

Focus on Nicholas County Schools

"I don't know how many times I have heard people say that arithmetic was their hardest subject or that they had to work the hardest to learn," said Gerald Hammone, principal at Nicholas County Elementary School. "We feel that one of the things we can do to make math easier for the students is to enlist the aid of the parents to work with their children at home to the basic math facts. So much can be done at home in a different way. Many parents seem to think that our math program is different from what they had when they were in school, but the fact is we have a very traditional math program. We no longer use what was referred to as 'new math.' In order to have a really good math program, or any other program for that matter, you have to have the school and home working together."

"It would appear that, even though things have not changed drastically in the math programs, the terminology used now is different from that of several years ago. One parent related an incident in which her child came home from school and announced that her class was studying integers. The parent thought that it was something new only to find out that integer is simply another word for whole number."

The math program at the elementary school deals with such specific math skills in one of two ways. Each skill is introduced at a specific place in the math program and then reinforced repeatedly to insure that the student both masters and retains the skill. This repetitive emphasis, for many of the skills, all through the elementary school year. The concept of addition, for example, is introduced as early as kindergarten and is reinforced all the way through college.

All the skills in math that are to be taught in kindergarten through eighth are listed in the Nicholas County Elementary Math Curriculum Guide. This guide lists each skill in the mathematics program, the terminology used in the program, and the level at which the skill is introduced or reinforced.

Students in grade two begin to deal with regrouping in two places, place value to 100, column addition with two numbers, regrouping in two places with ones, multiplication, and beginning fractions.

Third grade students learn about multiplying in two places, multiplying horizontal and vertical forms, multiplication and division as inverse processes, multiplying with regrouping as tens, quotients through nine, dividing horizontally and vertically, and dividing with a remainder.

Students in fourth grade work in rounding of numbers from 10 to 100, column addition with two and five place numbers and regrouping, three place subtraction with regrouping, multiplication with two places and regrouping to 100, division quotient ending in 0 and two stage with a remainder, writing equal fractions, simplifying fractions, addition and subtraction of money, and addition and subtraction of decimals. They also study bar graphs, use of the number line to add and subtract, and to estimate sums and differences.

Fifth grade students study place value up to billions and rounding off to billions, multiplication with three place factors, long division up to three stages, two place divisors with remainders, greatest common factor, least common multiple, subtracting with regrouping, equivalent fractions, addition and subtraction of mixed numbers, multiplication of mixed numbers, and are introduced to decimals, percentages and averages.

Students in grade six learn multiplication and division with four numbers, they are introduced to the remaining fraction skills and percentage skills and division of decimals. They learn to write, solve equations and to use a number line.

Seventh grade students are introduced to all remaining skills in the math curriculum which include three place division with and without remainders, division of money, rounding off to 100's and terminating and repeating decimals.

During the eighth grade students spend considerable time in review of the concepts introduced in this point. They also work in algebra for the first time.

According to Mr. Hammone, the children can be helped considerably in math by being given the opportunity to use what they have learned in the classroom. The children will better learn and retain what they have learned if they use these skills daily at home.

In working this year to improve the math program, Mr. Hammone has made suggestions to the teachers in math. Among these are to present and post-test the students on material they have covered to be sure that the material is being mastered, review material to reinforce the learning, adapt the textbook to meet the specific needs of the students, and vary the routine in math so the students will not be bored. He also suggested that teachers allow the better math students to tutor those who were having difficulty to make use of individual aids and materials to make the classes more enjoyable.

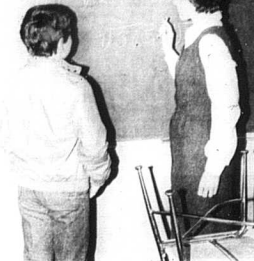
Mariam Williams, assistant principal at the elementary school, when asked about the program, noted that one of the strong points of the program was that the "students were willing to do it." She also noted that the revised and updated math curriculum guide would help to insure that the students were exposed to a consistent math curriculum. She felt that the use of materials that can be manipulated by the student would help to increase the student's interest in the subject. The aid of students who were having trouble learning about counting money until a money box was devised that the students could use to help them learn. According to Mrs. Williams, "that's the best I've heard of and I've never seen."

Mrs. Williams noted that the math program had been targeted for improvement this year because it was noted that the students weren't learning about math as well as they were learning about other subjects. She and Mr. Hammone have developed a program in which the students are tested in math during the fifth year of each grading period. The students are reviewed throughout the primary grades of school. These concepts form the basis for other more complex concepts which follow in these grades. It is hoped that this immediate feedback to the teacher will allow him/her to improve the students' learning in math.

Mr. Hammone, when asked about the program to improve the math curriculum, noted, "The math program is nothing to be ashamed of. It's simply not as good as we want it to be. We are spending time to math, as well as in other programs, trying to improve."

According to Jane Jucker, instructional supervisor for the school system, "The success of any program, whether it be mathematics at the elementary school or advanced math at the high school, is due to the concentrated effort of dedicated teachers, parents who are interested in helping their children at home, students with a good attitude toward the subject, and plenty of materials to get the job done."

Mr. Hammone and Mrs. Williams are willing to accept this challenge. David G. Elder, local superintendent, stressed the importance of developing math skills as follows: "Some people think that because of the pocket calculator and the home computer, arithmetic skills can be forgotten. This is far from being true. These new tools make an understanding of arithmetic even more important. Our elementary program is designed to equip our students to function in a developing age of technology, to prepare our students for further contribution in school, and to develop an interest in math related career opportunities. We hope that through our planned program of continuous arithmetic in grades K-12, we can achieve these objectives."

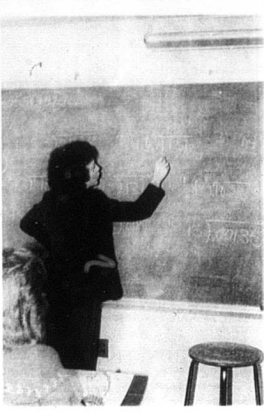


Fourth grade Travis Sims, works on long division with the help of his teacher, Mrs. Jerilyn Clark.—Photo submitted



Grouping by 10's

Steven White, a second grade student, shows teacher, Mrs. Judy Hawkins, how he can group by 10's.—Photo submitted



First grade teacher, Mrs. Linda Simons works on subtraction facts with Cybil Hunt one day recently in her classroom.—Photo submitted



Dividing decimals

Eighth grade students learn to divide decimals with teacher, Mrs. Kathy Hamm, who is demonstrating the proper method.—Photo submitted

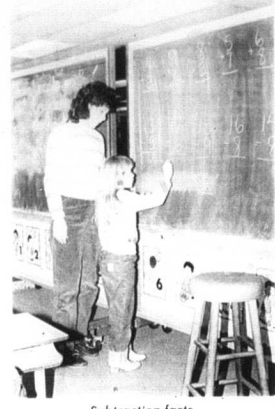


Practice counting

Kindergarten teacher, Mrs. Anne Baird, works with her students on counting to 100.—Photo submitted

Math work

Third grade teacher, Miss Cheryl Herrin instructs students Susan Crooms and Aaron Juck, as they work on math problems at their desks.—Photo submitted



Kevin Wells on the move

Badets surround Kevin Wells after the jacket guard cleared the boards with a rebound in last Tuesday night game with MLL.—Photo submitted

Nicholas Lions Club observes Founders Day

The Nicholas County Lions Club observed Founders Day at their regular meeting Tuesday night, Jan. 30, at Garrett's Restaurant.

Paul Dierker, Governor Len Jack Lancaster from Marvillie, inducted the club's newest member, Steve Cartwright, Lion Carl Wagner and Lion Frank Cleaver, new members, were sponsored by Club President Lion Mark Hagden.

Lions clubs worldwide dedicate one meeting in January each year in honor of their founder, Melvin Jones, born Jan. 13, 1893. Jones was a young Chicago insurance man in 1917 and was serving as secretary of The Business Men's Association.

The next regular meeting of the club will be ladies night, Tuesday night, Feb. 14, 6:30 p.m. at Garrett's Restaurant. All club members are urged to attend and bring their ladies.

The average single-occup. street side price of a day-longer, at \$25 cents.



Kevin Wells on the move

Badets surround Kevin Wells after the jacket guard cleared the boards with a rebound in last Tuesday night game with MLL.—Photo submitted

Fleming man charged with dynamiting dog food plant

A Flemington businessman was arrested and put in Cabell County Jail in Huntington, W.V., on charges that he dynamited his dog food processing plant in Fleming County last September.

Kurt Lamorah, 48, was arrested last week by federal and state authorities and placed in the jail in lieu of a \$250,000 bond.

He was charged with malicious destruction of a building by means of an explosive device.

The charges stem from a Sept. 9

The Carlisle (Ky.) Mercury, Thursday, February 2, 1984 - 9

Pesticide recertification training

"Restricted Use" private applicator pesticide cards are to be recertified every five years. The original pesticide cards were extended two years past the date approved at the bottom of the pesticide card.

The Federal Insecticide, Fungicide and Rodenticide Act requires people who purchase and use "Restricted Use" pesticides to be certified. The training is carried out by the University of Kentucky Cooperative Extension Service through specialist and agent.

To meet these requirements there will be a training session Feb. 4 at the extension office. The meeting will start at 7 p.m.

Remember, the user of these chemicals is responsible for the effects of the chemicals and they are considered hazardous for reasons of their classification by the Federal Government.

C&G

WE RESERVE THE RIGHT TO LIMIT QUANTITIES.

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NOW OPEN SUNDAYS
12 Noon to 6:00 P.M.

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Shoulder Roast	\$1.99	Kahn's Bologna	\$1.49
Small Chops	\$2.19	Kahn's Bologna	\$1.69
Chuck or Shoulder Steak	\$1.99	Hillshire Farm Smoked Sausage	\$2.19
Ground Chuck	\$1.59	Kahn's Ham	\$2.29
Pork Spare Ribs	\$1.49	Sausage & Biscuits	\$1.69
Chicken Breast	\$1.39	Pork Links	\$1.79
Chicken Pot Pie	\$1.99	— Produce Specials —	
Shrimp Fried Chicken	\$4.29	Broccoli	89¢
Swish Fry	\$4.39	California Carrots	2/2 99¢
Swift Turkey	\$3.99	Eggplant	49¢
Quail	\$2.99	Mushrooms	49¢
Kahn's Bacon	\$1.99	Minneapolis	3/4 lb \$1.49
Kahn's Wieners	\$1.69	Apples	3/4 lb \$1.19
Kahn's Franks	\$1.79	Red Delicious	3/4 lb \$1.19
Big Red Smokies	\$1.99	California Lemons	2/4 \$1.49

— Pantry Shelf —		— Pantry Shelf —	
French's Seasoning Mixes	2/79	Morrell's Dressings	69¢
Instant Coffee	\$3.99	A-1 Sauce	10¢ \$1.89
Dill Pickles	\$2.19	Snickers	4 Bars \$1.49
Hot Dog Sauce	79¢	Smuckers Preserves	\$1.49
Quaker Oats	79¢	Hawaiian Punch	44¢ 73¢
Lipton Tea Bags	\$1.82	Nilla Wafers	12 oz \$1.19
Del Monte Macaroni	\$1.51	Keefler Cookies	\$1.29
Del Monte Spaghetti	\$1.51	Judge Juice	99¢
Canned Fruit	10¢ 69¢	Keefler Wheatbun	99¢
Del Monte Fruit	69¢	— Pet Food —	
Pineapple	12 oz 59¢	Kal Kan Cree	99¢
Prune Juice	22 oz \$1.19	Kal Kan	4.5 oz \$1.00
Pineapple Juice	44 oz \$1.19	*****	
Green Beans	22 oz 2.95¢	It's Back, It's Bigger and Better Than Ever!	
Golden Care	12 oz 2.99¢	Our New Savings Plus Card.	
Seedless Raisins	12 oz \$1.39	Cash in on Free Groceries or Free Prizes — Prizes will be on display at our Foodtown Store!	
Pitted Prunes	12 oz \$1.19	*****	

U.S. No. 1

Maine Potatoes

10 lb. bag

\$1.49

California Medium Batch Celery

(Large Batch 88¢)

U.S. Choice Brisket

Chuck Roast

lb.

\$1.79

Rudy's Sausage

\$1.79

Pork Roast

.79¢

Master Blend Coffee

\$2.29

C&G Delicatessen

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Turkey Breast	\$3.99	Large Pizzas	2.55 99¢
Roast Beef	\$2.89	American Cheese	\$2.89
Virginia Ham	\$3.59	Kerrygold Sals	.99¢
Ky. Hot Brown Sandwich	\$1.99	3 Piece Chicken	\$3.99
Croissant Sandwich	\$1.19	Household	
Lunch Meat	\$1.99	Dial Soap	69¢
California Lemons	\$1.49	Soft White Family Size	\$2.49
		Peak Floor Wax	\$2.49
		Mop & Glo	\$1.49
		Lysol Cleaner	\$1.49
		Lysol Bowl Cleaner	89¢
		Lysol Pine Action	\$2.19
		Lysol Cleaner	\$1.19
		Wisk Liquid	\$1.69
		Glad Trash Bags	\$1.49
		Glad Garbage Bags	\$1.29
		Glad Garbage Bags	\$1.29
		Kal Kan Coffee Filters	59¢
		Ivory Liquid	\$2.59
		All Dishwasher	\$2.99
		Frozen & Dairy	
		Tatino's Party Pizza	99¢
		Microwave Popcorn	\$1.49
		Orange Juice	44 oz 99¢
		Sera Lee Coffee Cakes	\$2.99
		Bonquet Dinners	79¢
		No Mold Margarine	39¢