

Section 3: Family Letter

NAME _____

DATE _____

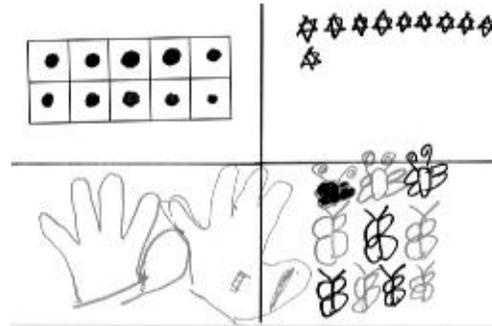
Dear Families,

We are beginning Section 3 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

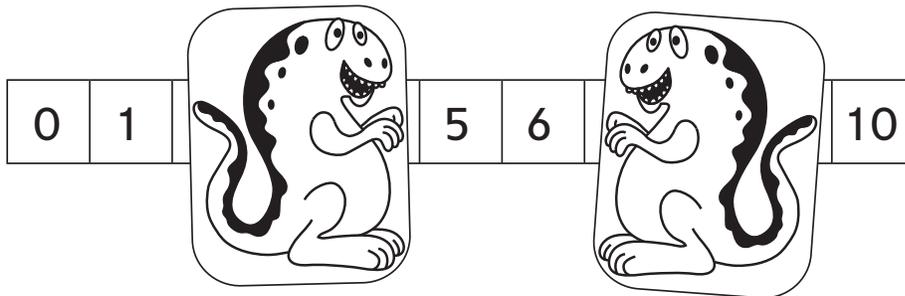
Numerals Throughout Section 3, children will make connections between written numbers and what they stand for. For example, the numeral 10 may represent ten fingers, ten stars, or ten spaces on a gameboard. Children will practice writing and interpreting numerals as they create number books and show numbers in many ways.

They will also build on their understanding of the number sequence by putting numerals in order, and observing and discussing that each number is exactly one more than the number before it in the counting sequence.

Children will continue playing games to deepen their understanding of numerals. In *Spin a Number* and *Monster Squeeze*, they will practice recognizing and comparing numerals.

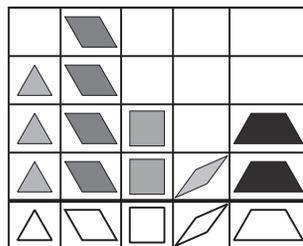


Children show the number 10 in four different ways.



In *Monster Squeeze*, children use number relationships (greater/less) to find a mystery number.

Graphing Earlier in Kindergarten, children collected and organized data to create a class birthday display and a graph showing their ages. In Section 3, they will sort pattern blocks to create a graph. (Pattern blocks are used throughout *Kindergarten Everyday Mathematics* to explore shapes and shape combinations.)



Children sort pattern blocks by shape and create a graph. They count and compare totals of each type of shape.

Sorting a Collection

Home Link 3-1

NAME

DATE

Family Note

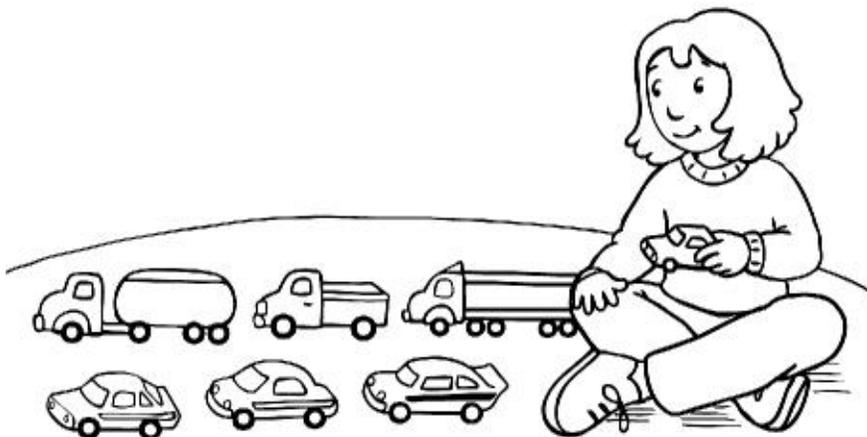
Children love to sort! At school, children sorted blocks by shape and compared the number of blocks in each group. Encourage your child to think of different ways that objects at home can be sorted, such as by color, size, shape, or function. For this activity, help your child find a collection for sorting, such as toy animals or cars, rocks, shells, writing or drawing tools, mixed-shape or mixed-color cereal or pasta, or other items. After sorting, encourage your child to count and to compare the number of items in each group.

Gather a collection of objects.

Sort your objects. (You can sort by, color, size, shape, or another way that is interesting to you.)

When you have finished sorting, count how many objects you have in each group.

- Which group has the **most**?
- Which group has the **fewest**?
- Do any groups have the **same number**?
- **Challenge:** How many more are in one group than another?



Ten-Coin Toss

Family Note

By the end of Kindergarten, children should be able to find number pairs that add to 10, such as 9 and 1, 8 and 2, 7 and 3, and so on. Children are beginning to develop this understanding by playing games with sets of ten and by using ten frames, such as the one below. Do not expect your child to memorize the number pairs at this point. Children will have plenty of practice finding number pairs that add to 10 throughout the year.

Gently toss 10 pennies. Sort the pennies into groups of “heads” and “tails” and put them on the ten frame.

Count the number of heads and the number of tails. You may want to record the numbers you find on the back of this page.

Repeat at least three more times.

Longer or Shorter?

Home Link 3-5

NAME

DATE

Family Note

Your child is learning about length measurement by comparing objects and describing them as *longer* and *shorter* than other objects. In Kindergarten we focus on direct comparisons of length to prepare children to use measuring tools later. Help your child line up the end of his or her arm (at the longest finger) with the end of the object being compared. This technique will be helpful later when your child learns to line up objects with the end of a ruler or other measuring tool.

Compare the length of your arm (starting from the tip of your longest finger) to objects at home or outside.

Which objects are shorter than your arm?

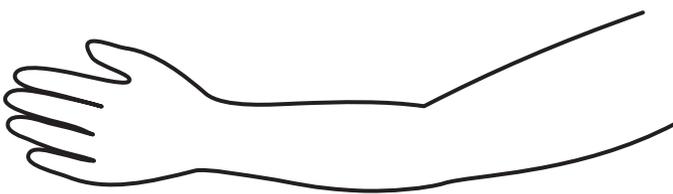
Which objects are longer than your arm?

Pretend the picture below is your arm.

Draw one thing you find that is shorter than your arm.

Draw one thing you find that is longer than your arm.

Share your drawings with someone at home.



Simon Says

Home Link 3-6

NAME

DATE

Family Note

In school, children are practicing using positional language to describe objects in the environment. Playing *Simon Says* helps your child learn the meaning of these words by providing opportunities to follow and use positional commands.

Play *Simon Says* with your family. Use positional words such as **above**, **below**, **next to**, **in front of**, and **behind**. Take turns being “Simon” (the leader).

Use clues such as these:

- *Simon says, put your finger **below** your chin.*
- *Simon says, put your foot **next to** your knee.*
- *Simon says, shake your hands **behind** your back.*
- *Wiggle your fingers **above** your head.*
(Don't follow this command. Simon didn't say!)



Counting and Writing Numbers

Family Note

At school, your child has been practicing writing the numbers 0–10 to represent sets of objects. Encourage your child to use this new skill by counting items at home and writing numbers to represent his or her findings.

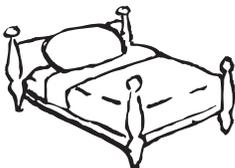
How many of the following things are in your home?
Count and write the numbers.



_____ people



_____ pets



_____ beds



_____ sinks

Draw a picture of your choice and write the number.

Line Up

Home Link 3-9

NAME _____

DATE _____

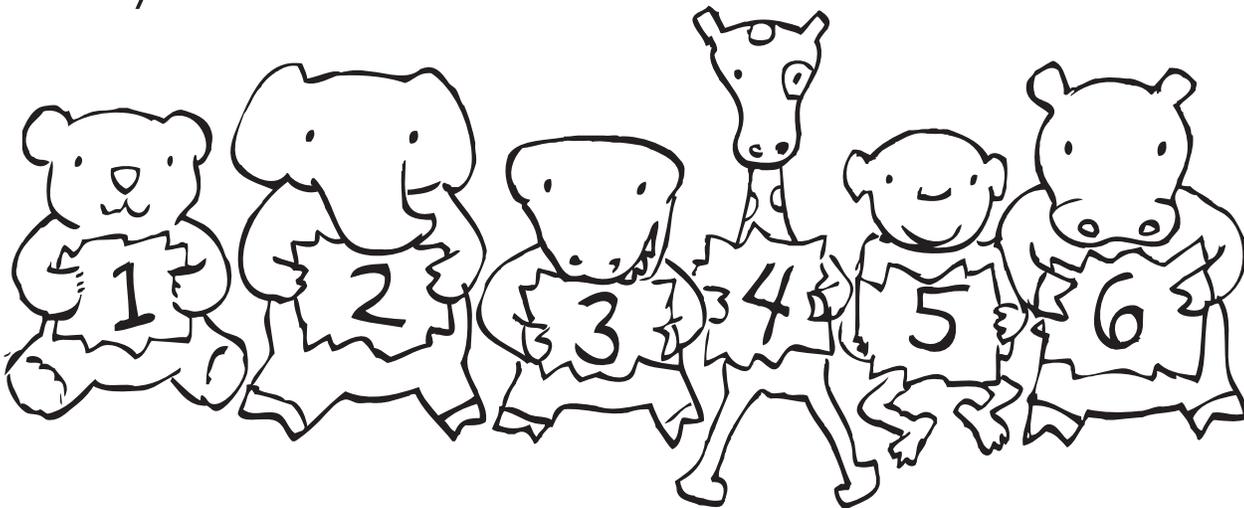
Family Note

Our class has been learning about the numbers 1–10 and about why their order matters. Connecting numbers to sets and seeing how each number is exactly one more than the number before helps children build important foundations for later arithmetic skills.

Take 1 stuffed animal (or building block or other toy). Cut out the number 1 from a magazine or newspaper or write “1” on a piece of paper. Place the number in front of the toy.

Place a second toy next to the first one. Cut out or write the number that should go in front of the second toy.

Continue until you have a line of 10 toys. Each toy should be labeled with the correct number. Count the toys to check.



Number-Card Games

Home Link 3-10

NAME

DATE

Family Note

Our class has been learning about numbers and the quantities they represent. Playing games is a fun and effective way to learn about numbers. Many games can be played using a deck of cards. In addition to the games below, your child may also think of other games to play with the cards.

Remove the face cards from a deck of playing cards. Keep the aces and use them to represent the number 1. Use the cards (or your number cards from school) to play these games with a family member or friend.

Nimble Numbers

1, 2, 3, 4, 5!



1. Put your cards in a pile facedown.
2. Pick a card.
3. Choose a movement and do it as many times as the number on the card. For example, if you pick a 5, you may squat or jump 5 times. Count aloud to help you do 1 movement for each number you say.
4. Take turns. Choose a new movement each time!

Line Up

1. Give each player a set with 1 card of each number.
2. Players race to put their cards in order from 1 to 10. You can also play this game by yourself. Ask a family member to time how long it takes you to put your cards in order. Try to beat your best time!

Monster Squeeze

Home Link 3-12

NAME

DATE

Family Note

Monster Squeeze is a game that reinforces number recognition and the concepts of greater and less. Directions are provided below, but let your child take the lead in teaching you the game.

Materials Two monsters and a 1–10 number line

Players 2

Object To guess the mystery number

Directions

1. Player 1 places one monster at each end of the number line, facing the other. The same player chooses a mystery number between 1 and 10 and writes it on a piece of paper.
2. Player 2 guesses a number.
3. Player 1 says whether the number guessed is too low or too high and covers the number with a monster. (The left monster covers the number if the guess was too low. The right monster covers the number if the guess was too high.)

Example: If the mystery number is 6 and the guess is 3, the left monster moves up the number line to cover the 3. If the guess is 8, the right monster moves down the number line to cover the 8.

4. Players keep guessing and moving the monsters until the mystery number is guessed, or “squeezed,” between the monsters!

Cut out the monsters and the number line.

Use them to teach someone to play *Monster Squeeze*.

