

<b>Math- 3<sup>rd</sup> Quarter</b>	<b>WHAT IS MY CHILD LEARNING?</b>	<b>HOW CAN I HELP AT HOME?</b>
Kindergarten	<ul style="list-style-type: none"> <li>• Counting numbers and quantities 13-19.</li> <li>• Write numbers from 0 to 20.</li> <li>• Addition and subtraction word problems within 10 by using objects or drawings to represent the problem.</li> <li>• Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Example: <math>5=2+3</math> and <math>5=4+1</math></li> <li>• Count to 100 by ones.</li> <li>• Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>• Identify whether the number of objects is greater than, less than, or equal to the number of objects in another group.</li> <li>• Compare two numbers between 1 and 10 presented in written numerals.</li> <li>• Compose and decompose numbers from 11 to 19 into a group of tens and ones by using objects or drawings. Also, record each composition by a drawing or equation-(Ex. <math>18=10+8</math>) and understand that these numbers are composed of ten ones and 1,2,3,4,5,6,7,8,9 ones.</li> <li>• Classify and sort objects by measured attributes.</li> <li>• Describe measurable attributes of objects, such as length or weight.</li> <li>• Directly compare 2 objects with a measurable attribute in common, to see which object has “more of”/less of” the attribute and describe the difference.</li> <li>• Describe objects in the environment using name of shapes and describe the relative positions of these objects using terms such as: above, in front of, behind and next to.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting out loud 0-19.</li> <li>• Counting cereal pieces, beans, pasta pieces up to 19.</li> <li>• Writing numbers 0-20 on a piece of paper, on a white board or with chalk outside in the back yard.</li> <li>• Create word problems at home. For example: John has 5 apples and his mom gave him 3 more. How many apples does John have total?</li> <li>• For the number 5, the student can split a set of 5 objects into 1 and 4 or 2 and 3.</li> <li>• Have your child count to 100 while in the car, before bed or while you’re waiting for dinner to be done.</li> <li>• Have 10 cookies on a plate and count the rest of the cookies starting from “10”.</li> <li>• Create two groups- one group with forks and the other group with spoons, decide which group has more, which group has less or if they are equal.</li> <li>• On a piece of paper, write two numbers and your child should determine which is greater or less than the other.</li> <li>• At home write 15 on a piece of paper and your child should read the number “15” and state that it is one group of ten and five ones and record that <math>15=10+5</math>.</li> <li>• At home, sort buttons, shells, shapes, beans, etc, and after sorting each object into the group it belongs, count how many there are in each group.</li> <li>• At home, measure how long a spoon is with beans or compare the weight of an apple and a bag of pasta by putting the apple in one hand and the pasta in the other hand.</li> <li>• Directly compare the heights of two children or adults at home and describe one child/adult as taller/shorter.</li> </ul>

	<ul style="list-style-type: none"><li>• Identify and model shapes and also as 2-dimensional (lying in a plane, “flat”).</li><li>• Compose simple shapes to form larger shapes.</li><li>• Analyze and compare 2 dimensional shapes describing their similarities and differences. (Example: number of sides and vertices/”corners”) and having sides of equal length.</li></ul>	<ul style="list-style-type: none"><li>• Place an object next to, behind, above, below, beside or in front of another object and ask positional questions such as, “Where is the teddy bear? (the teddy bear is placed behind a box). The child says, “The bear is behind the box”.</li><li>• Identify the shape of objects at home.</li><li>• Create a rhombus with 2 triangles.</li><li>• Draw a rectangle and a triangle on a piece of paper and compare the number if sides and corners, (“vertices”).</li></ul>
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