

Section 8: Family Letter

NAME

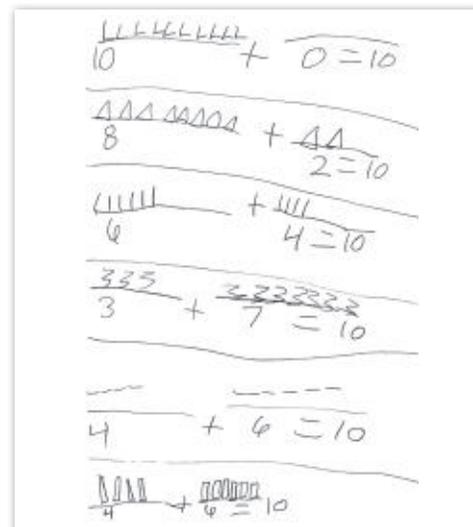
DATE

Dear Families,

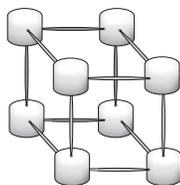
We are beginning Section 8 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

Making Ten Children will continue to do activities and play games (such as *Hiding Bears* and *Car Race*) that help them find pairs of numbers that add to 10. In the open response lesson, children will look for as many ways as they can to place 10 birds on 2 wires. As they find combinations that add to 10, children will notice number patterns and prepare for later work with multi-digit addition and subtraction.

Modeling 3-Dimensional Shapes Children will continue their exploration of 2- and 3-dimensional shapes by using toothpicks, marshmallows, and clay to create shapes and then using shape terminology to describe their creations. They will discover that toothpicks are useful for creating shapes with straight edges (such as cubes and prisms), while clay allows for creating shapes with curves (such as cones and cylinders).



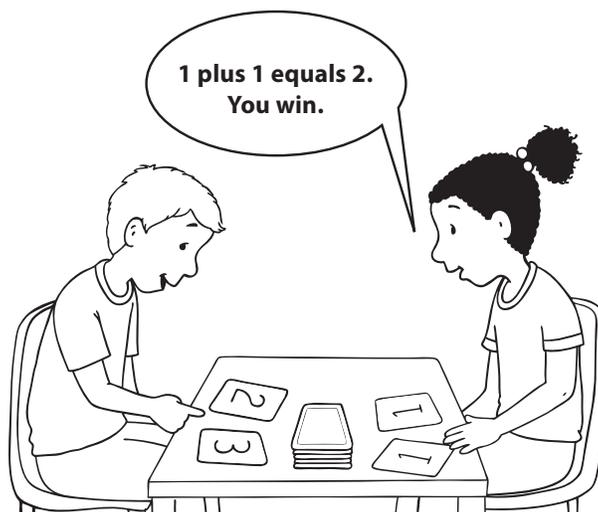
Children find and record many ways to place 10 birds on 2 wires.



Children build shapes out of marshmallows, toothpicks, and clay.

Adding and Subtracting Children will practice adding and subtracting small numbers by playing games such as *Dice Subtraction* and *Addition Top-It*. As they play, children will recall some sums or differences from memory and will develop and practice quick and accurate strategies for finding others. The goal is for children to develop fluency for sums and differences at least within 5 by the end of Kindergarten. This will also lay the groundwork for fluency with more facts as they move into later grades.

Measuring Time Children will practice timing classroom activities using steady beats (such as counting "1-Mississippi, 2-Mississippi"). This allows children to practice oral counting to higher numbers in an interesting, meaningful context.



Modeling Shapes and Structures

Home Link 8-2

NAME

DATE

Family Note

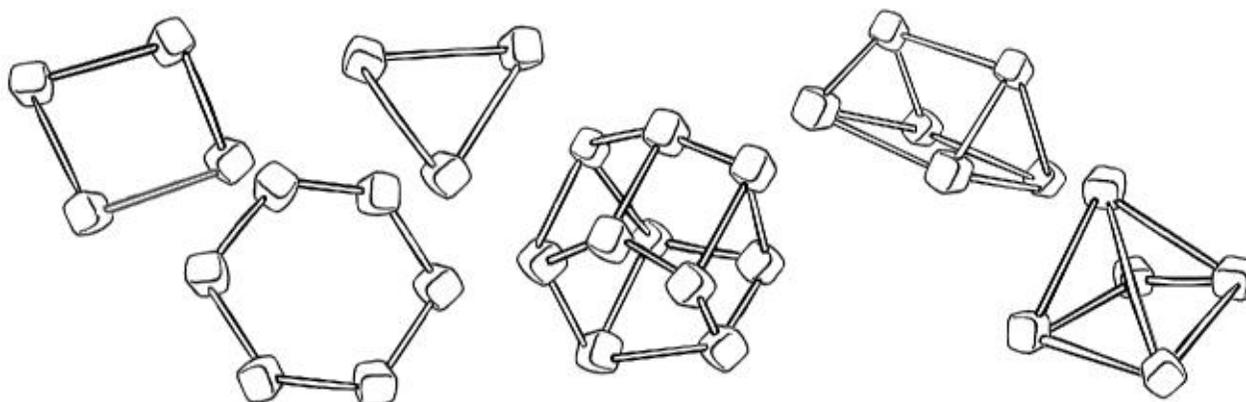
Children can use toothpicks and miniature marshmallows, gumdrops, or small balls of modeling dough as building materials to help develop their understanding of 2- and 3-dimensional shapes. Encourage your child to use the materials to build structures (buildings, vehicles, 3-dimensional designs, and so on) that are made up of common geometric shapes. Help your child learn more about shapes and numbers by talking to him or her about this project. Ask questions such as:

- Are there any squares in your structure?
- How many triangles did you make? How many rectangles?
- Which shapes did you combine to make your creation?
- Do any of your shapes have more toothpicks than marshmallows?
- What 2-dimensional shapes did you make? What 3-dimensional shapes did you make?

Build shapes and structures with toothpicks and marshmallows. (You can use gumdrops or balls of modeling dough instead of marshmallows.)

Build models of **2-dimensional shapes** such as triangles and rectangles. Also build models of **3-dimensional shapes** such as cubes, pyramids, and prisms.

Tell someone at home about your shapes. Then bring one or two of your shapes to school.



102 one hundred two

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Counting High and Counting On

Family Note

In addition to counting actual objects, children enjoy the rhythm and pattern of reciting numbers in order. As children develop their oral counting skills, they also become aware of the patterns and structure of our number system. Encourage children to count as far as they can, and give subtle hints or prompts to help them count a little higher each time. Children enjoy seeing how high they can go, and they gain a real sense of power when they can start counting from any number.

Practice counting to 100.

Start counting at 1. Then start at another number such as 15, 27, 49, or 62.

Try these counting challenges!

- Count past 100. How far can you go?
- Count down to 0. You may wish to count along with a timer that counts backward.



Grouping Snacks by Tens and Ones

Home Link 8-6

NAME _____

DATE _____

Family Note

Your child is building an understanding of place value by exploring the numbers 10–19. He or she is working to understand that these numbers are composed of ten 1s and some more 1s. (The number 10 has no extra 1s.) This work helps children understand the structure of our base-ten number system and prepares them for more advanced addition and subtraction.

Choose a snack with small pieces, such as cereal or raisins. Count out between 10 and 19 pieces.

Write how many pieces you have. _____

Make a pile of 10 pieces of the snack.

How many pieces are left over? _____

Fill in the double ten frame and write a number sentence to show how many pieces you have.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Try to count backward to zero as you eat your snack!

Telling Number Stories

Home Link 8-9

NAME

DATE

Family Note

We have been telling number stories in school and writing number sentences, or equations, to model each story. Help your child become a great problem solver by taking turns telling and solving number stories with him or her. Children especially enjoy number stories that relate to their lives.

Tell number stories about people in your family or places around your home. Start with some “5” stories (stories with 5 as the answer).

For example: *Mom had 6 cans of tuna, but I ate one. How many cans of tuna were left?*

Then have someone in your family tell number stories for you to solve.

Write number sentences for some of your number stories.



Comparing Ages

Home Link 8-10

NAME

DATE

Family Note

At school we have been comparing and ordering numbers from smallest (least) to largest (greatest). Help your child compare and order the ages of the members of your family. Prompt your child to count up from each number to the next number to check their answers and to practice counting on from numbers other than one.

Draw a picture of your family. Write each person's age.



Write the ages in order from youngest to oldest:

youngest _____ oldest
(least) (greatest)

Collections of Number Names

Family Note

Today our class created "name-collection posters" by showing numbers in different ways. For example, children showed names for 10 that include $7 + 3$; a domino with 5 on one side and 5 on the other; and a tower of 6 red blocks and 4 blue blocks. Creating equivalent names for numbers helps children think flexibly about numbers and recognize that the total stays the same even if the number is broken into groups or represented with pictures, objects, or numbers and symbols. Support your child as he or she shows the number of people in your family in different ways.

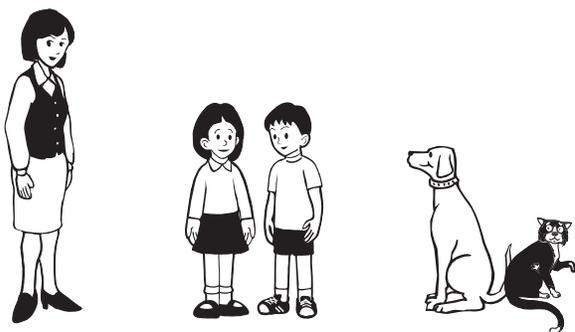
How many are in your family? _____

(Include pets and grandparents or other family members if you choose to.)

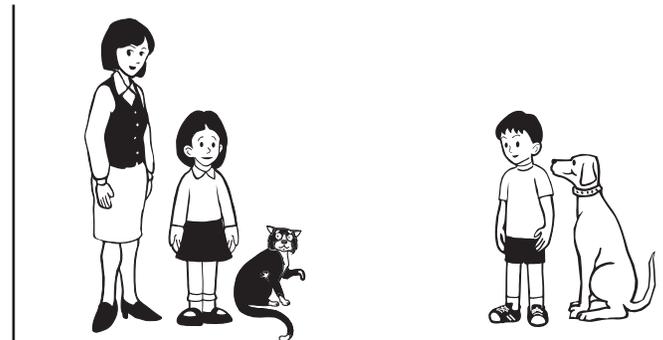
What are some different ways to group your family members (for example: adults and children, brown eyes and blue eyes, boys and girls, animals and people)?

On the back of this page, write the number of members in your family and show some ways you can group them using pictures, words, and numbers.

5 Family Members



1 adult + 2 kids + 2 pets



3 girls + 2 boys