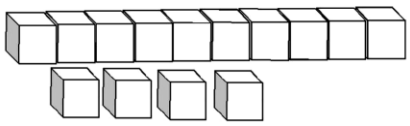
Kindergarten Mathematics Newsletter

Marking Period 4, Part 2

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. • 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. • represent addition and subtraction by acting out story problems. • identify the number that makes 10 when added to a given number. • add and subtract within 5 from memory.
Number and Operations in Base Ten	• compose and decompose numbers 11 to 19 showing ten ones and some more ones.  "A group of 10 ones and 4 more ones is 14." 10 + 4 = 14
Counting and Cardinality	• count combinations of pennies and a dime and pennies through 19 cents. • represent a given amount in different combinations of coins.

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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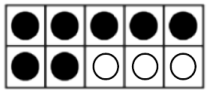
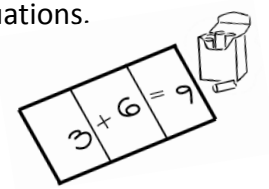
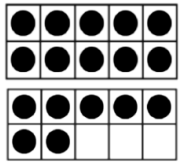
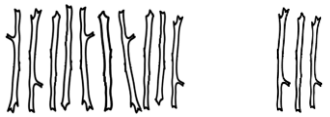
Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Operations and Algebraic Thinking	• represent numbers by composing or decomposing in different ways and recording the equation. • create and solve story problems by drawing pictures, acting out, using objects, or writing an equation. • add and subtract to solve equations within 10. • use a ten frame to find the number that makes 10 when added to a given number.  ← "If I have 7, then I need 3 more to make 10." solve equations within 5 from memory	• create and solve story problems about the neighborhood (e.g. There are 3 kids at the park. Then 2 more kids come to the park. How many kids are at the park?). • solve basic addition and subtraction facts within 5, from memory by: o making and using flash cards. o using sidewalk chalk to write and solve equations. o using this website to support learning: http://www.abcya.com/math_match.htm (select + or – and select the beginner level) 
Number and Operations in Base Ten	• use multiple ten frames, Digi-blocks, and cubes to represent 11 through 19 as a group of 10 and some more ones.  17	• make a number 11 through 19 by using straws or sticks to show a group of ten and some more ones. Explain how straws or sticks are organized.  • play the game "What Number Am I?" Create a number (11 through 19) using straws or sticks. Then write the number shown with the sticks or straws. Take turns creating the number.
Counting and Cardinality	• count coins up to 19 cents (e.g. pennies or one dime and some pennies). • trade ten pennies for a dime (e.g. 12¢ = 10¢ + 2¢).	• sort coins into pennies, nickels, and dimes. Then count how many of each coin. • play "store". Label prices on objects (19¢ or less) and show the coins needed to purchase each object.