

**4A**  
**Handbook**  
**for the**  
**2011-12**  
**School**  
**Year**

**Teacher: Mrs. Groenendyk**

## FOUR–A Handbook for the 2011–12 School Year

Fourth grade is off to a great start! The students have accomplished a lot so far and God is blessing us as we work and play together.

Overall we have 4 basic rules. They are: 1. Obey God. 2. Accept yourself. 3. Be helpful and concerned about others. 4. Be a good steward of your time and resources.

All of the expectations I have for the students and myself fit under these 4 rules. Each of us also has a copy of the "We Can" in our Bible with these goals:

### WE CAN...

- |   |  |
|---|--|
| *Encourage and respect each other.  | *Keep our desk area and room neat.   |
| *Empty our backpacks before school.   | *Prepare for our turn in devotions.  |
| *Put our name on our work.  | *Hand in our work on time.   |
| *Use consistent, neat handwriting.  | *Have our pencils sharpened.   |
| *Have JOY in our lives: put Jesus first,<br>Others next, and Yourself last. | *Remember our home-school folder, assignment pad,<br>and homework materials. |

Underlying everything we teach is the Word of God. The light of His Word shines through every subject. What a privilege and freedom to apply the Bible's teachings and wisdom every minute of every day! Here is a brief overview of 4th grade content.

**Bible:** There will be ongoing memory work with some oral and some written review. We first study Philippians (during noon devotions) and the origins of the Bible. This is followed by an overview of Genesis-Joshua before spending the rest of the year on the stories of I Samuel through some of the kings of Israel and Judah. We will see how each story relates to the Bible as a whole. We often ask, "What other Bible story or character does this one remind you of?"

**Reading:** There are many great selections in our new text, Traditions, and we supplement with other paperbacks from the textbook company. We focus on vocabulary development and comprehension of each selection. We'll also be reading books independently and enjoying some books read to the class as a whole. As we read we can evaluate characters' actions in light of the Bible.

**Language Arts:** Language is a gift from God to be used to honor him. Language Arts has several components. For Spelling, we have a Monday pretest and a Friday posttest. Students are given one of two lists suited to their individual needs. The goal is to transfer words and skills learned into our daily writing. We'll do a variety of creative writing projects and continue to increase our skills in using words and the "mechanics" of writing effectively. (See the 6 + 1 traits sheet.) We are reviewing the cursive letters and do most of our daily work in cursive with exceptions being made for charts, note-taking, artwork, some tests, etc.

**Math:** We will continue to develop our skills in all 4 operations and then apply them to different situations. Our slogan in math is "What I do in Math should make sense to me!" Most lessons includes mental math, problem-solving, and review of past skills. We enjoy playing math games, too. We focus on these 5 essential questions: 1. How is math used to serve God in daily life and work? 2. How does our understanding of (unit concept) reflect God's order, consistency, and faithfulness in creation? 3. How can being precise in measurement and accurate in reporting data help us answer God's call to redeem creation? 4. What is Christian stewardship of time, money, and schedules? 5. How can we show our best for the Lord by using reasonable thinking in math procedures?

**Science:** We discover God's handiwork in units such as Discovering Organisms in Their Environment, Energy Transfer, States of Matter, and View From the Earth.

**Social Studies:** After a unit on map skills and basic geography, we will study one region of the U.S. at a time, eventually "traveling" to all four. We'll also be studying IA history and geography later on in the year. Our theme verse is Micah 6:8 as we study geography and current events. In these two subjects and in Bible, there are always study guides for each unit to help guide us through the unit and make test review efficient.

Really important information comes home via the daily assignment pad and home-school folder, so please make it a practice to check each one nightly. The assignments should be written down legibly and accurately from what is on the board. (But you may still contact me if you or your child has questions!) Our newsletter, Notes from 4A comes weekly.

A final note...as partners in Christian education, here are some ways you can help out at home. Again go over the assignment pad and home-school folder every evening. Help review spelling words and memory work and go over study guides before tests. Materials for test study will generally be sent home 2 evening study periods in advance so there is extra opportunity to study. (I know how students' needs and family schedules can differ.) Encourage reading at home and discuss the school day by asking specific questions. We do not always have time in class to make corrections on papers (such as spellings, writing mechanics, math, etc.) so any home help in making some corrections is appreciated. The goal is not perfection but simply growth. It also helps you keep tabs on what we're doing. My goal is to work closely with you and other staff members to provide an enriching Christian learning experience for each student.

## This & That

**Accelerated Reader:** we will be reading books from the Accelerated Reader program and taking the accompanying quizzes on computer. Each student will have an individual point goal per quarter and the % earned on the quizzes will be averaged into the quarter's reading grade. **ZPD** stands for Zone of Proximal Development and is based on the STAR reading assessment results, current reading progress, last year's reading ITB score, and teacher discretion. I hope to keep everyone's goal manageable so that reading enjoyment and skills grow throughout the quarter (with time left for reading non-AR books also).

**Touch-checking:** this is a term and technique we use often and it's helpful to do it at home also. It means to go over sentence answers and longer writing by touching each word (with finger or pencil point) as the words are said. This helps catch punctuation, word omissions, and, if done letter-by-letter, even spellings.

**Computer:** we have two scheduled times in the computer lab and will learn keyboarding using the Type to Learn program. When your child is keyboarding at home, please make sure he/she uses proper posture and keeps the eyes on the screen and fingers on the home keys. We will also use the computer for research and taking AR quizzes, but our primary focus is keyboarding.

**Current Events:** We discuss and post headlines and figure out the Mystery Photos on the poster. This helps create an awareness of local, national, and world affairs and geography and helps us to pray for different situations.

**Absences:** look for an assignment sheet titled "From the Desk of Mrs. G." listing the day's assignments along with the appropriate materials. Make arrangements to pick up the work from the office if a sibling or neighbor cannot bring it home. Call me with questions. It can be difficult to duplicate a school day onto an assignment sheet, but I will do my best to explain the day without overburdening your child. It is very important that a student bring back the assignment sheet and all classroom materials, (finished or unfinished) the first day he/she is back. If not one is available to pick up the work, some of it can be scanned and emailed. Please notify the office or me as to how you want to handle the homework.

**Birthdays:** they're special! Before your child's birthday (or half-birthday) he/she will bring home a Family Tree chart and personal info sheet. Please help your child fill these out and, if possible, send the sheets back along with a baby picture or snapshot in a clear plastic bag. These will be posted for awhile and then the picture will be returned. The other sheets will be kept in the student's scrapbook.

**Book Orders:** I will send an order home occasionally. Look for the "return by" date and, if writing a check, please make it out to the book company. If sending cash, be sure it is the exact amount.

**Homework:** Regular types of homework include weekly spelling tests, memory work, study for unit tests, occasional projects, and maybe finishing up work that was not completed in school, but that I feel your child is capable of completing quite independently. We're trying to emphasize wise use of work time in the classroom so that there is not a lot of homework. Occasional projects will help extend our learning and gain experience in sharing what we've learned with others. Both in-class and out-of-class assignments are adjusted to varying levels of abilities and special needs. Materials for test study will generally be sent home 2 evening study periods in advance so there is extra opportunity to study. It is very important that the materials come back to school each day for in-class work. Some shorter assignments can also be finished up between 8:10-8:25 (although it isn't always very quiet then as everyone comes in.) My goal is that students enjoy this time and the other recesses outdoors.

### **3rd-8th grade Grading Scale:**

Please refer to the grading scale that is on p. 14 of the PCGS Handbook. Many of your child's assignments will be graded with a percentage grade which will then be averaged at the end of the quarter. However, the averaged grade will take into account such things as effort, independence in work, class participation, work completion, etc. Written comments on assignments are important and may be given in addition to the grade or replace it entirely. Focusing on the comments and the effort put forth may help lessen "grade anxiety" and focus more on the learning process.

Occasionally you may see **CT** on a paper. That stands for **Completed Together** which means no grade was recorded and we worked at it together. Another code I will use at times (on an individual basis) will be **TA** meaning **Teacher Assistance**. This would mean that an extra amount of assistance was given on a particular assignment or test (or section of one of those.)

**Home-School Folder and Assignment Pad:** these are 2 necessary items for everyday and they need to come out of the backpack by the 8:25 bell. If one or the other is forgotten, students can ask for a "substitute" folder or assignment pad paper before school. Please try to check each of these every evening. A lot of learning can come from the misc. "look at and recycle" papers so before recycling them or storing them somewhere, please take a look at them. Celebrate the successes and, if time, go back and correct remaining errors. This will help you as parents keep close tabs on what we're doing. Take special note of anything that is in the V.I.P. pocket.

**Listening Rules:** we have 3 posted and we try to work on them daily. Listening is a **skill** to be practiced everyday (like any other skill you want to improve in). The rules are:

- 1. Sit up straight in a brain-alert position.**
- 2. Watch the person who is talking.**
- 3. Keep your mouth and body quiet.**

**Other Goals:** to have guest speakers (any volunteers?\*), to do service projects such as recycling for the school, keeping our room clean, presenting a program at a home for the elderly, etc. We hope to keep up our monthly scrapbooks, publish a class magazine, and do some plays. Above all, we want to keep emphasizing cooperation, responsibility, and kindness in all situations.

\*If you or someone you know would like to come and share an interest that has a connection to something we are studying (or might just have an interest in), please contact me. I'll be eager to work out a time for you to come in.

**Shoes:** I encourage students to always have sturdy tennis shoes here at school. They're safer and better for running and playing at recess. Occasionally we go to the gym on a rainy day, we play a content-area game in the gym, or an extra gym time is given as a reward. We also might go out to the prairie or do some laps as a group for Read and Run. So even on non-PE days, it's highly recommended to have tennis shoes for indoors and outdoors.

**Home Study Aids:** (found on the next pages)

Math-these are the basics of 4th grade math, including key words in problem-solving.

Spell Well: this is a list of basic high-usage words for 4th graders

Basic Sounds and Sound Combinations: see the directions on the page. Generating word lists with the different letter combinations is very good practice.

6 + 1 Traits: In our writing, we try to focus on just some of the traits at a time until they have all been covered. Many writing assignments ( and sometimes projects in other subject areas) will have a writing traits section on or attached to them and the paper or project will be evaluated in the categories listed. 5 is high and 1 is low.

**Extra Practice Packets:** If you would ever like extra home practice in a certain area, please let me know and I will provide a packet. Examples might include specific math skills, reading comprehension, map skills, handwriting, etc. I would ask that you monitor and, as needed, assist with the packet and do as much checking of it as possible. I would then like to see it when it's completed.

## **Study Skills and Test-Taking Tips**

### ***In Class...***

1. Follow our listening rules, listening with your whole self. Be ready to discuss and to write things down. Make every effort to follow along in class.
2. Keep your materials organized. Know where they should be when they are not in use.
3. The best solution for "test anxiety" is to be prepared. If you focus well in class then the night(s) before a test are simply a review of past material rather than a learning of new material.

Try to **SLANT**: **S**it up straight and **S**till. **L**ean forward and **L**isten. **A**sk and **A**nswer questions. **N**od your head to show you understand. **T**rack the **T**eacher with your eyes.

Try to **WATCH**: **W**rite down the assignments. **A**sk questions if you don't understand. **T**ake out all necessary materials. **C**heck your work and then put it in the proper place.

### ***At Home...***

1. Study in a quiet place. Study early in the evening before you are tired.
2. Use oral recitation. Talk out loud to study for a test. Ask yourself a key question and then answer it out loud. Then check your materials to see if you are correct.
3. If helpful, make flashcards of important vocabulary or concepts.
4. After an earlier study time, do a quick review right before you go to sleep. When you're awake, you have approximately 8-12 thoughts per minute, but when you're asleep, you don't have any thoughts other than your dreams. So whatever you think about before bed has a good chance to stick in your memory.

## **Our Schedule**

This gives you a basic idea of when the different subjects are, but the days vary due to the co-curricular schedule or if there is a test that day. I generally try to give all tests in the morning, no matter what the subject. If we haven't completed a lesson or activity before going to a co-curricular class or out for recess, we might continue it into the next block of time or later in the day. If there are major changes to it during the course of the year, I'll let you know.

**4A Basic Dally/Weekly Schedule 2011-12****Monday****8:25-8:42** Warm-up, lunch  
count, devotions**8:42-9:22** Music**9:22-10:05** Spelling  
Bible**10:05-10:20** Recess**10:20-11:10** Reading  
Language Arts**11:10-12:03** Science**12:03-12:30** Devotions, lunch**12:30-12:37** Work-time**12:37-12:52** Recess**12:52-1:05** Class story or  
DEAR**1:05-2:00** Social Studies  
Math**2:00-2:15** \*Recess**2:15-2:40** Math**2:40-3:00** Computer Lab**3:00-3:20** Misc. Worktime**3:20-3:25** Closing**Tuesday****8:25-8:42** Warm-up, lunch  
count, devotions**8:42-9:22** Art**9:22-10:05** Science**10:05-10:20** \*Recess**10:20-11:05** Reading**11:05-11:45** PE**11:45-12:03** Bible**12:03-12:30** Devotions, lunch**12:30-12:37** Work-time**12:37-12:52** Recess**12:52-1:00:** Class story or  
DEAR**1:00-1:20** Spanish**1:20-2:00** Spelling  
Math**2:00-2:15:** Recess**2:15-2:40** Math**2:40-3:20** Language Arts  
Social Studies**3:20-3:25** Closing**Wednesday****8:25-8:40** Warm-up, lunch  
count, devotions**8:40-10:05** Science  
Social Studies**10:05-10:20** Recess**10:20-11:00** Reading**11:00-11:40** Music**11:40-12:03** Bible**12:03-12:30** Devotions, lunch**12:30-12:37** Work-time**12:37-12:52** Recess**12:52-1:05** Class story or  
DEAR**1:05-2:00** Spelling  
Language Arts  
Math**2:00-2:15** Recess**2:15-2:40** Math**2:40-3:00** Computer Lab**3:00-3:20** Misc. Worktime**3:20-3:25** Closing

**4A Basic Daily/Weekly Schedule 2011-12****Thursday**

**8:25-8:40** Warm-up, lunch  
count, devotions

**8:40-10:05** Science  
Social Studies

**10:05-10:20** \*Recess

**10:20-11:05** Reading

**11:05-11:45** PE

**11:45-12:03** Bible

**12:03-12:30** Devotions,  
lunch

**12:30-12:37** Work-time

**12:37-12:52** Recess

**12:52-1:00** Class story or  
DEAR

**1:00-1:20** Spanish

**1:20-2:00** Spelling  
Math

**2:00-2:15:** Recess

**2:15-2:40** Math

**2:40-3:20** Language Arts  
Misc. Worktime

**3:20-3:25** Closing

**Friday**

**8:25-8:40** Warm-up, lunch  
count, devotions

**8:40-9:00** Sing w/ 3rd-4th

**9:00-10:05** Spelling  
Social Studies  
or Science

**10:05-10:20** Recess

**10:20-11:00** Reading

**11:00-11:30** Library

**11:30-12:03** Bible

**12:03-12:30** Devotions, lunch

**12:30-12:37** Work-time

**12:37-12:52** Recess

**12:52-1:05** Class story or  
DEAR

**1:05-2:00** Language Arts  
Math

**2:00-2:15** Recess

**2:15-2:40** Math

**2:40-3:20** Current Events  
Misc. Worktime

**3:20-3:25** Closing

**Notes:**

The \* by recess indicates when Mrs. G. has recess duty

This schedule is subject to change as day to day needs arise. "Travel" and transition times are not included in the time slots, but of course are needed.

When there is a test in a content area such as Bible, Social Studies, or Science, most likely the test will be taken during a large open time before or after the 10:05 recess. Then the subjects missed during the test time will be filled in later in the day.

The short Work-time slots will be used for continued instruction, a misc. work-time, or for silent reading (DEAR: Drop Everything And Read)

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**Spell****Well****Chart****A**

about  
accept (to receive)  
ache  
again  
allow (let)  
all right  
almost  
already  
always  
animal  
angel (messenger  
from God)

angle (<)

another

answer

any

around

asked

aunt (& uncle)

author

awful

**B**

beautiful

because

been

before

beginning  
believe  
bother  
bought  
brake (stops you)  
break (ruin)  
breakfast  
breath (take a...)  
breathe (inhale)

brother

brought

bruise

build

business

busy

buy (\$)

by (next to)

**C**

calendar

cannot

careful

catch

caught

certain (sure of)

chief

children  
choose (to pick)  
chose (picked)  
close (to shut)  
clothes (garments)  
cough  
could  
countries  
cousin

**D**

decide

different

divide

does

don't

**E**

early

easy

either

enough

every

everybody

exact

except (but)

excuse

excited

expect

**F**

family

favorite

field

finally

first

forty

fourth

friend

from

**G**

goes

gone

guard

guess

guest (visitor)

guide

**H**

hear (use ears)

heard (used ears)

heart

heavy

height

here (a place)

|                                     |                      |                       |                      |
|-------------------------------------|----------------------|-----------------------|----------------------|
| hole (an opening)                   | <b>M</b>             | pitcher (thrower or   | since                |
| horse                               | many                 | a water container)    | sincerely            |
| hour (time)                         | maybe                | please                | some                 |
| house                               | minute               | present (now, or      | special              |
| how (in what way)                   | money                | a gift)               | straight             |
| <b>I</b>                            | month                | pretty                | stretch              |
| important                           | mouth                | principal (Mr. ____)  | sugar                |
| interesting                         | much                 | probably              | sure                 |
| <i>island</i><br>its (belonging to) | muscle               | <b>Q</b>              | surprise             |
| it's (it is)                        | <b>N</b>             | quiet (shhh!)         | <b>T</b>             |
| <b>J</b>                            | neighbor             | quit                  | taught               |
| just                                | nickel               | quite (very, sort of) | than (____er than)   |
| journey                             | ninety               | <b>R</b>              | their (belonging     |
| <b>K</b>                            | ninth                | really                | to them)             |
| kitchen                             | <b>O</b>             | receive               | there (a place)      |
| knew (had in head)                  | of                   | recess                | they're (they are)   |
| know (has in head)                  | off (not on)         | restaurant            | though               |
| knowledge                           | often                | rhyme                 | thought              |
| <b>L</b>                            | once                 | right (correct)       | threw (tossed)       |
| language                            | other                | <b>S</b>              | through →            |
| laugh                               | our (belongs to us)  | said                  | tired                |
| let's (let us)                      | <b>P</b>             | sandwich              | to (direction of)    |
| <i>library</i><br>listen            | peace (calm)         | says                  | too (also or overly) |
| little                              | people               | school                | tried                |
| loose (not tied)                    | piano                | science               | trying               |
| lose (misplace or                   | picture (artwork)    | separate              | <b>U</b>             |
| not win)                            | piece (section; pie) | should                | unknown              |

uncle  
until  
unusual  
upon  
usual  
**V**  
vacation  
vegetable  
very  
view  
**W**  
walk  
want  
warm (heated)  
was  
wear (clothes)  
weather  
weird  
weight (pounds)  
went  
were (linking verb)  
we're (we are)  
weren't  
what  
when  
where (a place)  
which (what one)

while  
white  
who (person)  
whole (entire)  
who's (who is)  
whose (belonging)  
why ( ? word)  
witch  
with  
woman (lady)  
women (ladies)  
would  
wouldn't  
wrap (a gift)  
wreck (crash)  
write (letters)  
written  
wrong  
**X**  
x-ray  
xylophone  
**Y**  
young  
your (belonging  
to you)  
you're (you are)

**Z**  
zero  
zucchini  
**Days of  
the week**  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
**Months  
of the year**  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

**Continents**  
Africa  
Antarctica  
Asia  
Australia  
Europe  
North America  
South America  
**Oceans**  
Arctic  
Atlantic  
Indian  
Pacific  
**Miscellaneous**  
Christian  
Christmas  
Des Moines  
Groenendyk  
Iowa  
United States  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Basic Spelling Rules

1. **Q** is followed by **u**. Ex. quiet
  2. No English word ends in a **v**. (The **v** is often followed by **e**.) Ex. give
  3. **Plurals:**
    - words ending in **x, s, ss, ch, z, sh**: add **es** Ex. boxes, buses, watches  
*These are called "hissing sounds."*
    - If the word ends in a **consonant before a y, change y to i and add es**.  
Ex. babies, prettiest
    - If the word ends with a **vowel before the y, just add s**. Ex. boys, enjoys
    - If a word ends in a single **f, change f to v and add es**. Ex. shelves, leaves
  4. **Apostrophes:** show omitted letters in contractions Ex. doesn't  
indicate the possessive form of nouns:
    - if the noun does not end with an **s**, add 's. Ex. cat's
    - if the noun does end in **s**, just put an apostrophe at the end of the word  
Ex. children's
  5. Usually **i comes before e except after c** Ex. believe, receive  
but not when it sounds like long a Ex. neighbor
  6. **Suffixes:** Words ending in **e**:
    - Drop the **e** if the suffix begins with a vowel Ex. baking
    - Keep the **e** if the suffix begins with a consonant Ex. placement
- Words ending in **y**:
- the **consonant y rule**: if there is a consonant before the **y**, change **y** to **i** and add the suffix unless the suffix starts with the letter **i**.  
Ex. tinier                      hurrying
  - the **vowel y rule**: if there is a vowel before the **y**, simply add the suffix  
Ex. played, employed
- The **1-1-1 rule**: If it's a **1 syllable word with 1 short vowel, ending in 1 consonant, double the consonant and add the suffix**. Ex. grinned, snapping
7. Most often use **ck** in a syllable that has a short vowel sound. Ex. snack, bucket

## Basic Sounds & Sound Combinations

Learn what each sound says. Some combinations have more than one sound. Key words are given for each sound. See how many other words you can write for each example. Soon you will start to see patterns in words. This will help you decode and spell many words!

**a\_\_e:** make

**e\_\_e:** eve

**l\_\_e:** dime

**o\_\_e:** cone

**u\_\_e:** tune

**ye:** eye

**ai:** rain

**ea:** seat, steak, head

**ee:** feel

**ie:** pie, believe

**oa:** coat

**oe:** doe, shoe

**ue:** blue

**ui:** suit

**ei:** reins

**eu:** deuce

**ay:** day

**ey:** obey

**ost:** most, cost

**alk:** walk

**all:** ball

**au:** haul

**aw:** saw

**oo:** book, food

**ew:** new, few

**ou:** out

**ow:** down, blow

**igh:** night

**augh:** caught

**eigh:** eight

**ough:** through, cough, dough, rough

**ear:** hear, bear, learn

**ar:** car

**er:** fern

**ir:** girl

**or:** horn, doctor

**ur:** fur

**our:** sour, pour

**ild:** wild

**ind:** find

**oi:** oil

**oy:** boy

**old:** told

**ck:** back, neck, pick, rock, duck

**ng:** sang, sing, song, sung

**nk:** bank, pink, honk, sunk

**y:** by, lady

**uy:** guy

**ly:** slowly

**ed:** patted, skipped, played

**tch:** catch

**tion:** nation

**sion:** mansion

**kn:** know

**gn:** gnaw

**sc:** scar, science

**ph:** phone

**ch:** chip, machine, Christian

**sh:** ship

**th:** this, think

**wh:** whale

**qua:** aqua

**wa:** want

**war:** warm

**wor:** word

**wr:** write

**gh:** rough, dough

**gue:** plague

**dge:** dodge

**mb:** thumb

**ble:** bubble

**ckle:** buckle

**dle:** riddle

**fle:** rifle

**gle:** bugle

**ple:** people

**stle:** whistle

**tle:** rattle

**zle:** puzzle

**Others:**

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## CUSTOMARY MEASUREMENT

1 foot = 12 inches

1 yard = 3 feet or 36 inches

1 mile = 5,280 feet or 1,760 yards

1 pound = 16 ounces

1 ton = 2,000 pounds

1 year = 365 days or 52 weeks or 12 months

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 4 cups or 2 pints

1 gallon = 4 quarts

To convert (change) from a small unit of measure to a larger unit of measure, DIVIDE.

To convert (change) from a large unit of measure to a smaller unit of measure, MULTIPLY.

### A MATHEMATICAL THINKER...

1. understands. Everything you do in math should make sense to you.
2. gets unstuck. Think about what you already know to get yourself "unstuck".
3. spots errors. Check if your answer is sensible.
4. uses mental math. Practice and use different mental math strategies.
5. perseveres. Be willing to try another strategy if the one you are using isn't working out.

### The Multiplication Tables

|    |    |    |    |    |    |    |    |     |     |     |     |
|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

## Addition Words:

|          |            |
|----------|------------|
| add      | sum        |
| total    | plus       |
| in all   | altogether |
| how many | both       |

## Multiplication

It is like addition because you can put groups together to find the total. When the groups are the same size, you can multiply!

**factor x factor = product**

### Multiplication Words:

|          |            |
|----------|------------|
| total    | altogether |
| product  | in all     |
| how many | times      |

## Perimeter, Area, and Volume

**Perimeter:** the distance around a figure-add the sides and label with the unit of measure used.

**Area:** the number of square units needed to cover a surface-multiply the length times the width and label it as square units.

**Volume:** the measure of the amount of space a solid figure occupies-multiply the length times the width times of height and label as cubic units.

## Subtraction Words

|            |                  |
|------------|------------------|
| minus      | how many more    |
| subtract   | how much _____er |
| difference | how much more    |
| less       | left             |

## Division

It means sharing or making equal (if possible) groups. You divide a large group into smaller parts. Think: how many are in each group, or how many groups are there?

The dividend is the large number you are dividing into parts.

divisor  $\overline{\text{dividend}}$  quotient or:

**dividend  $\div$  divisor = quotient**  
**(product  $\div$  factor = factor)**

When you divide, you are finding the missing factor of a multiplication problem.

Dirty

Divide

Monkeys

Multiply

Smell

Subtract

Bad

Bring down



The writing is rated on a scale of 1-5 with 1 meaning "not yet" or "just beginning" and 5 meaning "strong" or "ready to share".

## STUDENT SUMMARY VERSION OF THE 6+1 TRAITS™

### Sound Ideas

- It all makes sense.
- I know this topic well.
- I have included the most interesting details.
- My paper has a purpose.
- Once you start reading, you will not want to stop.

### Good Organization

- My beginning will interest the reader!
- Everything ties together.
- It builds to the good parts.
- You can follow it easily.
- At the end it feels finished and makes you think.

### Individual Voice

- This really sounds like me!
- I've been honest and written what I think and feel.
- Can you feel my commitment to this topic?
- I want you to experience my writing with me.
- I know why I'm writing and who my audience is.
- I bet you'll want to read this to someone.

### Powerful Words

- This is the best way to say this.
- My words create mind pictures!
- I've tried new ways to say everyday things.
- Listen to the power in my verbs.
- Some of the words and phrases linger in my mind.

### Smooth Fluency

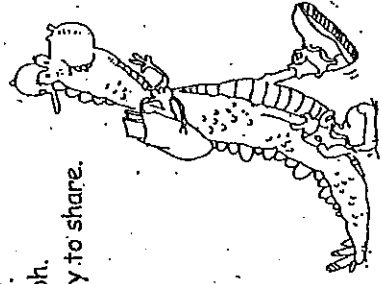
- My sentences begin in different ways.
- Some sentences are short and some are long.
- It just sounds good as I read it aloud—it flows.
- My sentences have power and punch.
- I have "sentence sense."

### Correct Conventions

- I don't have many mistakes in my paper.
- I have used capitals correctly.
- Periods, commas, exclamation marks, and quotation marks are in the right places.
- Almost every word is spelled correctly.
- I remembered to indent each paragraph.
- It would not take long to get this ready to share.

### Presentation (This is the +1 trait.)

- My paper is visually clear and pleasing to the eye. It's neat!
- The way I place everything on my page makes it easier for the reader to understand what I'm trying to say.
- When I use pictures, charts, or diagrams, they help the reader understand the text.



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a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z