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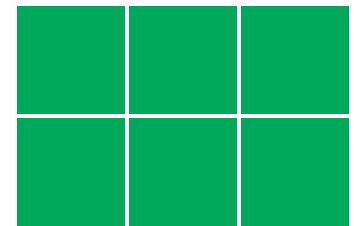
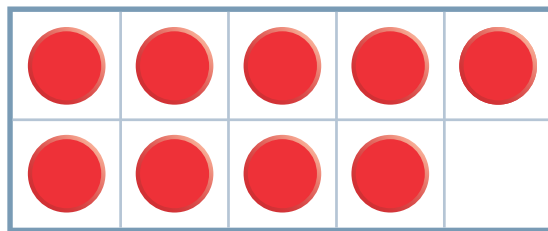
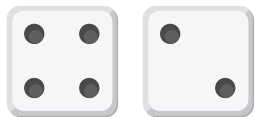
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(PAGE 1 OF 2)

## About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Collect, Count, and Measure*. The focus of this unit is on counting and measuring. Students line up craft sticks or cubes to measure the length of objects, including the length of their shoes. They develop visual images for quantities up to 10 as they roll dot cubes, work with Ten Frames, and find many different ways to arrange and describe a set of 5 to 10 tiles.



Students count and compare quantities throughout this unit. These activities support students as they make connections between counting and combining, which helps them begin to add and subtract small numbers. For example, they solve simple story problems and play games that ask them to figure out the total when 1, 2, and 3 are added or when 1 is taken away.




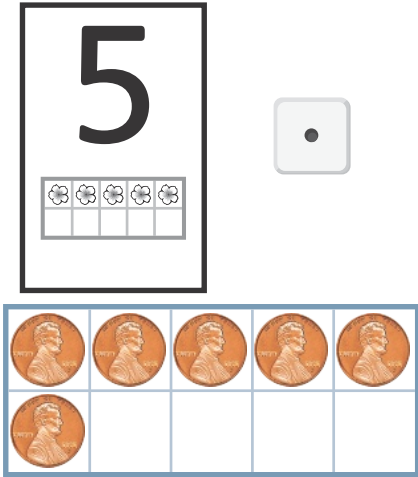
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DATE \_\_\_\_\_

(PAGE 2 OF 2)

# About the Mathematics in This Unit

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
<p>Count, and count out, a set of up to 15 objects.</p>	<p>How many pennies are there?</p>  <p>Can you make a tower with 15 cubes?</p>
<p>Figure out what is one more or one less than a number.</p>	<p>What's 1 more than 5?</p> 

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.



NAME

DATE

(PAGE 1 OF 2)

## Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

**Measuring Shoes** In school, we have been using cubes to measure the length of our shoes. Your child may enjoy investigating the length of shoes at home. Just as we do in school, your child can trace shoe outlines on paper, and then use paper clips (or another same-sized item such as blocks or toothpicks) to measure the length of the outline. Ask your child to put the shoe lengths in order from the shortest to the longest.

**Counting** We continue to focus on strategies for counting accurately. At home, find many ways to count together with your child; for example, count aloud, count sets of objects, ask your child to count out specific amounts, and pose problems that he or she can solve by counting. The list of suggested books below includes several counting books that you can read together.

**One More or Less** Find opportunities to ask your child about one more and one less, an idea we have been working on in class. For example, after your child counts a set of objects such as pennies, ask, "What if I gave you one more penny? Then how many would you have?" or "What if I took one penny back? Then how many would you have?" Then, add (or remove) a penny. That way, your child can recount the set from one to find out or to double-check the answer.

Many counting books that count up from one (i.e., from 1 to 10) present situations of "one more"; books that count back (i.e., from 10 to 1) present situations of "one less." (See list of books.)



NAME

DATE

(PAGE 2 OF 2)

## Related Activities to Try at Home

**Playing *Double Compare*** We have been playing a card game called *Double Compare* that is similar to the familiar card game, *War*. This game uses the cards 0–6. You could play at home with a deck of playing cards. Each player gets half the deck and puts the cards in a pile, facedown. Both players turn over their top two cards, and the person with the larger total says, “Me.” Ask your child to explain how he or she knows which total is greater. The game is over when all of the cards have been turned over.

**Math and Literature** You can find these books in your local library and read them together. These books focus on measuring, counting forward, and counting back.

### Books About Measuring

Murphy, Stuart J. *Super Sand Castle Saturday*.

### Counting Forward

Krebs, Laurie. *We All Went on Safari: A Counting Journey Through Tanzania*.

Mora, Pat. *Uno, Dos, Tres, One, Two, Three*.

Wormell, Christopher. *Teeth, Tails and Tentacles: An Animal Counting Book*.

### Counting Back

Dale, Penny. *Ten in Bed*.

Murphy, Stuart J. *Monster Musical Chairs*.

Wise, William. *Ten Sly Piranhas*.



NAME \_\_\_\_\_

DATE \_\_\_\_\_


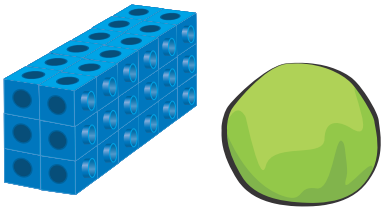
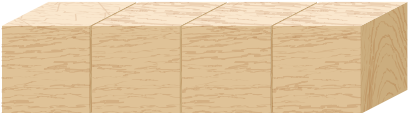
(PAGE 1 OF 2)

## About the Mathematics in This Unit

Dear Family,

We are beginning a new unit in mathematics called *Build a Block, Build a Wall*. This geometry unit focuses on three-dimensional shapes. In this unit, students look for and identify three-dimensional shapes in the real-world as they go on Shape Hunts in school and at home. They create, identify, describe, compare, represent, and build with 3-D shapes. They also explore the relationship between 2-D and 3-D shapes as they match the faces of Geoblocks—a set of related three-dimensional wooden blocks—to corresponding 2-D shapes.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Understand words that describe relative position.	<ul style="list-style-type: none"> <li>• above</li> <li>• on top of</li> <li>• below</li> <li>• beneath</li> <li>• beside</li> <li>• next to</li> <li>• in front of</li> <li>• behind</li> </ul>
Identify and describe the overall size, shape, and features of familiar 3-D shapes.	<p>“It has a triangle on one side.”</p> <p>“It’s big.”</p> <p>“It would make a good ramp.”</p>  <p>“It looks like a piece of pie.”</p> <p>“One part is pointy.”</p>
Make 3-D shapes.	
Combine shapes to make 3-D shapes.	



NAME

DATE

(PAGE 2 OF 2)

## About the Mathematics in This Unit

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive more information about this unit as well as suggestions for activities to do at home.



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DATE \_\_\_\_\_

(PAGE 1 OF 2)

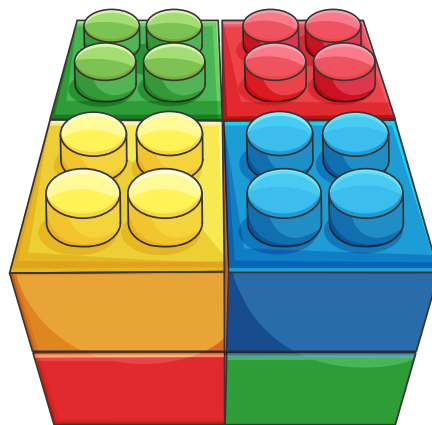
## Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the geometry unit, *Build a Block, Build a Wall*. Doing them at home together with your child can enrich your child’s mathematical learning.

**3-D Shape Hunt** Shapes are everywhere. Talk with your child about the shapes you see every day. Together, you can look at everything from the shapes of buildings in your neighborhood, to the shapes of boxes and cans in the supermarket. Sometimes you can include descriptions of shapes in what you say. For example, “Look at that part of the building that is shaped like a cylinder.” At other times, you can ask your child to look for specific shapes: “See how many things you can find that are shaped like a cube while we walk down the street.”

**Making Shapes** Making shapes is a great way to learn about them. At home, your child might use clay, building blocks, drinking straws and clay, or other types of construction toys or materials to make different shapes.



Ask your child, “Can you make a cube? How many faces (sides) does it have?” “Can you make a shape that looks like this shoebox?” Or, you can make different shapes and ask your child to describe and copy them.





NAME

DATE

(PAGE 2 OF 2)

## Related Activities to Try at Home

**Drawing Shapes** While it is difficult to draw 3-D shapes, some students enjoy the challenge. Talk together about ways to draw a shape so that it “looks 3-D” and practice.

**Math and Literature** Here are some suggestions of children’s books that contain relevant ideas about geometry. Read them together and talk about the shapes you find.

Hoban, Tana. *Cubes, Cones, Cylinders and Spheres*.

Murphy, Stuart J. *Captain Invincible and the Space Shapes*.

Nagel, Karen. *Shapes that Roll*.

Onyefulu, Ifeoma. *A Triangle for Adaora: An African Book of Shapes*.

Thong, Rosanne. *Round is a Mooncake: A Book of Shapes*.





NAME \_\_\_\_\_

DATE \_\_\_\_\_


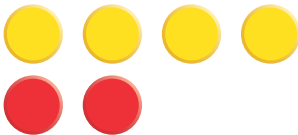
(PAGE 1 OF 2)

## About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *How Many Now?* The focus of this unit is on combinations, counting, and addition and subtraction. Students record different ways a set of two-color counters can land, figure out how many blue and red crayons could be in a set of five crayons, and play a card game in which they look for combinations of cards that total six. All of these activities focus on the idea that one number can be broken apart in many ways: 6 is 3 and 3 or 5 and 1 or 2 and 2 and 2. Students also count sets of up to 20 objects, and continue making sense of addition and subtraction through story problems and games that ask them to combine or separate small amounts.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples				
Count and count out a set of up to 20 objects.	<p>How many pennies are there?</p>  <p>Can you make a tower with 20 cubes?</p>				
Write the numbers to 10.	<p>How many are red? How many are yellow?</p>  <table border="1" data-bbox="761 1833 1057 1942"> <thead> <tr> <th>Red</th> <th>Yellow</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> </tr> </tbody> </table>	Red	Yellow	2	4
Red	Yellow				
2	4				



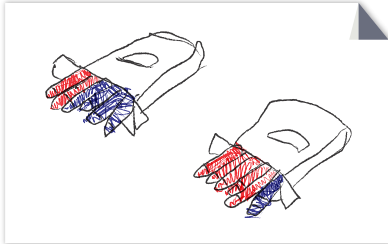


NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 2 OF 2)

## About the Mathematics in This Unit

Benchmarks/Goals	Examples
<p>Represent and solve addition problems within 10.</p>	<p>How many counters should Mia take?</p>  $\underline{3} + \underline{4} = 7$ <p>Jack had 6 blocks. Carmen gave him 2 more. How many blocks did Jack have then?</p> 
<p>Decompose a number into two addends in more than one way.</p>	<p>I have 6 crayons in all. Some are red and some are blue. How many of each could I have? How many blues? How many reds?</p>  <p>4 blue 2 red 1 blue 5 red</p>

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.



NAME

DATE

(PAGE 1 OF 2)

## Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

**Counting** We continue to focus on strategies for counting accurately and are practicing counting sets of up to 20 objects. This is more challenging because there are more objects to keep track of, but also because the number sequence in the teens doesn't follow the same pattern as the rest of the numbers. For example, think about 21, 22, 23 (or 31, 32, 33 or 41, 42, 43), and then consider the fact that we don't say ten-one, ten-two, ten-three for 11, 12, 13. You can support your child by finding lots of ways to count together at home.

**Solving Story Problems** In this unit, students have many opportunities to solve problems about combining (addition) and separating (subtraction) small amounts. At home, find ways to present problems about common situations: "There are six people in our family. But Grandma and Grandpa are joining us for dinner tonight. How many people will there be?". Or, "Usually, we have six people at our dinner table, but José is eating at a friend's house. How many people will there be?". Or, "If James wants three tacos, and Maria wants four, how many tacos do I need to make?". Encourage children to explain how they solve such problems. Most kindergarteners count from one. Some may count on (or back) or "just know" some combinations.



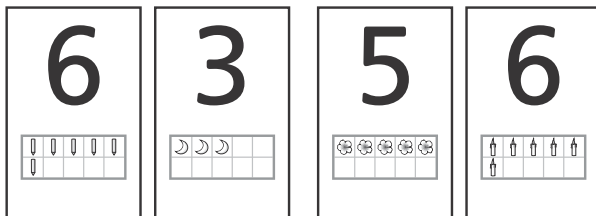
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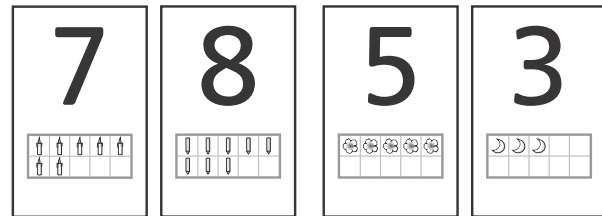
(PAGE 2 OF 2)

## Related Activities to Try at Home

**Playing Double Compare** We have been playing *Double Compare* with all of the cards from 0 to 10. You could play at home with a deck of playing cards. Each player gets half the deck. Both players turn over their top two cards, and the person with the greater total says “me.” The game is over when all of the cards have been turned over. Be sure to ask your child to explain how she or he knows which number is greater. You might be surprised—although many children count or add to find and compare the totals, some children do not. Instead they reason about the numbers:



“I have 6 and 3. You have 6 and 5. We both have 6, so you have more because 5 is more than 3.”



“Both of my numbers are bigger than both of yours. So I have more.”

Or, “I have 2 big numbers, and you have 2 small numbers. I have more.”

**Math and Literature** You can find these books in your local library and read them together. These books focus on measuring, counting forward, and counting back:

Bang, Molly. *Ten, Nine, Eight.*

Dale, Penny. *Ten in the Bed.*

Bowman, Anne. *Count Them While you Can...: A Book of Endangered Animals.*

Deitz Shea, Pegi, Cynthia Weill, and Pahn Viet-Dinh. *Ten Mice for Tet!*

Heo, Yeumi. *Ten Days and Nine Nights: An Adoption Story.*

Martin, Bill. *Chicka Chicka 1, 2, 3.*

Metropolitan Museum of Art. *Museum 123.*

Sayre, April Pulley and Sayre, Jeff. *One is a Snail, Ten is a Crab.*



NAME \_\_\_\_\_

DATE \_\_\_\_\_




















(PAGE 1 OF 2)

## About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *How Many Noses? How Many Eyes?* The focus of this unit is on identifying attributes of data and objects; collecting, sorting, and representing data; and using data to solve problems.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples														
<p>Sort a set of objects by a given attribute and order the groups based on the number in each</p>	<p>Grab a handful of pattern blocks.</p> <p>1 How many of each block did you grab?</p> <table border="1" data-bbox="797 1087 1305 1255"> <tr> <td>Shape</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>How Many?</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>3</td> </tr> </table> <p>2 Put the numbers in order:</p> <p>0    1    1    1    2    3</p>	Shape							How Many?	1	2	1	1	0	3
Shape															
How Many?	1	2	1	1	0	3									
<p>Using data to represent and solve a real-world problem</p>	<p>Are there enough chairs for everyone in our class?</p>  <p>more chairs than kids</p>														



NAME

DATE

(PAGE 2 OF 2)

## About the Mathematics in This Unit

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks you will receive more information about this unit as well as suggestions for activities to do at home.



NAME

DATE

(PAGE 1 OF 2)

## Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

**Sorting** Your child can sort collections of objects you have at home: coins, stamps, toys, containers, even laundry. He or she can sort just for fun or to organize some things in your home. As your child sorts a collection, ask him or her questions, such as: "How are some of the buttons the same? How could you sort them into groups? What is the same about all of these? Is there a different way you could sort them?" Your child can also count the number of items in each group and compare the totals.

**Surveys** In this unit, students conduct their own surveys. Help your child take a survey of your family, friends, or neighbors. Your child can choose a question that is of interest to him or her, create a sheet to record people's responses, ask people the question, and then record their responses. Afterward, ask your child some questions about the results of the survey. For example, ask: "What did you find out? How many people said they liked the ocean? How many people didn't like the ocean? Did more people like the ocean than did not? Were you surprised by people's responses?"

**Counting to Collect Data** You can encourage your child to collect data about the number of certain items in your home: How many forks are there? How many windows? How many chairs? How many doors?



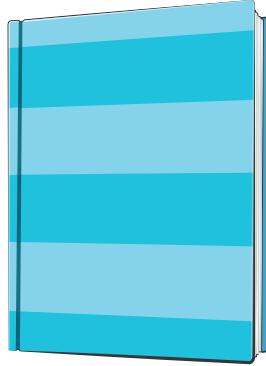


NAME

DATE

(PAGE 2 OF 2)

## Related Activities to Try at Home



**Math and Literature** You can find the following books in your local library and read them together.

Aber, Linda Williams. *Grandma's Button Box (Math Matters)*.

Baer, Edith. *This Is the Way We Eat Our Lunch*.

Keenan, Sheila. *More or Less a Mess*.

Murphy, Stuart. *The Best Vacation Ever*.

Pluckrose, Henry Arthur. *Sorting (Math Counts)*.

Todd, Mark. *Food Trucks!*



NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 1 OF 2)

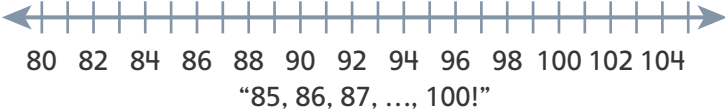
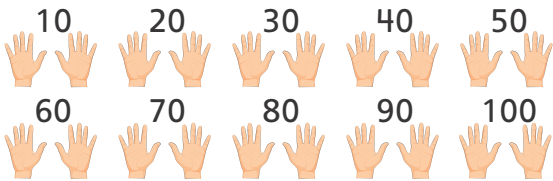
## About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit in mathematics called *Ten Frames and Teen Numbers*. The focus of this unit is on understanding and solving addition and subtraction problems in a variety of contexts (i.e., games, activities, story problems), recording and representing solutions on paper, making sense of the teen numbers (10–19) as a group of ten ones and some number of leftovers, and counting by 1s and 10s to 100.

Students solve story problems and discuss and compare their solution strategies with classmates. They practice counting by 10s as they count the number of fingers on 10 students. They play games where the cards that indicate how far to move (or how many to take) have “facts” on them, so that students develop fluency adding and subtracting within 5 (e.g.,  $3 + 2$  and  $4 - 1$ ). They also work on a variety of activities that involve number combinations focusing specifically on combinations that make ten and on the teen numbers.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Represent and solve subtraction story problems within 10.	There are 6 birds in a tree. Two birds flew away. How many birds are left in the tree?
Count by 1s up to 100, starting from any number. Count by 10s to 100.	<p style="text-align: center;">start with <span style="margin-left: 150px;">get to</span></p>  <p style="text-align: center;">“85, 86, 87, ..., 100!”</p>  <p style="text-align: center;">“10, 20, 30, 40, ..., 100!”</p>

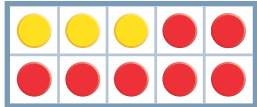
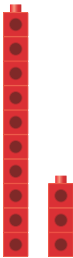


NAME \_\_\_\_\_

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(PAGE 2 OF 2)

## About the Mathematics in This Unit

Benchmarks/Goals	Examples																																																																						
Add and subtract fluently within 5.	$2 + 3$ $5 - 1$																																																																						
Given a number, figure out what number to add to make a total of 10.	 $3 + 7 = 10$																																																																						
Write the numbers to 20.	<table border="1" data-bbox="717 779 1268 1251"> <tr><td></td><td></td><td></td><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>13</td><td></td><td></td><td></td><td>17</td><td></td><td></td></tr> <tr><td></td><td></td><td>12</td><td>13</td><td></td><td>15</td><td></td><td>17</td><td></td><td></td></tr> <tr><td>10</td><td></td><td>12</td><td>13</td><td>14</td><td>15</td><td></td><td>17</td><td>18</td><td>19</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>10+0</td><td>10+1</td><td>10+2</td><td>10+3</td><td>10+4</td><td>10+5</td><td>10+6</td><td>10+7</td><td>10+8</td><td>10+9</td></tr> </table>				13										13										13				17					12	13		15		17			10		12	13	14	15		17	18	19	10	11	12	13	14	15	16	17	18	19	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9
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10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9																																																														
Show that the teen numbers are made up of 10 ones and some leftover ones.	 $10 + 3 = 13$																																																																						

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks, you will receive information about activities to do at home.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 1 OF 2)

## Related Activities to Do at Home

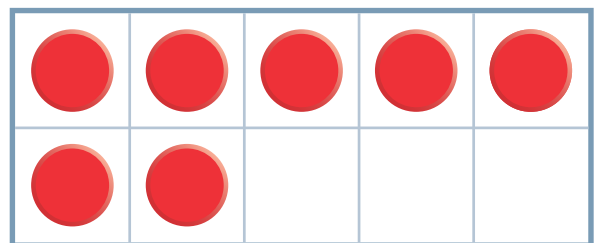
Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

**Counting** While we continue to focus on strategies for counting a set of 20 objects accurately, we are also practicing the rote counting sequence with larger numbers. As a class, we often count aloud from one number to another. For example, we might start at 40 and count to 55. Find opportunities to count aloud together, letting your child pick the starting and ending numbers. In addition to counting by ones, we have begun to learn the counting by 10s sequence. You can also practice counting together by 10s to 100.

**Addition and Subtraction** We've been solving addition and subtraction problems, and thinking about strategies for solving subtraction problems. Find ways to present problems about common situations: "Usually, we have five people at our dinner table, but Maria is eating at a friend's house. How many people will there be?" Or, "There were six cookies, but Joe took two for snack. How many are left?" Encourage children to explain how they solve such problems. Most kindergarteners show the starting amount with counters or on their fingers, remove the amount that is taken away, and then count how many are left. Some may count back or "just know" some answers.

**Combinations of 10** Ten is an important number in our number system, so we've been thinking about how to make 10. For example, how many dots are there? How many more do you need to have 10?



You can play a similar game with your fingers. Display a number of fingers, and ask, "How many to 10?" Students can represent and solve such problems on their fingers.



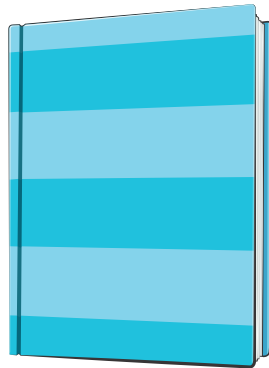
NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 2 OF 2)

## Related Activities to Do at Home

**Measuring Weight** We've been comparing objects to see which is heavier. Find opportunities to ask your child about the weight of different objects. For example, "What do you think is heavier, the milk carton or the cereal box? Why do you think so?" Encourage your child to hold one item in each hand to feel which weighs more.



**Math and Literature** You can find these books in your local library and read them together. These books focus on *counting and measuring*:

Kroll, Virginia. *Equal Shmequal*.

Murphy, Stuart J. *Leaping Lizards*.

Sayre, April, and Sayre, Jeff. *One is a Snail, Ten is a Crab*.

Slater, Teddy. *98, 99, 100! Ready or Not, Here I Come!*

Viggers, Katie. *1 to 20, Animals Aplenty*.

Walsh, Ellen Stoll. *Balancing Act*.

Yektai, Niki. *Bears at the Beach Counting 10 to 20*.