

Parent Helper

Primary Grades

Helping Students Succeed

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The Importance of Parent Involvement

What you say matters!

- Parents what you say to your child matters.
- 90% of all learning takes place at home
- Comments such as: “*I* was never good at math (spelling, reading...etc.)” should be avoided.

Statements like those listed give your child permission to fail:

- Positive reinforcement:
 - We can work on this for five minutes everyday
 - We can learn it together
 - We can make it fun and simple

How to Study and Get Results

- Environment that allows the student to focus
 - This is individual to each student
- Study should be in regular, doable intervals
 - Model: Half hour of work – ten minute break
 - Frustration yields no results!
 - Avoid emotional conflict – Step away from the work!
 - Take a walk
 - Have a snack
 - Get out and get moving
 - Then come back and try a different approach
- Learning is **active!**
 - Reading – out loud
 - Math – work it out on paper and verbally

Sample Study Schedule

Snack
After School Activity
10 to 30 Minutes of Math
Take a Break
Finish out remaining work
Take a Break
10 to 30 Minutes of Reading

*Incorporate Handbook Activities throughout the day

How This Handbook Works

Using Standards Everyday

The following activities are designed to help you help your child master grade-level academic standards through everyday activities.

Why is this important? We learn by doing and so do our children. By emphasizing and highlighting the English and math concepts we learn everyday, we can help our children gain a better understanding of the link between what children are learning in school and real life activities. This link is an important part of academic success as students who know why they are asked to multiply or add or spell generally find it easier to learn the specific task required than do students who are told merely to multiply 4×9 .

Following the everyday activities for English Language Arts are activities to help increase student reading fluency and comprehension at the fourth and fifth grade levels.

Following the everyday activities for math are lists of concepts students must know in the fourth and fifth grades, terms and definitions related to the concepts and drills to help students master multiplication facts and divisibility.

Why is it important for families to become involved? Studies link children's school success to their parent's attitudes and beliefs about education. The degree to which parents become involved in education depends on three factors:

1. Your sense of efficacy: the belief in their own capabilities and whether their involvement will make a difference in their child's success in school. Be positive as you work through the activities in this handbook. Enjoy them with your child.
2. Your understanding of the parent role in relation to learning – understanding that you are responsibility in the development of your child as this development pertains to school
3. This information and the invitation to get involved, get further involved and stay involved.

**KINDERGARTEN-THIRD
PARENT/STUDENT
READING AND GRAMMAR ACTIVITIES**

Reading

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1st, 2nd and 3rd Grade: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading

Word Family Game: A word family is a group of words that all have the same ending: fall, ball, call, mall – all belong to the “all” family. Word families lead to great games.

When you are in the car – play the “Word Family Game”. Choose an ending like –all or –op and take turns naming words ending in the chosen sound...mop...stop...chop...hop...whoever is the last to say a word is queen or king of the –ops.

Dinner Rhymes: Set the timer for the first six minutes of dinner and make a rule that no one can speak unless he speaks in rhymes. After the timer rings...try to see who can name all of the word families that were spoken.

Synonyms and Antonyms: When you or your child makes a statement – choose one word out of it and ask if she can think of another word to replace it with – this is a synonym. Or, ask if she can change a specific word to mean the opposite of what it means – this is an antonym.

Reading: Decoding, Word Recognition and vocabulary development

Word Fish: Choose a list of words, put them on small pieces of paper and place them in a pitcher or a bowl. As you play the card game “Go Fish” – draw a word out of the bowl each time you have to draw a card. Keep track of how many words each says correctly.

This game can be used with site words, weekly spelling lists, context words, abbreviations, simple antonyms and synonyms and prefixes and suffixes. Bonus points can be awarded for knowing the definition.

Read, Read, Read: Take every opportunity to have your child read to you. When you clip coupons, read the paper or making lists, have your child help search for words or phrases within the text.

Have your child read to you when you are in the car or folding laundry or making dinner...anytime. Reading aloud helps to develop fluency. Encourage your child to read as if he/she is speaking – fluidly and with animation.

Word Analysis, Fluency, and Systematic Vocabulary Development

1st, 2nd and 3rd Grade: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. The selections in *Recommended Literature, Kindergarten Through Grade Twelve (CA Standards)* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Reading Night: Choose one night a month to put on your PJs, pop some pop corn, pull up a sleeping bag and some fluffy pillows and read together in the living room. You can each read your own thing silently. You can have a round-robin and read aloud. You can silently read the same thing and discuss what you read. Change the rules each time and rotate through family favorites.

Scrambled Sentences: Make up sentences – break up the sentence by word and write one word each on a sticky note. Place them around the bathroom, kitchen, bedroom...any where...and “help” your child unscramble them. Can new sentences be created out of the same words? Some silly sentences could create tons of fun.

Literary Response and Analysis

1st, 2nd and 3rd Grade: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

The Same – But Different: Choose a book that is also a movie. Read the book together with your child and then watch the movie. Discuss the differences. Bonus: Storyboard how you and your child would turn the same book into your own movie. Discuss elements you would keep the same and things you would change. Why?

Toy Prompts: Put some of your child's favorite toys in a box. Have him or her close his or her eyes, pick out an object and write a sentence about it. Post the sentences on the refrigerator and read them over at a different time. For older children: Use the sentences as prompts to write stories or poems.

CD Library: Let your child make his or her own books on CD (or tape). Turn on the computer (or tape recorder), settle down with a favorite book and record away. Have your child listen as he or she follows along and re-record if necessary.

Reading and Writing

1st, 2nd and 3rd Grade: Literary Response and Analysis

1st, 2nd and 3rd Grade: Writing Strategies

Storyboarding a PowerPoint: Take pictures, load them on the computer and put them onto PowerPoint. Have your child write a sentence for each. Type them in and show the family. You can even record a narration of your child reading his captions or he can read them aloud as you show them.

Alternative: Attach pictures to paper and have your child write a story or captions under each...assemble them in a book.

Famous Publisher: Have your child publish her own television and movie magazine. While you are doing your chores, have your child list all of her favorite shows and write a sentence about each. Talk about the most recent episodes she has watched and have her write a sentence about each. Draw a picture to go with each sentence (for older kids – paragraphs). Have your child cut them out and assemble them into a “magazine” to share with the whole family. This activity works with video games as well.

Who, What, When, Where: When you’re in the car, pick a person you see or a place you travel through or a building along the way and describe it...add funny pieces...make up stories...be creative. Pay careful attention to sensory detail.

Reading and Writing

1st, 2nd and 3rd Grade: Literary Response and Analysis

1st, 2nd and 3rd Grade: Writing Strategies

1st, 2nd and 3rd Grade: Reading Comprehension

1st, 2nd and 3rd Grade: Writing Applications

Compare and Contrast: Find out your child’s favorite book and research the author on the internet together. If you don’t have the internet...use the library. Find other books written by the same author and read those too. Discuss the similarities and differences. If they are picture books, check out the artists. Was the same person used to illustrate each one? What style of art was used?

Driving Stories: While driving, ask your child to tell you about a movie, book or television show he has watched/read. Ask specific questions after he is done explaining. Discuss what happened at the beginning of the story, middle and at the end. Have him organize and sequence it out.

Story of the Day: Keep track of what your child is learning in social studies and science. Use these topics to give your child a “prompt” (a prompt is the first few words of a story...for example: “In my neighborhood there are...” Let him/her finish the story.

Notes, Notes, Notes: Put notes all over the house for your child to find...in the toothpaste drawer, under her dinner plate, in her shoes...reading is reading. Be funny or hide scavenger hunt notes where your child finds a little treat...or write hide a funny joke at the end of your trail.

Chain of Events: Have your child write a story about a trip to the store, a bus ride home or a sports practice...anything. Ask her to be specific and move through the logical sequence of events, describe settings and detail characters. Talking about it first may help your child organize his or her thoughts.

Letter Writing: Have your child write to friends, cousins, grandparents and ask them to write back...reading and writing all rolled up into one. E-mail works well for this too!

Choose a character he is studying in social studies or any other subject and talk about the person. Ask your child what he'd ask if he could talk to that person. Have your child write a letter to that person.

***Bonus:** Do a little research and write back – as that person.*

Reading and Writing

1st, 2nd and 3rd Grade: Literary Response and Analysis

1st, 2nd and 3rd Grade: Writing Strategies

1st, 2nd and 3rd Grade: Reading Comprehension

1st, 2nd and 3rd Grade: Writing Applications

Going to the Movies: Look at the movie section of the paper. Discuss movies from the pictures and descriptions. Choose one together. After the movie discuss how closely your ideas of what the movie was about match the actual movie.

Television Writing: Turn off the television before the last segment of your child's favorite show and have your child make up his or her own ending. Or...at each commercial break...discuss what happened and what he thinks might be coming up.

Directions and Instructions: Choose a game that looks fun, but is new to your child. Have her read the game directions and explain play to you and/or other players. This works for card games as well. Print the directions of new games off of the internet or check out a book at the library...again...have your child read and then explain play. Let your child help make dinner. Give him simple directions to follow or have him follow a recipe. At dinner, have him recap his hard work. Have your child write a letter to grandma, grandpa, a friend or relative describing the recipe or game in detail.

More Directions and Instructions: Have your child give you directions. A fun one is brushing your teeth. Follow his or her directions explicitly and see how fast your child realized the steps he may have missed.

**SCHOOL READY
ACTIVITIES TO GAIN PROFICIENCY**

Fluency Practice Instructions

Increasing student fluency proficiency using short lists and passages is an engaging way to help students move from dragging themselves across endless pages of text – to truly enjoying the written word. The following techniques, designed to move students from disfluent to fluent readers, are research based and really do work.

Materials:

- One timer
- This book
- CP Fluency Record Sheet at the end of this book

Scoring:

The bottom of each passage has the following three lines:

Total Words Read: _____
Minus errors: _____
= WPM _____

Each passage has the total number of minutes allowed for reading the passage orally. Tell your child how long he or she will have. Have a clear signal to start. I like... “ready...begin.” Print out two copies of each passage...one for you and one for your child.

Signal to begin. When your child misses a word, underline it in pencil. When time is up deduct the number of words your child missed from the total number of words he/she read to get the WPM or words per minute. The total words of the passage are in a running tally column on the right of each word list or passage. Reuse the word lists and passages until your child sails through them with ease. If your child is not finished reading the passage when the time is up, mark his or her spot on your paper, but let him or her finish the passage for practice.

The word lists are comprised of words each student should know.

Studying does not have to be drudgery. Make a game out of it. Let your child read the timed passage as many times as he or she would like. Practice makes perfect after all.

Reading fluency (Harris and Hodges, 1995) is “freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.” The chart below identifies desired words per minute for oral reading fluency by grade level.

Oral Reading Fluency

Again, reading fluency is basically the speed or rate of reading, as well as the ability to read while expressing smoothly, effortless and automatically without thought to the decoding process.

A student's reading rate is calculated by dividing the number of words read correctly by the total time reading. The drills in this handbook are designed as one minute reads to help build fluency.

As a general guide, students should reach the following fluency benchmarks:

Grade Three

Fall	Grade 3	79 - 110 words per minute
Winter	Grade 3	93 - 123 words per minute
Spring	Grade 3	114 - 142 words per minute

Grade Four

Fall	Grade 4	99 - 125 words per minute
Winter	Grade 4	112 - 133 words per minute
Spring	Grade 4	123 - 145 words per minute

Grade Five

Fall	Grade 5	106 - 132 words per minute
Winter	Grade 5	118 - 143 words per minute
Spring	Grade 5	139 - 151 words per minute

Word Analysis, Fluency and Vocabulary Development

Kindergarden – Phonemic Awareness

- Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).
- Blend vowel-consonant sounds orally to make words or syllables.
- Identify and produce rhyming words in response to an oral prompt.
- Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- Track auditorily each word in a sentence and each syllable in a word.
- Count the number of sounds in syllables and syllables in words.

First Grade – Phonemic Awareness

- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words(e.g., bit/bite).
- Create and state a series of rhyming words, including consonant blends.
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).

Second Grade – Decoding and Word Recognition

- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- Decode two-syllable nonsense words and regular multisyllable words.
- Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
- Read aloud fluently and accurately and with appropriate intonation and expression.

Third Grade – Decoding and Word Recognition

- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Name: _____

Words Every Kindergartener Should Know

a	and	away	big	4
blue	can	come	down	8
find	for	funny	go	12
help	here	I	in	16
is	it	jump	little	20
look	make	me	my	24
not	one	play	red	28
run	said	see	the	32
three	to	up	two	36
we	where	yellow	you	40
what	who	with	yes	44

Name: _____

Words Every Kindergartener Should Know

all	am	are	at	4
ate	be	black	brown	8
but	came	did	do	12
eat	four	get	good	16
have	he	into	like	20
must	new	no	now	24
on	our	out	please	28
pretty	ran	ride	saw	32
say	so	soon	that	36
there	they	this	too	40
what	was	well	went	44

Name: _____

Words Every First Grader Should Know

after	again	an	any	4
as	ask	by	could	8
every	fly	from	give	12
giving	had	has	her	16
him	his	how	just	20
know	let	live	may	24
of	old	once	open	28
over	put	round	some	32
stop	take	thank	them	36
then	think	walk	were	40
when	white	with	under	44

Name: _____

Words Every Second Grader Should Know

always	around	because	been	4
before	best	both	buy	8
call	cold	does	don't	12
fast	first	five	found	16
gave	goes	green	its	20
made	many	off	or	24
pull	read	right	sing	28
sit	sleep	tell	their	32
these	those	upon	us	36
use	very	wash	which	40
why	wish	work	would	44
write	your	happy	came	48

Name: _____

Words Every Third Grader Should Know

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

Name: _____

Nouns to Know – Part 2

house	paper	picture	wind	4
leg	party	pig	window	8
letter	sun	rabbit	wood	12
man	table	rain	cloud	16
men	thing	ring	school	20
milk	time	robin	seed	24
money	top	shoe	moon	28
morning	toy	sister	table	32
mother	tree	snow	candy	36
name	watch	song	milk	40
nest	water	squirrel	bell	44
night	way	stick	book	48

Name: _____

Nouns to Know

apple	bread	dog	floor	4
baby	brother	doll	flower	8
back	cake	door	game	12
ball	car	duck	garden	16
bear	cat	egg	girl	20
bed	chair	eye	grass	24
bell	chicken	farm	ground	28
bird	children	farmer	hand	32
birthday	corn	father	head	36
boat	cow	feet	hill	40
boy	coat	fire	home	44
box	day	fish	horse	48

Name: _____ Date: _____

Fluency Practice – Short a Words

This is a 30 second timed practice. When the timer is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

at	cat	sad	sat	4
mat	fat	bat	rat	8
glad	sad	dad	mad	12
had	quack	sack	back	16
tack	rack	ask	mask	20
splash	cash	mash	lash	24
can	ran	fan	man	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Short e Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

bed	red	ten	tell	4
vest	best	rest	nest	8
end	fed	lend	mend	12
hen	pen	den	went	16
jet	set	wet	met	20
vet	net	egg	leg	24
web	spell	get	bet	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Short i Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

pick	lick	kick	trick	4
tick	kit	it	hit	8
lit	mitt	pit	quit	12
sit	rim	trim	Slim	16
dim	pig	rig	Wig	20
twig	did	hid	kid	24
mix	fix	six	sticks	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Short o Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

job	mob	rob	sob	4
cot	got	jot	not	8
pot	rot	tot	trot	12
flop	hop	mop	top	16
mom	dog	frog	log	20
hog	bog	hot	slot	24
not	fox	box	spot	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Short u Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

bug	rug	mug	hug	4
dug	tug	lug	hub	8
rub	tub	mud	suds	12
bum	fun	bun	gun	16
sun	run	cup	pup	20
up	bus	but	cut	24
hut	nut	gum	sum	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Long a Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

rake	take	fake	make	4
shake	drake	mail	nail	8
pail	sail	fail	bake	12
cake	flake	table	clay	16
gate	rate	hate	mate	20
fate	ape	shape	jay	24
say	hay	day	play	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Long e Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

eat	leaf	seat	meat	4
treat	heat	feet	tree	8
be	me	flea	green	12
dream	seem	beam	field	16
shield	treat	clean	mean	20
team	scream	reach	each	24
teach	bleach	need	weed	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Long i Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

ice	nice	rice	twice	4
dice	mice	slice	price	8
lion	like	bike	hike	12
high	hide	slide	ride	16
tide	pride	line	mine	20
time	shine	dine	find	24
kind	hind	grind	blind	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Long o Words

This is a 30 second timed practice. When time is up calculate the total WPM read by counting total words, minus incorrect words, times 2.

so	go	no	low	4
sow	mow	row	slow	8
goat	moat	float	boat	12
smoke	joke	broke	froze	16
hole	home	cone	tone	20
hope	rope	soap	hold	24
told	bold	sold	cold	28

Total Words Read: _____
Minus errors: _____
= WPM _____

To calculate the WPM, or words per minute, on a 30 second drill:

Count total words – mistakes x 2 = correct words read

Name: _____ Date: _____

Fluency Practice – Daniel and the Hip-Hopopotamous – Chapter 1

Time this reading passage as your child reads it aloud. Put a mark at each minute mark to calculate WPMs.

I, Daniel the Dangerous, am a detective. Today I do not have a case to solve. I slept until the sun was already up. I rolled out of bed. I stretched.	12 28 30
My dog Whimper opened one eye.	37
I walked to the window. Whimper followed.	44
The sun was shining. There wasn't a cloud in the sky.	55
The birds were singing. Birds singing drive me nuts.	74
Whimper hunts singing birds.	78
Children were playing in their yards. A hip-hopopotamous was eating the vegetables out of my garden.	87 95
I do not own a hip-hopopotamous. Whimper does not own a hip-hopopotamous.	108 110
Whimper and I rushed through the house. We hurtled dolls, a game and a vacuum.	120 125
We rushed out to the backyard.	131
The hip-hopopotamous started to eat a snap pea. A bite here. A bite there.	143 146
He started to eat a tomato. (I did not know hip-hopopotamous' liked tomatoes.) I, Dangerous Daniel, like tomatoes. I, Dangerous Daniel, like tomatoes a lot.	156 163 171
Whimper likes the pasta gravy mom makes with tomatoes. Soon there would not be any tomatoes to make pasta gravy.	180 191

But what would I do with a hip-hopopotamous?	200
“You must live somewhere,” I said. “Do you have an address?”	210 211
He said nothing.	214
“Do you have a phone number?” I tried.	222
Still, he said nothing.	226
“E-Mail?” I asked again. “Twitter? Facebook?”	232
But hip-hopopotamous’ cannot talk. He looked at me. His eyes were sad.	242 245
I could tell. Slowly. Very slowly. Very, very slowly he began to thump away.	256 259
Was he going home? No. He was going to eat my watermelon.	270 281
This hip-hopopotamous was lost.	282
He needed the help of Dangerous Daniel and his trusty dog Whimper.	287 288
“I, Dangerous Daniel, have never taken a case for a pink hip-hopopotamous before.” I said. “But you are lost. I will help you.”	300 313
I got dressed. Whimper got a drink from the toilet. I told mom of my new case. I found an old dog lease in the garage. I also found Whimper’s old collar.	325 341 345
I carefully caught the hip-hopopotamous.	351
“I am taking you home,” I said. “I wish I knew where that was.”	364 365
Where could his home be? I wondered	372
This hip-hopopotamous was a slow mover.	379
He was easy to catch. Maybe he did not walk too far from	392

home.	393
I followed his footsteps out of the garden. They ended on the	309
sidewalk in front of my house. He knew how to find food. He could	323
have been walking for days. He could have eaten his way here	335
from Africa. A hip-hopopotamous could live anywhere.	343
I spoke to Whimper. “I don’t think he walked from Africa by	356
himself. I think he is someone’s pet. Who would own such a	368
strange pet?”	370
Whimper barked.	371
“Of course!” I answered.	376

Name: _____ Date: _____

Comprehension – Daniel and the Hip-Hopotamous – Chapter 1

Please circle the correct answer.

1. Dangerous Daniel is a...
 - a. baseball player
 - b. lion tamer
 - c. child detective
 - d. champion skateboarder

2. Daniel funds a hip-hopopotamous eating his...
 - a. peaches
 - b. tomatoes
 - d. corn
 - e. carrots

3. Daniel has a dog named...
 - a. Spot
 - b. Marley
 - c. Fluffy
 - d. Whimper

4. Birds singing...
 - a. ...are music to Daniel's ears.
 - b. ...eat Daniel's garden.
 - c. ...drive Daniel nuts.
 - d. ...buzz over Daniel and his dog.

5. How is Daniel going to find the hip-hopopotamous' home?
 - a. by following the hip-hopopotamous' smell
 - b. by putting an ad in the newspaper
 - c. by putting up fliers
 - d. by following the hip-hopopotamous' footsteps

Number correct: _____

Name: _____ Date: _____

Fluency Practice – Daniel and the Hip-Hop-opotamous – Chapter 2

Time this reading passage as your child reads it aloud. Put a mark at each minute mark to calculate WPMs.

We headed down the street to Alejandra’s house.	8
The hip-hopopotamous slowed us down.	14
We walked up the front steps. Whimper sniffed the steps. He	25
was on the trail of something. I bent down to see what Whimper	38
was sniffing.	40
I saw nothing.	43
I knocked on the front door.	49
Alejandra opened it. She was holding two cookies.	57
Whimper wagged his tale. Her pet hamster and pet gopher	67
were eating dropped chunks off of the floor. Her pet mouse and pet	80
rat were eating the smaller crumbs.	86
“I have brought over a lost pet,” I said.	95
“Why thank you,” Alejandra answered.	100
She looked at the end of the leash.	108
“That is not a rodent.” she said. “It is pink and large. My	121
mother will not let me keep it. Thank you anyway.”	131
“It is not a gift,” I said.	138
“He was eating my garden. I am looking for his home. Do you	151
know anybody who has lost a strange pet?”	159
“I heard Michael lost something,” Alejandra said.	166
Whimper ate the last crumbs of the cookie Alejandra fed	176
him.	177

We headed to Michael's. Michael's father was a big game	186
hunter. He hunted collectable stores for old games. He had them	197
all, Monopoly, Yatzee, Chutes and Ladders.	203
He also hunted for the other type of game. He hunted for the	216
big, wild animals of Africa -- lions, rhinos, elephants and hip-	226
hopopotamous'.	227
We turned down Turner Street.	232
Whimper caught wind of something. A giant footstep.	240
The hip-hopopotamous saw it too. Was there a tear in his	252
eye? Could it belong to a mother hip-hopopotamous?	261
Whimper ran ahead.	264
Another foot print.	267
Empty peanut shells.	270
The clues were mounting.	274
A small pink, fuzzy, hip-hopopotamous.	280
A large foot print.	284
Empty peanut shells.	287
We turned the next corner.	292
Michael's dad smiled at us. He was chewing something. We	305
moved closer. It was a peanut. He threw away the shell.	316
"Hello, Danny."	318
"It's Daniel, sir." I said. "Dangerous Daniel."	325
"On a case then?" he asked.	331
"Yes."	332
Michael appeared at his front door. His sister was behind	342
him. She ran for the hip-hopopotamous. She was not afraid. She	354
hugged it. It hugged her back. Obviously, they knew one another.	365

“Daniel,” Michael called, “you found Fluffy.”	371
Fluffy was a funny name for a fierce African creature.	381
“Good work Danny,” his dad added.	387
“We just won her at the circus.”	394
“It must have fallen off of the stroller,” Michael added.	408
“Won her?” I was confused.	413
I turned around to look at the hip-hopopotamous.	422
To my surprise, it was now a fuzzy stuffed hip-	432
hopopotamous.	433
Were my eyes playing tricks on me?	440
Was it ever real?	444
I thought about this all the way home.	452
Whimper and I reached my garden.	458
There were nibble marks on all of the vegetables.	467
“Something strange just happened here Whimper.”	473
“Something strange indeed.”	476

Name: _____ Date: _____

Comprehension – Daniel and the Hip-Hopotamous – Chapter 2

Please circle the correct answer.

1. Alejandra had what kind of pets?
 - a. reptiles
 - b. rodents
 - c. cats
 - d. hip-hopopotamous

2. Alejandra fed Whimper a...
 - a. dog biscuit
 - b. a candy bar
 - c. a chew toy
 - d. a cookie

3. Who did Alejandra tell Daniel to check with about the lost pet?
 - a. Whimper
 - b. his mother
 - d. Fluffy
 - e. Michael

4. Michael was leaving a trail of what?
 - a. peanut shells
 - b. footprints
 - d. bread crumbs
 - e. carrots

5. Who did Alejandra tell Daniel to check with about the lost pet?
 - a. Whimper
 - b. his mother
 - d. Fluffy
 - e. Michael

Number correct: _____

Name: _____ Date: _____

Story Characters

List the main characters from Daniel and the Hip-Hopotamous and draw pictures of what you think they look like.

Draw & Name Character	
Draw & Name Character	
Draw & Name Character	

Write About the Story

In the beginning	<hr/> <hr/> <hr/> <hr/>
After that	<hr/> <hr/> <hr/> <hr/>
Later	<hr/> <hr/> <hr/> <hr/>
Just when	<hr/> <hr/> <hr/> <hr/>
At the end	<hr/> <hr/> <hr/> <hr/>

**KINDERGARTEN-THIRD
PARENT / STUDENT
MATH ACTIVITIES**

Grade by Grade – The Early Years

In Kindergarten you can help your student learn:

- ❖ to count, name and compare objects and sets
- ❖ addition and subtraction
- ❖ to recognize what numbers are missing from a set of numbers

In First Grade you can help your student learn:

- ❖ to count and group objects by 1s, 2s, 5s and 10s to 100
- ❖ to identify coins
- ❖ to order and complete simple word problems
- ❖ to measure objects
- ❖ to identify common geometric figures

In Second Grade you can help your student learn:

- ❖ to understand place value and number relationships in addition and subtraction
- ❖ simple concepts of multiplication
- ❖ to measure with appropriate units
- ❖ to classify shapes and see relationships and patterns

In Third Grade you can help your student learn:

- ❖ to count, compare and round whole numbers to 10,000
- ❖ add, subtract, multiply and divide numbers and money
- ❖ compare and solve fractions
- ❖ understand the relationship between fractions and decimals
- ❖ Know the difference between units to measure
- ❖ Estimate or determine area and volume of solid figures
- ❖ Convert simple units within a system of measure – hours to minutes, inches to feet
- ❖ Identify and classify shapes and figures

Number Sense

3rd Grade: Count, read and write whole numbers to 10,000. Compare and order whole numbers to 10,000. Identify the place value for each digit in numbers to 10,000

2nd Grade: The standards are the same, but perform skill up to the 1000s

1st Grade: The standards are the same, but perform skill up to the 100s

Counting: Kids love to count anything. Use car time to count telephone poles and signs and cars and trees. Help them recognize that numbers are all around us and get them actively looking!

Grocery Shopping: The grocery store will appear several times throughout the math content standards as it is an excellent “classroom” for grade school students. For students learning to count and read numbers...have them count the cans of their favorite soda, boxes of their favorite cereal or cartons of milk in a given row.

Around the House: Movies or CDs on shelves provide the opportunity to learn to count and to help learn order of numbers. Divide movies or CDs on a shelf into half and ask your child to count each side and tell you which is greater. This is a great visual because movies are all the same size and so are CDs. Books can work if they are close in size. So can cans on shelves or pencils by the phone or crayons in a box.

Games: Playing cards helps students learn to order numbers. Any game will do. Board games that require pieces to move from space to space aid in learning to count spaces and other things.

Help students recognize numbers playing “*Driving 1,2,3*”. Select a number to count to – then each person must find numbers, in sequence, to the predetermined number. A one on a license plate, a two on an address and so forth. The first person to reach the predetermined number wins.

Challenge older students to find numbers in magazines – up to the millions! Keep a collage on the refrigerator – add to it each time a new number in the hundred-thousands or millions is found. Write the number word next to the number for better recognition.

Number Sense 2.0

1st Grade – Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

2nd Grade – Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: And, 3.0: Students model and solve simple problems involving multiplication and division.

3rd Grade – Students calculate and solve problems using addition, subtraction, multiplication and division.

Grocery Store: After counting is mastered go to a row of a particular item – boxes of rice for example. Have your child count the boxes before you select the item, tell him/her how many you need and let him/her take them off of the shelf. Now, ask how many are left. Have him/her say the problem. “There are ten boxes of rice, we need four, when I take four off of the shelf there are six left. Ten minus four equals six.”

Have your child count the number of items in your cart. “We have five things in our cart, when I add these four more we will have nine things altogether”. Encourage your child to use math language. Go to the bananas and use the bunches for adding and subtracting. “If I need 15 bananas and I have a bunch of eight, how many more bananas will I need?” Help students work through estimation by looking at prices or a group of items and “guess” how many there are. Teach children: if something is over five you round up and if something is four or less you round down.

Grocery Store Math Continued: Start the multiplication process by looking at how many rows of their favorite cereal are in the section. Next, look at how many boxes are in each row. Explain what you are doing and why. This is multiplication – and say the word. Use the visual of colorful boxes or cans. Count orally, later have students count to themselves. Three rows of six boxes is eighteen boxes. Point it out and count the boxes – “Yes, three rows of six boxes or three times six is eighteen.” Point out that it does not matter if you count columns or rows – the numbers will be the same! This is the magic of multiplication. Order does not matter. Since, sixes can be difficult – use the visual of a six pack. Every grocery store. Point out that if you have zero rows of a product you will have nothing – ever! Bring a tablet and have your child keep a running total of everything in the cart...add it up in sections. See how close you get to the subtotal.

Games: Challenge older students to *Numbers Go-Fish*. The general rules are the same as ordinary Go-Fish, the tricky part is in the addition. Choose a number to start with, say nine. The first “pack” a player puts down has to equal nine (either by addition or subtraction for younger players or multiplication or division for older players), the next ten and so forth until you reach a predetermined number. Begin by saying: “Today we will start at nine and count up to 25.”

Out and About: When driving count rows of trees or grape vines, count cows or houses. Talk about things after you count. “If you had seven rows of trees and each row had five trees in it – how many trees would you have in all?”

Number Sense 3.0 and 4.0

2nd Grade – Students understand that fractions and decimals may refer to parts of a set and parts of a whole.

3rd Grade – Students understand that fractions and decimals may refer to parts of a set and parts of a whole.

In the Kitchen: For starters, get out a set of measuring cups and five regular glasses of the same size. Fill each measuring cup and then dump them into the glasses. Talk with our child about what a half vs. a quarter cup is.

Bake chocolate chip cookies and double the recipe. Any cooking or baking is a great way to demonstrate fractions. Recipes are full of math – having your child help out in the kitchen will help him discover fractions in a fun way. Baking also provides essential visuals – such as -- it is not the same to add $\frac{1}{2}$ and $\frac{1}{4}$! Demonstrate and write it out!

In the Garage: Build something together. A birdhouse is a great way to show $\frac{1}{2}$ and $\frac{1}{4}$ on a ruler or tape measure. Design your own – using fractions of an inch rather than full inches. And then build it...this also works for dollhouse, go-carts...just about anything.

Back to Food: Pizzas, pies, apples, cookies...all of these favorites are great ways to show fractions. And they proved easy ways to demonstrate that $\frac{1}{2}$ of a pizza is the same as $\frac{2}{4}$ and that $\frac{1}{8}$ and $\frac{3}{8}$ equals $\frac{1}{2}$!

Money: The best way to teach beginning decimals is with money. Let children help with bill paying. Allow them add up the items in the grocery cart...no cheating with a calculator.

Keep a small pad of paper around, select a couple of items and ask your child. “If I only have \$20.00 will I have enough to buy these four things?”

Make a game out of dinner. Distribute play money and charge for food items. Have children count out their share based on what they ate and work together to add everything up in the end.

For older children, use old checks and let pay with a checkbook and keep a register. This could be done for anything: bath time \$2.25, bedtime story \$5.67, a $\frac{1}{2}$ hour of television \$3.56...work together to add up expenses each week.

Algebra and Functions

2nd Grade: Use the commutative and associative rules to simplify mental calculations and to check results.

1st, 2nd, 3rd Grade: Relate problem situations to number sentences involving addition and subtraction.

3rd Grade: Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

3rd Grade: Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

In the Kitchen: The commutative property of addition just means you may switch the order of things you are adding together and still get the same answer. When you're at the dinner table and you're down to the last bites of food – have your child count the number of bites of each food: two bites of pasta, two pieces of lettuce and five string beans to total nine bites left. Ask him or her if you would still have nine bites left if you eat the lettuce and then the string beans and then the pasta?

Discuss that when you group things together to add – it doesn't matter what order things are in – you will still have the same amount. You can add the associative rule to this exercise as well. The associative rule states: you can group any set of numbers together and you will still get the same results.

So you have two bites of pasta, two pieces of lettuce and five string beans for a total of nine bites. What do you have if you group the vegetables together (2 pieces of lettuce + 5 string beans) + 2 bites of pasta? Will you still have nine bites? Why?

Associative Chores: Ask your child how long it takes her to do her chores – by chore. For example, it may take her 12 minutes to do the dishes two nights per week, three minutes per night to take out the trash and twenty minutes a Saturday to dust. Discuss how long it takes her to do her chores by day and then by week. Add up the total numbers...discuss whether the total time changes if she dusts for five minutes per day, four days a week rather than for twenty minutes every Saturday...etc.

In the Car: Counting cars of different colors and adding them all together can produce the same discussion as order of vegetables. If you count twelve cars on the road will you still have 12 cars on the road if you count the white before the red and add the black last? Absolutely, again discuss why.

Driving through the country, you can count cows in the field and then talk about how many legs they have altogether. Six cows with four legs each – that's 24 legs.

Life in General: In any store you can relate adding and subtracting to word problems by discussing items in cart or on shelves and play adding and subtracting. Explain that talking about problems is the same as reading a word problem. You can help your child find the functional relationship when buying more than one of the same item. I need 10 cans of tuna. The store has them on sale for 5 for \$3.00. Discuss how much 10 cans would cost – \$3.00 plus \$3.00 is \$6.00. Go further by asking your student to figure how much each can costs individually: 6 dollars divided by 10 cans.

In the Garden: Planting a garden can lead to functional relationships. Apply the above to rows of flowers or vegetables. Eating cereal – the color of Crunch Berries, or fruit salad – watermelon vs. strawberries..Algebra and Functions are present in virtually everything we do..with a little creativity and a lot of discussion...your child can master real life algebra situations to carry with him into the walls of his classroom.

Cows in the Field: When you're driving by a field have your child count the cows. Let's say there are five cows...discuss if there are five cows and each has four legs...how many legs would there be in all? How about eyes? How many eyes would five cows have if each cow has two eyes?

Measurement and Geometry

1st Grade: Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

1st and 2nd Grade: Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer) – second to all intervals of time

2nd Grade: Measure the length of objects by iterating (repeating) a nonstandard or standard unit. Measure the length of an object to the nearest inch and/ or centimeter.

2nd Grade: Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

2nd Grade: Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

2nd Grade: Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Keeping Time: When baking or during homework time – or any other time a timer can be used – have your child be “timer monitor”. Ask them to watch the clock during a trip to the store and figure out how much time it takes to get there and back. Leave for school the same time every day and assign your child the responsibility of knowing what time you must leave and of alerting you when to leave. Write the time, in numbers, in a prominent place so she sees the number written and can compare it to the clock.

Measure it Out: Kids love playing with a retractable tape measure. Give one to your child and let him go. Equip him with a piece of paper and have him record his findings. Talk about what he measured. Are they things that will grow or shrink or always be the same length? Label each one and measure them again another day. Which stayed the same? Which changed?

Parting Words

Fifteen minutes a day make a huge difference...bottom line...end of story.

From the day your child was born...you took responsibility for introducing new vocabulary, working words and numbers and life lessons into everything you did. That job doesn't stop when your child enters school. Take the time to read and write and play! It makes more of a difference than you will ever know.

Set expectations high. Everyone can learn...most to grade level proficiency...it just takes longer for some than others. Reinforce expectations at home.

Be involved...in school and in what your child is learning and how it is being learned. The biggest obstacle teachers come up against today is the apathetic parent who does not help their child take responsibility for learning. Don't make excuses for your child to not do homework or not participate in class or not go to school. Instead make certain all of these things happen. You owe it to your child.

Talk to your child...even if he or she only gives short answers back. You take time to read for pleasure. Leading by example is a wonderful way to help your child be a reader and reading is the key to school success.

Perfection is boring. Don't expect it. Sometimes parents don't even know the signals they send out to their children. Be conscious of what you say and how you act! Kids "get" more things than you realize. So, believe in what your child can do and let him or her fail and succeed on the way to realizing his or her potential.

And finally, have fun with all things school...nobody said you couldn't.