

# **Middle Ridge Elementary**

## **PARENT CONTINUOUS COMMUNICATION**

**Purpose: To share learning strategies or  
activities with parents that can be used at  
home.**

**Padlet Link [CLICK HERE](#)**

<b>Page Numbers</b>	<b>Continuous Communication Month</b>
<b>2 &amp; 3</b>	<b>November</b>
<b>4</b>	<b>December</b>
<b>5</b>	<b>January</b>
<b>6</b>	<b>February</b>
<b>7</b>	<b>March</b>
<b>8</b>	<b>April</b>
<b>9</b>	<b>May</b>

# November

**Hello parents! Try out these activities with your student at home.**

## **Kindergarten-Second: How Sharing Teaches Division**

<https://www.pbs.org/parents/learn-grow/age-6/math/problem-solving>

### **How Sharing Teaches Division**

At this age, children can start to do basic division. Give your child 12 small crackers (or another snack) and have him share the pile equally between two people — and then three people. He may come up with his own method of distributing the food, so watch to see what he does. Ask him to explain his thought process.



### **Make and Measure a Blob**

Follow an easy recipe with your child to make a gooey blob from ingredients found in your home.

## **Suggestions:**

- **Kindergarten use numbers 1-5 or 1-10**
- **First use numbers 1-10 or 1-20**
- **Second use numbers 1-10, 1-20, or 1-30**

# November

**Hello parents! Try out these activities with your student at home.**

## **Third-Fifth Strategy: Explore the Concept of Place Value**

<https://www.pbs.org/parents/learn-grow/age-8/math/numbers-counting>

### **Explore the Concept of Place Value**

Help your child understand that three-digit numbers represent a certain amount of hundreds, tens and ones. Write a three-digit number on a piece of paper and use simple home-based materials to represent it. For example, paper plates could represent 100s, straws could represent 10s and toothpicks could represent 1s. So the number  $385 = 3 \text{ paper plates} + 8 \text{ straws} + 5 \text{ toothpicks}$ .



### **Explore the Power of Zero at the Place Value House**

Use this odd house to explore the power of zero through place value with your child.

### **Suggestions:**

- **Third practice place value up to the thousands place.**
- **Fourth & Fifth practice place value up to the millions place.**

# December

Hello parents! Try this strategy with your student at home.



## Parent Pipeline



### CAFÉ Strategy: Recognize Literary Elements 1

When we read, we often recognize common elements of a story that include plot, character, setting, and theme. We use these elements to help us infer what will happen next. As readers, when we identify and understand these elements, we store this information to help us remember and comprehend what the story is about.

Literary elements work together to form the story and make it interesting. We learn literary elements separately, but we combine them when reading to give us a better understanding of the story. It is important that children specifically look for these elements as they first learn them. It is through exposure and practice that readers become good at using these elements to comprehend text.

#### How can you help your child with this strategy at home?

1. When reading a story with your child, discuss the character. Begin by asking your child who or what the story is about.
2. After determining the character, see if your child is able to tell you where and when the story occurs. Ask your child how they were able to determine the setting? Did he/she use pictures, words, or infer to establish the setting?
3. Continue to read the selection and discuss with your child important events that occur in the story. Ask your child what the problem is in the story and how the problem was solved.
4. Conclude the story by talking about the theme of the story. The theme is the underlying message, or meaning, of the story. Encourage your child to use what they know about the characters, setting, and plot to help determine the theme.

**Thank you for your continued support at home!**

\* Ideas and strategies are taken from: The CAFÉ Book, written by Gail Boushey & Joan Moser  
Written by: Allison Behne ©2010 [www.thedailycafe.com](http://www.thedailycafe.com)

# January

Hello parents! Please click the link below to view the Newton County School System Math Guide for Grades Kindergarten - Fifth

[https://newtoncounty-my.sharepoint.com/:b:/g/personal/brown\\_michelle\\_newton\\_k12\\_ga\\_us/EXVKrG214LdCo9D8wVZyTFoBBAYyjbPDwC381SdCU9eMA](https://newtoncounty-my.sharepoint.com/:b:/g/personal/brown_michelle_newton_k12_ga_us/EXVKrG214LdCo9D8wVZyTFoBBAYyjbPDwC381SdCU9eMA)

## Parent Math Strategy Guide Kindergarten

Counting Strategies and  
Geometry



Newton County  
Schools

# February

Hello parents! Try this strategy with your student at home.

## Parent Pipeline

### **CAFÉ Strategy: Use Text Features**

Non-fiction texts contain information that is true. They also contain features such as titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways. These features are a common part of non-fiction reading that we often use or reference to help gain understanding of what is being read. As experienced readers, we do this without notice.

When students read nonfiction material, they will also encounter text features that are different from those they come across when reading fiction. Students who have had experience and know the purpose of text features improve their comprehension of the text.

#### **How can you help your child with this strategy at home?**

1. When reading with your child, tune in to these features and think out loud when you use them. For example, when coming across a word in bold print you might say, "I notice this word is darker than the rest of the words. It is in bold print. I bet the author wanted me to notice this word because it stands out. I need to make sure I know what this word means."
2. Break it down into individual text features to bring awareness to your child about these features in text. Begin by asking your child to look for words in **bold**. Then, have your child list any words in *italics*. You can also have your child look for titles, headings, charts, legends, glossaries, and captions.
3. Guide your child in using his/her background knowledge about text features to aid in comprehension. Have your child read a non-fiction selection to you, stopping when a text feature is used. Ask your child to explain his/her thinking about that text feature to you.

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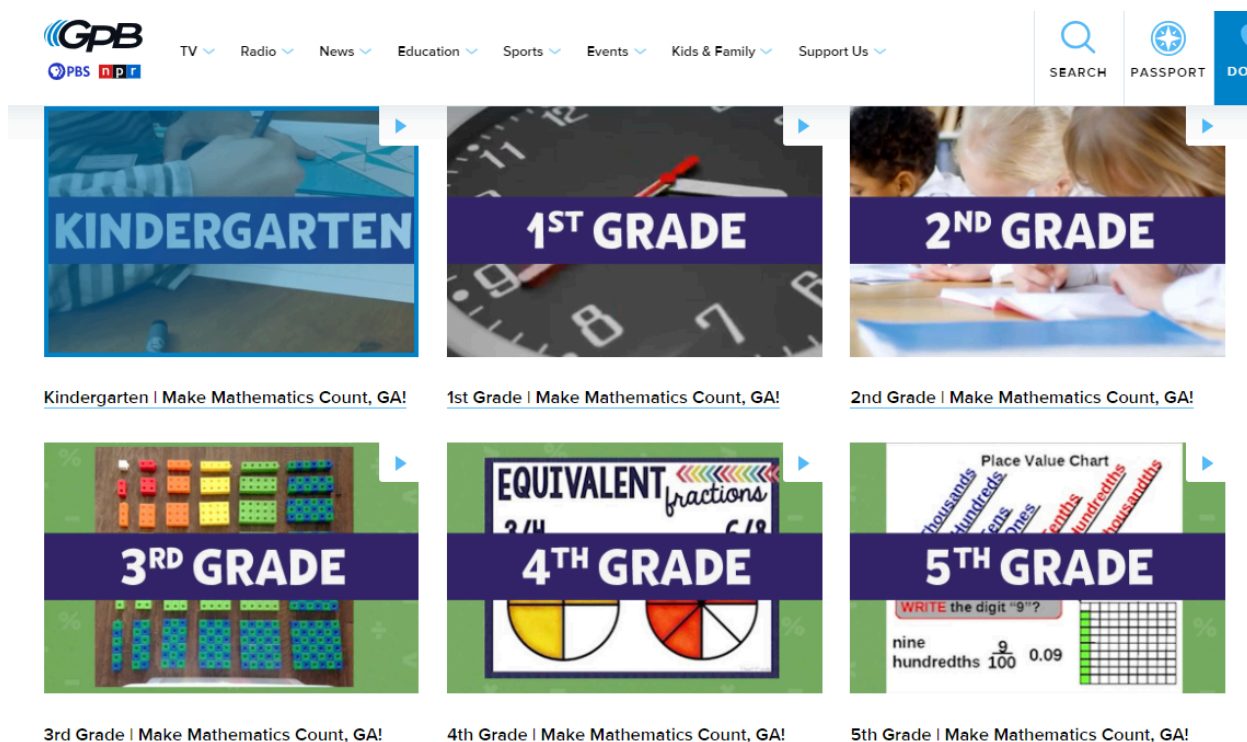


# March

Hello parents! Please check out these "Make Mathematics Count" Parent Videos by the GaDOE. You will learn about the mathematics concepts and skills that your child will learn in kindergarten-fifth grade.

**CLICK THE LINK BELOW:**

<https://www.gpb.org/education/learn/make-mathematics-count-ga/kindergarten#support-materials>



The screenshot shows the GPB website header with navigation links: TV, Radio, News, Education, Sports, Events, Kids & Family, and Support Us. There are also search, passport, and donate buttons. Below the header is a grid of six video thumbnails, each with a grade level label and a brief description of the video content.

Grade	Video Title	Thumbnail Description
Kindergarten	Kindergarten   Make Mathematics Count, GA!	Thumbnail showing a child's hands writing on a piece of paper.
1st Grade	1st Grade   Make Mathematics Count, GA!	Thumbnail showing a clock face with a red arrow pointing to the number 1.
2nd Grade	2nd Grade   Make Mathematics Count, GA!	Thumbnail showing two children sitting at a desk, looking at a book.
3rd Grade	3rd Grade   Make Mathematics Count, GA!	Thumbnail showing a grid of colorful blocks (red, yellow, green, blue) arranged in a pattern.
4th Grade	4th Grade   Make Mathematics Count, GA!	Thumbnail showing a fraction bar with the text "EQUIVALENT fractions" and the fractions $\frac{2}{4}$ and $\frac{6}{8}$ .
5th Grade	5th Grade   Make Mathematics Count, GA!	Thumbnail showing a place value chart with columns for thousands, hundreds, tens, and ones, and a grid for writing the digit "9".

# April



## Parent Pipeline



### **CAFÉ Strategy: Read Appropriate Level Texts That Are a Good Fit**

Have you ever spoken with a doctor, auto mechanic, or computer support person that has given you advice or directions in a language that was difficult to understand? This is comparable to reading a book that is too difficult. For readers to have high success in reading, they must spend time reading material they can read with 99 – 100 percent accuracy. We encourage students to select books that are a good fit so that they are successful and enjoy reading. Working on the strategy of reading appropriate level texts that are a good fit will help your child read smoothly, engaging in texts they can read without difficulty.

#### **How can you help your child with this strategy at home?**

1. When your child goes to read a text, have him or her use the I-Pick method to explain why that specific text was chosen. Ask your child, "Is that a good-fit book for you? Show me how you know that." The I-Pick method is described below:
  - I – I pick a book
  - P – Purpose (What is my purpose for choosing this book?)
  - I – Interest (Am I interested in this book?)
  - C – Comprehend (Do I understand what I just read?)
  - K – Know (Do I know most of the words?)
2. Model the I-Pick method for your child. Take a book you are reading and go through I-Pick to set an example for what it looks like and sounds like to review reading selection choices.
3. Help your child recognize when a text is too difficult. They are taught to ask:
  - Are there five or more words on a page that I don't know?
  - Is this book hard to understand?
  - When I read it does it sound choppy and slow?

**Thank you for your continued support at home!**

- Written by: Allison Behne © [www.thedailycfe.com](http://www.thedailycfe.com)
- Ideas and strategies are taken from: The CAFÉ Book, written by Gail Boushey & Joan Moser

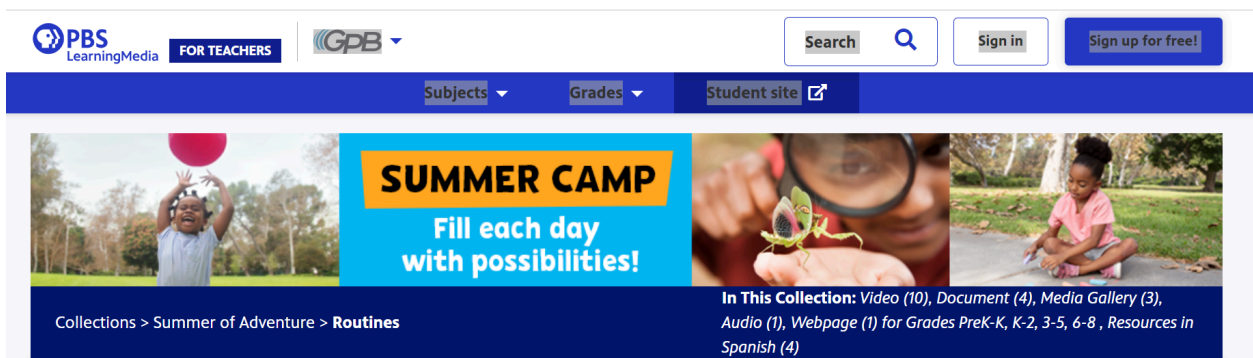


# May

Summer is almost here! Here are some activities that can be done with your child now or this summer.

**(CLICK THE LINK BELOW)**

<https://gpb.pbslearningmedia.org/collection/summer-camp/t/summer-camp-routines/>



The screenshot shows the PBS Learning Media website interface. At the top, there is a navigation bar with the PBS Learning Media logo, a 'FOR TEACHERS' button, and a 'GPB' dropdown menu. To the right of the navigation bar are search and login options: a 'Search' button with a magnifying glass icon, a 'Sign in' button, and a 'Sign up for free!' button. Below the navigation bar is a blue header with 'Subjects', 'Grades', and 'Student site' links. The main content area features a large banner for 'SUMMER CAMP' with the text 'Fill each day with possibilities!'. The banner includes three images: a child holding a red balloon, a close-up of a child's face with a magnifying glass over a green insect, and a child sitting on the grass. Below the banner, there is a blue bar with the text 'Collections > Summer of Adventure > Routines'. To the right of this bar, there is a text box that reads: 'In This Collection: Video (10), Document (4), Media Gallery (3), Audio (1), Webpage (1) for Grades PreK-K, K-2, 3-5, 6-8, Resources in Spanish (4)'.

**\*Each activity ranges from Pre-K - Fifth Grade.**