Kindergarten Mathematics Newsletter

Marking Period 4

MT	Concepts by Measurement Topic (MT) Students will…
Counting and Cardinality	• **count** to 100 by ones and 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. • **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., 6 bears are 1 bear and 5 bears or 2 bears and 4 bears or 3 bears and 3 bears).  • act out **story problems***:* use multiple representations (e.g., objects, drawings, and equations) to solve addition and subtraction word problems (e.g., There are 7 dogs in the room. 2 more dogs come to play. How many dogs are there in all?). • represent addition and subtraction with objects, fingers, and drawings. • **add** and **subtract** within 10.
Number Operations in Base Ten	• **decompose** numbers 11 to 19: break apart a teen number into ten ones and some more ones (e.g., 18 = 10 + 8)
Measurement and Data	• **survey** classmates: organize and record responses to a yes/no question. • **sort** and classify objects: make and name groups of object, count and record the number of objects in categories.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Originality	Creating ideas or solutions that are unique.	• determine multiple ways to organize and display data. • share new ways to represent or solve a problem. • change your thinking to create a new idea.
Metacognition	Knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking	• ask questions about numbers and quantities to solve a problem. • determine the best way for you to represent or display data. • explain your thinking when solving a problem. • show multiple ways to make 10.

Created by MCPS Teachers at the C 2.0 Summit 2013
Updated by MCPS Teachers at the C2.0 Summit 2014

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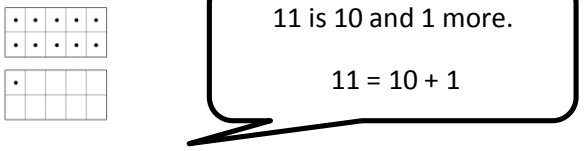
Learning Experiences by Measurement Topic (MT)

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 100. • write numerals 0 to 20. • identify one more within 20 and one less within 20	• practice counting to 100. • play a counting on game (e.g., pick a number greater than 20, and count forward). • practice writing the numbers to 20. • 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, fingers and equations. • add and subtract up to 5. • determine how many more are needed to make 10. 	• 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 there is all on the playground?). • play an addition and subtraction game. Ask: How many is 3 and 2? How many is 4 take away 1? Use your fingers as a counting strategy. • create story problems to ask your child to find the number that makes 10. (e.g., I have 8 socks. How many more socks do I need to get to 10?)
Number and Operations in Base Ten	• use a variety of models to show the numbers 11 through 19 as ten ones and some more ones.	• use a tens frame to represent the numbers 11 through 19 as ten ones and some more ones. 
Measurement and Data	• Participate in class surveys and solve problems when collecting data (e.g., determine the number of chairs in a room)	• count how many eyes are in your family and represent the data using pictures, numbers or words.

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