



Hawkins County Schools

Family Resources

How Much Responsibility

Jackson, a first-grader, puts his laundry in the hamper and brushes his teeth without being asked. Lily, a fourth grader, entertains her little sister at the store and helps her mother put away groceries. How do you know which responsibilities your youngster might be ready for? Consider these areas.

My needs

Your child's first responsibilities probably involved taking care of his own needs (eating, dressing). As he gets older, he can do more for himself. For example, he might pick out his clothes and make his snack. These tasks will be easier if he keeps his closet and drawers organized and you store snacks where he can reach them.

My behavior

Teach your youngster to take responsibility for his actions. Say he blames a friend when he's caught talking in class ("She talked to me first!"). Point out that he's responsible for his own behavior. Then, ask how he might react next time (look away from his friend, talk to her at lunch or recess instead).

My home

Explain to your child that he should do his chores without being reminded. It may help to assign jobs that fit into his schedule. For instance, he might make his bed in the morning, walk the dog after school, or straighten up the family room before bed.

November 2010

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Tip: Try to notice when your youngster acts responsibly ("Thanks for putting your plate in the dishwasher without being asked").♥

Inside A Spelling List

Exploring how words are formed can help your youngster become a better speller. These steps will let her build new spelling skills as she works on her weekly words:

1. Suggest that she figure out what her spelling words have in common. First, have her write each one on a separate slip of paper. Then, she can look for ways to group them.



Example: "Lighting," "mighty," and "frightening" each contain "ight." Or she could sort them by number of syllables ("lighting" and "mighty" have two syllables) or endings ("lighting" and "frightening" both end in "ing").

2. Once your child has identified several different groupings, ask her to choose one. She can glue the words in columns onto a sheet of paper. Hang the paper on the refrigerator or in her room where she can see it all week.

3. Encourage her to look at road signs and in newspapers and magazines for interesting words that fit her categories.

She can add them to her paper in the correct columns (example: "knight" and "unsightly" go in her "ight" group).

Raising a Reader

Children in first, second and third grade still enjoy having fun with language. Reading aloud and talking with your child about what you read together are still very important. Children need to continue to learn about the sounds of language and how those sounds relate to letters and words. At the same time, school-age children are adding new words to their vocabulary. As they learn new words, they also begin to make meaning out of the words they can read. Soon they will be able to understand what they read, make predictions, create mental pictures, ask questions and summarize. Not only is reading aloud to your child still important, it's also important that he has a chance to practice his own reading. Being able to read smoothly means that children don't have to work so hard to understand what they read. Be sure to spend time listening to your child read out loud. Reading the same section several times helps your child practice reading more smoothly.

It Starts With... School-age children still enjoy games that involve their first name. And it's important for your child to be able to hear the different sounds of language. Ask your child how many words he can think of that begin with the same sound as the first letter of his name. "Billy, ball, balloon, big, bat, boom!" Can he make up words that rhyme with his name, by changing the first sound? "Billy, chilly, dilly, filly"—it's okay if the words are silly! Play other games that focus on the beginning sounds of words, like a Sound Scavenger Hunt. "Let's find something that begins with the sound /b/" or "What sound does the word "ball" start with?"

Make a List. Ask your child to help you make lists—chores to do, errands to run, a grocery list. When your child tries to spell words as she writes, she is thinking about the relationships between sounds and letters. Children need lots of practice as they are learning to write. As your child spells words, she breaks them into parts and connects letters to the sounds of the word parts. She may try this on her own or she may ask you to spell the words for her. Her spelling knowledge will grow as she reads and writes more. Let your child cross items off your lists as you complete them, and ask her to help you find items at the store using your grocery list. Children also need to see that writing has a purpose.

Words, Words, Words. Words are all around us, and children need to know many words as they begin to read. As you read together, encourage your child to ask about words he doesn't know. It's okay to look them up in a dictionary. In fact, showing your child how to use a dictionary is a very useful activity! Learning words doesn't just happen when you read. Point out new words you hear on television and words you see in your community—on billboards and road signs, menus, food labels, and store advertisements. One of the best ways to help your child build a big vocabulary is to talk to him. Ask about his day at school, his friends and his favorite topics. Tell him about your day, too! The more words a child hears, the more words he will learn.

Read, Listen, Read. Take turns reading aloud with your child. Have your child read part of a story, and then you read the next part. Taking turns while you read is fun for both you and your child. It's also important that your child becomes a fluent reader—so that she is able to read smoothly, without hesitating. Listening to you read will help her hear how to read with expression. Having you listen to her read helps her practice. Pick stories that give you an opportunity to change your voice, with parts you can read loudly, in a whisper, with a deep voice or a squeaky voice. Encourage your child to use her voice to act out the feelings being expressed in the story. Most of all, have fun!

reprinted from The National Center for Family Literacy, Cultivating Readers Magazine

"I wonder..."

Curious youngsters are eager to learn new things. You can spark your child's curiosity by wondering aloud. In the car, you might say, "I wonder why stop signs are red." Then, talk about the possibilities (they're easy to see, they match red lights). Encourage her to ask questions, too ("What do you wonder about?").

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Tennessee Math Standards: THEN and NOW

THEN	NOW
High School Algebra 2	High School Algebra 2
<p><i>Test item taken from the adopted algebra 2 textbook accompanying test generator</i></p> <p>Multiple Choice <i>Identify the choice that best completes the statement or answers the question.</i></p> <p><i>Solve the equation by completing the square</i></p> <p>_____ 1. $2x^2 + 14x + 12 = 0$</p> <p style="margin-left: 40px;">a. {2, 12} b. {-1, 12} c. {2, -6} d. {-6, -1}</p>	<p><i>Test item taken from the TN DOE website for the new Algebra 2 EOC Item Sampler</i></p> <p>4 Matthew showed the following steps in solving a problem. In which step did Matthew's mistake first appear?</p> <p style="text-align: center;">$x^2 + 8x - 9 = 0$</p> <p>Step 1: $x^2 + 8x = 9$ Step 2: $x^2 + 8x + 16 = 9 + 16$ Step 3: $(x + 4)^2 = 25$ Step 4: $x + 4 = 5$ Step 5: $x = 1$</p> <p>F Step 2 G Step 3 H Step 4 J Step 5</p>
<p>Answer: D</p>	<p>Answer: H (they did not consider $\pm \sqrt{25} = \pm 5$)</p>

Notice: In the old Algebra 2, students simply had to go through the process of solving the quadratic equation to get the appropriate solution. In fact, they didn't even have to know HOW to solve the equation. Instead, they could work backwards from the given solutions by simply substituting the choices into the equations until they found which answers made the statement true. However, on the new Algebra 2 EOC, notice how you can NOT use this trick of working backwards. Notice how the emphasis is in NOT on the solution, rather on the PROCESS of arriving at the solution. This example highlights the shift in TN standards from knowing HOW to get an answer to a focus on problem solving.

I hope this gives you some idea of how math is changing in the state of Tennessee. Check out the newsletter each month for more curriculum updates. Also, visit the TN DOE website for more sample questions (http://www.tennessee.gov/education/assessment/ach_samplers.shtml). For any questions, please contact the Hawkins County Schools Math Specialist, Tara Harrell (tara.harrell@hck12.net).

Limiting Screen Time

Q: I try to limit the amount of time my children spend watching TV and playing video games. But they constantly ask for more. How can I get them to enjoy other activities?

A: Experts recommend that youngsters spend no more than an hour a day in front of a screen, whether it's a TV, computer, or video game. Yet with handheld game systems, laptop computers, and cell phones everywhere, it can be tough to stick to the guideline. Why not challenge your children to go "screen free" for one week? They may discover fun activities they've forgotten or new ones they want to try, which can encourage them to continue even when the week is over. Together, brainstorm ideas. They might think of activities like jigsaw puzzles, hide-and seek, finger painting, or scooter riding. Suggest that they refer to the list each day and try something different.♥

Hawkins County Schools

200 N. Depot Street
Rogersville, TN. 37857

423-272-7629



**Educate and Graduate
Each Student**

CHILD FIND

Local school systems provide services for special needs children and young adults, ages 3 years to 21 years, who reside within the system's district. If you have or know children who are currently not being served, please contact the Hawkins County Special Education Department at 272-2168.

Parenting Classes

Hawkins County Schools Family Resource Center provides free services to families. Services include:

- ♦ Parenting Classes
 - ♦ Lending Library of parenting resources, videos, books, children's material
 - ♦ Food Pantry
 - ♦ Referrals to Community Agencies
- For more information, call 921-9621.

Early Childhood

Learning Program - PreK

Hawkins County Schools currently has four PreK classes. These programs are offered at Mooresburg Elementary, Mt. Carmel Elementary, Joseph Rogers Primary and at the Colonial Road location in Rogersville.

The mission of the Early Childhood Learning Center is to provide four-year-old children of Hawkins County with essential skills for success in kindergarten and beyond.

For more information, please call Kim Cassidy at (423) 272-3628.

Adult Education

The Adult Education Department of Hawkins County Schools offers free services to adults including GED classes and test preparation. Day and evening classes are available. The Adult Ed Office is located behind Rogersville Middle school. For more information, please call 423-272-8345.

GED Classes:

Volunteer High

Monday & Tuesday 5:30—8pm
Rogersville Middle

Monday & Tuesday 3:30—7pm

Bulls Gap Baptist Church

Thursday 5:30pm—8pm

Adult Education, & GED Classes

Adult Ed. Office

Monday—Friday 1pm—3pm

English as a Second Language

Adult Ed. Office

Monday-Friday 12:30—2:30pm

Hawkins County Health Department

201 Park Blvd., Rogersville 272-7641
247 Silver Lake Rd., Church Hill 357-5341

Hours: 8:00am to 4:30pm

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Election Day—No School	3	4	5	6
7 Daylight Savings Time Ends	8 End of 2nd six weeks grading period	9	10	11 Veteran's Day	12	13
14	15 Report Cards go home	16	17	18	19	20
21	22	23	24	25 Thanksgiving Day	26	27
			Thanksgiving Holidays		No School	
28	29	30 Mid six weeks-watch for progress reports to come home.				