

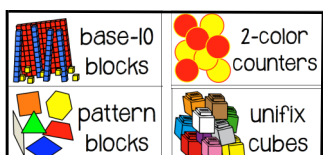
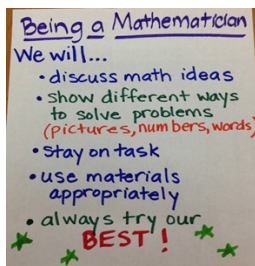
## Resources and Ideas for Families

### 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

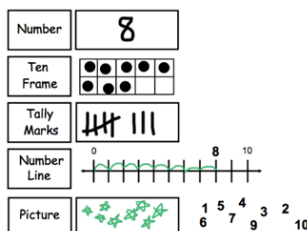
During the first nine weeks of school your child will work on building a mathematical community in their classroom. Students will explore how to be a mathematician.



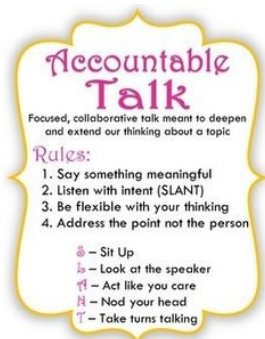
During math class students will use a variety of hands-on materials such as: base-ten blocks, pattern blocks, dice, counters, etc.

Just like at home with their toys, your child will be expected to treat materials with respect and return them to their proper place.

Students will learn different ways to represent math ideas. While completing homework, encourage your child to represent their thinking in different ways.



While building a math community, your child's class will establish norms for math discussions. Some examples include: speaking respectfully to their teachers and peers, taking turns while speaking, using an inside voice, eyes on the speaker, and giving others time to think.



Encourage your child to explain their thinking about math games, homework, or math connections they find at home.

### 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](http://www.jcpsmath.weebly.com)

### During the 1<sup>st</sup> nine weeks, Kindergarteners learn to:

- Count to 20 by ones.
- Write numbers from 0 to 10.
- Write a number from 0 to 20 to show the number of objects counted. If a child counts 5 apples, he should be able to represent this by writing a 5.
- Answer "How many?" questions by counting up to 20 objects in a line, array (objects in rows and columns), or a circle.
- Answer "How many?" questions by counting up to 10 objects in a scattered arrangement.
- Understand the last number said is the number of objects counted. For example, if a child counts 6 blocks, he understands there are 6 because it is the last number he said.
- Understand the number of objects is the same even if they are placed in a different arrangement or order. If a child counts 8 circles, and then the circles are rearranged, he should know there are still 8 circles without recounting because none have been added or taken away. This is a skill to practice because children at this age will often recount although the amount has not changed.
- Identify squares, circles, triangles, rectangles, and hexagons.
- Identify cubes, cones, cylinders, and spheres.
- Describe where to find an object using relative positions. For example, the pencil is behind the piece of paper. The crayons are beside the pencil box.

## Activities to try at home:

- Provide opportunities to allow your child to count. At the grocery store, let your child count out four oranges or count the number of bananas in a bundle. At home, use objects such as buttons, pennies, pieces of cereal, crackers, etc. Once he has counted the objects, ask him to record the number on a piece of paper.
- Have your child practice writing their numbers from 0 to 10. Using markers, sidewalk chalk, special pens, or colored paper can help motivate children to practice. Check to see if your child can write the numbers without always starting at zero and going to ten.
- Have your child practice counting to twenty without starting at one. For example, "Start with 4 and count all the way to 20."
- Play board games with your child. Games with dice, spinners, and cards can help children practice counting skills while having fun.
- Allow your child to use Play-Doh to model different shapes. Cookies cutters can also be used to help students create shapes.
- Play *I Spy* by giving your child clues using words such as behind, beside, in front of, next to, etc. For example, I see a red object that is beside the television and in front of the picture frame.
- Provide your child with materials such as toothpicks and marshmallows or straws and gum drops and allow him to create 3-D shapes using the materials.

## Check out these books:

Visit the Louisville Free Public Library to check out these books which connect math content students are learning this nine weeks.



to

- ***Crayola Counting***  
by Rozanne Lanczak Williams
- ***The Baseball Counting Book***  
by Barbara Barbieri McGrath
- ***Up All Night Counting***  
by Robin Michal Koontz
- ***I Spy Shapes in Art***  
by Lucy Micklethwait
- ***One Blue Fish: A Colorful Counting Book***  
by Charles Reasoner
- ***Roar: A Noisy Counting Book***  
by Pamela Duncan Edwards
- ***Fish, Swish! Splash, Dash!: Counting Round and Round***  
by Suse MacDonald
- ***Cubes, Cones, Cylinders, and Spheres***  
by Tana Hoban



# MATH TASK

## NUMBER TUBS

### **Materials:**

Butter tubs

Counters: pennies, cubes, Legos, cereal, beans, etc.

### **Directions:**

- Give your child 4 to 6 margarine tubs, each containing a different number of pennies or counters.
- Mix the tubs up. Then ask your child to find the tub with a particular number of counters.
- After your child looks inside and counts to find the correct tub, add a new twist.
- You can allow them to mark the tubs with post-it notes to show what is inside.
- At first your child may make 4 dots to show 4 counters, but eventually with your encouragement, they will write the numeral.

