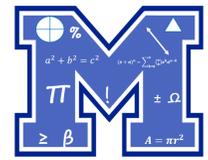


At-Home Math Connection

Grade K - Quarter 1



Dear Parents and Caregivers,

Below you will find a short description of the mathematics your child is working on this quarter. We recommend your child engage with the provided practice at home. Thank you for your continued support. Have fun with your mathematician(s)!

Quarter Focus:

Explore Tools- This quarter launched with scholars recognizing “Math in Our World”. Scholars recognize numbers and quantities in their world. They explore math tools that will later be used during math activities and centers throughout the year. Scholars have the opportunity for free exploration in order to think of mathematical purposes for the tools. They are encouraged to use their own language to describe their work, as well as listen to the ideas of others in the class.

Recognizing Quantities- Scholars focus on small groups of objects or images (such as the ones below) in arrangements. This allows them to know how many without counting each object or image.

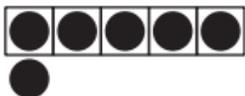


Are there enough?- Scholars count groups of objects by touching and counting, saying one number for each object. Scholars answer the question “Are there enough?” and match and create groups with the same number of objects.

Counting Collections- Collections are created from classroom objects such as connecting cubes, two-color counters, pattern blocks, buttons, or objects to count from home. For collections of up to 10 objects, scholars begin to recognize that the last number named tells how many objects there are.

Count and Compare Groups of Objects- Scholars connect the quantities they see and the spoken number words as they count to answer questions about “how many”. They rearrange and count groups of objects, and notice that the arrangement of objects does not affect the total number of objects. Scholars compare groups of objects and use the language of more and fewer, which may be new to them. For example, comparing a group of 7 objects to a group of 2 objects. 7 is more than 2, 2 is fewer than 7.

Count and Compare Groups of Images-Counting images for the first time can be more challenging for scholars because images cannot be rearranged and it can be more difficult to keep track of which images they have counted.



Scholars count and compare images arranged on 5-frames and images of fingers throughout the quarter. These images have the structure of 5 and some more, which supports scholars to count on from 5 to determine how many there are.

Connect Quantities and Numbers- Writing numbers is an important step to representing quantities with a symbol. Scholars begin to count images arranged in a circle which requires scholars to develop a method to keep track of which images they have counted. They also represent numbers by counting out groups of objects and drawing groups of images.

Compare Numbers- As scholars are beginning to make sense of the quantities they count, they see that as they count, the numbers get larger and that there is 1 more each time. They find 1 more and 1 less than a given number or group of objects.

Curious about the Kindergarten Quarterly Assessment? *The assessment consists of 8 performance tasks. Each performance task is worth 2 points each.*

Try it At Home!

Counting Practice

Ask your child to count a given number of objects around your home. Questions that may be helpful as they work:

- How many are there?
- How did you count them?
- Why did you count them that way?
- Are there enough for everyone in the house?
- Have your child write his/her name. Have your child count how many letters are in his/her name.
- Grab a handful of an item (cereal, beans, etc). Count to find out how many.
- Walk around your home. Count various items around your home (shoes, windows, etc).
- Roll dice and count out a set to match.
- Go on a scavenger hunt to find numbers and match them up with the corresponding dots.
- Label bottles with numbers and have your child count and drop pom poms (or any small object) in.
- Make a paper chain and count down to something exciting (a birthday, holiday, first day of school, last day of school, vacation, etc)! Every day, count how many chains are left to see how many more days.

**As an extension to any of the counting activities, add one more to the object being counted and ask “how many now?”. Allow your child to recount if needed. Once cardinality and number relationships begin to make sense your child should be able to just know how many there are. *This process takes time to develop.*

Comparing Practice

Ask your child to compare two amounts of objects (pencils, cups, fruit, etc.). Questions that may be helpful as they work:

- How many ____ do you have? (Repeat for both sets of objects.)
- Which one has more? Which one has fewer? How do you know?

Sorting and Classifying Practice

- Sort crayons by color or length. Count how many are in each set and label with a number.
- Sort coins.
- Sort different cereals such as Fruit Loops or Lucky Charms. Count how many are in each set and label with a number.

Numeral Writing Practice

- Use shaving cream or sand to have your child practice writing numerals.
- Write numerals in the air.
- Have your child practice writing the numerals 1-5 in order on the lines below.
