

Kindergarten Mathematics Newsletter

Marking Period 2

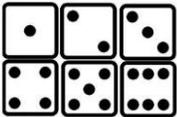
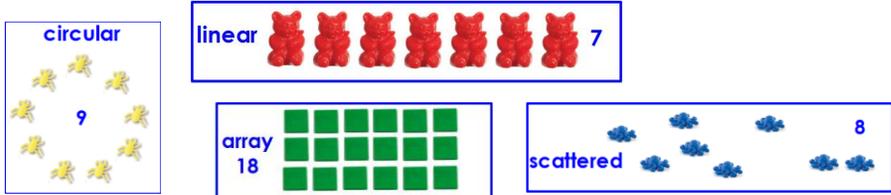
MT	Concepts by Measurement Topic (MT) Students will...
Counting and Cardinality	<ul style="list-style-type: none"> count to 31 by ones. count to 100 by tens. compare quantities (amounts): use the words more/greater, less/fewer, or equals/same as. represent numbers in different ways: written form, pictures, objects, ten frame. subitize: quickly recognize small groups of objects without having to count (e.g., dice, dominoes). count objects arranged in a line, circle, array (equal rows), or scattered arrangements. count on (continue counting forward) from a number other than 1.
Operations and Algebraic Thinking	<ul style="list-style-type: none"> decompose numbers: break apart a whole set to make two sets (e.g., 4 bears are 3 bears and 1 bear). <div style="text-align: center;">  </div> <ul style="list-style-type: none"> act out story problems: use objects to act out addition and subtraction word problems (e.g., There are 5 cats in the room. 3 cats leave to eat. How many cats are left?).
Measurement and Data	<ul style="list-style-type: none"> compare length: use the words longer and shorter. compare weight: use the words heavier and lighter.

Thinking and Academic Success Skills (TASS)

	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Fluency	generating multiple responses to a problem or an idea.	<ul style="list-style-type: none"> represent numbers in different ways (e.g., drawings, numerals, words). compare objects to describe similarities and differences. group objects in different ways. describe different ways to solve a problem. recognize that quantities remain the same regardless of the arrangement. (e.g.,  or ) break apart a set of objects into 2 parts in a variety of ways.  3 and 1  2 and 2
Intellectual Risk Taking	actively participating with an "I can do it" attitude when learning new information.	<ul style="list-style-type: none"> share strategies for counting. ask questions about numbers and quantities. attempt to do and learn new things. brainstorm new ways to solve problems.

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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"> count by ones to 31 and by tens to 100. count on from a number other than 1. write numerals 0 to 10. count objects in a line to 20, in a circle to 10, in a scattered arrangement to 7, and in an array to 20. identify one more within 10 and one less within 5. share counting strategies (how objects are counted) with peers. quickly recognize how many dots are on dice. 	<ul style="list-style-type: none"> play a counting on game (e.g., roll a die and count on from the number rolled). count objects in different arrangements.  <ul style="list-style-type: none"> count how many socks and then ask, "What is one more?" count how many shoes and then ask, "What is one less?" count how many people are in your family and ask, "How many cookies do we need for each person to have one?" give a number and then do a movement to represent the quantity (e.g., 5 - clap 5 times).
Operations and Algebraic Thinking	<ul style="list-style-type: none"> decompose (break apart) a set of blocks into two smaller sets. act out story problems, represent with objects, drawings, and fingers. 	<ul style="list-style-type: none"> make a tower of objects (e.g., toys, Legos®, blocks) then break the tower into two sets, tell how many are in each part, and how many there are all together. act out a story problem created by an adult (e.g., There are three people in the car. 2 more people get in. How many people are in the car now?).
Measurement and Data	<ul style="list-style-type: none"> compare the length of objects. compare the weight of objects. 	<ul style="list-style-type: none"> use the words longer and shorter to compare objects (e.g., shoes, pencils). make a body balance using their arms and use the words heavier and lighter to compare objects (e.g., books, toys, cans).