

Dear Parents,

Here is what your child is learning in Kindergarten, Unit 3 along with some specific ways you can help. Look for an additional newsletter for Unit 4.

MEASUREMENT

Students need to:

- **Identify and describe measurable attributes such as length and weight.**
- **Measure length using direct comparison and nonstandard units.**
- **Sequence events.**

Examples:

1. A student is given 2 pencils of different lengths. He/she is asked to measure the pencils using paper clips to determine which is longer.

Sample response:

The blue pencil is 4 paper clips long. The red pencil is longer because it is 6 paper clips long.

2. The teacher asks the student, “When did we go to music?” (based on weekly schedule)

Sample response:

“We had music yesterday.”

GEOMETRY

Students need to:

- **Recognize and describe basic two- and three-dimensional shapes including circle, triangle, rectangle, pyramid, cube, and cylinder.**

Example:



The student is shown 3 attribute blocks: circle, triangle, and square. The teacher says, “Point to the triangle. Explain how you know that is a triangle.”

Sample response:

This is a triangle because it has 3 points and 3 sides.

WAYS PARENTS CAN HELP

- Choose a household object (e.g., a radio) and ask your child, “What could you measure on this radio to find out about its size?” Your child may respond by saying, “I could measure how tall it is, how long or wide it is, or how heavy/light it is.”
- Ask your child to measure small objects with pennies. Place a penny along the length of the object and ask, “How many pennies do you think it would take to measure the length of this object?” Then let your child measure the object using pennies (end to end). Try other objects.
- Go on a shape hunt with your child. Find shapes in books, wallpaper, or clothing. Help your child trace each shape with a finger and ask him/her to describe the shape.
- Show your child a 3-dimensional object such as a cube. Ask him/her to find another object that is the same shape. When a similar object is found, ask your child to describe the shape. Repeat with a can-shaped object (cylinder).
- Discuss with your child how the day will be spent. For example: “In the morning, we’ll go to the grocery store. We’ll eat lunch after we go to the grocery store. In the afternoon, we’ll go to the library. At the end of the day, ask your child about the day. Ask questions such as: “When did we go to the library?” (after lunch) OR, “When did we go to the grocery store?” (before lunch)



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