

# Section 5: Family Letter

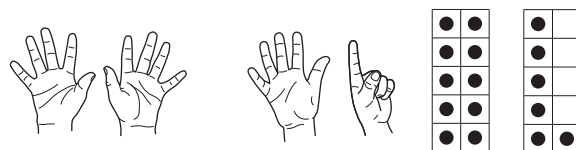
NAME

DATE

## Dear Families,

We are beginning Section 5 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

**Teen Numbers** In Sections 1–4, children have worked extensively with numbers 0–10. In Section 5, they will begin to build an understanding of place value by exploring the numbers 11–19. They will use fingers and counters to show that these numbers are made up of a group of ten and some additional ones.



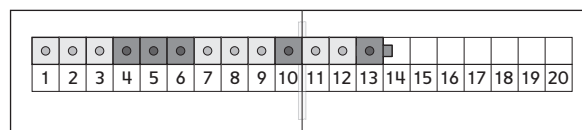
The number 16 is represented as “ten and some more ones” with fingers and with counters on a double ten frame.

**100th Day of School** We have been tracking the number of days we have been in school. On the 100th day, children will count and share their own collections of 100 objects. We will also celebrate with fun math activities such as counting games and 100-themed art, movement, and snack activities.



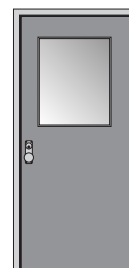
A collection of 100 stickers

**Introduction to Symbols** During Section 5, children will be introduced to the equal ( $=$ ) and addition ( $+$ ) symbols. They will relate the equal symbol to earlier experiences of showing the same number in many ways. They will use the addition symbol as they act out addition situations with counters. Children will practice using these symbols in games such as *Growing Train*, in which they roll a die labeled  $+1$ ,  $+2$ , and  $+3$  to add to connecting-cube “trains.”



Children become familiar with the addition ( $+$ ) symbol while playing *Growing Train*.

**Shapes** Children will continue to explore 2-dimensional shapes by going on a “shape walk” to look for shapes in their environment and by playing *I Spy*. They will draw the shapes they see and practice using positional words to describe them.



“I spy something that is round *next to* the door.”

# Counting on the Number Grid

## Home Link 5-1

NAME

DATE

### Family Note

The 0–100 number grid is a mathematical tool that children can use to help them count, explore number patterns, and develop an understanding of place value. Display the number grid (on the following page) in your home and use it to complete the fun activities below. Return to the number grid frequently to practice the activities with your child.

Look for patterns on the number grid.

- What happens as you move your finger across a row?  
When you move your finger down a column?
- Where are the smaller numbers?  
Where are the larger numbers?

Close your eyes and point to a number on the grid.

- Count up *to* that number from 1.
- Or count *from* that number up to 100.

Take turns covering a number with a coin and guessing what the number is. Then say the number right before and right after that number.

Put a coin on the 0 space and roll one or two dice. Move your coin forward the number of spaces shown on the dice, following the order of the numbers on the number grid. Continue until you reach 100!

Invent your own number-grid activities and games!

# Counting on the Number Grid (continued)

Home Link 5-1

NAME

DATE

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

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# Drawing Favorite Family Shapes

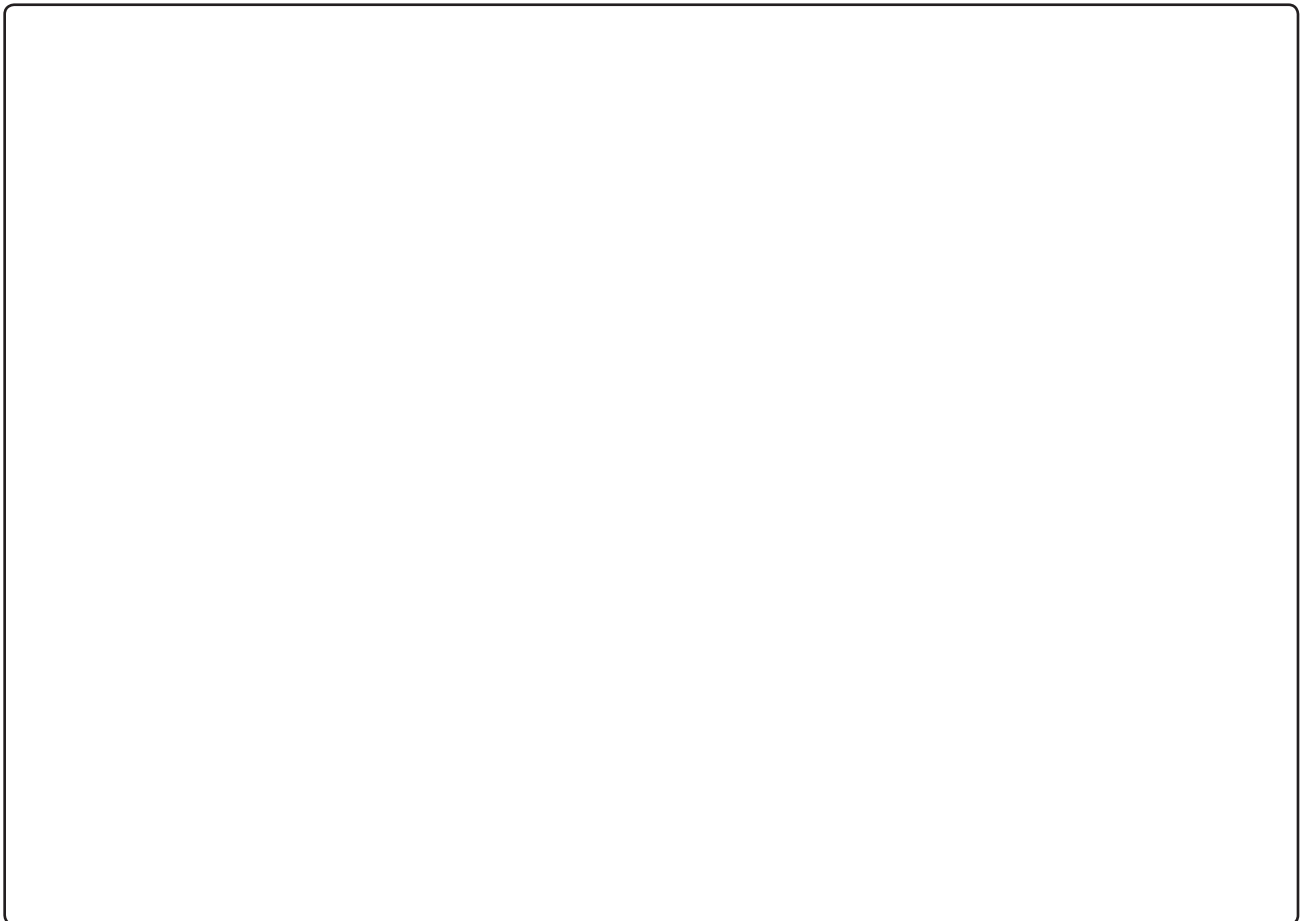
## Family Note

At school, children are learning to draw shapes. Although drawing is a skill that many Kindergarten children are just developing, it can be used to help them understand the characteristics of shapes. Support your child with this activity by having him or her describe the number of sides and vertices (corners) in the shapes they want to draw. Don't worry if the shapes aren't perfectly drawn.

Ask your family members and friends to tell you their favorite shapes.

Draw and label them below. Describe the shapes to someone.

Draw your favorite shape too!



# I Spy with Shapes

## Home Link 5-5

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### Family Note

Your child is learning to recognize and name a variety of shapes. Ask him or her questions about an object's shape whenever the opportunity arises. To broaden your child's knowledge of shapes, be sure to highlight shapes in a variety of sizes and orientations. (Without adult assistance, many children only recognize prototypical shapes, such as a triangle with equal sides or a triangle sitting on one of its bases.) By pointing out and discussing the variety of shapes all around, you will help your child build awareness of geometry concepts and vocabulary.

Play *I Spy with Shapes* with someone. Pick an object that you can see. Give a clue about the shape of the object. Then have the other person guess which object you are describing. Begin with easy clues and then give some harder ones.

Examples:

- "I spy something that is square."
- "I spy something on the wall that is round and has two hands."
- "I spy something that is a rectangle and has rectangular buttons."

Take turns giving clues and guessing.



# Teen Partners

## Home Link 5-8

NAME

DATE

### Family Note

Children have been learning to count, read, and represent the numbers 10 through 20 with groups of objects. Use this activity to help your child understand that each of these numbers is composed of a ten plus some more ones. (For example, ten and zero more ones are 10, ten and five more ones are 15, and ten and ten more ones are 20.)

Point to and read a number from the strip below.

Ask a family member to show ten fingers.

Use your fingers to complete the number.

Count the fingers all together. Cross the number off the strip and do it again with a new number.

10	11	12	13	14	15	16	17	18	19	20
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# Number Stories with Addition

Home Link 5-10

NAME

DATE

## Family Note

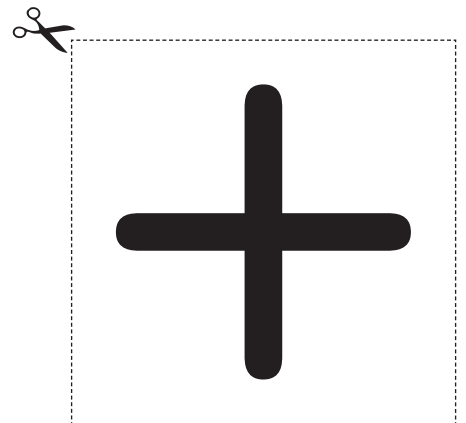
Your child has been learning about the addition (or plus) symbol. Share stories that involve putting together or adding to groups of objects to help your child connect the addition symbol to real-world contexts.

Cut out the addition symbol (+).

Take turns telling and solving number stories that use addition. For example: *Two children were on the playground, and three more came to play. How many children were there all together?*

Use pennies or other small objects and the addition symbol (+) to act out, or model, the stories.

Draw or write one of your number stories below.



# Snack Addition

Home Link 5-11

NAME

DATE

## Family Note

Your child has been learning about adding and about the addition symbol. Cut out the symbol below to make simple addition expressions with snacks. Place the snacks in scattered arrangements to give your child practice counting and organizing scattered sets, which can be difficult.

Put a small number of snacks, such as cereal or raisins, on a table and count them.

Cut out the addition symbol (+) and put it next to the snacks.

Put another group of snacks next to the addition symbol and count them.

Remove the addition symbol and put all the snacks together in one pile. Count the snacks and say how many there are all together. Count again to check.

Repeat with other numbers and snacks.

