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A FAMILY GUIDE FOR STUDENT SUCCESS



The Maryland State Department of Education would like to thank the Mississippi Department of Education for allowing the adaptation and incorporation of this guide to support Maryland families and children.

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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 kindergarten, your child will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Your child will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

CONCEPTS OF PRINT

- Understanding how books and print work such as knowing the front of the book, turning pages, and reading from left to right.
- Recognizing that print carries meaning.
- Noticing parts of print, like letters, words, spaces, and punctuation marks.

PHONOLOGICAL AND PHONEMIC AWARENESS

- Understanding that words are made up of sound units including syllables, onset-rimes, and individual phonemes that can be blended and segmented.

PHONICS AND WORD RECOGNITION

- Naming and writing upper and lowercase letters.
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing.

FLUENCY

- With modeling, prompting, and support, your child can read simple decodable texts.

COMPREHENSION

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

WRITING

- Composing stories, opinions, or information about a topic using a combination of drawing, dictating, and writing.



CONCEPTS OF PRINT

Your child can identify the front cover, back cover, and title page of a book.

- Identify the parts of a book.
- Demonstrate how to hold a book correctly.



HELP AT HOME

- ▶ Demonstrate for your child where the front cover, back cover, and title page are located in a book.
- ▶ Each time you read with your child, have them locate the back cover, front cover and title page. Do this in several different books.
- ▶ ● Show your child how books are read in both English and your home language (e.g., left to right for English, right to left for Arabic, top to bottom for some Asian languages).

Your child can follow words from left to right, top to bottom, and page by page.

- Understand the directionality of text.

VOCABULARY

DIRECTIONALITY is the understanding that we read text from left to right across the page and from top to bottom of the page.

HELP AT HOME

- ▶ Have your child use a pointer (e.g., popsicle stick, finger puppet) to point to the words in a book starting from the left and moving to the right.
- ▶ ■ Place a small mark under each word of the book to help your child remember to point to the words as they say them.

Your child can understand that words are separated by spaces in print.

- Recognize one-to-one correspondence.
- Distinguish between letters, words, and spaces.
- Understand that words are put together to create a sentence.

HELP AT HOME

- ▶ Using your child's homework or class newsletter, have them use a highlighter to highlight the spaces between words.
- ▶ When writing, have your child use a finger or popsicle stick to mark the distance after one word before writing the next word.

Your child can understand that the words we say can be written down using specific letters in a certain order.

- Understand that words are made up of letters in a sequence.



HELP AT HOME

- ▶ Make letter cards. Have your child use the letter cards to form familiar words.
- ▶ Write a word on an index card and have your child make that word using magnetic letters on the refrigerator.
- ▶ ● Label everyday objects in both English and your home language to build letter and word recognition.



Your child can combine and break apart the beginning sounds (onset) and ending parts (rimes) of single-syllable spoken words.

- Make the beginning and ending sound of a word.
- Understand that words can be blended and broken apart.



HELP AT HOME

- ▶ Practice making words that rhyme with a given word (e.g., dog, log, hog, fog).
- ▶ ■ Use visual aids (like pictures or word cards) and physical movement (like tapping or clapping) to represent beginning and ending sounds.
- ▶ ● Find words in your home language that sound similar to English words to help connect phonemic awareness across languages.

VOCABULARY

The **ONSET** is the initial consonant or consonant cluster of the word, and the **RIME** is the vowel and consonants that follow it. For example, in the word bat, b- is the onset, and -at is the rime.

Your child can pick out and say the first, middle, and last sounds in simple three sound words.

- Pronounce all letter sounds.
- Identify individual sounds within a word.
- Blend sounds together to create words.



HELP AT HOME

► Verbally give your child a word (e.g., dog). Have them move counters, such as pennies or beads, for each sound in the words (3 counters = d-o-g). Then have them change the last sound in the word to a /t/ sound. They can remove the last counter and replace it with a new counter to represent the new sound (d-o-t). Then have your child say the new word. Your child can do this changing the initial sound, medial sound, or final sound in the word.



Your child can count, say, blend, and break apart syllables in spoken words, and can add or change individual sounds in simple one-syllable words to create new ones.

- Produce letter sounds.
- Understand that words are made up of individual sounds.
- Identify individual sounds in words.
- Blend sounds together to create words.



HELP AT HOME

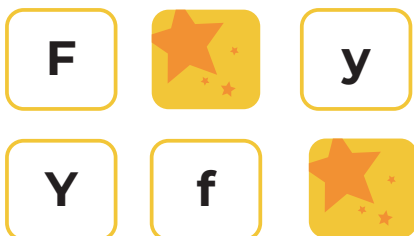
- ▶ Count the parts in a word by clapping it out (e.g., trac-tor).
- ▶ ● Say a word in your home language and compare how it breaks into syllables or sounds in English.
- ▶ ▲ Give your child the parts of a word, pausing between parts. Then have your child put those parts together verbally to form a word.
- ▶ ▲ Give your child a 3 letter word (CVC, or consonant - vowel - consonant word). Have your child change the beginning, middle, or ending sound of the word to create a new word (e.g., Parent: “cat change the end to a (p)”; Child: “cap”).

AT HOME TIP

■ If your child needs more support, start with familiar words that you use frequently in your home.

Your child can recognize and name all upper and lowercase letters of the alphabet.

- Identify and name all letters of the alphabet.



HELP AT HOME

- ▶ Write each capital letter and lowercase letter on individual cards. Have your child play “ABC memory,” by trying to find the capital letter and its lower case match.
- ▶ ● Say a letter and its sound, then find words in both English and your home language that start with that sound.
- ▶ ■ Use flashcards, letter magnets, or tracing activities to help connect letters and sounds.



Your child can match both the long and short sounds of the five main vowels (A, E, I, O, U) with their common spellings.

- Understand that letters are made of both vowels and consonants.
- Understand that vowels can have different sounds (long and short).
- Identify and name the vowels.

HELP AT HOME

- ▶ Your child can match both the long and short sounds of the five main vowels (A, E, I, O, U) with their common spellings.

Your child can show they know how letters and sounds match by saying the main sound, or some of the most common sounds, for each consonant.

- Produce the correct sounds for each letter.



HELP AT HOME

- ▶ Using flash cards of each letter, have your child give the sound for each letter.
- ▶ Play “ABC Memory.” Create cards that have a simple picture for each letter of the alphabet and a set of cards that contains each letter of the alphabet. Mix up the two decks of cards and place them face down on the table. Have your child choose two cards and try to match the picture with the letter (e.g., bat = b, fish=f).

VOCABULARY

PHONEMES are speech sounds made by the mouth, like the /p/ sound in /spoon/. Understanding that phonemes are the building blocks of spoken words is called phonemic awareness.

GRAPHEMES are individual letters and groups of letters that represent single phonemes, like the “s” and the “oo” in “spoon.” Understanding how letters are used to encode speech sounds in written language is crucial in learning to decode unfamiliar words. Students who can decode well can teach themselves new words!



Your child can sound out and spell simple words by using what they know about how letters match sounds.

- Know the sounds of the letters of the alphabet.
- Understand that letters represent sounds.
- Understand that words are made up of a sequence of letters in a specific order.

HELP AT HOME

- ▶ Have them practice writing words by stretching them out and writing the sounds that they hear.
- ▶ Using counters (e.g., pennies, buttons) call out a word to your child. Have them move a counter for each sound they hear and write the corresponding letter that goes with each sound.
- ▶ ● Compare how words are spelled in English and your home language.

Your child can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

- Understand that some words do not follow the common phonetic rules.
- Know all sounds of the letters of the alphabet.

HELP AT HOME

- ▶ ▲ Look for words that your child can read in environmental print such as magazines, signs on the highway, menus, etc.

With modeling, prompting, and support, your child can read simple decodable texts.

- Read short three-word sentences in kindergarten level decodable texts.
- Reread familiar decodable texts.

HELP AT HOME

- ▶ Provide modeling of reading simple decodable texts provided by your child's teacher.
Read a page aloud, then have your child read the same page aloud.



Your child can write a letter or letters for most consonant and short vowel sounds (phonemes).

- Understand that letters are made of both vowels and consonants.
- Understand that vowels can have different sounds (long and short).
- Identify and name the vowels.



ADDITIONAL HELP AT HOME

- If your home language has a different writing system, help your child write in both English and the home language to make writing meaningful.

HELP AT HOME

- ▶ Name a letter for your child and have them respond with the sound that the letter makes. You can reverse this activity by saying a sound and having your child name the letter.
- ▶ Use picture flash cards. Have your child look at the picture and decide what sound and letter the picture starts with. You can also do this with the final sound of the picture (e.g., dog = g /g/).
- ▶ ■ Use tracing sheets, letter tiles, or sand writing to practice forming letters while connecting them to sounds.

Your child can ask and answer questions about key details in both fiction and nonfiction texts.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- Answer questions about characters, setting, problem, and solution.
- Answer questions such as: who, what, when, where, why, and how.
- Predict what might happen next in the story.

5 W'S & AN H QUESTIONING

WHO: Who was there?

WHAT: What happened?

WHEN: Who did it happen?

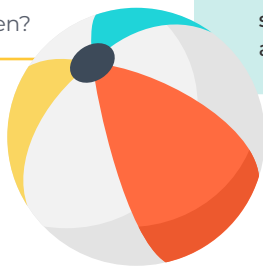
WHERE: Where did it happen?

WHY: Why did it happen?

HOW: How did it happen?

HELP AT HOME

- ▶ Play "Question Toss" using the 5W's. Write a question for each of the 5W's and an H question on a ball. Toss the ball to your child and where their thumb lands on the ball, they must answer that question about the story.
- ▶ ● Read the story in your home language first, then in English to help build understanding.
- ▶ ● Ask your child questions about the story in either language to develop comprehension skills.
- ▶ ■ Allow your child to answer by pointing to the picture.
- ▶ ▲ Encourage your child to ask questions while reading.
- ▶ After reading, ask your child about the characters, setting, problem, and solution.



Your child can use a combination of drawing, dictating, and writing to compose stories, opinions, or information about a topic.

- Dictate an opinion, story, or idea to an adult who writes in out for the child.
- Use a combination of drawing and writing to tell facts about a topic.

HELP AT HOME

- Fold four sheets of paper to make a book and provide markers, chalk, or colored pencils, so your child can create a story or text.
- After reading multiple books on a topic, draw or write information about that topic.





MATHEMATICS

In kindergarten, your child will primarily focus on understanding numbers, their meanings, as well as addition and subtraction. They will also begin to identify, classify, and work with shapes and objects. Activities in these areas include:

NUMBER AND OPERATION SENSE

- Counting forward and backward.
- Counting how many objects are in a group.
- Comparing the quantities of two groups of objects or two numbers to identify which is greater or less than the other.
- Recognize the number of objects in a set without counting.
- Breaking up numbers less than or equal to 10 in more than one way (e.g., $9 = 6+3$, $9 = 5+4$).

ALGEBRAIC THINKING

- Understanding addition as putting together and subtraction as taking away.
- Representing and solving addition and subtraction word problems using objects, by drawing pictures, and writing equations.
- Identify and extend patterns.

GEOMETRIC REASONING AND MEASUREMENT

- Describe and compare measurable attributes of objects.
- Naming and describing shapes.

REASONING WITH DATA, STATISTICS, AND PROBABILITY

- Sorting objects into given categories.



Your child can count to 100 by ones and by tens.

- Count by reciting numbers in correct order.

RESOURCES

HUNDRED CHART

Print a hundred chart or create your own on a sheet of notebook paper or construction paper.

HUNDRED CHART									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HELP AT HOME

- ▶ Extend the range over time. Your child may begin by counting from 0-20, but encourage your child to extend to 50 then 100.
- ▶  Lead your child in counting during daily routines such as getting in the car, playing hide and seek, picking up toys, brushing teeth, washing hands, or walking up/down stairs.
- ▶  Read counting books. Sing counting songs.
- ▶  Use movement when counting (e.g., while clapping, count each clap).
- ▶ Have your child color the squares in a hundred number chart to show counting by 10's and then have them recite the numbers in order.
- ▶  To support multilingual kindergartners, count in your home language first then in English to help your child make connections.

Your child can count forward and backwards beginning from a given number within the known sequence (instead of having to begin at 1).

- Begin at any given number between 0-100 and count forward by ones.
- Begin at any given number between 0-20 and count backwards by ones.

HELP AT HOME

- ▶ Select a card from a set of number cards 0-100. Have your child count forward from that number until you call stop.
- ▶ Have your child locate a number on a hundred chart or number path. Then tell them a second number to count forward or backward toward. Have your child point to each number as they say it until they reach the second number.

RESOURCES

EXAMPLE NUMBER PATH

42	43	44	45	46	47	48	49	50	51
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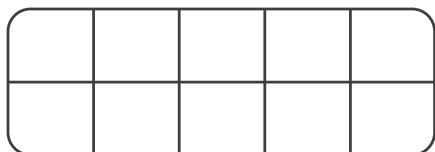
Your child can count objects (up to 20) to answer “How many?” questions. When given a number from 1-20, your child can count out that many objects.

- 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. The number of objects is the same, regardless of their arrangement or the order in which they were counted.
- Understand that each successive number refers to a quantity that is one larger.

RESOURCES

TEN FRAME AND COUNTERS

On a sheet of notebook paper or construction paper, draw a ten frame. Use small objects such as buttons, stones, or bottle caps as counters.

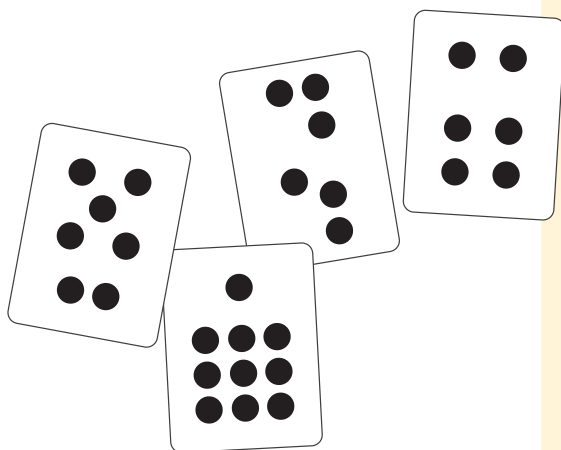


HELP AT HOME

- ▶   Begin with small number of objects in a familiar arrangement (e.g., line, dice pattern). Have your child touch and count each object.
- ▶ Arrange up to 20 objects in a line, array (rows and columns), or a circle. Have your child touch and count each object.
- ▶ Scatter up to 10 objects on the table. Have your child touch and count each object.
- ▶ Using a jar of pennies, or other counters, call out a number up to 20 to your child and allow them to count out that many objects.
- ▶ Rearrange objects into two groups of the same number (but in a different configuration). Have your child count to tell the number of objects in each group, helping them to understand that even though the two groups look different, they have the same number of objects.

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

- When given a familiar pattern (e.g. ten frame, dice patterns) of up to 10 objects, your child can identify the total without counting.
- When given an unfamiliar pattern (e.g. scattered) of up to 6 objects, your child 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 total.
- ▶ Show your child a set of objects or a dot pattern card and ask your child to recreate the exact design (while viewing the design or from memory). Ask them to compare the design they created to the original design.
- ▶  Look for sets of objects in everyday places (e.g. stop light, dice, dominoes) and ask your child to tell the total number of objects in the set without counting.
- ▶  Begin with small sets of objects as your child develops this skill.

Your child can compare two quantities using objects and written numerals.

- Use comparative language such as “greater than,” “less than,” and “equal to” in order to compare different object groups.
- Understand the term greater than means more than (a larger quantity) and less than means fewer (a smaller quantity).
- Use mathematical tools such as tens frames, counters, etc.

HELP AT HOME

- ▶ ● Scatter two sets of objects on the table. Have your child compare the two groups of objects. Ask, “which set has more?” and, “which set has less?” Have your child use terms such as, “greater than,” “less than,” or “equal to” each other.
- ▶ Create a set of number cards 0-20. Have your child select two number cards and compare the numbers. Your child may use objects to represent each number, if needed.
- ▶ ▲ Use rulers, scales, or other measuring tools to compare and contrast different quantities.

AT HOME TIP

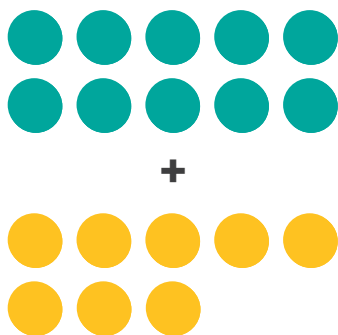
■ Ask questions about more or less and bigger or smaller. While out in your community, point out groups or sets of things that your child can compare (e.g., cats to dogs, cars to trucks). The card game “war” is another game that could be used to practice.

Your child can use understanding of 10 as a group of ten ones to describe, compose, and decompose numbers.

- Understand how to count in a sequence.
- Practice one-to-one correspondence when counting.
- Understand that numbers from 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Record compositions and decompositions with a drawing or equation (e.g., $18 = 10 + 8$).
- Describe a number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).
- Know how to write and read numbers 11-19.



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HELP AT HOME

- ▶ Using straws, create a group of straws that represent the number 11-19 by counting out that many straws. Using a rubber band, bundle a group of ten. Have your child practice counting by starting at 10 (show the bundle of 10 that is rubber banded) then counting out the remaining straws ($10 + 8 = 18$).
- ▶ ▲ Some learners may be ready to explore larger number ranges beyond 20.

Your child can decompose numbers within 10 into pairs in more than one way by using objects or drawings and recording each decomposition with an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

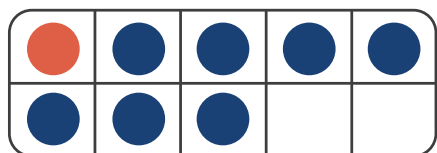
- Understand that a whole number can be separated into smaller parts that equal the whole number.
- Know that addition (+) means to add to or put together and subtraction (-) means to take away.
- Know that numbers on either side of an equal sign must be the same.

ADDITIONAL HELP AT HOME

Give your child a group of objects and ask your child to separate the group into 2 groups or parts. Get your child to record the decomposition by drawing a picture and/or writing an equation. For example, start with a pile of 8 counters. Have your child split the pile into two smaller piles and write an addition equation that shows how many counters are in each new pile. Repeat, making different sized piles and writing a new equation each time.

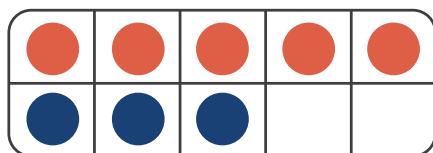
HELP AT HOME

- ▶ Give your child a group of 0-9 counters. Have them count to find the total and then determine how many more are needed to make 10. Your child can use additional counters to help them count the number needed to make 10.
- ▶ ■ Using a ten frame (see page 19), have your child place counters in the boxes for any number 0-9. After your child places the counters in the ten frame, have them count the remaining boxes to see how many more counters are needed to make ten.
- ▶ ▲ Use open-ended questions that require creative thinking. Instead of simple addition, ask questions like, "How many different ways can you make 10?"



$$8 = 1 + 7$$

and



$$8 = 5 + 3$$

Your child can represent addition and subtraction within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations, verbal explanations, or equations.

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

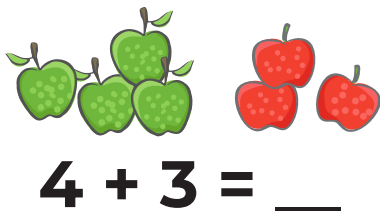
HELP AT HOME

- ▶  Write numbers 0-10 on individual cards. Have your child choose two cards. Using counters, count out each number of items. Then have your child add the two groups together, counting the objects.
- ▶ Using the same 0-10 number cards, have your child create an equation ($4 + 2 = _$) after drawing two cards. Have your child represent each number using drawings of objects, then add the two numbers by touching each picture/object and counting forward.
- ▶  Use rich mathematical vocabulary. Introduce terms like “equal” and “total” in context.



Your child can solve addition and subtraction word problems within 10 by using objects or drawings to represent the problem.

-   Use manipulatives such as counters or ten frames to represent and solve.
- 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.
- Equations can be written to represent mathematical situations.

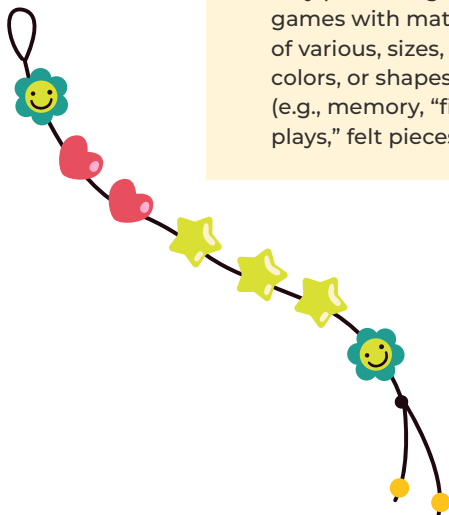


HELP AT HOME

- ▶  Use everyday life situations to create story problems for your child. For example, while buying groceries, have your child get 3 red apples and 4 green apples. Have them create a math problem to solve.
- ▶  Place small objects in two piles. Tell your child “There are 2 objects in this pile and 3 objects in the other pile. Let’s count how many objects there are in all.”
- ▶  Create storytelling opportunities. Ask your child to create and solve their own number stories.
- ▶  Encourage your child to talk about their thinking. Ask, “How did you figure that out?” to help develop metacognitive skills.

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 placing 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).



Your child can describe measurable attributes of objects, such as length or weight. Your child can also compare a measure attribute of two objects.

- Understand that objects can be measured for different purposes.
- Know that length is used to determine how long an object is, and weight is used to determine how heavy an object is.
- Understand that units are used to measure objects. In Kindergarten, nonstandard units (e.g., paperclips, blocks, straws, coins) are used to measure.
- When comparing objects, use language such as, “greater/less,” “more/fewer,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”

HELP AT HOME

- ▶ Using nonstandard units (e.g., paperclips, blocks, straws, coins), have your child measure random objects found around the house.
- ▶ Have your child compare the weights of different objects. Use terms such as heavier and lighter.
- ▶ Using two similar objects (e.g., spoons, children, toys) have your child compare the height of each item using terms such as taller or shorter, more or less.



Your child can describe objects in their environment using names of two- and three-dimensional shapes and describe the position of the object.

- Use correct shape name regardless of the object's orientation or size.
- Know the names and recognize two-dimensional shapes (e.g., circle, triangle, rectangle, square, hexagon).
- Know the names and recognize three-dimensional shapes (e.g., cone, cube, cylinder, sphere).
- Understand that objects can be sorted based on different attributes (e.g., size, color, shape).
- Understand the terms that describe the position of something (e.g., above, below, beside, in front of, behind, next to).

HELP AT HOME

- ▶ Enjoy a "Shape Walk" with your child. Walk around your house/ neighborhood and look for different shapes. Name the shapes and describe the position of the object.
- ▶ Place a ball in different areas around your child (e.g., above, below, beside, in front of, behind, next to). Have your child describe where the ball is using the terms above, below, beside, in front of, behind, next to, etc.
- ▶ Draw shapes of different sizes on index cards. Have your child sort the shapes into different categories. Help your child realize that no matter the size of the shape, the shape remains the same.



Your child can analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

- Know the names of basic shapes (e.g., circle, triangle, square, rectangle, hexagon, cube, cylinder).
- Describe everyday objects by saying the name of their shape.
- Understand the difference between a two-dimensional and a three-dimensional shape.

HELP AT HOME

► Using cut outs of shapes or pictures of shapes, have your child describe each shape based on its sides, corners, or other attributes.

RESOURCES

TWO-DIMENSIONAL SHAPES are flat shapes that you can draw on paper. They have length and width.



circle



triangle



square



rectangle



hexagon

TWO-DIMENSIONAL SHAPES are flat shapes that you can draw on paper. They have length and width.



cube



cone



sphere



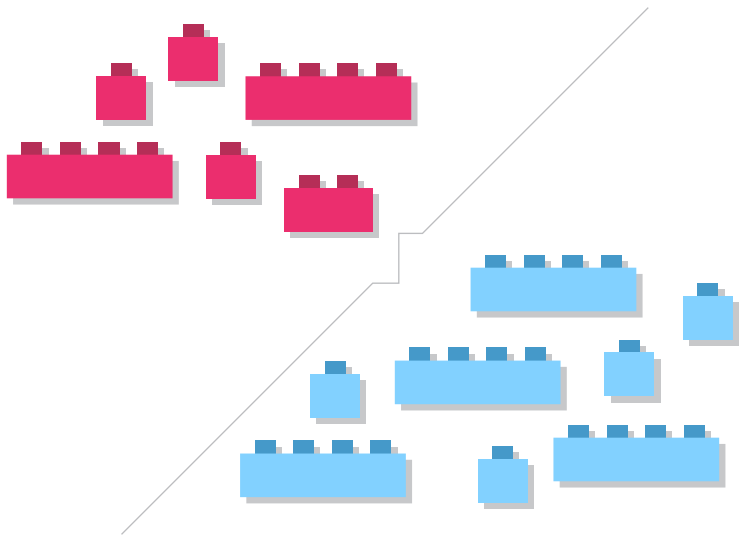
cylinder

Your child can classify objects into given categories. Your child can count the number of objects in each category and order the categories by count.

- Understand how to count objects 1-20.
- Compare and contrast objects.
- Use one-to-one correspondence.
- Understand that objects can be sorted into different categories.

HELP AT HOME

- ▶ ■ Ask your child to sort toys by size or color.
- ▶ ● Have your child sort random groups of items around the house (e.g., socks, utensils, canned food) by color, size, length, weight, etc. After sorting, have your child identify which group has the least number of objects and which has the greatest number of objects.





NOTES



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