



## **Regional Educators Advancing College, Career, and Citizen Readiness Higher (REAC<sup>3</sup>H)**

### **MAKING THE CASE FOR THE COMMON CORE**

#### **PARENT MATH ACTIVITIES - K-2**

- Have student identify number of objects held up as shopping (1 - 2 - 3).
- Ask child to spell the number of items (1 - one; 2 - two).
- Practice addition by asking how many items need to be added to get 3, 4, 5, and so forth.
- Practice subtraction by having a group of items such as five beans and then having the student subtract one and giving the answer; subtract two and giving the answer, and so forth.
- Use a graham cracker and break it into halves – naming each as  $\frac{1}{2}$ . Then break each half in two – naming each  $\frac{1}{4}$ . Have your child put the  $\frac{1}{4}$  pieces back into a  $\frac{1}{2}$ ; then the halves into 1.
- When measuring have your child measure and name the  $\frac{1}{2}$  cup;  $\frac{1}{4}$  cup. Point out how many halves make the whole; how many thirds make a whole, and so on.
- Give your child a number of items (for example six). Then ask your child to think of how many ways the items can be grouped to add up to six – two groups of three; three groups of two; two in a group and four in a group.
- Line up colored items in a pattern and then ask your child what item will come next to continue the pattern.
- Have children help sort laundry into colors, types, different fabrics. Have them sort forks and spoons into proper categories.
- Take a walk and count the number of trees encountered. Pick up leaves and sort into types, sizes, colors. The same can be done with pine cones – sort into sizes, shapes.
- Think of a number between 1 and 20 for younger, 1 and 50 for older and increase, as they are able. Have child guess for the number, helping them to think of lower than 20, higher than 1, between 4 and 7, and so forth to help them begin to recognize place of number.
- Work together to create the grocery list. Have your child cut out pictures of items such as bread, milk, apples, potatoes, soup, from a magazine and glue to a list. Write your list and ask your child to find the item as you write the list. When the list is compiled, ask

your child to count the items needed. Have your child sort the vegetables into one pile, the fruit in another, dairy into another, canned items in another, boxed items in another. Have him/her count the number of items in each group.

- Have your child guess how many toys are out before putting them away. Then have him/her count them as he/she puts them away. When a certain number has been put away, ask your child if he/she thinks the estimate needs to be revised. After the toys are put away, talk about the estimate and the actual number.

### **PARENT MATH ACTIVITIES - 3-5**

- Hold three coins covered in your hand and tell your child how much they equal. (“I have three coins that are worth 25 cents. Can you guess what they are?”, “I have 11 cents in my hand. What coins could I have?”)
- Put several glasses of the same size on a table. Fill one at  $\frac{1}{4}$ , one at  $\frac{1}{2}$ , one at  $\frac{3}{4}$ ; one at 1 cup. Ask questions like “Which one has more water and which one has less?” Fill two glasses to the same level and place them apart from one another. Have your child locate the glasses that have the same amount of fluid in them.
- Help your child create a table on paper. Have him/her time how much time a TV program plays and how much time a commercial is played. Then help your child color in a graph of the results.
- Have everyone in the family measure off a 24-inch strip of paper. Explain that one inch stands for a one-hour period of time. For a 24-hour period, have everyone keep track of the time spent eating, playing or exercising, attending school or work, reading, and watching TV or playing a video game. Have everyone color the strip in different colors to represent the time tracked. Have your child compare and explain how the time was spent and how the family spends time alike and differently.
- Have your child make a grocery list for a favorite meal such as tacos. As you shop for the ingredients, have your child compare pricing for different ingredients such as the tortillas, and help your child compare the labels, brands, and pricing to decide which item is a better choice. Ask your child questions such as, “Which is cheaper, this package of two tomatoes for \$1.50 or three of these tomatoes at 60 cents each?” Have him/her estimate, then check his/her answer with a calculator.
- Have your child help prepare a meal and measure the ingredients necessary. Have him/her calculate how much it would take to double the recipe, or divide the recipe in half.
- When shopping, have your child pick up an apple or orange and estimate its weight; then have your child weigh the produce to check the estimate. Ask questions such as “Will six

oranges weigh more than six potatoes?” Have your child use the scale to verify answer. Ask questions such as “Which has more potatoes: a pound of large potatoes or a pound of small potatoes?” Check answer with scale. “How much do apples cost per pound? If they are 99 cents a pound, how much will two pounds cost?”

- While waiting to check out groceries, have your child estimate the cost, showing how to round items such as 99 cents to \$1.00. Explain that this is an estimate and won't be exact. Then ask, “If you give the clerk \$20 for \$17.50, how much change will you get back?” Ask your child to count the change given to see if it is correct.

### **PARENT ENGLISH LANGUAGE ARTS ACTIVITIES – K-5**

- Read an informational book like *Dinosaur*, *Dinosaurs*; *Dogs*; and *Potato* with your child and then ask your child to list some facts found in the book.
- Have your child tell you why he/she prefers one fruit, cookie, vegetable over another.
- Read two books about the same topic. Ask your child to tell you what is alike in the two stories and the differences between the two stories.
- Play “hangman” with simple spelling words.
- When driving play “ABC” game, pointing out letters and naming them on signs along the highway.
- Use a small toy such as one received in a kid's meal to write a story together. Have your child provide conversation and what is happening in the story.
- Have your child explain the steps in tying a shoe, making a bed, picking up toys, playing a game.
- Recite nursery rhymes with your child, repeating and stopping to let the child fill in the gaps.
- Provide a reading and writing area with supplies to encourage your child to write.
- Have your child write the grocery list and encourage him/her to alphabetize the list; write the list in an order such as produce, dairy, meat, canned goods, boxed goods.
- Have your child read a recipe aloud as you cook together.
- Have your child draw and name his/her letters in pudding or by using icing (icing tube) on graham crackers.
- Use magnetic letters and hold up different letters, asking your child the difference between a G and O, a C and O, an N and U, a U and V, and so forth.
- Using letter tiles, have your child sort the letters into those that curve, those that have straight lines, those with a “stick up,” those that have a “stick down,” and other distinctions.

- As you shop, help build your child’s vocabulary by talking to him/her while shopping. Example: describe a banana as a fruit, yellow, bunch, peel, slippery, delicious.
- Build background knowledge by talking about family history and events. Take field trips to the park, zoo and talk about the environment.
- Play word games such as “I Spy” and use letters and their sounds such as “sh” as in “shoe,” “a” as in “apple,” “a” as in “hay.”
- Encourage your child to write notes, stories.
- Use rule of thumb to gauge whether book is too difficult for child to read alone. Select a page from the book, hold up one finger for every word the child misses on the page. If you hold up all four fingers and the thumb by the end of the page, read the book together aloud, because it may be too difficult for the child to read alone.
- Team read at any age: read a section and then allow your child to read a section. Discuss what is happening and ask for prediction.
- Read informative material together and talk about the information.
- For older children (grades 3-5) in chapter books that are being read together, stop at the end of each chapter and discuss what has happened, have your child predict or guess what will occur next or in the future, and then read on to see if the prediction is correct. Discuss what your child predicted correctly or the twist the author wrote that is different than the prediction. Discuss the characters and how your child decides whether the character is a “good” or “bad” character.
- Encourage your child to create his/her own story with characters and dialogue.
- Encourage your child to create cartoon stories with drawings and word bubbles.
- For spelling words with which your child has trouble, have him/her write the word, trace over it with the pencil, close his/her eyes, repeat the word; then cover it and see if your child can write it correctly. Encourage good spelling in all writing.