Kindergarten – Unit 1 Parent Letter

Welcome to Kindergarten Math! We are beginning Unit 1: Counting and Matching Numerals with Comparing. In this unit students will establish classroom routines and engage one another as mathematicians. They will turn and talk to a partner, share their mathematical thinking, and explain their math ideas. During this unit students will focus on the numerals 0-5 with an emphasis on counting and matching numerals. They will use manipulatives like unifix cubes and pattern blocks to compare sets and numbers to 5.

Some examples of the work your child will be doing are:

* Students will use graphs to understand counting.
* Students will sort objects and generate rules based on the sorting.
* Students will use a variety of math manipulatives to develop an understanding of numbers.
* Example: Create a shape out of pattern blocks. How many of each pattern block was used in the design?
* Students will recognize and write the numbers 1-5.
* Students will use the 5 structure to practice counting and to understand the relationships between numbers.
* Example: I have one unifix cube on each finger. If I take one off, how many will I have?
* Students will investigate different ways to make a number.
* Example: Six can be made with 4 cubes on one hand and 2 cubes on another. Is there another way to make 6?
* Students will begin to explore the idea of conservation of number which is that the number of objects in a set remains the same regardless of the arrangement of the set.
* Students will compare sets of objects using the words more, less, and the same.

Here is how you can help your child while our class is working on this unit:

* Count objects and items around the house, at the park, and in your yard. For example, ask your child to tell you how many bushes are in front of your house or how many cups are on the table for dinner. After your child counts, it is important to follow-up with the question, “So, how many do you count?” Your child may need to count again starting from one. This is perfectly normal development.
* Have your child help you do tasks like set the table to practice counting but also to see that there is one plate per person. Ask how many plates we need. Then ask your child to count out the plates. After the plates are set ask how many are on the table.
* Make graphs together with objects around the house. For example, you could put some pears and apples on the counter. Put them next to each other and ask are there the same amount of pears as apples? If not, how many more pears or fewer apples?
* Provide opportunities for your child to sort a collection of objects and then count how many are in each set. This can be done in a natural setting like cleaning up and putting toys away in bins, containers, drawers and the like.
* Read counting books with your child or make a game out of counting how many characters are on a page.
* Any games, board games or invented games that involve counting are a good way to practice counting.

If you have any questions, please contact your child’s teacher or the Math Science Teacher.

For additional information, take a look at the Fairfield Public School Parent Guide at <http://fairfieldpublicschoolsk5math.wikispaces.com/home>