

PreK

A FAMILY GUIDE FOR STUDENT SUCCESS

PRE-KINDERGARTEN
Concepts of Literacy and Mathematics



Maryland
STATE DEPARTMENT OF EDUCATION

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Deaf and Hard of Hearing Use Relay

Dear Families,

Parents and guardians are their child's first teachers, and your insight is essential to helping your child succeed. When families and educators work closely together, students benefit.

The Family Guide for Student Success outlines the key literacy and math skills your child will learn from pre-kindergarten through eighth grade. These guides show what students should know by the end of each grade and support your child in meeting Maryland's learning expectations.

Your partnership with your child's teacher makes the biggest difference. Stay in communication, ask questions, and reach out for ideas or activities to support learning at home. If you have questions about curriculum or school programs, please contact your child's school.

This guide is here to help us set clear expectations, strengthen skills, and support every child's growth, together.



Carey M. Wright, Ed.D.,
State Superintendent of Schools

HOW TO USE THE FAMILY GUIDES

In the guide that follows, you will notice that some tips have special symbols next to them. These symbols show which children might find that tip most helpful, since every child learns differently.

Use the key below to help you choose the tips that are most helpful for your child:



CIRCLE: For Children Learning English

Look for this symbol if your child is learning English as another language. These tips are great for building language skills while working on building reading and math skills. All of the activities can be completed in your child's home language as well as English.



SQUARE: For Children Who Need a Little Extra Help

This symbol means the tip might be especially helpful for children who need more time or practice to really understand a skill. These ideas can help make learning feel easier and less frustrating.



TRIANGLE: For Children Who Are Ready for a Challenge

If your child already understands a skill and is ready for something more, look for this symbol. These tips offer fun ways to go deeper and keep learning exciting.

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LITERACY

In pre-kindergarten, your child is starting to learn the fundamentals of literacy. Your child needs a strong foundation in listening, the practice of sounds, new vocabulary, matching words to actions, storytelling/dramatic play, understanding what occurs in a story, and understanding the functions of print before your child can learn to read. Reading skills are best learned through a variety of playful activities, including singing, drawing, and conversations, rather than through worksheets and memorization of letters and words. Playing and reading with your child daily will give them the start they need to be a strong reader. Activities in these areas will include:

CONCEPTS OF PRINT

- Identifying the front cover, back cover, and title page of a book.

PHONOLOGICAL AND PHONEMIC AWARENESS

- Recognizing spoken words, rhyming words, syllables, and sounds (phonemes).

PHONICS AND WORD RECOGNITION

- Recognizing that words are symbols that carry meaning and are made up of letters.

COMPREHENSION

- Understanding, remembering, and making sense of what is read.

WRITING

- Using a combination of drawing, dictating, and developmentally appropriate writing to communicate ideas.



With prompting and support, your child can identify the front cover, back cover, and title page of a book.

- Identify the parts of a book.
- Design and create a front and/or back cover of a book.

HELP AT HOME

- ▶ Identify the parts of a book before reading.
- ▶ ▲ Explain the similarities and differences of the parts of a book (e.g., both the front cover and title page contain the title of the book but the front cover is the first part of the book we see and it usually has a colorful illustration).

With prompting and support, your child can differentiate letters from numbers.

- Separate letters from numbers.



HELP AT HOME

- ▶ Read books, such as *Chicka Chicka Boom Boom* and *Chicka Chicka, 123*, and talk about the differences between the two books.
- ▶ Provide manipulative materials with letters and numbers, such as alphabet and number puzzles and magnets.
- ▶ ▲ Play letter and number matching games with your child. For example, create a set of cards with both letters and numbers. Have your child sort them into two piles: one for letters and one for numbers.)

With prompting and support, your child can understand that print moves from left to right, top to bottom, and page by page.

- Hold a book appropriately.
- Pretend to read by moving finger from left to right across the page.



HELP AT HOME

- ▶ Demonstrate moving a finger below the text to demonstrate the correct way to read a book.
- ▶ Hold a book upside down and look puzzled, while trying to unsuccessfully read the book. Say, “I can’t seem to read this book. Why can’t I read it?”

With prompting and support, your child can understand that words are separated by spaces in print.

- Point to words while “reading” a list posted on the wall, pausing between each word.

HELP AT HOME

- ▶ Point to words while reading a book.
- ▶ ▲ Demonstrate writing appropriately by leaving space between words.



With prompting and support, your child can engage in language play.

- Participate in activities that have rhyming words.
- Read books with repeating words, and point out the long/short vowel sounds.

ADDITIONAL HELP AT HOME

▲ After reading half of the book with repeating sound patterns, pause at these words or phrases and encourage your child to finish the phrases for you.

HELP AT HOME

- ▶ ■ ▲ Lead your child in “finger plays” and songs that have rhyming and sound patterns (e.g., “Itsy Bitsy Spider”).
● Lead your child in finger plays and songs that rhyme in your home language, if possible.
- ▶ ● ■ Read books with repeating sound patterns such as “Twinkle, Twinkle Little Star” (star, far), “The Itsy Bitsy Spider” (spout, out).

With prompting and support, your child can explore and recognize rhyming words.

- Repeat words that rhyme.
- Recite parts of familiar poems and stories.
- Use songs, “finger plays,” nursery rhymes, imitation, poetry, and conversation.



HELP AT HOME

- ▶ Encourage your child to identify and repeat words that rhyme while reading a familiar poem, story, or nursery rhyme.
- ▶ ▲ Create a poetry book incorporating poems recited together over the year.
- ▶ Lead your child in singing jump rope rhymes while outside.
- ▶ ▲ Make up silly words that are not real so they rhyme with a real word.

With prompting and support, isolate and pronounce the initial sounds in words.

- Say the beginning sounds of a word.
- Recite familiar tongue twisters.



HELP AT HOME

- ▶ ● Play “I Spy” to identify something that begins with a /t/ sound as in table.
- ▶ Read books with alliteration – same beginning sound/ letter of words (e.g., Sally sells seashells by the seashore), drawing your child’s attention to the words that begin with a similar sound.
- ▶ ▲ Use common household objects and sort them by beginning sounds (For example: banana, bowl, blanket).

With prompting and support, your child can demonstrate an awareness of ending sounds in words.

- Recognize the ending sound of a word.
- Choose the object with the ending sound that corresponds to a spoken word.

HELP AT HOME

- ▶ Play “I Spy” to identify something that ends with a /p/ sound as in cup.
- ▶ Say a word and direct your child to choose an object that ends with that sound.



With prompting and support, your child can demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.

- Copy an adult's clapping syllables in words.

HELP AT HOME

- ▶ Clap syllables in your child's name or other family members' names.
- ▶ Clap syllables in words found in poems, rhymes, or songs.
- ▶ ▲ Use familiar words and pair the word with a visual. For example, have a picture of a dog and clap together one time. Repeat with other two- and three-syllable words.
- ▶ ● Use objects to count syllables: place small toys or blocks in a row. Say a word and move one object per syllable (e.g., "el-e-phant", move three objects).

With prompting and support, your child can demonstrate awareness of the relationship between sounds and letters.

- Identify the letter for the beginning sound in a word.
- Attempt to sound out a word by looking at the beginning letter.
- Say the sounds of letters.

HELP AT HOME

- ▶ ▲ Read books and prompt your child to identify initial sounds of words.
- ▶ Demonstrate the sounds letters make.

Your child can identify environmental print.

- Explore books, magazines, and newspapers.
- Point out familiar signs and labels throughout the home and community.
- Identify print in familiar places visited most often.



HELP AT HOME

- ▶ Provide books, magazines, store circulars, coupons, and newspapers throughout your home and demonstrate how they can be used to gather information (e.g., checking the weather).
- ▶ Label objects and areas throughout your home.
- ▶ Point out familiar signs in the neighborhood, at the grocery store or in shopping centers, and while driving (e.g., street names, store names) and read them to your child.
- ▶ ▲ Play “I Spy” games with print around your home or in the community.



With prompting and support, your child can recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

- View videos or interactive technology that joins music, rhythm, color, etc. to the teaching of letters.
- Identify the letters of the alphabet with manipulatives, including capital and lowercase letters.
- Create letters with different materials (e.g., pipe cleaners, play dough).



HELP AT HOME

- ▶ Provide a variety of materials that teach letters (e.g., magnets, foam letters, blocks with letters on them, alphabet puzzles).
- ▶ Provide manipulative materials with letters of the alphabet. Create space where your child can create letters with paint, sand, toothpicks, and/or by gluing small items onto large written letters.
- ▶ Read alphabet books or books about letters, such as *Chicka Chicka Boom Boom*.

With prompting and support, your child can recognize their own name and environmental print

- Identify their name in print.
- Identify some familiar words in print, such as the names of their parents, siblings, and/or relatives.

HELP AT HOME

- ▶ Display your child's name on artwork, toys, etc.
- ▶ Ask your child to find their name and their family members' names.

With prompting and support, your child can recognize words as a unit of print and understand that letters are grouped to form words.

- Pretend to “read” words in books.
- Point to words in books while pretending to read them.
- Identify labels at home.
- Tell the number of words in a line of text.

HELP AT HOME

- ▶ Demonstrate pointing to words in books while reading.
- ▶ ● Label items in child’s personal spaces in both English and your home language.
- ▶ Use print found around your home and in the community.
- ▶ ▲ Point to one letter and then point to one word. Ask your child how they relate (e.g., letters combine together to make words).

With prompting and support, your child can recognize and name some upper and lowercase letters of the alphabet, especially those in their own name.

- Name the upper and lowercase letters of the alphabet with manipulatives.
- Name the letters in their own name.
- Identify belongings of others by the name written on them.
- Write their own name beginning with an uppercase letter.
- Participate in games matching uppercase to lowercase letters.

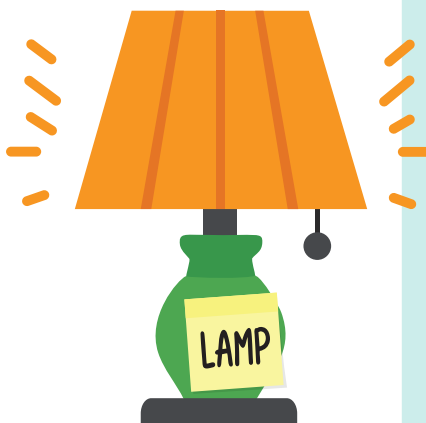
HELP AT HOME

- ▶ Make a variety of materials available for letter recognition and formation.
- ▶ Label items (e.g., clothing, books, drawings) using your child’s name.
- ▶ ▲ Encourage your child to write their name on their work.



With prompting and support, your child can recognize an association between spoken and written words.

- Create a picture, then dictate a story while an adult writes the words.
- Pretend to “write” notes and stories.
- Dictate a story while an adult writes the words.

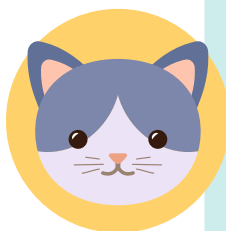


HELP AT HOME

- ▶ Point out that printed words provide information (e.g., charts, recipes, journals, labels) through daily experiences.
- ▶ Provide a writing center with crayons, chalk, markers, and other writing utensils, and multiple types of paper to encourage opportunities for writing.
- ▶ Write down your child's dictation.
- ▶ ● Label common household items (door, table, chair) with sticky notes that include the object's name in English and your child's home language. Say, "This says door. Let's touch the door."
- ▶ ▲ When reading, track words with your finger.

With prompting and support, your child can demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

- Point to a consonant letter while saying the primary letter sound.
- Pick a consonant letter out of a mystery bag and say its primary letter sound.



HELP AT HOME

- ▶ Play word games and color the initial consonant in a different color from the rest of the word (e.g., cat, hat, sat).
- ▶ ▲ Provide a mystery bag of consonant letters and instruct your child to choose one and say its primary consonant sound.
- ▶ ▲ Have your child match letters with objects that start with the same sound. (For example, match "C" with a picture of a cat or a car.).

FLUENCY

Your child can display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

- Pretend to "read."
- Use a pointer to "read" around the room.



HELP AT HOME

- ▶ Have your child "read" familiar stories to you.



With prompting and support, your child can ask and/or answer questions with details related to books, pictures, and other print materials.

- Respond to who, what, when, where, why or how questions.
- Guess what happens next in a story.
- Bring a book and ask “What is the title?” or “What does this say?”



HELP AT HOME

- ▶ Ask your child questions while reading a story such as “What is happening on this page?” or “What do you think might happen next?”
- ▶ Provide a variety of printed materials for your child such as books, newspapers, store circulars, magazines, and birthday/holiday cards for your child to explore.

With prompting and support, your child can retell familiar stories (from books, oral presentations, songs, and plays) using diverse media.

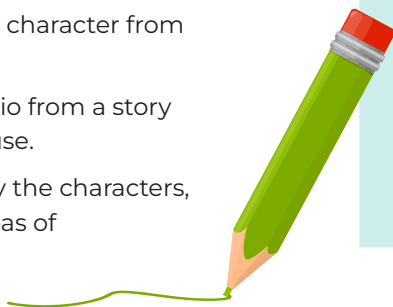
- Act out a story in dramatic play.
- Retell a story during center time by sequencing pictures, arranging story characters on a flannel board, or by using puppets.
- Draw a picture illustrating some elements of a story, song, or poem.
- Retell a familiar story to an adult.
- Use conversation, drama, and props to promote creative movement, art, and creative writing.

HELP AT HOME

- ▶ Create or provide props related to familiar stories, such as puppets, dress up clothes/costumes, print or writing materials.
- ▶ Encourage your child to draw pictures of familiar stories.
- ▶ Ask your child to retell a familiar story while you write it down.
- ▶ Provide sequence cards, objects, or flannel board pieces for your child to use in retelling the story with family members.

Your child can retell stories, including key details, and demonstrate understanding of the central message or lesson.

- Retell main events in a story.
- Draw a picture of the characters in a book.
- Create a picture, and tell a story about their artwork.
- Pretend to be a character from a story.
- Create a scenario from a story around the house.
- Identify verbally the characters, setting, and ideas of familiar stories.



HELP AT HOME

- ▶ Ask your child to share something interesting about a book.
- ▶ Encourage your child to create pictures to represent stories.
- ▶ Display your child's pictures along with the parent-written story your child told on walls or refrigerator.
- ▶ Provide plenty of time, materials, and ideas for your child to pretend.

With prompting and support, your child can interact with common types of texts.

- Look at books with your child.
- Interact with different types of books: fantasy, factual, and books about people that demonstrate racial, cultural, age, gender, and ability diversities.

HELP AT HOME

- ▶ Make a variety of books available for use in your home.
- ▶ Read different types of stories representing diverse topics, characters, and stories with your child. Go the public library and check out books on a variety of topics.



Your child can develop new vocabulary from stories.

- Use new vocabulary words in conversation or in play.
- Ask what a new word means.

HELP AT HOME

- ▶ Discuss new words after reading a story.
- ▶ Relate new words with words and/or concepts the child already understands (e.g., “enormous” means “large, huge or big”).
- ▶ Use new vocabulary words in conversation and in play with your child, and encourage your child to do the same.
- ▶ ▲ Introduce new words by reading stories on different topics and talking about new words in that context.

With prompting and support, your child can identify the role of the author and illustrator.

- Discuss how the author writes the story, or words, and the illustrator creates, or draws, the pictures.
- After dictating a story for an adult to write or working on creating a book, your child says, “I am an author.”
- After drawing a picture or working on creating a book with pictures, your child says, “I am an illustrator.”



HELP AT HOME

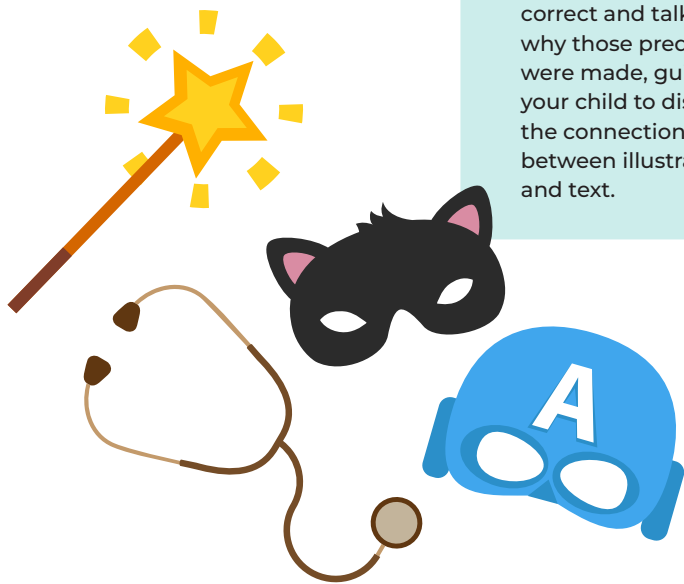
- ▶ Identify the roles of the author and illustrator before reading.
- ▶ Provide/display your child-created books in your home.
- ▶ ▲ Allow your child to create a book individually or with help, identifying the author and illustrator.

With prompting and support, tell how the illustrations support the story.

- Relate what happens in a story to an event in their own life (e.g., “That’s like when I…”).
- Relate story illustrations to their own life, family, and community.
- Participate in a picture walk.
- Participate in small group questions and answers.
- Use props in dramatic play to act out stories or create new stories.

HELP AT HOME

- ▶ Demonstrate sharing your own experiences while reading a relevant story. Use expressions like, “This reminds me of…”
- ▶ Read books that reflect your child’s own life, family, and community, and encourage your child to talk about similarities and differences.
- ▶ ▲ Before reading a book, walk through the illustrations and ask your child to predict the story. After reading the book, ask your child if the predictions were correct and talk about why those predictions were made, guiding your child to discover the connections between illustrations and text.



With prompting and support, your child can compare adventures and experiences of characters in familiar stories.

- Ask and answer questions about how two characters are the same and/or different.
- Act out the actions of different characters in familiar stories.
- Discuss how two stories are similar and/or different.

HELP AT HOME

- ▶ ▲ Ask how characters are alike in familiar stories.
- ▶ ▲ Read a story aloud emphasizing one character (e.g., by sound effects, different voice). Then read the story aloud again emphasizing a different character. Lead your child in discussions of the characters.
- ▶ Provide props for your child to act out stories.



Your child can actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities.

- Say, "I see that..." or "I wonder why...?" as your child reads and talks about a story.
- Create a picture based on a story after reading or telling a story.
- Act out the story after hearing the story.
- Move like the characters in a story with or without music.



HELP AT HOME

- ▶ Ask your child what they notice or wonder about the story. Have your child look at the pictures and guess what will happen before reading.
- ▶ Provide materials for your child to create art about the story and retell or dictate the story from their art.
- ▶ Provide props to act out the story, and encourage your child to use the story's language.
- ▶ Provide music and props for your child to move like the characters.
- ▶ ▲ Encourage independent reading, reading with siblings, and reading with the whole family.



With prompting and support, your child can ask and/or answer questions with details related to a variety of informational print materials.

- Guess what happens next (make predictions).
- Answer who, what, when, where, why, or how questions asked by other adults and children.
- Respond to questions by stating a new fact learned from a recently read book.
- Use charts, graphs, maps, lists, and other reference materials.



HELP AT HOME

- ▶ After reading a factual book, magazine, etc., ask, “What did we learn about...?”
- ▶ During the reading of a factual text ask, “What do you think is going to happen next?”
- ▶ During and after reading factual text, ask questions, such as “who, what, when, where, why, and how?”
- ▶ ▲ After completing a family chart/graph, ask your child a question to interpret from the chart/graph (e.g., for a chart on favorite ice cream, ask, “What were the different types of ice cream people liked?”).
- ▶ ▲ Discuss where your child lives and point to that place on a map. Point to where another family member lives. Discuss where the family member lives in relation to your child (e.g., “Is Aunt Sarah nearby or far away?” “How far away is Niagara Falls from Maryland?”).

With prompting and support, your child can retell some details related to the main topic/idea in informational text or photographs.

- Act out main ideas of the story alone, with a relative, or friend.
- Retell some ideas using writing or art materials, and/or dramatic play props.



HELP AT HOME

- ▶ Provide materials for your child to use to retell, draw, or act out idea(s) from a factual text.
- ▶ ▲ Act out details of the informational text.

With prompting and support, identify characters, settings, and major events in a story.

- Answer questions about how and why things happen.
- Retell a story.

HELP AT HOME

- ▶ Demonstrate acting out different scenarios.
- ▶ Read factual books, magazines, etc., and discuss “how” and “why” things happen.
- ▶ ▲ Provide opportunities to work with your child in order to help them make deeper connections.



You child exhibits curiosity and interest about words in a variety of informational texts.

- Identify titles of familiar informational texts found throughout the home.
- Ask for the meaning of words your child does not know.



HELP AT HOME

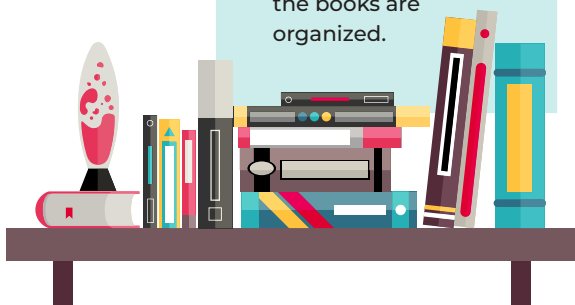
- ▶ Provide factual books throughout your home, categorized by topic (e.g., animals, plants), and labeled by category.
- ▶ ▲ Before reading a new factual text with your child, provide definitions of new words or concepts.
- ▶ Read factual books to your child.
- ▶ When possible, use sensory (e.g., sight, sound, touch, smell, hearing) activities to show the connection between a word and its meaning (e.g., act out the meaning of “twirl”).

With prompting and support, your child can identify the role of the author and illustrator in informational text.

- Say the author writes the text, or words, and the illustrator creates the pictures, or takes the photographs.
- Use family photographs to create an “All About Me” informational text. Talk about being both the author and the illustrator as they provided the pictures and organized the wording of the story.

HELP AT HOME

- ▶ Identify the roles of the author and illustrator before reading with your child.
- ▶ ▲ Organize your child’s books by author’s last name. Encourage your child to figure out how the books are organized.



With prompting and support, your child can make connections between self and text and/or information and text.

- Relate what happens in the text to an event in their own life: “That’s like when I...”
- Make connections between texts in different books on the same topic.

HELP AT HOME

- ▶ Share connections to personal experiences while reading a book, “This reminds me of...”
- ▶ Ask questions to prompt your child to make connections himself, such as “Have you ever...?”



With prompting and support, your child can explore the purpose of the informational text.

- Act out roles of community helpers after reading informational texts on the same topic. Discuss how your child does some of these same roles at home or school (e.g., helping parents cook, taking care of pets).
- Share information about your child's family when reading books about families of different cultures or with different cultural customs.

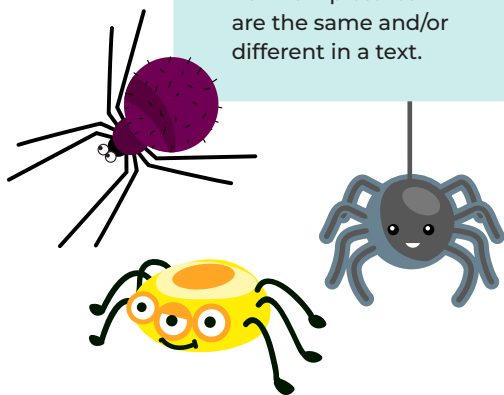


HELP AT HOME

- ▶ Provide factual books, magazines, etc., about community helpers to give your child ideas for acting out roles.
- ▶ Read factual text about a community helper and then visit that community helper in the community where your child lives.

With prompting and support, your child can identify similarities and differences in illustrations between two texts on the same topic.

- Answer questions about how two pictures are the same and/or different.
- Draw spiders of different sizes, colors, and shapes after reading books about spiders.

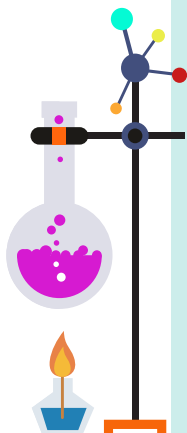


HELP AT HOME

- ▶ Ask how pictures are the same and/or different in a text.

With prompting and support, your child can actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

- Say “I wonder” or “I see” when talking about a text.
- Create visual art or act out a story after hearing a text.
- Retell a series of past events found in informational text.



HELP AT HOME

- ▶ ▲ Ask your child what they liked or wondered about the story in the beginning and at the end.
- ▶ Provide materials and encourage your child to create visual artwork of the story.
- ▶ ▲ Explain to your child that factual texts are found in other areas of our lives besides reading, such as social studies, science, etc.

WRITING

With modeling and support, your child can use a combination of writing, dictating, and developmentally appropriate writing to communicate about a topic, tell a story, or opinion.

- Dictate a story that an adult writes down.
- Draw a picture to explain a topic and dictate information that supports their drawing.

HELP AT HOME

- ▶ Provide markers, crayons, chalk, and other writing utensils for your child to use to draw and write.
- ▶ Fold four pieces of paper to make a “book” and have your child dictate a title for a story, draw some of the events, and/or dictate a story.





MATHEMATICS

In pre-kindergarten, your child is starting to learn the fundamentals of mathematics. Your child needs a strong foundation in spatial relationships, classification, patterning, one-to-one correspondence, and order and numeration before your child can learn to add and subtract. Math skills are abstract and are best learned through a variety of hands-on activities including cooking, puzzles, shapes, sand/water play, measuring, beading, and the like. Playing with your child daily will give them the start they need to be a strong mathematician. Activities in these areas will include:

NUMBER AND OPERATION SENSE

- Counting forward and backward.
- Recognizing and naming numerals 0-10.
- Counting concrete objects and actions up to 10 using one-to-one correspondence.
- Using comparative language (e.g., more than, less than, and equal to).
- Recognize number of objects (up to 5) in a set without counting.

ALGEBRAIC THINKING

- Experimenting with adding and subtracting.
- Modeling real-world addition and subtraction problems.

GEOMETRIC REASONING AND MEASUREMENT

- Recognizing and naming shapes in the environment.

REASONING WITH DATA, STATISTICS, AND PROBABILITY

- Sorting, categorizing, and classifying objects.

With prompting and support, your child can count forward and backward.

- Count forward by ones up to 20.
- Count backwards by ones from 10.

ADDITIONAL HELP AT HOME

- Count in your home language and in English.

HELP AT HOME

- ▶ ■ Sing counting songs and rhymes.
- ▶ Read books with numbers, like *Chicka Chicka, 123*.
- ▶ Lead your child in counting to 20 during daily routines, such as getting in the car, playing hide and seek, picking up toys, brushing teeth, and washing hands.

With prompting and support, your child can recognize, name, and attempt writing numbers 0 – 10.

- Identify numbers in the home (e.g., phone, on the calendar, clock, measuring cups).
- Identify numbers in a counting book.
- Attempt to write numbers 1–10.



HELP AT HOME

- ▶ Go on a number hunt in your home, identifying numbers in various locations.
- ▶ Review numbers daily, incorporating the calendar into this review.
- ▶ Read a counting book and demonstrate how to write the numbers (e.g., draw numbers in the air, sand, or paint).
- ▶ Provide materials, such as number stencils, number cards, paper, crayons, and markers for your child to use to create numbers.
- ▶ ● Find and press numbers at home and in the community (e.g., cash register, phones, elevator, keyboards).

With guidance and support, your child can count objects (up to 10) to answer “how many?” questions and represent a number (up to 10) with objects, drawings or writing numbers.

- Counting begins with 1.
- When counting, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
- Understand that the last number name said tells the number of objects counted (e.g., count four baby dolls and say, “I have four dolls” or point to the calendar and say, “1, 2, 3, 4, there are 4 days before my birthday”).



ADDITIONAL HELP AT HOME

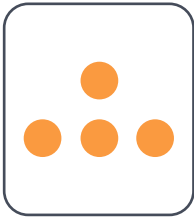
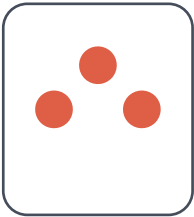
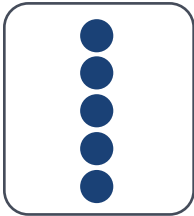
Say a number up to 10 and have your child draw a picture to represent the number. Your child may also try writing the number.

HELP AT HOME

- ▶ Arrange up to 10 objects in a line or array (rows and columns). Have your child touch and count each object.
- ▶ Scatter up to 5 objects on the table. Have your child touch and count each object.
- ▶ After your child counts objects ask, “How many did you count?”
- ▶ Provide games that require counting and demonstrate ways to play them (e.g., Candy Land, Chutes and Ladders).
- ▶ Provide your child with objects to count. Say a number up to 10 and have your child count out that number of objects.
- ▶ Count the number of scoops needed when cooking (e.g., count out three scoops of rice for three people at dinner, two scoops of sugar for sweet tea).
- ▶ Play “Simon Says” with your child. Make statements such as, “Simon says, clap your hands three times.”

Your child can recognize the number of objects in a set without counting.

- When given a familiar pattern (e.g., five frame, dice patterns) of up to 5 objects, students can identify the total without counting.
- When given an unfamiliar pattern (e.g. scattered) of up to 3 objects, students can identify the total without counting.



HELP AT HOME

- ▶ Play “Quick Images.” Briefly flash a small set of objects or dot pattern cards and ask your child “How many?”. Reveal the set or card again and ask your child to explain how they recognized the number.
- ▶ Show your child a set of objects or dot pattern card and ask your child to recreate the exact design (while viewing the design or from memory). Ask student to compare the design they created to the original design.

Your child can use comparative language to compare sets of objects.

- Use comparative words (e.g., greater/more than, less/fewer than, equal) verbally in everyday situations.
- Understand the term greater than means more than (a larger quantity) and less than means fewer (a smaller quantity).

HELP AT HOME

- ▶ Use comparative words by asking, "Do you want more?" during mealtime.
- ▶ Use comparative words by asking, "Is the giraffe taller than the bear?"
- ▶ Use comparative words by asking your child if there are enough plates for everyone at dinner time.
- ▶ Count boys and girls in the family. Ask, "Which is greater? Less?"
- ▶ ▲ Connect comparison to measurement. Ask your child to compare heights, lengths, or weights of objects.

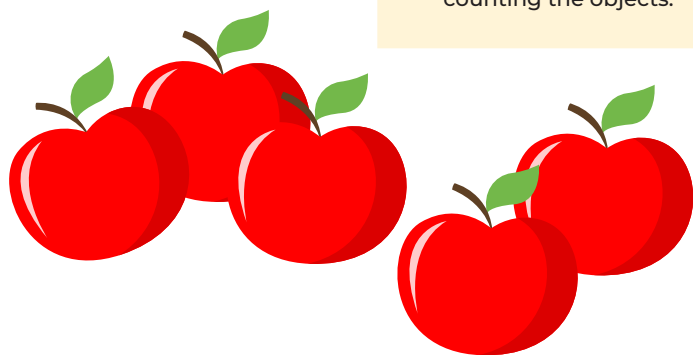


With guidance and support, your child can represent addition and subtraction within 5.

- Understand that each object represents one (one-to-one correspondence).
- Understand that when counting, the last number named represents the number of objects in the group.
- Know that addition (+) means to add to or put together and subtraction (-) means to take away.

HELP AT HOME

- ▶ Count the number of objects in a set (0 - 4), add one more to the set, and ask, "How many objects are in the new set?"
- ▶ Count the number of objects in a set (0-5), take some away, and ask, "How many objects are in the new set?"
- ▶ ● Use small snacks (e.g., goldfish, pretzels, cereal) and ask, "How many are there after eating one?"
- ▶ Write numbers 0-5 on individual cards. Have your child choose two cards. Using counters, have your child count out each number of items. Then have your child add the two groups together, counting the objects.



With guidance and support, your child can solve real-world addition and subtraction problems using numbers 0 – 5.

- Understand that there are multiple ways to solve a problem
- Know that addition (+) means to add to or put together and subtraction (-) means to take away.



HELP AT HOME

- ▶ Provide activities that engage your child in discussing putting objects together and then taking them apart.
- ▶ Help students to recognize when they are adding and subtraction in everyday situations (e.g., count two cookies for yourself and two cookies for a friend at snack time and say, “I have two cookies and you have two cookies. If we put them together we have four cookies.”).
- ▶ Use everyday life situations to create word problems for your child. For examples, while buying groceries have your child get 1 red apple and 3 green apples. Then ask your child to find the total number of apples.
- ▶ ▲ Give your child addition or subtraction problems to solve using mental math, meaning your child is able to solve without using objects or drawings.

With guidance and support, your child can identify and extend simple patterns using concrete objects, sounds, or movements.

- Arrange objects in a pattern (e.g., blue, red, blue, red) based on one attribute (e.g., color, size, shape).
- Reproduce a repeating rhythmic pattern after a model, (e.g., stomp, clap, and snap).
- See the pattern in a string of beads and continue with the next bead needed to continue the pattern.

HELP AT HOME

- ▶ Provide opportunities for creating patterns when lacing objects (e.g., cereal, beads).
- ▶  Provide and demonstrate music and movement experiences (e.g., “Head, Shoulders, Knees, and Toes”, “You’re Happy and You Know It”).
- ▶ Play patterning games with materials of various, sizes, colors, or shapes (e.g., memory, “finger plays,” felt pieces).



With guidance and support, your child can recognize and correctly name shapes in the environment.

- Use correct shape name regardless of their orientation or size.
- Name shapes of ordinary objects in the environment, such as: note that the door looks like a rectangle.

RESOURCES

BASIC 2D SHAPES



circle



triangle



rectangle



square

HELP AT HOME

- ▶ Give your child play dough and shape cutters. Comment on the “shape cookies” you are making.
- ▶ Read books about shapes, such as Dr. Seuss’ *The Shape of Me and Other Stuff*.
- ▶ Take your child on a shape hunt.
- ▶ Discuss the attributes of each shape (e.g., number of sides, number of corners, length of sides).
- ▶ Have your child pick a shape out of a feel bag and identify it without looking at it, but by feeling and talking about the number of sides (if it has sides), the length of the sides, and number of corners.

With guidance and support, your child can sort, categorize, or classify objects.

- Understand that objects can be sorted into different categories.
- Compare and contrast objects based on specific characteristic.



HELP AT HOME

- ▶ Provide a variety of materials of different sizes, weights, and colors and have your child sort, categorize, or classify objects.
- ▶ ▲ Create a graph using sorted, categorized information (e.g., the number of family and friends who like chocolate, vanilla, or strawberry ice cream).







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