

How to Help at Home

Math

- Strengthen mental math facts or skills while driving to soccer practice, doing yard work, setting the table, waiting for the bus/carpool
- Create a recording method so your child can see growth/progress. If your child is working on 'speed of recall- automaticity,' have him/her self time to judge improved rate of recall.
- Have your child explain his/her thinking out loud as he/she shows his/her work so you can detect misconceptions or incorrect calculations – comment on frequency and improvement after discussion/practice.
 - Use dice, playing cards, number cards, etc. to have your child make no more than 5 multiplication or division problems – later fractions, percent and decimal problems, as practice – have your child record accuracy to gauge forward movement.
 - Have your child do 'error analysis' for any mistakes made while doing computation – this might include, incorrect multiplication/division facts, misalignment of numbers, failure to regroup or address regrouped numbers, misunderstanding of process/strategies and for some, it might be doing problems too long or complex for the child – pare it back and try again. Record reduced rate of identified error.
 - For children needing challenge, have them create addition, subtraction, multiplication and division problems with whole numbers, then identify one or two mental math strategies suited to solve each specific problem. Solve. Create yet another, unique strategy based on what they have learned about numbers, patterns. Do the same with fractions, decimals and percentages.
 - Have students create story problems to reflect a given computation problem – make problems with several computational steps needed to solve.
 - Access problem solving strategies through OSPI – by grade level and math strand
 - Play time lapse estimation games, money estimation games as you travel, eat out or wait for ...
 - Talk about place value in large numbers found in publications –discuss estimation, as opposed to actual count, and purpose of both; write numbers in standard and expanded notation; write number words for larger numbers

Writing

- Have 'remember when' family conversations to generate personal narrative ideas
Find 'suddenly' moments in each story; find humorous and/or emotional moments to make the story interesting
- Practice using occasion/position topic sentences to begin stories – more than one for the same story is good practice:
 - ✓ When Grandma was visiting from Japan, I got to become a sushi chef.
 - ✓ If I hadn't climbed the tree in our backyard, I wouldn't be sitting there in the emergency room waiting for the doctor to put a cast on my broken arm. OR
 - ✓ Having a cast on my arm has made me a celebrity.
 - ✓ Although I was very nervous about my first recital, once I started playing I made beautiful music.
- Practice using the "Power of Three" – write **three** vivid adjectives/adjective phrases to describe character, setting, problem, solution, etc. Create a mind-movie for the reader. Look at picture books, without reading text, and write your own Power of Three descriptions. Example: "The children barely noticed Gooney Bird's clothes, even though she was wearing a ruffled pinafore, dark blue knee socks, and high-top basketball sneakers."
- Study creative, engaging leads used by authors (read the first sentence, paragraph of books), and use each as a model to write you own
- Study creative, engaging endings used by authors (read the final sentence, paragraph of books), and use each as a model to write you own
- Practice using poetic/figurative language; create mind movies with details and descriptive writing
- Identify topics, main ideas and supporting details from non-fiction writing; identify how author engages reader in topic and concludes the writing
- Practice note taking either for fiction – character study and analysis; setting and its significance; plot – problem and solution (cause and effect); rising action, climax, falling action; author's lesson/theme; or for non-fiction – topic, each main idea, supporting details for each idea; summary writing
- Find examples of 'voice,' word choice and sentence fluency

Student Skills –staying focused on work, working without talking and disrupting others, doing high quality/accurate work

- Set short start and finish times to manage limited, defined tasks – record frequency of focused, on-task work within time frame
- Find suitable work area void of distractions – monitor amount of work done within allocated times
- Break down long-term task into small daily chunks – monitor for rate of completion
- Intersperse work periods with physical breaks to refresh the brain, the child and the spirit - monitor for ability to return to work refreshed and focused
- Allow a period of conversation/interaction with family members, then a quiet, individual work period, then interaction – monitor for growing success
- Look over corrected homework with child and chart the percent of papers with 90% or above, rework others – monitor to see increased %
- Check elements (look at my comments) lacking in written work/responses to determine methods to increase quality - rework – monitor decrease in frequency of correcting for a specific deficit