntsville Elementary
2020 Sardis Church Rd.
Madison, NC 27025
336.427.3266

Monroeton Elementary
8081 US Hwy. 158
Reidsville, NC 27320
336.634.3280

Stoneville Elementary
203 Stone St.
Stoneville, NC 27048
336.573.4000

Dillard Elementary
810 Cure Dr.
Madison, NC 27025
336.548.2472

Lawsonville Avenue
Elementary
212 Lawsonville Ave.
Reidsville, NC 27320
336.349.5524

Moss Street Elementary
419 Moss St.
Reidsville, NC 27320
336.349.5370

Wentworth Elementary
8806 NC Hwy. 87
Reidsville, NC 27320
336.634.3250

Douglass Elementary
1130 Center Church Rd.
Eden, NC 27288
336.623.6521

Leaksville-Spray
Elementary
415 Highland Drive
Eden, NC 27288
336.627.7068

New Vision School of
Science, Math, and
Technology
705 NW Ayersville Rd.
Madison, NC 27025
336.548.4780

Williamsburg
Elementary
2830 NC Hwy. 87
Reidsville, NC 27320
336.349.4632



Teaching all students to become productive citizens and life-long learners.

Rockingham County Schools
511 Harrington Highway
Eden, North Carolina 27288
336.627.2600
www.rock.k12.nc.us