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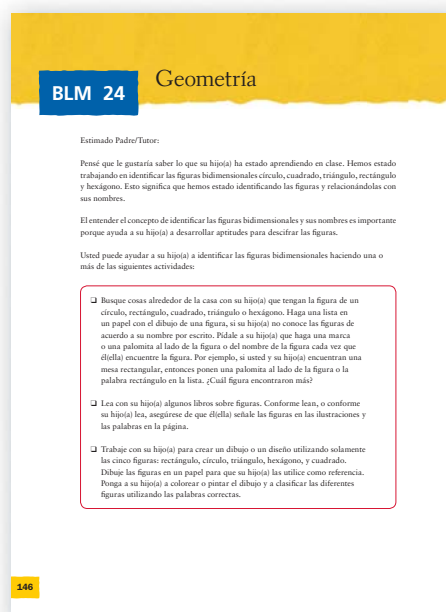
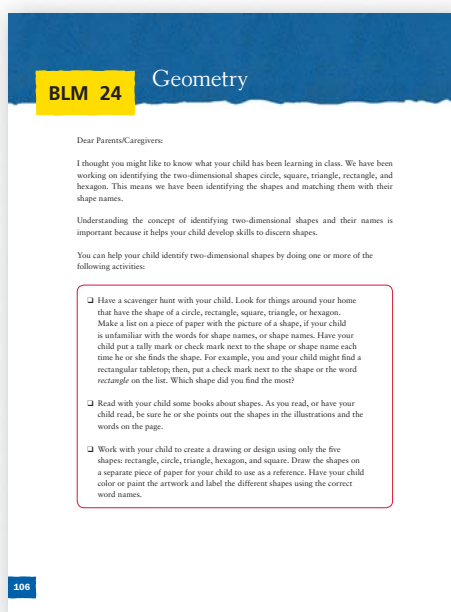
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Introduction

Finding an effective way to involve parents in their children’s learning development can be challenging. Several obstacles teachers and parents face include language differences, busy schedules, and the sensitive nature of sharing students’ unique strengths and weaknesses with parents. This book of *Parent Involvement Activities* addresses these very concerns with over 300 math skill-building games, in English and Spanish, that integrate standards-aligned content into student-friendly contexts inside—and outside—the home. Featuring graphic organizers for support and simple setup, these activities enable parents to enrich their children’s math knowledge while isolating specific areas of need. Send the reproducible activities home with students and create an environment of full support for every student and child.

The Benefit of *Parent Involvement Activities*

Students at all learning levels require some degree of parent-teacher interaction to help them achieve their potential. The activities in this book benefit ELLs, and students with special needs, as well as those in general education. Written for easy application, tabbed by grade level, and organized by the NCTM strands (**Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability**), this book is designed for use by resource, ELL, and general educators, and teacher’s aides and paraeducators.



Each blackline master has a duplicate Spanish-language version ideal for ELLs, ESL students, and predominantly Spanish-speaking families. Spanish blackline masters are tabbed by grade level, K–1 and 2–3, for quick reference (see the second and fourth tabs of this volume).



How to Use This Book

On each blackline master, a heading at the top of the page specifies which math strand the following activities will address. Photocopy blackline masters that correspond to the math skills under review in your classroom (or those on which students need remediation), and send them home with students. Graphic organizers, which appear beside selected blackline master pages, give parents an additional resource with which to perform the activities. The blackline masters do not need to be administered in numerical order. Instead, designate the most relevant skills according to the unique needs of your students and assign the activities based on this consideration. For instance, although the book's first strand is Number and Operations, if a student specifically needs remediation on Geometry, skip ahead to the applicable pages.

Follow up with parents often—their input is valuable in addressing skills that may escape your attention in the classroom environment. Parents can be the most effective resource to help a good student exceed expectations and a struggling student to reach grade-level math proficiency. Although these pages provide a way to facilitate parental involvement, they are just the beginning of a robust one-to-one conversation. Further communication through email, telephone, and interpersonal conferencing is essential to supply a broader context in which parents can become better informed and maximize the value of these activities.

Research Foundation

Parent Involvement Activities feature school/home connections that reinforce concepts beyond the classroom. Research (Henderson & Berla, 1994) demonstrates that student achievement improves when parents and caregivers are actively involved in their children's education. Liantos (1991) also shows that low-performing children have the most to gain from the involvement of parents and caregivers, and that parents care deeply about their children's success but may need instruction about how to help students at home. This book provides parents with a multitude of ideas to enhance children's literacy skills at home, in the grocery store, in the car, or at the park.

References

Henderson, A.T. and Berla, N. (Eds.) (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: National Committee for Citizens in Education.

Liantos, L.B. (1991). *Involving At-Risk Families in Their Children's Education*. ERIC Digest Series Number EA 58, ERIC Identifier ED326925.

National Parent-Teacher Association (PTA). <http://www.pta.org/>.

Walk Through a Lesson

The math strand on which the activities are based. There are many activities in each strand; administer pages that address curricular focus, or specific areas for remediation.

A short introduction to parents informing them of what their students are learning in class.

Describes how the following activities will enrich students' knowledge of the math skill.

Short activities that parents and children perform together. For example, in the first activity, parents and children go on a scavenger hunt to find familiar items that have two-dimensional geometric shapes.

BLM 24

Geometry

Dear Parents/Caregivers:

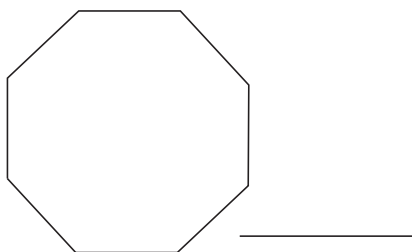
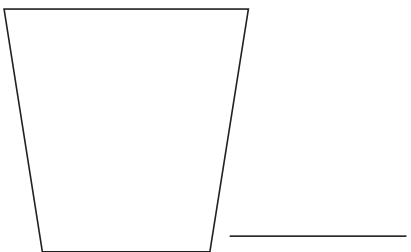
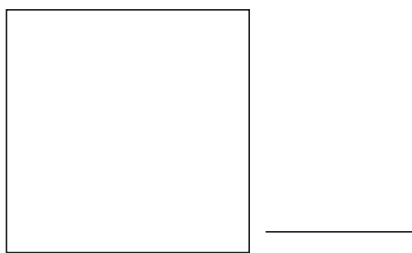
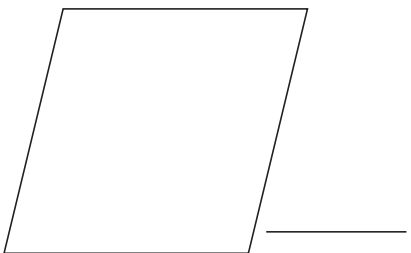
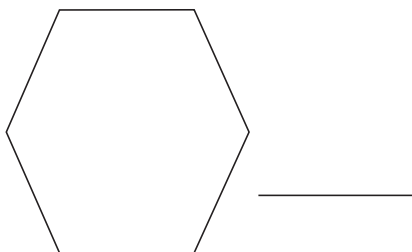
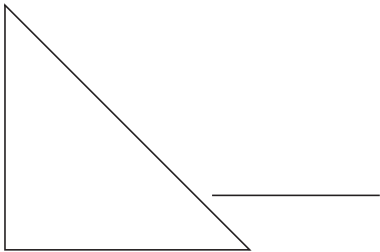
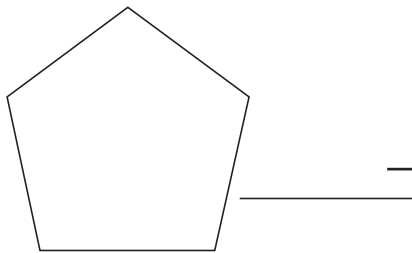
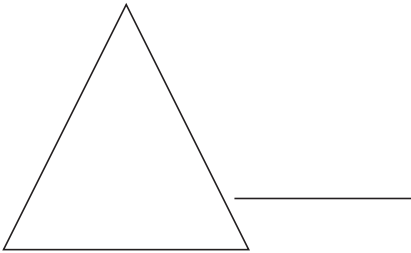
I thought you might like to know what your child has been learning in class. We have been working on identifying the two-dimensional shapes circle, square, triangle, rectangle, and hexagon. This means we have been identifying the shapes and matching them with their shape names.

Understanding the concept of identifying two-dimensional shapes and their names is important because it helps your child develop skills to discern shapes.

You can help your child identify two-dimensional shapes by doing one or more of the following activities:

- Have a scavenger hunt with your child. Look for things around your home that have the shape of a circle, rectangle, square, triangle, or hexagon. Make a list on a piece of paper with the picture of a shape, if your child is unfamiliar with the words for shape names, or shape names. Have your child put a tally mark or check mark next to the shape or shape name each time he or she finds the shape. For example, you and your child might find a rectangular tabletop; then, put a check mark next to the shape or the word *rectangle* on the list. Which shape did you find the most?
- Read with your child some books about shapes. As you read, or have your child read, be sure he or she points out the shapes in the illustrations and the words on the page.
- Work with your child to create a drawing or design using only the five shapes: rectangle, circle, triangle, hexagon, and square. Draw the shapes on a separate piece of paper for your child to use as a reference. Have your child color or paint the artwork and label the different shapes using the correct word names.

Name: _____



Graphic organizers support selected activities. This polygon labeling worksheet provides images of shapes children and parents will look for together, as illustrated in the first activity on page vi. Graphic organizers that appear on pages opposite blackline masters, as in this example, can be photocopied and sent home with students.