

# Section 9: Family Letter

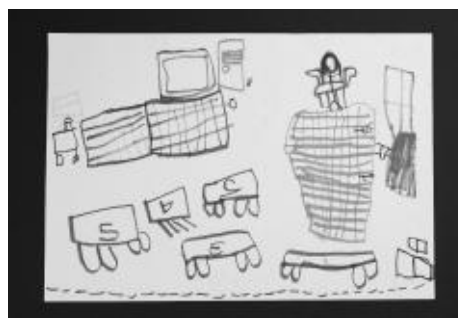
NAME

DATE

## Dear Families,

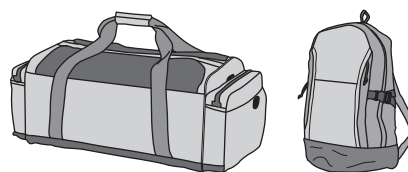
We are beginning Section 9 in *Kindergarten Everyday Mathematics*. Below is information about some of our mathematics work during the next few weeks.

**Spatial Relationships** In Section 9, children will use shape and positional language and develop spatial thinking as they describe a pattern-block design to a partner, who will then try to re-create the design without looking at it. In the Open Response lesson, children will draw maps of the classroom and will later use the maps to locate “hidden treasures.” These activities will help children develop spatial reasoning, which is an important aspect of geometry.



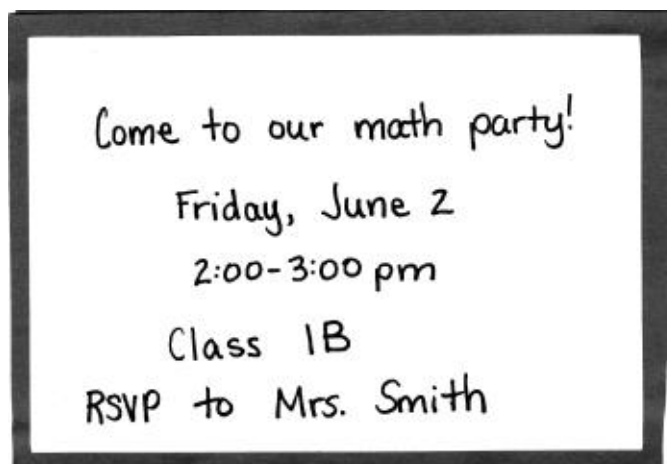
Children draw and use maps of the classroom.

**Measurement** Children will extend and apply the many ways they have learned to describe the sizes of objects as they measure and compare the heights, widths, areas, weights, and capacities of their backpacks. They will also learn to use a pan balance to measure the weight of objects using same-size units, such as paper clips.



Children compare their backpacks along several different size dimensions.

**Class Math Celebration** Children will end the year by having a two-day math celebration to apply the math skills and understandings they have learned in Kindergarten. On the first day, children will use their number, geometry, and other emerging mathematics skills to write invitations, create decorations, and plan and prepare seating charts, food, and party games. On the second day, children will play their favorite math games, estimate the number of snacks in jars, and celebrate how much math they have learned in Kindergarten!



Children apply their math skills to plan and have a math celebration at the end of the year.

# Make My Design

## Family Note

In school, children used shape names and detailed positional language (such as *next to*, *above*, *below*, *left*, and *right*) to describe and copy each other's shape designs. Use the game below to encourage precise mathematical language.

**Materials** Stickers with duplicates or different materials with duplicates (such as coins, buttons, beans, pasta, or drinking straws); two pieces of paper; a large book or folder (to use as a divider)

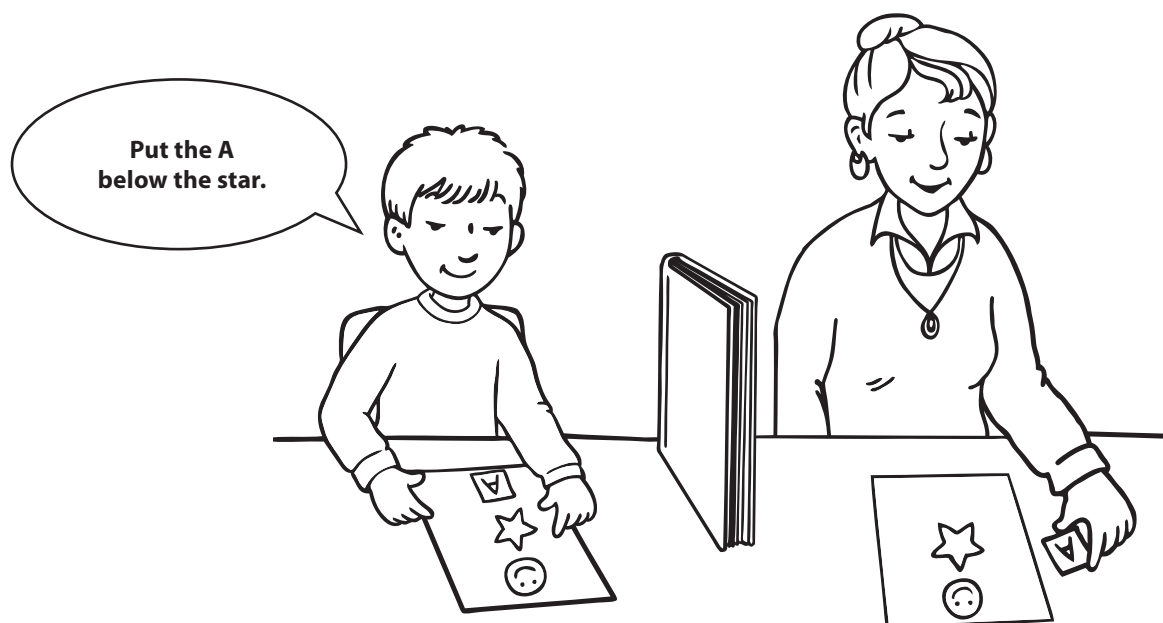
**Players** 2

**Object** To re-create pattern-block designs using shape and positional words

## Directions

1. Sit next to your partner and place the divider between you.
2. Use your materials to make a design on your paper. Describe the design in detail and have your partner try to make the same design using only your clues.
3. Compare your designs. Do they match?
4. Switch roles and try again!

Play *Make My Design* with someone in your family.



# Addition and Subtraction

## Home Link 9-2

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### Family Note

At school, your child has been practicing adding and subtracting small numbers. Children may easily recall some facts but may also need to count on or count back, use their fingers, or count objects to solve other problems. With repeated practice and encouragement, your child will develop more efficient strategies over time. Use the following activities to help your child build *fluency*, the ability to add or subtract quickly and accurately, for sums and differences within 5.

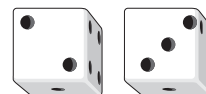
Ask a family member to do these fun addition and subtraction activities with you:

- Call out problems for you to answer with movement. For example: Answer  $4 - 1$  with 3 claps. Say the equation. Then say the answer and count the motions:  $4 - 1 = 3$ .  
1 [clap], 2 [clap], 3 [clap]!
- Tell number stories for you to solve. For example: *We had 1 apple and got 3 more. How many apples do we have now?*
- Take turns rolling two dice and adding or subtracting the number of dots.

4 minus 1 equals 3.  
1, 2, 3!



1 apple plus 3 more  
equals 4 apples.



$2 + 3 = 5$

# Measuring Objects

## Family Note

In school, your child has been learning to describe and compare the height, width, area, capacity, and weight of objects. Support your child by exploring these attributes of objects in your home. Gather containers of various sizes, such as cups, baking pans, baskets, bags, and shoe boxes. Help your child find and use same-size units (such as footsteps, stick-on notes, or paper clips) to measure height and width. Use blocks, beans, snacks, or packing peanuts to fill containers and compare capacities. If you have a scale, your child can weigh the container empty and full.

Choose a container and decide the units you will use to measure.

Measure the height.

It is \_\_\_\_\_ tall.  
          number                      unit

Measure the width.

It is \_\_\_\_\_ wide.  
          number                      unit

Fill the container.

It holds \_\_\_\_\_.  
          number                      unit



If you have a scale, weigh your container when it is empty and when it is full. Record each weight and compare them. *Why are the weights different?*

You might want to try this again with a new container.

# Timing Yourself

## Family Note

Your child has been learning to use timers to measure time in seconds. In this activity, your child will explore what he or she can do in 60 seconds (one minute).

Find a timer (a kitchen timer or the timer on a phone) and set it for one minute.

Choose an exercise (for example, sit-ups, leg raises, or jumping jacks). Count how many you can do in one minute. Try a few more kinds of exercises for one minute each. *Which could you do the most times?*

Think of other activities and test whether you can do them in one minute. *Can you write your name five times, empty your backpack, or make a sandwich in 60 seconds?*

Below, draw something you can do in 60 seconds.

# Planning for Our Math Celebration

Home Link 9-12

NAME

DATE



## Family Note

We are so excited to use the math skills we learned in school this year to plan for our end-of-year Math Celebration! Please help your child with the task listed below.

Your job for the celebration is:

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Home Link 9-12

NAME

DATE



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