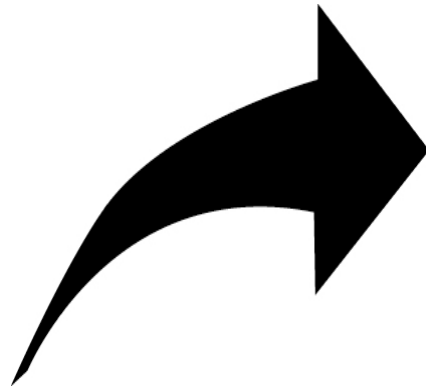


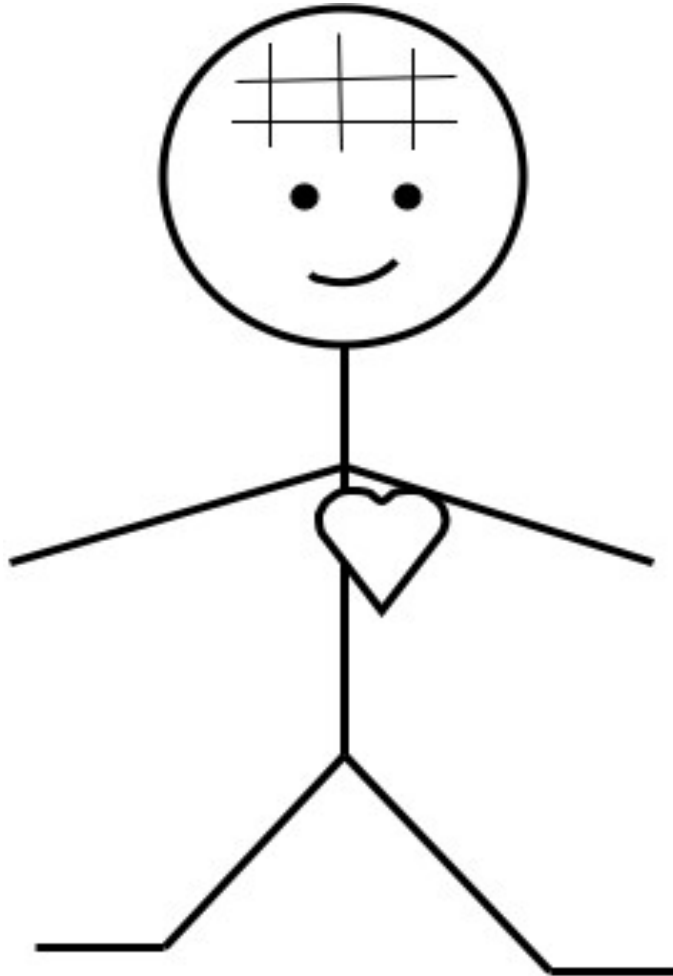
PARCC/ Common Core Progress



Resources for Parents

**The Polk Bros Foundation Center for Urban Education
Teacher.depaul.edu**

How can we help out children to realize their hopes?



Inspire Guide Expand Possibilities

PARCC Preview

What is it?

- PARCC stands for **P**artnership for **A**ssessment of **R**eadiness for **C**ollege and **C**areers
- It is a test of mathematics and of reading based on the Common Core State Standards.
- The PARCC questions include **multiple choice and written answers**.

Who will take it?

Students in grades 3-12 enrolled in public schools in Illinois and 10 other states will take the first PARCC tests in spring 2015.

Only 10% of Chicago Public Schools will take it this spring.

In 2016, all CPS students will take the PARCC test.

When is it?

PARCC has two parts:

March 9-April 2

April 27 – May 22

How will this year's PARCC test scores be used?

This is the first time students will take the PARCC. So no one will compare this year's PARCC results to results from the past.

Why are only some states taking the PARCC?

PARCC is one of two organizations that got a contract to prepare tests based on the Common Core State Standards. The other organization, Smarter Balanced Assessment Consortium, has prepared a test that is like PARCC. Some states chose to take that test. And some states are paying for the development of other tests.

What other tests will elementary students take?

NWEA. It also tests math and reading, but it does not include writing.

CPS elementary schools will give this test between May 11 and June 12th.

The PARCC Difference: The Kinds of Questions

How is the PARCC test different from the tests of the past?

The questions on PARCC ask students to think more.

PARCC gives this example:

Old Test Kind of Vocabulary Question	PARCC Example
<p>Which two words are synonyms for heap?</p> <ul style="list-style-type: none"> a. pile b. row c. corner d. mound e. pattern <p>Students identify the meaning of words without any context.</p>	<p><i>After students read a text with numbered paragraphs, they answer a series of questions, and each of the multiple choice questions requires them to make a choice—the first part—part A—asks them to analyze; the second part, part B, asks them to justify their analysis. They cannot choose a correct response to part B without carefully comprehending the text.</i></p> <p>Part A. What is the meaning of the word dictate as it is used in paragraph 23?</p> <ul style="list-style-type: none"> a. hint b. fix c. understand d. decide <p>Part B. Which phrase helps the reader understand the meaning of dictate?</p> <ul style="list-style-type: none"> a. "...recreate the tree house..." b. "...determine the shape..." c. "...is less expensive to build..." d. "...has all the time in the world..."

Source: <http://www.parcconline.org/sites/parcc/files/oldvnew-elem.pdf>

PARCC bases its questions on the standards. Common Core Reading is Comprehensive

Common Core College and Career Readiness Anchor Standards for Reading

KEY IDEAS AND DETAILS

What do I learn when I read this story or nonfiction book?

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
2. **Determine central ideas or themes** of a text and **analyze** their **development**; **summarize the key supporting details and ideas**.
3. **Analyze** how and why **individuals, events, and ideas develop** and **interact** over the course of a text.

CRAFT AND STRUCTURE

How did the writer help me understand the ideas and information?

4. **Interpret words and phrases** as they are used in a text, including determining **technical, connotative, and figurative** meanings, and **analyze** how specific **word choices shape meaning or tone**.
5. **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and the whole**.
6. **Assess** how **point of view or purpose** shapes the **content and style** of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

How does it fit together?

7. **Integrate and evaluate content** presented in **diverse media and formats**, including **visually and quantitatively**, as well as in words.
8. **Delineate and evaluate the argument and specific claims** in a text, including the **validity of the reasoning** as well as the **relevance and sufficiency of the evidence**.
9. **Analyze** how two or more **texts address similar themes or topics** in order to **build knowledge** or to **compare the approaches** the authors take.

RANGE AND LEVEL OF TEXT COMPLEXITY

10. **Read and comprehend complex literary and informational texts independently and proficiently**.

The standards guide Grade to Grade Progress.

The Common Core identifies grade-level standards that represent these “anchor” standards at each level K-12. See how it grows grade to grade.

Common Core Reading Standard 2

	LITERATURE	NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core emphasizes ideas.

Students should focus on ideas—“what’s the idea”—when they read. You can get an idea from a sentence if it’s a good one!

*Choose one proverb or saying. Draw a picture that shows it.
Do not use any words.
Then show your picture to another person.
Ask them to figure out which saying you showed.*

1. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)
2. He who does not know one thing knows another. (Kenya)
3. By learning you will teach, by teaching you will learn. (Latino)
4. A gentle hand may lead even an elephant by a single hair. (Iran)
5. Do good, and don't worry to whom. (Mexico)
6. A clever person turns big troubles into little ones and little ones into none at all. (China)
7. Everyone is the age of her heart. (Guatemala)
8. Fall seven times, stand up eight. (Japan)
9. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
10. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Dr. Martin Luther King, Jr.)
11. Don't let yesterday use up too much of today. (Cherokee)
12. The habit of thinking is the habit of gaining strength. (Nigeria)



Then write your own inspiring sentence!

Students should focus on ideas in poems, stories, and nonfiction.

<p>This Little Light of Mine</p> <p>This little light of mine, I'm going to let it shine.</p> <p>This little light of mine, I'm going to let it shine.</p> <p>This little light of mine, I'm going to let it shine.</p> <p>Let it shine, let it shine, let it shine.</p> <p>All over my school, I'm going to let it shine.</p> <p>All over my school, I'm going to let it shine.</p> <p>All over my school, I'm going to let it shine.</p> <p>Let it shine, let it shine, let it shine.</p>	<p><i>Draw a picture that shows the main idea of this song.</i></p>
--	---

You can ask these questions to figure out the idea of any song or poem.

What is the main idea? _____

Why do you think that's the main idea?

Write the next part!

Questions for Story Readers

You can ask your child to think about these questions based on the Core Standards about ANY story!

CORE QUESTIONS

1. *Identify sequence:* **What happened first? What happened next?**

2. *Identify important character:* **Name one important character in the story.**
3. *Infer character trait:* **What is one trait you think that character has?**
 - 3A. **Explain why you think that.**

4. *Identify important action:* **What is something important that character does?**
5. *Infer Motive:* **Why do you think that character does that?**

7. *Summarize a story:* **Tell who was in the story and what happened. Tell what was important.**

8. *Figure out the main idea:* **What is the main idea that you learned from the story?**

**Here is an example: You can ask those questions about this story.
The Turtle and the Rabbit, a Fable**

All reading includes standard 1. Figure out what it says and then infer based on the story. When students read a story, they can think more—they can figure out a BIG idea it tells them. That's standard 2.

A fable is a story with animals instead of people in it, and the story teaches a lesson. Here is the story. It includes a rabbit and a turtle. When you finish reading it, figure out what the lesson it teaches is and why the writer used a rabbit and a turtle to teach that lesson.

The Rabbit was boasting of his speed. "I have never yet been beaten," said he, "when I run as fast as I can. I challenge any one here to race with me. I am the best."

The Turtle said quietly, "I accept your challenge. I am tired of your bragging. I believe that I can beat you."

"That is a good joke," said the Rabbit. "I could dance around you all the way. You will never be able to speed past me. You will not win. What a foolish turtle."

"Keep your boasting till you've beaten me," answered the Turtle. "Shall we race? I know that I can win."

So they set up the race. It would follow a curved path along a hill with rocky ground, trees, and bushes.

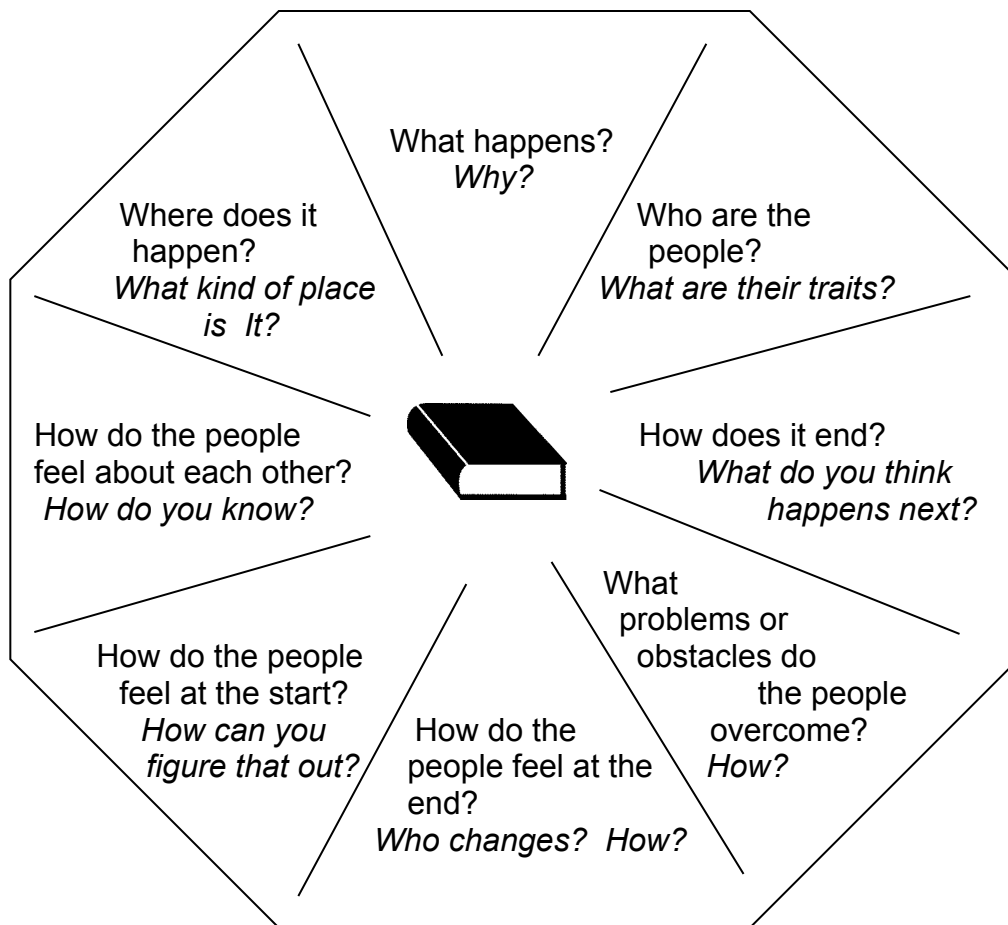
The Rabbit rushed off speedily, but soon stopped and, believing that the Turtle could never catch him, lay down for a nap by some bushes at the top of the hill. The Turtle never stopped, but went on with a slow and steady pace straight to the end of the race.

When the Rabbit woke from his nap, he looked down and saw the Turtle was at the finish line. The Rabbit ran as fast as he could, but it was too late. He heard the other animals cheering.

You can ask the same kinds of questions about stories on TV!

THINK MORE!

Choose a story. Read it and talk about answers to these questions.
Or watch the story on TV.
During the commercial, talk about these questions.



COMMON CORE AND PARCC EMPHASIZE NONFICTION.

History
Geography
Science

After you watch a TV show about nature or history, ask your child:

What were some interesting facts?

What were the most important ideas you learned?

**Make your own booklet or page.
Write to tell what you learned.**

To help your child think about each paragraph in a nonfiction text, you can ask your child to draw what it says.

Early Chicago

Before there was a city of Chicago, it was a hard place to live. There were no stores or streets. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, so it was hard to travel. In spring, there was a lot of rain and mud, which made it hard to travel then, too. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

Show what the place was like. First, underline the words and phrases that tell about the place. Then use them to show early Chicago in the rectangle—draw what it was like then.

A Change

More than 200 years ago Jean Baptiste Point DuSable came to this place. He built a cabin on the river. He opened a trading post. A trading post is a place where people bring things they have and trade them for things they need. At first he traded with Native Americans.

Show or tell what happened. First, underline the information that tells what happened. Then draw or write it here. Show what happened.

First	Next	Next

Chicago Legacy: DuSable's Choices and Changes

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Those paragraphs are part of this history.

You can ask your child to stop at the end of each paragraph and tell what idea the paragraph explained.

Before there was a city of Chicago, it was a hard place to live. There were no stores or streets. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, so it was hard to travel. In spring, there was a lot of rain and mud, which made it hard to travel then, too. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

More than 200 years ago Jean Baptiste Point DuSable came to this place. He built a cabin on the river. He opened a trading post. A trading post is a place where people bring things they have and trade them for things they need. At first he traded with Native Americans.

DuSable built his trading post himself. He had plan how the trading post would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good location for the trading post. He built it at the river near the lake. That way people could get to it by boat. In those days, people traveled by foot or by boat or by horse.. When DuSable built it, it was a very different place.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable traded with settlers, too. A settler is a person who moves to a place and builds a home. Settlers bring some things with them. But they need many things to build their homes. They needed furniture and food. DuSable made furniture and sold food. They found what they needed at the trading post. His trading post was very important. It helped people get what they needed to live here. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at his trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold the trading post. So the business he started was still open. People could get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

If you think about the whole history you learn more.

Here is an example.

Draw a picture showing what Chicago might have looked like when DuSable started his business. Draw what you think the trading post looked like. Write a caption that tells an idea you learned.



Explain why the trading post was important.

Ask your child to figure out what is important in each paragraph in a nonfiction book.

This guide can help them do that.

Place this page next to a book. After you read each paragraph, note words that are most important in that paragraph.

Paragraph 1
Paragraph 2
Paragraph 3

What did you learn from this page?

SCIENCE PAGE READER

Here is an example you can use to focus on one paragraph and then the whole text.

Underline the 7 most important words from each paragraph.
Then draw a picture that shows what the paragraph says.

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions.

1

Scientists asked questions about Earth, our planet. How old is it? How big? Where is it in space? Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Earth has many neighbors. Scientists learned that our galaxy holds millions of r stars. They discovered that two other planets are closer to the sun than Earth: Mercury and Venus. Scientists use telescopes and computers to keep track of all those planets.

2

Scientists know that the sun gives Earth warmth and light. Earth orbits the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. Scientists found that they all travel in a pattern called an ellipse, which is a kind of oval. So at times earth is farther from the sun. Scientists figured out that Earth is cooler then.

3

Scientists have learned a lot about the history of Earth. They can tell you about life here thousands of years ago. Scientists are still learning about our planet. There is much to discover. They use telescopes, computers, and questions to learn more every year.

4

What did you learn from this page? Look in the boxes to see.

Free and Valuable Online Reading Resources

The following pages contain links for teachers and parents to use as resources. These sites were recommended by the International Reading Association (IRA) and The National Council of Teachers of English (NCTE).

25 Activities for Reading and Writing Fun (Reading Rockets Web Site)

<http://www.readingrockets.org/article/392/>

"Fun" is the key word in this selection of 25 reading and writing activities for families with children (infants to sixth grade). Scroll through to find your child's grade range and then pick an activity to do today!

Between the Lions

<http://pbskids.org/lions/index.html>

This website is designed for parents and kids to surf together. Stories from the popular PBS show are posted online with links to associated games.

Book Adventure

<http://www.bookadventure.com/>

Book Adventure is a free reading motivation program for children in grades K-8. Children create their own booklists from recommended titles, take multiple choice quizzes on the books they've read offline, and earn points and prizes for their literary successes.

Enlighten Me

<http://www.enlightenme.com/enlightenme/pta/>

Created by Verizon Reads and FableVision, this website for children ages 7-12, as well as parents, teachers, and caregivers, features articles, activities, and booklists designed to promote creative thinking and encourage a lifelong love of reading.

International Children's Digital Library (ICDL)

<http://en.childrenslibrary.org/>

Imagine a world where a comprehensive library of international children's literature is available to all children across the globe. With participants from around the world, this 5-year research project is building an international collection of children's books that reflects both the diversity and quality of children's literature. Currently, the collection includes materials donated from 27 cultures in 15 languages.

Character Scrapbook (K-8)

Children can analyze the characters in any book, as well as print and collect scrapbook pages.

<http://teacher.scholastic.com/activities/scrapbook/index.htm>

Let the Show Begin! Literary Talent Show (Grades K-6)

Children choose their favorite songs, poems, or stories to act out in a talent show for friends and family.

<http://www.readwritethink.org/parent-afterschool-resources/activities-projects/show-begin-literary-talent-30609.html>

Share What You're Reading (Grades 1-12)

Share what you are reading with other students and discover new books

<http://teacher.scholastic.com/activities/swyar/index.asp>

Library in the Sky

<http://www.libraryinthesky.org/>

Containing over 15,000 links to educational resources on the Internet, this site guides teachers, students, parents, librarians, and members of the community on their journeys through cyberspace.

Literature Resources

<http://www.about-arts.com/>

About-Arts.com -- A directory of literature-related websites and discussion groups.

Merriam-Webster Online: The Language Center

<http://www.merriam-webster.com/>

You can access the full text of *Merriam-Webster's Collegiate Dictionary* and *Collegiate Thesaurus*. Site links take you to word games and the featured "Word of the Day".

Reading Rockets

<http://www.readingrockets.org>

A project of WETA, the public broadcasting station in Washington, DC, this site provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, child care providers, and policymakers.

RIF Reading Planet

<http://www.rif.org/kids/readingplanet.htm>

RIF Reading Planet is a place where kids and families come together to explore the world of books. Grown-ups can browse through a universe of activities and ideas for motivating kids to read. Kids can post reviews of favorite books and participate in interactive games and activities.

Talking Over Books

<http://www.edb.utexas.edu/resources/talking/>

Part of the UTOPIA project of the University of Texas at Austin, this site provides ideas and resources for sharing books with young children: reading them, discussing them, enjoying them together, and celebrating the child's developing literacy skills.

Word Central

<http://www.wordcentral.com/>

Merriam-Webster's site just for kids features the "Daily Buzz Word", spelling bee quizzes, student dictionaries, and "Build Your Own Dictionary."

Young Authors' Workshop

<http://www.planet.eon.net/~bplaroach/Teacher.html>

Links to websites on all aspects of the writing process for kids, including places to publish their writing.

Meaningful Math \$

Common Core math asks students to think more—before they solve a problem, while they solve it, and then after they solve it.

These are the
Common Core STANDARDS FOR MATHEMATICAL PRACTICE
--Students should start solving a problem with number 1—what is the problem, how will I solve it. Then they should check to see if they were careful—number 6. The other standards are all part of thinking about the problems.

1. **Make sense of problems** and **persevere** in solving them.
2. Reason **abstractly** and quantitatively.
3. Construct viable **arguments** and critique the reasoning of others.
4. **Model** with mathematics.
5. Use **appropriate tools** strategically.
6. Attend to **precision**.
7. Look for and make use of **structure**.
8. Look for and express **regularity in repeated reasoning**.

What do those practice standards mean?

That finding an answer is not the destination—it's how you get there and the patterns you find as you solve a problem.

What can I do to help my child learn more math?

- Take time to help your child learn more math words and math facts.
- Ask your child to use words to talk about math, not just numbers.
- Help your child write about math—there is a set of activities at the end of this section that include many ways to write about math.
- Help your child use on-line resources. There is a list of free and valuable math sources at the end of this section. If you don't have Internet at home, you can use the computers at the public library.

MATH WORDS and SYMBOLS

You can help your child make a math glossary.

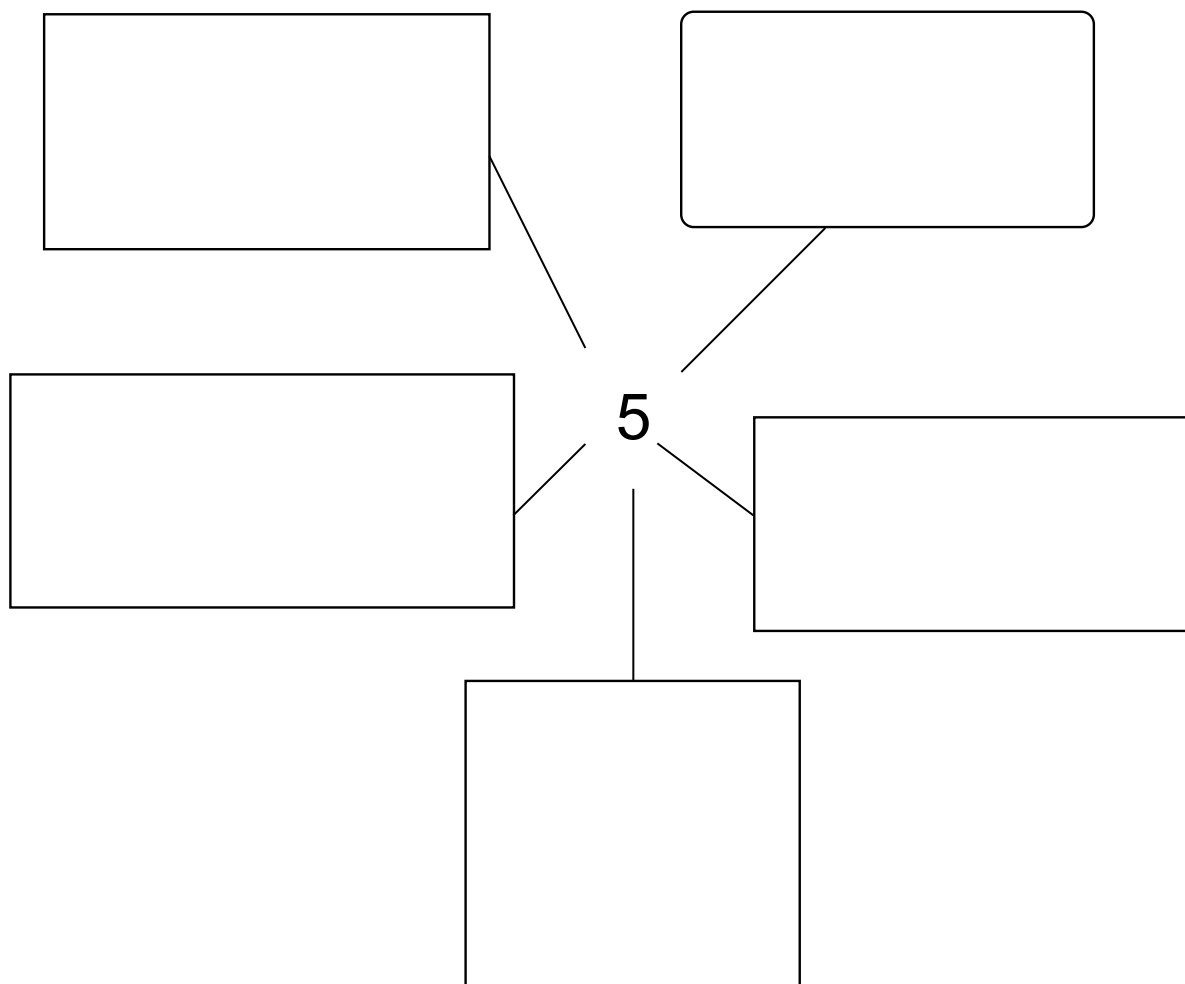
Math Word or Symbol	What It Means—explain in your own words or put an example.

Five Ways to Make a Five

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.

This activity helps children learn more about numbers and relationships.

Use the math you know to show five different ways to make equations that result in 5. You can do this same activity with any number.



PRACTICE PACKS

A Practice Pack is a page you cut into pieces and then use as flash-cards or to play matching games or card games. The more time you take to work with these pieces, the more you know them.

The first Practice Pack page is blank—you fill in the words, letters, or numbers you want to learn.

The next pages have examples you can use to learn more.

PRACTICE PACK

Put the words, letters, or numbers you want to learn into each rectangle. Then cut them out and use them as flash-cards or to play matching games or card games.

EXAMPLE PRACTICE PACK: TIME TABLE FACTS

Put facts like these on pieces of paper. Cut them out and match them.

2×4

8

3×4

12

4×4

16

5×4

20

6×4

24

PRACTICE PACK: MATH FACTS AND OPERATIONS

Put numbers into the boxes. Then cut them out and make up math problems.

Make more parts with other numbers.

Add percentages and decimal signs or algebra symbols for advanced math.

+

-

X

=

10

5

15

50

HELP YOUR CHILD THINK ABOUT PROBLEMS— TAKE TIME TO FIGURE OUT THE PROBLEM, THEN SOLVE IT.

PARCC Sample Item

A. Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.

San Francisco Giants' Stadium: 41,915 seats	Washington Nationals' Stadium: 41,888 seats	San Diego Padres' stadium: 42, 445 seats
---	---	--

Write your answer to the following problem in your answer booklet

B. Compare these statements from two students.

Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."

Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct?

Explain how you know

C. When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.



What is the greatest number of seats that could be in this stadium?

Explain how you know.

Help your child analyze a math problem.

If your child thinks about the problem and THEN solves it,

Common Core Math Practice Standard 1: Make sense of problems and persevere in solving them.

What is the question asking me to figure out? 	
How will I solve it? 	
What information do I need to solve it?	

Then solve it.

Here is another PARCC sample problem.
 Your child first should figure out:
 What is the problem?
 How will I solve it?
 What information do I need to use?

Buses, vans, and cars (grade 4)

◀ About the task CCSSM Alignment Part a Scoring ▶

Three classes at Lakeview School are going on a field trip. The table shows the number of people in each class, including the teacher.

	Total number of people
Mrs. Ruiz's Class	23
Mr. Yang's Class	25
Mrs. Evans' Class	24

They can choose to use buses, vans, and cars.



Buses have 20 seats



Vans have 16 seats



Cars have 5 seats

Which three combinations can be used to take all three classes on the field trip?

- 1 bus and 4 vans
- 3 vans and 11 cars
- 1 bus and 1 van and 6 cars
- 1 bus and 8 cars
- 2 buses and 3 vans and 4 cars

Submit Answer

Math Problem Solver

The Problem—What will you figure out?

Your Strategy

The Solution

MATH Activities!

<p>Make a math picture glossary. Write the important words of math. Then for each word, draw a picture showing what it means.</p>	<p>Make a Math Step-By-Step Guide. What's that? You write the steps to solve a kind of problem. For example, how to figure out how much money you have after you spend some.</p>	<p>Make a math multiple choice question. Write the question as a situation. Then give a few possible answers.</p>	<p>Make up a math game. To win the game, you need to know math facts. You can play the game as a card game or as a board game. If it's a board game, then the players would get to move ahead when they know a math fact.</p>
<p>Write a Number Diary. What's That? You're a Number (pick any number). Tell what happens to you during a day.</p>	<p>Make a measurement book. Measure anything and record its dimensions. First, estimate its size. Then check your estimate.</p>	<p>Tell what you would buy if you had \$100. Figure out what everything would cost and how much you would have left after you bought things.</p>	<p>Write a page in a math textbook. Explain the math. Then give an example. Then ask a question.</p>
<p>Invent a number game. Write the rules to the game. Then play it.</p>	<p>Make a fraction book. Write about what a fraction is, how people use them, and how people can add and subtract them.</p>	<p>Write about your day and how numbers help you. For example, numbers tell what time it is.</p>	<p>Make a sports scores graph. Then explain what your graph tells about the way the teams are playing this season.</p>
<p>Make a Math Number Connector. What's that? You take one number and put it in the center of a page. Then write the number combinations that would make that number. For example, what are five ways to make a five?</p>	<p>Write a letter to someone who is having difficulty with math. Explain what that person could do to figure out how to use the math</p>	<p>Make a math diary— what numbers are part of your day?</p>	<p>Make a math test prep guide— what will you include?</p>

Online Math Resources for Students

Useful Online Resources Available at No Cost

Math Practice Resources and Games

To achieve success with Common Core standard 1—make sense of problems, then solve them persistently, students need math skills.

The key to getting skills is practice.

The key to keeping skills is using them to solve problems.

Here are free useful math sites you can use to help students practice math skills and then solve realistic problems.

Infants and Toddlers

<https://www.pbs.org/parents/earlymath/>

Primary Games from Public Television

<http://pbskids.org/games/math/>

Math Games for Grades 3-5

<http://pbskids.org/cyberchase/math-games/>

Activities for After-School Programs from the Exploratorium

<http://www.exploratorium.edu/education/publications/math-explorer>

Great games to practice math facts.

<http://www.maths-games.org>

Math Hunt

With the help of the character “Number Cruncher” scour the web to find social studies and science information to help crack math problems.

<http://teacher.scholastic.com/mathhunt/>

Math Maven’s Mysteries

Use math to help crack open mystery cases

<http://teacher.scholastic.com/maven/>

Chairs

Explore the number of chairs needed when tables are arranged in a restaurant.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=144>

Around the World in 80 Seconds

Help Maggie fly around the world. Pick addition, subtraction, multiplication, division or a mix of all four. Each question answered correctly gets Maggie to her next stop.

<http://teacher.scholastic.com/activities/adventure/math2.htm>

Deep Sea Duel

Play a strategy game that requires you to select cards with a specified **sum** before your opponent.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=207>

Determine the Missing Operation Study Jams

Sometimes to solve a word problem or story problem, you need to figure out which symbol to use. Follow this step-by-step strategy

<http://studyjams.scholastic.com/studyjams/jams/math/algebra/adetermine-missing-operation.htm>

Dude's Dilemma

Help rescue Maggie's dog, who is trapped on a rooftop! You can rescue him by answering a few math questions. Pick addition, subtraction, multiplication, division or a mix of all four.

<http://teacher.scholastic.com/activities/adventure/math1.htm>

Factor Game

A game that exercises your factoring ability. Test your skills against a human or the computer.

<http://illuminations.nctm.org/Lesson.aspx?id=2069>

Primary Krypto

Use five number cards and arithmetic operations to create the "target" number in this fun math game.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=173>

Product Game

Exercise your skill with factors and multiples.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=29>

Times Table

Practice multiplying single-digit numbers with this interactive multiplication table.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=155>

Vector Investigation: Boat to the Island

Adjust the magnitude and direction of a velocity vector to "drive" a boat.

<http://illuminations.nctm.org/Activity.aspx?id=3536>

Word Problems: Time, Speed, and Distance

Practice your knowledge of time, speed, and distance with word problems

<http://www.waybuilder.net/sweethaven/Math/pre-algebra/dstProblems01.asp>

Concentration

Play a matching game with different representations of equivalent items — match quantities to their numerals, shapes to their names, or fractions to decimals and percents.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=73>

Equivalent Fractions

Create equivalent fractions by shading squares and circles.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=80>

Fraction Game

Explore relationships among fractions while playing this interactive game.

<http://illuminations.nctm.org/Activity.aspx?id=4148>

Fraction Model

Explore different representations for fractions.

<http://illuminations.nctm.org/Activity.aspx?id=3519>

Fractions Study Jams

Watch a video and take a quiz about understanding fractions

<http://teacher.scholastic.com/activities/studyjams/fractions/>

Free Ride

Use this applet to explore fractions using the context of a bicycle and gear ratios.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=178>

Area Tool

Investigate how changes in the base and height of trapezoids, parallelograms, and triangles affect their area.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=108>

Circle Tool

Compare the circumference and area of a circle to its radius and diameter.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=116>

Cube Nets

Examine various two-dimensional figures to determine which ones can be folded into a cube.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=84>

Turtle Pond

Estimate length and angle measure while guiding a turtle to a pond.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=83>

Bar Grapher

Create a customized bar graph with your own data, or display a bar graph from an included set of data.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=63>

Circle Grapher

Create a customized circle graph with your own data, or display a circle graph from an included set of data.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=60>

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=78>

How will you support your child's Common Core progress?

Math Progress Plans

Reading Progress Plans

PARCC Resources

Where can I find sample questions?

Go to this url: <http://www.parcconline.org/take-the-test>
--- the practice tests are there for all grades, 3-8 and high school.

Where can I get useful information?

PARCC and Common Core for Parents

<http://www.pbslearningmedia.org/resource/780d2f2a-6d28-4635-9edc-0b7d57d40713/parcc-and-common-core-for-parents/>

Parents' Guide to New Assessment in Illinois

<http://www.isbe.net/assessment/pdfs/parcc/parcc-pta-guide-0214.pdf>

Resources for Families: Common Core Illinois—Real Learning for Real Life

<http://commoncoreil.org/resources-for-families/>

Guide to the New PARCC Assessment—For Parents

<http://osse.dc.gov/publication/guide-new-parcc-assessment-parents>