

Section 6: Family Letter

NAME

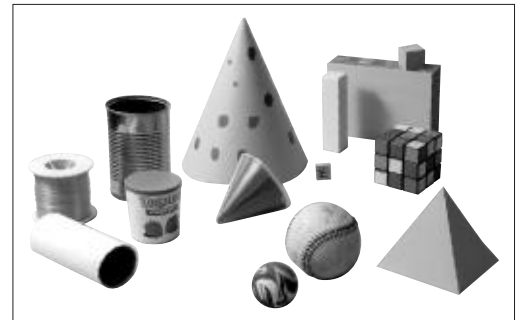
DATE

Dear Families,

We are beginning Section 6 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

Length Measurement Children will use strings to compare their heights to the heights of classroom objects. They will also order objects from shortest to longest. Finally children will explore quantifying length by measuring themselves with stick-on note “units” to see if they are tall enough to go on an imaginary amusement park ride.

2- and 3-Dimensional Shapes Children will learn to describe and name many 3-dimensional shapes, such as cubes, spheres, cylinders, and cones. They will also compare 3-dimensional shapes to one another and to 2-dimensional shapes. In the process, children will notice the many 2-dimensional shapes that form the faces of 3-dimensional shapes and objects.



Addition and Subtraction Situations and Symbols Children learned to use the addition and equal symbols in Section 5. In Section 6, they will use the subtraction symbol to represent “taking away” or “taking apart” situations. Children will make sense of the relationship and differences between addition and subtraction as they solve a variety of number stories and play *Growing and Disappearing Train*.



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Children use operations symbols and numbers to add and subtract cubes as they play *Growing and Disappearing Train*.

Sorting Children will create and apply rules to sort people or objects into different categories, and they will try to figure out others’ sorting rules. For example, while playing “What’s My Rule?” Fishing, children may determine that they are being sorted by clothing color or the type of shoes they are wearing (or both). Using rules to create and describe categories is an important mathematical skill.



Children discover the “shoe type” rule by noting that all who are asked to stand have shoes that tie.

Reading the Calendar

Home Link 6-1

NAME _____

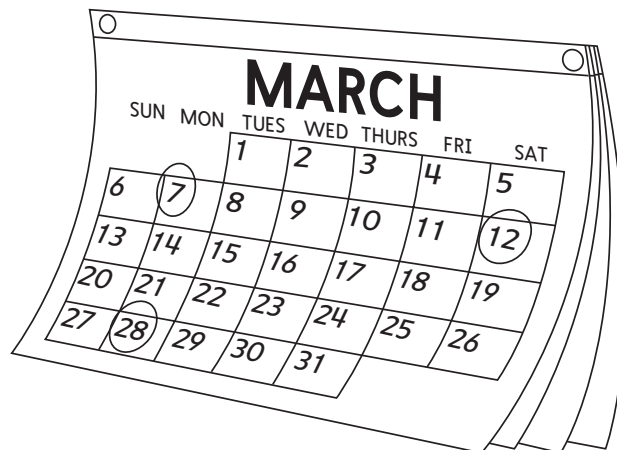
DATE _____

Family Note

Calendars offer valuable opportunities for children to count and read numbers. We have a calendar routine at school to help us keep track of school events. Have your child help you record and track important family appointments and events on a calendar at home.

Look at your calendar to find answers to the following questions:

- How many days are in this month?
- How many Wednesdays? Fridays? Sundays?
- Are there more Wednesdays or Fridays?
Weekdays or weekend days?
- What is today's date?
- How many days are left in this month?
- Are there holidays or special days this month? When are they? Circle or mark them on your calendar.
- Does this month or last month have more days?
How many more? How about next month?



Comparing Heights

Family Note

Your child is developing an understanding of measurement by comparing and ordering objects of different sizes from shortest to longest. Build on classroom experiences at home by helping your child record the heights of family members on a doorframe or a large sheet of paper. Measure and mark the same people's heights again in a few months and note whether anyone has grown taller.

Have a family member measure and mark your height. Label it with your initials and the date.

Help measure, mark, and label the heights of other family members.

Compare heights:

Who is tallest?

Who is shortest?

Which family members are closest in height?

Line up your family members in order from shortest to tallest.

Mark and label everyone's heights again in a few months and compare them with today's heights.



Solid-Shapes Museum

Home Link 6-4

NAME

DATE

Family Note

At school we have been learning about 2-dimensional and 3-dimensional shapes, and children have been noticing shapes all around them. Manipulating, exploring, and discussing 3-dimensional objects helps children learn the names of these objects and builds their spatial sense. Many familiar objects closely resemble 3-dimensional geometric shapes. For example, balls are spheres and dice are cubes. At home, encourage your child to look for and describe 3-dimensional objects to bring to school for our classroom's Solid-Shapes Museum. It is also helpful for children to notice and discuss the 2-dimensional shapes that are part of many 3-dimensional objects, such as the circular faces on the ends of cans and the square faces on dice.

Look around your home for 3-dimensional geometric shapes. Try to find examples like the ones below and describe them to someone.

sphere: ball, globe

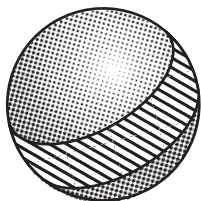
cube: dice, square box

cylinder: food can

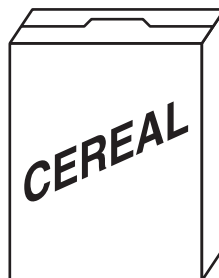
cone: ice-cream cone, party hat

rectangular prism: cereal box, book

Bring in some objects to add to our classroom's Solid-Shapes Museum.



Sphere



Rectangular prism



Cylinder

Take-Away Number Stories

Home Link 6-8

NAME

DATE

Family Note

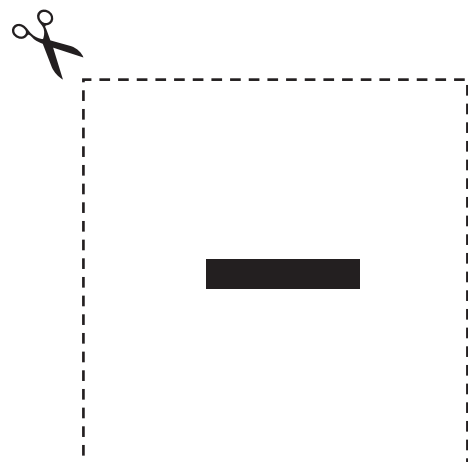
Your child has been learning about the subtraction (or minus) symbol. Share stories that involve taking away, or removing, groups of objects to help your child connect the subtraction symbol to real-world contexts.

Cut out the subtraction symbol (−).

Take turns telling and solving number stories that use subtraction. For example: *We made 6 pancakes. Our family ate 4 of them. How many pancakes do we have left?*

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

Draw or write one of your number stories below.



Disappearing Snack Trains

Home Link 6-9

NAME

DATE

Family Note

Your child has been learning to model “take-away” (subtraction) problems with real objects. For this activity, take all the aces, 2s, and 3s from a deck of cards and shuffle them. Or make 1, 2, and 3 number cards—four cards for each number—out of paper. Your child can help you find or make the cards.

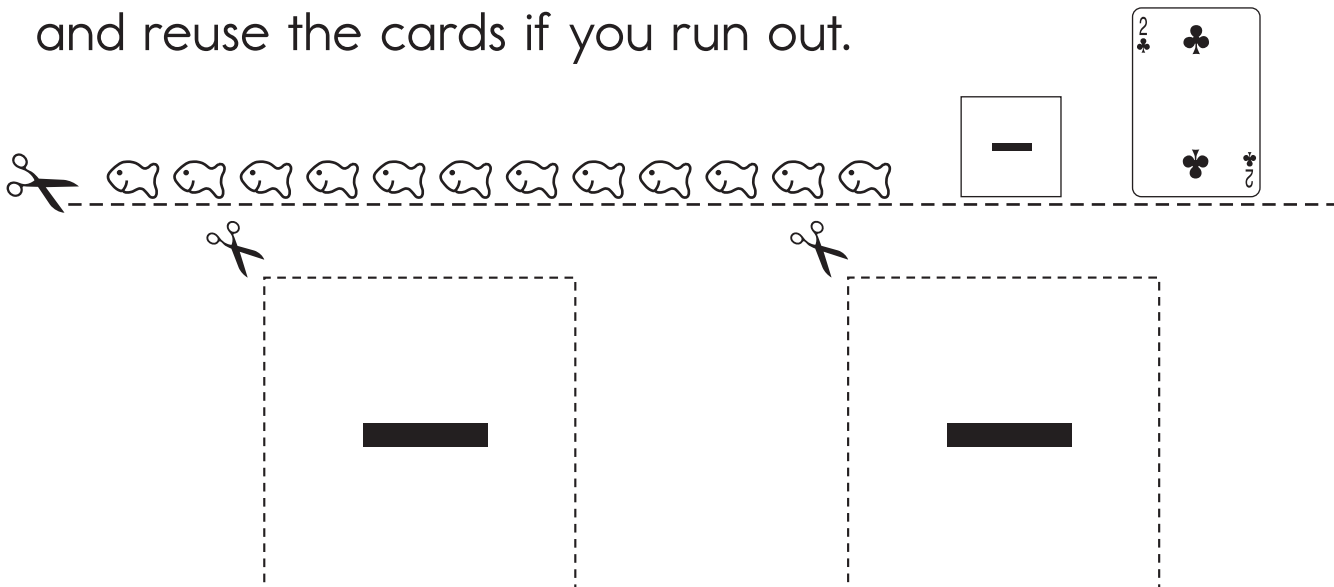
Make two lines of 20 pieces of small snacks, such as fish crackers, cereal, or raisins—a line for you and a line for your partner.

Cut out the subtraction symbols (−) and place them to the right of each snack line.

Players take turns drawing a number card, laying it to the right of their subtraction symbol, and subtracting (eating) that number from their “snack train.”

After each turn, compare the trains:
Which has more snacks? Which has fewer?

Play until one player has eaten all their snacks. Shuffle and reuse the cards if you run out.



Penny Plate

Family Note

Play *Penny Plate* to help your child practice finding combinations of numbers that add to 10.

Materials 10 pennies, 1 paper plate

Players 2

Object To figure out how many pennies are hidden

Directions

1. Player 1 turns the plate upside down, hides some of the pennies under the plate, and puts the rest of the pennies on top of the plate.
2. Player 2 counts the pennies on top of the plate and figures out how many pennies are hidden under the plate.
3. Players trade roles and repeat Steps 1 and 2.
4. Play several rounds.

Play *Penny Plate* with a family member. What do you notice about combinations of numbers that add to 10?

