

## Sixth Grade Tips

### Math Tips

- Ø As you plan your next outing or trip, get a map that has the miles listed between cities. Have your child calculate the number of miles roundtrip a certain trip might take. How long would the trip take? How many gallons of gas? How much would the gas cost for the entire trip? Have her look at the between cities mileage chart and calculate other trips.
- Ø Ask your child to measure every room in your house or apartment. How many square feet? Ask your child to measure the length and width of the floors to calculate the total square footage.
- Ø Whenever you come across a math problem in your daily life, invite your child to talk it out with you, even if it's challenging: taxes, major purchases, the value of items in your home, computer and printer purchase, family food bills, computing monthly cost for a car (purchase, loan interest, maintenance, insurance, gas, etc). Ask her to think if she's solved anything similar before that might apply.
- Ø Ask your child to look through a newspaper or magazine. Have her find and list as many percentages and decimal numbers as possible – sale prices, sports scores, bank rates, etc. Ask her what would happen without those “%” or decimal points.
- Ø Ask your child to make a personal budget. Make a two-column list of expenses and income. See if the bottom lines match. How can he reduce spending, increase income or add a savings plan?
- Ø Help your child understand living costs. Make a list of monthly costs: heat, electricity, phone, rent/mortgage, garbage, water, food, etc. Fold the paper to hide the costs and ask him to guess the cost of each item. Unfold the paper. How do his estimates compare?
- Ø After your next major grocery shopping, give the receipt to your child and ask him to double check the adding, multiplication, and subtraction.
- Ø During your next grocery trip have your child weigh things and compute the price. “Please get me 1½ pounds of potatoes... At 39¢ a pound, how much will that come to?”
- Ø Have your child look through the newspaper for every kind of graph she can find – bar, line, pie, etc. Talk with her about each one, its significance to the story, and what information it provides.

### Language Arts Tips

- Ø Encourage your child to describe people, impressions, and events to you.
- Ø Encourage your child to write longer letters to relatives, friends, newspaper editors, etc.
- Ø If your child likes a particular song, suggest learning the words by writing them down. Take time to discuss the lyrics with him. What appeals to him? What do the lyrics really mean? What values do they talk about?
- Ø When your child encounters a “hard” word, look it up in the dictionary with him. Discuss all the various meanings. Particularly point out where the words came from (Greek, Latin, Old English, etc.).
- Ø As you read a book with your child, ask her questions about the book's characters, places, events, plot, moral or values, etc. Have your child read a new story. Then ask him to tell you the story in his own words as fully as possible and in the order it happened.
- Ø Ask your child how a book she's reading is similar and different than other books she's read.
- Ø Ask your child to tell you the things he's done that are similar to the events in a story or book. Ask your child about a book's author. Why did he write the book? How did she write it? Is it fiction, non-fiction, or parts of both? What's the author's point of view? What's his major point?
- Ø Read and discuss the newspaper's editorials occasionally with your child, especially if they have something to do with children. Does he agree or disagree? Why? Why not? What would he say about the editorials? Why? What are the basic values involved in them?
- Ø When your child has a major writing assignment, help her fully understand and use all stages of the writing process: thinking, researching, organizing, outlining, drafting, revising, editing, and final production.
- Ø Take your child whenever possible to stage plays, musicals, cultural exhibits, and the like.

***Standard 1 - Reading: Word Analysis, Fluency, and Systematic Vocabulary Development***

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- Word Recognition
- Vocabulary and Concept Development

***Standard 2 - Reading: Comprehension (focus on informational materials)***

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose.

- Structural Features of Informational Materials
- Comprehension and Analysis of Grade-Level-Appropriate Text
- Evaluation of Style

***Standard 3 -Literary Response and Analysis***

Students read and respond to historically or culturally significant works of world literature. They clarify the ideas and connect them to other literary works.

- Structural Features of Literature
- Narrative Analysis of Grade-Level-Appropriate Text
- Literary Criticism

***Standard 4 - Writing: Writing Strategies***

Students write clear, coherent, and focused essays. Writing exhibits awareness of both the reader and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students