

Dear Parents,

Here is what your child is learning in Kindergarten, Unit 2 along with some specific ways you can help. Look for additional newsletters for upcoming units.

NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Count through 31 or beyond to identify the number of objects in a set.
- Identify and create sets of objects with more, less, or equal amounts.
- Recognize odd and even numbers of objects.
- Model a number (through 10) in a variety of ways using objects.
- Identify the position of an object using the numbers first through fifth.

Examples:

1. The student is given a set of 20 blocks and is asked to count the blocks aloud.

Sample response:

The student gives a correct number name as each object is touched and counted in succession. The student identifies the number of blocks in the set.

2. The student is given 10 blocks and is asked to make 2 sets of blocks that do not have an equal number of blocks.

Sample response:

The student makes a set of 3 blocks and a set of 7 blocks.

3. The student is given a set of 3 blocks and a set of 4 blocks and is asked to tell which set has an even number of blocks.

Sample response:

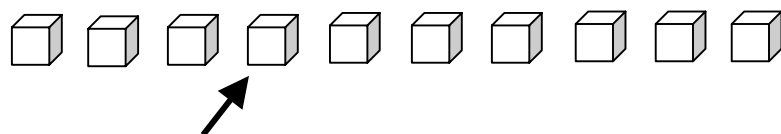
The student puts the blocks for each set in pairs and identifies the set of 4 blocks as even.



4. The student is given a row of blocks and asked to point to the fourth block from the left.

Sample response:

Student correctly points to the fourth block.



Tip: Students learn that when there is an even amount in the quantity of objects, each object has a partner or forms a pair. When there is an odd amount of objects, one object does not have a partner and cannot form a pair. The one-to-one matching strategy helps children develop their understanding of the even and odd concept.

WAYS PARENTS CAN HELP

- Count 31 or fewer objects with your child (e.g., silverware, food containers, or books). When your child can count 31 objects, ask him/her to count larger collections of objects.
- While playing with your child ask questions such as:
 - “Are there more cars or more trucks? How do you know?”
 - “Do you have an equal amount of big teddy bears and little teddy bears? How do you know?”
 - “Which tower has fewer blocks in it? How do you know?”



- Draw 5 circles in a row on a sheet of paper. Point to the first circle on the left and say to your child, “This is the first circle.” Ask your child to point to the second circle. Then say to your child, “Point to the third circle; the fourth circle; the fifth circle” Now ask your child to point to the circles out of order. Say, “Show me the third circle.” Then say, “Show me the fifth circle.” (Continue with the second circle and the fourth circle.)

For additional activities, visit www.ed.gov/pubs/parents/Math