1st Quarter MATH	**WHAT IS MY CHILD LEARNING?**	**HOW CAN I HELP AT HOME?**
Kindergarten	• Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • Count to answer "how many?" questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–5, count out that many objects. • Classify objects into given categories; count the numbers of objects in each category (Limit category counts to be less than or equal to 5). • Write numbers from 0 to 20. Represent a number of objects with a written numeral 1–5 and then 0 (with 0 representing a count of no objects). • Solve addition and subtraction word problems, and add and subtract within 5, e.g., by using objects or drawings to represent the problem. • Decompose numbers less than or equal to 5 into pairs	• (Idea for both a. and b.)Have 1-5 objects on the table and numbers flash cards from 0 to 5 and pair up each written number with each group of items. • On your kitchen counter, have spoons and forks (each group having 1-5) and sort them into each group-all forks together and all spoons together and count how many you have in each group. • Write the numbers 0 to 20 in order on paper, on your computer, with chalk outside, etc. Also, have a group of 4 cereal pieces, count them and write underneath the group, "4". • Have a parent tell you a word problem within 5 and you draw the word problem, solve it and say the problem out loud. • For example: For the number 4, students may split a set of 4 objects into 1 and 3, 2 and 2, etc. Here is an example using a drawing for 5: x x x x x 5 objects x x | x x x 5 = 2 + 3 x x x x | x 5 = 4 + 1 • Students use subtraction and addition vocabulary: "+," "–," and "=", add, join, put together, plus, combine, sum, minus, take away, separate, difference, compare. Students can draw and verbally share addition and subtraction problems that are completed. • Practice counting to 100 by 1's while in the car, before bed, to a parent or while setting up the table for dinner.

	in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • Count to 100 by ones. • Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. • Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects) • Classify objects into given categories; count the numbers of objects in each category. **Focus on More/Less** (Limit category counts to be less than or	• (Idea for a., b. and c.) Parents put groups of 1-5 and student counts out loud each object in each group, and understands that one more object is a quantity that is one larger. • Parents say “3” and student has to count forward from 3 to 5. Parent says, “2” and student counts forward from 2 to 5, etc. • Have a group of 4 black socks and a group of 2 white socks and the student has to compare both groups and count each group and identify which group has “more” and which group has “less” or do both groups have the same amount? • Place red and blue buttons on the counter, (up to 5 of each color) and student has to sort the buttons and place the red buttons together and the blue buttons together. The student then has to count how many are in each group. The student then identifies with group has more and which group has less. • Parent writes, “3” and “5” on a paper and the student has to identify which number is “larger” and which number is “smaller” based from looking at both numbers and knowing the quantities each number carries.

	equal to 5). • Compare two numbers between 1 and 5 presented as written numerals.	