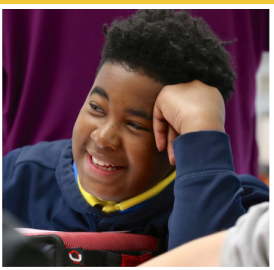
K

A FAMILY GUIDE FOR STUDENT SUCCESS





MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

A FAMILY GUIDE FOR STUDENT SUCCESS

KINDERGARTEN

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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

K

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.

READING

In kindergarten, your child will learn the alphabet and the basic features of letters and words. He 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:

- Naming and writing upper and lowercase letters.
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing.
- Learning and using new words.
- Identifying words that rhyme.
- Reading common words such as: the, of, you, are, she, and my.
- Asking and answering questions about a story the teacher reads aloud.
- Identifying characters, setting, and major events in a story.
- Recognizing the person, place, thing, or idea that an illustration shows.
- Participating in discussions by listening and taking turns speaking.
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion.
- Taking part in shared reading, writing, and research projects.
- Expressing thoughts, feelings, and ideas clearly.

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

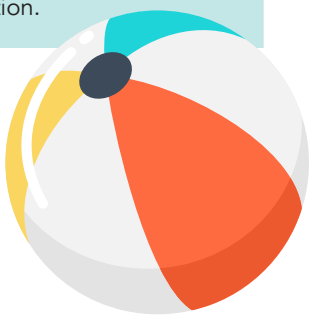
- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- Answer questions about characters, setting, problem, and solution.
- Answer questions such as: who, what, when, where, why, and how.
- Predict what might happen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

5 W'S AND AN H QUESTIONING

WHO	Who was there?
WHAT	What happened?
WHEN	When did it happen?
WHERE	Where did it happen?
WHY	Why did it happen?
HOW	How did it happen?

HELP AT HOME

- Play "Question Toss." Ask a question about the text, then toss a ball to your child. He answers the question, then asks a related follow-up question and tosses the ball back to you. Repeat.
- You can also 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 his thumb lands on the ball, he must answer that question about the story.
- Encourage your child to ask questions while reading.
- After reading, ask your child about the characters, setting, problem and solution.



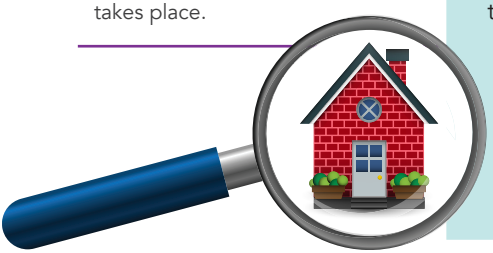
Your child can retell familiar stories, including key details.

- Identify the major character, setting, problem, and solution in retelling a story.
- Make connections based on prior knowledge.

VOCABULARY

CHARACTERS are the people or animals that are in the story.

The **SETTING** is where the story takes place.



HELP AT HOME

- After reading a story with your child, ask your child to identify the characters, setting, problem, and the solution to the problem in the story.
- Read a familiar story to your child. Have him tell you everything he can remember about the story starting from the beginning. Prompt him to remember key details about the story when needed.
- Show a picture to your child and ask him to tell you everything he can about the picture.

Your child can ask and answer questions about unknown words in a text.

- Use picture clues to develop an understanding of the words in the story.
- Know sounds of all letters in the alphabet.
- Use decoding strategies to help figure out unknown words in a text.

HELP AT HOME

- When your child gets to an unfamiliar word, have him use the picture clues to help identify the unknown word.
- Have your child use strategies such as rereading the sentence or skipping the unfamiliar word and reading ahead, then rereading the sentence to identify the unknown word.

Your child can recognize common types of texts (e.g., storybooks, poems, songs, informational text).

- Understand that readers have a purpose for reading.

HELP AT HOME

- Read a variety of texts such as simple poems, fairy tales, songs, and fables with your child.

VOCABULARY

FICTION TEXTS refer to stories about imaginary people, animals, or events.

NONFICTION TEXTS refers to text that offers information and offers to teach the reader real information.

Your child can name the author and illustrator of a story and define the role of each in telling the story.

- Understand the author is the person who writes the story and the illustrator creates the pictures in a book.
- Understand illustrations are the graphics, art, and pictures in a text.
- Use the illustrations to gain a deeper meaning of the text.

HELP AT HOME

- Show your child the cover and/or title page of a familiar book and how to locate the author and illustrator.
- Discuss with your child the difference between the author (who writes the story) and the illustrator (who draws the pictures) of the book.
- Create a mini book or story in which you write (as the author) and your child illustrates.

Your child can describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- Describe what is pictured in an illustration.
- Understand story elements such as: characters, setting, problem, solution, and events.
- Understand that illustrations help readers understand the story.

HELP AT HOME

- Before reading, take a "picture walk" with your child. Show him the illustrations and have him describe what is happening in the pictures. Then read the story to compare.
- Have your child predict what will happen next in the story based on the illustrations.
- While reading with your child, take time to stop on different pages and have your child describe what is happening in the picture.

Your child can compare and contrast the adventures and experiences of characters in familiar stories.

- Compare and contrast two characters in a story.
- Compare and contrast two stories that are similar.

VOCABULARY

COMPARE refers to how things are the same.

CONTRAST refers to how things are different.

HELP AT HOME

- Read a story such as "The Three Little Pigs." Have your child discuss the pigs and how they are alike and different from the wolf.
- Read two versions of a story, such as the "Gingerbread Boy" and the "Gingerbread Man." Have your child compare and contrast the two stories, determining how they are alike and different.

Your child can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Identify rhyme in books and stories.
- Identify repeated lines in a story.

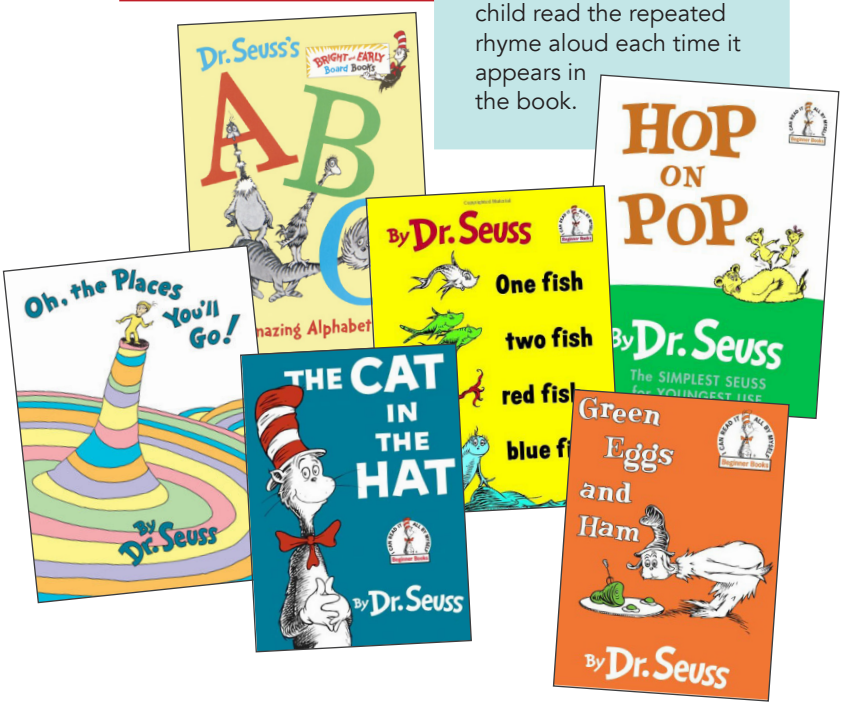
VOCABULARY

ALLITERATION is when the same letter or sound appears at the beginning of words in a sentence or story (e.g., Sally sells seashells down by the seashore).

HELP AT HOME

- Read a story that has rhyming words such as a Dr. Seuss book. Show your child how the rhyme carries a beat throughout the story.
- Have your child clap to the beat of a rhyming story that you are reading. This will help him feel the beat of the story.
- Read a book that has a repeated rhyme such as *Bear Snores On*. Have your child read the repeated rhyme aloud each time it appears in the book.

RESOURCES



Your child can describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Use background knowledge and experiences to identify and discuss personal connections to a text.
- Understand that authors make connections between individuals events and/or ideas.

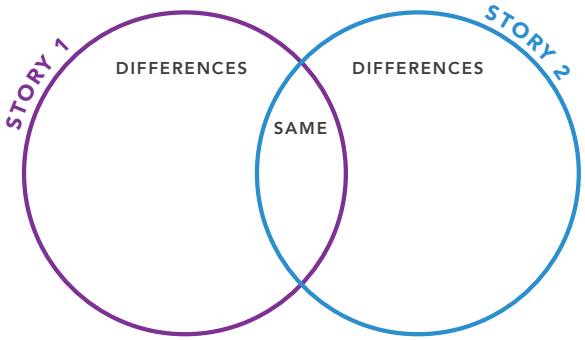
HELP AT HOME

- Have your child provide a description of the connection between two individuals or two events.
- Use a double bubble map or Venn diagram to organize your child's thinking when comparing two pieces of text.

RESOURCES

SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



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.
- Understand that books are read left to right, top to bottom.

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 him locate the back cover, front cover and title page. Do this in several different books.

Your child can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Recognize texts with the same topic.
- Discuss objects that are similar and different.

HELP AT HOME

- Begin by comparing and contrasting two objects found around the house. This will get your child started on thinking through comparing and contrasting texts.
- Look at two books on a similar topic. Have your child compare the information given in both books.

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 he says them.

Your child can recognize that spoken words are represented in written language by specific sequences of letters.

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

RESOURCES

See page 16 for Fry's Pre-Primer word list.

HELP AT HOME

- Make letter cards. Using the Fry or Dolch Pre-Primer list of words, 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.

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

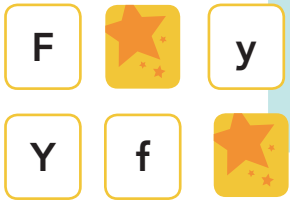
- Recognize one-to-one correspondence.
- Distinguish between letters, words, and spaces.
- Understand that words are put together to create a sentence.

HELP AT HOME

- Using a newspaper or magazine, have your child use a highlighter to highlight the spaces between words.
- When writing, have your child use a popsicle stick to mark the distance after one word before writing the next word.

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.

Your child can recognize and produce rhyming words.

- Understand that rhyming words have the same ending sounds.
- Identify word pairs that rhyme.
- Give a rhyming word for any given word.

HELP AT HOME

- Give your child a word, have him respond with a rhyming word.
- Read books that rhyme. Ask your child, "What were the words that rhymed?"

Your child can count, pronounce, blend, and segment syllables in spoken words.

- Understand that words can be divided into parts.

HELP AT HOME

- Count the parts in a word by clapping it out (e.g., trac-tor).
- Give your child the parts of a word, pausing between parts. Then have your child put those parts together verbally to form a word.

Your child can blend and segment onsets and rimes of single-syllable spoken words.

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

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.

HELP AT HOME

- Using a blend chart, practice producing words that begin with a given blend such as bl, cl, gr, dr, etc.
- Practice words from different word families (e.g., -at, -ing, -op).
- Practice making words that rhyme with a given word (e.g., dog, log, hog, fog).

Your child can isolate and pronounce the initial sound, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

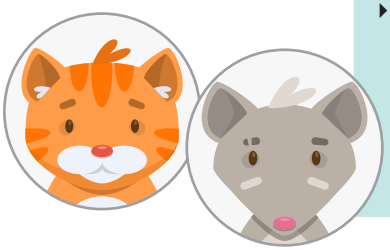
- Pronounce all letter sounds.
- Identify individual sounds within a word.
- Blend sounds together to create words.
- Understand that new words can be made by adding or substituting sound in a given word.

HELP AT HOME

- Verbally give your child a word (e.g., dog). Have him move counters, such as pennies or beads, for each sound in the words (3 counters = d-o-g). Then have him change the last sound in the word to a /t/ sound. He 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 add or substitute individual sounds (phonemes) in simple, one-syllable words, to make new words.

- 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

- Give your child a 3 letter word (CVC 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").
- Using letter cards, place the cards for the word c-a-t on the table. Have your child remove the letter c and replace it with the letter r and say the new word (rat).

Your child can demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent 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).

Your child can associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- 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

- Print a vowel pattern or vowel team chart. This will help your child associate the long and short sound of the vowels with a picture and key word.

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 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

- Use Fry's Pre-Primer word list to practice reading the most common words for the Kindergarten level.
- Look for words that your child can read in environmental print such as magazines, signs on the highway, menus, etc.

PRE-PRIMER WORD LIST

a	go	me	said	we
and	help	my	see	where
away	here	not	the	yellow
big	I	one	three	you
blue	in	play	to	
can	is	red	two	
come	it	run	up	
down	jump			
find	little			
for	look			
funny	make			

Your child can read emergent-reader texts with purpose and understanding.

- Understand that reading should produce understanding and meaning.
- Match one-to-one correspondence to words written in texts.
- Reading involves moving from left to right across the page.
- Use grade appropriate decoding skills.

HELP AT HOME

- Have your child read a variety of different text.
- Have your child tell about the story using details.
- Have your child answer questions to gain meaning from what he has read.

STAGES OF READING DEVELOPMENT

EARLY EMERGENT READERS are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

EMERGENT READERS are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

EARLY FLUENT READERS are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

FLUENT READERS read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Your child can describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

- Recall experiences from his life.
- Understand that adjectives are words that describe a person, place, thing, or event.

HELP AT HOME

- Ask your child to describe a trip that you have recently taken, or a trip that he would like to take in the future, and what he would like to do on the trip.
- Cut a picture out of a magazine. Have your child describe what is taking place in the picture.

Your child can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog - dogs; wish - wishes).

- Use correct nouns when talking about one, or more than one, thing.
- Understand that adding -s and -es to nouns makes them mean more than one.

HELP AT HOME

- Show your child a picture in a magazine of something (e.g., a dog, cats, dishes). Have your child name the object in the picture. If there is more than one object in the picture he should use a word ending with an -s or -es.
- Give your child a word such as the word dogs. Have him draw a picture of the object that was said. Check for understanding that words that end in -s or -es must show more than one.
- Using a highlighter, have your child find words that end with the -s and -es suffixes.

Your child can capitalize the first word in a sentence and the word "I."

- Identify capital letters.
- Understand that the word "I" must be capitalized.

HELP AT HOME

- Have your child use a highlighter to mark all of the capital letters in a newspaper or magazine article.
- Have your child highlight the word "I" in a newspaper or magazine article.

Your child can recognize and name end punctuation.

- Identify end punctuation marks (e.g., period, question mark, exclamation point).

HELP AT HOME

- Have your child use a highlighter to mark all ending punctuation marks in a newspaper or magazine article.

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

- Identify sounds for all letters of the alphabet.

HELP AT HOME

- Name a letter for your child and have him 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/).

Your child can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- 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

- Using "Fry's Pre-Primer List of Words," call out a word to your child, have him practice writing words by stretching them out and writing the sounds that he hears. (See page 16 for Fry's list.)
- Using counters (e.g., pennies, buttons) call out a word to your child. Have him move a counter for each sound he hears, then write the corresponding letter that goes with each sound he hears.

Your child can identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" is a bird and learning the verb to "duck").

- Understand homophones and homonyms.

HELP AT HOME

- Discuss with your child that some words have different meanings. For example, "duck" can mean "an animal," or it can mean "to move quickly to avoid something."

VOCABULARY

HOMONYMS are words that sound alike but have different meanings.

HOMOPHONES are a type of homonym that also sound alike and have different meanings, but have different spellings.

Your child can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- Understand that objects and words can be sorted into basic categories.

HELP AT HOME

- Cut several pictures out of magazines that fall under 2 or more categories. Have your child sort those pictures into their correct category.
- Have your child practice sorting objects such as shape pieces, money from your change jar, or foods from the grocery store. Allow him to explain his sorting methods.

Your child can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

- Understand opposites (antonyms).

VOCABULARY

ANTONYMS are words that are opposites (e.g., hot – cold; up – down; stop – go).

SYNONYMS are words that are alike or the same (e.g., large – huge; tiny – small; dirty – messy).

HELP AT HOME

- Play "Toss a Word." Start by holding the ball and calling out a word (e.g., hot). Toss the ball to your child and he must call out a word that is the opposite of your word (e.g., cold). Play back and forth several times calling different words.
- Play "Antonym/Opposite Memory." Create a deck of cards that make opposites when paired (e.g., hot/cold, in/out, up/down). Have your child flip over two cards to try and make a match of cards that are the opposite.

Your child can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- Understand that several words can mean the same thing or almost the same thing.

HELP AT HOME

- Place several words on cards (e.g., run, jog, walk, stroll, jump, leap, hop). Have your child sort the cards into words with similar meanings.
- Have your child act out variations in similar verbs such as "jog" versus "run" or "jump" versus "hop."

MATHEMATICS

In kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Your child will also learn to identify and work with shapes. Activities in these areas include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects.
- Comparing two numbers to identify which is greater or less than the other.
- Understanding addition as putting together and subtraction as taking away.
- Adding and subtracting very small numbers quickly and accurately.
- Breaking up numbers less than or equal to 10 in more than one way (e.g., 9 = 6+3, 9 = 5+4).
- Finding the missing quantity that is needed to reach ten for any number from 1 to 9.
- Representing addition and subtraction word problems using objects or by drawing pictures.
- Solving addition and subtraction word problems involving numbers that add up to 10 or less, or by subtracting from a number 10 or less.

In most kindergarten classes, math is woven throughout the day's activities. This is especially effective because math becomes more meaningful when it is experienced in real life contexts. Daily kindergarten math activities include learning numbers, practice counting, addition and subtraction, learning concepts of time, and measurement and categorization. In addition, playing with puzzles, building toys, blocks and games will help your child practice and build math skills in an enjoyable and engaging way, making his learning more meaningful and effective.

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

- Count by reciting numbers in correct order.

HELP AT HOME

- Have your child color the squares in a hundred number chart to show counting by 10's and then have him recite the numbers in order.
- Cut a hundred chart apart into horizontal strips. Have your child place the strips in order, like a puzzle, until the hundred chart is complete again. Count each number as he adds the new strip.

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

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

- Begin at any given number and count by ones.

HELP AT HOME

- Create a set of number cards 0-100. Have your child draw a visual representation of a number on the card you select. Then have him count forward from that number until you call stop. Then have your child draw visual representation of a number on the second card, counting forward until you stop him. Continue until all 100 cards have been completed.
- Use a hundred chart and have your child locate a number on the chart. Then tell him a second number to count toward. Have your child point to each number as he says it until he reaches the second number. Keep doing this exercise over time until he is proficient with the skill.

Your child can understand the relationship between numbers and quantities. He can also connect counting to cardinality.

- 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.
- 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.
- Understand one-to-one correspondence.

HELP AT HOME

- Scatter a handful of buttons, pennies, or anything that can be used as counters on a table. Have your child touch each item as he counts the group of objects aloud.
- Rearrange the counters into two (or more) groups of the same number (but in a different configuration) and make certain your child understands that even though the two groups look different, they have the same number of objects.

Your child can count to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration. When given a number from 1-20, your child can count out that many objects.

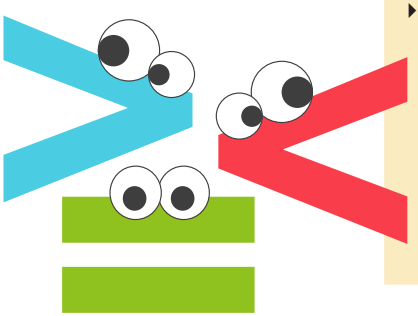
- Counting begins with 1.
- Understand that when counting a group of objects, each object is only counted once.

HELP AT HOME

- Scatter up to 20 objects on the table. Have your child touch and count each object.
- Using a jar of pennies, or other counters, call out a number to your child and allow him to count out that many objects.

Your child can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).

- 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).



HELP AT HOME

- Scatter two sets of coins, colored counters, or other objects on the table. Have your child compare the two groups of objects. Have your child use terms such as "greater than," "less than," or "equal to" each other.
- While out in your community, point out things that your child can compare (e.g., boys to girls, cats to dogs, cars to trucks). Have your child use terms such as "greater than," "less than," or "equal to" each other.

Your child can compare two numbers between 1 and 10 presented as written numerals.

- Use comparative language such as "greater than," "less than," and "equal to" when comparing different groups of objects.
- Understand the term greater than means more than (a larger quantity) and less than means fewer (asmaller quantity).
- Use mathematical tools such as tens frames, counters, etc.

HELP AT HOME

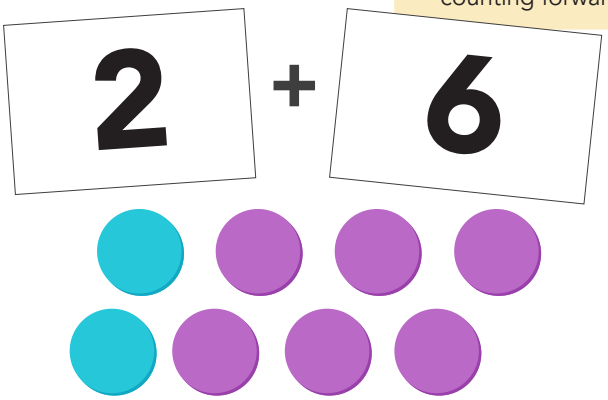
- Using some type of counters (e.g., pennies, cubes), create two groups. Have your child compare the two groups using terms such as "greater than," "less than," or "equal to" for each comparison.

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

- Demonstrate rapid recall of numbers 0-5.
- 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 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 a number sentence (4 + 2 = _) after drawing two cards. Have your child draw each number using drawings of objects, then add the two numbers by touching each picture and counting forward.

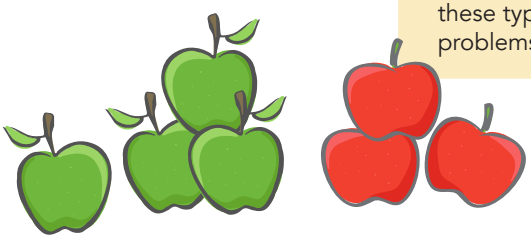


Your child can solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).

- Demonstrate rapid recall of numbers 0-10.
- Use manipulatives such as ten frames, dot pattern cards, etc. to compose or decompose numbers.
- Understand that there are multiple ways to solve a problem.
- Know that addition (+) means to add and subtraction (-) means to take away.

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 him create a math sentence to solve. While at a restaurant, have your child determine how many more chairs are needed to seat everyone. Practice these type of real-world problems often.



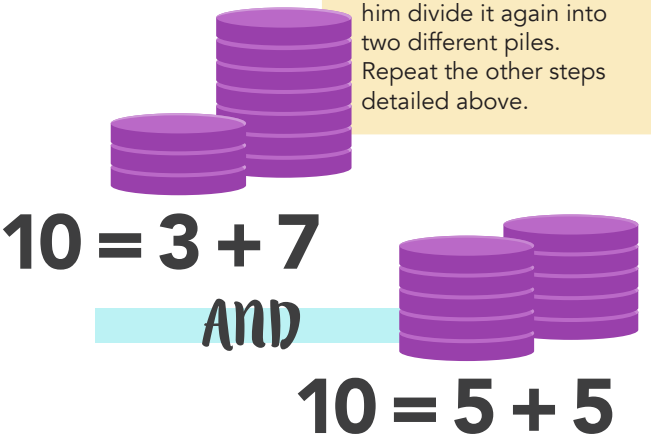
4 + 3 = ___

Your child can decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation: 5 = 2 + 3 and 5 = 4 + 1.

- Demonstrate rapid recall of numbers 0-10.
- Know that addition (+) means to add and subtraction (-) means to take away.
- Understand that a whole number can be separated into smaller parts that equal the whole number.
- Know that numbers on both either side of an equal sign must be the same.

HELP AT HOME

- Using any type of small object from home, put a group of objects in one pile. Have your child divide the whole group of objects into two separate parts. Get your child to record his answer by drawing a picture and/or writing a number sentence. For example, have a group of 10 pennies in a pile on the table. Have your child separate the pile into two piles, writing an addition number sentence to represent what was done. Then using the same group of 10 pennies have him divide it again into two different piles. Repeat the other steps detailed above.



Your child can find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation).

- Demonstrate rapid recall of number 0-10.
- Name each number when counting, in order.
- Know that addition (+) means to add and subtraction (-) means to take away.

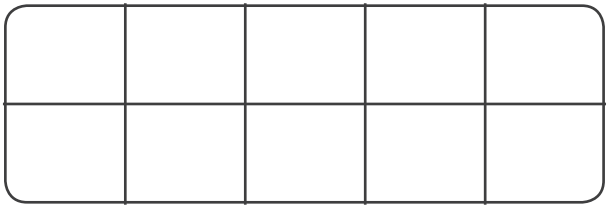
HELP AT HOME

- Using a ten frame (two rows of 5 boxes), have your child place counters in the boxes for any number 0-9. After your child places the counters in the ten frame, have him count the remaining boxes to see how many more counters are needed to make ten.
- Give your child a group of counters, have him count the counters and then determine how many more he will need to make 10. He can use the remaining counters to help him count out the remaining number needed.

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.



Your child can fluently add and subtract within 5.

- Demonstrate rapid recall of numbers 0-5.
- Knows that addition (+) means to add and subtraction (-) means to take away.
- Use addition and subtraction strategies such as counting on, counting back, fingers, mental math, pictures, etc. to solve math problems.

HELP AT HOME

- Use flash cards to practice fluency with addition and subtraction math facts within 5.
- Using a ten frame (two rows of 5 boxes), have your child place counters in the boxes for any number 0-9. After placing the counters in the ten frame have your child count the remaining boxes to see how many more counters are needed to make ten.

VOCABULARY

FLUENCY is being able to know addition and subtraction facts quickly and correctly without the use of manipulatives to help.

Your child can compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects and drawings), and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8). Your child can understand that numbers from 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

- Understand how to count in a sequence.
- Practice one-to-one correspondence when counting.
- Know how to write and read numbers 11-19.

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 on the remaining straws (10 + 8= 18).

Your child can describe measurable attributes of objects, such as length or weight. Your child can also describe several measureable attributes of a single object.

- 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.

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.

Your child can directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less than" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller or shorter.

- Using nonstandard units (e.g., paperclips, blocks, straws, coins), have your child measure random objects found around the house.

HELP AT HOME

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

- Understand how to count objects 1-10.
- Compare and contrast objects.
- Use one-to-one correspondence.
- Understand that objects can be sorted into different categories.

HELP AT HOME

- Have your child sort random groups of items around the house (e.g., socks, utensils, canned food) by color, size, length, weight, etc.

Your child can describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

- Understand the terms that describe the position of something (e.g., above, below, beside, in front of, behind, next to).

HELP AT HOME

- 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.

Your child can correctly name shapes regardless of their orientations or overall size.

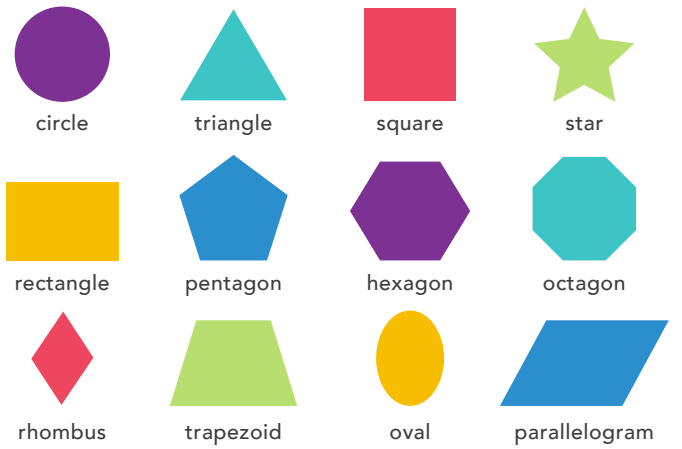
- Know the names of basic shapes (e.g., circle, triangle, square, rectangle, hexagon, cube, cylinder).
- Understand that objects can be sorted based on different attributes (e.g., size, color, shape).

HELP AT HOME

- 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.

RESOURCES

BASIC 2D SHAPES



Your child can identify shapes as two-dimensional (flat) or three-dimensional (solid).

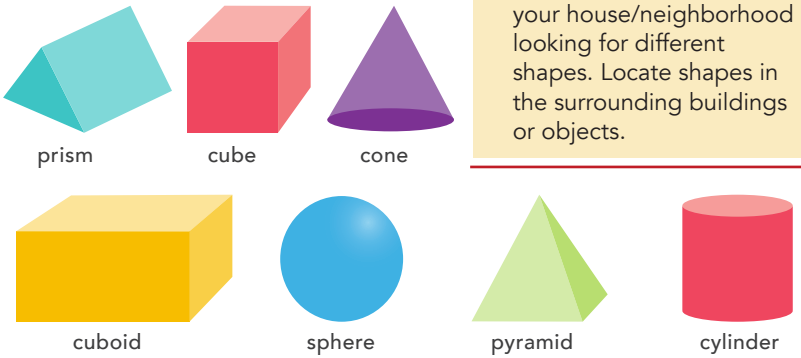
- Know the names of basic shapes (e.g., circle, triangle, square, rectangle, hexagon, cube, cylinder).
- Describe everyday objects by telling the name of its shape.

HELP AT HOME

- Have your child locate different objects in your home that are two-dimensional (e.g., square, triangle, rectangle, circle) and objects that are three-dimensional (e.g., sphere, cylinder, pyramid, cone).
- Enjoy a "Shape Walk" with your child. Walk around your house/neighborhood looking for different shapes. Locate shapes in the surrounding buildings or objects.

RESOURCES

BASIC 3D SHAPES



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 telling 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.

Your child can model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

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

HELP AT HOME

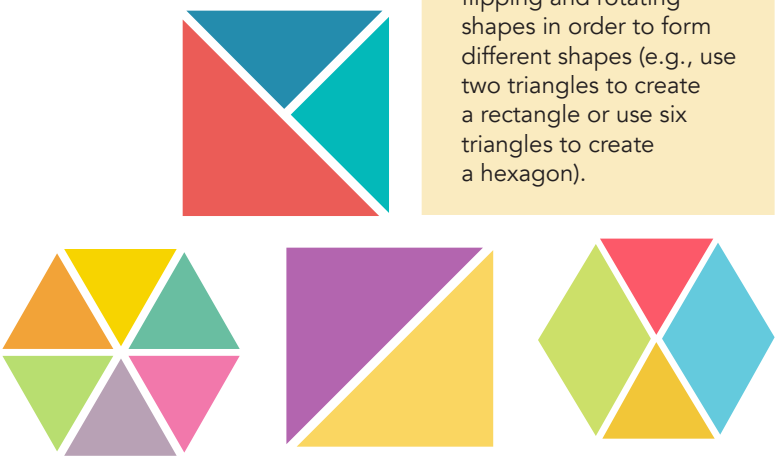
- Using modeling clay or putty and straws, popsicle sticks or pipe cleaners, help your child create different models of shapes.

Your child can compose simple shapes to form larger shapes.

- Identify basic shapes (e.g., triangle, square, rectangle, hexagon).

HELP AT HOME

- Cut basic shapes out of paper or foam. Allow your child to explore turning, flipping and rotating shapes in order to form different shapes (e.g., use two triangles to create a rectangle or use six triangles to create a hexagon).



NOTES

NOTES

NOTES

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

MTSS

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

Mississippi Department of Education
359 North West Street
P. O. Box 771, Suite 203
Jackson, Mississippi 39205-0771
(601) 359-3511
www.mdek12.org/ESE



M T S S

Multi-Tiered System of Supports