



Carter G. Woodson Middle School Hopewell, Virginia

# Parent PRIDE & SPIRIT

## PARENT CORNER RESOURCE PACKET #1

TO: PARENTS and CAREGIVERS  
FROM: JOAN E. GOSIER, PARENT INVOLVEMENT ASSISTANT

"...families positively influence the educational achievements of their teens (as evidenced by larger number of course credits and more college-prep courses) through high levels of educational expectations and consistent encouragement!"

### ***See Tools Inside! Goal Setting & Reading Tips***

"... students reporting a high level of parent involvement and a strong sense of belonging had higher-than-average grades, as did student with high levels of parent involvement and teacher support. The study included parent involvement activities such as checking homework, talking to students about school, attending events, and volunteering at school activities. Support from teachers was defined as teachers taking time to work with students in a constructive rather than critical way..." SOURCE: <http://www.centerforpubliceducation.org>

### ***See Tools Inside! Calculate Your G.P.A. & Plan for Your Future***

"..study suggests that if children don't feel connected to school, parent involvement alone will not make a significant contribution to student achievement. Students must also feel that they belong at school and that their teachers support them..."  
SOURCE: <http://www.centerforpubliceducation.org>

### ***See Tools Inside! Evaluate and Reflect***

"... parent involvement should be a support, not a substitute, for the true work of schools: good teaching and learning. But the research is clear: parents want to be involved, and parent involvement can make a difference in student learning. Structuring the partnership between schools and parents is one of the best things school boards can do..."  
SOURCE: <http://www.centerforpubliceducation.org>

### ***How can we help?***

ARTICLE SOURCE: <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html>

PLEASE SEE on website [www.PrideandSpirit.info](http://www.PrideandSpirit.info) under PARENT INVOLVEMENT ARTICLE 1 "What Works"



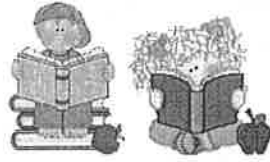
Name: \_\_\_\_\_

School Year: \_\_\_\_\_

**Directions:** Identify four goals that you wish to accomplish. Address the following as you complete your blueprint which will serve as your action plan for the remainder of this year: How will you reach your goals? Who needs to help you meet your goals? What skills do you need to meet your goals?

<p><b>Goal 1:</b></p> <p>I will reach this goal by...</p> <p>I need support from ...</p> <p>The skills I need to meet this goal are...</p>	<p><b>Goal 2:</b></p> <p>I will reach this goal by...</p> <p>I need support from ...</p> <p>The skills I need to meet this goal are...</p>
<p><b>Goal 3:</b></p> <p>I will reach this goal by...</p> <p>I need support from ...</p> <p>The skills I need to meet this goal are...</p>	<p><b>Goal 4:</b></p> <p>I will reach this goal by...</p> <p>I need support from ...</p> <p>The skills I need to meet this goal are...</p>

## Why Your Child Should Read for 20 Minutes Every Day



As parents we have all heard this cry, "WHY CAN'T I SKIP MY 20 MINUTES OF READING TONIGHT?" Reading is the basis for all learning so...LET'S FIGURE IT OUT – MATHEMATICALLY!

Student A reads 20 minutes, five nights, every week; Student B reads only 4 minutes a night...or not at all!

Step 1: Multiply minutes a night x 5 times each week.

Student A reads 20 min. x 5 times a week = 100 mins./week

Student B reads 4 minutes x 5 times a week = 20 minutes

Step 2: Multiply minutes a week x 4 weeks each month.

Student A reads 400 minutes a month.

Student B reads 80 minutes a month.

Step 3: Multiply minutes a month x 9 months/school year.

Student A reads 3600 min. in a school year.

Student B reads 720 min. in a school year.

Student A practices reading the equivalent of ten whole school days a year.

Student B gets the equivalent of only two school days of reading practice.



By the end of 6th grade if Student A and Student B maintain these same reading habits, Student A will have read the equivalent of 60 whole school days. Student B will have read the equivalent of only 12 school days. One would expect the gap of information retained will have widened considerably, and so, undoubtedly will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder:

*Which student would you expect to read better?*

*Which student would you expect to know more?*

*Which student would you expect to write better?*

*Which student would you expect to have a better vocabulary?*

*Which student would you expect to be more successful in school....and in life?*

## WHY READ 30 MINUTES A DAY?

\*If daily reading begins in infancy, by the time the child is five years old, he or she has been fed roughly 900 hours of brain food!

\*Reduce that experience to just 30 minutes a week and the child's hungry mind will lose 770 hours of nursery rhymes, fairy tales, and stories.

\*A kindergarten student who has not been read aloud to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

\*Therefore... 30 minutes daily = 900 hours | 30 minutes weekly = 130 hours |  
Less than 30 minutes weekly = 60 hours



Now you understand why reading daily is so very important. Here are some ideas:

- Have family night reading.
- Reading before video games because "B" for books comes before "V" for video in the alphabet.
- Have your child read to you while you are cooking.
- Have your child read to you while you are doing the dishes after a meal.
- It is great to just shut off the television for 20-30 minutes and read, then share what you learned.
- Read the same book as your child and then discuss what happened and how you were feeling as you experienced the story.
- Have your child read on your way to run errands or on the way to school.
- Have a big brother/sister read to a little brother/sister or to the dog, or the hamster or their favorite stuffed animal.
- Always read before giving your child a good night kiss.

There are many ways to squeeze 20 minutes in a busy schedule. What ever you do, squeeze them in – it is vital for your child's success!

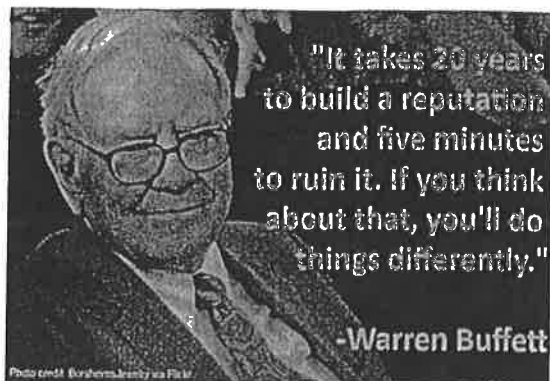


(Source: U.S. Dept. of Education, America Reads Challenge. (1999) "Start Early, Finish Strong: How to Help Every Child Become a Reader." Washington, D.C.)

# How to Teach Your Child to Be Like Warren Buffett

By Clay Wyatt, Contributor

If you're looking for a positive role model for your kid, Warren Buffett should be high on your list. The self-made billionaire's net worth is now an astounding \$67.6 billion as of this writing. To put that into perspective, the 84-year-old Oracle of Omaha could purchase over 384,900 homes at the current median sales price!



While it won't be easy for your child to accumulate that kind of wealth, he can get started early by thinking like Buffett. Here are a few tips to get the ball rolling.

## 1. Be Proactive

Buffett didn't get rich via luck. He got started early and worked at it every day.

The investing legend visited his father's stock brokerage as a child and chalked up stock prices on the blackboard, according to Bio. He made his first investment at age 11.

By age 13, he started his own paperboy business and sold a horseracing tip sheet, filing his first tax return that year. And in high school, he and a friend bought a pinball machine business and ultimately sold it for \$1,200.

To be like him, your child shouldn't simply wait for that high-paying job to come along after college. He needs to think like an entrepreneur early on. A few business ideas to consider include:

- Garage cleaning and organizing service
- Senior errand service
- Yard service

## 2. Set Goals

Based on Buffett's philosophy, your child could develop several goals to improve his long-term financial prospects.

One goal could be to spend what's left after saving -- not the other way around. This means he should create a budget covering the necessities and determine how much of the remainder he wants to save. Anything left over after saving his weekly allowance or income from a part-time job could be spent on entertainment or other non-essentials.

Another could be to invest as early as possible. As mentioned, Buffett began investing at age 11 and his experience has obviously paid off. While there are no guarantees in the stock market, the historical average annual return is 11.5 percent. The earlier your child invests, the more exposure he'll have to the stock market, which will likely lead to more wealth in the long run.

### 3. Practice Frugality

You'd think the world's third richest man would live in a golden palace. However, Buffett lives in the same house he bought for \$31,500 in 1958. It's safe to say he could afford something much more luxurious today, but he chooses to live below his means.

According to Investopedia, Buffett does not bother accumulating unnecessary items, as he views the expense and maintenance of such items as a burden. So if you want your child to have more wealth than he could imagine when he's an adult, teach him to avoid wasting money now.

### 4. Have Integrity

Buffett didn't get rich by investing in companies with lackluster leadership. He looks for two qualities in the CEO before making his decision: energy and integrity. He defines the latter as the ability to say "no." As an example, according to MoneyWatch, the founder of a food products marketing company he purchased, Pampered Chef, turned down runaway growth early on because she thought her company needed a year of consolidation before taking on additional customers or people.

As Buffett's wealth suggests, he doesn't invest in many poorly performing businesses; it appears there's a correlation between integrity and success in the business world.

SOURCE: [http://www.huffingtonpost.com/gobankingrates/how-to-raise-your-kid-to-\\_b\\_5923192.html](http://www.huffingtonpost.com/gobankingrates/how-to-raise-your-kid-to-_b_5923192.html)

#### Books Written By Dr. Carter G. Woodson

(source: <http://www.chipublib.org/002branches/woodson/woodsonbib.html#introduction>)

1. THE EDUCATION OF THE NEGRO PRIOR TO 1861: A HISTORY OF THE EDUCATION OF THE COLORED PEOPLE OF THE UNITED STATES FROM THE BEGINNING OF SLAVERY TO THE CIVIL WAR. New York: Putnam's, 1915. Repr. Ayer Co., 1968 LC2741.W7
2. A CENTURY OF NEGRO MIGRATION. Washington, D.C.: ASNLH., 1918. Repr. Russell, 1969. E185.9.W89
3. THE HISTORY OF THE NEGRO CHURCH. Washington, D.C.: Associated Publishers, 1921. BR563.N9W6
4. THE NEGRO IN OUR HISTORY. Washington, D.C.: Associated Publishers, 1922. E185.9 .W89 1970
5. FREE NEGRO OWNERS OF SLAVES IN THE UNITED STATES IN THE UNITED STATES IN 1830: TOGETHER WITH ABSENTEE OWNERSHIP OF SLAVES IN THE UNITED STATES IN 1830, ed. Washington: ASNLH, 1924; Repr. Negro Univ. Press. E185.W8873
6. FREE NEGRO HEADS OF FAMILIES IN THE UNITED STATES IN 1830: TOGETHER WITH BRIEF TREATMENT OF THE FREE NEGRO. Washington: ASNLH, 1925. F185.W887125
7. NEGRO ORATORS AND THEIR ORATIONS, ed. Washington: Associated Publishers, 1926. Repr. Russell, 1969. PS663.N4.W6
8. THE MIND OF THE NEGRO AS REFLECTED IN LETTERS WRITTEN DURING THE CRISIS, 1800-1860, ed. Washington: ASNLH, 1926. Repr. E185.W8877 1969b
9. NEGRO MAKERS OF HISTORY. Washington: Associated Publishers, 1928. E185.W85
10. AFRICAN MYTHS TOGETHER WITH PROVERBS: A SUPPLEMENTARY READER COMPOSED OF FOLK TALES FROM VARIOUS PARTS OF AFRICA. Adapted to use of children in the public schools. Washington: Associated Publishers, 1928. PE1127.G4 W7
11. THE NEGRO AS A BUSINESSMAN, joint author with John H. Harmon, Jr. and Arnett G. Lindsay. Washington: Associated Publishers, 1929. E185.8.H251
12. THE NEGRO WAGE EARNER, joint author with Lorenzo J. Greene. Washington: ASNLH, 1930. Repr. AMS Press. E185.G79
13. THE RURAL NEGRO. Washington: ASNLH, 1930. Repr. Russell, 1969. E185.86.W896
14. THE MIS-EDUCATION OF THE NEGRO. Washington: Associated Publishers, 1933. Repr. AMS Press, 1972. LC2801.W6 1977
15. THE NEGRO PROFESSIONAL MAN AND THE COMMUNITY: WITH SPECIAL EMPHASIS ON THE PHYSICIAN AND THE LAWYER. Washington: ASNLH, 1934 Repr. Negro University Press, 1969. Johnson Reprints E185.82.W88
16. THE STORY OF THE NEGRO RETOLD. Washington: Association Publishers, 1935. E185.W898
17. THE AFRICAN BACKGROUND OUTLINED. Washington: ASNLH, 1936. DT351.W89
18. AFRICAN HEROES AND HEROINES. Washington: Associated Publishers, 1939. DT3525.W66



**Calculate Your G.P.A. (Grade Point Average)**  
*Final (Quarter 1, Quarter 2, Quarter 3, Quarter 4)*

Subject	Letter Grade	Assign Points	Letter Grade	Assign Points	Letter Grade	Assign Points	Letter Grade	Assign Points		
	<i>1<sup>st</sup> Quarter</i>	A - 4.0 B - 3.0 C - 2.0 D - 1.0 F - 0.0	<i>2<sup>nd</sup> Quarter</i>	A - 4.0 B - 3.0 C - 2.0 D - 1.0 F - 0.0	<i>3<sup>rd</sup> Quarter</i>	A - 4.0 B - 3.0 C - 2.0 D - 1.0 F - 0.0	<i>4<sup>th</sup> Quarter</i>	A - 4.0 B - 3.0 C - 2.0 D - 1.0 F - 0.0		
		<b>TOTAL:</b>			<b>TOTAL:</b>			<b>TOTAL:</b>		
		Divide total by the number of grades - <b>GPA:</b>			Divide total by the number of grades - <b>GPA:</b>			Divide total by the number of grades - <b>GPA:</b>		





MARKETING	Cashier Retail Sales Clerk Telemarketer	Procurement Clerk Customer Service Rep	Fashion Merchandiser Manufacturing/Wholesale Rep Retail Manager	Buyer Marketing Manager Account Executive	Market Research Analyst Advertising/Public Relations Executive	College Professor
TRANSPORTATION / DISTRIBUTION & LOGISTICS	Toll Gate Worker Delivery Driver Packer/Package/Mover Taxi Driver Stocking Clerk Helper	Truck Driver Ambulance Driver Auto Inspector Auto Body Repairer Shipping/Receiving Clerk	Logistics Technician Auto Mechanic Diesel Mechanic Aircraft Mechanic	Logistics Manager Airline Pilot Warehouse Manager Systems Engineer Shipping/Receiving Manager	Modeling and Simulation Programmer	College Professor
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS		Chemical Technician	Nuclear Technician Chemical Technician Engineering Technician	Engineer Computer Hardware/ Software Engineer Engineering Technologist	Engineering Researcher Computer Scientist	Scientist/Medical Researcher Aeronautics Researcher Mathematician/Physicist College Professor

### RECOMMENDED EDUCATIONAL STEPS FOR SAMPLE JOBS/CAREERS IN EACH COLUMN

7 <sup>th</sup> - 8 <sup>th</sup> GRADES <i>Requirements for all students</i>	<ol style="list-style-type: none"> <li>Complete a Career Assessment and research career clusters and occupations on the Virginia Education WIZARD (<a href="http://www.vawizard.org">www.vawizard.org</a>)</li> <li>Develop an initial Personal Academic and Career Plan with your school counselor/career coach and family. Review and update it periodically.</li> <li>Begin to master Virginia's Workplace Readiness Skills that are expected by employers in business and industry. <ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Computer Literacy</li> <li>Problem Solving</li> <li>Decision Making</li> <li>Work Ethic</li> <li>Positive Attitude</li> <li>Independence and Initiative</li> <li>Self-presentation</li> <li>Attendance</li> <li>Teamwork</li> <li>Financial Literacy</li> </ul> </li> </ol>
--	--

### RECOMMENDED EDUCATIONAL STEPS FOR SAMPLE JOBS/CAREERS IN EACH COLUMN

HIGH SCHOOL 9 <sup>th</sup> -12 <sup>th</sup> GRADES <i>Complete the appropriate diploma for your personal Academic and Career Plan. (Select the column based on your preferred jobs above).</i>	<p><b>Standard Diploma</b> Unit Requirements:</p> <ul style="list-style-type: none"> <li>4 - English</li> <li>3 - Math (including Algebra I, Geometry and 1 higher math)</li> <li>3 - Lab Sciences</li> <li>3 - History/Social Sciences</li> <li>2 - Health &amp; Physical Education</li> <li>1 - Fine Arts or Foreign Language</li> <li>4 - CTE (Career and Technical Education)</li> <li>1 - Elective</li> <li>1 - Economics or Personal Finance</li> </ul> <p>Certain jobs require a high school diploma with additional training that can be obtained in high school through pursuing a technical diploma.</p> <p>Technical Program Completers will</p>	<p><b>Standard Diploma or Standard Technical Diploma or Advanced Studies Diploma*</b> *Unit requirements in last/right column</p> <p>Technical Program Completers will complete industry certifications, licenses, or assessments.</p>	<p><b>Advanced Studies Diploma (or) Advanced Technical Diploma</b> Unit Requirements:</p> <ul style="list-style-type: none"> <li>4 - English</li> <li>4 - Math (Algebra I, Geometry, Algebra II, and 1 higher math)</li> <li>4 - Lab Sciences</li> <li>4 - History/Social Sciences</li> <li>3 - Foreign Language (or 2 units of 2 languages)</li> <li>2 - Health &amp; Physical Education</li> <li>1 - Fine Arts or Career &amp; Technical Education - CTE</li> <li>3 - Electives/3 CTE (Career &amp; Technical Education) for Advanced Technical Diploma</li> <li>1 - Economics and Personal Finance</li> </ul> <p>The Advanced Diplomas prepare students for enrollment in higher education (colleges and universities). Standard Diplomas satisfy admission requirements for community colleges and certain four-year colleges. Students with Standard Diplomas may be more likely to need remedial courses upon entry into college.</p> <p>Any student who meets the requirements for both the Advanced Studies and Advanced Technical Diplomas may choose between these two diplomas.</p> <p>Technical Program Completers will complete industry certifications, licenses, or assessments.</p>
--	---	--	---