

Section 7: Family Letter

NAME

DATE

Dear Families,

We are beginning Section 7 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

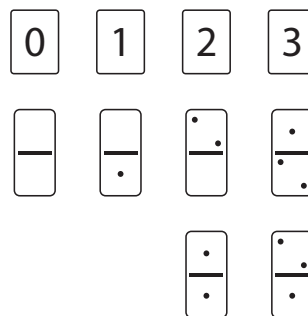
Addition and Subtraction Strategies Children will solve basic addition and subtraction problems using a counting-on or counting-back strategy. For example, to add 6 and 2: *I can start at 6 and count up 2 numbers: 6 ... 7, 8. Six and 2 equals 8.* Children will hop along a large, walk-on number line to model these strategies concretely. They will also add the dots on both sides of dominoes and match the totals with written numerals, noticing different combinations that add to the same number. To develop fluency with addition and subtraction facts within 5, children will learn and play *Dice Addition* in Section 7. (They will learn and play *Dice Subtraction* in Section 8.)

Collecting and Representing Data During Section 7, children will collect and record data in various contexts. They will ask interesting survey questions of their classmates, and then organize, display, and analyze the response data they collect.

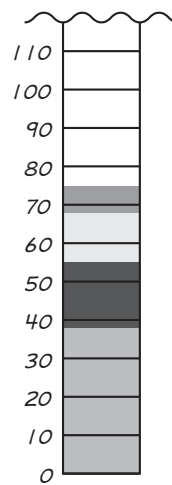
Children will also begin to accumulate data about a class collection. First they will vote on an object the class can collect. Then they will count and record the total as the children bring in objects from home to add to the collection. The collection provides valuable practice in counting to large numbers, counting by 10s and 1s, and organizing and tracking data.

Through these different experiences with data, children will learn about representing and analyzing information in mathematical ways.

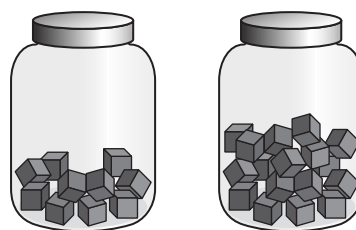
Estimation Children will use a reference jar filled with a known number of objects to help them make estimates (or “smart guesses”) about the number of objects in a second container. We will revisit this Estimation routine regularly for the remainder of the school year. Children get better at estimation with experience and practice, so look for real-life opportunities for your child to estimate how many people are in a room, snacks are in a bag, flowers are in a garden, and so on! Encourage your child to explain his or her estimate; then count the objects together. Estimation develops number sense and problem-solving skills, so estimate with your child often!



Children add the dots on dominoes and look for different ways to find the same totals.



Children represent the number of objects in their class collection using a thermometer-style graph.



Children use a jar of 10 objects to estimate the number in the second jar.

“What’s My Rule?”

Home Link 7-2

NAME

DATE

Family Note

Your child has been playing a game at school to figure out sorting rules. Use collections of household objects such as coins, toys, stuffed animals, utensils, or a pile of laundry to help your child identify and apply sorting rules.

Materials A collection of similar objects (toys, utensils, clothing, and so on)

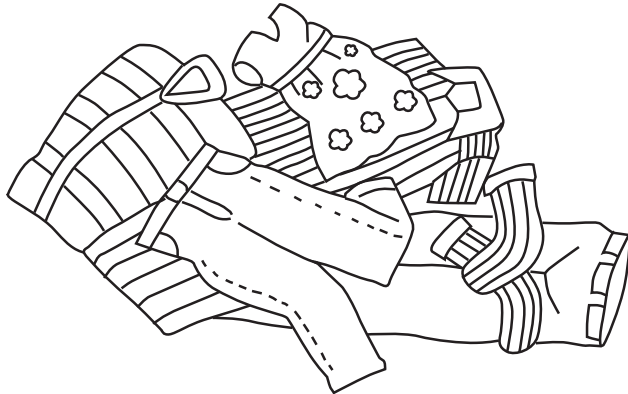
Players 2

Object To sort objects and identify a sorting rule

Directions

1. Choose a **rule** (such as “objects that have stripes” or “objects that have wheels”).
2. Pick out the objects that follow your rule while a family member watches.
3. Have a family member guess your rule.
4. Switch roles and play again!

Play “What’s My Rule?” with someone in your family!



My rule is: Dad’s socks!

Counting by 10s

Home Link 7-5

NAME _____

DATE _____

Family Note

In school we are learning to *skip count* by 10s. Counting by 10s can help children count sets of objects more efficiently, and it also helps them recognize and understand number patterns and place value. Look for opportunities to help your child practice counting by 10s.

Show a family member how you can count by 10s to 100. Use the number strip below if you need help.

How many fingers and toes do you have in your home all together? Find the total by counting by 10s!

Look for other things you can count in groups of 10. You can create sets of 10 by placing 10 paper clips, coins, cereal pieces, or other small objects in piles, cups, or plastic bags. Count the collection by 10s.



10	20	30	40	50	60	70	80	90	100
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Survey Record Sheet

Home Link 7-7	
NAME	DATE

Family Note

Observing and collecting data gives children the opportunity to count, to compare numbers, and to think about how numbers can reveal information. Help your child think of a survey question and conduct the survey with family members or friends. (Your child may wish to contact long-distance family members to gather more data.) After your child finishes conducting the survey, have him or her count to find the totals for each category and compare the results.

Conduct a survey among your family and friends. Put possible responses at the top of each column below, and record names in the correct column. Use the back of this sheet or another piece of paper if you need a different kind of chart to record your responses.

Survey Question: _____

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Penny Jar

Home Link 7-8

NAME _____

DATE _____

Family Note

A penny jar provides great mathematics opportunities! Have family members add spare pennies at the end of each day. Count the pennies together once a week to reinforce the counting skills we are working on in school. As the penny collection grows, family members can estimate how many pennies are in the jar before counting them. Estimation is not just guessing. It is using what you know to make a "smart guess."



Start a penny jar to collect your family's pennies.

Once a week, estimate how many coins are in the jar:

- Take a small handful of pennies and count them.
- Compare the number in your hand with the number in the penny jar. *How many pennies do you think are in the jar?*
- Count the pennies in the jar and then record the number. *How close was your estimate?*
- *How many pennies do you think will be in your jar next week? Keep track of how the number changes.*

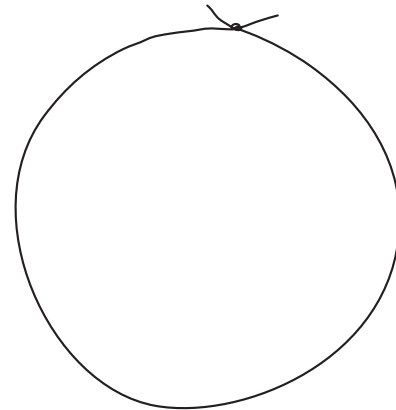
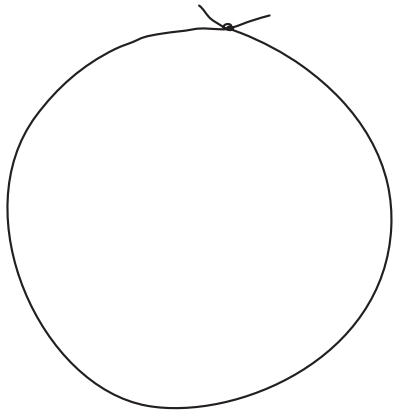
Bead Combinations

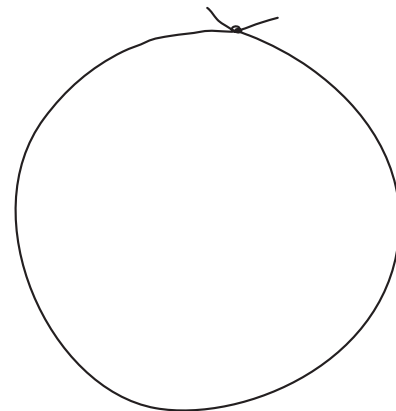
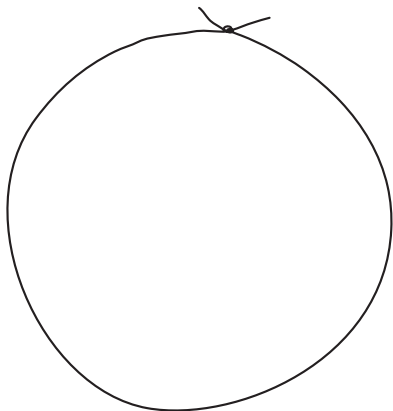
Family Note

In school we have been *decomposing*, or grouping, numbers in different ways. For example, the number 6 can be shown as 5 and 1; or 4 and 2; or 3 and 3; or even 3, 2, and 1. Along with this Home Link, your child will bring home a counting loop with beads to practice showing numbers in multiple ways. Please return the loop and beads to school with your child tomorrow.

How many beads are on your counting loop? _____

Take turns with someone at home to find different ways to group the beads. Draw beads and write number sentences to show four of your combinations.





Class Collection

Home Link 7-11

NAME

DATE

Family Note

Today we began a class collection of objects that we will use at school for number activities such as counting, keeping records, and grouping by 10s. The children voted to collect _____.

Please help your child find items to contribute to our collection. We will build the class collection for at least the next week or two.

Look around your house for _____.

How many do you have? _____

Put them in a bag. Bring the bag to school to add to the class collection.

Bring more of the objects whenever you have them!

