

Questions

Questions for your child's teacher:

- ◆ What are basic expectations I need to work with my child on at home?
- ◆ What school supplies does my child need for this class?
- ◆ How often will my child have homework?
- ◆ What ways can I be of help to my child's classroom?
- ◆ What types of project will my child have to do?
- ◆ What is the best way to communicate with you regarding matters related to my child?
- ◆ If my child struggles what steps are there in place to help my child?
- ◆ How will I find out how my child is doing in class?
- ◆ Are there common meeting times available to meet with my child's teacher?

Activities for Home

What can I do to help my child from home?

- ◆ Demonstrate counting to 10 and 20 by using beans, beads or coins.
- ◆ Trace shapes and make matching games.
- ◆ Teach your child how to write and say their phone number and address.
- ◆ Complete simple puzzles to enhance your child's problem solving skills.
- ◆ Allow your child to cook and measure ingredients with you.
- ◆

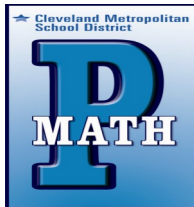
A Message from the CMSD ~School Parent Organization~

Dear Families,

It is our hope and intent to communicate a clear understanding of your child's academic expectations. The purpose of this document is to give you the ability to look ahead with confidence to support your child's academics.

NOTES:

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MATH



What should my Pre-Kindergartner learn about Math?

Number, Number Sense and Operations

- ◆ Number and Number Systems
Count to 10 in the context of daily activities and play (e.g., number songs).
- ◆ Touch objects and say the number names when counting in the context of daily activities and play (e.g., cookies on a plate, steps on a set of stairs).
- ◆ Compare sets of equal, more, and fewer and use the language of comparison (i.e., equal, more and fewer).
- ◆ Group and regroup a given set in the context of daily activities and play (e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).
- ◆ Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects).
- ◆ Write numerical representations (e.g., scribbles, reversals) or numerals in meaningful context (e.g., play situations).

- ◆ Identify and name numerals 0-9.
- ◆ Compare and order whole numbers up to 5.
- ◆ Identify penny, nickel, dime and quarter and recognize that coins have different values.

Measurement

- ◆ Begin to identify and use the language of units of time. For example: Day, night, week; Yesterday, today, tomorrow.
- ◆ Recognize that various devices measure time (e.g., clock, timer, calendar).
- ◆ Sequence or order events in the context of daily activities and play (e.g., wash your hands before and after snacks, who's next for the computer).
- ◆ Begin to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more and less).
- ◆ Order a set of objects according to size, weight or length (e.g., cups of different sizes).
- ◆ Measure length and volume (capacity) using non-standard units of measure (e.g., how many paper clips long is a pencil, how many small containers it takes to fill one big container using sand, rice or beans).

Geometry and Spatial Sense

- ◆ Match identical two- and three-dimensional objects found in the environment in play situations (e.g., 2 squares of same size, 2 stop signs).
- ◆ Sort and classify similar two- and three-dimensional objects in the environment and play situations (e.g., paper shapes, 2 balls of different size).
- ◆ Identify, name, create and describe common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles and squares).
- ◆ Identify, name and describe three-dimensional objects using the child's own vocabulary (e.g., sphere – "ball", cube – "box", cylinder – "can" or "tube, and cone – "ice cream cone").

Patterns, Functions and Algebra

- ◆ Sort, order and classify objects by one attribute (e.g., size, color, shape, use).
- ◆ Identify, copy, extend and create simple patterns or sequences of sounds, shapes and motions in the context of daily activities and play (e.g., creates red, blue, red, blue pattern with blocks).

- ◆ Use play, physical materials or drawings to model a simple problem (e.g., There are 6 cookies to be shared by 3 children. How many cookies can each child receive?).

Data Analysis and Probability

- ◆ Gather, sort and compare objects by similarities and differences in the context of daily activities and play (e.g., leaves, nuts, socks).
- ◆ Place information or objects in a floor or table graph according to one attribute (e.g., size, color, shape or quantity).
- ◆ Select the category or categories that have the most or fewest objects in a floor or table graph (e.g., favorite ice cream).