

Introducing *Kindergarten Everyday Mathematics*



Dear Families,

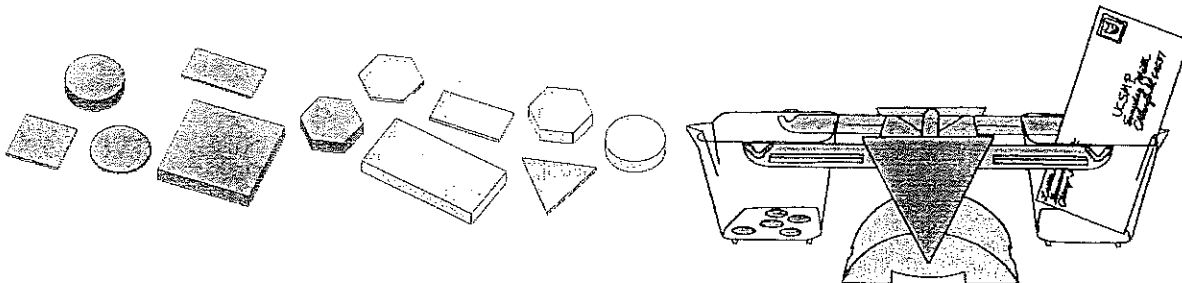
Welcome to *Kindergarten Everyday Mathematics*, a program created by the University of Chicago School Mathematics Project. This program is based on research and experience that shows that young children are capable of far more mathematics learning in Kindergarten than was previously believed, provided that the content is presented and explored in age-appropriate ways.

Over the course of the year, your child will do many hands-on activities related to a range of mathematical topics, including counting, numeration, measurement, geometry, patterns, sorting, data collecting, and calculator use. Classroom routines such as keeping track of the days of school, helping with attendance, and observing and graphing weather and temperature give children real-life opportunities to develop and refine mathematics skills and become “math thinkers.” Periodically, you will receive “Home Links” which suggest ways to help your child by doing mathematics activities at home.

The playful mathematics activities that make up *Kindergarten Everyday Mathematics* are meaningful and productive and are designed to help children build a solid understanding of mathematical skills and concepts. Research has shown that children have more success with written and symbolic mathematics in later grades if they have a Kindergarten experience that builds a strong foundation based on experience and understanding.

Everyday Mathematics is a Kindergarten through Grade 6 curriculum. Content in the early grades begins with concrete experiences. Topics, concepts, and skills are revisited in varied ways and contexts over time, integrating new learning with previous knowledge and experiences. Children will revisit and build upon skills and concepts throughout the Kindergarten year. They will continue to develop their understanding of topics that they encounter in Kindergarten as they move through later grades.

As children participate in *Kindergarten Everyday Mathematics* activities, they will find that mathematics is useful, enjoyable, varied, and meaningful. Just as telling stories and reading books to children helps foster a love of reading, your involvement in your child’s ongoing mathematics experiences will help him or her develop lasting excitement, confidence, and competence in math!



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Children develop positive feelings about mathematics when they have fun experiences “doing math things” with their family members. Here are some ideas to help you support your child’s mathematical learning.

Have a positive attitude about the mathematical abilities your child already has.

Parents are impressed and proud when their children recognize letters and write their names. Your child’s developing math abilities (recognizing numbers, counting and representing quantities with pictures or numbers, identifying shapes, learning days of the week, and so on) deserve just as much admiration and praise as their developing literacy skills.

Read Home Links.

Teachers periodically send home Home Link pages. They include Family Notes that describe what your child is learning so you can help. They also suggest fun and easy math activities you can do at home. Consider keeping these pages in a special folder to refer to time and again.

Think aloud when you use math.

Notice the times you use math each day, and share your thinking aloud with your child. For example, let your child know how you decide which coins to give a cashier. (*I need to keep my quarters, so I’m going to give her two dimes and a nickel.*) Share the calculations you do during activities. (*Last week I ran a mile in 11 minutes, and this week it took me only 9 minutes, so I’m 2 minutes faster!*) You’ll be surprised at how interested your child is in math.

Play games.

Children learn best through play. In addition to the math games your child’s teacher sends home, teach your child the traditional games you played as a child. Many of them use counting or mathematical thinking, such as hopscotch, hide-and-seek, go fish, and checkers.

Use numbers in practical ways.

Numbers can be used to solve problems and to get things done. When two children have a disagreement, write down a number between one and ten and have the children try to guess the number. The child who makes the closest guess “wins.” When you are grocery shopping, give your child simple directions involving numbers. (*Put five apples in the cart. Find Aisle 7. Choose enough oranges for our whole family.*) You can also use numbers to keep track of things. (*Your library books are due in two weeks. Let’s mark that date on the calendar.*) Whenever you can, let your child help with tasks that involve numbers.

Give hints, not answers.

Always give your child a chance to think through a problem rather than give your child an answer he or she might not understand. Everyone likes to be able to “get it” or solve a problem on his or her own. The more your child is able to do this, the more confident he or she will become.



Math Terms to Know {in primary grades}

Here are a group of terms and phrases you'll hear throughout the year. These five mathematical concepts (ten frame, subitizing, 120s chart, number sense, place value) are integrated throughout each unit we teach and are year-long skills we will hone.

Common Core

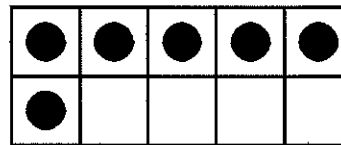
www.corestandards.org

The Common Core State Standards are expectations our state has adopted to provide a framework for teaching, answering the question - what should our students know by the end of the year? As a school, we use specific curriculum to guide the methods we use to teach the Common Core Standards.

Ten Frame

a structured way to work with numbers within 10

WHY? { Develops mental-math abilities and sets foundation for regrouping }



$___ + 6 = 10$

$10 = 6 + ___$

Subitizing

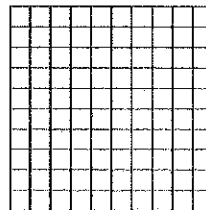
the ability to quickly identify the number of items in a small set without counting

WHY? { Subitizing helps students create a mental picture & builds number sense. }



120s Chart

a number line formatted so students can easily identify number patterns



{ Understanding the 120s Chart allows students to see patterns within number sequences, as well as, easily work with 10 more/less, 1 more/less. Creates automaticity with numbers. }

Number Sense

an understanding of number relationships that allows students to work mathematical problems without a traditional algorithm

WHY? { A solid understanding of numbers allows students to conceptualize numbers - What is 10 less/more? Which number is greater/less than? What happens if I double a number? What does a ten look like? }

Place Value

numerical value of a digit based on its position

WHY? { Place value allows students to understand that 15 is not a "1" and a "5"; rather, it is a group of 10 and 5 ones. }

H	T	O
0	6	5

} 65

