

Section 4: Family Letter

NAME

DATE

Dear Families,

We are beginning Section 4 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

Counting by 10s and Counting On Children will expand their oral counting skills in Section 4. In addition to counting by 1s through 100, they will count by 10s (10, 20, 30 . . .) and “count on” starting from numbers other than 1.

Exploring Weight and Capacity In previous sections, children practiced describing and comparing *lengths* of objects. In this section, they will explore two other measurable attributes: *capacity* (how much a container can hold) and *weight*.



Children compare the weights of natural objects using a pan balance.



Children fill containers of different shapes and sizes and compare their capacities.

Composing and Decomposing Numbers Children will use sets of objects to explore how numbers can be broken down into combinations of smaller numbers. For example, they may show 5 as a group of 1 blue cube and 4 red cubes, or 2 blue cubes and 3 red cubes, and so on.



Combining Shapes Children will use and expand their knowledge of shape names and attributes as they combine smaller shapes to make larger ones. They will be challenged to create hexagons using different combinations of triangles, trapezoids, and rhombuses.



Attribute Treasure Hunt

Home Link 4-1

NAME _____

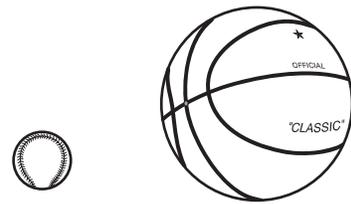
DATE _____

Family Note

Attributes describe the physical characteristics of an object, such as its size, color, and shape. In school, your child has been identifying attributes of blocks and sorting them by common attributes. These skills lay a foundation for later work in geometry and algebra. Plan an attribute treasure hunt at home to help your child practice describing and organizing objects according to multiple characteristics.

Go on an “attribute treasure hunt” with a family member. For example:

- Find a small ball and a large ball.



- Find a thin book and a thick book.



- Find something taller than you and something shorter than you.
- Find as many red objects as you can.
- Find as many round objects as you can.
- Make up your own!

Making a Shoe Graph

Home Link 4-3

NAME

DATE

Family Note

At school, we made and analyzed a graph of children's favorite colors. At home, children can make a real-object graph by sorting different shoes into categories (shoes with laces, black shoes, fancy shoes, and so on) and lining them up by category. Ask questions to help your child compare the number of shoes in each group. If you do not have enough shoes to sort, your child can use another collection, such as silverware or toys.

Gather the shoes in your house.

Sort the shoes in a way that is interesting to you.

Organize the groups of shoes into lines to make a graph.

Which kind of shoe is the **most** common?

Which kind of shoe is the **least** common?

What other questions can you answer by looking at your graph?



Match Up with Ten Frames and Numbers

Home Link 4-5

NAME

DATE

Family Note

Ten frames help children see quantities flexibly and break them apart in different ways. They also lay groundwork for learning addition and subtraction facts. Children have played several versions of the game *Match Up* at school. In this version, use the deck of ten-frame and number cards your child brings home to match numerals with ten frames that show that number of dots. Please return the decks so we can continue to play at school.

Materials Ten-Frame Cards and Number Cards from school

Players 2

Object To collect the most ten-frame and numeral matches

Directions

1. Place the cards facedown in two rows on a table or on the floor. (Separate the ten-frame row from the number row.)
2. Players take turns choosing one ten-frame card and one number card.
3. If the cards match, the player explains how he or she knows they match and keeps the cards. If the cards don't match, the player turns them back over.
4. Play until all the matches have been found.

Play *Match Up with Ten Frames and Numbers* with someone in your family.



Heavier or Lighter?

Family Note

In school we have been talking about different types of measures, such as weight and length. Support your child's developing measurement skills by pointing out the many ways we measure things in everyday life. Help your child make connections to the pan balances we've been using in school to compare the weights of objects. As you talk with your child, model the correct use of words and tools to describe and compare sizes and weights of different things.

Compare the weights of two objects by extending both arms and holding one object in each hand.

Which object is heavier? Which object is lighter?

How did your arms look? Draw a picture to show which object felt heavier and which one felt lighter.

What tools could you use to check which object weighs more?

Try this again with other objects.



Measuring Capacity

Home Link 4-10

NAME

DATE

Family Note

In addition to learning about length and weight, we are learning about capacity, the amount a container can hold. Filling containers and comparing their capacities gives your child the opportunity to experiment with measurable attributes in a playful context. Bathtime provides an excellent opportunity to compare and experiment with containers of all shapes and sizes. Make sure that the containers you use for this activity are lightweight and unbreakable.



Collect some containers that are different shapes and sizes, such as cottage cheese tubs, plastic bottles, and juice containers.

Use the containers to pour water back and forth.

Which container holds the **most**?

Which container holds the **least**?

Do any containers hold about the **same amount**?

Which ones? Draw a picture of them.

Counting Fingers

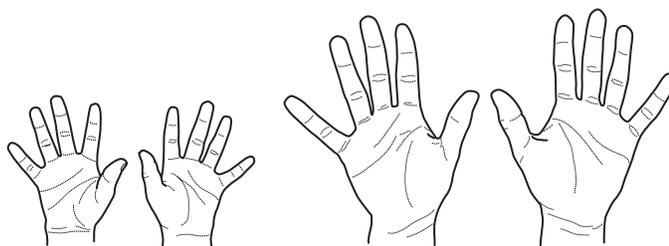
Family Note

Children enjoy counting, and they find ways to practice this skill all the time. In addition to counting by 1s, children are learning to “skip count” by 10s. When your child counts by 10s, help him or her connect the counting words with the concept of making groups of 10. Counting fingers (and toes) is an excellent way to begin.

Count all of the fingers in your family.

Count by 10s. (Don't forget yourself!)

Count by 1s to double check.



On the back of this page, draw the fingers of all the people in your family.

Try to write the number of fingers.

(It might be a big number. Ask someone for help if you need it.)

What else could you count by 10s?
(Hint: What do you put in a shoe?)

Top-It with Number Cards

Home Link 4-12

NAME

DATE

Family Note

Top-It reinforces number recognition and helps children learn to compare two numbers to decide which one is greater or less. (You may remember this game as *War*.)

Materials Number cards from school or a deck of cards

Players 2

Object To collect the most cards

Directions

1. Shuffle a deck of cards and then divide it evenly between two players, turning the cards facedown on the table.
2. Players turn over their top cards and read the numbers aloud.
3. The player with the greater number keeps both cards.
4. If both players get the same number, they turn over the next card on their stacks until one player wins and takes all the cards for that round.

Play *Top-It* with someone in your family.



100th Day Project

Home Link 4-13

NAME

DATE

Family Note

Our class has been adding one number for each school day to our Growing Number Line. The 100th day of school is coming up soon, and it will be a major celebration!

One part of our celebration will be to create a 100 Museum containing collections of 100 things brought in by each child. Children have been thinking about things they might collect, such as a chain of 100 paper clips, a collection of 100 baseball cards, a necklace with 100 beads, or a building made from 100 blocks. We have been talking about ways to count the collections without losing track of the numbers. Making groups of 10 is a good way to count and display the objects.

Children may need a little help gathering materials, but they should be able to do most of the work themselves. Your child can bring in his or her collection as soon as it is ready. We look forward to a rewarding mathematical day!

Create a collection of 100 objects.

Count your objects and arrange them in whatever way you like.

Bring your 100th Day collection to school by

_____ .