



Kindergarten Mathematics Newsletter



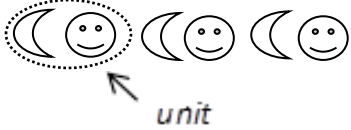
Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Counting and Cardinality	<ul style="list-style-type: none"> • create simple patterns with repeating parts. • create patterns using different pattern types. • describe, predict, and extend patterns. • count the units of a pattern. • count quantities (amounts) of items in a pattern. • count a group of objects using counting strategies. • count and represent quantities using pictures, numbers, and symbols. • represent a quantity in different ways. 

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, and numbers. • compare shapes, objects, and numbers by identifying similarities and differences. • identify relationships of units in patterns. 
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> • work with others by listening to and communicating strategies for counting. • respect the perspectives (ideas, points of view) of others to enhance understanding of counting and representing quantities. • demonstrate teamwork by working productively with others to analyze patterns.

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Marking Period 1, Part 2

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"> use objects, symbols (e.g. letters, numbers, words, and pictures), or movements to create patterns. copy/translate patterns in a new way (e.g. make a pattern using blocks and show the same pattern using movements). predict what comes next and extend a partner's pattern. observe, describe, and count units (repeating section) in patterns. identify types of patterns by the unit. 	<ul style="list-style-type: none"> identify patterns in the environment (e.g. clothing, music, decorations, packages). create patterns using toys, pictures, words, or movements. describe patterns by their repeating unit (e.g. AB, ABB, ABC). copy and extend patterns created by someone else. create a pattern, count the units of the pattern, and record the number.

Glossary	<p>attribute: characteristic of a number, shape, or object (e.g. size, color)</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>extend patterns: to continue the pattern ☆ ○ ○ ☆ — —</p> <p>pattern types: red, green, red, green would be named as an “AB” type of pattern red, green, green, red, green, green would be named as an “ABB” type of pattern</p> <p>AB ♥ ♣ ♥ ♣ ♥ ♣ ABB ▲ ■ ■ ▲ ■ ■ AAB ☺ ☺ ★ ☺ ☺ ★ ABC ➡ ⬇ ⬆ ➡ ⬇ ⬆</p>
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