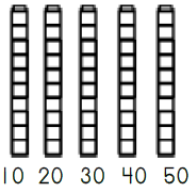
Kindergarten Mathematics Newsletter

Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Counting and Cardinality	• compare two numerals (written numbers). • match different representations of the same number. • count quantities (11 to 19) by arranging objects into a set of ten and counting on. • count by 10s through 100. • group a given amount by 10s, then count by 10s (through 100). • describe the position and sequence of an object (first, next, last). 
Operations and Algebraic Thinking	• **compose** a given number (through 10) from two sets (e.g. 3 and 2 make 5). • **decompose** a given number (through 10) into two sets (e.g. 8 is 4 and 4).

Thinking and Academic Success Skills (TASS)		
	It is . . .	In mathematics, students will . . .
Fluency	generating multiple responses to a problem or an idea.	• generate many ideas for representing a number through 20. • represent and describe ways to **decompose** a number into two parts. • continue to describe multiple solutions and strategies when working with numbers and quantities (amounts).
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• adapt strategies when working with numbers. • make adjustments to methods being used when met with challenges. • demonstrate willingness to accept uncertainty by sharing ideas and asking questions about numbers and quantities. • attempt new and unfamiliar tasks when exploring numbers. 

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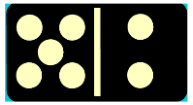
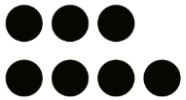
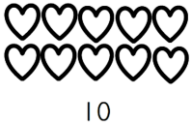
Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Counting and Cardinality	• show quantities (amounts) through 10 using various objects (e.g. cubes, counters). 7   • count cubes or other objects by 10s (through 100). • group items into a set of 10 and more 1s (11 to 19) and count the total.    10 11 12 13 • identify the positions of items in a line (first, next, last).	• use objects (e.g. plates, utensils, crayons) to show quantities through 10. • line up toys and then tell which toy is first, next or last. Explain why.  first next last • draw a picture of family members in a line and tell the position of each person (Who is first? next? last?). • count by 10s through 100.
Operations and Algebraic Thinking	• represent numbers by **composing.**  and  is  6 with 3 is 9 • represent numbers by **decomposing.**  is and  6 is 2 and 4 **Symbols (+, - , =) will be introduced in marking period 4.*	• make a tower of objects (e.g. Legos, blocks, cans). Break the tower into two parts. Tell how many are in each part and then how many there are altogether. • use this website to support learning: http://www.abc.net.au/countusin/games/game7.htm

Glossary	
	compose: joining two or more parts to make an amount **decompose:** breaking an amount into two or more parts