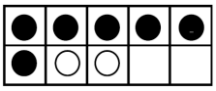
Kindergarten Mathematics Newsletter

Marking Period 4, Part 1

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Operations and Algebraic Thinking	• compose or decompose and represent different pairs of numbers through 10 (e.g. 3 and 4 is 7, 6 + 1 = 7, 7 is 5 and 2). • record equations to represent different pairs of numbers through 10. • represent addition and subtraction using a ten frame, objects, pictures, numbers, or words; and record solutions.  6 + 2 = 8  4 = 5 - 1 • represent addition and subtraction by acting out story problems. • add and compare sums (total) using math vocabulary (greater than, less/fewer than, equal to). • add and subtract within 10.

Thinking and Academic Success Skills (TASS)		
	It is . . .	In mathematics, students will . . .
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	• show number combinations in various ways. • solve story problems using different strategies. • create, act out, and represent story problems.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	• explain how problems are solved. • connect prior knowledge of numbers to solve equations and story problems. • ask questions to clarify uncertainty when engaging in tasks.

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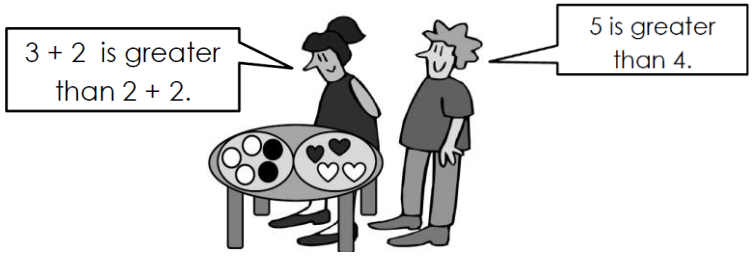
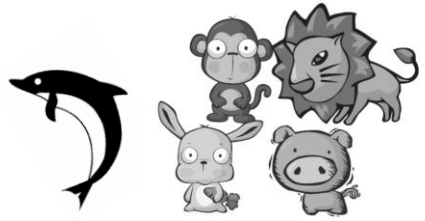
Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Operations and Algebraic Thinking	• represent a number (through 10) by composing in different ways and recording the equation.  3 + 2 = 5  1 and 4 is 5 • represent a number (through 10) by decomposing in different ways and recording the equation.  4 take away 2 is 2  3 = 4 - 1 • solve story problems by drawing pictures, acting out, using objects, or writing an equation. • compare sums of different equations with a partner.  • add and subtract to solve equations within 10. ○ solve equations within 5 from memory by the end of the year.	• show ways to make a number by: ○ drawing a picture of boys and girls to show different combinations of 5. Repeat this for other numbers through 10. ○ using small toys to show ways to make a group of 5. Repeat this for other numbers through 10.  3 and 2 make 5  1 + 4 = 5 • use stuffed animals to act out a story problem (e.g. There are 3 teddy bears at the park. Then 1 went home. How many are still at the park?). • use flash cards, playing cards, or dice to solve basic addition and subtraction facts within 5, building knowledge toward memory.