

## Together Time Activities for Families of Prekindergarten Children

### *Infusing the Common Core Learning Standards into Our Daily Routines*

You are your child’s first and most important teacher and it is important for you to continue to spend quality time with your child every day.

New York State recently adopted a new set of learning standards known as the Common Core Learning Standards (CCLS). The CCLS focus on basic skills as well as problem solving and higher order thinking skills. The standards clearly lay out what students should know and be able to do in every grade to ensure they are on a path toward being ready for college and careers.

Standards alone cannot raise the level of student learning. Their full power can only be realized when all learning environments—including home and school—are connected. The Office of Early Childhood Education has compiled some “together time” literacy and math activities that you and your child can engage in at home and while on the go. These activities can support your child’s physical, social, emotional, and cognitive development as well as prepare them to think creatively and solve problems. These skills are needed as a foundation for all students to succeed in college, careers, and in life.

More information about the Common Core Learning Standards may be found at:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/FamilyResources/default.htm>

<p style="text-align: center;"><b>At Home Literacy Activities</b></p>	<p style="text-align: center;"><b>Pre-K Common Core Learning Standards for Literacy</b></p>
<p>Go to the library and find books with few or no words. Point to the illustrations and encourage your child to interpret what is happening in the story. Help make real life connections by providing examples, such as, “This picture reminds me of the time you lost your teddy bear and were so sad.” Encourage your child to talk about what the story reminds them of.</p>	<p><b>Reading Standards for Literature</b> <i>Responding to Literature</i></p> <ol style="list-style-type: none"> <li>1. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</li> </ol>
<p>After reading with your child, talk about what each of you liked or disliked about the book and why. If you have more than one child, read a picture book together and take turns sharing your thoughts at the end of the book. To spark conversation, ask questions or pose a statement for them to respond to, such as, “My favorite part of the book was...”</p>	<p><b>Speaking and Listening Standards</b> <i>Comprehension and Collaboration</i></p> <ol style="list-style-type: none"> <li>1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups. <ol style="list-style-type: none"> <li>a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> </ol> </li> </ol>
<p>Look at family photographs together and explore how people change over time. Encourage your child to ask questions about the people in the pictures and provide stories in response. For example, “Here is a picture of Uncle Greg when he was 8 years old. He is my little brother which is why I am taller than him in this photograph. But, you’re right...he is taller than me now that we’re adults.”</p>	<p><b>Speaking and Listening Standards</b> <i>Comprehension and Collaboration</i></p> <ol style="list-style-type: none"> <li>2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ol>
<p>Play word games with your child as you’re walking down the street, riding the subway, or waiting in line at the store. Ask your child to name the opposite word of everyday actions, such as the opposite of <i>on</i> the table is <i>off</i> the table. Also help your child describe opposite emotions, such as the opposite of feeling <i>tired</i> is <i>energized</i>.</p>	<p><b>Language Standards</b> <i>Vocabulary Acquisition and Use</i></p> <ol style="list-style-type: none"> <li>5. With guidance and support, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</li> </ol> </li> </ol>

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<p>Help your child to write ‘thank you’ notes for birthday and holiday gifts. Prompt him to draw a picture and tell what was special about that day. Write exactly what your child says in response, and encourage him to try to write or guess letters in a word on the note card.</p>	<p><b>Language Standards</b> <i>Conventions of Standard English</i></p> <p>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">b) Attempt to write a letter or letters to represent a word.</p> <p><b>Writing Standards</b> <i>Text Types and Purposes</i></p> <p>3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>
<p>Ask your child to help you make a list of what to buy at the grocery store. Encourage her to draw pictures and provide details about the items, and write exactly what she says next to the pictures. Have your child go to the grocery store with you and help find the items on the list.</p>	<p><b>Writing Standards</b> <i>Text Types and Purposes</i></p> <p>2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>Find out what your child’s classroom theme is and create a project at home that connects to that theme. For example, if the class is reading books by author Eric Carle all month, create a paper bag puppet of the “hungry little caterpillar” character and re-enact the story at home.</p>	<p><b>Writing Standards</b> <i>Responding to Literature</i></p> <p>1. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p>

<p style="text-align: center;"><b>At Home Math Activities</b></p>	<p style="text-align: center;"><b>Pre-K Common Core Learning Standards for Math</b></p>
<p>While at home or walking to the park, make up a number of silly steps that can be acted out by your child. For example, take two backwards steps to the door and walk five zigzag steps down the sidewalk. With your child, count out the number of steps it takes to get from one place to the next starting with 1 and increasing to 20.</p>	<p><b>Counting and Cardinality</b> <i>Know number names and the count sequence</i></p> <ol style="list-style-type: none"> <li>Count to 20</li> </ol> <p><i>Count to tell the number of objects</i></p> <ol style="list-style-type: none"> <li>Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</li> </ol>
<p>As your child gets dressed in the morning, remember to name the steps aloud stating what comes first, second, third, and last. Take photographs of your child’s daily routines and play a game sequencing the images from first to last. The photographs can also be used to help your child choose what to do independently, and what to do with your help.</p>	<p><b>Counting and Cardinality</b> <i>Compare numbers</i></p> <ol style="list-style-type: none"> <li>Identify “first” and “last” related to order or position.</li> </ol>
<p>Encourage your child to help you set the table for mealtime and figure out how many forks, spoons and cups are needed for each family member. Ask questions that encourage mathematical problem solving, such as, “We have five people eating dinner. How many napkins will we need? What happens if one napkin gets dirty too quickly?”</p>	<p><b>Counting and Cardinality</b> <i>Compare numbers</i></p> <ol style="list-style-type: none"> <li>Identify whether the number of objects in one group is more, less, greater than, fewer, and /or equal to the number of objects in another group, e.g., by using matching and counting strategies.</li> </ol>
<p>Go on a pattern search in your home finding shapes, colors, and designs that repeat over and over again. With your support your child may start to recognize a pattern of lines on a shirt or a pattern of squares in the bathroom tiles.</p> <p>You may also listen for patterns. Listen for the repetitive sound of a drum beat and try repeating the rhythm while clapping your hands.</p>	<p><b>Operations &amp; Algebraic Thinking</b> <i>Understand simple patterns.</i></p> <ol style="list-style-type: none"> <li>Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.</li> </ol>

<p style="text-align: center;"><b>At Home Math Activities</b></p>	<p style="text-align: center;"><b>Pre-K Common Core Learning Standards for Math</b></p>
<p>At the end of each month, measure your child’s height and growth and record on chart paper. Pose some mathematical problems that you and your child can solve together. For example, “Let’s find out how much you grew since September. Let’s measure the difference with a pencil to find out how many pencils tall you grew!”</p>	<p><b>Operations and Algebraic Thinking</b> <i>Understand addition as adding to, and understand subtraction as taking from.</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).</li> </ol> <p><b>Measurement and Data</b> <i>Describe and compare measurable attributes</i></p> <ol style="list-style-type: none"> <li>1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</li> </ol>
<p>Ask your child to help you sort the laundry. Prompt your child to find all of the matching socks and make pairs, or sequence the pants in a row from shortest to longest. Make separate piles for each family member, estimate how many articles of clothing are in each, and count the number of articles to find out.</p>	<p><b>Measurement and Data</b> <i>Describe and compare measurable attributes</i></p> <ol style="list-style-type: none"> <li>1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</li> </ol> <p><i>Sort objects and count the number of objects in each category</i></p> <ol style="list-style-type: none"> <li>2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</li> </ol>
<p>Encourage your child to help you put away the groceries by sorting the items by type, color, size or shape. Compare how many fruits and vegetables you have, or edibles to non-edibles. Ask questions to prompt thinking about specific characteristics, such as, “Can you find 5 grocery items with corners like this box of cereal? Let’s place all the items with corners here.”</p>	<p><b>Measurement and Data</b> <i>Sort objects and count the number of objects in each category</i></p> <ol style="list-style-type: none"> <li>2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</li> </ol> <p><b>Geometry</b> <i>Analyze, compare, and sort objects</i></p> <ol style="list-style-type: none"> <li>1. Analyze, compare, and sort two- and three-dimensional shapes and objects in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</li> </ol>

<p style="text-align: center;"><b>At Home Math Activities</b></p>	<p style="text-align: center;"><b>Pre-K Common Core Learning Standards for Math</b></p>
<p>On a neighborhood stroll, stop and observe the two- and three-dimensional shapes of street signs and buildings. Ask your child to name the different parts of a building, such as the roof, door and columns. At home, re-create a three-dimensional structure that you observed out of blocks, or by re-using materials such as boxes and toilet paper tubes.</p>	<p><b>Geometry</b> <i>Analyze, compare, and sort objects</i></p> <ol style="list-style-type: none"> <li>1. Analyze, compare, and sort two and three dimensional shapes and objects in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</li> <li>2. Create and build shapes from components (e.g., sticks and clay balls).</li> </ol>
<p>With your child, identify common shapes that are found in everyday food and objects. Maybe you eat triangle sandwiches, cheese cubes, or oval beans for lunch! Help your child identify and name the positions of the objects, such as the placement on a shelf or on a plate. For example, “The cheese is on top of the circle crackers. Can you place the cheese squares under the crackers?”</p>	<p><b>Geometry</b> <i>Identify and describe shapes (square, circles, triangles, rectangles)</i></p> <ol style="list-style-type: none"> <li>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</li> <li>2. Correctly name shapes regardless of size.</li> </ol>
<p>Look through children’s magazines for pictures of animals and cut these images out. Ask your child to name the animals and categorize them by familiar traits. One trait may be animals with fur and one may be animals with wings. Be silly and create new categories! For example, try grouping animals with two ears and animals with wings together and discuss their differences and similarities.</p>	<p><b>Geometry</b> <i>Analyze, compare, and sort objects</i></p> <ol style="list-style-type: none"> <li>1. Analyze, compare, and sort two and three dimensional shapes and objects in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size, shape).</li> </ol>