



**Pre – K and Early Kindergarten**

**Parent Guide for Understanding the Math Common Core**

	Counting and Cardinality	Operations and Algebraic Thinking	Measurement and Data	Geometry
<b>Students will be able to:</b>	<ul style="list-style-type: none"> <li>Recite numbers 1-20.</li> <li>Recognize written numbers up to 10.</li> <li>Count up to 10 objects using one object for each number word.</li> <li>Understand the name of a number corresponds to a quantity of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Compare, by counting or matching, two groups of up to five objects.</li> <li>Understand that groups of objects can be put together or taken apart to make new groups of different quantities.</li> <li>Recognize, duplicate and create simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Compare objects by length and/or weight.</li> <li>Sort and classify objects by one or more characteristics</li> <li>Understand the principles and uses of measuring</li> </ul>	<ul style="list-style-type: none"> <li>Identify location and position of objects.</li> <li>Identify and describe 2- and 3-dimensional shapes.</li> <li>Combine different shapes to create a picture or design.</li> </ul>
<b>Schools will support by providing opportunities to:</b>	<ul style="list-style-type: none"> <li>Learn songs that promote the memorization of the number sequence.</li> <li>Participate in counting activities throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>Compare relationships between quantities using terms such as “more than”, “less than”, the “same as”, “altogether”, or “left over”.</li> <li>Use concrete objects to solve simple addition and subtraction problems within 5.</li> <li>Create and observe patterns using concrete objects, sounds and movements.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate using terms such as “longer/shorter”, “heavier/lighter”.</li> <li>Explore the size and weight of objects using a variety of tools.</li> <li>Engage in group and individual activities to identify and classify objects.</li> <li>Ask open-ended questions related to prediction and measurement.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary such as “above/below”, “up/down”, “on/off”, and “in/out”.</li> <li>Explore how shapes can be made from other shapes</li> <li>Compare and contrast different shapes.</li> </ul>
<b>Parents can support by:</b>	<ul style="list-style-type: none"> <li>Playing counting games with buttons, socks, or other household items.</li> <li>Singing counting songs.</li> <li>Reading number related books.</li> <li>Talking about numbers as you go through your everyday experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Describing patterns in clothing or pictures.</li> <li>Playing matching games.</li> <li>Singing songs that have repeated rhyming phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing sizes and weights of similar household items (books or toys).</li> <li>Playing sorting games.</li> <li>Classifying items by size, shape or color.</li> </ul>	<ul style="list-style-type: none"> <li>Finding different shapes in the environment.</li> <li>Reading books about shapes.</li> <li>Playing “I Spy” games. Describe an object is using terms such as “above”, “behind” etc. until your child can name the object.</li> </ul>

### Pre-K and Early Kindergarten Students:

- Count and recognize numbers to 20.
- Understand that the name of a number corresponds to the amount of objects.
- Count and compare up to five objects in two groups, and take apart groups to make new quantities.
- Solve addition and subtraction problems within 10 using concrete objects.
- Compare, sort, and classify objects by characteristics such as: length, weight, size, shape, and color.
- Create patterns using concrete objects, sounds, and movements.

### Resources:

*Sacramento City Unified School District*

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including videos for the Standards for Mathematical Practice

*Parent-Teacher Association*

<http://www.pta.org/446.htm>

- ✓ Parent Guides including key items that children should be learning in mathematics in each grade.

*California Department of Education*

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the Math CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

### How Parents Can Support:

- Count the number of steps across the kitchen.
- Sing counting songs such as “Ten Little Monkeys” , “This Old Man” , or “Diez Perritos”.
- Recite nursery rhymes with numbers, shapes or patterns.
- Make 2 groups of objects and ask your child, “Which group has more/less?”
- Put away laundry together. Sort by color, size or type.
- Create a picture together using various geometric shapes with your child.
- Share how you use math in your daily life.

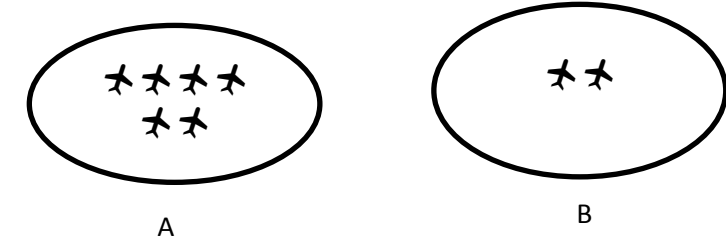
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### How Things Have Changed:

Expectations of students have changed a great deal with the adoption of the Common Core State Standards in Mathematics. While getting the right answer is still a great achievement, students are now required to think mathematically, communicate their thinking, and justify their reasoning while continuing to develop a greater level of understanding of how math works.

### Previous California Standards Assessment:

Which group has more objects?



### Common Core Standards Assessment:

Explain how you know Group A has more objects than group B.