Kindergarten Mathematics Newsletter

Marking Period 3

MT	Concepts by Measurement Topic (MT) Students will…
Counting and Cardinality	• **count** to 100 by ones. • compare **quantities** (amounts): use the words **more/greater**, **less/fewer**, or **equal to/same as.** • **represent** numbers in different ways: written form, pictures, objects, ten frame. • **count** objects arranged in a circle, or scattered arrangements. • **count on:** continue counting forward from a number other than 1.
Operations and Algebraic Thinking	• **decompose** numbers**:** break apart a whole set to make two sets (e.g., 4 bears are 3 bears and 1 bear). • 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?). • represent addition and subtraction with objects, fingers, and drawings. • **add** and **subtract** within 5.
Geometry	• identify and describe a **2D (flat) shapes**: circle, square, triangle, rectangle, hexagon. • identify and describe **3D (solid) shapes**: cone, cube, cylinder, sphere. • compose shapes to form larger shapes. • use **position words** to describe the location of a shape: **above**, **below**, **next to**, **beside**, **in front of**, **behind**
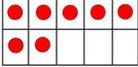
Thinking and Academic Success Skills (TASS)

	It is . . .	In mathematics, students will . . .
Synthesis	something that is made by combining different things.	• put shapes together to form a new shape. • identify similarities and differences in shapes. • break a number or set apart to make two sets.
Effort, Motivation and Persistence	working to accomplish a goal or solve a problem in the face of obstacles.	• create and take apart shapes to explain similarities and differences. • ask questions about numbers, quantities and shapes to solve a problem. • attempt to do and learn new things. • try different ways to solve problems.

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	Learning Experiences by Measurement Topic (MT)	
MT	🚌 In school, your child will . . .	🏠 At home, your child can . . .
Counting and Cardinality	• count by ones to 100. • count on from a number other than 1 within 31. • write numerals 0 to 20. • count objects in a circle to 20, and in a scattered arrangement to 10 • identify one more within 20 and one less within 20 • quickly recognize amounts on a ten frame	• practice counting to 100. • play a counting on game (e.g., pick a number greater than 20, and count forward). • count objects in different arrangements. scattered 8 • count how many socks and then ask, "What is one more?". • count how many shoes and then ask, "What is one less?".
Operations and Algebraic Thinking	• decompose (break apart) a set of blocks into two smaller sets. • act out story problems, represent with objects, drawings, and fingers. • add and subtract up to 5.	• fill a cup with a set amount of objects (e.g., buttons, blocks, cotton balls) then spill the cup and break the objects into two sets, tell how many there are in each set and how many there are altogether. • act out a story problem created by an adult (e.g., There are four children on the playground, one more child comes to play. How many children are on the playground?). • use fingers to solve addition and subtraction problems. 3 and 3 is 6
Geometry	• describe and compare the sides and corners of a square, triangle, rectangle, hexagon, and circle. • describe and compare the sides, corners and shapes of a cube, cylinder, cone, and sphere. • create 2D and 3D shapes with a variety of materials. • describe the location of shapes using position words.	• go on a shape hunt around your house and identify shapes as 2D or 3D. • draw 2D shapes. • use play dough to create 3D shapes. • draw a picture using shapes. Describe the picture using position words to tell the location of the shapes.

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