


# Kindergarten Mathematics Newsletter

Marking Period 2, Part 1





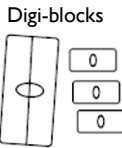

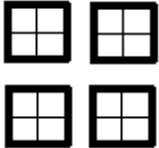

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>
<b>Counting and Cardinality</b>	<ul style="list-style-type: none"> <li>count 1 to 100.</li> <li>count and represent the quantity (amount) of a number in a variety of ways.</li> <li>represent and record (write) numbers 1 through 20.</li> <li>count forward from a number other than 1.</li> <li>use <b>counting strategies</b> to count a group of objects.</li> <li>arrange objects into sets of 10 and count by 10s to 100.</li> <li>compare an estimated number to an actual number of objects (through 20).</li> <li>represent 2-digit numbers through 30.</li> <li>match numerals to a set of objects through 20.</li> <li>represent, compare, and describe quantities using math vocabulary (greater than, less than, equal to).</li> <li>put quantities in order from least to most and most to least.</li> </ul> 

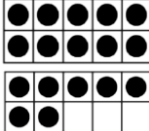
<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
<b>Fluency</b>	generating multiple responses to a problem or an idea.	<ul style="list-style-type: none"> <li>generate many ideas for representing a quantity (e.g. 6 bears, 6 tallies, the numeral 6, a drawing of 6 objects).</li> <li>represent and describe ideas or solutions in a variety of ways (e.g. representing 6 in a variety of ways).</li> <li>describe multiple solutions and strategies when working with numbers and quantities.</li> </ul>
<b>Intellectual Risk Taking</b>	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> <li>adapt strategies when working with numbers.</li> <li>make adjustments to methods being used when met with challenges.</li> <li>demonstrate willingness to accept uncertainty by sharing ideas and asking questions about quantities and numbers.</li> <li>attempt new and unfamiliar tasks when exploring numbers.</li> </ul>

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## 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"> <li>count objects to show a quantity (amount) that is represented on a number generator (e.g. dice, domino, number card).</li> <li>represent a quantity in different ways (e.g. objects, pictures, numerals, tallies, ten frame, movement, fingers).</li> </ul> <div style="text-align: center;">   </div> <ul style="list-style-type: none"> <li>count groups of objects and record the quantity using numerals or pictures.</li> <li>count groups of objects (11 to 19) and use the <b>counting strategy</b> of a ten frame to keep track of the amount.</li> <li>use objects to count numbers through 100 by groups of ten.</li> <li>estimate (approximately) how many Digi-blocks (small blocks used to represent place value) will cover a given image and compare the estimate to the actual amount needed.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>use multiple ten frames to show numbers through 30.</li> <li>match a numeral to a set of objects or pictures.</li> <li>compare two sets of objects using math vocabulary (greater than, less than, equal to).</li> <li>put cube towers in order from least to most or most to least.</li> </ul>	<ul style="list-style-type: none"> <li>count from 1 to 100.</li> <li>practice using numbers by: <ul style="list-style-type: none"> <li>counting objects (e.g. windows, doors).</li> <li>drawing a picture to show how many were counted.</li> <li>writing the numeral to show how many.</li> <li>counting two different sets of objects and comparing the amounts.</li> </ul> </li> </ul> <p><u>Example:</u></p> <div style="text-align: center;">   <span style="font-size: 2em; margin: 0 10px;">4</span>  <span style="font-size: 2em; margin: 0 10px;">1</span> </div> <p style="text-align: center;">“ 4 is greater than 1 ”</p> <ul style="list-style-type: none"> <li>trace a shoe or hand. Estimate how many items (e.g. pennies, pasta) will cover the space. Write the numeral that tells how many.</li> <li>count up from a given number other than 1 (e.g. count up from 6: 6, 7, 8, 9, 10...). Try counting up from numbers greater than 30.</li> </ul>

Glossary	<p><b>counting strategies:</b></p> <ul style="list-style-type: none"> <li>one to one correspondence: a process in which a student pairs each object counted with one and only one number name</li> <li>keeping track: a method for organizing the objects being counted to correctly count the number of objects in the set</li> <li>ten frame: an array of squares used to teach counting, number relationships, and computation</li> </ul> <div style="text-align: right;">  <p>two ten frames</p> </div>
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