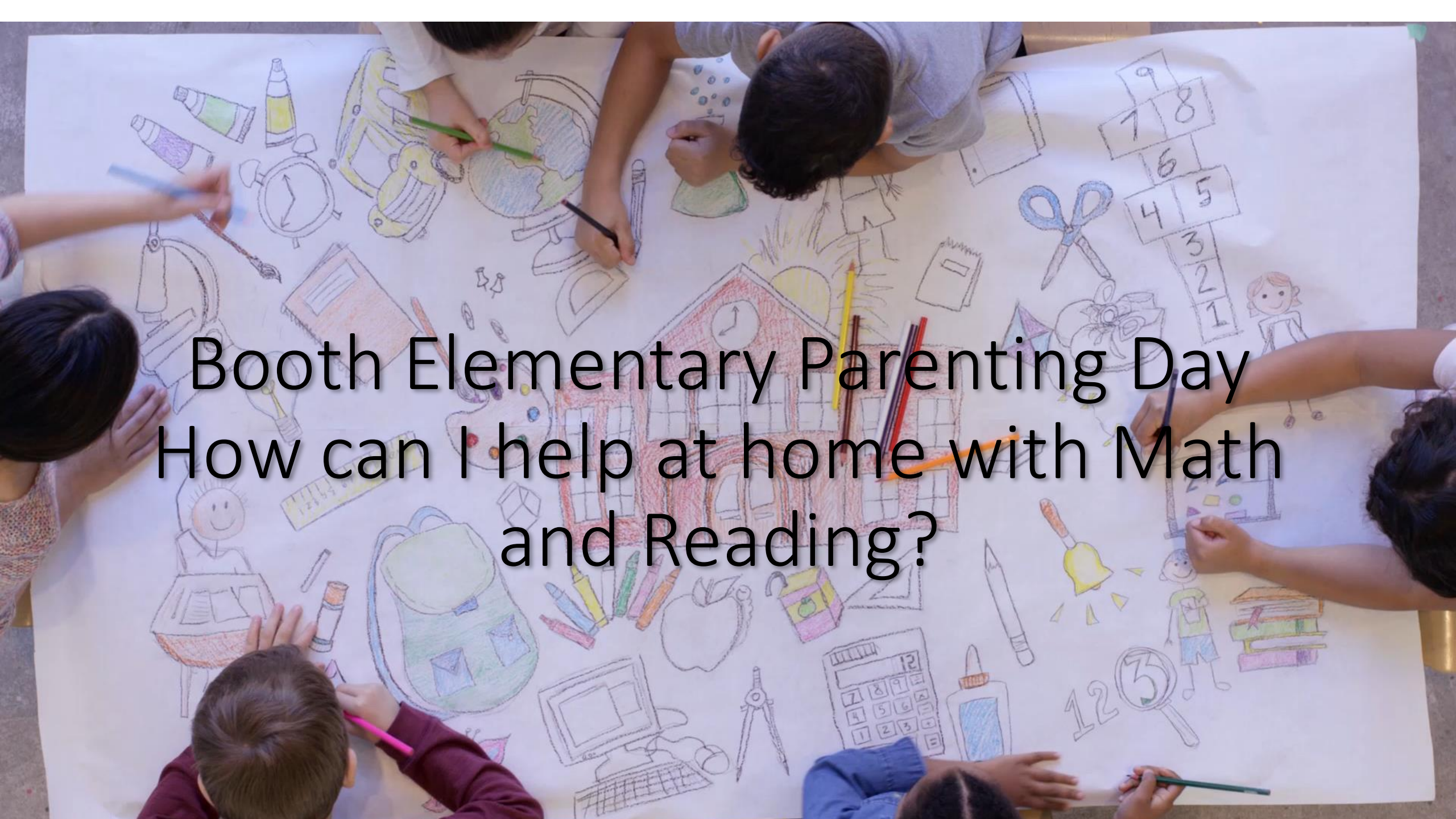




Booth Elementary Parenting Day Seminar

A group of children are gathered around a large sheet of paper, drawing various school and math-themed illustrations. The drawings include a globe, a microscope, a clock, a backpack, a computer, a calculator, a pair of scissors, a bell, a stack of books, a girl sitting at a desk, a boy standing, a girl with a magnifying glass over the number 3, a hopscotch grid, and various school supplies like pencils, pens, and a ruler. The text "Booth Elementary Parenting Day" and "How can I help at home with Math and Reading?" is overlaid on the center of the image.

Booth Elementary Parenting Day
How can I help at home with Math
and Reading?

$$a^0 = 1 [a^0]$$

Math

$$\arcsin(z)$$

$$x_{n+1} =$$

Family Guide for Student SUCCESS Kindergarten MATH

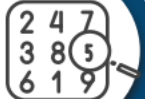


FAMILIES + SCHOOLS = STUDENT SUCCESS

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KINDERGARTEN CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of Kindergarten in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 1st grade. In Kindergarten, instructional time should focus on four essential areas, all of which have equal importance:



COUNTING

Your child can count and connect numbers with quantities.



ADD & SUBTRACT

Your child will make connections between objects and pictures to use with addition and subtraction in problem-solving.



SHAPES

Your child will recognize and compare two-dimensional and three-dimensional shapes.



MEASUREMENT

Your child will build their mathematical vocabulary like more, less, long, wide, length, weight, above, below, etc.

WHY ARE STANDARDS IMPORTANT?

- They help ensure that all students, no matter where they live, are prepared for success in college and the workforce.
- Standards provide a clear roadmap of learning for teachers, parents, and students.
- Having clearly defined goals helps families and teachers work together to ensure that students succeed.
- They also will help your child develop critical thinking skills that will prepare him or her for college and career.

MATH @ HOME

Have you ever heard this phrase from your child before about math, "When will I ever use this?" The more they can make a connection between math & the real world, the more they will value it. Below you will find a few ideas to showcase how your child can relate the Kindergarten math concepts he/she is learning at school and apply them at home in everyday situations.

Counting

- Have your child count out loud to 100.
- Count while touching and moving an everyday item like balls from 1 - 20.
- Skip count by 10s to 100 using dry beans.
- Play counting games with your child like Candyland, Chutes & Ladders, & Hi Ho Cherry-O.

Add & Subtract

- Have your child add and subtract goldfish crackers within 5.
- Start with 3 pieces and ask them, "How many more do I need to make 5?" Then start with 5 pieces and ask, "How many will be left if you eat 4 of them?" Continue by changing the starting amount and how many are being added and taken away within 5.
- Have your child add and subtract pieces of candy within 10.
- Start with 6 pieces and ask them, "How many more do I need to make 10?" Then start with 10 pieces and ask, "How many will be left if you eat 3 of them?" Continue by changing the starting amount and how many are being added and taken away within 10.

Shapes

- Go on a shape walk in your home or outside. Ask your child to identify the shapes they see around them.
- When you are putting up groceries, ask your child, "What shape is this?"
- You can play "I SPY..." and use shapes to determine what you are looking at.

Measurement

- Starting with a pile of ten or fewer toys or legos, have your child sort them by similarities and differences among them and then count the number of toys or legos in each set.
- Have your child measure objects, like a book, with paper clips or other items and get them to use vocabulary such as taller, longer, shorter, heavier and lighter.

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HOMEWORK HELP



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Quick links for Family Resources
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www.amsti.org/k2-math-student-family



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DREME

Family card games that
support early math skills.

www.dreme.stanford.edu/news/10-family-card-games-support-early-math-skills



Gfletchy

Graham Fletcher's progression
videos showing math in action.

www.gfletchy.com/progression-videos/



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Family Guide for Student SUCCESS 1st Grade MATH



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1ST GRADE CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of 1st Grade in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 2nd grade. In 1st grade, instructional time should focus on four essential areas, all of which have equal importance:



ADD & SUBTRACT

Your child can add & subtract amounts within 20 using objects, drawings, & equations.



COUNTING & PLACE VALUE

Your child can count a group of objects and organize into tens and leftover ones.



MEASUREMENT

Your child can measure & compare the lengths of two objects as well as tell time to the hour & half hour.



SHAPES

Your child can name, build, take apart, draw, describe, & identify 2 dimensional and 3 dimensional shapes.

WHY ARE STANDARDS IMPORTANT?

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MATH @ HOME

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Add & Subtract

- Play GO FISH but search for ways to make 10, like 6 & 4 or 3 & 7, instead of finding matches.
- Roll dice (or draw cards) and add to find the sum, or compare to find the difference.
- Take advantage of opportune moments to illustrate math, like asking your child, "How many forks do we still need on the table? How many tacos are left if I had ten, but ate six? How many dollars do I need for this \$20 video game if I've saved \$5?"

Counting & Place Value

- Count and organize everything such as buttons, beans, toys, or shoes! Ask them to count from 0 - 120, forwards & backwards by ones & tens.
- Organize your items into groups or rows of ten. Ask your child, "What is the total? How many 10s are there? Do we have any leftovers that did not make a 10? What is 10 more or 10 less than what we have? Can you draw/represent it & write the number that matches?"
- Count pennies by ones, and count dimes by tens.

Measurement

- Compare two pencils. Which is longer? Which is shorter?
- Measure length using everyday objects end to end with no overlaps or gaps. For example: "How many crayons long is this book?" or "How many paper clips does it take to measure this piece of paper?"
- Use digital and analog (wall) clocks to tell time to the hour (3:00) and half-hour (3:30).

Shapes

- You can play "I SPY..." with rectangles (dollar bills), squares (windows), trapezoids (a plane's wings), half-circles/ quarter-circles (leftover pizza), cubes (dice), rectangular prisms (shoeboxes), cones (party hats), cylinders (can of beans).
- Divide a sandwich into halves (2 equal parts) and fourths (4 equal parts). Combine shapes to create new ones.

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Graham Fletcher's progression videos showing math in action.

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Education Galaxy

Master content and level up on this fun learning game with grade level content.

www.educationgalaxy.com



Braining Camp

The most popular manipulatives at your fingertips.

www.brainingcamp.com



Math Playground

Math games, searchable by grade level and skill.

www.mathplayground.com

Family Guide for Student SUCCESS 2nd Grade MATH



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2ND GRADE CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of 2nd Grade in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 3rd grade. In grade 2, instructional time should focus on four essential areas, all of which have equal importance:



ADD & SUBTRACT

Your child can add and subtract within 1,000 using models, drawings, strategies, and equations.



PLACE VALUE

Your child can count, group, and break apart numbers or collections of objects into hundreds, tens, and ones.



MEASUREMENT

Your child can measure, compare, work with graphs, tell time to the nearest 5 minutes, and work with coins up to \$1.00.



SHAPES

Your child can name, build, take apart, draw, describe, & identify 2 dimensional and 3 dimensional shapes.

WHY ARE STANDARDS IMPORTANT?

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MATH @ HOME

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Add & Subtract

- Draw two cards (or roll 2 dice) and add. Try with 3 or 4 cards! Keep a running total and see who can get to 100 first.
- Organize doughnuts in equal rows (an array). How many in each row? How many rows? How many doughnuts in all? Is there another way to organize?
- Play any game and tally your scores. Who won? By how many?
- When having taco night at home, ask your child, "I had 5 tacos. I got 3 more, then ate 2. How many do I have now?"

Place Value

- Count within 1,000 (forward and backward) by 1s, 5s, 10s, and 100s. Start on zero, or on a random number!
- Ask "how many" ones, tens, and hundreds in sets of objects. (Ten 10s in a box of 100 paperclips)
- Find objects around the house and practice organizing them into arrays (equal rows & groups), writing numerals (231), number words (two hundred thirty-one), and expanded form ($200 + 30 + 1$). Draw to represent that amount. What's 10 more? What's 100 more?

Measurement

- Measure the length of a table and a shoe. Discuss which tool (ruler, yard stick, measuring tape) is best for each job.
- Measure the height of everyone in your house. Create a graph of the heights you recorded (line plot, picture graph, bar graph).

Shapes

- SHAPES QUIZ: "What 2D shape has 6 sides? What 3D shape has 6 square faces? Identify and draw or build it!"
- Partition (equal size pieces) cookies or brownies into 2 halves, 3 thirds, or 4 fourths.

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Family Guide for Student SUCCESS 3rd Grade MATH

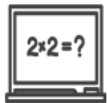


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3RD GRADE CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade. In Grade 3, instructional time should focus on four essential areas, all of which have equal importance:



MULTIPLICATION & DIVISION

Your child can develop an understanding of what it means to multiply & divide whole numbers.



FRACTIONS

Your child can build on their understanding of breaking shapes into parts to begin formalizing their knowledge of fractions.



AREA

Your child can measure area by finding the total numbers of square tiles it takes to cover a rectangular shape.



SHAPES

Your child can describe and analyze two-dimensional shapes and classify them by common traits.

WHY ARE STANDARDS IMPORTANT?

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- Having clearly defined goals helps families and teachers work together to ensure that students succeed.
- They also will help your child develop critical thinking skills that will prepare him or her for college and career.

MATH @ HOME

Have you ever heard this phrase from your child before about math, "When will I ever use this?" The more they can make a connection between math & the real world, the more they will value it. Below you will find a few ideas to showcase how your child can relate the 3rd grade math concepts he/she is learning at school and apply them at home in everyday situations.

Multiplication & Division

- Lots of items you buy are arranged in rectangular arrays (rows & columns), like eggs, canned drinks, tiles on a floor, or window panes.
- Ask your child, "If we buy 3 cartons of eggs, how many eggs will we have?" or "We need 24 canned cokes, how many 6 packs of coke do we need to buy?"
- When cooking, tell your child, "I need 10 cups of water in the pot and this measuring cup holds 2 cups. How many times will you need to fill the measuring cup with water and put in the pot?"

Fractions

- When making peanut butter & jelly sandwiches, ask your child to cut it into halves and then into fourths. Ask them what happens to the size of the pieces as they are dividing them into a greater number of pieces.
- When you are eating pizza, decide how to cut the pizza into equal parts for your family. What is the fractional part of each piece? Is your share of the pizza fair?

Area

- Ask your child, "How many Cheez-Itz would it take to cover the front of the box? How many Cheez-Itz tall is the box? How many Cheez-Itz wide is the box? How do you think we could figure out how many Cheez-Itz it would take to cover the front of the box without having to actually do it?"
- If you have square tiles at home, ask your child to figure out how many square feet is in the tiled area. Ask them what could be a good strategy to determine how many square feet are inside a space.

Shapes

- You can help your child by looking for shapes that are common in everyday life, from triangles in Doritos to squares & rectangles in picture frames. Always be on the look out for shapes around you and ask your child to tell you what shape it is. Then ask the most important question, "How do you know?"

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HOMEWORK HELP



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Family Guide for Student SUCCESS 4th Grade MATH



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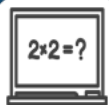
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4TH GRADE CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of 4th grade in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 5th grade. In Grade 4, instructional time should focus on three essential areas, all of which have equal importance:



MULTIPLICATION & DIVISION

Your child can build on strategies and concepts to multiply and divide multi-digit whole numbers.



FRACTIONS

Your child can find equivalent fractions, add & subtract fractions, and multiply fractions with a whole number.



SHAPES

Your child can analyze and classify shapes based on properties like parallel lines, side lengths, and angles.

MATH @ HOME

Have you ever heard this phrase from your child before about math, "When will I ever use this?" The more they can make a connection between math & the real world, the more they will value it. Below you will find a few ideas to showcase how your child can relate the 4th grade math concepts he/she is learning at school and apply them at home in everyday situations.

Multiplication & Division

- Look for items that are packaged or arranged in rectangular arrays (things arranged in columns & rows). For example, when you go through the drive through & buy 10 dozen doughnuts, ask your child "How many doughnuts did we order?"
- If your family is having a graduation party and needs 96 sodas for your guests, how many 6 packs of sodas will you need to buy at the store?

Fractions

- Take advantage of any natural opportunities to use fractions as they arise. For example, your family orders 2 large pizzas for dinner. One of the pizzas is cut into fourths and the other is cut into eighths. Ask your child, "Would you rather eat a $\frac{1}{4}$ piece or 2 of the one-eighth pieces?" Do not forget to ask them what their reasoning is for their answer.
- Bake brownies with your child for his/her friends and triple the recipe. If the recipe calls for $\frac{1}{4}$ of a cup of oil, ask you child, "How much oil will we need if we are going to triple the recipe?"

Shapes

- Look for examples of triangles and quadrilaterals (closed shapes with 4 straight sides) with your child. For example, when you are in the car or on a walk, your child can point out the triangles or quadrilaterals that he or she sees on signs, buildings, shop windows, and so on.
- There are many opportunities to notice, name, and discuss symmetry. Look for objects that are symmetrical around your home. When they identify a symmetrical object, be sure to ask, "What makes it symmetrical?"
- Have your child fold a leaf in half to see if both sides are the same. Then ask them, "Can you fold it in half again a different way?"

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Family Guide for Student SUCCESS 5th Grade MATH



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5TH GRADE CONTENT PRIORITIES

This guide provides an overview of what your child will learn by the end of 5th grade in mathematics. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6th grade. In Grade 5, instructional time should focus on three essential areas, all of which have equal importance:



MULTIPLICATION & DIVISION

Your child can extend their work to include real world problems and decimal numbers.



FRACTIONS

Your child can build on their knowledge of operations to work with fractions while using models to support their understanding.



VOLUME

Your child can recognize volume as an attribute of three-dimensional space and use units to fill a 3D solid.

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MATH @ HOME

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Multiplication & Division

- Ask your child to give you estimated solutions. For example, can they give an estimate of five items on a grocery list or determine the estimated cost of four plants.
- Support your child while learning division with larger numbers. If you have 750 minutes on your phone each week and you use 100 minutes a day, will you have enough minutes for the week? What if you have 12,500 minutes for a month? Can you use 100 minutes a day and have enough minutes for the whole month?

Fractions

- Have students make models to find equivalent fractions when working with unlike denominators (differently-sized pieces). For example, fill one measuring cup with $\frac{2}{3}$ of a cup with water and give your child another measuring cup with 3 and $\frac{3}{4}$ cups of water. Then ask, "How much water do we have in all?"
- Bake a cake or brownies. Have your child find $\frac{3}{4}$ of the pan. After some have been eaten, ask them, "Can you determine the fraction that is left?" Are there other ways we can name the fraction?"

Volume

- Your child can measure objects with 3 dimensions around your home to determine and compare their volumes. Focus on the fact that volume is filling an object, area is covering a space, and length is how long something is.
- Use cubes, wooden blocks, or legos to build solid 3-D figures and determine the volume. Put two of the figures together to make an irregular shape. Determine the volume by adding the two volumes together. Then let your child count the units to verify the volume.

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Links to materials

[Math 3-5 Students-Family | AMSTI](#)

[Math K-2 Students-Family | AMSTI](#)

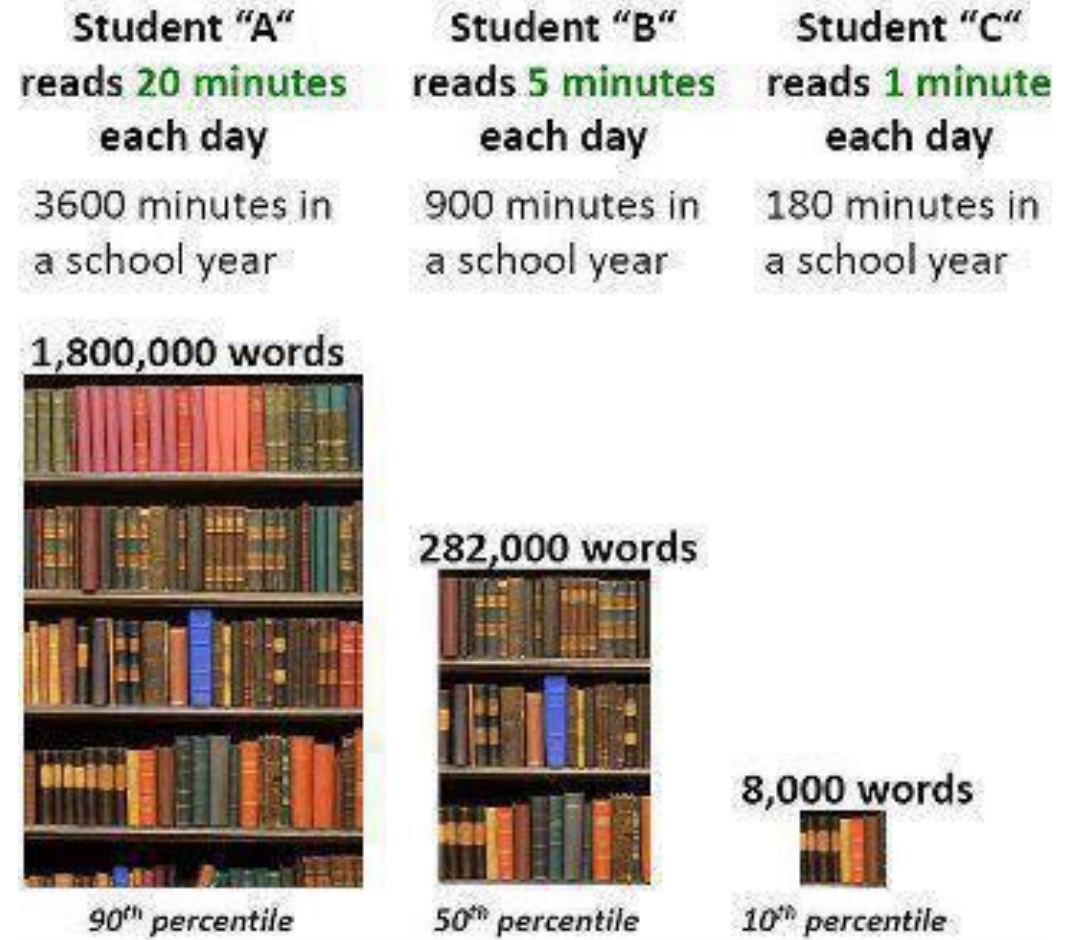
Reading



Why Can't I Skip My 20 Minutes of Reading Tonight?

Read each day!

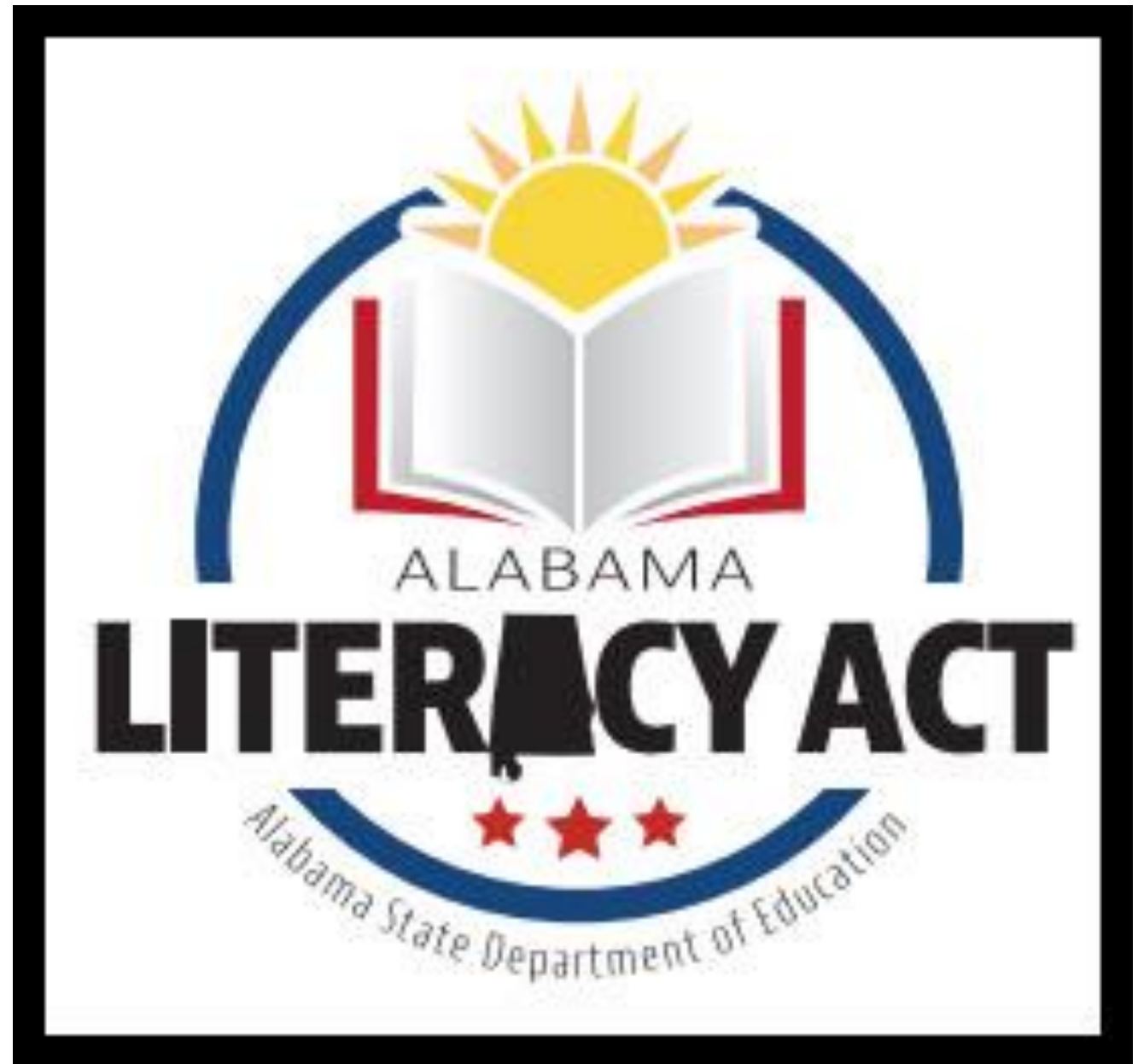
- It is the most important thing you can do to help your child.



By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Alabama Literacy Act



Foundations for Beginning Reading



Phonological Awareness

Phonological awareness is an awareness of speech sounds, including: words, syllables, onset and rime, and phonemes.



Phonics

Phonics is the relationships between letters and the sounds they represent. It includes letter-sound recognition, decoding, and encoding in order for children to read and spell.



Fluency

The ability to read with accuracy, appropriate rate, and proper expression.



Vocabulary

Vocabulary is knowledge of word meanings. Vocabulary knowledge is demonstrated through reading, writing, listening, and speaking.



Reading Comprehension

Reading comprehension is the ability to read and process text and understand its meaning.



Oral Language

Oral language is the system we use to communicate with others through speaking and listening.



Writing

Writing is a process through which people communicate thoughts and ideas.

Phonological Awareness

Phonological awareness is an awareness of speech sounds, including: words, syllables, onset and rime, and phonemes. It is a skill that allows children to recognize and work with the sounds of spoken language.



What is Phonological Awareness?

Why is *Phonological Awareness* Important?

Reading actually begins with children noticing the sounds of spoken language. Students with strong *phonological awareness skills* have a solid foundation to become strong readers and writers.

How Can You Help?

Playing with sounds helps children develop phonological awareness skills. There is no print involved in phonological awareness; it is all about hearing the sounds.

PARENT NOTE

Sounds of letters are represented inside two bars like /m/. This representation should be read by making the sound mmm.



Phonological Awareness

- Thumbs Up, Thumbs Down – Do these words rhyme?
- Talk like a Robot – Tell me the sounds you hear.
- Guess My Sound – What sound to these 3 words have in common?

Phonics

Phonics is the ability to understand the relationship between letters (graphemes) and the sounds (phonemes) they represent. It includes letter-sound recognition, decoding, and encoding in order for children to read and spell.



[Phonics: Everything
Parents Need to Know](#)

Why is *Phonics* Important?

In order for your child to understand what they read, they must be able to do it quickly and automatically. This skilled, fluent reading requires a repertoire of strategies to draw on. These strategies include using a knowledge of sound-spelling relationships — phonics.

Phonics instruction also improves spelling ability because it emphasizes spelling patterns that become familiar from reading.

How Can You Help?

Talk about what sounds are made by which letters. Point out those letters and letter combinations in the books you read. Write the letters or letter combinations on index cards and have your child practice reading them. Find things around the house that have those letters and label them with sticky notes!



Phonics

- Letter/Word Search – Using a magazine or flyer have child find a specific letter or word and highlight it.
- Alphabet memory – Have child match upper- and lower-case letters.
- Build words – Use letter cards to build spelling words.
- Word Part Detective – Be on the search for word parts like prefixes and suffixes.

Fluency

Fluency is the ability to read with accuracy, appropriate rate, and proper expression.

Why is *Fluency* Important?

The goal of fluency instruction is to make the reading of words and sentences effortless so that a child can attend to what the text means. Sufficient amounts of reading and rereading texts is the best way to help children develop automaticity and reading ease, so that they can focus on building meaning. Children who read more fluently read more.

How Can You Help?

Help your child choose books that he/she can comfortably read.

Read aloud to your child every day. Even though your child may be able to read independently, continue to find time each day to read aloud books that are just beyond his/her reading level. Your child will enjoy listening to more advanced stories, and will hear a great example of fluent reading.



Finding Just Right Books



Fluency

- READ, READ, READ!
- I Read, You Read – take turns reading sentences or paragraphs from a book.
- Closed Caption – During television time, turn on the closed caption

Vocabulary

Vocabulary is knowledge of word meanings. Vocabulary knowledge is demonstrated through listening, speaking, reading and writing.

Why is *Vocabulary* Important?

When readers and writers know many words, they can read and write text that is more complex. A strong vocabulary improves all areas of communication: listening, speaking, reading, and writing.

Vocabulary is the glue that holds stories, ideas, and content together... making comprehension accessible for children. (Ruply, 1999)

How Can You Help?

Talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and questions about interesting words are easy ways to get new words into everyday talk.



Conversations Build Vocabulary

Vocabulary Activities

KINDERGARTEN ACTIVITIES



Families Can

Help your child learn the meanings of new words by frequently reading different types of books to him or her.

Have conversations about daily events, pictures in a book, places you visit, things in nature, and experiences you have with your child. Help your child use new words to describe those things.
Ex: The doors of your school are maroon in color. That is a darker shade of red. Can you think of something else that is maroon?



Families Can

Sort household objects into categories with your child. Ex: shapes, food, clothing, etc.
Have your child say the name of each item, its category, and use the items in sentences. Ex: An apple is a fruit we eat for a snack.

Play an opposite word game. Example: When I say *stop*, you say ____ (go). When I say *up*, you say ____ (down).

As you engage in everyday activities with your child, use a variety of verbs to change your action. Ex: Let's walk to the park. Let's saunter to the park. Let's march to the park. Let's skip to the park.



Digital Resources for Children



PBS Kids: Martha Seeks



Prefix and Suffix Song



Digital Resources for Parents



7 Ways to Boost Your Child's Vocabulary



Multiple Meaning Bugs



Reading Rockets: Building Your Child's Vocabulary



Digital Resources for Children



Peg and Cat: Sort, Sort, Sort



PBS Kids: Martha Speaks



Digital Resources for Parents



Cube Word Sort



Antonym Memory: Opposite Cards



Vocabulary

- Opposite Word Game – give the child a word and the child gives you a word that means the opposite.
- Same Game – Give the child a word. Then the child has to give another word that mean the same as that word. Then the adult give another word that means the same as the word. This goes back and forth until no one can think of another word that means the same.
- Word of the Day - Talk about a new word with your child. Encourage them to use the word during the day.
- Have table conversation. Ask questions and encourage your child to have a conversation.

Reading Comprehension

Reading comprehension is the ability to read and process text and understand its meaning.

Why is *Comprehension* Important?

Comprehension is the ultimate goal of reading. Students who easily comprehend what they read are more likely to enjoy reading.

How Can You Help?

Make reading part of every day, even for just a few minutes. Find the parts of your day where you can add time to read, and areas where you can keep books, so they are always available.

Reading Comprehension Activities Literature

KINDERGARTEN ACTIVITIES



Families Can

Before Reading: Look at the cover and talk about what the book might be about.

During Reading: Ask your child who, what, when, where, why, and how questions. Encourage your child to use information from the book to support his or her thinking. Check out the *Talking While You Read* video for more tips!

After Reading: Talk about what happened. Encourage your child to retell the story using prompts such as a retelling glove.* You can even use sidewalk chalk to create a long, curvy line. Walk along the line as you retell the story together.



Digital Resources for Children



[PBS Kids Reading Games](#)



[Parts of a Story with Jack Hartmann](#)



Digital Resources for Parents



[Scholastic: Favorite Book Characters that Parents and Kids Love](#)



[Talking While You Read](#)



[The Retelling Glove](#)

FIRST GRADE ACTIVITIES



Families Can

Before Reading: Ask questions such as: What will this book be about? How do you know? What is the title of this story? What clues does the title give us about the story?

During Reading: Ask questions such as: What do you think will happen next? Where is this story taking place? What is the main problem?

After Reading: DIY Question Ball

1. Buy a cheap beach ball.
2. Blow it up and set it on a bowl.
3. Use puff paint or permanent marker to write a question word in each section.
 - a. Who? What? When? Where? Why? How?
4. Let it dry and get ready to play!



Digital Resources for Children



[Storyline Online](#)



[Jack Hartmann: Six Questions](#)



Digital Resources for Parents



[Reading Rockets: Story Maps](#)



[Scholastic: Question Bookmarks](#)



[Make-and-Check a Prediction](#)



Reading Comprehension

- Ask questions about what your child is reading.

Before Reading

During Reading

After Reading

- Encourage child to predict what will happen next in the story giving reasons why.
- Read books that interest your child.

Oral Language

Oral language is the system we use to communicate with others through speaking and listening.

Why is Oral Language Important?

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and large vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

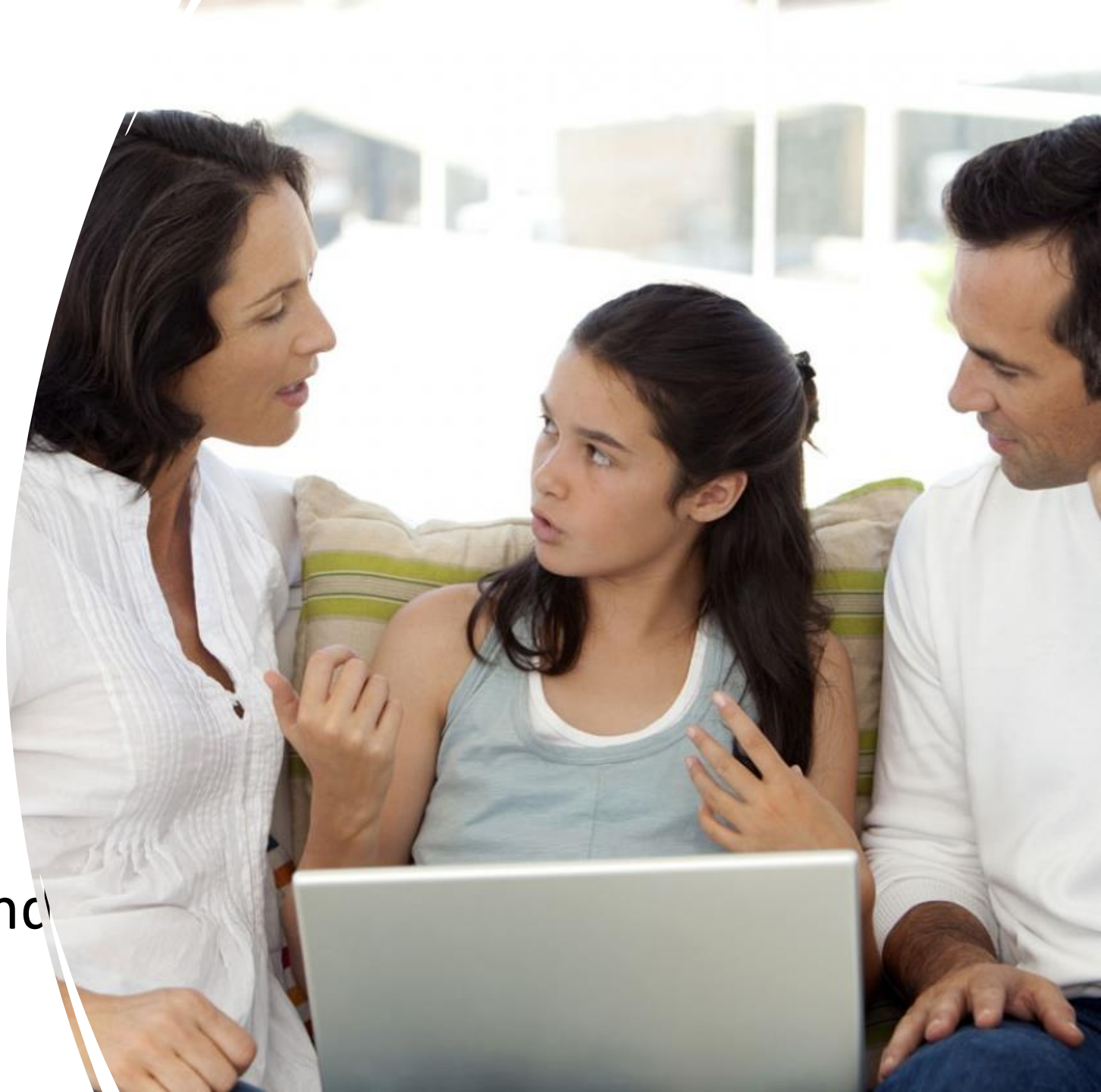
How Can You Help?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together.

Rephrase and extend your child's words, model more complex vocabulary or sentence structure, and ask questions that require more than a yes/no answer. (Hall and Moats, 1999).

Oral Language

- Have a conversation with your child.
- Have child tell you how to do something.
- Ask clarifying questions.
- Play Would You Rather? and explain answers.



Writing

Writing is a process through which people communicate thoughts and ideas.

Why is *Writing* Important?

Writing is essential for academic learning and social communication. Writing is expected across all academic areas, even math. In addition to the simple fact that writing is required of students, writing is important because it benefits reading (Moats and Tolman, 2019).

How Can You Help?

Writing at home is rooted in the everyday, talk-filled activities of children and their families. Families build a climate for talk and storytelling at home by sharing experiences. Write about the places you go, things you see, and ideas you wonder about. Simply providing paper, crayons, markers, or pens while engaging in these situations can encourage writing.



*Tips for Supporting Elementary
Writing Skills at Home*



Writing

- Make lists – grocery lists, Christmas lists, chore lists, Birthday lists, etc.
- Keep a journal of daily events.
- Find a picture or draw one. Write a story to tell about the picture.
- Be an author by writing your own book.
- Write the directions on how to make something.
- Write a thank you card/letter.

Link to Materials

[Family Guide for Student Success \(alabamaachieves.org\)](http://alabamaachieves.org)



Booth
Parenting Day
ACAP Testing Scores?
What do they mean?

ABOUT THE ACAP SUMMATIVE

- ABOUT THE ACAP SUMMATIVE The ACAP Summative is Alabama's customized, criterion-referenced summative assessment administered in grades 2–8 in English language arts (ELA) and math and in grades 4, 6, and 8 in science. As a standardized assessment, the ACAP Summative is administered using uniform directions, materials, and testing conditions for all test takers. The test items on the ACAP Summative are aligned to the Alabama Course of Study Standards for each grade and content area. The Alabama Course of Study Standards describe what a student is expected to know and do. The ACAP Summative test items have been written to assess the content knowledge and skills that are described in the Alabama Course of Study Standards. During the item development process, Alabama educators review the items to ensure there is a match between the items and standards.

Performance Level Description

Level 1	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study Standards.
Level 2	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study Standards.
Level 3	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.
Level 4	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study Standards.

Proficiency on the ACAP Summative is scoring at Level 3 or above. The cut score for proficiency is the scale score at the low end of the Level 3 scale score range. The percentage proficient for a school, district, grade level, or other grouping is the sum of the percentages of students scoring at Level 3 and Level 4.

ACAP Summative Content Area ELA 2022 Levels 1-4 Percentages All Grades Tested	
Level 1	8%
Level 2	38%
Level 3	44%
Level 4	11%

ACAP Summative Content Area ELA 2021 Levels 1-4 Percentages All Grades Tested	
Level 1	9%
Level 2	39%
Level 3	43%
Level 4	9%

ACAP 2022 Summative Content Area ELA 2 nd -5 th Levels 1-4 Percentages					
	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2nd	17%	33%	36%	14%	50%
3rd	4%	44%	47%	5%	52%
4th	9%	30%	41%	20%	61%
5th	2%	44%	50%	5%	55%

ACAP 2021 Summative Content Area ELA 2 nd -5 th Grade Levels 1-4 Percentages					
	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2nd	16%	45%	34%	4%	38%
3rd	7%	33%	51%	9%	60%
4th	4%	38%	48%	10%	58%
5th	7%	39%	40%	13%	53%

ACAP 2022 Summative Content Area Math Levels 1-4 Percentages All Grades Tested

Level 1	12%
Level 2	37%
Level 3	33%
Level 4	18%

ACAP 2021 Summative Content Area Math Levels 1-4 Percentages All Grades Tested

Level 1	21%
Level 2	46%
Level 3	21%
Level 4	12%

ACAP 2022 Summative Content Area Math 2 nd -5 th Levels 1-4 Percentages					
	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2 nd	11%	33%	26%	30%	56%
3 rd	16%	38%	34%	12%	46%
4 th	9%	48%	30%	13%	43%
5 th	12%	32%	41%	15%	56%
ACAP 2021 Summative Content Area Math 2 nd -5 th Levels 1-4 Percentages					
	Level 1	Level 2	Level 3	Level 4	Level 3 and 4
2 nd	27%	36%	22%	15%	37%
3 rd	21%	38%	22%	19%	41%
4 th	22%	61%	12%	6%	18%
5 th	16%	46%	28%	9%	37%



Student Report for SAMPLE C STUDENT

Grade 4

English Language Arts (ELA),
Math, and Science

Student Number: 1234567890
Date of Birth: 03/04/2007
Grade: 4

System: 012 SAMPLE DISTRICT
School: 0123 SAMPLE SCHOOL
Test Date: Spring 2022

About the *Alabama Comprehensive Assessment Program (ACAP) Summative*

The *ACAP Summative* is administered in grades 2–8 in English language arts and math and in grades 4, 6, and 8 in science. The *ACAP Summative* measures the Alabama Course of Study Standards.

What is the purpose of this report?


This report includes information about student performance on the *ACAP Summative* in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.

PERFORMANCE LEVEL DESCRIPTORS

Level 1	Level 2	Level 3	Level 4
The student has a minimal understanding of grade-level standards and is likely to need	The student has a partial understanding of grade-level standards and is likely to need	The student has a strong understanding of grade-level standards and demonstrates the	The student has an advanced understanding of grade-level standards and exceedingly

In Alabama, all students are required to take the Alabama Comprehensive Assessment Program (ACAP) Summative in English Language Arts (ELA) and math in grades 2 through 8 and in science in grades 4, 6, and 8. The ISR shows parents/guardians how their student performed on the ACAP Summative. Below is a description of the ISR layout and the information provided.

- 1 This section of the ISR indicates the student name, grade, content areas assessed, student number, date of birth, district, school, and test date.
- 2 This section of the ISR provides general information about the exam and the purpose of the report.
 - **Performance Level**—A check mark represents the student's performance level (1–4) in English Language Arts, math, and science (grades 4, 6, and 8 only). A student meeting grade-level standards will earn a performance level of 3 or 4.



ACAP
Alabama Comprehensive Assessment Program

SUMMATIVE

Student Report for
SAMPLE C STUDENT

Grade **4**

English Language Arts (ELA),
Math, and Science

Student Number: 0234567890

Date of Birth: 01/04/2007

Gender: M

1

System: 0123 SAMPLE DISTRICT

School: 0123 SAMPLE SCHOOL

Test Date: Spring 2022

About the Alabama Comprehensive Assessment Program (ACAP) Summative

The ACAP Summative is administered in grades 2-8 in English language arts and math and in grades 4, 4, and 8 in science. The ACAP Summative measures the Alabama Course of Study Standards.

What is the purpose of this report?

This report includes information about student performance on the ACAP Summative in relation to the Alabama Course of Study Standards. It presents data that may help students, parents, and educators identify specific areas of strength and need.

PERFORMANCE LEVEL DESCRIPTORS

Level 1	Level 2	Level 3	Level 4
The student has minimal understanding of grade-level standards in this study in most content areas of the Alabama Course of Study.	The student has partial understanding of grade-level standards in this study in most content areas of the Alabama Course of Study.	The student has strong understanding of grade-level standards in this study in most content areas of the Alabama Course of Study.	The student has an advanced understanding of grade-level standards in this study in most content areas of the Alabama Course of Study.

The performance level descriptors describe the typical student learning at each performance level on this test. A student who scores at a level should be expected to exhibit the performance skills described in previous levels. A student should not necessarily demonstrate all the skills listed in a particular performance level on a particular test in order to score at that level.

2 STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Achievement	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4				
English Language Arts	Level 1	Level 2	Level 3	Level 4	Scale Score	Student Achievement	Growth Score	Growth Category
Math	Level 1	Level 2	Level 3	Level 4	Scale Score	Student Achievement	Growth Score	Growth Category
Science	Level 1	Level 2	Level 3	Level 4	Scale Score	Student Achievement	Growth Score	Growth Category

ACAP Summative Scale Scores

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be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4				
English Language Arts			✓		595	75	45	Category 3
Math				✓	695	85	65	Category 4
Science		✓			410	50	NA	NA

What is a Scale Score?

A student's scale score is a transformed version of the raw score. It provides comparable meaning across test administrations for the same grade and content area.

What is a Student Percentile?

Student percentiles are norm-referenced scores that are computed for each student based on the student's scale score. The student percentiles, ranging from 1 to 99, represent the student's performance relative to other students in the state.

- A student's overall performance on the ELA, math, and science assessments is reported as a scale score. A scale score is a representation of the total number of correct questions a student has answered (raw score) that has been converted onto a consistent and standardized scale. An easy-to-understand example of converting to a standardized scale is the conversion of **foreign currencies to U.S. dollars**. The only way to fairly compare the value of the different currencies is to put them all on a single scale. That is called "standardizing." A scale score is applied to all students taking the ACAP Summative in a particular content area at a particular grade level, making it possible to compare scores from different groups of students or individuals and across schools within a district. For example, calculating mean (or average) scale scores for a particular content area and grade by school or class enables comparisons of the levels of achievement across schools and classes. The same can be done for subgroups of students. Comparisons should not be made across different content areas or grade levels.

APPENDIX A. PERFORMANCE LEVELS AND SCALE SCORE RANGES

English Language Arts Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	250	444	445	505	506	568	569	730
3	250	421	422	494	495	558	559	780
4	240	426	427	495	496	566	567	780
5	220	426	427	501	502	579	580	820
6	200	428	429	500	501	575	576	800
7	200	424	425	499	500	580	581	800
8	200	411	412	491	492	563	564	750

Math Performance Levels and Scale Score Ranges

Grade	Level 1		Level 2		Level 3		Level 4	
	Low	High	Low	High	Low	High	Low	High
2	275	475	476	522	523	564	565	700
3	275	478	479	529	530	580	581	700
4	275	476	477	537	538	579	580	700
5	300	477	478	536	537	584	585	710
6	300	469	470	540	541	584	585	710
7	300	484	485	552	553	603	604	750
8	300	469	470	554	555	609	610	780

Science Performance Levels and Scale Score Ranges

Student Percentile

- Student percentiles are norm-referenced scores that are computed for each student based on the student's obtained scale score. The percentile describes the student's relative standing in the tested state population this year for a given test. For example, if a student's percentile score is 79, it means that the student performed as well or better than 79% of the students in their grade for that content area.

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additional support at this level of learning as described in the Alabama Course of Study. some additional support at this level of learning as described in the Alabama Course of Study. knowledge and skills at this level of learning as described in the Alabama Course of Study. demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.

STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category
	Level 1	Level 2	Level 3	Level 4				
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What is a Scale Score?

A student's scale score is a transformed version of the raw score. It provides comparable meaning across test administrations for the same grade and content area.

Growth Score and Growth Scale Growth

- Growth Score and Growth Scale Growth scores describe a student's learning over time compared to other students who took the same test and had similar test scores in the previous year. Growth scores are only provided for ELA and math assessments where students moved up one grade from last year (e.g., from grade 3 in 2021 to grade 4 in 2022) and received valid test scores in both years for the given content area. Growth scores are percentiles that range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For example, a student with a growth score of 45 on ELA grade 4 in the 2022 spring administration indicates that the student grew more in academic achievement than approximately 45% of the Alabama students who were tested on ELA grade 4 in 2022 and had similar test scores to the student's test score on grade 3 ELA in 2021.

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additional support at this level of learning as described in the Alabama Course of Study.

some additional support at this level of learning as described in the Alabama Course of Study.

knowledge and skills at this level of learning as described in the Alabama Course of Study.

demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.

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STUDENT RESULTS

Content Area	Performance Level				Scale Score	Student Percentile	Growth Score	Growth Category
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Science		✓			410	50	NA	NA

What is a Scale Score?

A student's scale score is a transformed version of the raw score. It provides comparable meaning across test administrations for the same grade and content area.

Growth Categories

Category 1	1-20
Category 2	21-40
Category 3	41-60
Category 4	61-99

- Growth categories classify student growth scores into four levels as shown in the table . Category 1 includes students with the least growth (well below average), and Category 4 includes students with the most growth (above average). Growth scores and growth categories are available for students at all achievement levels. When combined with student achievement scores and proficiency levels, the reported growth data can help educators gain a more comprehensive understanding of a student's academic performance. For example, it is possible for a student to have a low achievement score but demonstrate above-average growth when compared to students who had comparable test scores from the previous year.

ACAP Summative Reporting Categories

Progress Levels

A student's progress level by reporting category is described as one of the following: Support Needed, On Track, and Prepared. Progress levels, the associated indicator shown on the ACAP Summative Individual Student Report (★), and descriptions are provided in the table below.

Progress Level by Reporting Category

Progress Level	Progress Indicator	Description
Prepared	★★★	Clearly progressing toward mastery of the standards
On Track	★★★	Progressing toward mastery of the standards but may need instructional support
Support Needed	★★★	Instructional support needed to build mastery of the standards

Information about a student's performance on these items and related performance on other

ENGLISH LANGUAGE ARTS – SAMPLE C STUDENT



STUDENT
PERFORMANCE

SCALE
SCORE
595

LEVEL 3

If this student were to test again under similar circumstances, the student's score would likely remain in the following range: 585-605.

This student's Lexile range is 1030L-1180L.

This range represents the difficulty level of reading materials that will encourage optimal reading growth for the student.

For more information on the Lexile Framework® for Reading, visit support.lexile.com.

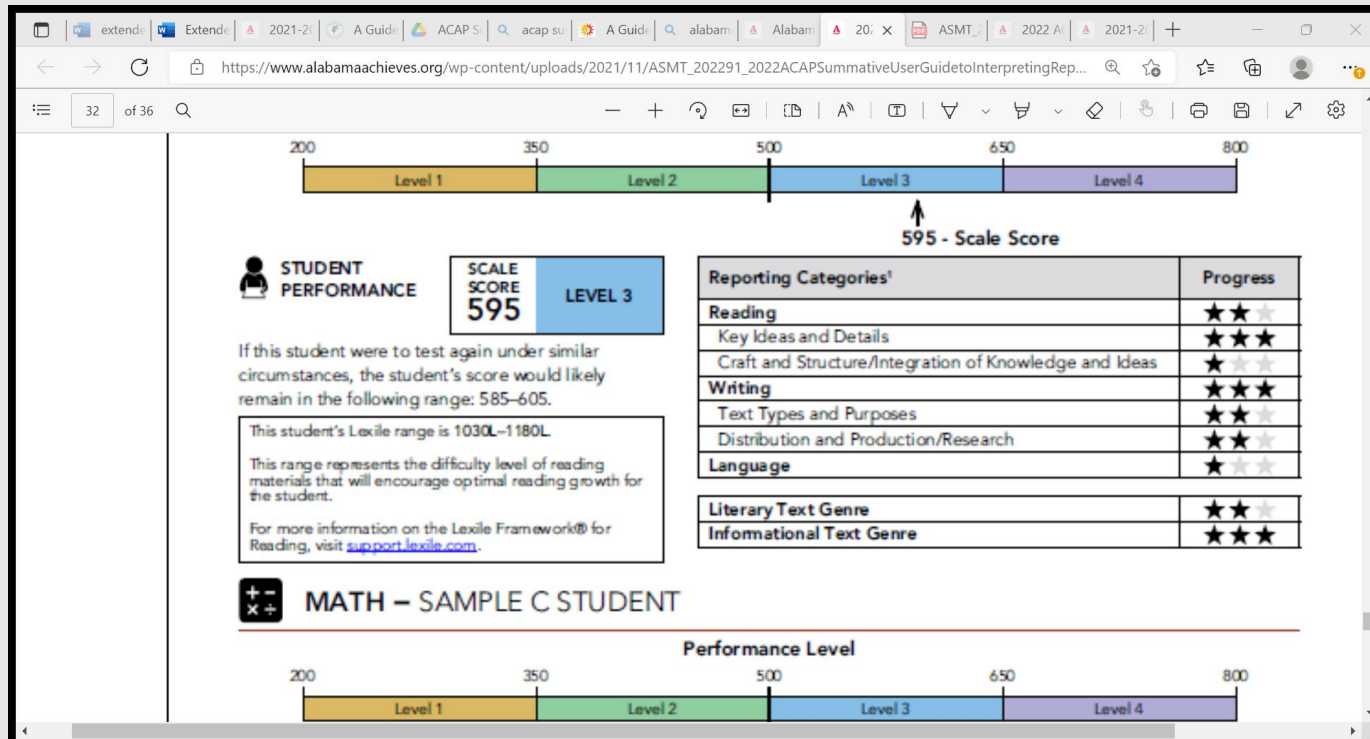
Reporting Categories ¹	Progress
Reading	★★★
Key Ideas and Details	★★★
Craft and Structure/Integration of Knowledge and Ideas	★★★
Writing	★★★
Text Types and Purposes	★★★
Distribution and Production/Research	★★★
Language	★★★
Literary Text Genre	★★★
Informational Text Genre	★★★



MATH – SAMPLE C STUDENT

LEXILE® and the Lexile Range

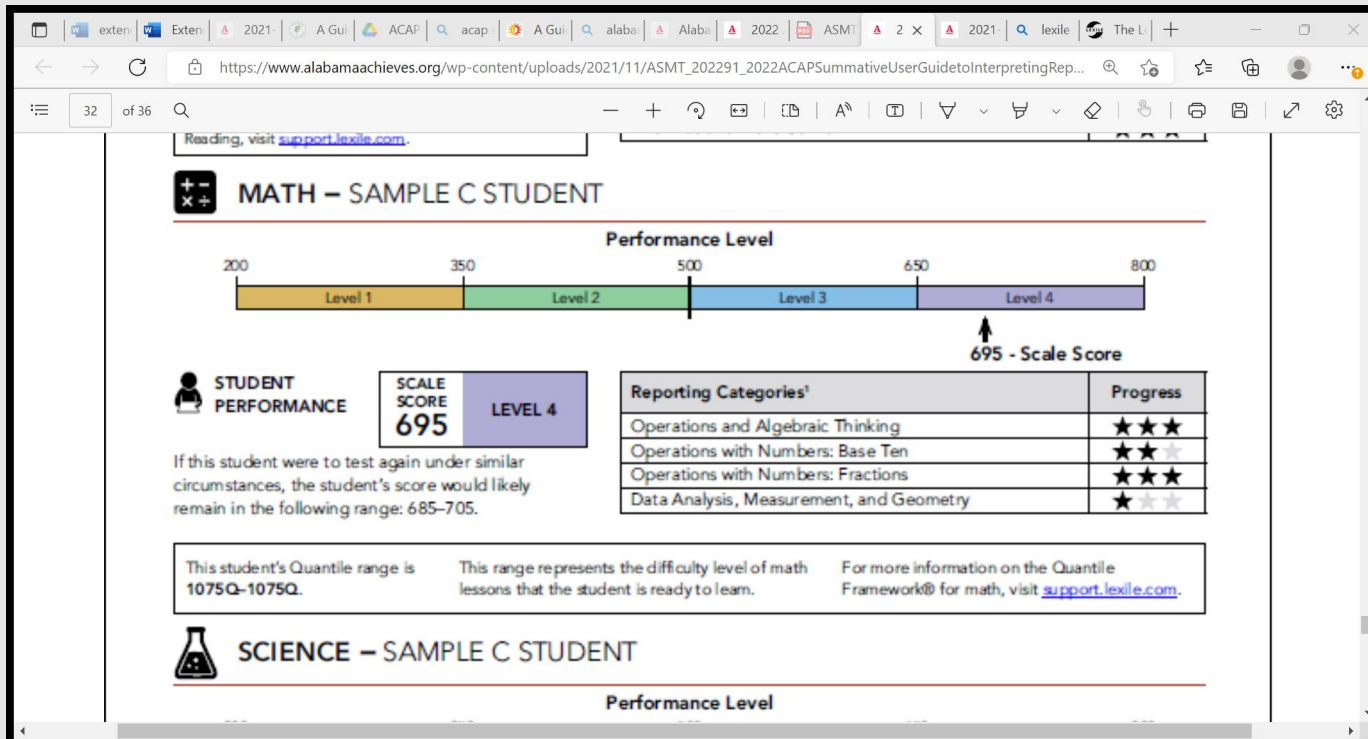
- LEXILE® and the Lexile Range A Lexile measure matches a student's reading ability with the difficulty of textual material. Students typically score in a range from below zero, for beginning readers (BR), to above 1600L. A Lexile measure represents the level of text that a student can read with 75% comprehension. Experts have identified 75% comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The assessments have been linked to the Lexile® Framework for Reading in an effort to provide teachers with an additional indicator of a student's reading ability and to help classroom teachers begin to differentiate their instruction based on the unique needs of each student. [The Lexile Framework for Reading - Lexile](#)



QUANTILE[®] and the Quantile Range

- A Quantile measure matches a student's mathematical ability with the difficulty of math material. Students typically score in a range from below zero, for emerging mathematicians (EM), to above 1600Q. A Quantile measure represents the level of content that a student is ready to learn with the help of an effective math teacher. The assessments have been linked to the Quantile[®] Framework for Mathematics in an effort to provide teachers with an additional indicator of a student's readiness to learn math skills and concepts and to help classroom teachers begin to differentiate their instruction based on the unique needs of each student.

[Math@Home | Lexile & Quantile Hub](#)





Questions ?



Screen time? Social Media? Bedtime? Oh My!

Suggestions on how to help manage it all!

Negative effects of too much screentime

- Sleep problems
- Lower grades in school
- Less time interacting with friends and family
- Limited physical activity
- Mood problems
- Poor self-image
- Fear of missing out



Ways to Limit Screen time:

Turn off

- Turn off all screens during family meals and outings

Use Parental Controls

- Use parental controls on devices to set content limits and time limits.

Set a Timer

- Set a timer and turn all screens off 30 - 60 minutes before bedtime.

Find a Reason

- Find reasons to turn the screen off (go for a walk, play outside, do a craft, draw a picture)

Set Good Example

- Set a good example of positive screen habits.

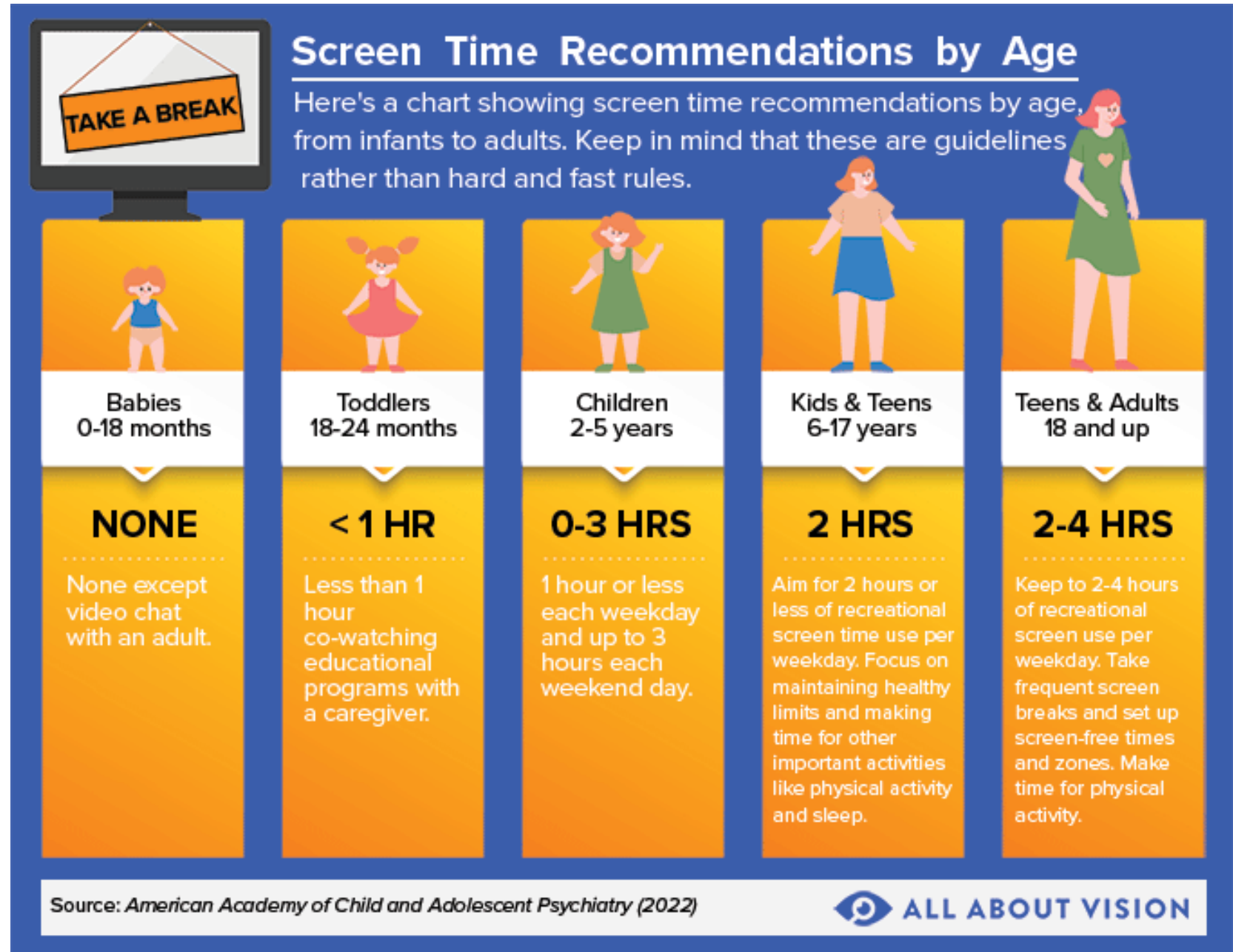


Protect Your Child When Using Screentime or Social Media

- Monitoring screentime and social media is essential.
- Teach children about privacy and safety.
- Be familiar with the programs your child is using.
- Limit online chatting with strangers.
- Children can be exposed to
 - Violence
 - Dangerous videos of stunts and challenges
 - Sexual content
 - Negative stereotypes
 - Substance abuse
 - Cyberbullies and predators
 - And more

Recommendations for Screen time

- Today's children ages 8 -12 spend an average of 4-6 hours a day watching or using screens.



Bedtime Routines are Essential

- Set a bedtime to ensure your child gets enough sleep.
- Be consistent with your child's sleep schedule
- Limit screentime before bed. (Blue light can interfere with sleep patterns. And devices stimulate the brain making it harder to sleep.)
 - Consider restricting phone, tablet, computer and television use 30 – 60 minutes before bedtime.
 - Don't allow technology in bedroom after lights out.
- Establish routines such as bath, books and bed.



Bedtime Routines are Essential

How Much Sleep Do You Need?

Newborns	16–18 hours a day
Preschool-aged children	11–12 hours a day
School-aged children	At least 10 hours a day
Teens	9–10 hours a day
Adults (including the elderly)	7–8 hours a day

Source: National Institutes of Health

- **Lack of sleep**
 - Impaired memory
 - Slowed processing
 - Reduced creativity
 - Daytime sleepiness
 - Poor decision-making
 - Aggression
 - Irritability and moodiness
 - Hyperactivity
 - Depression and anxiety
 - Emotional and behavioral problems

Bedtime Guide

Bedtime Guide		WAKE UP TIME							
		6:00	6:15	6:30	6:45	7:00	7:15	7:30	
		AGE	BED TIME						
Recommended Hours of Sleep	11-12	5	6:45	7:00	7:15	7:30	7:45	8:00	8:15
		6	7:00	7:15	7:30	7:45	8:00	8:15	8:30
	At least 10	7	7:15	7:30	7:45	8:00	8:15	8:30	8:45
		8	7:30	7:45	8:00	8:15	8:30	8:45	9:00
		9	7:45	8:00	8:15	8:30	8:45	9:00	9:15
		10	8:00	8:15	8:30	8:45	9:00	9:15	9:30
		11	8:15	8:30	8:45	9:00	9:15	9:30	9:45
		12	8:30	8:45	9:00	9:15	9:30	9:45	10:00
	9-10	13	8:45	9:00	9:15	9:30	9:45	10:00	10:15
		14	9:00	9:15	9:30	9:45	10:00	10:15	10:30
		15	9:15	9:30	9:45	10:00	10:15	10:30	10:45
		16	9:30	9:45	10:00	10:15	10:30	10:45	11:00
		17	9:45	10:00	10:15	10:30	10:45	11:00	11:15

A young woman with dark hair tied back, wearing a blue school sweater over a white collared shirt, stands in the foreground with her head down and hands clasped, looking distressed. In the background, two other girls in similar school uniforms are laughing and whispering to each other. The scene is set against a brick wall.

Bullying

What is bullying?

“Being mean, on purpose, over and over again”

- 3 or more times

4 types:

- Physical- hurting a person or their things
- Verbal- saying mean things
- Social/emotional- intentionally leaving someone out, trying to embarrass them in front of others, etc.
- Cyber- posting mean things online

“What is Bullying” by SEL Sketches on Youtube for more information

What to do about bullying?

- “What to do about Bullying” by SEL Sketches on Youtube– Video that I use with the younger kids in my lessons
 - Teach kids to use their serious voice to tell someone “stop”/”I don’t like that”
 - Gives the other child a chance to realize that someone doesn’t like what they are doing
 - Encourage kids to tell a trusted adult to report bullying if the meanness continues after they’ve told the person to stop
 - Kids will either report to a teacher/staff member or report to someone at home
 - We encourage parents/guardians to reach out to the school if their child reports bullying to them
- Text Bully Blocker at 444999 to report bullying
- www.stopbullying.com – has resources for adults and children



How to check
grades in
Schoolology



PARENT ACCESS TO SCHOOLGY

Follow these five steps to gain access to your MCPSS Schoology parent account. All MCPSS parents and guardians should follow these instructions to access their parent accounts - even if they already had Schoology access this year or last year.

Step 1



Visit app.schoology.com

Visit <https://app.schoology.com>. Note that this is not the same address that students and teachers use to access Schoology.

Click "Forgot Your Password"

Click the "Forgot Your Password" link directly under the Email and Password fields.



Step 2

Step 3



Enter Your Email

Enter the email address you used to register your child for this school year and click the "Send My Login Info" button.

Check Your Email

Check your email from Step 3 for further instructions for creating your own password. Check your spam folder if necessary. If you do not receive a reset link, contact your child's school to verify your contact information.



Step 4

Step 5



Sign In To Schoology

Revisit <https://app.schoology.com> and sign in with your email address and new password.



A corkboard with a textured, light brown surface. Five colorful pushpins (blue, red, yellow, orange, and blue) are pinned to the top of a row of five rectangular cards. Each card has a letter on it, and together they spell out the word 'THANK'. The letters are: 'T' (white card with a blue pushpin), 'H' (white card with a red pushpin), 'A' (blue card with a yellow pushpin), 'N' (orange card with a blue pushpin), and 'K' (blue card with a yellow pushpin).

THANK

A corkboard with a textured, light brown surface. Three colorful pushpins (green, red, and green) are pinned to the top of a row of three rectangular cards. Each card has a letter on it, and together they spell out the word 'YOU'. The letters are: 'Y' (white card with a green pushpin), 'O' (white card with a red pushpin), and 'U' (blue card with a green pushpin).

YOU

Thank you for being present today at our Parenting Seminar