

Pre-K

A FAMILY GUIDE FOR STUDENT SUCCESS



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

A FAMILY GUIDE FOR STUDENT SUCCESS



Pre-K



Carey M. Wright, Ed.D., State Superintendent of Education
Kim S. Benton, Ed.D., Chief Academic Officer
OFFICE OF ELEMENTARY EDUCATION AND READING
Published 2016

The MDE would like to thank the following individuals for their expertise, commitment, and time devoted to the development of this guide.

FAMILY GUIDE FOR STUDENT SUCCESS COMMITTEE

Melissa Banks, MAT, NBCT
INSTRUCTIONAL TECHNOLOGY SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Jayda Brantley, M.S., M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Alicia Deaver, M.S., CCLS
EARLY LEARNING COLLABORATIVE COORDINATOR
MISSISSIPPI DEPARTMENT OF EDUCATION

Beth Garcia, B.S., NBCT
RANKIN COUNTY SCHOOL DISTRICT

Brandy Bell Howell, B.S.
ITAWAMBA COUNTY SCHOOL DISTRICT

Jena Howie, B.A.
YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Janalee J. Leak, M.Ed., Ed.S, NBCT
NORTH TIPPAH SCHOOL DISTRICT

Robin Lemonis, M.Ed., CALT, LDT
DIRECTOR OF STUDENT INTERVENTION SERVICES
MISSISSIPPI DEPARTMENT OF EDUCATION

Paula Nowell Phillips, B.S., NBCT
NORTH TIPPAH SCHOOL DISTRICT

Bobby L. Richardson, M.Ed.
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Laurie Weathersby, M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.

MISSISSIPPI DEPARTMENT OF EDUCATION

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

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street, Suite 203
Post Office Box 771
Jackson, MS 39205-0771
(601)359-3511



READING

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 he 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 him the start he needs to be a strong reader. Activities in these areas will include:

- Identifying the main idea of a story.
- Asking and answering questions about a story the teacher reads aloud.
- Identifying the front cover, back cover, and title page of a book.
- Identifying the role of the author and illustrator.
- Identifying similarities and differences in illustrations between two stories on the same topic.
- Engaging in shared reading experiences.
- Distinguishing letters from numbers.
- Recognizing rhyming words.

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.

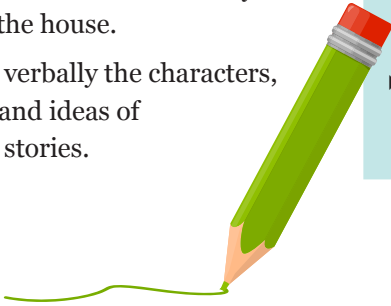
- Act out a story in dramatic play.
- Retell a story during center time by sequencing pictures, arranging story characters on a flannel board, or by using puppets.
- Draw a picture illustrating some elements of a story, song, or poem.
- Retell a familiar story to an adult as he writes it down.
- Use 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 or 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.

With prompting and support, your child can identify some characters, settings, and/or major events in a story.

- Retell main events in a story.
- Draw a picture of the characters in a book.
- Create a picture, and tell a story about his 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.

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.

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 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.

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, he says, “I am an author.”
- After drawing a picture or working on creating a book with pictures, he 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.

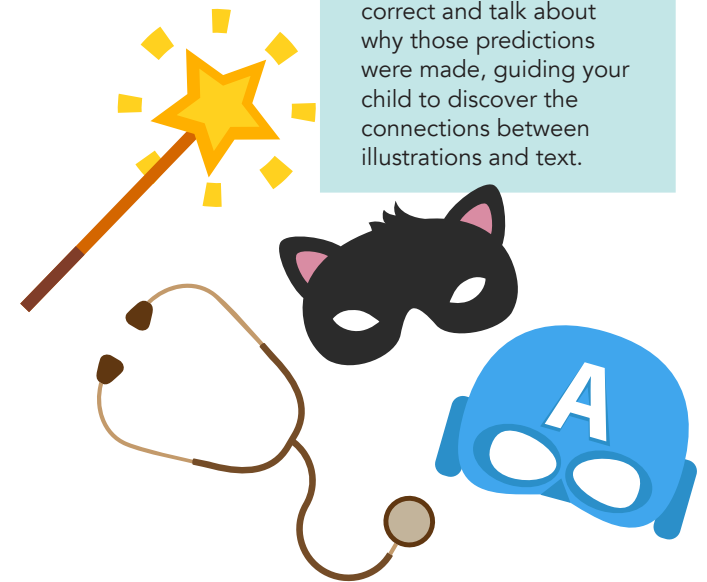


With prompting and support, make connections among self, illustrations, and the story.

- Relate what happens in a story to an event in his own life (e.g., “That’s like when I...”).
- Relate story illustrations to his 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 the 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.

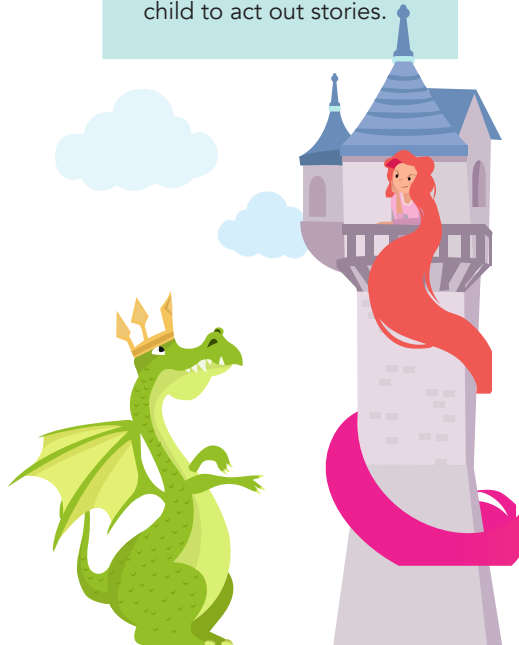


With prompting and support, your child can compare and contrast adventures and experiences of characters in familiar stories.

- 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 or different 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 he 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.

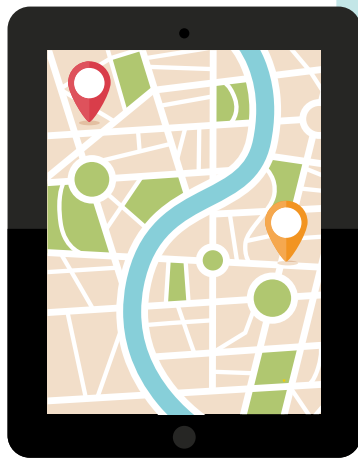
HELP AT HOME

- ▶ Ask your child what he notices or wonders 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 his 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 the Grand Canyon from Mississippi?").

With prompting and support, your child can identify the main topic/idea and retell some details using diverse media.

- 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.
- ▶ Watch a video together and talk with your child about the main idea of the video.



With prompting and support, your child can demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, and conversation).

- 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 for you to work with your child in order to help him 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 he 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 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 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 he 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 his 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 as it relates to self.

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

HELP AT HOME

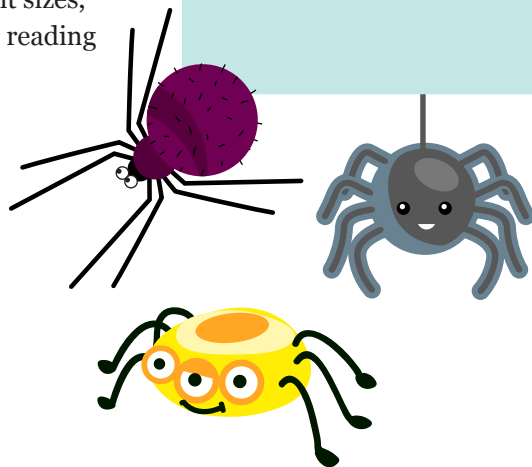
- ▶ Provide factual books, magazines, etc. about community helpers to give your child ideas for acting out roles.
- ▶ Read factual text about a community helper and then visit that community helper in the community where your child lives.

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.

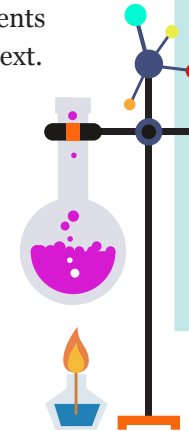


With prompting and support, you child can actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

- 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 he 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.



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

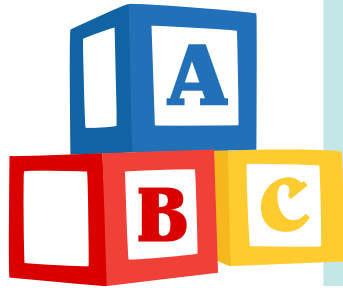
- Create a picture, then dictate a story while an adult writes the words.
- Pretend to “write” notes and stories.
- Dictate a story while an adult writes the words.

HELP AT HOME

- ▶ Point out that printed words provide information (e.g., charts, recipes, journals, labels) through daily experiences.
- ▶ Provide a writing center and/or opportunities for writing.
- ▶ Write down your child’s dictation.

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, cookie cutters, 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 and name some upper and lowercase letters of the alphabet, especially those in his own name.

- Name the upper and lowercase letters of the alphabet with manipulatives.
- Name the letters in his own name.
- Identify belongings of others by the name written on them.
- Write his 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 his name on his work.

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.



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 the items in your child's personal spaces.
- ▶ 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 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 appropriately on 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.
- Place fingers between words while an adult takes a dictation.

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, repeating words with long/short sounds.

HELP AT HOME

- ▶ Lead your child in "finger plays" and songs that have rhyming and sound patterns (e.g., "Itsy Bitsy Spider").
- ▶ Read books with repeating and/or rhyming words or phrases. After reading half of the book, pause at these words or phrases and encourage your child to finish the phrases for you.

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, 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.

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

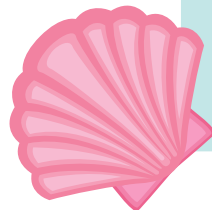
- ▶ Clap syllables in your child's name or other family members' names.
- ▶ Clap syllables in words found in poems, rhymes, or songs.

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.



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

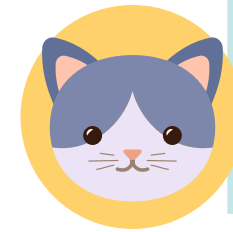
- ▶ Play "I Spy" to identify something that ends with a /p/ sound as in cup.
- ▶ Say a word and direct your child to choose an object that ends with that sound.

With prompting and support, your child can demonstrate 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.



With prompting and support, your child can recognize his or her own name, environmental print, and some common high-frequency sight words.

- Identify his name in print.
- Identify some familiar words in print, such as the names of his parents, siblings, and/or relatives.
- Identify pronouns (e.g., I, me, you) and articles (e.g., and, the) in print.

HELP AT HOME

- ▶ Display your child's name on artwork, toys, etc.
- ▶ Ask your child to find his name and his family members' names.
- ▶ Play sight word games, such as a friend says a sight word and your child has to find it in print.

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.



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 he 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 him the start he needs to be a strong mathematician. Activities in these areas will include:

- Reciting numbers 1 to 30 in the correct order.
- Recognizing and naming numerals 0-10.
- Matching quantities and numerals 0-5.
- 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).
- Experimenting with adding and subtracting.
- Modeling real-world addition and subtraction problems.

With prompting and support, your child can recite numbers 1 to 30 in the correct order.

- Recite numbers up to 30 in the correct order while doing routine tasks (e.g., washing hands, setting the table).
- Recite the numbers 1 to 30 in the correct order while doing exercises outside.

HELP AT HOME

- ▶ Sing counting songs and rhymes.
- ▶ Read books with numbers, like *Chicka Chicka, 123*.
- ▶ Lead your child in counting to 30 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., on the cash register, 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, in 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., microwave, cash register, phones, elevator, keyboards).

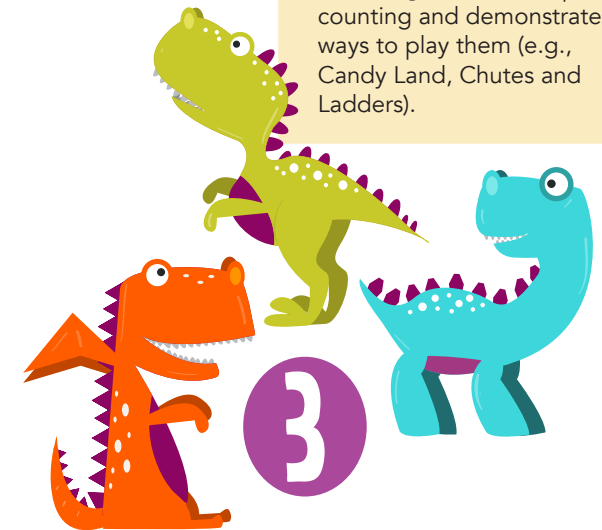


With guidance and support, your child can recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

- Match numbers with the correct number of items in each group (e.g., five counting bears with 5, three buttons with 3).
- Count four baby dolls and say, “I have four dolls.”
- Point to the calendar and say, “1, 2, 3, 4, there are 4 days before my birthday.”

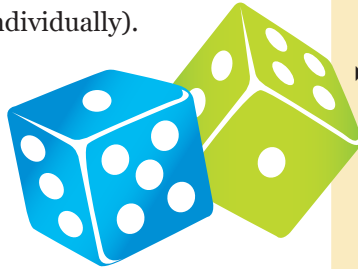
HELP AT HOME

- ▶ Label boxes with pictures and words for your child to sort toys. Write the number of toys that belong in each box.
- ▶ Use felt and cardboard to create a felt board. Then cut out numbers and objects and have your child sort the objects by the amount and place under or next to the number.
- ▶ Provide objects to count, and demonstrate matching numbers with groups of items.
- ▶ Provide games that require counting and demonstrate ways to play them (e.g., Candy Land, Chutes and Ladders).



With prompting and support, your child can match the amount and numbers 0 – 5.

- Count motor action up to 10.
- Count any seven objects in a scattered design in the environment.
- Estimate the number of objects in a group (e.g., stating how many dots there are on the side of a dice or dominoes without counting individually).



HELP AT HOME

- ▶ Arrange small numbers of small objects (e.g., small foods, beads, puzzle pieces, small blocks/balls) to identify small numbers of scattered designs.
- ▶ Roll dice on the table and let your child identify the number of dots on the die.
- ▶ Create several sets of cards with dots on each card. All cards in a set should have the same number of dots, except for one card that has a different number of dots (e.g., three cards that each have four dots, and one card that has five dots). Ask your child to identify the card that does not belong in the set.
- ▶ Create cards with a range of zero to ten dots for your child. Place cards in front of him. Call a number out and see how fast your child can find the card.
- ▶ Count the number of scoops needed when cooking (e.g., three scoops of rice for three people at dinner, two scoops of sugar for sweet tea).

Your child can use the number name to represent the number of objects in a set, using developmentally appropriate pre-k materials.

- Count rocks and say, “I have ten rocks.”
- Set the table for lunch for five and say, “One fork, two forks, three forks, four forks, five forks, I’m done!”
- Count body parts and say, “I have two eyes,” or “I have ten toes.”

HELP AT HOME

- ▶ Play “Simon Says” with your child. Make statements such as, “Simon says, clap your hands three times.”
- ▶ After your child counts objects ask, “How many did you count?”

Your child can use comparative language to compare objects, using developmentally appropriate pre-k materials.

- Use comparative words (e.g., more, less, equal) verbally in a number of situations. “I have more long blocks than short blocks in the box.”
- Add a bear to the four bears in a stroller and say, “Now we have more bears in the stroller.”

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 more? Less?”

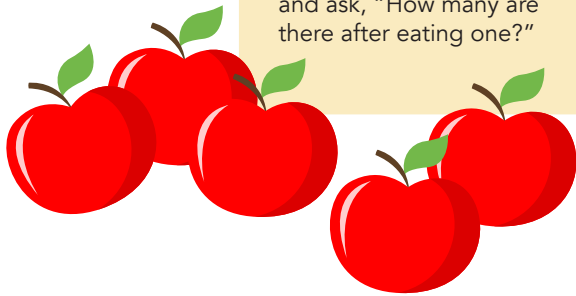


With guidance and support, your child can experiment with adding and subtracting, while using developmentally appropriate pre-k materials.

- Discuss how many objects are present when adding objects.
- Discuss how many objects are present when taking away objects (e.g., when playing store say, “This costs three dollars; you only gave me two.”)
- Act out subtraction rhymes, such as “5 Little Apples.”

HELP AT HOME

- ▶ Count the number of objects in a set (0 - 9), add one more to the set, and ask, “How many objects are in the new set?”
- ▶ Count the number of objects in a set, take one 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?”

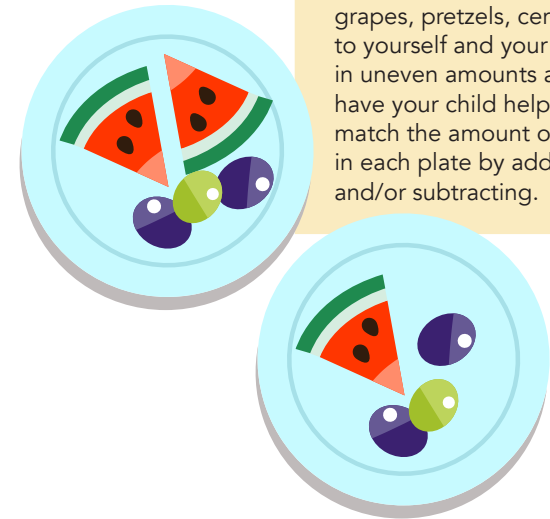


With guidance and support, your child can model real-world addition and subtraction problems using numbers 0 – 5, while using developmentally appropriate pre-k materials.

- Count how many toys are left to put in a box or on the shelf.
- Play with two balls and say, “I need one more ball to have three balls!”
- Count two cookies for himself and two cookies for a friend at snack time and state, “I have two cookies and you have two cookies. If we put them together we have four cookies.”

HELP AT HOME

- ▶ Provide opportunities during the day for your child to distribute and collect materials.
- ▶ Provide opportunities to engage in activities to count and then change the number of units in a group by adding or subtracting.
- ▶ Provide activities that engage your child in discussing putting objects together and then taking them apart.
- ▶ Distribute food (e.g., grapes, pretzels, cereal) to yourself and your child in uneven amounts and have your child help you match the amount of food in each plate by adding and/or subtracting.



With guidance and support, your child can duplicate and extend simple patterns using concrete objects.

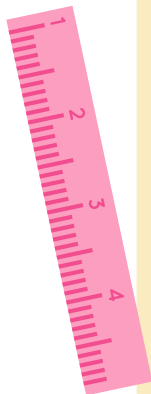
- Arrange objects in a pattern (e.g., blue, red, blue, red) based on one attribute (e.g., color, size, shape).
- Reproduce a repeating rhythmic pattern after a model, (e.g., stomp, clap, and snap).
- See the pattern in a string of beads and continue with the next bead needed to continue the pattern.

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 measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary.

- Compare own height with the height of other children.
- Describe a block as heavy.
- Look at two block structures and say, “My building is taller.”



HELP AT HOME

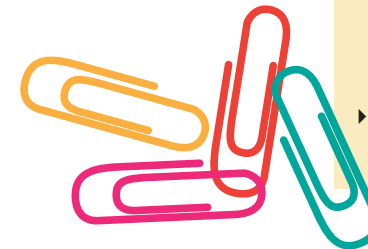
- ▶ Provide materials of different lengths for your child to measure and provide measurement tools (e.g., rulers, balance, yardsticks, measuring tape, bathroom scales).
- ▶ Provide a sensory table with types of materials that vary in weight and size and discuss the features of the objects by using appropriate characteristics, such as heavier/ lighter, and longer/shorter.
- ▶ Engage your child in measuring everyday objects.

With guidance and support, your child can use nonstandard units of measurement.

- Use construction paper inchworms to measure how long an object is.
- Use hands to hold objects and compare weights.
- Use your child’s feet to measure the length of an object, such as a table.

HELP AT HOME

- ▶ Provide opportunities and materials (e.g., use hands, feet, arms, drinking cup, feet) for measuring length, weight, and size throughout your home and outside.
- ▶ Provide activities for your child to use nonstandard items for measuring (e.g., hands, string, paper clips) and demonstrate appropriate usage.
- ▶ Graph and chart your child’s measurements.



With guidance and support, your child can explore standard tools of measurement.

- Stand on a scale and see the weight.
- Use rulers and yardsticks to “measure” structures and objects.
- Use measuring cups at the sensory table.

HELP AT HOME

- ▶ Provide opportunities and tools for measuring (e.g., rulers and yardsticks) throughout your home and demonstrate appropriate use of the tools.
- ▶ Demonstrate graphing and charting measurements.
- ▶ Plan cooking experiences and have your child use measuring cups.

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

- Sort toy cars or other play objects by length.
- Categorize the plastic play animals by size.
- Classify blocks by weight.
- Place objects on a table or floor graph to sort, categorize, or classify.



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).

With guidance and support, your child can correctly name shapes.

- Verbally name shapes.
- Say, “I am sitting on a rectangle.”
- Name the shapes while putting together a shape puzzle.
- Hold up the proper shape when reaching the point in the shape song where the name of a shape is stated/sung.

HELP AT HOME

- ▶ Provide shape puzzles and other geometric manipulatives, such as pattern blocks and geoboards. Comment on your child’s actions, supplying the shape word or asking your child the shape word, while your child is using the materials.
- ▶ Read books about shapes, like *Shapes, Shapes, Shapes* by Tana Hoban.
- ▶ Provide shape manipulatives, such as wooden pattern blocks, for your child to play with.
- ▶ Name the shapes of objects or signs around your home.

With guidance and support, your child can recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

- Point to a shape in the environment when asked, “Can you find a square?”
- Name shapes of ordinary objects in the environment, such as: note that the door is a rectangle.

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.

RESOURCES

BASIC 2D SHAPES



circle



triangle



rectangle



pentagon



hexagon



octagon



rhombus



star



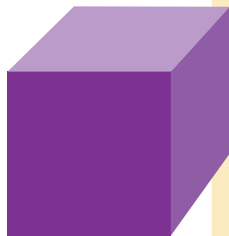
oval



square

With guidance and support, your child can explore the differences between two-dimensional and three-dimensional shapes.

- Sort two-dimensional and three-dimensional shapes into separate groups.
- Match similar two-dimensional and three-dimensional shapes.



HELP AT HOME

- ▶ Provide wooden pattern blocks, paper, pencils, and crayons.
- ▶ Provide two-dimensional and three-dimensional shape manipulatives. Ask your child about similarities and differences he sees while using the manipulatives.
- ▶ Engage your child in activities using two-dimensional and three-dimensional manipulatives.
- ▶ Help your child identify the side of a cube and how many there are.

With guidance and support, your child can create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).

- Use play dough and shape cookie cutters to create shapes.
- Use pipe cleaners to create shapes.
- Draw and/or cut shapes using available materials.

HELP AT HOME

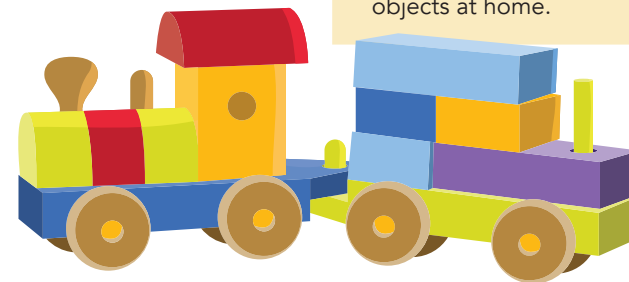
- ▶ Provide modeling materials (play dough and clay) to make three-dimensional shapes.
- ▶ Provide a variety of art materials and have your child create shapes.
- ▶ Engage your child in activities to create shapes (e.g., drawing and cutting shapes) such as triangles, squares, or rectangles.

With guidance and support, your child can explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

- Use wooden pattern blocks to create common objects like cars, boats, or other objects.
- Use paper cut into various shapes to create a shape person or animal.
- Use unit blocks to create structures.
- Use rectangular blocks in the dramatic play area to represent objects (like a cell phone).

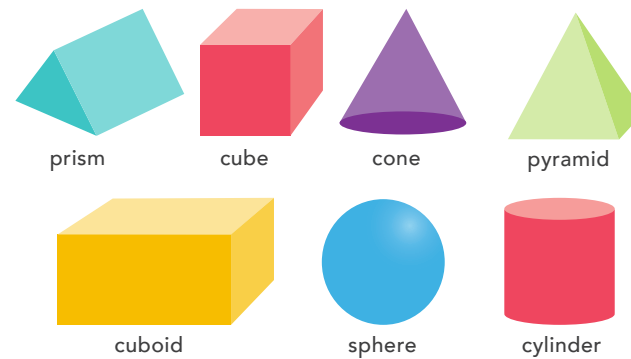
HELP AT HOME

- ▶ Provide activities using a variety of shape materials (e.g., pipe cleaners, wood sticks) to create objects.
- ▶ Provide opportunities to engage in creating shapes using nontraditional materials (e.g., shoe boxes, paper towel tubes, and plastic containers).
- ▶ Create a book of everyday objects at home.



RESOURCES

BASIC 3D SHAPES





NOTES

NOTES



Multi-Tiered System of Supports

**Carey M. Wright, Ed.D.,
STATE SUPERINTENDENT OF EDUCATION**

Office of the Chief Academic Officer

Kim S. Benton, Ed.D.,
CHIEF ACADEMIC OFFICER

Office of Elementary Education and Reading

Nathan Oakley, Ph.D.,
EXECUTIVE DIRECTOR

Student Intervention Services

Robin Lemonis, M.Ed., CALT, LDT
DIRECTOR OF STUDENT INTERVENTION SERVICES

Jayda Brantley, M.S., M.Ed., CALT, LDT
INTERVENTION SPECIALIST

Bobby L. Richardson, M.Ed.
INTERVENTION SPECIALIST

Laurie Weathersby, M.Ed., CALT, LDT
INTERVENTION SPECIALIST

Content Specialists

Marla Davis, Ph.D.,
DIRECTOR OF SECONDARY CURRICULUM
AND INSTRUCTION

Dana Danis, M.Ed.
ENGLISH LANGUAGE ARTS SPECIALIST

Alicia Deaver, M.S., CCLS
EARLY LEARNING COLLABORATIVE COORDINATOR





M T S S

Multi-Tiered System of Supports