



MATH NEWS

Volume 3

Kindergarten Math

3rd 9 Weeks

COUNTING GOALS

- ❖ SAY NUMBER NAMES WHILE COUNTING TO 100 BY 1'S AND 10'S.
- ❖ COUNT TO TELL THE NUMBER OF OBJECTS UP TO 20.

NUMBER GOALS

- ❖ WRITE NUMBERS 0-20.
- ❖ DECOMPOSE NUMBERS LESS THAN OR EQUAL TO TEN.
- ❖ MODEL AND UNDERSTAND THE CONCEPT OF PART-PART WHOLE ADDITION.
- ❖ SOLVE AND MODEL ADDITION AND SUBTRACTION WORD PROBLEMS TO TEN USING ACTIONS, OBJECTS, AND/OR DRAWINGS.
- ❖ REPRESENT ADDITION AND SUBTRACTION OF NUMBERS TO TEN USING NUMERIC NUMBER BONDS.

GEOMETRY GOALS

- ❖ IDENTIFY AND CLASSIFY SHAPES AS FLAT OR SOLID.
- ❖ COMPARE TWO-DIMENSIONAL AND THREE-DIMENSIONAL SHAPES.

Counting Focus

~ Students will count orally and recognize patterns in the number sequence.

~ Students will count orally each day, focusing on the number of days in school. Students will work on the count sequence up to 100. They will count by 1's and 10's and count by starting at any number.

VOCABULARY

THIS LIST IS NOT INTENDED FOR MEMORIZATION. IT IS A GUIDE TO HELP YOU UNDERSTAND THE LANGUAGE OF THE CLASSROOM.

Attribute – a characteristic of an object, such as color, shape, size, etc.

Circle – a two-dimensional figure with no sides and no vertices; a continuous curve that is always the same distance from the center.

Classify – to sort into categories or to arrange into groups by attribute(s).

Compose – to put together basic elements.

Cone – a solid figure with a circular base and curved surface.

Cube – a solid figure with six square faces.

Cylinder – a solid figure with two circular bases and a curved surface.

Decompose - to separate basic elements.

Rectangle – a closed two-dimensional figure with four sides and four square corners.

Sphere – a solid figure with a continuous curved surface.

Square – a closed two-dimensional figure with four sides that are the same length and four square corners.

Triangle – a closed two-dimensional figure with three straight sides.

Number Focus

~Students will continue to practice writing numbers 0 to 20 and counting sets of objects up to 20 to answer “how many?”

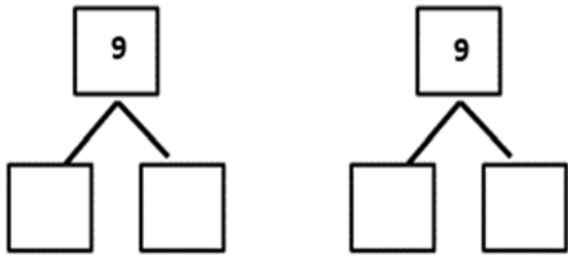
~Students will continue to develop an understanding that groups of objects are decomposed into smaller sets of objects. (Ex. 6 can be decomposed into 4 and 2 or 5 and 1.)

~Students will model addition and subtraction word problems within 10 using objects, pictures, words and numbers.

~Students will decompose numbers less than or equal to 10 using number bonds.

Decompose numbers less than or equal to 10

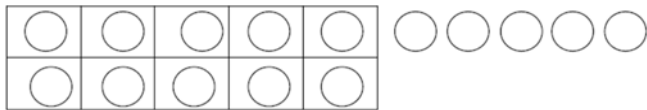
Can you find two different ways to decompose 9?



Composing and decomposing numbers 11-19

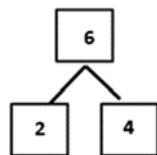
Students will begin working to compose and decompose the numbers 11-19 into ten ones and some more ones.

For example, students should be able to explain that the number 15 is composed of ten ones and five more ones.



Part-Part whole

Sally has 2 blue crayons and 4 red crayons. How many crayons does Sally have?



Geometry Focus

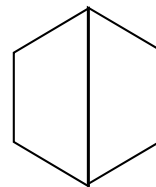
~Students will build and draw shapes.

~Compose simple shapes to form larger shapes.

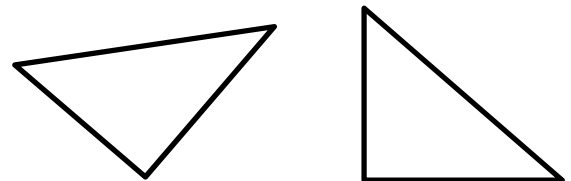
Pattern Block Shapes-students will use the two trapezoid pattern blocks to create a larger shape.



The larger shape created is a hexagon.

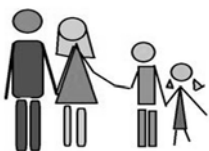


Can a rectangle be formed using two triangles?



Suggested activities for home practice...

Suggestions for counters: pennies, buttons, cereal, dry beans, stickers, popcorn, small toys, skittles, etc.



- ✓ Look for shapes in your home.
- ✓ Sort buttons, socks, toys, coins, etc.
- ✓ Practice counting out 20 pennies from a pile.
- ✓ Write numbers 0-20.
- ✓ Always ask how many they counted after counting a set or group.
- ✓ Practice describing the location of objects using positional words.
- ✓ Tell story problems such as, I have 6 pennies and you have 3 pennies. How many pennies do we have together?
- ✓ Ask your child to show you a certain amount, such as 6 crayons, 8 circles, etc.