

Section 1: Family Letter

NAME

DATE

Dear Families,

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

Research also shows that children have more success with written and symbolic mathematics in later grades if they have a Kindergarten curriculum rooted in concrete experience and understanding. Over the course of the year, your child will engage in many hands-on activities related to a range of mathematical topics, including counting, numeration, operations (addition and subtraction), geometry, and measurement. The engaging, playful mathematics activities that children are immersed in throughout *Kindergarten Everyday Mathematics* are designed to help them build a solid foundational understanding of mathematical skills and concepts.

As children participate in *Kindergarten Everyday Mathematics* lessons, they will experience mathematics as useful, enjoyable, and understandable. You can reinforce these experiences at home. Your ongoing involvement with your child around the mathematics that comes up in everyday life will help him or her develop lasting excitement, confidence, and competence in math. You will also periodically receive “Home Links” with activities to do at home that link to those we have done at school.

Ongoing Daily Mathematics Routines

Routines are an important part of daily life in Kindergarten. They provide children with security and predictability, help build classroom community and collaboration, and make aspects of classroom life run more smoothly. They also provide meaningful opportunities to integrate mathematics and other subject areas into everyday activities. We will implement the following classroom routines to provide children with ongoing, real-life opportunities to develop mathematical skills and become mathematical thinkers.

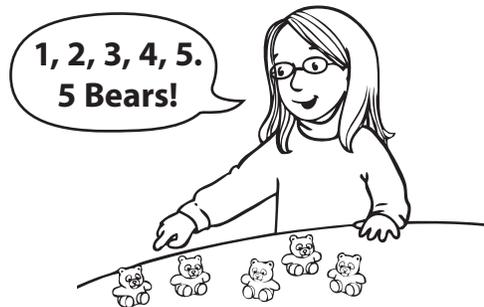
Routine	Children will . . .
Number of the Day	count the days of school and add a new number each day to the Growing Number Line.
Attendance	count the number of children present and absent each day.
Monthly Calendar and Daily Schedule	track the sequence of daily events on a class schedule and track days, weeks, months, and other events on a monthly calendar.
Weather and Temperature	collect, record, graph, and analyze weather observations and temperature measurements.
Survey	collect, record, and graph responses to a “question of the day.”

Introduction to Section 1

Kindergarten Everyday Mathematics is organized into 9 sections, each with 13 lessons. Below is information about the main concepts explored in Section 1.

Counting Children will practice the order of number words through counting games, songs, rhymes, and as they do the Daily Routines. They will also count and count out sets of objects. In order to count sets accurately, children must understand the following:

- They say one (and only one) number name for each object, and they cannot skip any objects or count any object twice.
- The last number they count tells the total number of objects in the group.
- The count stays the same regardless of the size, color, shape, or arrangement of the objects or the order in which they were counted.

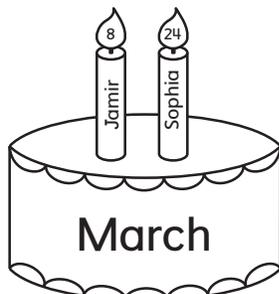


Developing Number Sense Throughout Section 1, children will be encouraged to notice numbers all around them and to discover the many ways numbers are used. They will also work to represent numbers in many ways.



A poster showing the number 4 in several different ways

Graphing In Section 1, children will also organize data and create class displays to show information about their birthdays and ages.



Display of children's birthdays

How Old Are You?					
5 years old	Jon	Maia	Kim	Min	Erik
6 years old	Sam	Ali	Umi	Boaz	

Graph showing children's ages

Counting Steps

Home Link 1-3

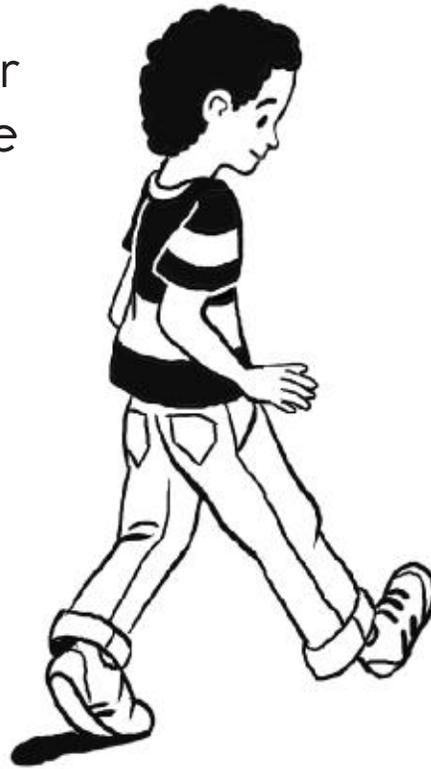
NAME

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Family Note

Children enjoy counting things. Look for opportunities to practice this skill. You will be pleasantly surprised how counting things brings about many playful and productive mathematics activities. Counting hops, skips, jumps, and sidesteps helps children develop counting skills as well as coordination. When you count with your child, help him or her say one number word for each item counted and reinforce that the last number he or she says tells the total number of things counted.

Count the steps you need to walk from the sidewalk to the front door (or any two places). Try to walk the same distance with fewer steps or with more steps.



Get into the counting habit! When you take a walk, try hopping, skipping, jumping, or sidestepping a certain number of times.

Numbers All Around

Home Link 1-4

NAME

DATE

Family Note

In this activity, children become more aware of numbers all around them, as well as the varied uses of numbers. Encourage your child to notice numbers in your home. Talk with your child about what the numbers represent and how they are used.

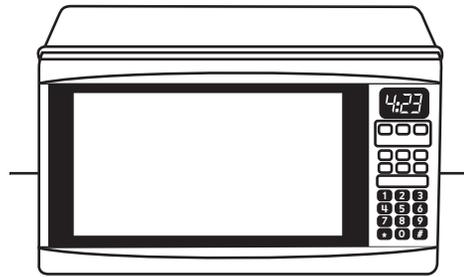
Look for numbers around your home.

Where did you find the most? In your bedroom?
In the kitchen? In another room?

Where else did you find
numbers?

Draw a picture below of some
things you found that have numbers.

You can use the back of this page or a separate sheet
of paper if you need more room.



Family Celebration Math

Home Link 1-7

NAME

DATE

Family Note

In school today, we created a class graph to show the months of children's birthdays. Family celebrations provide an excellent opportunity for your child to practice and use his or her developing mathematics skills at home! Try some of these activities with your child before and during family gatherings.

Practice your math when your family gets together for a celebration!

- Count the number of people who are coming. How many are children? How many are adults?
- Set the table with the right number of plates, cups, and napkins. Make sure there is just one of each item for each person.
- Make some place cards, a banner, or other decorations using shapes, patterns, and numbers.
- Help with the cooking. Notice how often you use numbers, counting, and measuring when you cook!



Count and Seek

Home Link 1-9

NAME

DATE

Family Note

Your child is learning that a quantity of objects is the same regardless of the type of object or the arrangement. For example, although they look very different, all of the following represent 5: 5 blocks stacked up, 5 blocks laying down, 5 big books, 5 little books, 5 fingers on one hand, and 2 fingers on one hand and 3 on the other. Counting out, grouping, and comparing sets of objects of a given number will deepen your child's number sense. In this activity, children practice counting out sets of objects (such as shoes, spoons, stuffed animals, books, and so on) and arranging them in different ways.

Choose a number (1 to 10) as the target number.

One person collects the target number of objects and places them together in a room. The other person tries to find the collection and counts it.

Together rearrange the items in at least two different ways and count them again! You may want to draw a picture of your collection in different arrangements.

Switch roles and play again.

Don't forget to put everything away!



Shape and Color Patterns

Home Link 1-13

NAME

DATE

Family Note

Your child is learning to identify a *pattern* in a simple arrangement of objects and to predict how the pattern will continue or grow. The concept of predictable patterns is an important part of mathematics.

As your child creates patterns with food or familiar objects, encourage him or her to describe the objects in detail (round, straight, curvy, pointy, and so on) and to name their shapes. Being able to notice and describe these details will help your child learn about shapes and geometry throughout the year.

To make color patterns, dye uncooked pasta by placing the pasta in resealable bags and adding 1 tablespoon of rubbing alcohol and 3 to 4 drops of food coloring for each color you want to create. Shake the bags and then dry the pasta on newspaper.

You can make patterns with food. Use cereal and crackers that have different shapes and colors.

String cereal or pasta (or both) on yarn to make patterned jewelry, or glue them on paper.

Ask a family member to try to figure out your pattern. (Do not eat these patterns!)

