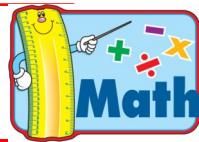


MATH MATTERS



Resources and Ideas for Families

WELCOME!

This newsletter is sent home to families every nine weeks. It provides information on what your child is learning in math, activities you can do at home to reinforce the content, and suggestions for books and resources you can use to help your child learn math.

BUILDING A MATHEMATICAL COMMUNITY

Students will develop a problem solving protocol that will be posted in their math classroom.

Step 1: Read the question/prompt and quietly think on your own. No Pencils.

Step 2: Talk about the problem with your teammates. What is your plan to solve? Choose your strategy.

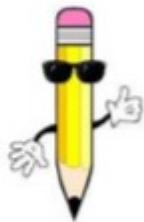
Step 3: Solve the problem.



Step 4: Discuss results.

PROBLEM SOLVING STRATEGIES

1. Draw a picture
2. Make a chart or list
3. Guess and Check
4. Use a formula
5. Look for a pattern
6. Work Backwards
7. Write a Number Sentence
8. Logical Reasoning



MATH IS FUN!

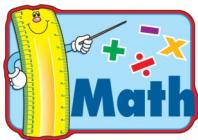
Check out the [MATH IS FUN](#) website which contains resources to help children learn math. Here you will find "How to Videos", Online Games, Vocabulary, and APPs related to the content your child is learning.



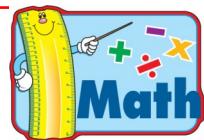
www.jcpsmath.weebly.com

During the 4th nine weeks, kindergartens learn to:

- Count to 100 by ones and by tens.
- Begin at any number and count to 100. Kindergarteners need to be able to start at a number besides one and count to 100. For example, start at 20 and count to 100.
- Compose and decompose a number from 11-19 using tens and ones and record the number using strategies such as objects or drawings. For example, a student can show fifteen as a group of ten and five ones using a drawing or objects.
- Model shapes in the world by building or drawing. A student is able to build shapes using objects such as sticks or clay and is able to draw shapes.
- Combine smaller shapes to form larger shapes. For example, a student could combine two small squares to make a rectangle, or six small triangles to make a hexagon.
- Solve addition and subtraction word problems within 10. Students will use objects and drawings to solve word problems.
- Fluently add and subtract within 5. Children who are fluent are able to quickly and correctly recall the answer to a math fact without having to draw a picture or use objects/fingers to solve.



Resources and Ideas for Families



Building Fluency

Strategies students may use to build fluency with addition and subtraction facts to five include:

- Counting on. (3+2, students will say, "3," and then count on two more, "4, 5," and say the solution is "5")
- Counting back. (4-3, students will say, "4," and then count back three, "3, 2, 1" and say the solution is "1")
- Counting up to subtract. (5-3, students will say, "3," and then count up until they get to 5, keeping track of how many they counted up, stating that the solution is "2")
- Using doubles. (2+3, students may say, "I know that $2+2=4$, and 1 more is 5")
- Using the commutative property. (students may say, "I know that $2+1=3$, so $1+2=3$ ")
- Using fact families. (students may say, "I know that $2+3=5$, so $5-3=2$ ")

Check Out These Books!

Below are some suggested books which connect to math content students are learning this cycle.

- *Double the Ducks By: Stuart J. Murphy*
- *A Fair Bear Share By: Stuart J. Murphy*
- *Five Silly Fisherman By: Roberto Edwards*
- *Fish Eyes: A Book You Can Count On By: Lois Ehlert*



MATH TASK

Sums of 5

2 players/Materials: Dot or numeral cards 0-5, 10 counters with two colors for each player, Draw 3 five frames.

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Player one: Turn over a card and place that many counters on the first five-frame.

Complete the math talk sentences:

I have ____.
I need ____ more to get to five.

Player two: Turn over a card and place that many counters on the second five-frame. Complete the math talk sentences.

Player one: Turn over a card and place that many counters on the third five-frame. Complete the math talk sentences.

Continue to turn over cards to try and fill a five-frame. Each frame must be filled with only two cards (e.g. 4 and 1 or 2 and 3). If a player turns over a card that cannot be used to complete a frame she or he misses a turn. Whoever completes a frame scores a point.