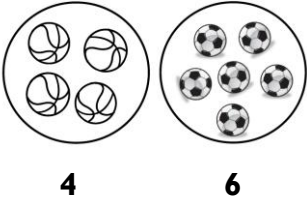


Kindergarten Mathematics Newsletter



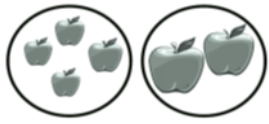
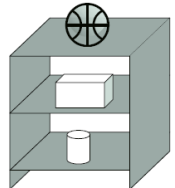
Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Counting and Cardinality	<ul style="list-style-type: none"> count a set (group) of objects. count and compare two quantities (amounts). count and represent quantities. represent a quantity in different ways. 	
Measurement and Data	<ul style="list-style-type: none"> classify objects and count the number of objects in each category. sort objects by attributes, explain the sort, and compare the number in each group. count and represent the number of objects in a category. collect and organize data into a chart and compare the quantities. conduct surveys, organize the data, and count and compare the quantities in each category. 	
Geometry	<ul style="list-style-type: none"> describe the location of objects using directional and positional words. place objects in locations described by directional and positional words. name shapes and describe the relative positions. 	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	<ul style="list-style-type: none"> identify and describe attributes of shapes, objects, patterns, and numbers. compare data, shapes, objects, patterns, and numbers by identifying similarities and differences. sort and classify data, shapes, objects, patterns, and numbers into categories. identify relationships within data, shapes, objects, patterns, and numbers.
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> respect the perspectives (ideas, points of view) of others to develop understanding of counting strategies. work productively with others to understand numbers, data, and positions.

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Marking Period 1, Part 1

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Counting and Cardinality	<ul style="list-style-type: none"> count objects using counting strategies. sort objects. count and compare sets (groups) of objects using math vocabulary (greater than, less than, equal to). represent quantities (amounts) using pictures and numbers. explain ways objects have been counted and organized. <div data-bbox="741 397 1008 584"> <p style="text-align: center;">Sort by Size</p> <p style="text-align: center;">little big</p>  </div>	<ul style="list-style-type: none"> count items in the house such as toys, books, or cookies. move and count (e.g. jumping jacks, bouncing balls, etc.). sort <ul style="list-style-type: none"> snacks (e.g. by size, shape, color, etc.). objects into groups to count and compare how many are in each group (e.g. forks and spoons, shoes, etc.). draw a picture and count groups of items in the picture (e.g. How many family members? toys? pets? flowers?).
Measurement and Data	<ul style="list-style-type: none"> collect and organize classroom data (e.g. lunch count, boys/girls, bus riders/walkers, weather) to create charts. observe and sort objects (e.g. buttons, blocks) to identify and explain attributes (e.g. shapes, color, size). conduct a survey (e.g. yes/no question) to collect data. 	<ul style="list-style-type: none"> create a yes/no question to ask others (e.g. Do you like pizza? Do you have a pet?); record and analyze data collected. organize objects (e.g. shoes, hair accessories, toys) by attributes and explain the sorting rule. collect daily weather data and organize the data in a chart.
Geometry	<ul style="list-style-type: none"> identify positions of objects (e.g. top, middle, bottom, before, in between, after, above, below) in the classroom environment, pictures, and drawings. place objects in a variety of locations by following positional words. 	<ul style="list-style-type: none"> describe positions of objects in the house. sort objects to the top, middle, or bottom of shelves (e.g. in the pantry, refrigerator, bookshelf). play a game following positional directions to place a stuffed animal in different locations (e.g. above the book, between the chair and table).
Glossary	<p>attribute: characteristic of a number, shape or object (e.g. size, color)</p> <p>classify/sort: to put objects into categories or alike groups</p> <p>counting strategies:</p> <ul style="list-style-type: none"> one to one correspondence: a process in which a student pairs each object counted with one and only one number name keeping track: a method for organizing the objects being counted to correctly count the number of objects in the set <p>position: location of objects (top, middle, bottom, before, in between, after, above, and below)</p> <div data-bbox="1780 1218 1953 1404">  </div>	